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

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY COLLEGE
ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Art-Graphic Design 138

COURSE TITLE:
Process and Production

Units:
3
Grade Only

CATALOG COURSE DESCRIPTION:

This course is a practical study of creative processes as they relate to graphic design production. Emphasis is placed on idea generation, techniques for inspiration, and communicating individual creative processes as they relate to graphic design production. Topics also include current graphic design trends and intellectual property. This course is intended for graphic design majors and graphic designers currently working in the field.

REQUISITES:

Corequisite: Completion of or concurrent enrollment in:
ARTG 124 with a grade of "C" or better, or equivalent
or
ARTG 133 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:
24 - 27

TOTAL LAB HOURS:
72 - 81

TOTAL CONTACT HOURS:
96 - 108

OUTSIDE-OF-CLASS HOURS:
48 - 54

TOTAL STUDENT LEARNING HOURS:
144 - 162

STUDENT LEARNING OBJECTIVES:

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

1. Apply a variety of processes and practices to tap into one's own creative process and identify techniques designed to spark ideas.
2. Analyze and explain the processes required for individual creativity and identify non-electronic resources that support those processes.
3. Define one's own creative process and develop a system for tracking it.
4. Define originality and compare it to imitation.
5. Identify creative works that blend a variety of inspirations and analyze them as they relate to originality and intellectual property.
6. Identify non-design related artistic inspirations and explain how they fuel one's design process.
7. Review, analyze and apply current industry trends.
8. Organize a system for sketching out and communicating one's artistic process.
9. Define production and diagram production workflows.
10. Compare and contrast print production versus web production.
11. Use appropriate production terminology to communicate with production vendors.
12. Explain the process of running a print job and produce files for printers.
13. Distinguish among various printer types, binderies and finishings.

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. Generating ideas
  A. Tapping into one's own creativity
  B. Sparking ideas
  C. Inspiration versus perspiration
  D. Utilizing non-electronic resources
  E. Tracking one's own process
  F. Originality versus imitation
  G. Blending ideas to create a whole
  H. Ethics of intellectual property

II. Staying inspired
  A. Artistic inspiration
  B. Using other artistic endeavors to stay fresh
  C. Staying on top of industry trends

III. Showing process
  A. Communicating one's own artistic process
  B. Emphasizing individual strengths
  C. The value of sketching

IV. Production techniques
  A. What is production?
  B. Navigating production workflows
  C. Print production versus web production
  D. Production terminology
  E. Communicating with production vendors
  F. Press checks and file preparation
  G. Printer types
    1. Digital
    2. Web
    3. Offset
    4. Specialty
  H. Bindery and finishing

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned textbook related creativity and idea generation for design process and production.
II. Online resources related to current trends and production tools.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Brief essays related to one's own creative processes.
II. Design briefs detailing the scope of projects in process.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Preparation and production of portfolio process pages.
II. Research related to inspirational resources.
III. Personal creative project, including print and/or web production.
IV. Maintenance of a creativity journal.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Creative process self-evaluations.
II. Critiques of current design trends.

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. Process pages.
II. Personal project.
III. Creativity journal.
IV. Production quality.
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
* Lecture Discussion
* Lecture-Lab Combination
* Other (Specify)
* Guest speakers

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Gelb, Michael J. The How to Think Like Leonardo da Vinci Workbook, Dell, 1999, ISBN: 9780440508823
2. Lehrer, Jonah. Imagine: How Creativity Works, Canongate Book, 2012, ISBN: 9781847677860
3. Lupton, Ellen and Jennifer Cole Phillips. Graphic Design Thinking, Princeton Architectural Press, 2011, ISBN: 9781568989792

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Candice Lopez
ORIGINATION DATE: 06/17/2013
PROPOSAL ORIGINATOR: Bradford Prairie
CO-CONTRIBUTOR(S) Angela Testado,Jennifer Boots,Sean Bacon
PROPOSAL DATE: 12/02/2022

SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT

COURSE TO BE PROPOSED: ARTG 138 Process and Production

ACTIVE/APPROVED COURSES IMPACTED:

ARTG 138 Process and Production (29436)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**City**)
Graphic Design *Approved*;
Associate of Arts Degree

Choose one course from the following:

(**City**)
Graphic Design *Approved*;
Associate of Arts Degree

Choose one course from the following:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Art-Graphic Design
II. **Course Number:** 138
III. **Course Title:** Process and Production
IV. **Disciplines (Instructor Minimum Qualifications):** Graphic Arts
V.
VI. **Family:** PORTFOLIO BLDG (ARTG)
VII. **Current Short Title:** Process and Production
VIII. **Course Is Active/Where?** CITY
IX. **Originating Campus:** CITY
X. **Action Proposed:** Course Deactivation (Not at any College)
XI. **Distance Education Proposed At:** NONE
XII. **Proposal Originating Date:** 12/02/2022
XIII. **Proposed Start Semester:** Fall 2024
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Creative processes as they relate to graphic design production.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Corequisite: Completion of or concurrent enrollment in: ARTG 124 with a grade of "C" or better, or equivalent.
or Corequisite: Completion of or concurrent enrollment in: ARTG 133 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:** All texts are latest editions

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Deactivate course to create new course, DSGN 216C Design Studio III. This proposal is part of the migration to the DSGN subject indicator.
II. **How Does The Course Fit The College Mission?** 1. Vocational/Occupational 2. Transfer
III. **Current Transfer Options:**
IV. **Proposed College/District Purpose:** 1. Course is not included in required units for major
V. **Extraordinary Cost to the College:** No new costs.
VI. **Library Resource Materials:** No new resources required.

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Working knowledge of page layout

Working knowledge of branding and packaging

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. None

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Evaluate techniques for creative processes and define a personal creative process to take projects to concept to completion.
- Develop projects that demonstrate the print and digital production process and share how it applies to graphic arts.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:
California Classification: (Y Credit Course)
TOP Code: 1030.00 Graphic Art and Design
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: 1.50
Lab Units: 1.50
Total Units: 3
Lecture Hours Min: 24.00 **Max:** 27.00
Lab Hours Min: 72.00 **Max:** 81.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 96.00 **Max:**108.00
Outside-of-Class Hours Min: 48.00 **Max:**54.00
Total Student Learning Hours Min: 144.00 **Max:** 162.00
FTEF Lecture Min: 0.1000 **Max:**
FTEF Lab Min: 0.3000 **Max:**
FTEF Total Min: 0.4000 **Max:**

III. Last Time Pre/Co Requisite Update: 12/02/2022

IV. Last Outline Revision Date: 02/27/2014

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

View Printable Version

Previous Report

ARTG 138

CIC Approval: 02/27/2014
BOT APPROVAL: 03/27/2014
STATE APPROVAL:
EFFECTIVE TERM: Fall 2014

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY COLLEGE
ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

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Grade Only

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FIELD TRIP REQUIREMENTS:
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TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU

CID:

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OUTSIDE-OF-CLASS HOURS:
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3. Define one's own creative process and develop a system for tracking it.
4. Define originality and compare it to imitation.

Current Report

ARTG 138

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

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY COLLEGE
ASSOCIATE DEGREE COURSE OUTLINE

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10. Compare and contrast print production versus web production.
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SECTION II

1. COURSE OUTLINE AND SCOPE:

A. **Outline Of Topics:**
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  E. Tracking one's own process
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  G. Blending ideas to create a whole
  H. Ethics of intellectual property
II. Staying inspired
  A. Artistic inspiration
  B. Using other artistic endeavors to stay fresh
  C. Staying on top of industry trends
III. Showing process
  A. Communicating one's own artistic process
  B. Emphasizing individual strengths
  C. The value of sketching
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  A. What is production?
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  C. Print production versus web production
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  E. Communicating with production vendors
  F. Press checks and file preparation
  G. Printer types
    1. Digital
    2. Web
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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 creativity and idea generation for design process and production.
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C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Brief essays related to one's own creative processes.
II. Design briefs detailing the scope of projects in process.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Preparation and production of portfolio process pages.
II. Research related to inspirational resources.
III. Personal creative project, including print and/or web production.
IV. Maintenance of a creativity journal.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

6. Identify non-design related artistic inspirations and explain how they fuel one's design process.
7. Review, analyze and apply current industry trends.
8. Organize a system for sketching out and communicating one's artistic process.
9. Define production and diagram production workflows.
10. Compare and contrast print production versus web production.
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SECTION II

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III. Personal creative project, including print and/or web production.
IV. Maintenance of a creativity journal.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Creative process self-evaluations.
II. Critiques of current design trends.

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. Process pages.
II. Personal project.
III. Creativity journal.
IV. Production quality.
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
* Lecture Discussion
* Lecture-Lab Combination
* Other (Specify)
* Guest speakers

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Gelb, Michael J. The How to Think Like Leonardo da Vinci Workbook, Dell, 1999, ISBN: 9780440508823
2. Lehrer, Jonah. Imagine: How Creativity Works, Canongate Book, 2012, ISBN: 9781847677860
3. Lupton, Ellen and Jennifer Cole Phillips. Graphic Design Thinking, Princeton Architectural Press, 2011, ISBN: 9781568989792

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Candice Lopez

CO-CONTRIBUTOR(S)
DATE: 06/17/2013

Status: Active

Date Printed: 04/2/2023

I. Creative process self-evaluations.
II. Critiques of current design trends.

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. Process pages.
II. Personal project.
III. Creativity journal.
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2. Lehrer, Jonah. Imagine: How Creativity Works, Canongate Book, 2012, ISBN: 9781847677860
3. Lupton, Ellen and Jennifer Cole Phillips. Graphic Design Thinking, Princeton Architectural Press, 2011, ISBN: 9781568989792

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Candice Lopez
ORIGINATION DATE: 06/17/2013
PROPOSAL ORIGINATOR: Bradford Prairie
CO-CONTRIBUTOR(S) Angela Testado,Jennifer Boots,Sean Bacon
PROPOSAL DATE: 12/02/2022

Status: Launched

Date Printed: 04/2/2023

View Printable Version

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Art-Graphic Design
II. **Course Number:** 138
III. **Course Title:** Process and Production
IV. **Disciplines (Instructor Minimum Qualifications):** Graphic Arts
V.
VI. **Family:** PORTFOLIO BLDG (ARTG)
VII. **Current Short Title:** Process and Production
VIII. **Course Is Active/Where?** CITY
IX. **Originating Campus:** CITY
X. **Action Proposed:** New Course
XI. **Distance Education Proposed At:** City
XII. **Proposal Originating Date:** 06/17/2013
XIII. **Proposed Start Semester:** Fall 2014
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Creative processes as they relate to graphic design production.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Corequisite: Completion of or concurrent enrollment in: ARTG 124 with a grade of "C" or better, or equivalent.
or Corequisite: Completion of or concurrent enrollment in: ARTG 133 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:** All texts are latest editions

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Create a new course in idea generation and inspiration for graphic design.
II. **How Does The Course Fit The College Mission?** 1. Transfer 2. Vocational/Occupational
III. **Current Transfer Options:**
IV. **Proposed College/District Purpose:** 1. Course is not included in required units for major
V. **Extraordinary Cost to the College:** No new costs.
VI. **Library Resource Materials:** No new resources required.

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Working knowledge of page layout

I. **Course: ARTG 124** **Create a variety of layout formats using computer and traditional methods.**
II. **Course: ARTG 124** **Apply design principles and elements to various layout problems.**

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Art-Graphic Design
II. **Course Number:** 138
III. **Course Title:** Process and Production
IV. **Disciplines (Instructor Minimum Qualifications):** Graphic Arts
V.
VI. **Family:** PORTFOLIO BLDG (ARTG)
VII. **Current Short Title:** Process and Production
VIII. **Course Is Active/Where?** CITY
IX. **Originating Campus:** CITY
X. **Action Proposed:** Course Deactivation (Not at any College)
XI. **Distance Education Proposed At:** NONE
XII. **Proposal Originating Date:** 12/02/2022
XIII. **Proposed Start Semester:** Fall 2024
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Creative processes as they relate to graphic design production.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Corequisite: Completion of or concurrent enrollment in: ARTG 124 with a grade of "C" or better, or equivalent.
or Corequisite: Completion of or concurrent enrollment in: ARTG 133 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:** All texts are latest editions

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Deactivate course to create new course, DSGN 216C Design Studio III. This proposal is part of the migration to the DSGN subject indicator.
II. **How Does The Course Fit The College Mission?** 1. Vocational/Occupational 2. Transfer
III. **Current Transfer Options:**
IV. **Proposed College/District Purpose:** 1. Course is not included in required units for major
V. **Extraordinary Cost to the College:** No new costs.
VI. **Library Resource Materials:** No new resources required.

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Working knowledge of page layout

Working knowledge of branding and packaging

III.	Course: ARTG 124	Plan and implement procedures to solve graphic layout problems.
IV.	Course: ARTG 124	Formulate a visual structure and apply define styles to multiple page print pieces.
V.	Course: ARTG 124	Experiment with a variety of design media to compose unique layout solutions.

Working knowledge of branding and packaging

I.	Course: ARTG 133	Apply design principles to the production of logos and marks.
II.	Course: ARTG 133	Create logos and marks using a variety of design techniques.
III.	Course: ARTG 133	Analyze and apply color to logos, marks and packaging design.
IV.	Course: ARTG 133	Distinguish types of marks to their categories of classification.
V.	Course: ARTG 133	Apply theories of branding to development of marks and packaging solutions.
VI.	Course: ARTG 133	Formulate the development of a logo and a package design in a brief design.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **CITY**

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

III. **Other Distance Education Methods:**

IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
   weekly
2. Conferencing
   as assigned
3. Discussion Board
   at least three times during the term
4. Email/Message System
   as needed
5. Group Meetings
   as assigned
6. Individual Meetings
   as needed
7. Individualized Assignment Feedback
   as assigned
8. Synchronous or Asynchronous Video
   as assigned

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 participate in synchronous and asynchronous critique sessions where they give and receive feedback to/from each other and the instructor. Students also demonstrate an understanding and integration of course concepts via asynchronous and synchronous video lectures and individualized assignment feedback. Students receive synchronous assistance with software, assignments, and technology through Open Lab, which can be operated remotely.

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

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Evaluate techniques for creative processes and define a personal creative process to take projects to concept to

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **None**

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Evaluate techniques for creative processes and define a personal creative process to take projects to concept to completion.
- Develop projects that demonstrate the print and digital production process and share how it applies to graphic arts.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 1030.00 Graphic Art and Design
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

completion.
- Develop projects that demonstrate the print and digital production process and share how it applies to graphic arts.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 1030.00 Graphic Art and Design
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:** 1.50
Lab Units: 1.50
Total Units: 3
Lecture Hours Min: 24.00 **Max:** 27.00
Lab Hours Min: 72.00 **Max:** 81.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 96.00 **Max:**108.00
Outside-of-Class Hours Min: 48.00 **Max:**54.00
Total Student Learning Hours Min: 144.00 **Max:** 162.00
FTEF Lecture Min: 0.1000 **Max:**
FTEF Lab Min: 0.3000 **Max:**
FTEF Total Min: 0.4000 **Max:**

III. **Last Time Pre/Co Requisite Update:** 06/17/2013

IV. **Last Outline Revision Date:** 02/27/2014

V. **CIC Approval:** 02/27/2014

VI. **BOT Approval:** 03/27/2014

VII. **State Approval:**

VIII. **Revised State Approval:**

IX. **Course Approval Effective Date:** Fall 2014

SECTION VI

CREDIT FOR PRIOR LEARNING

Course Gen Education Status (CB25):
Course Support Course Status (CB26):
Major Restriction Code: NONE

II. **Lect Units:** 1.50
Lab Units: 1.50
Total Units: 3
Lecture Hours Min: 24.00 **Max:** 27.00
Lab Hours Min: 72.00 **Max:** 81.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 96.00 **Max:**108.00
Outside-of-Class Hours Min: 48.00 **Max:**54.00
Total Student Learning Hours Min: 144.00 **Max:** 162.00
FTEF Lecture Min: 0.1000 **Max:**
FTEF Lab Min: 0.3000 **Max:**
FTEF Total Min: 0.4000 **Max:**

III. **Last Time Pre/Co Requisite Update:** 12/02/2022

IV. **Last Outline Revision Date:** 02/27/2014

V. **CIC Approval:**

VI. **BOT Approval:**

VII. **State Approval:**

VIII. **Revised State Approval:**

IX. **Course Approval Effective Date:**

SECTION VI

CREDIT FOR PRIOR LEARNING

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

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY COLLEGE
ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Art-Graphic Design 148C

COURSE TITLE:
Portfolio Building

Units:
3
Grade Only

CATALOG COURSE DESCRIPTION:

This course is intended for advanced graphic design students to develop and build substantial portfolio projects. Emphasis is placed on assessment of current trends and the development of original packaging and typeface designs to reach target markets. This course requires students to spend considerable time outside of class to complete projects.

REQUISITES:

Advisory:
ARTG 124 with a grade of "C" or better, or equivalent
&
ARTG 133 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:
24 - 27

TOTAL LAB HOURS:
72 - 81

TOTAL CONTACT HOURS:
96 - 108

OUTSIDE-OF-CLASS HOURS:
48 - 54

TOTAL STUDENT LEARNING HOURS:
144 - 162

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

1. Produce a variety of design projects for a diverse range of target audiences.
2. Identify and analyze current trend to develop original packaging for a variety of products.
3. Create an original typeface.
4. Apply a brand to a variety of page layout projects.
5. Evaluate one's own work and the work of others'.

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. Portfolio strategies
  A. Diversification of work for various markets
  B. Targeting the audiences
II. Packaging design
  A. Trends
  B. Forms
    1. Dielines
    2. Folding
III. Typeface design
  A. Letter construction
  B. Balance of black and white
  C. Styles of typography
IV. Page layout
  A. Spatial relationships
  B. Branding
V. Critique
  A. One on one
  B. Group

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned textbooks and/or manuals related to packaging design and type design.
II. Blogs and websites related to current trends in graphic design.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Brief critiques of one's own work and/or others' work.
II. Brief brainstorm concept development pieces.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Background research related to project development.
II. Packaging project based on a target market.
III. Typeface design project to create an original, complete typeface alphabet.
IV. Original multi-page layout project.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Target market assessments for project development.
II. Advanced level critiques based on project deconstruction.

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. Portfolio building projects based on:
   A. Effectiveness in reaching target market
   B. Craftspersonship
II. Critiques and class participation.

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning
* Computer Assisted Instruction
* Discussion Seminar
* Distance Education (Fully online)
* Lecture-Lab Combination
* Other (Specify)
* Demonstration
* Guest lecturers

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Cheng, Karen. Designing Type, Yale University Press, 2006, ISBN: 9780300111507
2. Klimchuk, Marianne and Sandra Krasovec. Packaging Design: Successful Product Branding from Concept to Shelf, Wiley, 2006, ISBN: 9780471720164

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Candice Lopez
ORIGINATION DATE: 10/31/2012
PROPOSAL ORIGINATOR: Bradford Prairie
CO-CONTRIBUTOR(S) Angela Testado,Jennifer Boots,Sean Bacon
PROPOSAL DATE: 12/02/2022

SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT

COURSE TO BE PROPOSED: ARTG 148C Portfolio Building

ACTIVE/APPROVED COURSES IMPACTED:

ARTG 148C Portfolio Building (29434)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**City**)
Graphic Design *Active*;
Associate of Arts Degree

Choose one course from the following:

(**City**)
Graphic Design *Approved*;
Associate of Arts Degree

Choose one course from the following:

(**City**)
Graphic Design *Approved*;
Associate of Arts Degree

Choose one course from the following:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Art-Graphic Design
II. **Course Number:** 148C
III. **Course Title:** Portfolio Building
IV. **Disciplines (Instructor Minimum Qualifications):** Graphic Arts
V.
VI. **Family:** PORTFOLIO BLDG (ARTG)
VII. **Current Short Title:** Portfolio Building
VIII. **Course Is Active/Where?** CITY
IX. **Originating Campus:** CITY
X. **Action Proposed:** Course Deactivation (Not at any College)
XI. **Distance Education Proposed At:** NONE
XII. **Proposal Originating Date:** 12/02/2022
XIII. **Proposed Start Semester:** Fall 2024
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Development and building of substantial portfolio projects.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Advisory: ARTG 124 with a grade of "C" or better, or equivalent.
& Advisory: ARTG 133 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 listed are latest editions

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Deactivate course to create new course, DSGN 216A Design Studio I. This proposal is part of the migration to the DSGN subject indicator.
II. **How Does The Course Fit The College Mission?** 1. Vocational/Occupational 2. Transfer
III. **Current Transfer Options:**
IV. **Proposed College/District Purpose:** 1. Major Requirement - Associate Degree 2. Major Requirement - Certificate of Achievement
V. **Extraordinary Cost to the College:** No new costs.
VI. **Library Resource Materials:** No new resources required.

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Working knowledge of page layout

Working knowledge of branding and packaging

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. None

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Identify design problems for real world project and forumlate appropriate solutions in small teams that meet real world constraints.
- Plan and create diverse projects that add breadth to a portfolio.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:
California Classification: (Y Credit Course)
TOP Code: 1030.00 Graphic Art and Design
SAM Code: B - Advanced Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25):
Course Support Course Status (CB26):
Major Restriction Code: NONE

II. Lect Units: 1.50
Lab Units: 1.50
Total Units: 3
Lecture Hours Min: 24.00 **Max:** 27.00
Lab Hours Min: 72.00 **Max:** 81.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 96.00 **Max:**108.00
Outside-of-Class Hours Min: 48.00 **Max:**54.00
Total Student Learning Hours Min: 144.00 **Max:** 162.00
FTEF Lecture Min: 0.1000 **Max:**
FTEF Lab Min: 0.3000 **Max:**
FTEF Total Min: 0.4000 **Max:**

III. Last Time Pre/Co Requisite Update: 12/02/2022

IV. Last Outline Revision Date: 04/11/2013

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

View Printable Version

Previous Report

ARTG 148C

CIC Approval: 04/11/2013
BOT APPROVAL: 06/13/2013
STATE APPROVAL:
EFFECTIVE TERM: Fall 2013

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY COLLEGE
ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Art-Graphic Design 148C

COURSE TITLE:
Portfolio Building

Units:
3
Grade Only

CATALOG COURSE DESCRIPTION:

This course is intended for advanced graphic design students to develop and build substantial portfolio projects. Emphasis is placed on assessment of current trends and the development of original packaging and typeface designs to reach target markets. This course requires students to spend considerable time outside of class to complete projects.

REQUISITES:

Advisory:
ARTG 124 with a grade of "C" or better, or equivalent
&
ARTG 133 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:
24 - 27

TOTAL LAB HOURS:
72 - 81

TOTAL CONTACT HOURS:
96 - 108

OUTSIDE-OF-CLASS HOURS:
48 - 54

TOTAL STUDENT LEARNING HOURS:
144 - 162

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

1. Produce a variety of design projects for a diverse range of target audiences.
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3. Create an original typeface.
4. Apply a brand to a variety of page layout projects.
5. Evaluate one's own work and the work of others'.

Current Report

ARTG 148C

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

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY COLLEGE
ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Art-Graphic Design 148C

COURSE TITLE:
Portfolio Building

Units:
3
Grade Only

CATALOG COURSE DESCRIPTION:

This course is intended for advanced graphic design students to develop and build substantial portfolio projects. Emphasis is placed on assessment of current trends and the development of original packaging and typeface designs to reach target markets. This course requires students to spend considerable time outside of class to complete projects.

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Advisory:
ARTG 124 with a grade of "C" or better, or equivalent
&
ARTG 133 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:
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TOTAL LAB HOURS:
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4. Apply a brand to a variety of page layout projects.
5. Evaluate one's own work and the work of others'.

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.

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  A. Diversification of work for various markets
  B. Targeting the audiences
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  A. Trends
  B. Forms
    1. Dielines
    2. Folding
III. Typeface design
  A. Letter construction
  B. Balance of black and white
  C. Styles of typography
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  A. Spatial relationships
  B. Branding
V. Critique
  A. One on one
  B. Group

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II. Blogs and websites related to current trends in graphic design.

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I. Brief critiques of one's own work and/or others' work.
II. Brief brainstorm concept development pieces.

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

I. Background research related to project development.
II. Packaging project based on a target market.
III. Typeface design project to create an original, complete typeface alphabet.
IV. Original multi-page layout project.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Target market assessments for project development.
II. Advanced level critiques based on project deconstruction.

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. Portfolio building projects based on:
  A. Effectiveness in reaching target market
  B. Craftspersonship
II. Critiques and 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

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. Portfolio strategies
  A. Diversification of work for various markets
  B. Targeting the audiences
II. Packaging design
  A. Trends
  B. Forms
    1. Dielines
    2. Folding
III. Typeface design
  A. Letter construction
  B. Balance of black and white
  C. Styles of typography
IV. Page layout
  A. Spatial relationships
  B. Branding
V. Critique
  A. One on one
  B. Group

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned textbooks and/or manuals related to packaging design and type design.
II. Blogs and websites related to current trends in graphic design.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Brief critiques of one's own work and/or others' work.
II. Brief brainstorm concept development pieces.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Background research related to project development.
II. Packaging project based on a target market.
III. Typeface design project to create an original, complete typeface alphabet.
IV. Original multi-page layout project.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Target market assessments for project development.
II. Advanced level critiques based on project deconstruction.

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. Portfolio building projects based on:
  A. Effectiveness in reaching target market
  B. Craftspersonship
II. Critiques and class participation.

3. METHODS OF INSTRUCTION:

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

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

* Discussion Seminar
* Distance Education (Fully online)
* Lecture-Lab Combination
* Other (Specify)
* Demonstration
* Guest lecturers

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Cheng, Karen. Designing Type, Yale University Press, 2006, ISBN: 9780300111507
2. Klimchuk, Marianne and Sandra Krasovec. Packaging Design: Successful Product Branding from Concept to Shelf, Wiley, 2006, ISBN: 9780471720164

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Candice Lopez

CO-CONTRIBUTOR(S)
DATE: 10/31/2012

Status: Active

Date Printed: 04/2/2023

* Lecture-Lab Combination
* Other (Specify)
* Demonstration
* Guest lecturers

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Cheng, Karen. Designing Type, Yale University Press, 2006, ISBN: 9780300111507
2. Klimchuk, Marianne and Sandra Krasovec. Packaging Design: Successful Product Branding from Concept to Shelf, Wiley, 2006, ISBN: 9780471720164

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Candice Lopez
ORIGINATION DATE: 10/31/2012
PROPOSAL ORIGINATOR: Bradford Prairie
CO-CONTRIBUTOR(S) Angela Testado,Jennifer Boots,Sean Bacon
PROPOSAL DATE: 12/02/2022

Status: Launched

Date Printed: 04/2/2023

View Printable Version

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Art-Graphic Design
II. **Course Number:** 148C
III. **Course Title:** Portfolio Building
IV. **Disciplines (Instructor Minimum Qualifications):** Graphic Arts
V.
VI. **Family:** PORTFOLIO BLDG (ARTG)
VII. **Current Short Title:** Portfolio Building
VIII. **Course Is Active/Where?** CITY
IX. **Originating Campus:** CITY
X. **Action Proposed:** New Course
XI. **Distance Education Proposed At:** City
XII. **Proposal Originating Date:** 10/31/2012
XIII. **Proposed Start Semester:** Fall 2013
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Development and building of substantial portfolio projects.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Advisory: ARTG 124 with a grade of "C" or better, or equivalent.
& Advisory: ARTG 133 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 listed are latest editions

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Create a new course in portfolio content building to assist students in creating content for transfer and employment opportunities
II. **How Does The Course Fit The College Mission?** 1. Transfer 2. Vocational/Occupational
III. **Current Transfer Options:**
IV. **Proposed College/District Purpose:** 1. Major Requirement - Associate Degree 2. Major Requirement - Certificate of Achievement
V. **Extraordinary Cost to the College:** No new costs.
VI. **Library Resource Materials:** No new resources required.

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Working knowledge of page layout

I. **Course: ARTG 124** **Create a variety of layout formats using computer and traditional methods.**

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Art-Graphic Design
II. **Course Number:** 148C
III. **Course Title:** Portfolio Building
IV. **Disciplines (Instructor Minimum Qualifications):** Graphic Arts
V.
VI. **Family:** PORTFOLIO BLDG (ARTG)
VII. **Current Short Title:** Portfolio Building
VIII. **Course Is Active/Where?** CITY
IX. **Originating Campus:** CITY
X. **Action Proposed:** Course Deactivation (Not at any College)
XI. **Distance Education Proposed At:** NONE
XII. **Proposal Originating Date:** 12/02/2022
XIII. **Proposed Start Semester:** Fall 2024
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Development and building of substantial portfolio projects.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Advisory: ARTG 124 with a grade of "C" or better, or equivalent.
& Advisory: ARTG 133 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 listed are latest editions

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Deactivate course to create new course, DSGN 216A Design Studio I. This proposal is part of the migration to the DSGN subject indicator.
II. **How Does The Course Fit The College Mission?** 1. Vocational/Occupational 2. Transfer
III. **Current Transfer Options:**
IV. **Proposed College/District Purpose:** 1. Major Requirement - Associate Degree 2. Major Requirement - Certificate of Achievement
V. **Extraordinary Cost to the College:** No new costs.
VI. **Library Resource Materials:** No new resources required.

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Working knowledge of page layout

Working knowledge of branding and packaging

II.	Course: ARTG 124	Design layouts using grids as a tool for design.
III.	Course: ARTG 124	Apply design principles and elements to various layout problems.
IV.	Course: ARTG 124	Practice white space principles in the production of layout projects.
V.	Course: ARTG 124	Analyze, identify, compare and contrast layout format variations.
VI.	Course: ARTG 124	Plan and implement procedures to solve graphic layout problems.
VII.	Course: ARTG 124	Formulate a visual structure and apply define styles to multiple page print pieces.
VIII.	Course: ARTG 124	Experiment with a variety of design media to compose unique layout solutions.

Working knowledge of branding and packaging

I.	Course: ARTG 133	Apply design principles to the production of logos and marks.
II.	Course: ARTG 133	Create logos and marks using a variety of design techniques.
III.	Course: ARTG 133	Develop marks utilizing criteria for effective design.
IV.	Course: ARTG 133	Incorporate marks into packaging designs.
V.	Course: ARTG 133	Analyze and apply color to logos, marks and packaging design.
VI.	Course: ARTG 133	Apply theories of branding to development of marks and packaging solutions.
VII.	Course: ARTG 133	Formulate the development of a logo and a package design in a brief design.

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. Conferencing
   as assigned
3. Discussion Board
   at least three times during the term
4. Email/Message System
   as needed
5. Group Meetings
   as assigned
6. Individual Meetings
   as needed
7. Individualized Assignment Feedback
   as assigned
8. Synchronous or Asynchronous Video
   as assigned

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 participate in synchronous and asynchronous critique sessions where they give and receive feedback to/from each other and the instructor. Students also demonstrate an understanding and integration of course concepts via asynchronous and synchronous video lectures and individualized assignment feedback. Students receive synchronous assistance with software, assignments, and technology through Open Lab, which can be operated remotely.

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

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

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

SECTION IV

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **None**

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Identify design problems for real world project and forumlate appropriate solutions in small teams that meet real world constraints.
- Plan and create diverse projects that add breadth to a portfolio.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 1030.00 Graphic Art and Design
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 STUDENT LEARNING OUTCOME(S)

CITY

- Identify design problems for real world project and forumlate appropriate solutions in small teams that meet real world constraints.
- Plan and create diverse projects that add breadth to a portfolio.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 1030.00 Graphic Art and Design
SAM Code: B - Advanced Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25):
Course Support Course Status (CB26):
Major Restriction Code: NONE

II. **Lect Units:** 1.50
Lab Units: 1.50
Total Units: 3
Lecture Hours Min: 24.00 **Max:** 27.00
Lab Hours Min: 72.00 **Max:** 81.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 96.00 **Max:**108.00
Outside-of-Class Hours Min: 48.00 **Max:**54.00
Total Student Learning Hours Min: 144.00 **Max:** 162.00
FTEF Lecture Min: 0.1000 **Max:**
FTEF Lab Min: 0.3000 **Max:**
FTEF Total Min: 0.4000 **Max:**

III. **Last Time Pre/Co Requisite Update:** 10/31/2012
IV. **Last Outline Revision Date:** 04/11/2013
V. **CIC Approval:** 04/11/2013
VI. **BOT Approval:** 06/13/2013
VII. **State Approval:**
VIII. **Revised State Approval:**
IX. **Course Approval Effective Date:** Fall 2013

SECTION VI

CREDIT FOR PRIOR LEARNING

Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25):
Course Support Course Status (CB26):
Major Restriction Code: NONE

II. **Lect Units:** 1.50
Lab Units: 1.50
Total Units: 3
Lecture Hours Min: 24.00 **Max:** 27.00
Lab Hours Min: 72.00 **Max:** 81.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 96.00 **Max:**108.00
Outside-of-Class Hours Min: 48.00 **Max:**54.00
Total Student Learning Hours Min: 144.00 **Max:** 162.00
FTEF Lecture Min: 0.1000 **Max:**
FTEF Lab Min: 0.3000 **Max:**
FTEF Total Min: 0.4000 **Max:**

III. **Last Time Pre/Co Requisite Update:** 12/02/2022
IV. **Last Outline Revision Date:** 04/11/2013
V. **CIC Approval:**
VI. **BOT Approval:**
VII. **State Approval:**
VIII. **Revised State Approval:**
IX. **Course Approval Effective Date:**

SECTION VI

CREDIT FOR PRIOR LEARNING

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

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY COLLEGE
ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Art-Graphic Design 151

COURSE TITLE:
Travel by Design

Units:
3
Grade Only

CATALOG COURSE DESCRIPTION:

This course is a practical study of creativity and global design through travel and the exploration of new people, places and cultures. Emphasis is placed on the application of innovative thinking and global competencies to design solutions for an increasingly interconnected world. Students expand their perspectives and develop global competencies through immersion into select geographic areas. Students may choose to travel to the select geographic area or experience it through online participation. This course is designed for graphic arts majors and anyone interested in developing creativity through global competencies.

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

CID:

TOTAL LECTURE HOURS:
24 - 27

TOTAL LAB HOURS:
72 - 81

TOTAL CONTACT HOURS:
96 - 108

OUTSIDE-OF-CLASS HOURS:
48 - 54

TOTAL STUDENT LEARNING HOURS:
144 - 162

STUDENT LEARNING OBJECTIVES:

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

1. Explain the ways in which the exploration of new people, places and cultures enhances creativity.
2. Relate the geographical, historical and political aspects of the select country to the applications of design principles in a variety of areas.
3. Practice cultural awareness and the principles of global citizenship in exploring new cultural situations.
4. Assess the role of conceptually-based global design in an increasingly interdependent world.
5. Analyze innovative thinkers in a variety of disciplines and apply their skills to solve graphic problems related to the intersection of design and culture.
6. Employ conceptual brainstorming techniques, including wordlists and drawing connections to stimulate innovative thinking.
7. Use mind maps to generate ideas and experiment with a variety of methods to approach cross-cultural design projects in innovative ways.
8. Explain the role of the travel journal in expressing a cross-cultural experience and apply a variety of formats and/or techniques to create a travel journal based on experiences in the select country and one's own culture.
9. Use hardware and software applications to develop graphic solutions for design projects that integrate local, regional and global traditions and trends and that speak to a global audience.

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. Creating conceptually-based globally-aware design through travel
  A. Principles of design, exploration and creativity
  B. Overview of select countries
    1. Geography, history and current events
    2. Historical and contemporary innovation and design
    3. Application of technology to design principles
    4. Environmental design practices
    5. Business design practices
  C. Introduction to global citizenship
    1. Cultural awareness
      a. Intercultural relations skills
      b. Communicating with non-English speakers
      c. Exploring one's own cultural identity
      d. Finding comfort among differences
      e. Impact of other cultures on our own
      f. Diversity and interdependencies
      g. Exploring various faith traditions
    2. Life-long global learning
      a. Working on diverse teams
      b. International study and cultural understanding
      c. Tolerance for ambiguity
    3. Global interdependence
      a. Politics
      b. Economics
      c. Environment
      d. Communities
      e. Individuals
II. Application of creativity in cross-cultural design
  A. Intersection of design and culture
    1. Technology, mass media and the global economy
    2. Communications across cultures
  B. Global creative thinkers

1. Artists
2. Writers
3. Scientists
4. Explorers
5. Business leaders
6. Politicians

C. Qualities of innovative thinkers
1. Intuition
2. Persistence
3. Focus
4. Courage
5. Flexibility
6. Imagination
7. Dedication
8. Self-confidence
9. Independence
10. Sense of play

D. Methods of innovative thinkers
1. Brainstorming
a. Generating word lists
b. Giving personality to inanimate objects
c. Forcing connections between unrelated concepts
d. Sale variation for visual impact
e. Familiar in unfamiliar settings
2. Mind mapping
a. Developing a central icon
b. Using branches to generate ideas
c. Sub-sets of branching
3. Other methods may include
a. Timelines
b. Cultivation of intuition
c. Assessment
d. Goal setting
e. Manifestos
f. Clarification of core values
g. Contemplation of purpose

III. Cross-cultural design project development
A. Travel journal formats and techniques
1. Prose
2. Sketches
3. Altered art
4. Collage
5. Special papers
6. Paint mediums
7. Polaroid transfer
8. Gold and copper leafing
9. Digital art

B. Solving design-related cross-cultural conceptual problems
1. Hardware and software applications
2. Developing effective graphic solutions
3. Application of global competencies
4. Integrating local, regional and global traditions and trends

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned textbook(s) related to global competencies and innovative thinking.
II. Magazines and journals, such as:
A. Print
B. Colors

C. Global Issues
D. New Internationalist
E. Graphis
F. Communication Arts

III. Internet sites pertaining to global citizenship and innovative thinkers.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Analytical and innovative thinking exercises.
II. Position papers on global interdependence and cross-cultural design.
III. Text for travel journal.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Background reading assignments related to global awareness and the select country of travel.
II. Field trips to lectures and conferences in the area of conceptual thinking and design.
III. Individual and group projects realted to solving design-related, global conceptual problems.
IV. Position papers analyzing innovative conceptual techniques and their application for a global audience.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Participation in diverse group conceptual brainstorming and mind mapping sessions to solve design problems based on global awareness.
II. Graphic design project assessments that question the strengths and limitations of a variety of design methodologies.

2. METHODS OF EVALUATION:

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

I. Objective examinations.
II. Graphic design projects.
III. Position papers.
IV. Group projects.
V. Written assignments.
VI. Individual and group project presentations.
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-Lab Combination
* Other (Specify)
* Guest speakers.
* International travel.

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Gelb, Michael. How to Think Like Leonardo da Vinci, Reissue ed. Random House Publishing , 2000, ISBN: 9780440508274
2. Gelb, Michael. The How to Think Like Leonardo da Vinci Workbook, Dell Publishing, 1999, ISBN: 9780440508823
3. O'Reilly, Sean, et al, eds. The Road Within, 1st ed. Travelers' Tales Guides, 2002, ISBN: 9781885211842
4. Pressfield, Steven and Robert McKee. The War of Art: Break through the Blocks and Win Your Inner Creative Battles, Grand Central Publishing, 2003, ISBN: 9780446691437

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Travel is encouraged but not required.
2. Computer output paper.
3. Computer color cartridges.
4. Journal.
5. Scissors.
6. Exacto knife.
7. Sharpies.
8. Razor point pens.

ORIGINATOR: June Richards
ORIGINATION DATE: 11/06/2009
PROPOSAL ORIGINATOR: Bradford Prairie
CO-CONTRIBUTOR(S) Angela Testado,Jennifer Boots,Sean Bacon
PROPOSAL DATE: 12/02/2022

SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT

COURSE TO BE PROPOSED: ARTG 151
Travel by Design

ACTIVE/APPROVED COURSES IMPACTED:

ARTG 151 Travel by Design (29435)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**City**)
Graphic Design *Active*;
Associate of Arts Degree

Choose one course from the following:

(**City**)
Graphic Design *Approved*;
Associate of Arts Degree

Choose one course from the following:

(**City**)
Graphic Design *Approved*;
Associate of Arts Degree

Choose one course from the following:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Art-Graphic Design
II. **Course Number:** 151
III. **Course Title:** Travel by Design
IV. **Disciplines (Instructor Minimum Qualifications):**
V.
VI. **Family:** SPECIALTY (ARTG)
VII. **Current Short Title:** Travel by Design
VIII. **Course Is Active/Where?** CITY
IX. **Originating Campus:** CITY
X. **Action Proposed:** Course Deactivation (Not at any College)
XI. **Distance Education Proposed At:** NONE
XII. **Proposal Originating Date:** 12/02/2022
XIII. **Proposed Start Semester:** Fall 2024
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Creativity and global design through travel.

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:** All textbooks are latest editions available.

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Deactivate course to create new course, DSGN 216B Design Studio II. This proposal is part of the migration to the DSGN subject indicator.
II. **How Does The Course Fit The College Mission?** 1. Transfer 2. Vocational/Occupational
III. **Current Transfer Options:**
IV. **Proposed College/District Purpose:** 1. Major Requirement - Associate Degree
V. **Extraordinary Cost to the College:** Hardware and software updates and peripherals..
VI. **Library Resource Materials:** No new resources required..

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Able to read and write at college level.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. None

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Research a specific culture or geographic region and design a project demonstrating an authentic cultural understanding.
- Identify and solve a social or ecological issue related to a cultural or geographic region through design.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (H General and Cultural)
TOP Code: 1030.00 Graphic Art and Design
SAM Code: C - Clearly Occupational
Course Prior to College Level (CB21): -
Funding Agency Category (CB23):
Course Program Status (CB24):
Course Gen Education Status (CB25):
Course Support Course Status (CB26):
Major Restriction Code: NONE

II. **Lect Units:** 1.50
Lab Units: 1.50
Total Units: 3
Lecture Hours Min: 24.00 **Max:** 27.00
Lab Hours Min: 72.00 **Max:** 81.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 96.00 **Max:**108.00
Outside-of-Class Hours Min: 48.00 **Max:**54.00
Total Student Learning Hours Min: 144.00 **Max:** 162.00
FTEF Lecture Min: 0.1000 **Max:**
FTEF Lab Min: 0.3000 **Max:**
FTEF Total Min: 0.4000 **Max:**

III. **Last Time Pre/Co Requisite Update:** 12/02/2022

IV. **Last Outline Revision Date:** 05/13/2010

V. **CIC Approval:**

VI. **BOT Approval:**

VII. **State Approval:**

VIII. **Revised State Approval:**

IX. **Course Approval Effective Date:**

SECTION VI

CREDIT FOR PRIOR LEARNING

View Printable Version

Previous Report

ARTG 151

CIC Approval: 05/13/2010
BOT APPROVAL: 06/10/2010
STATE APPROVAL:
EFFECTIVE TERM: Summer 2010

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY COLLEGE
ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Art-Graphic Design 151

COURSE TITLE:
Travel by Design

Units:
3
Grade Only

CATALOG COURSE DESCRIPTION:

This course is a practical study of creativity and global design through travel and the exploration of new people, places and cultures. Emphasis is placed on the application of innovative thinking and global competencies to design solutions for an increasingly interconnected world. Students expand their perspectives and develop global competencies through immersion into select geographic areas. Students may choose to travel to the select geographic area or experience it through online participation. This course is designed for graphic arts majors and anyone interested in developing creativity through global competencies.

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

CID:

TOTAL LECTURE HOURS:
24 - 27

TOTAL LAB HOURS:
72 - 81

TOTAL CONTACT HOURS:
96 - 108

OUTSIDE-OF-CLASS HOURS:
48 - 54

TOTAL STUDENT LEARNING HOURS:
144 - 162

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

1. Explain the ways in which the exploration of new people, places and cultures enhances creativity.
2. Relate the geographical, historical and political aspects of the select country to the applications of design principles in a variety of areas.
3. Practice cultural awareness and the principles of global citizenship in exploring new cultural situations.
4. Assess the role of conceptually-based global design in an increasingly interdependent world.
5. Analyze innovative thinkers in a variety of disciplines and apply their skills to solve graphic problems related to

Current Report

ARTG 151

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

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY COLLEGE
ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Art-Graphic Design 151

COURSE TITLE:
Travel by Design

Units:
3
Grade Only

CATALOG COURSE DESCRIPTION:

This course is a practical study of creativity and global design through travel and the exploration of new people, places and cultures. Emphasis is placed on the application of innovative thinking and global competencies to design solutions for an increasingly interconnected world. Students expand their perspectives and develop global competencies through immersion into select geographic areas. Students may choose to travel to the select geographic area or experience it through online participation. This course is designed for graphic arts majors and anyone interested in developing creativity through global competencies.

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

CID:

TOTAL LECTURE HOURS:
24 - 27

TOTAL LAB HOURS:
72 - 81

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96 - 108

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48 - 54

TOTAL STUDENT LEARNING HOURS:
144 - 162

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3. Practice cultural awareness and the principles of global citizenship in exploring new cultural situations.
4. Assess the role of conceptually-based global design in an increasingly interdependent world.
5. Analyze innovative thinkers in a variety of disciplines and apply their skills to solve graphic problems related to the intersection of design and culture.
6. Employ conceptual brainstorming techniques, including wordlists and drawing connections to stimulate

the intersection of design and culture.
6. Employ conceptual brainstorming techniques, including wordlists and drawing connections to stimulate innovative thinking.
7. Use mind maps to generate ideas and experiment with a variety of methods to approach cross-cultural design projects in innovative ways.
8. Explain the role of the travel journal in expressing a cross-cultural experience and apply a variety of formats and/or techniques to create a travel journal based on experiences in the select country and one's own culture.
9. Use hardware and software applications to develop graphic solutions for design projects that integrate local, regional and global traditions and trends and that speak to a global audience.

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. Creating conceptually-based globally-aware design through travel
- A. Principles of design exploration and creativity
- B. Overview of select countries
  1. Geography history and current events
  2. Historical and contemporary innovation and design
  3. Application of technology to design principles
  4. Environmental design practices
  5. Business design practices
- C. Introduction to global citizenship
  1. Cultural awareness
     a. Intercultural relations skills
     b. Communicating with non-English speakers
     c. Exploring one's own cultural identity
     d. Finding comfort among differences
     e. Impact of other cultures on our own
     f. Diversity and interdependencies
     g. Exploring various faith traditions
  2. Life-long global learning
     a. Working on diverse teams
     b. International study and cultural understanding
     c. Tolerance for ambiguity
  3. Global interdependence
     a. Politics
     b. Economics
     c. Environment
     d. Communities
     e. Individuals

II. Application of creativity in cross-cultural design
- A. Intersection of design and culture
  1. Technology mass media and the global economy
  2. Communications across cultures
- B. Global creative thinkers
  1. Artists
  2. Writers
  3. Scientists
  4. Explorers
  5. Business leaders
  6. Politicians
- C. Qualities of innovative thinkers
  1. Intuition
  2. Persistence
  3. Focus
  4. Courage
  5. Flexibility
  6. Imagination
  7. Dedication
  8. Self-confidence
  9. Independence
  10. Sense of play
- D. Methods of innovative thinkers
  1. Brainstorming
     a. Generating word lists
     b. Giving personality to inanimate objects

innovative thinking.
7. Use mind maps to generate ideas and experiment with a variety of methods to approach cross-cultural design projects in innovative ways.
8. Explain the role of the travel journal in expressing a cross-cultural experience and apply a variety of formats and/or techniques to create a travel journal based on experiences in the select country and one's own culture.
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SECTION II

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  3. Application of technology to design principles
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- C. Introduction to global citizenship
  1. Cultural awareness
     a. Intercultural relations skills
     b. Communicating with non-English speakers
     c. Exploring one's own cultural identity
     d. Finding comfort among differences
     e. Impact of other cultures on our own
     f. Diversity and interdependencies
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  2. Life-long global learning
     a. Working on diverse teams
     b. International study and cultural understanding
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     b. Economics
     c. Environment
     d. Communities
     e. Individuals

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- A. Intersection of design and culture
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- B. Global creative thinkers
  1. Artists
  2. Writers
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  10. Sense of play
- D. Methods of innovative thinkers
  1. Brainstorming
     a. Generating word lists
     b. Giving personality to inanimate objects
     c. Forcing connections between unrelated concepts
     d. Sale variation for visual impact

c. Forcing connections between unrelated concepts
d. Sale variation for visual impact
e. Familiar in unfamiliar settings

2. Mind mapping
a. Developing a central icon
b. Using branches to generate ideas
c. Sub-sets of branching

3. Other methods may include
a. Timelines
b. Cultivation of intuition
c. Assessment
d. Goal setting
e. Manifestos
f. Clarification of core values
g. Contemplation of purpose

III. Cross-cultural design project development

A. Travel journal formats and techniques

1. Prose
2. Sketches
3. Altered art
4. Collage
5. Special papers
6. Paint mediums
7. Polaroid transfer
8. Gold and copper leafing
9. Digital art

B. Solving design-related cross-cultural conceptual problems

1. Hardware and software applications
2. Developing effective graphic solutions
3. Application of global competencies
4. Integrating local regional and global traditions and trends

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned textbook(s) related to global competencies and innovative thinking.
II. Magazines and journals, such as:
A. Print
B. Colors
C. Global Issues
D. New Internationalist
E. Graphis
F. Communication Arts
III. Internet sites pertaining to global citizenship and innovative thinkers.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Analytical and innovative thinking exercises.
II. Position papers on global interdependence and cross-cultural design.
III. Text for travel journal.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Background reading assignments related to global awareness and the select country of travel.
II. Field trips to lectures and conferences in the area of conceptual thinking and design.
III. Individual and group projects realted to solving design-related, global conceptual problems.
IV. Position papers analyzing innovative conceptual techniques and their application for a global audience.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Participation in diverse group conceptual brainstorming and mind mapping sessions to solve design problems based on global awareness.
II. Graphic design project assessments that question the strengths and limitations of a variety of design methodologies.

2. METHODS OF EVALUATION:

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

e. Familiar in unfamiliar settings

2. Mind mapping
a. Developing a central icon
b. Using branches to generate ideas
c. Sub-sets of branching

3. Other methods may include
a. Timelines
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III. Cross-cultural design project development

A. Travel journal formats and techniques

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6. Paint mediums
7. Polaroid transfer
8. Gold and copper leafing
9. Digital art

B. Solving design-related cross-cultural conceptual problems

1. Hardware and software applications
2. Developing effective graphic solutions
3. Application of global competencies
4. Integrating local regional and global traditions and trends

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned textbook(s) related to global competencies and innovative thinking.
II. Magazines and journals, such as:
A. Print
B. Colors
C. Global Issues
D. New Internationalist
E. Graphis
F. Communication Arts
III. Internet sites pertaining to global citizenship and innovative thinkers.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Analytical and innovative thinking exercises.
II. Position papers on global interdependence and cross-cultural design.
III. Text for travel journal.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Background reading assignments related to global awareness and the select country of travel.
II. Field trips to lectures and conferences in the area of conceptual thinking and design.
III. Individual and group projects realted to solving design-related, global conceptual problems.
IV. Position papers analyzing innovative conceptual techniques and their application for a global audience.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Participation in diverse group conceptual brainstorming and mind mapping sessions to solve design problems based on global awareness.
II. Graphic design project assessments that question the strengths and limitations of a variety of design methodologies.

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:

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

I. Objective examinations.
II. Graphic design projects.
III. Position papers.
IV. Group projects.
V. Written assignments.
VI. Individual and group project presentations.
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-Lab Combination
* Other (Specify)
* Guest speakers.
* International travel.

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Gelb, Michael. How to Think Like Leonardo da Vinci, Reissue ed. Random House Publishing , 2000, ISBN: 9780440508274
2. Gelb, Michael. The How to Think Like Leonardo da Vinci Workbook, Dell Publishing, 1999, ISBN: 9780440508823
3. O'Reilly, Sean, et al, eds. The Road Within, 1st ed. Travelers' Tales Guides, 2002, ISBN: 9781885211842
4. Pressfield, Steven and Robert McKee. The War of Art: Break through the Blocks and Win Your Inner Creative Battles, Grand Central Publishing, 2003, ISBN: 9780446691437

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Computer output paper.
2. Computer color cartridges.
3. Journal.
4. Scissors.
5. Exacto knife.
6. Sharpies.
7. Razor point pens.
8. Travel is encouraged but not required.

ORIGINATOR: June Richards

CO-CONTRIBUTOR(S)
DATE: 11/06/2009

Status: Active

Date Printed: 04/2/2023

I. Objective examinations.
II. Graphic design projects.
III. Position papers.
IV. Group projects.
V. Written assignments.
VI. Individual and group project presentations.
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-Lab Combination
* Other (Specify)
* Guest speakers.
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Textbooks may include, but are not limited to:

TEXTBOOKS:
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2. Gelb, Michael. The How to Think Like Leonardo da Vinci Workbook, Dell Publishing, 1999, ISBN: 9780440508823
3. O'Reilly, Sean, et al, eds. The Road Within, 1st ed. Travelers' Tales Guides, 2002, ISBN: 9781885211842
4. Pressfield, Steven and Robert McKee. The War of Art: Break through the Blocks and Win Your Inner Creative Battles, Grand Central Publishing, 2003, ISBN: 9780446691437

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Travel is encouraged but not required.
2. Computer output paper.
3. Computer color cartridges.
4. Journal.
5. Scissors.
6. Exacto knife.
7. Sharpies.
8. Razor point pens.

ORIGINATOR: June Richards
ORIGINATION DATE: 11/06/2009
PROPOSAL ORIGINATOR: Bradford Prairie
CO-CONTRIBUTOR(S) Angela Testado,Jennifer Boots,Sean Bacon
PROPOSAL DATE: 12/02/2022

Status: Launched

Date Printed: 04/2/2023

View Printable Version

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Art-Graphic Design
II. **Course Number:** 151
III. **Course Title:** Travel by Design
IV. **Disciplines (Instructor Minimum Qualifications):**
V.
VI. **Family:** SPECIALTY (ARTG)
VII. **Current Short Title:** Travel by Design
VIII. **Course Is Active/Where?** CITY
IX. **Originating Campus:** CITY
X. **Action Proposed:** New Course
XI. **Distance Education Proposed At:** City
XII. **Proposal Originating Date:** 11/06/2009
XIII. **Proposed Start Semester:** Summer 2010
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Creativity and global design through travel.

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:** All textbooks are latest editions available.

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Create a travel course for graphic design majors in response to the growing demand for cross-cultural designers with refined global awareness.
II. **How Does The Course Fit The College Mission?** 1. Transfer 2. Vocational/Occupational
III. **Current Transfer Options:**
IV. **Proposed College/District Purpose:** 1. Major Requirement - Associate Degree
V. **Extraordinary Cost to the College:** Hardware and software updates and peripherals..
VI. **Library Resource Materials:** No new resources required..

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Able to read and write at college level.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Art-Graphic Design
II. **Course Number:** 151
III. **Course Title:** Travel by Design
IV. **Disciplines (Instructor Minimum Qualifications):**
V.
VI. **Family:** SPECIALTY (ARTG)
VII. **Current Short Title:** Travel by Design
VIII. **Course Is Active/Where?** CITY
IX. **Originating Campus:** CITY
X. **Action Proposed:** Course Deactivation (Not at any College)
XI. **Distance Education Proposed At:** NONE
XII. **Proposal Originating Date:** 12/02/2022
XIII. **Proposed Start Semester:** Fall 2024
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Creativity and global design through travel.

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:** All textbooks are latest editions available.

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Deactivate course to create new course, DSGN 216B Design Studio II. This proposal is part of the migration to the DSGN subject indicator.
II. **How Does The Course Fit The College Mission?** 1. Transfer 2. Vocational/Occupational
III. **Current Transfer Options:**
IV. **Proposed College/District Purpose:** 1. Major Requirement - Associate Degree
V. **Extraordinary Cost to the College:** Hardware and software updates and peripherals..
VI. **Library Resource Materials:** No new resources required..

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Able to read and write at college level.

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. Conferencing
   as assigned
3. Discussion Board
   at least three times during the term
4. Email/Message System
   as needed
5. Group Meetings
   as assigned
6. Individual Meetings
   as needed
7. Individualized Assignment Feedback
   as assigned
8. Synchronous or Asynchronous Video
   as assigned

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 participate in synchronous and asynchronous critique sessions where they give and receive feedback to/from each other and the instructor. Students also demonstrate an understanding and integration of course concepts via asynchronous and synchronous video lectures and individualized assignment feedback. Students receive synchronous assistance with software, assignments, and technology through Open Lab, which can be operated remotely.

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

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Research a specific culture or geographic region and design a project demonstrating an authentic cultural understanding.
- Identify and solve a social or ecological issue related to a cultural or geographic region through design.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (H General and Cultural)
TOP Code: 1030.00 Graphic Art and Design
SAM Code: C - Clearly Occupational
Course Prior to College Level (CB21): -
Funding Agency Category (CB23):
Course Program Status (CB24):
Course Gen Education Status (CB25):
Course Support Course Status (CB26):

I. **None**

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Research a specific culture or geographic region and design a project demonstrating an authentic cultural understanding.
- Identify and solve a social or ecological issue related to a cultural or geographic region through design.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (H General and Cultural)
TOP Code: 1030.00 Graphic Art and Design
SAM Code: C - Clearly Occupational
Course Prior to College Level (CB21): -
Funding Agency Category (CB23):
Course Program Status (CB24):
Course Gen Education Status (CB25):
Course Support Course Status (CB26):
Major Restriction Code: NONE

II. **Lect Units:** 1.50
Lab Units: 1.50

Major Restriction Code: NONE

II. **Lect Units:** 1.50
Lab Units: 1.50
Total Units: 3
Lecture Hours Min: 24.00 **Max:** 27.00
Lab Hours Min: 72.00 **Max:** 81.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 96.00 **Max:**108.00
Outside-of-Class Hours Min: 48.00 **Max:**54.00
Total Student Learning Hours Min: 144.00 **Max:** 162.00
FTEF Lecture Min: 0.1000 **Max:**
FTEF Lab Min: 0.3000 **Max:**
FTEF Total Min: 0.4000 **Max:**

III. **Last Time Pre/Co Requisite Update:** 11/08/2009

IV. **Last Outline Revision Date:** 05/13/2010

V. **CIC Approval:** 05/13/2010

VI. **BOT Approval:** 06/10/2010

VII. **State Approval:**

VIII. **Revised State Approval:**

IX. **Course Approval Effective Date:** Summer 2010

SECTION VI

CREDIT FOR PRIOR LEARNING

Total Units: 3
Lecture Hours Min: 24.00 **Max:** 27.00
Lab Hours Min: 72.00 **Max:** 81.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 96.00 **Max:**108.00
Outside-of-Class Hours Min: 48.00 **Max:**54.00
Total Student Learning Hours Min: 144.00 **Max:** 162.00
FTEF Lecture Min: 0.1000 **Max:**
FTEF Lab Min: 0.3000 **Max:**
FTEF Total Min: 0.4000 **Max:**

III. **Last Time Pre/Co Requisite Update:** 12/02/2022

IV. **Last Outline Revision Date:** 05/13/2010

V. **CIC Approval:**

VI. **BOT Approval:**

VII. **State Approval:**

VIII. **Revised State Approval:**

IX. **Course Approval Effective Date:**

SECTION VI

CREDIT FOR PRIOR LEARNING

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: Biology 210A

COURSE TITLE:
Introduction to the Biological Sciences I

Units:
4
Grade Only

CATALOG COURSE DESCRIPTION:

This course covers biological chemistry, cell structure and function, cellular metabolism, classical and molecular genetics, and the molecular basis of evolutionary biology. This is the first semester of a two-semester sequence designed for biological science and pre-professional majors.

REQUISITES:

Prerequisite:
CHEM 152 with a grade of "C" or better, or equivalent
&
CHEM 152L with a grade of "C" or better, or equivalent
and
MATH 96 with a grade of "C" or better, or equivalent or Milestone M50 All prerequisites must be completed within five years of enrollment in BIOL 210A.

Advisory:

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

Advisory: Concurrent enrollment in:

CHEM 200
&
CHEM 200L

FIELD TRIP REQUIREMENTS:
May be required

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

CID:

TOTAL LECTURE HOURS:
48 - 54

TOTAL LAB HOURS:
48 - 54

TOTAL CONTACT HOURS:

96 - 108

OUTSIDE-OF-CLASS HOURS:
96 - 108

TOTAL STUDENT LEARNING HOURS:
192 - 216

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

1. Apply the process of science and design to conduct scientific experiments and analyze experimental results.
2. Differentiate among the components and properties of prokaryotic and eukaryotic cells and contrast them with viruses.
3. Apply cell theory and cell physiology to the cell-cell interactions that are the foundation of multicellular organisms.
4. Compare and contrast the major mechanisms and biological roles of cellular division: binary fission, mitosis and meiosis.
5. Relate the laws of thermodynamics to the energy flow of cells and the role of enzymes to photosynthesis and respiration.
6. Compare and contrast the flow of genetic information and its regulation within prokaryotic and eukaryotic cells.
7. Describe the mechanisms of gene regulation and evaluate the impact of regulation on cellular metabolism, cellular communication, and cell division.
8. Analyze the influence of the molecular basis of inheritance and population genetics on evolution.
9. Relate the fundamental cellular and molecular mechanisms to their applications in biotechnology.
10. Employ safety precautions in the biology laboratory.

SECTION II

1. COURSE OUTLINE AND SCOPE:

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

I. The Scientific Method
- A. Experiments that use the Scientific Method
- B. Individuals who contributed to current biological theories and/or cell/molecular techniques
  1. Cell theory
     - a. Robert Hooke
     - b. Anton van Leeuwenhoek
     - c. Matthias Schleiden
     - d. Theodor Schwann
     - e. Rudolph Virchow
  2. DNA and heredity
     - a. Rosalind Franklin & Maurice Wilkins
     - b. James Watson & Francis Crick
     - c. Frederick Griffith
     - d. Alfred Hershey & Martha Chase
     - e. Matthew Meselson & Franklin Stahl
     - f. Erwin Chargaff
     - g. Oswald Avery, Maclyn MacLeod, and Colin McCarty
     - h. Severo Ochoa
  3. Classical genetics: Gregor Mendel
  4. Evolution & natural selection
     - a. Charles Darwin
     - b. Alfred Russel Wallace

5. Cell & molecular techniques (biotechnology)
    a. César Milstein
    b. Kizzmekia Corbett
    c. Henrietta Lacks
    d. Herbert Boyer & Stanley Cohen
    e. Kary Mullis

II. The Chemical Structure and Biological Function of Macromolecules
- A. Water & its life-sustaining properties
- B. Chemistry
    1. Valence and bonding
    2. Isomers
    3. Functional groups
- C. Four large biological molecules: lipids, proteins, nucleic acids and carbohydrates
    1. Building blocks
    2. Dehydration and hydrolysis reactions
    3. Structures and functions

III. Cells
- A. Cell theory
- B. Microscopy
- C. Basic components of all cells
- D. Cell size and limitations
- E. Prokaryotic cells
- F. Eukaryotic cells
    1. Origin: The Endosymbiont Theory
    2. Intracellular components
        a. Organelles (membrane-bound compartments)
        b. Cytoskeleton
    3. Extracellular components
        a. Cell wall
        b. Extracellular matrix
        c. Cell junctions
- G. Viruses
- H. Membrane structure and function
    1. Fluid Mosaic Model
    2. Passive transport
        a. Diffusion
        b. Osmosis
        c. Facilitated diffusion
    3. Active transport
    4. Bulk transport
- I. Cell communication (cell signaling)
    1. Juxtacrine signaling (direct-contact)
    2. Synaptic & paracrine signaling (local-distance)
    3. Endocrine signaling (long-distance)
    4. Signaling molecules
        a. Cell surface
        b. Secretory (hydrophobic & hydrophillic)
    5. Receptors/Reception
        a. Transmembrane
        b. Intracellular
    6. Transduction
        a. Relay proteins & phosphorylation casacades
        b. Second messengers
    7. Responses

IV. Cell Division
- A. Binary Fission
- B. Mitosis
- C. Meiosis
- D. Cell cycle
    1. Internal controls

2. External controls

V. Thermodynamics and Metabolism
- A. Laws of thermodynamics
- B. Enzyme structure and function
- C. Photosynthesis
- D. Cellular respiration
- E. Fermentation
- F. Biosynthesis (anabolic pathways)

VI. DNA/Genes/Genomes
- A. DNA structure & function
- B. Semi-conservative DNA replication
- C. The gene idea
- D. Prokaryotic and eukaryotic genomes

VII. Molecular Genetics and Gene Expression
- A. Transcription
- B. Translation
- C. Regulation of gene expression
  1. Prokaryotes
  2. Eukaryotes

VIII. Genetics and Patterns of Inheritance
- A. Classical Mendelian genetics: genotype to phenotype
- B. Principles of dominance, segregation, and independent assortment
- C. Extensions of Mendelian genetics
  1. Incomplete dominance
  2. Codominance
  3. Multiple alleles
  4. Pleiotropy
  5. Polygenic inheritance
  6. Epistasis
- D. Pedigree analysis
- E. Chromosomal basis of inheritance
  1. X-linked and Y-linked traits
  2. Genetics recombination and linkage
  3. Alterations of chromosome number or structure
- F. Mutations and hereditary disorders
- G. Non-genetic factors affecting phenotypic expression
  1. Environmental factors
  2. Epigenetics

IX. Evolution: Microevolution
- A. Population genetics
- B. Darwin's theory of evolution by natural selection
- C. Mechanisms of evolution
  1. Mutation
  2. Natural selection
  3. Gene flow
  4. Genetic drift
- D. Molecular evidence of evolution

X. DNA Technology

XI. Laboratory Topics- Lab activities emphasize application of the scientific method, experimental design, data presentation and analysis, and scientific report writing, as well as the metric units of measurement and mathematical conversions
- A. Safety and the process of science
- B. Microscopy
- C. Diffusion and osmosis
- D. Enzyme activity
- E. Spectrophotometry
- F. Mitosis
- G. Microvolumetrics and micropipetting
- H. Chemical testing for biological molecules
- I. DNA isolation

J. Bacterial transformation
K. Restriction enzyme analysis
L. Gel electrophoresis
M. Polymerase chain reaction
N. Population genetics

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. General biology textbook.
II. Current articles related to biological topics from news magazines or science journals, such as:
A. Science
B. Scientific American
III. Biological information accessible through reputable Internet sources.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Laboratory assignments and laboratory reports.
II. Research paper on a biological topic, such as how genetic engineering applies to medical science.
III. Expository essays that respond to critical inquiries raised in lectures and labs.
IV. Short reviews, summaries, and short answer questions related to biology.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Attendance at off-campus lectures or field trips related to biological topics.
II. Library research on topics such as classical and molecular genetics, evolution, and photosynthesis.
III. Interactive computer-assisted activities related to mitochondrial respiration, enzymology, mitosis and the cell cycle, restriction digestion, and DNA electrophoresis.
IV. Online tutorials and background research related to selected topics and current news events in biology.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Research and analysis of biological periodical literature.
II. Evaluations of off-campus biological lectures.
III. Experiments, analyses of results and assessment for future applications.
IV. Analysis and comparison and contrast of past and current scientific research in biological science.
V. Evaluation of the current role of biotechnology in medicine, agriculture, job market and in the modification of living organisms.

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. In-class and out-of-class assignments, such as lecture problem sets, biology lab reports, expository essays, research papers, laboratory exercises, abstracts, and library search activities.
III. Participation in lecture/lab discussions and group activities.
IV. Student presentations using multi-media technology.

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning
* Lecture Discussion
* Lecture-Lab Combination

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Campbell, Malcolm, et al. Integrating Concepts in Biology, Integrating Concepts in Biology, 2020, ISBN: 9787630970505
2. Clark, Mary Ann, Matthew Douglas, and Jung Choi. Biology, 2nd ed. OpenStax CNX, 2016, ISBN: 9781947172531
3. Freeman, Scott; Quillin, Kim; Allison, Lizabeth. Biological Science, 7th ed. Benjamin Cummings, 2019, ISBN: 9780134678320
4. Raven, Peter, George Johnson, et al. Biology, 13th ed. McGraw Hill, 2022, ISBN: 9781264097852
5. Reece, Jane, et al. Campbell Biology, 9th ed. Pearson, 2020, ISBN: 9780135188743

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Erin Rempala
ORIGINATION DATE: 01/28/2016
PROPOSAL ORIGINATOR: Anar Brahmbhatt
CO-CONTRIBUTOR(S) ,Heather McGray
PROPOSAL DATE: 11/29/2022

SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT

COURSE TO BE PROPOSED: BIOL 210A
Introduction to the Biological Sciences I

ACTIVE/APPROVED COURSES IMPACTED:

BIOL 210A Introduction to the Biological Sciences I (29426)

Prerequisite
- BIOL 200 (Active)
- BIOL 200 (Approved)
- BIOL 205 (Active)
- BIOL 210B (Active)
- BIOL 230 (Active)
- BIOL 235 (Active)

Advisory
- BIOL 133 (Active)

DISTRICT GENERAL EDUCATION:

B1 Natural Sciences - Life Sciences

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**Mesa**)
Allied Health Track *Approved*;
Associate of Science Degree

Courses Required for the Major:

(**Miramar**)
Biology *Active*;
Associate in Science for Transfer Degree

Major Courses

(**City**)
Biology *Active*;
Associate in Science for Transfer Degree

Major Courses

(**Mesa**)
Biology *Active*;
Associate in Science for Transfer Degree

Major Courses

(**Mesa**)
Biology *Pending*;
Associate in Science for Transfer Degree

Major Courses

(**City**)

Biology *Pending*;

Associate in Science for Transfer Degree

Major Courses

(**Miramar**)

Biology Studies *Active*;

Associate of Science Degree

Major Courses

(**Miramar**)

Biology Studies *Launched*;

Associate of Science Degree

Major Courses

(**City**)

Chemistry Laboratory Technician *Pending*;

Certificate of Achievement

Major Courses

(**Mesa**)

Elementary Teacher Education *Active*;

Associate in Arts for Transfer Degree

CATEGORY C: SELECT 0 to 12 ADDITIONAL UNITS

(**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**)

Exercise and Nutritional Sciences *Active*;

Associate of Science Degree

Select at least one course from the following:

(**Miramar**)

Exercise and Nutritional Sciences *Launched*;

Associate of Science Degree

Select at least one course from the following:

(**City**)

General Biology Track *Active*;

Associate of Science Degree

Courses Required for the Major:

(**City**)

General Biology Track *Launched*;

Associate of Science Degree

Courses Required for the Major:

(**Miramar**)

Human Development Studies *Active*;

Associate of Arts Degree

Select at least 12 units from the following:

(**Mesa**)

Liberal Arts & Sciences: Science Studies-Kinesiology & Nutrition *Active*;

Associate of Arts Degree

Select a minimum of 6 units:

(**Mesa**)

Liberal Arts and Sciences: Mathematics and Pre-Engineering-Computer Science *Active*;

Associate of Arts Degree

Select a minimum of 5 units:

(**Mesa**)

Liberal Arts and Sciences: Science Studies-Biological Science *Active*;

Associate of Arts Degree

Major Courses

(**Mesa**)

Liberal Arts and Sciences: Science Studies-Psychology *Active*;

Associate of Arts Degree

Select a minimum of 5 units (total of 18 units):

(**Mesa**)

Liberal Arts and Sciences: Science Studies-Psychology *Launched*;

Associate of Arts Degree

Select a minimum of 5 units (total of 18 units):

(**City**)

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

Associate of Arts Degree

Major Courses

(**City**)

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

Major Courses

(**Mesa**)
Liberal Arts and Sciences: Social and Behavioral Sciences-Anthropology *Active*;
Associate of Arts Degree

Select a minimum of 12 units:

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

Major Courses

(**Mesa**)
Liberal Arts and Sciences: Social and Behavioral Sciences-Psychology* *Active*;
Associate of Arts Degree

Select a minimum of 12 units:

(**Mesa**)
Liberal Arts and Sciences: Social and Behavioral Sciences-Psychology* *Launched*;
Associate of Arts Degree

Select a minimum of 12 units:

(**Miramar**)
Mathematics Studies *Active*;
Associate of Arts Degree

Select at least 5 units 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**)
Nutrition and Dietetics *Pending*;
Associate in Science for Transfer Degree

Select one course (3-5 units) from the following:

(**Miramar**)

Nutrition and Dietetics *Approved*;
Associate in Science for Transfer Degree

Select one of the following courses:

(**City**)
Psychology *Active*;
Associate in Arts for Transfer Degree

Complete six to seven units from the following:

(**Mesa**)
Psychology *Launched*;
Associate in Arts for Transfer Degree

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

(**Miramar**)
Psychology *Active*;
Associate in Arts for Transfer Degree

Select at least 3 units from the following courses (not already selected above):

(**Miramar**)
Psychology *Approved*;
Associate in Arts for Transfer Degree

Select at least 3 units from the following courses (not already selected above):

(**Mesa**)
Psychology *Active*;
Associate in Arts for Transfer Degree

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

(**Mesa**)
Psychology *Active*;
Associate in Arts for Transfer Degree

Select one of the following courses (not selected above):

(**Mesa**)
Psychology *Launched*;
Associate in Arts for Transfer Degree

Select one of the following courses:

(**Mesa**)
Transfer Track *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:** Biology
II. **Course Number:** 210A
III. **Course Title:** Introduction to the Biological Sciences I
IV. **Disciplines (Instructor Minimum Qualifications):** Biological Sciences
V.
VI. **Family:**
VII. **Current Short Title:** Intro To The Biol. Sciences I
VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
IX. **Originating Campus:** MESA
X. **Action Proposed:** Course Revision (May Include Activation)
XI. **Distance Education Proposed At:** Mesa , City and Miramar
XII. **Proposal Originating Date:** 11/29/2022
XIII. **Proposed Start Semester:** Spring 2024
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Explains biological chemistry, cells, genetics, and evolutionary biology.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Prerequisite: CHEM 152 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
& Prerequisite: CHEM 152L with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
and Prerequisite: MATH 96 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence or Milestone M50 All prerequisites must be completed within five years of enrollment in BIOL 210A.
Advisory: ENGL 101 with a grade of "C" or better, or equivalent.
Advisory: Concurrent enrollment in: CHEM 200
& Advisory: Concurrent enrollment in: CHEM 200L
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 - 11-2022.

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Six yr review including updating and expanding upon topics & objectives, and 2) review of texts & addition of textbook options for currency. (Course revision is for six year review.)
II. **How Does The Course Fit The College Mission?** 1. Transfer
III. **Current Transfer Options:** 1. CSU General Education 2. IGETC 3. UC Transfer Course List
IV. **Proposed College/District Purpose:** 1. District general education 2. Major Requirement - Associate Degree
V. **Extraordinary Cost to the College:** None.
VI. **Library Resource Materials:** None..

GENERAL EDUCATION ANALYSIS

CSU General Education:
B2 Area B. Scientific Inquiry and Quantitative Reasoning - Life Science

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

District General Education:
B1 Natural Sciences - Life Sciences

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

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Able to read and write at colleg transfer level

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

Working knowledge of the general chemistry

I. **Course: CHEM 152L Apply the principles of laboratory safety.**
II. **Course: CHEM 200 Perform advanced unit conversion problems using dimensional analysis.**
III. **Course: CHEM 152 Diagram and explain the scientific method.**
IV. **Course: CHEM 200L Characterize and/or identify unknown samples.**
V. **Course: CHEM 200 Write and balance chemical equations, including word and iconic equations, and perform stoichiometric calculations for amounts of reactants and products, including calculations of theoretical and percent yields.**
VI. **Course: CHEM 152 Use dimensional analysis to solve problems to the correct number of significant figures and with correct units.**
VII. **Course: CHEM 152L Use standard laboratory equipment, safety equipment and instruments properly.**
VIII. **Course: CHEM 200L Prepare solutions and determine the concentration of solutions.**
IX. **Course: CHEM 152L Record and manipulate measurements using the correct number of significant figures.**
X. **Course: CHEM 200 Write chemical equations for the ionization of acids, bases, and the dissociation of aqueous salts.**
XI. **Course: CHEM 200 Discriminate between precipitation, acid-base, and single replacement types of reactions, predict whether an aqueous phase reaction will occur, and if a reaction occurs, write the product(s) and a balanced equation.**
XII. **Course: CHEM 152 Write formulas for ionic compounds, covalent compounds and acids from names and names of compounds from formulas.**
XIII. **Course: CHEM 152L Analyze and critically discuss data.**
XIV. **Course: CHEM 200L Perform experiments related to solution properties and apply pertinent calculations and concepts.**
XV. **Course: CHEM 200L Perform experiments illustrating the key principles and calculations of atomic theory and its applications to chemical bonding.**
XVI. **Course: CHEM 200L Perform experiments illustrating the key principles and/or calculations of phase changes.**
XVII. **Course: CHEM 152L Draw and use graphs to analyze data.**
XVIII. **Course: CHEM 200L Utilize common laboratory equipment and instruments.**
XIX. **Course: CHEM 200 Solve problems involving different measures of concentration, explain and analyze the factors that affect the formation of a solution, and solve problems related to colligative properties.**
XX. **Course: CHEM 200L Utilize standard laboratory techniques and follow accepted safety procedures.**
XXI. **Course: CHEM 152L Use chemical nomenclature**
XXII. **Course: CHEM 200L Collect, organize, analyze, interpret, and present data.**

XXIII. Course: CHEM 152 Explain concepts and solve problems related to gases.
XXIV. Course: CHEM 152 Explain concepts and solve problems related to acids and bases.

Able to solve intermediate level algebra and geometry problems

I. Course: MATH 96 Solve systems of linear equations in three variables using a variety of methods, including matrices.
II. Course: MATH 96 Create graphs of systems of linear inequalities in two variables and determine the solution set.
III. Course: MATH 96 Simplify and perform basic arithmetic operations on radical expressions in both radical and exponential form and solve radical equations.
IV. Course: MATH 96 Create graphs of nonlinear functions using various methods, including transformations.
V. Course: MATH 96 Perform basic arithmetic operations with complex numbers.
VI. Course: MATH 96 Solve quadratic equations including those having complex number solutions.
VII. Course: MATH 96 Identify and graph conic sections.
VIII. Course: MATH 96 Solve absolute value inequalities and nonlinear inequalities in one variable.
IX. Course: MATH 96 Perform basic algebra with functions, determine whether a function is one-to-one and find the inverse of a one-to-one function.
X. Course: MATH 96 Use the properties of and relationship between exponential and logarithmic functions to solve a variety of application problems.
XI. Course: MATH 96 Determine the type and pattern of simple sequences, including arithmetic and geometric sequences, and use appropriate notation in expressing the closed form of the sequence.
XII. Course: MATH 96 Apply arithmetic and geometric sequences and their sums in solving related problems.
XIII. Course: MATH 96 Identify three-dimensional geometric figures and apply the appropriate surface area and volume formulas.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **MESA**
II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
Participant/s: Faculty to Student/s
2. Discussion Board
At least weekly
Participant/s: Faculty to Student/s , Among Students
3. Email/Message System
As needed
Participant/s: Faculty to Student/s , Among Students
4. Synchronous or Asynchronous Video
Frequent
Participant/s: Faculty to Student/s , Among Students
5. Telephone Contact
As needed
Participant/s: Faculty to Student/s , Among Students
V. **List of Techniques:** BIOL 210A â€“ Lab requirements can be met online through the communication of concepts to students by way of e-text lab manuals, PowerPoints, live and recorded audio lab lectures, and through live and recorded video lab lectures. These interactions can be supplemented through the use of: pictures of real or modeled prokaryotic and eukaryotic cells; microscopic, cell system, biochemical, biotechnological online simulations and games; through the use of safe at home observation, experimentation, and test kits; and recorded video versions of lab safety procedures, in class examples, and experimentation. Clarification of concepts can be fulfilled through email, chat rooms, student break out rooms, and live video and audio student interactions. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for

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

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

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

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

IX. **CITY**

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

XI. **Other Distance Education Methods:**

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

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

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

XIV. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, laboratory activities, and/or group or individual projects posted to the discussion board or other online collaboration tool. Whenever possible, testing is conducted in-person. If in-person testing is not available, accepted methods are used to maintain academic honesty in online testing situation such as digital proctoring, test-design, time limits on exams, and/or other common methods.

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

XVI. **Audio Visual Library Materials:** NO
XVII. **MIRAMAR**
XVIII. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XIX. **Other Distance Education Methods:**
XX. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
at least four times during the term with the instructor and with other students (in the absence of other collaborative student projects)
5. Email/Message System
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as assigned
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

XXI. **List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments using the internet or online library resources, problem sets, group projects, asynchronous class discussion, and/or other assignments. Lab content is taught online through e-text lab manuals, PowerPoints, and live or recorded video lab demonstrations. These interactions may be supplemented through the use of: pictures of real or modeled prokaryotic and eukaryotic cells; microscopic, cell system, biochemical, or biotechnological online simulations and games; safe at-home observation, experimentation, and test kits; and recorded video versions of lab safety procedures, in-class examples, and experiments; and/or virtual labs created by the instructor, textbook publishers (e.g. McGraw-Hill, Pearson), or 3rd parties (e.g. Labster, Jove).

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

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Students will be able to describe fundamental concepts in molecular and cellular biology and relate these to physical and chemical properties. Students will be able to apply this knowledge in a laboratory setting and synthesize information across multiple units to describe how populations of organisms evolve.
- Students will be able to describe fundamental concepts in molecular and cellular biology and relate these to physical and chemical properties. Students will be able to apply this knowledge in a laboratory setting and synthesize information across multiple units to describe how populations of organisms evolve.

MESA

- Students should be able to think critically, developing the skills to ask vital questions and solve cellular and molecular biology problems related to lecture concepts as well as the application of the Scientific Method as it applies to methods of analysis in the laboratory.
- Students should be able to demonstrate the ability to communicate appropriately incorporating effective listening, speaking and writing skills to report and/or explain cellular and molecular biology concepts.
- Students should be able to investigate cellular and molecular biology questions using appropriate laboratory tools and techniques.

MIRAMAR

- Students will apply the scientific method as the means for acquiring knowledge about Biology and will communicate data and findings in appropriate formats in written scientific reports.
- Students will communicate understanding of the universality of DNA as the genetic material in living cells, and the intra-cellular processes of the flow of genetic information, transcription and translation: their components, steps, and sub-cellular locations.
- Students will compare and contrast biological entities and living cells (viruses and prions, bacteria, plant and human cells) in terms of: relative size, nature of genetic material, sub-cellular structures, order of appearance on earth, independent reproduction, energy conversion, and response and adaptation to environmental changes.
- Student will demonstrate knowledge and understanding of common molecular tools and techniques of biotechnology and their scientific basis.
- Students will retrieve and evaluate information about the cellular and molecular basis of a biotechnology or a contemporary biological topic of personal, public, or ethical relevance, and they will communicate the novel information to classmate orally using information technology media.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 0401.00 Biology, General
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25): Y = Not applicable
Course Support Course Status (CB26): N = Course is not a support course
Major Restriction Code: NONE

II. **Lect Units:** 3.00
Lab Units: 1.00
Total Units: 4
Lecture Hours Min: 48.00 **Max:** 54.00
Lab Hours Min: 48.00 **Max:** 54.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 96.00 **Max:**108.00
Outside-of-Class Hours Min: 96.00 **Max:**108.00
Total Student Learning Hours Min: 192.00 **Max:** 216.00
FTEF Lecture Min: 0.2000 **Max:**
FTEF Lab Min: 0.2000 **Max:**
FTEF Total Min: 0.4000 **Max:**

III. **Last Time Pre/Co Requisite Update:** 11/29/2022

IV. **Last Outline Revision Date:** 11/10/2016

V. **CIC Approval:**

VI. **BOT Approval:**

VII. **State Approval:**

VIII. **Revised State Approval:**

IX. **Course Approval Effective Date:**

SECTION VI

CREDIT FOR PRIOR LEARNING

View Printable Version

Previous Report

BIOL 210A

CIC Approval: 11/10/2016
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM: Fall 2017

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

SECTION I

SUBJECT AREA AND COURSE NUMBER: Biology 210A

COURSE TITLE:
Introduction to the Biological Sciences I

Units:
4
Grade Only

CATALOG COURSE DESCRIPTION:

This course covers biological chemistry, cell structure and function, cellular metabolism, classical and molecular genetics, and the molecular basis of evolutionary biology. This is the first semester of a two-semester sequence designed for biological science and pre-professional majors.

REQUISITES:

Prerequisite:
CHEM 152 with a grade of "C" or better, or equivalent
&
CHEM 152L with a grade of "C" or better, or equivalent
and
MATH 96 with a grade of "C" or better, or equivalent or Milestone M50 All prerequisites must be completed within five years of enrollment in BIOL 210A.
Advisory:
ENGL 101 with a grade of "C" or better, or equivalent
Advisory: Concurrent enrollment in:
CHEM 200
&
CHEM 200L

FIELD TRIP REQUIREMENTS:
May be required

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

CID:

TOTAL LECTURE HOURS:
48 - 54

TOTAL LAB HOURS:
48 - 54

TOTAL CONTACT HOURS:
96 - 108

OUTSIDE-OF-CLASS HOURS:
96 - 108

TOTAL STUDENT LEARNING HOURS:
192 - 216

STUDENT LEARNING OBJECTIVES:

Current Report

BIOL 210A

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: Biology 210A

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Units:
4
Grade Only

CATALOG COURSE DESCRIPTION:

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Advisory:
ENGL 101 with a grade of "C" or better, or equivalent
Advisory: Concurrent enrollment in:
CHEM 200
&
CHEM 200L

FIELD TRIP REQUIREMENTS:
May be required

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

CID:

TOTAL LECTURE HOURS:
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TOTAL CONTACT HOURS:
96 - 108

OUTSIDE-OF-CLASS HOURS:
96 - 108

TOTAL STUDENT LEARNING HOURS:
192 - 216

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

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

1. Conduct biological experiments and analyze the results using the scientific method.
2. Differentiate among the components and properties of prokaryotic and eukaryotic cells and contrast them with those of other acellular biological entities.
3. Apply cell theory and cell physiology to the cell-cell interactions that are the foundation of multicellular organisms.
4. Compare and contrast the major mechanisms and biological roles of cellular division: binary fission, mitosis and meiosis.
5. Relate the laws of thermodynamics to the energy flow of cells and the role of enzymes to photosynthesis and respiration.
6. Compare and contrast the flow of genetic information and its regulation within prokaryotic and eukaryotic cells.
7. Analyze and describe the regulation of gene expression to cellular metabolism, cellular communication and cell division.
8. Appraise the influence of molecular mechanisms of genetic variability and classical genetics and its patterns of inheritance on the evolutionary process.
9. Relate the fundamental cellular and molecular mechanisms to their applications in biotechnology.
10. Employ safety precautions in the Biology laboratory.

SECTION II

1. COURSE OUTLINE AND SCOPE:

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

I. The Scientific Method
  A. Experiments that use the Scientific Method
  B. Scientists who formulated current biological theories
    1. Cell theory
      a. Robert Hooke
      b. Anton van Leeuwenhoek
      c. Matthias Schleiden
      d. Theodor Schwann
      e. Rudolph Virchow
    2. DNA and heredity
      a. Rosalind Franklin & Maurice Wilkins
      b. James Watson & Francis Crick
      c. Frederick Griffith
      d. Alfred Hershey & Martha Chase
      e. Matthew Meselson & Franklin Stahl
      f. Erwin Chargaff
      g. Oswald Avery Maclyn MacLeod and Colin McCarty
    3. Classical Genetics: Gregor Mendel
    4. Evolution & Natural Selection
      a. Charles Darwin
      b. Alfred Russel Wallace
II. The chemical structure and biological function of macromolecules
  A. Water & the Fitness of Life
  B. Carbon chemistry & atoms
    1. Valence and bonding
    2. Isomers
    3. Functional groups
  C. Four large biological molecules: Lipids proteins nucleic acids and carbohydrates
    1. Building blocks
    2. Dehydration and hydrolysis reactions
III. Cell and cell origins
  A. Cell theory
  B. Microscopy
  C. Basic components of a cell
  D. Cell size (surface area-to-volume ratio)
  E. Prokaryotic cells
  F. Eukaryotic cells
    1. Origin: The Endosymbiotic Theory
    2. Intracellular components
      a. Organelles (membrane-bound compartments)
      b. Cytoskeleton
    3. Extracellular components
      a. Cell wall
      b. Extracellular matrix

1. Apply the process of science and design to conduct scientific experiments and analyze experimental results.
2. Differentiate among the components and properties of prokaryotic and eukaryotic cells and contrast them with viruses.
3. Apply cell theory and cell physiology to the cell-cell interactions that are the foundation of multicellular organisms.
4. Compare and contrast the major mechanisms and biological roles of cellular division: binary fission, mitosis and meiosis.
5. Relate the laws of thermodynamics to the energy flow of cells and the role of enzymes to photosynthesis and respiration.
6. Compare and contrast the flow of genetic information and its regulation within prokaryotic and eukaryotic cells.
7. Describe the mechanisms of gene regulation and evaluate the impact of regulation on cellular metabolism, cellular communication, and cell division.
8. Analyze the influence of the molecular basis of inheritance and population genetics on evolution.
9. Relate the fundamental cellular and molecular mechanisms to their applications in biotechnology.
10. Employ safety precautions in the biology laboratory.

SECTION II

1. COURSE OUTLINE AND SCOPE:

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

I. The Scientific Method
  A. Experiments that use the Scientific Method
  B. Individuals who contributed to current biological theories and/or cell/molecular techniques
    1. Cell theory
      a. Robert Hooke
      b. Anton van Leeuwenhoek
      c. Matthias Schleiden
      d. Theodor Schwann
      e. Rudolph Virchow
    2. DNA and heredity
      a. Rosalind Franklin & Maurice Wilkins
      b. James Watson & Francis Crick
      c. Frederick Griffith
      d. Alfred Hershey & Martha Chase
      e. Matthew Meselson & Franklin Stahl
      f. Erwin Chargaff
      g. Oswald Avery Maclyn MacLeod and Colin McCarty
      h. Severo Ochoa
    3. Classical genetics: Gregor Mendel
    4. Evolution & natural selection
      a. Charles Darwin
      b. Alfred Russel Wallace
    5. Cell & molecular techniques (biotechnology)
      a. César Milstein
      b. Kizzmekia Corbett
      c. Henrietta Lacks
      d. Herbert Boyer & Stanley Cohen
      e. Kary Mullis
II. The Chemical Structure and Biological Function of Macromolecules
  A. Water & its life-sustaining properties
  B. Chemistry
    1. Valence and bonding
    2. Isomers
    3. Functional groups
  C. Four large biological molecules: lipids proteins nucleic acids and carbohydrates
    1. Building blocks
    2. Dehydration and hydrolysis reactions
    3. Structures and functions
III. Cells
  A. Cell theory
  B. Microscopy
  C. Basic components of all cells
  D. Cell size and limitations
  E. Prokaryotic cells
  F. Eukaryotic cells
    1. Origin: The Endosymbiont Theory

- c. Cell junctions
- G. Acellular entities: viruses viriods and prions
- H. Membrane structure and function
  1. Fluid Mosaic Model
  2. Passive transport
     a. Diffusion
     b. Osmosis
     c. Facilitated diffusion
  3. Active transport
  4. Bulk transport
- I. Mechanisms of cell communication (cell signaling)

IV. Cell Division
- A. Binary Fission
- B. Mitosis
- C. Meiosis
- D. Cell cycle and its regulation

V. Thermodynamics and Metabolism
- A. Laws of Thermodynamics
- B. Enzymatics
- C. Photosynthesis
- D. Cellular Respiration
- E. Fermentation
- F. Biosynthesis (anabolic pathways)L

VI. DNA/Genes/Genomes
- A. DNA Structure & Function (DNA Replication)
- B. The gene idea
- C. Prokaryotic and Eukaryotic Genomes

VII. Molecular Genetics and Gene Expression
- A. Transcription
- B. Translation
- C. Regulation of Gene Expression (prokaryotes and eukaryotes)

VIII. Genetics and Patterns of Inheritance
- A. Classical Mendelian genetics: genotype to phenotype
- B. Law of Segregation and Law of Independent Assortment
- C. Extensions of Medelian Genetics
  1. Incomplete dominance
  2. Codominance
  3. Multiple alleles
  4. Pleiotropy
  5. Polygenic inheritance
  6. Epistasis
- D. Pedigree analysis
- E. Chromosomal basis of inheritance
  1. X-linked and Y-linked traits
  2. Genetics Recombination and linkage
  3. Alterations of chromosome number or structure
- F. Mutations and hereditary disorders
- G. Non-genetic factors affecting phenotypic expression
  1. Environmental factors
  2. Epigenetics

IX. Evolution: Microevolution and Macroevolution
- A. Population Genetics
- B. Darwin's theory of Evolution
- C. Evolutionary evidence

X. DNA Technology

XI. Laboratory Topics- Lab activities emphasize application of the scientific method experimental design data presentation and analysis and scientific report writing as well as the metric units of measurement and mathematical conversions
- A. Safety and the process of science
- B. Microscopy
- C. Diffusion and osmosis
- D. Enzyme activity
- E. Spectrophotometry
- F. Mitosis
- G. Microvolumetrics and micropipetting
- H. Chemical testing for biological molecules
- I. DNA isolation
- J. Bacterial transformation
- K. Restriction enzyme analysis
- L. Gel electrophoresis
- M. Polymerase Chain Reaction
- N. Population genetics

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  2. Intracellular components
     a. Organelles (membrane-bound compartments)
     b. Cytoskeleton
  3. Extracellular components
     a. Cell wall
     b. Extracellular matrix
     c. Cell junctions
- G. Viruses
- H. Membrane structure and function
  1. Fluid Mosaic Model
  2. Passive transport
     a. Diffusion
     b. Osmosis
     c. Facilitated diffusion
  3. Active transport
  4. Bulk transport
- I. Cell communication (cell signaling)
  1. Juxtacrine signaling (direct-contact)
  2. Synaptic & paracrine signaling (local-distance)
  3. Endocrine signaling (long-distance)
  4. Signaling molecules
     a. Cell surface
     b. Secretory (hydrophobic & hydrophillic)
  5. Receptors/Reception
     a. Transmembrane
     b. Intracellular
  6. Transduction
     a. Relay proteins & phosphorylation casacades
     b. Second messengers
  7. Responses

IV. Cell Division
- A. Binary Fission
- B. Mitosis
- C. Meiosis
- D. Cell cycle
  1. Internal controls
  2. External controls

V. Thermodynamics and Metabolism
- A. Laws of thermodynamics
- B. Enzyme structure and function
- C. Photosynthesis
- D. Cellular respiration
- E. Fermentation
- F. Biosynthesis (anabolic pathways)

VI. DNA/Genes/Genomes
- A. DNA structure & function
- B. Semi-conservative DNA replication
- C. The gene idea
- D. Prokaryotic and eukaryotic genomes

VII. Molecular Genetics and Gene Expression
- A. Transcription
- B. Translation
- C. Regulation of gene expression
  1. Prokaryotes
  2. Eukaryotes

VIII. Genetics and Patterns of Inheritance
- A. Classical Mendelian genetics: genotype to phenotype
- B. Principles of dominance segregation and independent assortment
- C. Extensions of Mendelian genetics
  1. Incomplete dominance
  2. Codominance
  3. Multiple alleles
  4. Pleiotropy
  5. Polygenic inheritance
  6. Epistasis
- D. Pedigree analysis
- E. Chromosomal basis of inheritance
  1. X-linked and Y-linked traits
  2. Genetics recombination and linkage
  3. Alterations of chromosome number or structure
- F. Mutations and hereditary disorders
- G. Non-genetic factors affecting phenotypic expression

1. Environmental factors
2. Epigenetics

IX. Evolution: Microevolution
- A. Population genetics
- B. Darwin's theory of evolution by natural selection
- C. Mechanisms of evolution
  1. Mutation
  2. Natural selection
  3. Gene flow
  4. Genetic drift
- D. Molecular evidence of evolution

X. DNA Technology

XI. Laboratory Topics- Lab activities emphasize application of the scientific method experimental design data presentation and analysis and scientific report writing as well as the metric units of measurement and mathematical conversions
- A. Safety and the process of science
- B. Microscopy
- C. Diffusion and osmosis
- D. Enzyme activity
- E. Spectrophotometry
- F. Mitosis
- G. Microvolumetrics and micropipetting
- H. Chemical testing for biological molecules
- I. DNA isolation
- J. Bacterial transformation
- K. Restriction enzyme analysis
- L. Gel electrophoresis
- M. Polymerase chain reaction
- N. Population genetics

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. General biology textbook.
II. Current articles related to biological topics from news magazines or science journals, such as:
  A. Science
  B. Scientific American
III. Biological information accessible through reputable Internet sources.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Laboratory assignments and laboratory reports.
II. Research paper on a biological topic, such as how genetic engineering applies to medical science.
III. Expository essays that respond to critical inquiries raised in lectures and labs.
IV. Short reviews, summaries, and short answer questions related to biology.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Attendance at off-campus lectures or field trips related to biological topics.
II. Library research on topics such as classical and molecular genetics, evolution, and photosynthesis.
III. Interactive computer-assisted activities related to mitochondrial respiration, enzymology, mitosis and the cell cycle, restriction digestion, and DNA electrophoresis.
IV. Online tutorials and background research related to selected topics and current news events in biology.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Research and analysis of biological periodical literature.
II. Evaluations of off-campus biological lectures.
III. Experiments, analyses of results and assessment for future applications.
IV. Analysis and comparison and contrast of past and current scientific research in biological science.
V. Evaluation of the current role of biotechnology in medicine, agriculture, job market and in the modification of living organisms.

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:

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. General biology textbook.
II. Current articles related to biological topics from news magazines or science journals, such as:
  A. Science
  B. Scientific American
III. Biological information accessible through reputable Internet sources.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Laboratory assignments and laboratory reports.
II. Research paper on a biological topic, such as how genetic engineering applies to medical science.
III. Expository essays that respond to critical inquiries raised in lectures and labs.
IV. Short reviews, summaries, and short answer questions related to biology.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Attendance at off-campus lectures or field trips related to biological topics.
II. Library research on topics such as classical and molecular genetics, evolution, and photosynthesis.
III. Interactive computer-assisted activities related to mitochondrial respiration, enzymology, mitosis and the cell cycle, restriction digestion, and DNA electrophoresis.
IV. Online tutorials and background research related to selected topics and current news events in biology.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Research and analysis of biological periodical literature.
II. Evaluations of off-campus biological lectures.
III. Experiments, analyses of results and assessment for future applications.
IV. Analysis and comparison and contrast of past and current scientific research in biological science.
V. Evaluation of the current role of biotechnology in medicine, agriculture, job market and in the modification of living organisms.

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. In-class and out-of-class assignments, such as lecture problem sets, biology lab reports, expository essays, research papers, laboratory exercises, abstracts, and library search activities.
III. Participation in lecture/lab discussions and group activities.
IV. Student presentations using multi-media technology.

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning
* Lecture Discussion
* Lecture-Lab Combination

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Freeman, Scott; Quillin, Kim; Allison, Lizabeth. Biological Science, 5th ed. Benjamin Cummings, 2013, ISBN: 9780321841810
2. Mason, Kenneth, et al. Raven and Johnson Biology, 10th ed. McGraw Hill, 2013, ISBN: 9780073383071
3. Reece, Jane, et al. Campbell Biology, 9th ed. Benjamin-Cummings, 2013, ISBN: 9780032177565

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Erin Rempala

CO-CONTRIBUTOR(S) Buran Haidar
DATE: 01/28/2016

Status: Active

Date Printed: 04/2/2023

I. Quizzes and exams.
II. In-class and out-of-class assignments, such as lecture problem sets, biology lab reports, expository essays, research papers, laboratory exercises, abstracts, and library search activities.
III. Participation in lecture/lab discussions and group activities.
IV. Student presentations using multi-media technology.

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning
* Lecture Discussion
* Lecture-Lab Combination

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Campbell, Malcolm, et al. Integrating Concepts in Biology, Integrating Concepts in Biology, 2020, ISBN: 9787630970505
2. Clark, Mary Ann, Matthew Douglas, and Jung Choi. Biology, 2nd ed. OpenStax CNX, 2016, ISBN: 9781947172531
3. Freeman, Scott; Quillin, Kim; Allison, Lizabeth. Biological Science, 7th ed. Benjamin Cummings, 2019, ISBN: 9780134678320
4. Raven, Peter, George Johnson, et al. Biology, 13th ed. McGraw Hill, 2022, ISBN: 9781264097852
5. Reece, Jane, et al. Campbell Biology, 9th ed. Pearson, 2020, ISBN: 9780135188743

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Erin Rempala
ORIGINATION DATE: 01/28/2016
PROPOSAL ORIGINATOR: Anar Brahmbhatt
CO-CONTRIBUTOR(S) ,Heather McGray
PROPOSAL DATE: 11/29/2022

Status: Launched

Date Printed: 04/2/2023

View Printable Version

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Biology
II. **Course Number:** 210A
III. **Course Title:** Introduction to the Biological Sciences I
IV. **Disciplines (Instructor Minimum Qualifications):** Biological Sciences
V.
VI. **Family:**
VII. **Current Short Title:** Intro To The Biol. Sciences I
VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
IX. **Originating Campus:** CITY
X. **Action Proposed:** Course Revision (May Include Activation)
XI. **Distance Education Proposed At:** Mesa , City and Miramar
XII. **Proposal Originating Date:** 01/28/2016
XIII. **Proposed Start Semester:** Fall 2017
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Explains biological chemistry, cells, genetics, and evolutionary biology.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Prerequisite: CHEM 152 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
& Prerequisite: CHEM 152L with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
and Prerequisite: MATH 96 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence or Milestone M50 All prerequisites must be completed within five years of enrollment in BIOL 210A.
Advisory: ENGL 101 with a grade of "C" or better, or equivalent.
Advisory: Concurrent enrollment in: CHEM 200
& Advisory: Concurrent enrollment in: CHEM 200L
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:** Add Lab topics to outline of topics section per C-ID requirement; update texts (Course revision is for six year review.)
II. **How Does The Course Fit The College Mission?** 1. Transfer
III. **Current Transfer Options:** 1. CSU General Education 2. IGETC 3. UC Transfer Course List
IV. **Proposed College/District Purpose:** 1. District general education 2. Major Requirement - Associate Degree
V. **Extraordinary Cost to the College:** None..
VI. **Library Resource Materials:** None..

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Biology
II. **Course Number:** 210A
III. **Course Title:** Introduction to the Biological Sciences I
IV. **Disciplines (Instructor Minimum Qualifications):** Biological Sciences
V.
VI. **Family:**
VII. **Current Short Title:** Intro To The Biol. Sciences I
VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
IX. **Originating Campus:** MESA
X. **Action Proposed:** Course Revision (May Include Activation)
XI. **Distance Education Proposed At:** Mesa , City and Miramar
XII. **Proposal Originating Date:** 11/29/2022
XIII. **Proposed Start Semester:** Spring 2024
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Explains biological chemistry, cells, genetics, and evolutionary biology.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Prerequisite: CHEM 152 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
& Prerequisite: CHEM 152L with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
and Prerequisite: MATH 96 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence or Milestone M50 All prerequisites must be completed within five years of enrollment in BIOL 210A.
Advisory: ENGL 101 with a grade of "C" or better, or equivalent.
Advisory: Concurrent enrollment in: CHEM 200
& Advisory: Concurrent enrollment in: CHEM 200L
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 - 11-2022.

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Six yr review including updating and expanding upon topics & objectives, and 2) review of texts & addition of textbook options for currency. (Course revision is for six year review.)
II. **How Does The Course Fit The College Mission?** 1. Transfer
III. **Current Transfer Options:** 1. CSU General Education 2. IGETC 3. UC Transfer Course List
IV. **Proposed College/District Purpose:** 1. District general education 2. Major Requirement - Associate Degree
V. **Extraordinary Cost to the College:** None.
VI. **Library Resource Materials:** None..

GENERAL EDUCATION ANALYSIS

CSU General Education:
B2 Area B. Scientific Inquiry and Quantitative Reasoning - Life Science
B3 Area B. Scientific Inquiry and Quantitative Reasoning - Laboratory Activity

District General Education:
B1 Natural Sciences - Life Sciences

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

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Able to read and write at colleg transfer level

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

Working knowledge of the general chemistry

I. **Course: CHEM 152** Diagram and explain the scientific method.
II. **Course: CHEM 200** Perform advanced unit conversion problems using dimensional analysis.
III. **Course: CHEM 152L** Apply the principles of laboratory safety.
IV. **Course: CHEM 200L** Prepare solutions and determine the concentration of solutions.
V. **Course: CHEM 152** Use dimensional analysis to solve problems related to measurement, metric conversions, density and calorimetry and express the answer to the correct number of significant figures and with correct units.
VI. **Course: CHEM 200** Write and balance chemical equations, including word and iconic equations, and perform stoichiometric calculations for amounts of reactants and products, including calculations of theoretical and percent yields.
VII. **Course: CHEM 152L** Use standard laboratory equipment, safety equipment and instruments properly.
VIII. **Course: CHEM 152L** Record and manipulate measurements using the correct number of significant figures.
IX. **Course: CHEM 152** Explain key concepts and terminology related to the properties and classification of matter.
X. **Course: CHEM 152** Describe the model of the atom including subatomic particles, isotopes and electron configurations.
XI. **Course: CHEM 200L** Perform experiments related to solution properties and apply pertinent calculations and concepts.
XII. **Course: CHEM 200L** Perform experiments illustrating the key principles and calculations of atomic theory and its applications to chemical bonding.
XIII. **Course: CHEM 152L** Perform standard chemical techniques such as: gravimetric analysis, separation, titration, and solution preparation
XIV. **Course: CHEM 152** Describe the periodic table, including trends such as atomic radii, ionization energy, electronegativity and reactivity.
XV. **Course: CHEM 200** Explain periodic trends in atomic radii, ionization energy, electron affinity, and their relationship to reactivity within a chemical family.
XVI. **Course: CHEM 200** Compare and contrast the principle theories of ionic and covalent bonding.
XVII. **Course: CHEM 152L** Determine if a chemical reaction has taken place and predict the reaction products.
XVIII. **Course: CHEM 152L** Draw and use graphs to analyze data.
XIX. **Course: CHEM 152** Write balanced chemical equations from words and predict products of double replacement, single replacement, hydrocarbon combustion, and ionic equations.
XX. **Course: CHEM 200** Compare and contrast the properties of the liquid and solid state, including phase changes, with emphasis on defining, analyzing, and integrating relationships between intermolecular forces,

GENERAL EDUCATION ANALYSIS

CSU General Education:
B2 Area B. Scientific Inquiry and Quantitative Reasoning - Life Science
B3 Area B. Scientific Inquiry and Quantitative Reasoning - Laboratory Activity

District General Education:
B1 Natural Sciences - Life Sciences

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

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Able to read and write at colleg transfer level

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

Working knowledge of the general chemistry

I. **Course: CHEM 152L** Apply the principles of laboratory safety.
II. **Course: CHEM 200** Perform advanced unit conversion problems using dimensional analysis.
III. **Course: CHEM 152** Diagram and explain the scientific method.
IV. **Course: CHEM 200L** Characterize and/or identify unknown samples.
V. **Course: CHEM 200** Write and balance chemical equations, including word and iconic equations, and perform stoichiometric calculations for amounts of reactants and products, including calculations of theoretical and percent yields.
VI. **Course: CHEM 152** Use dimensional analysis to solve problems to the correct number of significant figures and with correct units.
VII. **Course: CHEM 152L** Use standard laboratory equipment, safety equipment and instruments properly.
VIII. **Course: CHEM 200L** Prepare solutions and determine the concentration of solutions.
IX. **Course: CHEM 152L** Record and manipulate measurements using the correct number of significant figures.
X. **Course: CHEM 200** Write chemical equations for the ionization of acids, bases, and the dissociation of aqueous salts.
XI. **Course: CHEM 200** Discriminate between precipitation, acid-base, and single replacement types of reactions, predict whether an aqueous phase reaction will occur, and if a reaction occurs, write the product(s) and a balanced equation.
XII. **Course: CHEM 152** Write formulas for ionic compounds, covalent compounds and acids from names and names of compounds from formulas.
XIII. **Course: CHEM 152L** Analyze and critically discuss data.
XIV. **Course: CHEM 200L** Perform experiments related to solution properties and apply pertinent calculations and concepts.
XV. **Course: CHEM 200L** Perform experiments illustrating the key principles and calculations of atomic theory and its applications to chemical bonding.
XVI. **Course: CHEM 200L** Perform experiments illustrating the key principles and/or calculations of phase changes.
XVII. **Course: CHEM 152L** Draw and use graphs to analyze data.
XVIII. **Course: CHEM 200L** Utilize common laboratory equipment and instruments.
XIX. **Course: CHEM 200** Solve problems involving different measures of concentration, explain and analyze the factors that affect the formation of a solution, and solve problems related to colligative properties.
XX. **Course: CHEM 200L** Utilize standard laboratory techniques and follow accepted safety procedures.
XXI. **Course: CHEM 152L** Use chemical nomenclature
XXII. **Course: CHEM 200L** Collect, organize, analyze, interpret, and present data.
XXIII. **Course: CHEM 152** Explain concepts and solve problems related to gases.

vapor pressure, and physical properties.

XXI. Course: CHEM 200L Utilize common laboratory equipment and instruments.

XXII. Course: CHEM 200 Solve problems involving different measures of concentration, explain and analyze the factors that affect the formation of a solution, and solve problems related to colligative properties.

XXIII. Course: CHEM 152L Perform standard chemical calculations such as: unit conversions, stoichiometry, mole calculations, molarity, and gas law calculations.

XXIV. Course: CHEM 152L Use chemical nomenclature

XXV. Course: CHEM 152 Compare and contrast covalent and ionic bonds and compounds.

XXVI. Course: CHEM 152 Draw Lewis structures of simple compounds.

XXVII. Course: CHEM 152 Explain concepts and solve problems related to gases.

Able to solve intermediate level algebra and geometry problems

I. Course: MATH 096 Solve systems of linear equations in three variables using a variety of methods, including matrices.

II. Course: MATH 096 Create graphs of systems of linear inequalities in two variables and determine the solution set.

III. Course: MATH 096 Simplify and perform basic arithmetic operations on radical expressions in both radical and exponential form and solve radical equations.

IV. Course: MATH 096 Create graphs of nonlinear functions using various methods, including transformations.

V. Course: MATH 096 Perform basic arithmetic operations with complex numbers.

VI. Course: MATH 096 Solve quadratic equations including those having complex number solutions.

VII. Course: MATH 096 Identify and graph conic sections.

VIII. Course: MATH 096 Perform basic algebra with functions, determine whether a function is one-to-one and find the inverse of a one-to-one function.

IX. Course: MATH 096 Use the properties of and relationship between exponential and logarithmic functions to solve a variety of application problems.

X. Course: MATH 096 Determine the type and pattern of simple sequences, including arithmetic and geometric sequences, and use appropriate notation in expressing the closed form of the sequence.

XI. Course: MATH 096 Apply arithmetic and geometric sequences and their sums in solving related problems.

XII. Course: MATH 096 Identify three-dimensional geometric figures and apply the appropriate surface area and volume formulas.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **MESA**

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

III. **Other Distance Education Methods:**

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

1. Announcements
   As needed
2. Discussion Board
   At least weekly
3. Email/Message System
   Frequent
4. Synchronous or Asynchronous Video
   Frequent
5. Telephone Contact
   As needed

V. **List of Techniques:** BIOL 210A â€“ Lab requirements can be met online through the communication of concepts to students by way of e-text lab manuals, PowerPoints, live and recorded audio lab lectures, and through live and recorded video lab lectures. These interactions can be supplemented through the use of: pictures of real or modeled prokaryotic and eukaryotic cells; microscopic, cell system, biochemical, biotechnological online simulations and games; through the use of safe at home observation, experimentation, and test kits; and recorded video versions of lab safety procedures, in class examples, and experimentation. Clarification of concepts can be fulfilled through email, chat rooms, student break out rooms, and live video and audio student interactions. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and

XXIV. Course: CHEM 152 Explain concepts and solve problems related to acids and bases.

Able to solve intermediate level algebra and geometry problems

I. Course: MATH 96 Solve systems of linear equations in three variables using a variety of methods, including matrices.

II. Course: MATH 96 Create graphs of systems of linear inequalities in two variables and determine the solution set.

III. Course: MATH 96 Simplify and perform basic arithmetic operations on radical expressions in both radical and exponential form and solve radical equations.

IV. Course: MATH 96 Create graphs of nonlinear functions using various methods, including transformations.

V. Course: MATH 96 Perform basic arithmetic operations with complex numbers.

VI. Course: MATH 96 Solve quadratic equations including those having complex number solutions.

VII. Course: MATH 96 Identify and graph conic sections.

VIII. Course: MATH 96 Solve absolute value inequalities and nonlinear inequalities in one variable.

IX. Course: MATH 96 Perform basic algebra with functions, determine whether a function is one-to-one and find the inverse of a one-to-one function.

X. Course: MATH 96 Use the properties of and relationship between exponential and logarithmic functions to solve a variety of application problems.

XI. Course: MATH 96 Determine the type and pattern of simple sequences, including arithmetic and geometric sequences, and use appropriate notation in expressing the closed form of the sequence.

XII. Course: MATH 96 Apply arithmetic and geometric sequences and their sums in solving related problems.

XIII. Course: MATH 96 Identify three-dimensional geometric figures and apply the appropriate surface area and volume formulas.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **MESA**

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

III. **Other Distance Education Methods:**

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

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

V. **List of Techniques:** BIOL 210A â€“ Lab requirements can be met online through the communication of concepts to students by way of e-text lab manuals, PowerPoints, live and recorded audio lab lectures, and through live and recorded video lab lectures. These interactions can be supplemented through the use of: pictures of real or modeled prokaryotic and eukaryotic cells; microscopic, cell system, biochemical, biotechnological online simulations and games; through the use of safe at home observation, experimentation, and test kits; and recorded video versions of lab safety procedures, in class examples, and experimentation. Clarification of concepts can be fulfilled through email, chat rooms, student break out rooms, and live video and audio student interactions. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for

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

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

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

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

IX. **CITY**

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

XI. **Other Distance Education Methods:**

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

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

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

XIV. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, laboratory activities, and/or group or individual projects posted to the discussion board or other online collaboration tool. Whenever possible, testing is conducted in-person. If in-person testing is not available, accepted methods are used to maintain academic honesty in online testing situation such as digital proctoring, test-design, time limits on exams, and/or other common methods.

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

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

XVII. **MIRAMAR**

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

XIX. **Other Distance Education Methods:**

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

1. Announcements
   weekly
2. Collaborative Web Documents
   as assigned
3. Conferencing
   as assigned
4. Discussion Board
   at least four times during the term with the instructor and with other students (in the absence of other collaborative student projects)

grading.

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

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

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

IX. **CITY**

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

XI. **Other Distance Education Methods:**

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

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

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XVII. **MIRAMAR**

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   as assigned
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4. Discussion Board
   at least four times during the term with the instructor and with other students (in the absence of other collaborative student projects)

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

XXI. **List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments using the internet or online library resources, problem sets, group projects, asynchronous class discussion, and/or other assignments. Lab content is taught online through e-text lab manuals, PowerPoints, and live or recorded video lab demonstrations. These interactions may be supplemented through the use of: pictures of real or modeled prokaryotic and eukaryotic cells; microscopic, cell system, biochemical, or biotechnological online simulations and games; safe at-home observation, experimentation, and test kits; and recorded video versions of lab safety procedures, in-class examples, and experiments; and/or virtual labs created by the instructor, textbook publishers (e.g. McGraw-Hill, Pearson), or 3rd parties (e.g. Labster, Jove).

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

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Students will be able to describe fundamental concepts in molecular and cellular biology and relate these to physical and chemical properties. Students will be able to apply this knowledge in a laboratory setting and synthesize information across multiple units to describe how populations of organisms evolve.
- Students will be able to describe fundamental concepts in molecular and cellular biology and relate these to physical and chemical properties. Students will be able to apply this knowledge in a laboratory setting and synthesize information across multiple units to describe how populations of organisms evolve.

MESA

- Students should be able to think critically, developing the skills to ask vital questions and solve cellular and molecular biology problems related to lecture concepts as well as the application of the Scientific Method as it applies to methods of analysis in the laboratory.
- Students should be able to demonstrate the ability to communicate appropriately incorporating effective listening, speaking and writing skills to report and/or explain cellular and molecular biology concepts.
- Students should be able to investigate cellular and molecular biology questions using appropriate laboratory tools and techniques.

MIRAMAR

- Students will apply the scientific method as the means for acquiring knowledge about Biology and will communicate data and findings in appropriate formats in written scientific reports.

5. Email/Message System
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as assigned
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

XXI. **List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments using the internet or online library resources, problem sets, group projects, asynchronous class discussion, and/or other assignments. Lab content is taught online through e-text lab manuals, PowerPoints, and live or recorded video lab demonstrations. These interactions may be supplemented through the use of: pictures of real or modeled prokaryotic and eukaryotic cells; microscopic, cell system, biochemical, or biotechnological online simulations and games; safe at-home observation, experimentation, and test kits; and recorded video versions of lab safety procedures, in-class examples, and experiments; and/or virtual labs created by the instructor, textbook publishers (e.g. McGraw-Hill, Pearson), or 3rd parties (e.g. Labster, Jove).

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

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

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

SECTION IV

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CITY

- Students will be able to describe fundamental concepts in molecular and cellular biology and relate these to physical and chemical properties. Students will be able to apply this knowledge in a laboratory setting and synthesize information across multiple units to describe how populations of organisms evolve.
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MESA

- Students should be able to think critically, developing the skills to ask vital questions and solve cellular and molecular biology problems related to lecture concepts as well as the application of the Scientific Method as it applies to methods of analysis in the laboratory.
- Students should be able to demonstrate the ability to communicate appropriately incorporating effective listening, speaking and writing skills to report and/or explain cellular and molecular biology concepts.
- Students should be able to investigate cellular and molecular biology questions using appropriate laboratory tools and techniques.

MIRAMAR

- Students will apply the scientific method as the means for acquiring knowledge about Biology and will communicate data and findings in appropriate formats in written scientific reports.
- Students will communicate understanding of the universality of DNA as the genetic material in living cells, and the intra-cellular processes of the flow of genetic information, transcription and translation: their components, steps, and sub-cellular locations.
- Students will compare and contrast biological entities and living cells (viruses and prions, bacteria, plant and human cells) in terms of: relative size, nature of genetic material, sub-cellular structures, order of appearance on earth, independent reproduction, energy conversion, and response and adaptation to environmental changes.
- Student will demonstrate knowledge and understanding of common molecular tools and techniques of biotechnology and their scientific basis.

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- Students will compare and contrast biological entities and living cells (viruses and prions, bacteria, plant and human cells) in terms of: relative size, nature of genetic material, sub-cellular structures, order of appearance on earth, independent reproduction, energy conversion, and response and adaptation to environmental changes.
- Student will demonstrate knowledge and understanding of common molecular tools and techniques of biotechnology and their scientific basis.
- Students will retrieve and evaluate information about the cellular and molecular basis of a biotechnology or a contemporary biological topic of personal, public, or ethical relevance, and they will communicate the novel information to classmate orally using information technology media.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 0401.00 Biology, General
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25):
Course Support Course Status (CB26):
Major Restriction Code: NONE

II. **Lect Units:** 3.00
Lab Units: 1.00
Total Units: 4
Lecture Hours Min: 48.00 **Max:** 54.00
Lab Hours Min: 48.00 **Max:** 54.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 96.00 **Max:**108.00
Outside-of-Class Hours Min: 96.00 **Max:**108.00
Total Student Learning Hours Min: 192.00 **Max:** 216.00
FTEF Lecture Min: 0.2000 **Max:**
FTEF Lab Min: 0.2000 **Max:**
FTEF Total Min: 0.4000 **Max:**

III. **Last Time Pre/Co Requisite Update:** 01/28/2016

IV. **Last Outline Revision Date:** 11/10/2016

V. **CIC Approval:** 11/10/2016

VI. **BOT Approval:**

VII. **State Approval:**

VIII. **Revised State Approval:**

IX. **Course Approval Effective Date:** Fall 2017

SECTION VI

CREDIT FOR PRIOR LEARNING

- Students will retrieve and evaluate information about the cellular and molecular basis of a biotechnology or a contemporary biological topic of personal, public, or ethical relevance, and they will communicate the novel information to classmate orally using information technology media.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 0401.00 Biology, General
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25): Y = Not applicable
Course Support Course Status (CB26): N = Course is not a support course
Major Restriction Code: NONE

II. **Lect Units:** 3.00
Lab Units: 1.00
Total Units: 4
Lecture Hours Min: 48.00 **Max:** 54.00
Lab Hours Min: 48.00 **Max:** 54.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 96.00 **Max:**108.00
Outside-of-Class Hours Min: 96.00 **Max:**108.00
Total Student Learning Hours Min: 192.00 **Max:** 216.00
FTEF Lecture Min: 0.2000 **Max:**
FTEF Lab Min: 0.2000 **Max:**
FTEF Total Min: 0.4000 **Max:**

III. **Last Time Pre/Co Requisite Update:** 11/29/2022

IV. **Last Outline Revision Date:** 11/10/2016

V. **CIC Approval:**

VI. **BOT Approval:**

VII. **State Approval:**

VIII. **Revised State Approval:**

IX. **Course Approval Effective Date:**

SECTION VI

CREDIT FOR PRIOR LEARNING

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: Biology 210B

COURSE TITLE: Introduction to the Biological Sciences II

Units: 4

Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This course covers the three domains of life, including the phylogenetic relationships of major groups of organisms. Topics include adaptive radiation, anatomy, physiology, development, behavior, and ecology. This is the second semester of a two-semester sequence designed for biological science and pre-professional majors.

REQUISITES:

Prerequisite:
BIOL 210A with a grade of "C" or better, or equivalent

Advisory:

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

FIELD TRIP REQUIREMENTS:
May be required

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

CID:
BIOL 140

TOTAL LECTURE HOURS:
48 - 54

TOTAL LAB HOURS:
48 - 54

TOTAL CONTACT HOURS:
96 - 108

OUTSIDE-OF-CLASS HOURS:
96 - 108

TOTAL STUDENT LEARNING HOURS:
192 - 216

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

1. Evaluate the role of relative fitness in speciation and adaptive evolution.
2. Arrange key events in the history of Earth with respect to the adaptations and evolution of life.
3. Apply knowledge of the fundamental concepts of systematics.
4. Differentiate and compare the diversity of structure, adaptations, metabolism, and ecological role in Domains Bacteria and Archaea.
5. Differentiate and organize the diversity of structure, adaptations, and metabolism of the major groups of protists relative to their origins, their synapomorphies, and their ecological roles.
6. Describe and classify the diversity of plants with particular reference to how plants were able to colonize land.
7. Describe and classify the diversity of fungi with particular reference to analysis of their life cycles and ecological role.
8. Differentiate and organize the diverse taxa of the Kingdom Animalia using cladistics.
9. Identify structures of the representative plant body, and relate those structures to function and growth.
10. Describe, examine, and evaluate the plant physiological processes required for the transport of fluids, nutrients, development, and response to internal and external signals.
11. Describe, examine, and evaluate the anatomy and physiology of animals, including major tissue types and digestive, circulatory, respiratory, immune, excretory, endocrine, reproductive, nervous, skeletal, and muscular systems.
12. Identify, relate, and assess the steps involved in embryonic animal development.
13. Relate, compare, and appraise selected morphological, physiological, and general behavioral responses of animals to their respective environments with respect to proximate and ultimate causations.
14. Distinguish and evaluate the significant features of population biology dynamics.
15. Characterize and analyze ecosystems and ecosystem dynamics.
16. Interpret, debate, and critique selected principles and techniques for biological conservation considering the need for biodiversity.

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. Speciation
  A. Fitness
  B. Directional, disruptive, and stabilizing selection
  C. Sexual selection
  D. The biological species concept
  E. Sympatric and allopatric speciatio
  F. Reproductive barriers in sympatric species, prezygotic, and postzygotic isolation
II. Key events in life's history on Earth and the adaptations and evolution of life
  A. Conditions on early Earth and a model for the origin of life
  B. Documenting the history of life
    1. The fossil record
    2. Radiometric dating
  C. Geologic eons and eras
    1. Plate tectonics
    2. Mass extinctions and radiations
    3. First life
    4. Photosynthesis and oxygen production
    5. Origins of eukaryotic life and endosymbiosis
    6. The origin of multicellularity
    7. The Cambrian explosion
    8. The colonization of land
  D. The effect of developmental genes on adaptation
III. Systematics

A. Taxonomy and nomenclature
B. Traits
    1. Morphological and molecular
    2. Ancestral and derived
C. Major taxa of life and their shared traits
    1. Cladistics: constructing and interpreting phylogenetic trees
    2. Homologous s. analogous traits (homoplasies)
    3. Synapomorphies of major taxa

IV. Domains Bacteria and Archaea
A. Diversity of structure, Gram staining
B. Adaptations for mobility and resistance
C. Metabolic and nutritional adaptations
D. Reproduction and genetic recombination
E. Major groups of Bacteria and Archaea
F. The role of prokaryotes in the biosphere

V. Major groups of protists
A. Supergroup Excavata: Diplomonads, Parabasalids, Euglenozoans
B. Supergroup Chromalveolata
    1. Alveolates: dinoflagellates, apicomplexans, ciliates
    2. Stramenopiles: diatoms, golden algae, brown algae, oomycetes
C. Supergroup Rhizaria: cercozoans, forams, radiolarians
D. Supergroup Archaeplastida: red algae, green algae
E. Supergroup Unikonta: amoebozoans, choanoflagellates
F. The role of protists in the biosphere
    1. Ecological impact, symbioses
    2. Aquatic productivity

VI. Plant diversity
A. The shared derived traits of plants
    1. Alternation of generation
    2. Multicellular, dependent embryos
    3. Walled spores
    4. Multicellular gametangia
    5. Apical meristems
B. Bryophytes
    1. Phylum Hepatophyta
    2. Phylum Bryophyta
    3. Phylum Anthocerophyta
C. Tracheophytes
    1. Phylum Lycophyta
    2. Phylum Pterophyta
    3. Phylum Ginkgophyta
    4. Phylum Cycadophyta
    5. Phylum Gnetophyta
    6. Phylum Coniferophyta
    7. Phylum Anthophyta
D. Plant adaptations for the colonization of land
    1. Jacketed gametangia
    2. Vascular tissue, roots, and shoots
    3. Homospory and heterospory
    4. Ovules, pollen, and seeds
    5. Flowers and fruits

VII. Phylogeny and diversity of fungi
A. The shared derived traits of fungi
B. Phylum Chytridiomycota
C. Phylum Zygomycota
D. Phylum Glomeromycota
E. Phylum Ascomycota
F. Phylum Basidiomycota
G. The role of fungi in the biosphere

VIII. Overview of animal evolution

A. The shared derived traits of animals
B. Animal phylogeny and diversity
    1. The animal body plan
    2. Evolution of body cavities and coelom
    3. Protostome and Deuterostome development
    4. Major branches in the animal lineage
C. Major invertebrate taxa and their characteristics
    1. Parazoa (or Metazoa): Phylum Porifera
    2. Eumetazoa
        a. Phylum Ctenophora
        b. Phylum Cnidaria
        c. Bilateria: Phylum Acoela
            i. Lophotrochozoa: Phylum Plathelminthes, Phylum Syndermata, Phylum Ectoprocta, Phylum Brachiopoda, Phylum Gastrotricha, Phylum Cycliophora, Phylum Nemertea, Phylum Annelida, Phylum Mollusca
            ii. Ecdysozoa: Phylum, Loricifera, Phylum Priapula, Phylum Onychophora, Phylum Tardigrada, Phylum Nematoda, Phylum Arthropoda
            iii. Deuterostomia: Phylum Hemichordata, Phylum Chordata, Phylum Echinodermata
        d. Phylum Cordata: major vertebrate taxa and their characteristics
            i. Subphylum Cephalochordata
            ii. Subphylum Urochordata
            iii. Subphylum Vertebra
            iv. Superclass Cyclostomes: Class Myxini, Class Petromyzontida
            v. Infraphylum Gnathostomes: Class Chondrichthyes
            vi. Superclass Osteichthyans: Class Actinopterygii
            vii. Clade Sarcopterygii: Subclass Actinistia, Subclass Dipnoi
            viii. Superclass Tetrapoda: Class Amphibia
            ix. Clade Amniota: Class Reptilia, Class Mammalia
D. Human origins and evolution
    1. The derived characteristics of hominins
    2. Human phylogeny

IX. Plant growth and structure
A. Anatomy: cells and tissues
B. Anatomy: organs and systems
C. Plant growth regions, meristems
D. Primary growth
E. Secondary growth

X. Plant physiology
A. Resource acquisition and transport of materials in plants
    1. Principles of materials transport
    2. Root absorption of water and minerals
    3. Transpiration and its control
    4. Phloem sap and its translocation
    5. Symbiotic relationships, e.g. mycorrhizae
B. Flower, seed, and fruit development in Angiosperms
C. Plant responses to internal and external signals

XI. Animal anatomy and physiology
A. Basic cell and tissue types
B. Survey of animal organ systems
C. Homeostasis as a central regulation concept
D. Metabolic rate and bioenergetics
E. Body plans related to surface area and volume
F. Nutrition and digestion in animals
G. Circulatory systems, comparative anatomy, structure, and functions
H. The lymphatic system
I. Respiratory systems, comparative anatomy and physiology
J. Immune system
K. Osmoregulation and nitrogen excretion
L. The excretory system

M. Hormones and the endocrine system
N. Animal reproduction
1. Asexual vs. sexual reproduction
2. Introduction to reproductive cycles
3. Internal and external fertilization mechanisms
4. Mammalian reproductive anatomy
O. The nervous system
1. Tissue structure and function
2. Nervous system organization
a. Central and peripheral nervous systems
b. The autonomic nervous system
P. Sensory and motor mechanisms
1. Sensory receptors and their actions
2. Motor mechanisms

XII. Animal development
A. Embryonic development
B. Mechanisms of morphogenesis
C. Cytoplasmic determinants and pattern formation by inductive signals

XIII. Responses of animals to their respective environments
A. Morphological and physiological adaptations
B. Stimulation of simple and complex behaviors
C. Learning
D. Foraging
E. Mating behavior and mate choice
F. Inclusive fitness

XIV. Population ecology
A. Characteristics of populations, including density and spacing
B. Growth and decline of populations (Demography)
C. Patterns in life histories
D. Exponential and logistic population growth models
E. Density-dependent factors affecting population growth
F. Density-independent factors affecting population growth

XV. Ecosystems and ecosystem dynamics
A. Introduction to ecology and the biosphere
1. Global climate patterns
2. Regional climate patterns
3. The structure of terrestrial biomes
4. The structure of aquatic biomes
5. Factors limiting the distribution of a species
B. Characterization of ecosystems and ecosystem dynamics
1. Trophic levels
2. Primary productivity
3. Trophic relationships and energy flow through an ecosystem
4. Biological and geologic processes for nutrient cycling
5. Water, nitrogen, carbon, and phosphorus cycles
6. Toxins and poisons, biomagnification concept
7. Ecosystem restoration
C. Community ecology
1. Community interspecific interations
a. Competition
b. Predation and parasitism
c. Herbivory
d. Symbiosis
e. Commensalism and mutualism
2. Diversity and trophic structure
a. Diversity and community stability
b. Keystone species
c. Bottom-up and top-down effects
3. Environmental succession
4. Biogeographic factors and community diversity

XVI. Conservation of natural resources
- A. Biodiversity and extinction rates
- B. Threats to biodiversity
  1. Habitat destruction
  2. Overexploitation
  3. Competition from introduced species
  4. Global change
- C. Population conservation
  1. Small populations and the extinction vortex
  2. Minimal viable population
  3. Declining population approach
- D. Landscape and regional conservation
  1. Fragmentation and edges
  2. Corridors
  3. Protection of biodiversity hot spots
  4. Nature reserves
- E. Sustainable development
- F. Human impact on biodiversity

XVII. Laboratory
- A. Domains Bacteria and Archaea
- B. Protist diversity
- C. Fungi and fungal symbioses
- D. Bryophyte diversity and evolution
- E. Tracheophyte diversity and evolution
- F. Angiosperm anatomy, morphology, and development
- G. Dissection techniques and terms of position and direction
- H. Animal diversity: invertebrates
- I. Animal diversity: vertebrates
- J. Animal cells and tissues
- K. Mammalian integumentary, skeletal, and muscular systems anatomy and physiology
- L. Mammalian nervous systems anatomy and physiology
- M. Mammalian circulatory system anatomy and physiology
- N. Mammalian respiratory system anatomy and physiology
- O. Mammalian digestive system anatomy and physiology
- P. Mammalian excretory system anatomy and physiology
- Q. Mammalian reproductive systems anatomy and physiology

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Textbooks.
II. Journal articles.
III. Secondary sources such as Scientific American.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Weekly laboratory exercises and reports that identify and elaborate on selected organisms' structure and function.
II. Homework questions that analyze and apply knowledge of material from lecture and lab.
III. Reports on class discussions.
IV. Short essays and reviews of current articles that evaluate evolutionary theory as related to placement of phyla in a hierarchy.
V. Semester projects that survey and analyze a selected animal class, order, genus, or species from an adaptation standpoint.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Appropriate topical lectures and programs at local institutions, such as the San Diego Zoo, San Diego

Natural History Museum, Sea World, University of California San Diego, or San Diego State University.
II. Independent searches of selected topics of interest such as animal and plant diversity and evolution.
III. Field trips to gain acquaintance with local biomes, observe and collect data on animal behaviors, or observe and collect data on ecosystems and ecosystem dynamics.
IV. Collaboration with other students to complete coursework.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Analyzing and applying information extracted from graphs, tables, charts, and diagrams to the principles of cladistics.
II. Evaluating, relating, and applying the principles of homeostasis to the functioning of organ systems of animals.
III. Comparing and contrasting organ systems in diverse phyla of animals.
IV. Relating the characteristics of a biome and integrating and applying them into a plan for resource management.
V. Comparing the structures in diverse phyla in a discussion of evolutionary trends.
VI. Analyzing behavioral systems of animals to predict behavior under specific parameters.
VII. Using techniques and information learned in lab to design an original experiment.

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 and subjective examinations in the laboratory and lecture venues that test for definitions and major biological concepts.
II. Laboratory exercises that apply the practical aspects of general biology.
III. Laboratory reports on material that directly relates to principles of biology, comparative organism diversity, behavior, and ecology.
IV. Field trip assignments that show pragmatic approaches to understanding biological concepts.
V. Library projects that demonstrate a focus on a selected biological topic.
VI. Analytical semester projects on topics that reflect knowledge of a selected biological principle.

3. METHODS OF INSTRUCTION:

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

* Collaborative Learning
* Laboratory
* Lecture
* Lecture Discussion
* Lecture-Lab Combination
* Other (Specify)
* Field trips to various sites.
* Review of selected journal articles.

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Clymer, Janice J. Introduction to the Biological Sciences II Lab Manual, 2nd ed. RandomNPC LLC, 2011, ISBN: 9780982010365
2. Dolphin, Warren D. and David Vleck. Biological Investigations Lab Manual, 10th ed. McGraw-Hill, 2014, ISBN: 9780073532264
3. Raven, Peter H., et al. Biology, 12th ed. McGraw Hill, 2019, ISBN: 9781260169614
4. Urry, Lisa A., et al. Campbell Biology, 3rd ed. Pearson, 2020, ISBN: 9781036780892

5. Vodopich, Darrell S. and Randy Moore. Biology Laboratory Manual, 12th ed. McGraw-Hill, 2019, ISBN: 9781260200720

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Dissection kit.
2. Plain microscope slides and coverslips.
3. Gloves for dissections.
4. Biology atlas.

ORIGINATOR: Janice Clymer
ORIGINATION DATE: 12/09/2011
PROPOSAL ORIGINATOR: Andrew Lowe
CO-CONTRIBUTOR(S) Daniela Bruckman,Kevin Jagnandan
PROPOSAL DATE: 03/02/2019

SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT

COURSE TO BE PROPOSED: BIOL 210B
Introduction to the Biological Sciences II

ACTIVE/APPROVED COURSES IMPACTED:

BIOL 210B Introduction to the Biological Sciences II (24468)

DISTRICT GENERAL EDUCATION:

B1 Natural Sciences - Life Sciences

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**Mesa**)
Biochemistry *Pending*;
Associate of Science Degree

Major Courses

(**Miramar**)
Biology *Active*;
Associate in Science for Transfer Degree

Major Courses

(**City**)
Biology *Active*;
Associate in Science for Transfer Degree

Major Courses

(**Mesa**)
Biology *Active*;
Associate in Science for Transfer Degree

Major Courses

(**Mesa**)
Biology *Pending*;
Associate in Science for Transfer Degree

Major Courses

(**City**)
Biology *Pending*;
Associate in Science for Transfer Degree

Major Courses

(**Miramar**)
Biology Studies *Active*;

Associate of Science Degree

Select 4 to 9 units from the following:

(**Miramar**)
Biology Studies *Launched*;
Associate of Science Degree

Select 4 to 9 units from the following:

(**Miramar**)
Computer Science *Active*;
Associate in Science for Transfer Degree

Major Courses

(**Mesa**)
Computer Science *Active*;
Associate in Science for Transfer Degree

Major Courses

(**Mesa**)
Computer Science *Pending*;
Associate in Science for Transfer Degree

Major Courses

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

CATEGORY C: SELECT 0 to 12 ADDITIONAL UNITS

(**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**)
General Biology Track *Active*;
Associate of Science Degree

Courses Required for the Major:

(**City**)
General Biology Track *Launched*;

Associate of Science Degree

Courses Required for the Major:

(**Miramar**)
Human Development Studies *Active*;
Associate of Arts Degree

Select at least 12 units from the following:

(**Mesa**)
Liberal Arts and Sciences: Mathematics and Pre-Engineering-Computer Science *Active*;
Associate of Arts Degree

Select a minimum of 5 units:

(**Mesa**)
Liberal Arts and Sciences: Science Studies-Biological Science *Active*;
Associate of Arts Degree

Major Courses

(**Mesa**)
Liberal Arts and Sciences: Science Studies-Psychology *Active*;
Associate of Arts Degree

Select a minimum of 5 units (total of 18 units):

(**Mesa**)
Liberal Arts and Sciences: Science Studies-Psychology *Launched*;
Associate of Arts Degree

Select a minimum of 5 units (total of 18 units):

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

Major Courses

(**City**)
Liberal Arts and Sciences: Scientific Studies in Biological Science *Launched*;
Associate of Arts Degree

Major Courses

(**Mesa**)
Liberal Arts and Sciences: Social and Behavioral Sciences-Anthropology *Active*;
Associate of Arts Degree

Select a minimum of 12 units:

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

Major Courses

(**Miramar**)
Mathematics Studies *Active*;
Associate of Arts Degree

Select at least 5 units 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**)
Nutrition and Dietetics *Pending*;
Associate in Science for Transfer Degree

Select one course (3-5 units) from the following:

(**Miramar**)
Nutrition and Dietetics *Approved*;
Associate in Science for Transfer Degree

Select one of the following courses:

(**Mesa**)
Transfer Track *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:** Biology
II. **Course Number:** 210B
III. **Course Title:** Introduction to the Biological Sciences II
IV. **Disciplines (Instructor Minimum Qualifications):** Biological Sciences
V.
VI. **Family:**
VII. **Current Short Title:** Intro To The Biol. Sciences 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 , City and Miramar
XII. **Proposal Originating Date:** 03/02/2019
XIII. **Proposed Start Semester:** Fall 2024
XIV. **Field Trip:** May be required
XV. **Grading Option:** Letter Grade or Pass/No Pass Option
XVI. **Current Short Description:** A continuation of Biology 210A.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Prerequisite: BIOL 210A with a grade of "C" or better, or equivalent.
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 - 1-2023.

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Six-year review including entry skills revalidation, updates to example textbook editions, and edits to outline of topics. (Course revision is for six year review.)
II. **How Does The Course Fit The College Mission?** 1. Transfer
III. **Current Transfer Options:** 1. CSU General Education 2. IGETC 3. UC Transfer Course List
IV. **Proposed College/District Purpose:** 1. District general education 2. Major Requirement - Associate Degree
V. **Extraordinary Cost to the College:** No new 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
B2 Area B. Scientific Inquiry and Quantitative Reasoning - Life Science

District General Education:
B1 Natural Sciences - Life Sciences

IGETC:

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

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Knowledge of lab techniques, safety procedures, the scientific method, and cellular biology.

I. **Course: BIOL 210A Conduct biological experiments and analyze the results using the scientific method.**
II. **Course: BIOL 210A Differentiate among the components and properties of prokaryotic and eukaryotic cells and contrast them with those of other acellular biological entities.**
III. **Course: BIOL 210A Apply cell theory and cell physiology to the cell-cell interactions that are the foundation of multicellular organisms.**
IV. **Course: BIOL 210A Compare and contrast the major mechanisms and biological roles of cellular division: binary fission, mitosis and meiosis.**
V. **Course: BIOL 210A Analyze and describe the regulation of gene expression to cellular metabolism, cellular communication and cell division.**
VI. **Course: BIOL 210A Appraise the influence of molecular mechanisms of genetic variability and classical genetics and its patterns of inheritance on the evolutionary process.**
VII. **Course: BIOL 210A Employ safety precautions in the Biology laboratory.**

Able to read and write at college transfer level

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

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **MESA**
II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Discussion Board
At least weekly
3. Email/Message System
Frequent
4. Synchronous or Asynchronous Video
Frequent
5. Telephone Contact
As needed
V. **List of Techniques:** BIOL 210B - Lab requirements can be met online through the communication of concepts to students by way of e-text lab manuals, PowerPoints, live and recorded audio lab lectures, and through live and recorded video lab lectures. These interactions can be supplemented through the use of: pictures of real or modeled geography, plants, animals, fungi , protista, and prokaryotes; online ecosystem, natural selection, plant, and animal simulations, games, dissections, and documentaries; through the use of safe at home observation, experimentation, and test kits; and recorded video versions of in class examples and experimentation. Clarification of concepts can be fulfilled through email, chat rooms, student break out rooms, and live video and audio student interactions. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used

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

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

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

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

IX. **CITY**

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

XI. **Other Distance Education Methods:**

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

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

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

XIV. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, laboratory activities, and/or group or individual projects posted to the discussion board or other online collaboration tool. Whenever possible, testing is conducted in-person. If in-person testing is not available, accepted methods are used to maintain academic honesty in online testing situation such as digital proctoring, test-design, time limits on exams, and/or other common methods.

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

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

XVII. **MIRAMAR**

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

XIX. **Other Distance Education Methods:**

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

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

XXI. **List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments using the internet or online library resources, problem sets, group projects, asynchronous class discussion, and/or other assignments. Lab content is taught online through e-text lab manuals, PowerPoints, and live or recorded video lab demonstrations. These interactions may be supplemented through the use of: pictures of real or modeled geography, plants, animals, fungi, protista, and prokaryotes; online ecosystem, natural selection, plant, and animal simulations, games, dissections, and documentaries; safe at-home observation, experimentation, and test kits; and recorded video versions of lab safety procedures, in-class examples, and experiments; and/or virtual labs created by the instructor, textbook publishers (e.g. McGraw-Hill, Pearson), or 3rd parties (e.g. Labster, Jove).

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

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Describe how form relates to function for the major animal phyla. If given a specific adaptation in animals or plants describe its importance for adaptation to life on land.
- Student can correctly apply the use of a dichotomous key to identify the genus of unknown animal and plant specimens in laboratory or field.

MESA

- Identify and classify species into major phyla and classes.

- Discuss and critique key evolutionary adaptations in organisms. Students will associate anatomical features with physiology with major emphasis on higher plants and mammals.

MIRAMAR

- Identify and classify species into major phyla and classes.
- Describe how form relates to function for the major animal phyla. If given a specific adaptation in animals or plants describe its importance for adaptation to life on land.
- Student will demonstrate understanding of biological diversity by identifying the evolutionary adaptations of the major groups of living organisms.
- Student will demonstrate understanding of biological diversity by identifying the evolutionary adaptations of the major groups of living organisms.
- Student can correctly apply the use of a dichotomous key to identify the genus of unknown animal and plant specimens in laboratory or field.
- Students will e able to demonstrate ability to apply and follow specified criteria to maintain a lab notebook to record and communicate daily activities.
- Discuss and critique key evolutionary adaptations in organisms. Students will associate anatomical features with physiology with major emphasis on higher plants and mammals.
- Students will e able to demonstrate ability to apply and follow specified criteria to maintain a lab notebook to record and communicate daily activities.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 0401.00 Biology, General
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25): 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
Lab Units: 1.00
Total Units: 4
Lecture Hours Min: 48.00 **Max:** 54.00
Lab Hours Min: 48.00 **Max:** 54.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 96.00 **Max:**108.00
Outside-of-Class Hours Min: 96.00 **Max:**108.00
Total Student Learning Hours Min: 192.00 **Max:** 216.00
FTEF Lecture Min: 0.2000 **Max:**
FTEF Lab Min: 0.2000 **Max:**
FTEF Total Min: 0.4000 **Max:**

III. **Last Time Pre/Co Requisite Update:** 03/02/2019

IV. **Last Outline Revision Date:** 12/12/2013

V. **CIC Approval:**

VI. **BOT Approval:**

VII. **State Approval:**

VIII. **Revised State Approval:**

IX. **Course Approval Effective Date:**

SECTION VI

CREDIT FOR PRIOR LEARNING

View Printable Version

Previous Report

BIOL 210B

CIC Approval: 12/12/2013
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: Biology 210B

COURSE TITLE:
Introduction to the Biological Sciences II

Units:
4
Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This course covers the three Domains of life, including the phylogenetic relationships of major groups of organisms. Topics include adaptive radiation, anatomy, physiology, development, behavior, and ecology. This is the second semester of a two-semester sequence designed for biological science and pre-professional majors.

REQUISITES:

Prerequisite:
BIOL 210A with a grade of "C" or better, or equivalent
Advisory:
ENGL 101 with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:
May be required

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

CID:
BIOL 140

TOTAL LECTURE HOURS:
48 - 54

TOTAL LAB HOURS:
48 - 54

TOTAL CONTACT HOURS:
96 - 108

OUTSIDE-OF-CLASS HOURS:
96 - 108

TOTAL STUDENT LEARNING HOURS:
192 - 216

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

1. Evaluate the role of relative fitness in speciation and adaptive evolution.
2. Arrange key events in the history of Earth with respect to the adaptations and evolution of life.
3. Apply knowledge of the fundamental concepts of systematics.
4. Differentiate and compare the diversity of structure, adaptations, metabolism, and ecological role in Domains Bacteria and Archaea.
5. Differentiate and organize the diversity of structure, adaptations, and metabolism of the major groups of protists

Current Report

BIOL 210B

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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FIELD TRIP REQUIREMENTS:
May be required

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2. Arrange key events in the history of Earth with respect to the adaptations and evolution of life.
3. Apply knowledge of the fundamental concepts of systematics.
4. Differentiate and compare the diversity of structure, adaptations, metabolism, and ecological role in Domains Bacteria and Archaea.
5. Differentiate and organize the diversity of structure, adaptations, and metabolism of the major groups of protists relative to their origins, their synapomorphies, and their ecological roles.
6. Describe and classify the diversity of plants with particular reference to how plants were able to colonize land.

relative to their origins, their synapomorphies, and their ecological roles.
6. Describe and classify the diversity of plants with particular reference to how plants were able to colonize land.
7. Describe and classify the diversity of fungi with particular reference to analysis of their life cycles and ecological role.
8. Differentiate and organize the diverse taxa of the Kingdom Animalia using cladistics.
9. Identify structures of the representative plant body, and relate those structures to function and growth.
10. Describe, examine, and evaluate the plant physiological processes required for the transport of fluids, nutrients, development, and response to internal and external signals.
11. Describe, examine, and evaluate the anatomy and physiology of animals, including major tissue types, digestive, circulatory, respiratory, immune, excretory, endocrine, reproductive, nervous, skeletal, and muscular systems.
12. Identify, relate and assess the steps involved in embryonic animal development.
13. Relate, compare and appraise selected morphological, physiological, and general behavioral responses of animals to their respective environments with respect to proximate and ultimate causations.
14. Distinguish and evaluate the significant features of population biology dynamics.
15. Characterize and analyze ecosystems and ecosystem dynamics.
16. Interpret, debate, and critique selected principles and techniques for biological conservation considering the need for biodiversity.

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. Speciation
- A. Fitness
- B. Directional disruptive and stabilizing selection
- C. Sexual selection
- D. The biological species concept
- E. Sympatric and allopatric speciatio
- F. Reproductive barriers in sympatric species prezygotic and postzygotic isolation

II. Key events in life's history on Earth and the adaptations and evolution of life
- A. Conditions on early Earth and a model for the origin of life
- B. Documenting the history of life
  1. The fossil record
  2. Radiometric dating
- C. Geologic eons and eras
  1. Plate tectonics
  2. Mass extinctions and radiations
  3. First life
  4. Photosynthesis and oxygen production
  5. Origins of eukaryotic life and endosymbiosis
  6. The origin of multicellularity
  7. The Cambrian explosion
  8. The colonization of land
- D. The effect of developmental genes on adaptation

III. Systematics
- A. Taxonomy and nomenclature
- B. Traits
  1. Morphological and molecular
  2. Ancestral and derived
- C. Major taxa of life and their shared traits
  1. Cladistics: constructing and interpreting phylogenetic trees
     a. Principles of cladistics
     b. Homologous s. analogous traits (homoplasies)
     c. Outgroups
  2. Synapomorphies of major taxa

IV. Domains Bacteria and Archaea
- A. Diversity of structure Gram staining
- B. Adaptations for mobility and resistance
- C. Metabolic and nutritional adaptations
- D. Reproduction and genetic recombination
- E. Major groups of Bacteria and Archaea
- F. The role of prokaryotes in the biosphere
  1. Chemical decomposition
  2. Ecological impact symbioses
  3. Nitrogen fixation
  4. Oxygen production

7. Describe and classify the diversity of fungi with particular reference to analysis of their life cycles and ecological role.
8. Differentiate and organize the diverse taxa of the Kingdom Animalia using cladistics.
9. Identify structures of the representative plant body, and relate those structures to function and growth.
10. Describe, examine, and evaluate the plant physiological processes required for the transport of fluids, nutrients, development, and response to internal and external signals.
11. Describe, examine, and evaluate the anatomy and physiology of animals, including major tissue types and digestive, circulatory, respiratory, immune, excretory, endocrine, reproductive, nervous, skeletal, and muscular systems.
12. Identify, relate, and assess the steps involved in embryonic animal development.
13. Relate, compare, and appraise selected morphological, physiological, and general behavioral responses of animals to their respective environments with respect to proximate and ultimate causations.
14. Distinguish and evaluate the significant features of population biology dynamics.
15. Characterize and analyze ecosystems and ecosystem dynamics.
16. Interpret, debate, and critique selected principles and techniques for biological conservation considering the need for biodiversity.

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. Speciation
- A. Fitness
- B. Directional disruptive and stabilizing selection
- C. Sexual selection
- D. The biological species concept
- E. Sympatric and allopatric speciatio
- F. Reproductive barriers in sympatric species prezygotic and postzygotic isolation

II. Key events in life's history on Earth and the adaptations and evolution of life
- A. Conditions on early Earth and a model for the origin of life
- B. Documenting the history of life
  1. The fossil record
  2. Radiometric dating
- C. Geologic eons and eras
  1. Plate tectonics
  2. Mass extinctions and radiations
  3. First life
  4. Photosynthesis and oxygen production
  5. Origins of eukaryotic life and endosymbiosis
  6. The origin of multicellularity
  7. The Cambrian explosion
  8. The colonization of land
- D. The effect of developmental genes on adaptation

III. Systematics
- A. Taxonomy and nomenclature
- B. Traits
  1. Morphological and molecular
  2. Ancestral and derived
- C. Major taxa of life and their shared traits
  1. Cladistics: constructing and interpreting phylogenetic trees
  2. Homologous s. analogous traits (homoplasies)
  3. Synapomorphies of major taxa

IV. Domains Bacteria and Archaea
- A. Diversity of structure Gram staining
- B. Adaptations for mobility and resistance
- C. Metabolic and nutritional adaptations
- D. Reproduction and genetic recombination
- E. Major groups of Bacteria and Archaea
- F. The role of prokaryotes in the biosphere

V. Major groups of protists
- A. Supergroup Excavata: Diplomonads Parabasalids Euglenozoans
- B. Supergroup Chromalveolata
  1. Alveolates: dinoflagellates apicomplexans ciliates
  2. Stramenopiles: diatoms golden algae brown algae oomycetes
- C. Supergroup Rhizaria: cercozoans forams radiolarians
- D. Supergroup Archaeplastida: red algae green algae
- E. Supergroup Unikonta: amoebozoans choanoflagellates

5. Research and technology applications

V. Major groups of protists
- A. Supergroup Excavata: Diplomonads Parabasalids Euglenozoans
- B. Supergroup Chromalveolata
  1. Alveolates: dinoflagellates apicomplexans ciliates
  2. Stramenopiles: diatoms golden algae brown algae oomycetes
- C. Supergroup Rhizaria: cercozoans forams radiolarians
- D. Supergroup Archaeplastida: red algae green algae
- E. Supergroup Unikonta: amoebozoans choanoflagellates
- F. The role of protists in the biosphere
  1. Ecological impact symbioses
  2. Aquatic productivity

VI. Plant Diversity
- A. The shared derived traits of plants
  1. Alternation of generation
  2. Walled spores
  3. Multicellular gametangia
  4. Apical meristems
- B. Bryophytes
  1. Phylum Hepatophyta
  2. Phylum Bryophyta
  3. Phylum Anthocerophyta
- C. Tracheophytes
  1. Phylum Lycophyta
  2. Phylum Pterophyta
  3. Phylum Ginkgophyta
  4. Phylum Cycadophyta
  5. Phylum Gnetophyta
  6. Phylum Coniferophyta
  7. Phylum Anthophyta
- D. Plant adaptations for the colonization of land
  1. Jacketed gametangia
  2. Vascular tissue roots and shoots
  3. Homospory and heterospory
  4. Ovules pollen and seeds
  5. Flowers and fruits

VII. Phylogeny and Diversity of Fungi
- A. The shared derived traits of fungi
- B. Phylum Chytridiomycota
- C. Phylum Zygomycota
- D. Phylum Glomeromycota
- E. Phylum Ascomycota
- F. Phylum Basidiomycota
- G. The role of fungi in the biosphere
  1. Decomposition
  2. Ecological impact symbioses
  3. Yeast
  4. Medical research and technology applications

VIII. Overview of Animal Evolution
- A. The shared derived traits of animals
- B. Animal phylogeny and diversity
  1. The animal body plan
  2. Evolution of body cavities and coelom
  3. Protostome and Deuterostome development
  4. Major branches in the animal lineage
- C. Major invertebrate taxa and their characteristics
  1. Parazoa: Phylum Porifera
  2. Eumetazoa
     a. Radiata: Phylum Cnidaria Phylum Ctenophora
     b. Bilateria
        i. Spiralia
           i. Platyzoa
              i. Phylum Platyhelminthes
              ii. Phylum Rotifera
           ii. Lophotrochozoa
              i. Phylum Nemertea
              ii. Phylum Bryozoa
              iii. Phylum Brachiopoda
              iv. Phylum Mollusca
              v. Phylum Annelida
        ii. Ecdysozoa
           i. Phylum Nematoda

F. The role of protists in the biosphere
  1. Ecological impact symbioses
  2. Aquatic productivity

VI. Plant diversity
- A. The shared derived traits of plants
  1. Alternation of generation
  2. Multicellular dependent embryos
  3. Walled spores
  4. Multicellular gametangia
  5. Apical meristems
- B. Bryophytes
  1. Phylum Hepatophyta
  2. Phylum Bryophyta
  3. Phylum Anthocerophyta
- C. Tracheophytes
  1. Phylum Lycophyta
  2. Phylum Pterophyta
  3. Phylum Ginkgophyta
  4. Phylum Cycadophyta
  5. Phylum Gnetophyta
  6. Phylum Coniferophyta
  7. Phylum Anthophyta
- D. Plant adaptations for the colonization of land
  1. Jacketed gametangia
  2. Vascular tissue roots and shoots
  3. Homospory and heterospory
  4. Ovules pollen and seeds
  5. Flowers and fruits

VII. Phylogeny and diversity of fungi
- A. The shared derived traits of fungi
- B. Phylum Chytridiomycota
- C. Phylum Zygomycota
- D. Phylum Glomeromycota
- E. Phylum Ascomycota
- F. Phylum Basidiomycota
- G. The role of fungi in the biosphere

VIII. Overview of animal evolution
- A. The shared derived traits of animals
- B. Animal phylogeny and diversity
  1. The animal body plan
  2. Evolution of body cavities and coelom
  3. Protostome and Deuterostome development
  4. Major branches in the animal lineage
- C. Major invertebrate taxa and their characteristics
  1. Parazoa (or Metazoa): Phylum Porifera
  2. Eumetazoa
     a. Phylum Ctenophora
     b. Phylum Cnidaria
     c. Bilateria: Phylum Acoela
        i. Lophotrochozoa: Phylum Plathelminthes Phylum Syndermata Phylum Ectoprocta Phylum Brachiopoda Phylum Gastrotricha Phylum Cycliophora Phylum Nemertea Phylum Annelida Phylum Mollusca
        ii. Ecdysozoa: Phylum Loricifera Phylum Priapula Phylum Onychophora Phylum Tardigrada Phylum Nematoda Phylum Arthropoda
        iii. Deuterostomia: Phylum Hemichordata Phylum Chordata Phylum Echinodermata
     d. Phylum Cordata: major vertebrate taxa and their characteristics
        i. Subphylum Cephalochordata
        ii. Subphylum Urochordata
        iii. Subphylum Vertebra
        iv. Superclass Cyclostomes: Class Myxini Class Petromyzontida
        v. Infraphylum Gnathostomes: Class Chondrichthyes
        vi. Superclass Osteichthyans: Class Actinopterygii
        vii. Clade Sarcopterygii: Subclass Actinistia Subclass Dipnoi
        viii. Superclass Tetrapoda: Class Amphibia
        ix. Clade Amniota: Class Reptilia Class Mammalia
- D. Human origins and evolution
  1. The derived characteristics of hominins
  2. Human phylogeny

IX. Plant growth and structure
- A. Anatomy: cells and tissues
- B. Anatomy: organs and systems
- C. Plant growth regions meristems

- ii. Phylum Arthropoda
- iii. Deuterostomia
  - i. Phylum Echinodermata
  - ii. Phylum Chordata

D. Characteristics of the Vertebrates
1. Synapomorphies of craniates
2. Urochordata: sea squirts
3. Cephalochordata: lancelets
4. Myxini: hagfishes
5. Petromyzontida: lanpreys
6. Class Chondrichthyes e.g. sharks and rays
7. Osteichthyans: bony fish
   a. Derived characters of bony fish
   b. Class Actinopterygii: ray-fin
   c. Sarcopterygii: lobe-fin
      i. Class Actinistia: coelacanths
      ii. Class Dipnoi: lungfish
8. Tetrapods
   a. The origins and characteristics of tetrapods
   b. Class Amphibia e.g. frogs and salamanders
   c. The origins and characteristics of amniotes
   d. The phylogeny of amniotes
   e. Class Reptilia e.g. lizards and snakes
   f. Class Aves: birds
   g. Class Mammalia: mammals

E. Human origins and evolution
1. The derived characteristics of hominins
2. Human phylogeny

IX. Plant Growth and Structure
A. Anatomy: cells and tissues
B. Anatomy: organs and systems
C. Plant growth regions meristems
D. Primary growth
E. Secondary growth

X. Plant Physiology
A. Resource acquisition and transport of materials in plants
1. Principles of materials transport
2. Root absorption of water and minerals
3. Transpiration and its control
4. Phloem sap and its translocation
5. Micro- and macro- nutrient requirement
6. Symbiotic relationships e.g. mycorrhizae

B. Flower seed and fruit development in Angiosperms
C. Plant responses to internal and external signals
1. Major plant hormone
2. Photoperiodism and phytochromes
3. Responses to environmental stimuli

XI. Animal Anatomy and Physiology
A. Basic cell and tissue types
B. Survey of animal organ systems
C. Homeostasis as a centra regulation concept
D. Metabolic rate and bioenergetics
E. Body plans related to surface area and volume
F. Nutrition and digestion in animals
1. Nutrition overview
2. Food processing: ingestion digestion absorption and elimination
3. Mammalian digestive system anatomy and physiology
4. Adaptations of selected mammalizan digestive systems
5. Mutualistic adaptations
6. Regulation of digestive processes

G. Circulation
1. Evolution of circulatory systems
2. The mammalian heart: anatomy and physiology
3. Blood vessel structure and function
4. Blood pressure and flow
5. Lymphatic system
6. Composition of blood

H. Respiration
1. Comparative anatomy and physiology of respiratory systems
2. Ventilation and gas exchange

I. The Immune System
1. Innate defenses

D. Primary growth
E. Secondary growth

X. Plant physiology
A. Resource acquisition and transport of materials in plants
1. Principles of materials transport
2. Root absorption of water and minerals
3. Transpiration and its control
4. Phloem sap and its translocation
5. Symbiotic relationships e.g. mycorrhizae

B. Flower seed and fruit development in Angiosperms
C. Plant responses to internal and external signals

XI. Animal anatomy and physiology
A. Basic cell and tissue types
B. Survey of animal organ systems
C. Homeostasis as a central regulation concept
D. Metabolic rate and bioenergetics
E. Body plans related to surface area and volume
F. Nutrition and digestion in animals
G. Circulatory systems comparative anatomy structure and functions
H. The lymphatic system
I. Respiratory systems comparative anatomy and physiology
J. Immune system
K. Osmoregulation and nitrogen excretion
L. The excretory system
M. Hormones and the endocrine system
N. Animal reproduction
1. Asexual vs. sexual reproduction
2. Introduction to reproductive cycles
3. Internal and external fertilization mechanisms
4. Mammalian reproductive anatomy

O. The nervous system
1. Tissue structure and function
2. Nervous system organization
   a. Central and peripheral nervous systems
   b. The autonomic nervous system

P. Sensory and motor mechanisms
1. Sensory receptors and their actions
2. Motor mechanisms

XII. Animal development
A. Embryonic development
B. Mechanisms of morphogenesis
C. Cytoplasmic determinants and pattern formation by inductive signals

XIII. Responses of animals to their respective environments
A. Morphological and physiological adaptations
B. Stimulation of simple and complex behaviors
C. Learning
D. Foraging
E. Mating behavior and mate choice
F. Inclusive fitness

XIV. Population ecology
A. Characteristics of populations including density and spacing
B. Growth and decline of populations (Demography)
C. Patterns in life histories
D. Exponential and logistic population growth models
E. Density-dependent factors affecting population growth
F. Density-independent factors affecting population growth

XV. Ecosystems and ecosystem dynamics
A. Introduction to ecology and the biosphere
1. Global climate patterns
2. Regional climate patterns
3. The structure of terrestrial biomes
4. The structure of aquatic biomes
5. Factors limiting the distribution of a species

B. Characterization of ecosystems and ecosystem dynamics
1. Trophic levels
2. Primary productivity
3. Trophic relationships and energy flow through an ecosystem
4. Biological and geologic processes for nutrient cycling
5. Water nitrogen carbon and phosphorus cycles
6. Toxins and poisons biomagnification concept
7. Ecosystem restoration

C. Community ecology

2. Adaptive immunity
    a. Humoral response
    b. Cell-mediated response
3. Active and passive immunity

J. Osmoregulation and nitrogen excretion

K. The Excretory System
1. Diversity of excretory systems
2. The anatomy and physiology of the kidney
3. Hormones and and blood pressure e.g. antidiuretic hormone atrial natriuretic peptide
4. Blood pressure and the renin-angiotensin-aldosterone system

L. Hormones and the Endocrine System
1. Hormone types and their actions
2. Feedback regulation
3. Non-tropic hormones
    a. Control of blood glucose
    b. Control of blood calcium
4. Endocrine regulation
    a. Hypothalamic hormones
    b. Pituitary hormones
5. Short-term and long-term response to stress by the adrenal gland
6. Pineal gland actions on biorhythm
7. Gonadal sex hormones

M. Animal reproduction
1. Asexual vs. sexual reproduction
2. Introduction to reproductive cycles
3. Internal and external fertilization mechanisms
4. Mammalian reproductive anatomy
5. Hormone regulation
6. Gametogenesis
7. Embryonic and fetal development and birth

N. Nervous System
1. Neuron structure and function
    a. The resting potential of a neuron
    b. Action potentials
    c. Chemical synapses
    d. Neurotranmitters
2. Nervous system organization
    a. Central and peripheral nervous systems
    b. Brainstem and its activity
    c. Cerebellum and its function
    d. The diencephalon
    e. The cerebrum
    f. The spinal cord
    g. The autonomic nervous system

O. Sensory and Motor Mechanisms
1. Sensory receptors and their actions
    a. Mechanoreceptors
    b. Photoreceptors
    c. Chemoreceptors
2. Motor mechanisms
    a. Skeletal systems
    b. Muscular systems
    c. Sliding filament model of muscle contraction

XII. Animal Development

A. Embryonic development
1. Fertilization and its consequences
2. Steps in cleavage of the embryo
3. Gastrulation germ layers and the formation of the gut
4. Organogenesis

B. Mechanisms of morphogenesis

C. Cytoplasmic determinants and pattern formation by inductive signals

XIII. Responses of animals to their respective environments

A. Morphological and physiological adaptations

B. Stimulation of simple and complex behaviors

C. Learning

D. Foraging

E. Mating behavior and mate choice

F. Inclusive fitness

XIV. Population Ecology

A. Characteristics of populations density and spacing

B. Growth and decline of populations (Demography)

C. Patterns in Life Histories

1. Community interspecific interations
    a. Competition
    b. Predation and parasitism
    c. Herbivory
    d. Symbiosis
    e. Commensalism and mutualism
2. Diversity and trophic structure
    a. Diversity and community stability
    b. Keystone species
    c. Bottom-up and top-down effects
3. Environmental succession
4. Biogeographic factors and community diversity

XVI. Conservation of natural resources

A. Biodiversity and extinction rates

B. Threats to biodiversity
1. Habitat destruction
2. Overexploitation
3. Competition from introduced species
4. Global change

C. Population conservation
1. Small populations and the extinction vortex
2. Minimal viable population
3. Declining population approach

D. Landscape and regional conservation
1. Fragmentation and edges
2. Corridors
3. Protection of biodiversity hot spots
4. Nature reserves

E. Sustainable development

F. Human impact on biodiversity

XVII. Laboratory

A. Domains Bacteria and Archaea

B. Protist diversity

C. Fungi and fungal symbioses

D. Bryophyte diversity and evolution

E. Tracheophyte diversity and evolution

F. Angiosperm anatomy morphology and development

G. Dissection techniques and terms of position and direction

H. Animal diversity: invertebrates

I. Animal diversity: vertebrates

J. Animal cells and tissues

K. Mammalian integumentary skeletal and muscular systems anatomy and physiology

L. Mammalian nervous systems anatomy and physiology

M. Mammalian circulatory system anatomy and physiology

N. Mammalian respiratory system anatomy and physiology

O. Mammalian digestive system anatomy and physiology

P. Mammalian excretory system anatomy and physiology

Q. Mammalian reproductive systems anatomy and physiology

D. Exponential and logistic population growth models
E. Density-dependent factors affecting population growth
F. Density-independent factors affecting population growth

XV. Ecosystems and ecosystem dynamics
- A. Introduction to Ecology and the Biosphere
  1. Global climate patterns
  2. Regional climate patterns
  3. The structure of terrestrial biomes
  4. The structure of aquatic biomes
  5. Factos limiting the distribution of a species
- B. Characterization of ecosystems and ecosystem dynamics
  1. Trophic levels
  2. Primary productivity
  3. Trophic relationships and energy flow through an ecosystem
  4. Biological and geologic processes for nutrient cycling
  5. Water nitrogen carbon and phosphorus cycles
  6. Toxins and poisons biomagnification concept
  7. Ecosystem restoration
- C. Community ecology
  1. Community interspecific interations
     a. Competition
     b. Predation and parasitism
     c. Herbivory
     d. Symbiosis
     e. Commensalism and mutualism
  2. Diversity and trophic structure
     a. Diversity and community stability
     b. Keystone species
     c. Bottom-up and top-down effects
  3. Environmental Succession
  4. Biogeographic factors and community diversity

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- B. Threats to biodiversity
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  4. Global change
- C. Population conservation
  1. Small populations and the extinction vortex
  2. Minimal viable population
  3. Declining population approach
- D. Landscape and regional conservation
  1. Fragmentation and edges
  2. Corridors
  3. Protection of biodiversity hot spots
  4. Nature reserves
- E. Sustainable development
- F. Human impact on biodiversity

XVII. Laboratory
- A. Domains Bacteria and Archaea
- B. Protist diversity
- C. Fungi and fungal symbioses
- D. Bryophyte diversity and evolution
- E. Tracheophyte diversity and evolution
- F. Angiosperm anatomy morphology and development
- G. Dissection techniques and terms of position and direction
- H. Animal diversity: invertebrates
- I. Animal diversity: vertebrates
- J. Animal cells and tissues
- K. Mammalian integumentary skeletal and muscular systems anatomy and physiology
- L. Mammalian nervous systems anatomy and physiology
- M. Mammalian circulatory system anatomy and physiology
- N. Mammalian respiratory system anatomy and physiology
- O. Mammalian digestive system anatomy and physiology
- P. Mammalian excretory system anatomy and physiology
- Q. Mammalian reproductive systems anatomy and physiology
- R. Field trips to observe and collect data on animal behaviors
- S. Field trips to observe and collect data on ecosystems and ecosystem dynamics

B. **Reading Assignments:**

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Textbooks.

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

I. Textbooks.
II. Journal articles.
III. Secondary sources material such as Scientific American.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Weekly laboratory exercises and reports that identify and elaborate on selected organisms' structure and function.
II. Homework questions that analyze and apply knowledge of material from lecture and lab.
III. Reports on class discussions.
IV. Short essays and reviews of current articles that evaluate evolutionary theory as related to placement of Phyla in a hierarchy.
V. Semester projects that survey and analyze a selected animal class, order, genus or species from an adaptation standpoint.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Appropriate topical lectures and programs at local institutions, such as the San Diego Zoo San Diego Natural History Museum, Sea World, UCSD, SDSU.
II. Independent searches of selected topics of interest such as, animal and plant diversity and evolution.
III. Field trips to gain acquaintance with local biomes.
IV. Collaboration with other students to complete course work.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Analyzing and applying information extracted from graphs, tables, charts and diagrams to the principles of cladistics.
II. Evaluating, relating and applying the principles of homeostasis to the functioning of organ systems of animals.
III. Comparing and contrasting organ systems in diverse phyla of animals.
IV. Relating the characteristics of a biome and integrating and applying into a plan for resource management.
V. Comparing the structures in diverse phyla in a discussion of evolutionary trends.
VI. Analyzing behavioral systems of animals to predict behavior under specific parameters.
VII. Using techniques and information learned in lab to design an original experiment.

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 and subjective examinations in the laboratory and lecture venues, that test for definitions and major biological concepts.
II. Laboratory exercises that apply the practical aspects of General Biology.
III. Laboratory reports on material that directly relates to principles of biology, comparative organism diversity, behavior and ecology.
IV. Field trip assignments that show pragmatic approaches to understanding biological concepts.
V. Library projects that demonstrate a focus on a selected biological topic.
VI. Analytical semester projects on topics that reflect knowledge of a selected biological principle.

3. METHODS OF INSTRUCTION:

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

* Collaborative Learning
* Laboratory
* Lecture
* Lecture Discussion
* Other (Specify)
* Field trips to various sites.
* Review of selected journal articles.

II. Journal articles.
III. Secondary sources such as Scientific American.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Weekly laboratory exercises and reports that identify and elaborate on selected organisms' structure and function.
II. Homework questions that analyze and apply knowledge of material from lecture and lab.
III. Reports on class discussions.
IV. Short essays and reviews of current articles that evaluate evolutionary theory as related to placement of phyla in a hierarchy.
V. Semester projects that survey and analyze a selected animal class, order, genus, or species from an adaptation standpoint.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Appropriate topical lectures and programs at local institutions, such as the San Diego Zoo, San Diego Natural History Museum, Sea World, University of California San Diego, or San Diego State University.
II. Independent searches of selected topics of interest such as animal and plant diversity and evolution.
III. Field trips to gain acquaintance with local biomes, observe and collect data on animal behaviors, or observe and collect data on ecosystems and ecosystem dynamics.
IV. Collaboration with other students to complete coursework.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Analyzing and applying information extracted from graphs, tables, charts, and diagrams to the principles of cladistics.
II. Evaluating, relating, and applying the principles of homeostasis to the functioning of organ systems of animals.
III. Comparing and contrasting organ systems in diverse phyla of animals.
IV. Relating the characteristics of a biome and integrating and applying them into a plan for resource management.
V. Comparing the structures in diverse phyla in a discussion of evolutionary trends.
VI. Analyzing behavioral systems of animals to predict behavior under specific parameters.
VII. Using techniques and information learned in lab to design an original experiment.

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 and subjective examinations in the laboratory and lecture venues that test for definitions and major biological concepts.
II. Laboratory exercises that apply the practical aspects of general biology.
III. Laboratory reports on material that directly relates to principles of biology, comparative organism diversity, behavior, and ecology.
IV. Field trip assignments that show pragmatic approaches to understanding biological concepts.
V. Library projects that demonstrate a focus on a selected biological topic.
VI. Analytical semester projects on topics that reflect knowledge of a selected biological principle.

3. METHODS OF INSTRUCTION:

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

* Collaborative Learning
* Laboratory
* Lecture
* Lecture Discussion
* Lecture-Lab Combination
* Other (Specify)
* Field trips to various sites.
* Review of selected journal articles.

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

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Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Clymer, Janice J. Introduction to the Biological Sciences II Lab Manual, 2nd ed. RandomNPC LLC, 2011, ISBN: 9780982010365
2. Dolphin, Warren, et al. Biological Investigations Lab Manual, 9th ed. McGraw-Hill, 2010, ISBN: 9780073383057
3. Jane B. Reece, Lisa A. Urry, Michael L. Cain, Steven A. Wasserman, Peter V. Minorsky, and Robert B. Jackson. Campbell Biology, 9th ed. Benjamine Cummings Pub. Co., 2011, ISBN: 9780321558237
4. Raven, Peter, et al. Biology, 10th ed. McGraw Hill, 2013, ISBN: 9780073383071
5. Vodopich, Darrell, et al. Biology Laboratory Manual, 10th ed. McGraw-Hill, 2013, ISBN: 9780073532257

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Dissection kit.
2. Plain microscope slides and coverslips.
3. Gloves for dissections.
4. Biology atlas.

ORIGINATOR: Janice Clymer

CO-CONTRIBUTOR(S)
DATE: 12/09/2011

Status: Active

Date Printed: 04/2/2023

TEXTBOOKS:
1. Clymer, Janice J. Introduction to the Biological Sciences II Lab Manual, 2nd ed. RandomNPC LLC, 2011, ISBN: 9780982010365
2. Dolphin, Warren D. and David Vleck. Biological Investigations Lab Manual, 10th ed. McGraw-Hill, 2014, ISBN: 9780073532264
3. Raven, Peter H., et al. Biology, 12th ed. McGraw Hill, 2019, ISBN: 9781260169614
4. Urry, Lisa A., et al. Campbell Biology, 3rd ed. Pearson, 2020, ISBN: 9781036780892
5. Vodopich, Darrell S. and Randy Moore. Biology Laboratory Manual, 12th ed. McGraw-Hill, 2019, ISBN: 9781260200720

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Dissection kit.
2. Plain microscope slides and coverslips.
3. Gloves for dissections.
4. Biology atlas.

ORIGINATOR: Janice Clymer
ORIGINATION DATE: 12/09/2011
PROPOSAL ORIGINATOR: Andrew Lowe
CO-CONTRIBUTOR(S) Daniela Bruckman,Kevin Jagnandan
PROPOSAL DATE: 03/02/2019

Status: Launched

Date Printed: 04/2/2023

View Printable Version

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Biology
II. **Course Number:** 210B
III. **Course Title:** Introduction to the Biological Sciences II
IV. **Disciplines (Instructor Minimum Qualifications):** Biological Sciences
V.
VI. **Family:**
VII. **Current Short Title:** Intro To The Biol. Sciences 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 , City and Miramar
XII. **Proposal Originating Date:** 12/09/2011
XIII. **Proposed Start Semester:** Fall 2014
XIV. **Field Trip:** May be required
XV. **Grading Option:** Letter Grade or Pass/No Pass Option
XVI. **Current Short Description:** A continuation of Biology 210A.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Prerequisite: BIOL 210A with a grade of "C" or better, or equivalent.
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:** Remove MATH 096 prerequisite (MATH 096 is prerequisite to BIOL 210A, which is prerequisite to this course); update texts (Course revision is for six year review.)
II. **How Does The Course Fit The College Mission?** 1. Transfer
III. **Current Transfer Options:** 1. CSU General Education 2. IGETC 3. UC Transfer Course List
IV. **Proposed College/District Purpose:** 1. District general education 2. Major Requirement - Associate Degree
V. **Extraordinary Cost to the College:** No new 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
B2 Area B. Scientific Inquiry and Quantitative Reasoning - Life Science

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:** Biology
II. **Course Number:** 210B
III. **Course Title:** Introduction to the Biological Sciences II
IV. **Disciplines (Instructor Minimum Qualifications):** Biological Sciences
V.
VI. **Family:**
VII. **Current Short Title:** Intro To The Biol. Sciences 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 , City and Miramar
XII. **Proposal Originating Date:** 03/02/2019
XIII. **Proposed Start Semester:** Fall 2024
XIV. **Field Trip:** May be required
XV. **Grading Option:** Letter Grade or Pass/No Pass Option
XVI. **Current Short Description:** A continuation of Biology 210A.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Prerequisite: BIOL 210A with a grade of "C" or better, or equivalent.
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 - 1-2023.

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Six-year review including entry skills revalidation, updates to example textbook editions, and edits to outline of topics. (Course revision is for six year review.)
II. **How Does The Course Fit The College Mission?** 1. Transfer
III. **Current Transfer Options:** 1. CSU General Education 2. IGETC 3. UC Transfer Course List
IV. **Proposed College/District Purpose:** 1. District general education 2. Major Requirement - Associate Degree
V. **Extraordinary Cost to the College:** No new 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
B2 Area B. Scientific Inquiry and Quantitative Reasoning - Life Science

District General Education:

B1 Natural Sciences - Life Sciences

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

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Must have skills learned in Bio-210A.

I. **Course: BIOL 210A Conduct biological experiments and analyze the results using the scientific method.**
II. **Course: BIOL 210A Differentiate among the components and properties of prokaryotic and eukaryotic cells and contrast them with those of other acellular biological entities.**
III. **Course: BIOL 210A Apply cell theory and cell physiology to the cell-cell interactions that are the foundation of multicellular organisms.**
IV. **Course: BIOL 210A Compare and contrast the major mechanisms and biological roles of cellular division: binary fission, mitosis and meiosis.**
V. **Course: BIOL 210A Relate the laws of thermodynamics to the energy flow of cells and the role of enzymes to photosynthesis and respiration.**
VI. **Course: BIOL 210A Compare and contrast the flow of genetic information and its regulation within prokaryotic and eukaryotic cells.**
VII. **Course: BIOL 210A Analyze and describe the regulation of gene expression to cellular metabolism, cellular communication and cell division.**
VIII. **Course: BIOL 210A Appraise the influence of molecular mechanisms of genetic variability and classical genetics and its patterns of inheritance on the evolutionary process.**

Able to read and write at college transfer level

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

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **MESA**
II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Discussion Board
At least weekly
3. Email/Message System
Frequent
4. Synchronous or Asynchronous Video
Frequent
5. Telephone Contact
As needed
V. **List of Techniques:** BIOL 210B - Lab requirements can be met online through the communication of concepts to students by way of e-text lab manuals, PowerPoints, live and recorded audio lab lectures, and through live and recorded video lab lectures. These interactions can be supplemented through the use of: pictures of real or modeled geography, plants, animals, fungi , protista, and prokaryotes; online ecosystem, natural selection, plant, and animal simulations, games, dissections, and documentaries; through the use of safe at home observation, experimentation, and test kits; and recorded video versions of in class examples and experimentation. Clarification of concepts can be fulfilled through email, chat rooms, student break out rooms, and live video and audio student interactions. Online

B1 Natural Sciences - Life Sciences

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

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Knowledge of lab techniques, safety procedures, the scientific method, and cellular biology.

I. **Course: BIOL 210A Conduct biological experiments and analyze the results using the scientific method.**
II. **Course: BIOL 210A Differentiate among the components and properties of prokaryotic and eukaryotic cells and contrast them with those of other acellular biological entities.**
III. **Course: BIOL 210A Apply cell theory and cell physiology to the cell-cell interactions that are the foundation of multicellular organisms.**
IV. **Course: BIOL 210A Compare and contrast the major mechanisms and biological roles of cellular division: binary fission, mitosis and meiosis.**
V. **Course: BIOL 210A Analyze and describe the regulation of gene expression to cellular metabolism, cellular communication and cell division.**
VI. **Course: BIOL 210A Appraise the influence of molecular mechanisms of genetic variability and classical genetics and its patterns of inheritance on the evolutionary process.**
VII. **Course: BIOL 210A Employ safety precautions in the Biology laboratory.**

Able to read and write at college transfer level

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

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **MESA**
II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Discussion Board
At least weekly
3. Email/Message System
Frequent
4. Synchronous or Asynchronous Video
Frequent
5. Telephone Contact
As needed
V. **List of Techniques:** BIOL 210B - Lab requirements can be met online through the communication of concepts to students by way of e-text lab manuals, PowerPoints, live and recorded audio lab lectures, and through live and recorded video lab lectures. These interactions can be supplemented through the use of: pictures of real or modeled geography, plants, animals, fungi , protista, and prokaryotes; online ecosystem, natural selection, plant, and animal simulations, games, dissections, and documentaries; through the use of safe at home observation, experimentation, and test kits; and recorded video versions of in class examples and experimentation. Clarification of concepts can be fulfilled through email, chat rooms, student break out rooms, and live video and audio student interactions. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for

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

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

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

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

IX. **CITY**

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

XI. **Other Distance Education Methods:**

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

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

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

XIV. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, laboratory activities, and/or group or individual projects posted to the discussion board or other online collaboration tool. Whenever possible, testing is conducted in-person. If in-person testing is not available, accepted methods are used to maintain academic honesty in online testing situation such as digital proctoring, test-design, time limits on exams, and/or other common methods.

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

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

XVII. **MIRAMAR**

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

XIX. **Other Distance Education Methods:**

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

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

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

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

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

IX. **CITY**

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

XI. **Other Distance Education Methods:**

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

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

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

XIV. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, laboratory activities, and/or group or individual projects posted to the discussion board or other online collaboration tool. Whenever possible, testing is conducted in-person. If in-person testing is not available, accepted methods are used to maintain academic honesty in online testing situation such as digital proctoring, test-design, time limits on exams, and/or other common methods.

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

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

XVII. **MIRAMAR**

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

XIX. **Other Distance Education Methods:**

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

1. Announcements
   weekly
2. Collaborative Web Documents

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

XXI. **List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments using the internet or online library resources, problem sets, group projects, asynchronous class discussion, and/or other assignments. Lab content is taught online through e-text lab manuals, PowerPoints, and live or recorded video lab demonstrations. These interactions may be supplemented through the use of: pictures of real or modeled geography, plants, animals, fungi, protista, and prokaryotes; online ecosystem, natural selection, plant, and animal simulations, games, dissections, and documentaries; safe at-home observation, experimentation, and test kits; and recorded video versions of lab safety procedures, in-class examples, and experiments; and/or virtual labs created by the instructor, textbook publishers (e.g. McGraw-Hill, Pearson), or 3rd parties (e.g. Labster, Jove).

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

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Students will be able to describe the major phylogenetic relationships across the three Domains of life and relate these to the evolution and ecology of organisms. Students will be able to synthesize these relationships to explain the anatomical, physiological, developmental, and behavioral systems found across organisms.

MESA

- Identify and classify species into major phyla and classes.
- Discuss and critique key evolutionary adaptations in organisms. Students will associate anatomical features with physiology with major emphasis on higher plants and mammals.

MIRAMAR

- Student will demonstrate understanding of biological diversity by identifying the evolutionary adaptations of the major groups of living organisms.
- Students will e able to demonstrate ability to apply and follow specified criteria to maintain a lab notebook to record and communicate daily activities.

SECTION V

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

XXI. **List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments using the internet or online library resources, problem sets, group projects, asynchronous class discussion, and/or other assignments. Lab content is taught online through e-text lab manuals, PowerPoints, and live or recorded video lab demonstrations. These interactions may be supplemented through the use of: pictures of real or modeled geography, plants, animals, fungi, protista, and prokaryotes; online ecosystem, natural selection, plant, and animal simulations, games, dissections, and documentaries; safe at-home observation, experimentation, and test kits; and recorded video versions of lab safety procedures, in-class examples, and experiments; and/or virtual labs created by the instructor, textbook publishers (e.g. McGraw-Hill, Pearson), or 3rd parties (e.g. Labster, Jove).

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

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Describe how form relates to function for the major animal phyla. If given a specific adaptation in animals or plants describe its importance for adaptation to life on land.
- Student can correctly apply the use of a dichotomous key to identify the genus of unknown animal and plant specimens in laboratory or field.

MESA

- Identify and classify species into major phyla and classes.
- Discuss and critique key evolutionary adaptations in organisms. Students will associate anatomical features with physiology with major emphasis on higher plants and mammals.

MIRAMAR

- Identify and classify species into major phyla and classes.
- Describe how form relates to function for the major animal phyla. If given a specific adaptation in animals or plants describe its importance for adaptation to life on land.
- Student will demonstrate understanding of biological diversity by identifying the evolutionary adaptations of the major groups of living organisms.
- Student will demonstrate understanding of biological diversity by identifying the evolutionary adaptations of the major groups of living organisms.
- Student can correctly apply the use of a dichotomous key to identify the genus of unknown animal and plant specimens in laboratory or field.

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 0401.00 Biology, General
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25):
Course Support Course Status (CB26):
Major Restriction Code: NONE

II. **Lect Units:** 3.00
Lab Units: 1.00
Total Units: 4
Lecture Hours Min: 48.00 **Max:** 54.00
Lab Hours Min: 48.00 **Max:** 54.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 96.00 **Max:**108.00
Outside-of-Class Hours Min: 96.00 **Max:**108.00
Total Student Learning Hours Min: 192.00 **Max:** 216.00
FTEF Lecture Min: 0.2000 **Max:**
FTEF Lab Min: 0.2000 **Max:**
FTEF Total Min: 0.4000 **Max:**

III. **Last Time Pre/Co Requisite Update:** 04/11/2013

IV. **Last Outline Revision Date:** 12/12/2013

V. **CIC Approval:** 12/12/2013

VI. **BOT Approval:**

VII. **State Approval:**

VIII. **Revised State Approval:**

IX. **Course Approval Effective Date:** Fall 2014

SECTION VI

CREDIT FOR PRIOR LEARNING

- Students will e able to demonstrate ability to apply and follow specified criteria to maintain a lab notebook to record and communicate daily activities.
- Discuss and critique key evolutionary adaptations in organisms. Students will associate anatomical features with physiology with major emphasis on higher plants and mammals.
- Students will e able to demonstrate ability to apply and follow specified criteria to maintain a lab notebook to record and communicate daily activities.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 0401.00 Biology, General
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25): 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
Lab Units: 1.00
Total Units: 4
Lecture Hours Min: 48.00 **Max:** 54.00
Lab Hours Min: 48.00 **Max:** 54.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 96.00 **Max:**108.00
Outside-of-Class Hours Min: 96.00 **Max:**108.00
Total Student Learning Hours Min: 192.00 **Max:** 216.00
FTEF Lecture Min: 0.2000 **Max:**
FTEF Lab Min: 0.2000 **Max:**
FTEF Total Min: 0.4000 **Max:**

III. **Last Time Pre/Co Requisite Update:** 03/02/2019

IV. **Last Outline Revision Date:** 12/12/2013

V. **CIC Approval:**

VI. **BOT Approval:**

VII. **State Approval:**

VIII. **Revised State Approval:**

IX. **Course Approval Effective Date:**

SECTION VI

CREDIT FOR PRIOR LEARNING

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: Biology 230

COURSE TITLE:
Human Anatomy

Units:
4
Grade Only

CATALOG COURSE DESCRIPTION:

This course is a systems approach to the study of human body structure from the microscopic level of organization to the gross level. Students relate body structures to their functions by studying histological slides and photomicrographs, anatomical models and charts, and mammalian dissection, which may include using prosected cadavers for studying and testing. This course is intended for students majoring in nursing, allied health (e.g. physical therapy, occupational therapy, chiropractic, etc.), psychology, athletic training, physical education, and biology, or those who wish to extend their knowledge of the human body beyond the scope of introductory biology.

REQUISITES:

Prerequisite:
BIOL 107 with a grade of "C" or better, or equivalent
or
BIOL 160 with a grade of "C" or better, or equivalent
or
BIOL 210A with a grade of "C" or better, or equivalent

Advisory:

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

FIELD TRIP REQUIREMENTS:
May be required

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

CID:

TOTAL LECTURE HOURS:
32 - 36

TOTAL LAB HOURS:
96 - 108

TOTAL CONTACT HOURS:
128 - 144

OUTSIDE-OF-CLASS HOURS:

64 - 72

TOTAL STUDENT LEARNING HOURS:
192 - 216

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

1. Recognize and apply basic anatomical terminology.
2. Relate structure to function of the human body at both the gross and microscopic level.
3. Describe and identify the histology of the human body, including differences between types of human tissues and their subdivisions.
4. Describe and identify the gross and microscopic structure of the integument.
5. Describe and identify the microscopic and gross structure of bones, including bony features, and their articulations and relate bone structure to surface anatomy.
6. Describe and identify the gross and microscopic structure of skeletal muscles and the locations and actions of major skeletal muscles.
7. Dissect or observe the major muscles on a non-human mammal or human cadaver.
8. Describe and identify the microscopic and gross structure and functions of the central and peripheral nervous systems and associated special senses.
9. Describe the anatomy and functions of the autonomic and somatic nervous systems.
10. Distinguish between exocrine and endocrine glands and recognize the locations of the major endocrine glands in the body.
11. Describe and identify the microscopic and gross anatomy of the circulatory system, including the heart, blood vessels, lymphatic system and the components of blood.
12. Describe and identify the microscopic and gross anatomy of the respiratory system.
13. Describe and identify the microscopic and gross structure of the urinary system.
14. Describe and identify the microscopic and gross anatomy of the digestive system, including accessory organs and modified peritoneal membranes such as the mesenteries.
15. Describe and identify the microscopic and gross anatomy of the reproductive system and differentiate between homologous structures.
16. Compare normal anatomical structures with the structural changes that occur in disease and exercise conditions.

SECTION II

1. COURSE OUTLINE AND SCOPE:

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

Lecture Topics
- I. Basic Terminology
  - A. Hierarchy of organization
  - B. Anatomical position and directional terminology
  - C. Planes of the body
  - D. Body cavities and serous membranes
- II. Cytology including functions of cell structures
- III. General Histology
  - A. Microanatomy of epithelial, connective, nervous, and muscular tissues and their subdivisions and functions
  - B. Structure and function of epithelial membranes and exocrine glands
- IV. Integumentary System
  - A. Gross anatomy of the integument
  - B. Microanatomy, including layers of the skin (epidermis, dermis) and hypodermis, cells, epidermal appendages, and glands
  - C. Functions of skin and associated epidermal appendages and glands
- V. Skeletal System

A. Microanatomy of compact and cancellous bone
B. Functions of the four types of bone cells
C. Bone development
D. General features of a typical bone
E. Gross anatomy of major bones including bony features and landmarks
F. Surface anatomy of the skeletal system
G. Bones involved in articulations and movements
H. Structure of synovial, fibrous, and cartilagenous joints
I. Movements at articulations

VI. Muscular System
A. Microanatomy of skeletal muscle
B. Gross structure of skeletal muscle as an organ including attachments (origins and insertions) and fasciae
C. Muscle lever systems
D. Gross anatomy of major human muscles
E. Muscle actions of major human muscles

VII. Nervous System and Special Senses
A. General functions of the nervous system
B. Microanatomy and functions of nervous tissue including neurons and neuroglia
C. Gross anatomy and functions of the central nervous system including meninges and cerebrospinal fluid (CSF)
D. Gross anatomy and functions of the peripheral nervous system, including somatic and autonomic nervous systems
E. Anatomy of the olfactory and gustatory systems
F. Anatomy of the ear and hearing
G. Anatomy of the eye and vision

VIII. Endocrine System
A. Endocrine versus exocrine glands
B. General functions of endocrine glands
C. Location of major endocrine glands

IX. Circulatory System
A. Components of blood and their functions
B. Structures of the heart and their functions
C. Connective tissue components of the heart including the pericardium
D. Microanatomy of blood vessels
E. Pulmonary and systemic circuits of circulation
F. Major arteries and veins
G. Fetal circulation
H. Structure and function of the lymphatic system

X. Respiratory System
A. General function of respiratory organs
B. Gross anatomy of organs of respiration
C. Microanatomy of organs of respiration
D. Gross amd microanatomy of the pleura

XI. Digestive System
A. General plan of the digestive tract
B. General functions of the organs of digestion
C. Gross anatomy of organs of the digestive tract and accessory glands
D. Microanatomy of organs of the digestive tract and accessory glands; structure of a villus
E. Mesenteries and peritoneum
F. Hepatic portal system

XII. Urinary System
A. General functions of the urinary system
B. Gross anatomy of organs of the urinary system
C. Microanatomy of organs of the urinary system
D. Structure of a nephron

XIII. Reproductive System
A. Gross anatomy of the reproduction system
B. Homologous structures of reproductive systems
C. Microanatomy of the reproductive organs

XIV. Effects of disease and exercise conditions on anatomical structures

Laboratory Topics

I. Basic Terminology
   A. Hierarchy of organization
   B. Anatomical position and directional terminology
   C. Planes of the body
   D. Body cavities and serous membranes
II. Cytology
   A. Use and care of the light microscope
   B. Structures of the cell visible through the light microscope
   C. Functions of cell structures
III. General Histology
   A. Microanatomy of epithelial, connective, nervous, and muscular tissues and their subdivisions and functions
   B. Structure and function of epithelial membranes and exocrine glands
   C. Identification of specific tissues
IV. Integumentary System
   A. Gross anatomy of the integument
   B. Microanatomy, including layers of the skin (epidermis, dermis) and hypodermis, cells, epidermal appendages, and glands
   C. Identification of anatomical features of the integument
V. Skeletal System
   A. Microanatomyof compact and cancellous bone
   B. General features of a typical bone
   C. Gross anatomy of major bones including identification of specific bony features and landmarks on articulated and disarticulated skeletons
   D. Surface anatomy of the skeletal system
   E. Bones in articulations and movement
   F. Structure of synovial, fibrous, and cartilaginous joints
   G. Movements at articulations
VI. Muscular System
   A. Microanatomy of skeletal muscle
   B. Gross structure of skeletal muscle as an organ including attachments (origins and insertions) and fasciae
   C. Gross anatomy and identification of major human muscles
   D. Mammalian dissection or cadaver observation as it relates to human musculature
   E. Muscle actions of major human muscles
VII. Nervous System and Special Senses
   A. General functions of the nervous system
   B. Microanatomy and functions of nervous tissue including neurons and neuroglia
   C. Gross anatomy and functions of the central nervous system including meninges and cerebrospinal fluid (CSF)
   D. Gross anatomy and functions of the peripheral nervous system, including somatic and autonomic nervous systems
   E. Anatomy of the olfactory and gustatory systems
   F. Anatomy of the ear and hearing
   G. Anatomy of the eye and vision
VIII. Endocrine System
   A. Endocrine versus exocrine glands
   B. General functions of the endocrine glands
   C. Location of major endocrine glands
IX. Circulatory System
   A. Identification of components of blood and their functions
   B. Identification of structures of the heart and their functions
   C. Connective tissue components of the heart including the pericardium
   D. Microanatomy of blood vessels
   E. Pulmonary and systemic circuits of circulation

F. Identification of major arteries and veins
G. Structure and function of the lymphatic system
H. Mammal dissection or cadaver observation as it relates to human circulation

X. Respiratory System
A. General plan and functions of respiratory organs
B. Gross anatomy and identification of organs of respiration
C. Microanatomy of organs of respiration
D. Gross and microanatomy of the pleura

XI. Digestive System
A. General plan of the digestive tract
B. General functions of the organs of digestion
C. Gross anatomy and identification of organs of the digestive tracts and accessory glands
D. Microanatomy of organs of the digestive tracts and accessory glands; structure of a villus
E. Mesenteries and peritoneum
F. Hepatic portal system

XII. Urinary System
A. General functions of the urinary system
B. Gross anatomy and identification of organs of the urinary system
C. Microanatomy of organs of the urinary system
D. Structure of a nephron

XIII. Reproductive System
A. Gross anatomy and identification of organs of the reproductive system
B. Microanatomy of the reproductive organs

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned textbook and laboratory manual.
II. Articles related to human anatomy from professional journals.
III. Online articles related to the anatomical systems of the human body.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Answers to questions that relate anatomical structure to function.
II. Analytical research paper that contrasts normal anatomical structures with structures observed in disease and exercise conditions.
III. Short essays which distinguish between types of anatomical structures.
IV. Reviews of current anatomical periodicals.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Reading and writing assignments as specified in the course syllabus.
II. Library, electronic, and other archival research concerning anatomical research.
III. Viewing of assigned/recommended media materials on human anatomy.
IV. Outside observations, including field trips to museums, clinics and/or hospitals, and to universities and/or scientific institutes.
V. Analytical semester project on anatomical structure.
VI. Reviews of current scientific periodicals.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Analyze and compare normal anatomical structures with changes in structure that can occur in exercise and disease conditions.
II. Apply the theoretical understanding of anatomical structures to the actual structures studied in microscope slides, anatomical models, cadaver prosections and mammalian dissection.
III. Relate differences in anatomical structure to the function of those structures.
IV. Review current scientific periodicals.

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 that include definitions and major anatomical concepts through objective items and/or essay/free response questions.
II. Laboratory practical exams that test for recognition of microanatomy and gross anatomy through microscope slides, anatomical models and charts, dissected mammalian specimens, and/or prosected cadavers.
III. Writing assignments, including analytical semester project.
IV. Class participation, including dissection of a preserved mammalian specimens and/or work with prosected cadavers.

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning
* Computer Assisted Instruction
* Lecture Discussion
* Lecture-Lab Combination
* Other (Specify)
* Guest Speakers

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Eroschenko, Victor P. DiFiore's Atlas of Human Histology, 12th ed. Media, PA, Williams and Wilkins, 2012, ISBN: 9781451113419
2. Marieb, Elaine N., Patricia Wilhelm and Jon Mallatt. Human Anatomy, 9th ed. Pearson, 2019, ISBN: 9780135168059
3. Martini, Frederic H., Robert B. Tallitsch and Judi Nath. Human Anatomy, 9th ed. Pearson, 2018, ISBN: 9780134320762
4. Morton, David A. and John L. Crawley. Van de Graaff's Photographic Atlas for the Anatomy and Physiology Laboratory, 9th ed. Morton Publishing Co., 2019, ISBN: 9781617319150
5. Tortora, Gerard J.and Mark Nielsen. Principles of Human Anatomy, 16th ed. Wiley, 2021, ISBN: 9781119859055

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Clinical gloves
2. Safety goggles
3. Lab coat
4. Dissecting tools (scalpel, scissors, forceps, probe)

ORIGINATOR: Jennifer Chambers

ORIGINATION DATE: 11/09/2014
PROPOSAL ORIGINATOR: Anne Geller
CO-CONTRIBUTOR(S) Alex Sanchez,Jennifer Chambers
PROPOSAL DATE: 12/07/2021

SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT

COURSE TO BE PROPOSED: BIOL 230 Human Anatomy

ACTIVE/APPROVED COURSES IMPACTED:

BIOL 230 Human Anatomy (28736)

Prerequisite
- BIOL 232 (Active)
- MLTT 210 (Active)
- MLTT 211 (Active)
- MLTT 212 (Active)
- MLTT 213 (Active)
- NDTE 133 (Active)
- NRSE 140 (Active)
- NRSE 140 (Approved)
- NRSE 235 (Active)
- NRSE 235 (Approved)

Corequisite
- BIOL 231 (Active)

Advisory
- BIOL 235 (Active)

DISTRICT GENERAL EDUCATION:

B1 Natural Sciences - Life Sciences

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**Mesa**)
Allied Health Track *Active*;
Associate of Science Degree

Courses Required for the Major:

(**City**)
Allied Health Track *Active*;
Associate of Science Degree

Courses Required for the Major:

(**Mesa**)
Allied Health Track *Approved*;
Associate of Science Degree

Courses Required for the Major:

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

Program Prerequisites

(**Miramar**)
Biology Studies *Active*;
Associate of Science Degree

Select 5 to 10 or more units from the following:

(**Miramar**)
Biology Studies *Launched*;
Associate of Science Degree

Select 5 to 10 or more units from the following:

(**Miramar**)
Biology for Allied Health *Active*;
Associate of Science Degree

Courses Required for the Major:

(**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**)
Exercise and Nutritional Sciences *Active*;
Associate of Science Degree

Select at least one course from the following:

(**Miramar**)
Exercise and Nutritional Sciences *Launched*;
Associate of Science Degree

Select at least one course from the following:

(**City**)
General Biology Track *Active*;
Associate of Science Degree

Recommended Electives:

(**City**)
General Biology Track *Launched*;
Associate of Science Degree

Recommended Electives:

(**Mesa**)
Kinesiology *Active*;
Associate in Arts for Transfer Degree

Major Courses

(**City**)
Kinesiology *Active*;
Associate in Arts for Transfer Degree

Major Courses

(**Mesa**)
Kinesiology *Approved*;
Associate in Arts for Transfer Degree

Major Courses

(**Miramar**)
Kinesiology *Active*;
Associate in Arts for Transfer Degree

Program Prerequisites

(**Mesa**)
Kinesiology *Active*;
Associate of Science Degree

Courses Required for the Major:

(**Mesa**)
Kinesiology *Approved*;
Associate of Science Degree

Courses Required for the Major:

(**Mesa**)
Liberal Arts & Sciences: Science Studies-Kinesiology & Nutrition *Active*;
Associate of Arts Degree

Major Courses

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

Major Courses

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

Major Courses

(**City**)
Liberal Arts and Sciences: Scientific Studies in Biological Science *Launched*;
Associate of Arts Degree

Major Courses

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

Program Prerequisites

(**Mesa**)
Nutrition and Dietetics *Active*;
Associate in Science for Transfer Degree

CATEGORY A: SELECT A MINIMUM OF TWO COURSES FROM THE FOLLOWING: (7-9 units)

(**Mesa**)
Nutrition and Dietetics *Pending*;
Associate in Science for Transfer Degree

CATEGORY A: SELECT A MINIMUM OF TWO COURSES FROM THE FOLLOWING: (7-9 units)

(**Miramar**)
Nutrition and Dietetics *Active*;
Associate in Science for Transfer Degree

Major Courses

(**Miramar**)
Nutrition and Dietetics *Approved*;
Associate in Science for Transfer Degree

Major Courses

(**City**)
Nutrition and Dietetics *Pending*;
Associate in Science for Transfer Degree

Select two courses (7-9 units) from the following:

(**Mesa**)
Patient Care Coordinator *Pending*;
Certificate of Achievement

Major Courses

(**Mesa**)
Personal Trainer *Active*;
Certificate of Achievement

Courses Required for the Major:

(**Mesa**)
Psychology *Active*;
Associate in Arts for Transfer Degree

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

(**Mesa**)
Psychology *Active*;
Associate in Arts for Transfer Degree

Select one of the following courses (not selected above):

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

Program Prerequisites

(**Mesa**)
Transfer Track *Active*;
Associate of Science Degree

Recommended Electives:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Biology
II. **Course Number:** 230
III. **Course Title:** Human Anatomy
IV. **Disciplines (Instructor Minimum Qualifications):** Biological Sciences
V.
VI. **Family:**
VII. **Current Short Title:** Human Anatomy
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:** 12/07/2021
XIII. **Proposed Start Semester:** Fall 2024
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Provides a systems approach to the study of human body structure.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Prerequisite: BIOL 107 with a grade of "C" or better, or equivalent. Health & Safety Requirements
or Prerequisite: BIOL 160 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
or Prerequisite: BIOL 210A with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
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 - 2-2023.

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Six yr review including: 1) minor edits to description, objectives, assignments, methods of eval and supplies, 2) revise outline of topics to reflect lecture and lab topics separately, and 3) 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
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
B2 Area B. Scientific Inquiry and Quantitative Reasoning - Life Science

District General Education:
B1 Natural Sciences - Life Sciences

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

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Working knowledge of compound light microscopes, cell function and cycle, and the levels of organization from atom to organism

I. **Course: BIOL 210A Conduct biological experiments and analyze the results using the scientific method.**
II. **Course: BIOL 160 Recognize and use terminology, specific facts, and general principles associated with the structure and function(s) of the eleven human body systems.**
III. **Course: BIOL 160 Analyze the root words used in naming human anatomical landmarks.**
IV. **Course: BIOL 160 Describe how body systems relate to the maintenance of homeostasis.**
V. **Course: BIOL 210A Differentiate among the components and properties of prokaryotic and eukaryotic cells and contrast them with those of other acellular biological entities.**
VI. **Course: BIOL 160 Recognize and identify the structure of human cells and the functions associated with cellular organelles.**
VII. **Course: BIOL 210A Apply cell theory and cell physiology to the cell-cell interactions that are the foundation of multicellular organisms.**
VIII. **Course: BIOL 210A Compare and contrast the major mechanisms and biological roles of cellular division: binary fission, mitosis and meiosis.**
IX. **Course: BIOL 210A Relate the laws of thermodynamics to the energy flow of cells and the role of enzymes to photosynthesis and respiration.**
X. **Course: BIOL 160 Identify the various tissues of the human body and explain their various functions.**
XI. **Course: BIOL 160 Recognize and identify the structure and functions of the organs comprising the various body systems.**
XII. **Course: BIOL 210A Compare and contrast the flow of genetic information and its regulation within prokaryotic and eukaryotic cells.**
XIII. **Course: BIOL 210A Analyze and describe the regulation of gene expression to cellular metabolism, cellular communication and cell division.**
XIV. **Course: BIOL 210A Appraise the influence of molecular mechanisms of genetic variability and classical genetics and its patterns of inheritance on the evolutionary process.**
XV. **Course: BIOL 210A Relate the fundamental cellular and molecular mechanisms to their applications in biotechnology.**
XVI. **Course: BIOL 160 Utilize appropriate laboratory equipment to record, analyze, and interpret physiological data relating to the various body systems.**
XVII. **Course: BIOL 210A Employ safety precautions in the Biology laboratory.**
XVIII. **Course: BIOL 160 Apply appropriate techniques to expose anatomical structures during laboratory dissection.**
XIX. **Course: BIOL 107 Apply the process of science to problem solving situations and formulate procedural steps necessary for a scientific investigation.**
XX. **Course: BIOL 107 Explain, employ, and evaluate basic ecological concepts.**
XXI. **Course: BIOL 107 Describe the process of evolution and speciation by applying the concepts of modern evolutionary theory that link molecular, classical, and population genetics, and recognize examples of the mechanisms driving evolution.**
XXII. **Course: BIOL 107 Define and distinguish atoms, molecules, compounds, chemical bonds, mechanisms of chemical bond formation, and identify and recognize the components and functions of biological molecules.**
XXIII. **Course: BIOL 107 State the cell theory and compare and contrast the components of prokaryotic cells and eukaryotic cells.**
XXIV. **Course: BIOL 107 Interpret and compare processes of cellular metabolism including enzymes, cellular respiration and photosynthesis, and the role of enzymes in each.**
XXV. **Course: BIOL 107 Compare and contrast mechanisms of reproduction, growth, and development among**

biological organisms.

XXVI. Course: BIOL 107 Describe, apply, and distinguish Mendel's principles of genetics and their exceptions.

XXVII. Course: BIOL 107 Describe the process of DNA replication, protein synthesis, mutation, and methods used in DNA technology, and demonstrate an ability to predict outcomes when given a particular nucleotide or amino acid sequence.

Reading and writing 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. **MESA**

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

III. **Other Distance Education Methods:**

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

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

V. **List of Techniques:** BIOL 230 - Lab requirements can be met online through the communication of concepts to students by way of e-text lab manuals, PowerPoints, live and recorded audio lab lectures, and through live and recorded video lab lectures. These interactions can be supplemented through the use of: pictures of real or modeled human anatomical cells and systems; online human anatomy, movement, and tissue simulations, games, dissections, and video programs; through the use of safe at home observation, experimentation,, models, and test kits; and recorded video versions of in class examples and experimentation. Clarification of concepts can be fulfilled through email, chat rooms, student break out rooms, and live video and audio student interactions. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.

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

VII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-

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

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

IX. **MIRAMAR**

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

XI. **Other Distance Education Methods:**

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

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

XIII. **List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments using the internet or online library resources, problem sets, group projects, asynchronous class discussion, and/or other assignments. Lab content is taught online through e-text lab manuals, PowerPoints, and live or recorded video lab demonstrations. These interactions may be supplemented through the use of: pictures of real or modeled human anatomical cells and systems; online human anatomy, movement, and tissue simulations, games, dissections, and video programs; safe at-home observation, experimentation, and test kits; and recorded video versions of lab safety procedures, in-class examples, and experiments; and/or virtual labs created by the instructor, textbook publishers (e.g. McGraw-Hill, Pearson), or 3rd parties (e.g. Labster, Jove).

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, problem sets, weekly lab reports, and/or group or individual projects posted to the discussion board or other online collaboration tool.

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

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

XVII. **CITY**

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

XIX. **Other Distance Education Methods:**

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

1. Announcements
   weekly
2. Chat Rooms
   as needed
3. Collaborative Web Documents
   as assigned
4. Conferencing

as assigned
5. Discussion Board
at least three times 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

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, synchronous or asynchronous video conferencing, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, synchronous or asynchronous class discussion, online-lab simulations, dry lab activities, and/or other assignments.

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, and/or group or individual projects posted to the discussion board or other online collaboration tool. Whenever possible, testing is conducted in-person. If in-person testing is not available, accepted methods are used to maintain academic honesty in online testing situation such as digital proctoring, test-design, time limits on exams, and/or other common methods.

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

- Students will be able to identify and classify the major tissue types, organs, and organ systems in the human body, and explain how structure affects function at all levels.
- Students will be able to relate organism pathology to underlying cellular or tissue dysfunction.

MESA

- Be able to communicate using appropriate terminology concepts relating to structure of the human body, including identification of specific anatomical structures.
- Be able to think critically about the relationships between structure and function of the various organs/systems, in normal and clinical conditions.

MIRAMAR

- Student will be able to describe and identify the structure and function of the four primary tissues of the human body.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 0401.00 Biology, General
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25): Y = Not applicable
Course Support Course Status (CB26): N = Course is not a support course
Major Restriction Code: NONE

II. **Lect Units:** 2.00
Lab Units: 2.00
Total Units: 4
Lecture Hours Min: 32.00 **Max:** 36.00
Lab Hours Min: 96.00 **Max:** 108.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 128.00 **Max:**144.00
Outside-of-Class Hours Min: 64.00 **Max:**72.00
Total Student Learning Hours Min: 192.00 **Max:** 216.00
FTEF Lecture Min: 0.1333 **Max:**
FTEF Lab Min: 0.4000 **Max:**
FTEF Total Min: 0.5333 **Max:**

III. **Last Time Pre/Co Requisite Update:** 12/07/2021

IV. **Last Outline Revision Date:** 02/26/2015

V. **CIC Approval:**

VI. **BOT Approval:**

VII. **State Approval:**

VIII. **Revised State Approval:**

IX. **Course Approval Effective Date:**

SECTION VI

CREDIT FOR PRIOR LEARNING

View Printable Version

Previous Report

BIOL 230

CIC Approval: 02/26/2015
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM: Fall 2015

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

SECTION I

SUBJECT AREA AND COURSE NUMBER: Biology 230

COURSE TITLE:
Human Anatomy

Units:
4
Grade Only

CATALOG COURSE DESCRIPTION:

This course is a systems approach to the study of human body structure from the microscopic level of organization to the gross level. Students relate body structures to their functions by studying histological slides and photomicrographs, anatomical models and charts, and mammalian dissection that may include using prosector cadavers for studying and testing. This course is intended to meet the requirements of students in the fields of nursing, physical therapy, recreational therapy, occupational therapy, athletic training, chiropractic, psychology, physical education, and biology or those who wish to extend their knowledge of the human body beyond the scope of introductory biology.

REQUISITES:

Prerequisite:
BIOL 107 with a grade of "C" or better, or equivalent
or
BIOL 160 with a grade of "C" or better, or equivalent
or
BIOL 210A with a grade of "C" or better, or equivalent
Advisory:
ENGL 101 with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:
May be required

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

CID:

TOTAL LECTURE HOURS:
32 - 36

TOTAL LAB HOURS:
96 - 108

TOTAL CONTACT HOURS:
128 - 144

OUTSIDE-OF-CLASS HOURS:
64 - 72

TOTAL STUDENT LEARNING HOURS:
192 - 216

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

Current Report

BIOL 230

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: Biology 230

COURSE TITLE:
Human Anatomy

Units:
4
Grade Only

CATALOG COURSE DESCRIPTION:

This course is a systems approach to the study of human body structure from the microscopic level of organization to the gross level. Students relate body structures to their functions by studying histological slides and photomicrographs, anatomical models and charts, and mammalian dissection, which may include using prosected cadavers for studying and testing. This course is intended for students majoring in nursing, allied health (e.g. physical therapy, occupational therapy, chiropractic, etc.), psychology, athletic training, physical education, and biology, or those who wish to extend their knowledge of the human body beyond the scope of introductory biology.

REQUISITES:

Prerequisite:
BIOL 107 with a grade of "C" or better, or equivalent
or
BIOL 160 with a grade of "C" or better, or equivalent
or
BIOL 210A with a grade of "C" or better, or equivalent
Advisory:
ENGL 101 with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:
May be required

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

CID:

TOTAL LECTURE HOURS:
32 - 36

TOTAL LAB HOURS:
96 - 108

TOTAL CONTACT HOURS:
128 - 144

OUTSIDE-OF-CLASS HOURS:
64 - 72

TOTAL STUDENT LEARNING HOURS:
192 - 216

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

1. Recognize and apply basic anatomical terminology.
2. Relate structure to function of the human body at both the gross and microscopic level.
3. Describe and identify the histology of the human body, including differences between types of human tissues and their subdivisions.
4. Describe and identify the gross and microscopic structure of the integument.
5. Describe and identify the microscopic and gross structure of bones, including bony features, and their articulations and relate bone structure to surface anatomy.
6. Describe and identify the gross and microscopic structure of skeletal muscles and the locations and actions of major skeletal muscles.
7. Dissect or observe the major muscles on a non-human mammal or human cadaver.
8. Describe and identify the microscopic and gross structure of the central and peripheral nervous systems and associated special senses.
9. Describe the anatomy and physiology of the autonomic and somatic nervous systems.
10. Distinguish between exocrine and endocrine glands and recognize the locations of the endocrine glands in the body.
11. Describe and identify structures of the circulatory system, including the heart, blood vessels, lymphatic system and the components of blood.
12. Describe and identify the microscopic and gross anatomy of the respiratory system.
13. Describe and identify the microscopic and gross structure of the urinary system.
14. Describe and identify the microscopic and gross anatomy of the digestive system, including accessory organs and modified peritoneal membranes such as the mesenteries.
15. Describe and identify the microscopic and gross structure of the male and female reproductive systems and differentiate between homologous structures.
16. Compare normal anatomical structures with the structural changes that occur in disease and exercise conditions.

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. Basic Terminology
   A. Hierarchy of organization
   B. Anatomical position and directional terminology
   C. Planes of the body
   D. Body cavities and serous membranes
II. Cytology
   A. Use and care of the light microscope
   B. Structures of the cell visible through the light microscope
   C. Functions of cell structures
III. General Histology
   A. Microanatomy of epithelial connective nervous and muscular tissues and their subdivisions
   B. Structure and function of epithelial membranes and exocrine glands
IV. Integumentary System
   A. Gross anatomy
   B. Microanatomy including layers of the skin epidermal appendages and glands
   C. Functions of skin and associated epidermal appendages and glands
V. Skeletal System
   A. Microanatomy of compact and cancellous bone
   B. Function of the four types of bone cells
   C. Bone development
   D. General features of typical bone
   E. Gross anatomy of major bones including bony features and landmarks
   F. Surface anatomy of the skeletal system
   G. Bones involved in articulations and movements
   H. Structure of synovial fibrous and cartilagenous joints
   I. Movements at articulations
VI. Muscular System
   A. Microanatomy of skeletal muscle
   B. Gross structure of skeletal muscle as an organ including origins and insertions and fasciae
   C. Muscle lever systems
   D. Gross anatomy of major human muscles
   E. Mammalian dissection as it relates to human musculature
   F. Muscle actions of major human muscles
VII. Nervous System and Special Senses
   A. Structure and function of nervous tissue
   B. General functions of the nervous system
   C. Microanatomy of neural tissue
   D. Gross anatomy of the central nervous system including meninges and cerebrospinal fluid (CSF)

1. Recognize and apply basic anatomical terminology.
2. Relate structure to function of the human body at both the gross and microscopic level.
3. Describe and identify the histology of the human body, including differences between types of human tissues and their subdivisions.
4. Describe and identify the gross and microscopic structure of the integument.
5. Describe and identify the microscopic and gross structure of bones, including bony features, and their articulations and relate bone structure to surface anatomy.
6. Describe and identify the gross and microscopic structure of skeletal muscles and the locations and actions of major skeletal muscles.
7. Dissect or observe the major muscles on a non-human mammal or human cadaver.
8. Describe and identify the microscopic and gross structure and functions of the central and peripheral nervous systems and associated special senses.
9. Describe the anatomy and functions of the autonomic and somatic nervous systems.
10. Distinguish between exocrine and endocrine glands and recognize the locations of the major endocrine glands in the body.
11. Describe and identify the microscopic and gross anatomy of the circulatory system, including the heart, blood vessels, lymphatic system and the components of blood.
12. Describe and identify the microscopic and gross anatomy of the respiratory system.
13. Describe and identify the microscopic and gross structure of the urinary system.
14. Describe and identify the microscopic and gross anatomy of the digestive system, including accessory organs and modified peritoneal membranes such as the mesenteries.
15. Describe and identify the microscopic and gross anatomy of the reproductive system and differentiate between homologous structures.
16. Compare normal anatomical structures with the structural changes that occur in disease and exercise conditions.

SECTION II

1. COURSE OUTLINE AND SCOPE:

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

Lecture Topics
I. Basic Terminology
   A. Hierarchy of organization
   B. Anatomical position and directional terminology
   C. Planes of the body
   D. Body cavities and serous membranes
II. Cytology including functions of cell structures
III. General Histology
   A. Microanatomy of epithelial connective nervous and muscular tissues and their subdivisions and functions
   B. Structure and function of epithelial membranes and exocrine glands
IV. Integumentary System
   A. Gross anatomy of the integument
   B. Microanatomy including layers of the skin (epidermis dermis) and hypodermis cells epidermal appendages and glands
   C. Functions of skin and associated epidermal appendages and glands
V. Skeletal System
   A. Microanatomy of compact and cancellous bone
   B. Functions of the four types of bone cells
   C. Bone development
   D. General features of a typical bone
   E. Gross anatomy of major bones including bony features and landmarks
   F. Surface anatomy of the skeletal system
   G. Bones involved in articulations and movements
   H. Structure of synovial fibrous and cartilagenous joints
   I. Movements at articulations
VI. Muscular System
   A. Microanatomy of skeletal muscle
   B. Gross structure of skeletal muscle as an organ including attachments (origins and insertions) and fasciae
   C. Muscle lever systems
   D. Gross anatomy of major human muscles
   E. Muscle actions of major human muscles
VII. Nervous System and Special Senses
   A. General functions of the nervous system
   B. Microanatomy and functions of nervous tissue including neurons and neuroglia
   C. Gross anatomy and functions of the central nervous system including meninges and cerebrospinal fluid (CSF)
   D. Gross anatomy and functions of the peripheral nervous system including somatic and autonomic

E. Gross anatomy of the peripheral nervous system including somatic and autonomic nervous systems
F. Anatomy of the olfactory and gustatory systems
G. Anatomy and physiology of the ear
H. Anatomy of the eye and vision

VIII. Endocrine System
A. Endocrine versus exocrine glands
B. General functions of endocrine glands
C. Location of endocrine glands

IX. Circulatory System
A. Components of blood
B. Structures of the heart and their function
C. Connective tissue components of the heart including the pericardium
D. Microanatomy of blood vessels
E. Pulmonary and systemic circuits of circulation
F. Major arteries and veins
G. Fetal circulation
H. Structure and function of the lymphatic system
I. Mammal dissection as it relates to human circulation

X. Respiratory System
A. General function of respiratory organs
B. Gross anatomy of organs of respiration
C. Microanatomy of organs of respiration
D. Gross amd microanatomy of the pleura

XI. Digestive System
A. General plan of the digestive tract
B. General functions of the organs of digestions
C. Gross anatomy of organs of digestive tract and accessory glands
D. Microanatomy of organs of digestive tract and accessory glands; structure of a villus
E. Mesenteries and peritoncum
F. Hepatic portal system

XII. Urinary System
A. Gross anatomy of organs of urinary system
B. General function of urinary system
C. Microanatomy of organs of the urinary system
D. Structure of a nephron

XIII. Reproductive System
A. Gross anatomy of male and female organs of reproduction
B. Homologous structures of male and female reproductive systems
C. Microanatomy of the reproductive organs

XIV. Effects of disease and exercise conditions on anatomical structures

nervous systems
E. Anatomy of the olfactory and gustatory systems
F. Anatomy of the ear and hearing
G. Anatomy of the eye and vision

VIII. Endocrine System
A. Endocrine versus exocrine glands
B. General functions of endocrine glands
C. Location of major endocrine glands

IX. Circulatory System
A. Components of blood and their functions
B. Structures of the heart and their functions
C. Connective tissue components of the heart including the pericardium
D. Microanatomy of blood vessels
E. Pulmonary and systemic circuits of circulation
F. Major arteries and veins
G. Fetal circulation
H. Structure and function of the lymphatic system

X. Respiratory System
A. General function of respiratory organs
B. Gross anatomy of organs of respiration
C. Microanatomy of organs of respiration
D. Gross amd microanatomy of the pleura

XI. Digestive System
A. General plan of the digestive tract
B. General functions of the organs of digestion
C. Gross anatomy of organs of the digestive tract and accessory glands
D. Microanatomy of organs of the digestive tract and accessory glands; structure of a villus
E. Mesenteries and peritoneum
F. Hepatic portal system

XII. Urinary System
A. General functions of the urinary system
B. Gross anatomy of organs of the urinary system
C. Microanatomy of organs of the urinary system
D. Structure of a nephron

XIII. Reproductive System
A. Gross anatomy of the reproduction system
B. Homologous structures of reproductive systems
C. Microanatomy of the reproductive organs

XIV. Effects of disease and exercise conditions on anatomical structures

Laboratory Topics

I. Basic Terminology
A. Hierarchy of organization
B. Anatomical position and directional terminology
C. Planes of the body
D. Body cavities and serous membranes

II. Cytology
A. Use and care of the light microscope
B. Structures of the cell visible through the light microscope
C. Functions of cell structures

III. General Histology
A. Microanatomy of epithelial connective nervous and muscular tissues and their subdivisions and functions
B. Structure and function of epithelial membranes and exocrine glands
C. Identification of specific tissues

IV. Integumentary System
A. Gross anatomy of the integument
B. Microanatomy including layers of the skin (epidermis dermis) and hypodermis cells epidermal appendages and glands
C. Identification of anatomical features of the integument

V. Skeletal System
A. Microanatomyof compact and cancellous bone
B. General features of a typical bone
C. Gross anatomy of major bones including identification of specific bony features and landmarks on articulated and disarticulated skeletons
D. Surface anatomy of the skeletal system
E. Bones in articulations and movement
F. Structure of synovial fibrous and cartilaginous joints
G. Movements at articulations

VI. Muscular System
A. Microanatomy of skeletal muscle

B. Gross structure of skeletal muscle as an organ including attachments (origins and insertions) and fasciae
C. Gross anatomy and identification of major human muscles
D. Mammalian dissection or cadaver observation as it relates to human musculature
E. Muscle actions of major human muscles

VII. Nervous System and Special Senses
A. General functions of the nervous system
B. Microanatomy and functions of nervous tissue including neurons and neuroglia
C. Gross anatomy and functions of the central nervous system including meninges and cerebrospinal fluid (CSF)
D. Gross anatomy and functions of the peripheral nervous system including somatic and autonomic nervous systems
E. Anatomy of the olfactory and gustatory systems
F. Anatomy of the ear and hearing
G. Anatomy of the eye and vision

VIII. Endocrine System
A. Endocrine versus exocrine glands
B. General functions of the endocrine glands
C. Location of major endocrine glands

IX. Circulatory System
A. Identification of components of blood and their functions
B. Identification of structures of the heart and their functions
C. Connective tissue components of the heart including the pericardium
D. Microanatomy of blood vessels
E. Pulmonary and systemic circuits of circulation
F. Identification of major arteries and veins
G. Structure and function of the lymphatic system
H. Mammal dissection or cadaver observation as it relates to human circulation

X. Respiratory System
A. General plan and functions of respiratory organs
B. Gross anatomy and identification of organs of respiration
C. Microanatomy of organs of respiration
D. Gross and microanatomy of the pleura

XI. Digestive System
A. General plan of the digestive tract
B. General functions of the organs of digestion
C. Gross anatomy and identification of organs of the digestive tracts and accessory glands
D. Microanatomy of organs of the digestive tracts and accessory glands; structure of a villus
E. Mesenteries and peritoneum
F. Hepatic portal system

XII. Urinary System
A. General functions of the urinary system
B. Gross anatomy and identification of organs of the urinary system
C. Microanatomy of organs of the urinary system
D. Structure of a nephron

XIII. Reproductive System
A. Gross anatomy and identification of organs of the reproductive system
B. Microanatomy of the reproductive organs

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned textbook, and laboratory manual.
II. Articles related to human anatomy from professional journals.
III. Online articles related to the anatomical systems of the human body.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Answers to questions that relate anatomical structure to function.
II. Analytical research paper that contrasts normal anatomical structures with structures observed in disease and exercise conditions.
III. Short essays which distinguish between types of anatomical structures.
IV. Reviews of current anatomical periodicals.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Reading and writing assignments as specified in the course syllabus.
II. Library, electronic, and other archival research concerning anatomical research.
III. Viewing of assigned/recommended media materials on human anatomy.
IV. Outside observations, including field trips to museums, clinics and/or hospitals, and to universities and/or

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned textbook and laboratory manual.
II. Articles related to human anatomy from professional journals.
III. Online articles related to the anatomical systems of the human body.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Answers to questions that relate anatomical structure to function.
II. Analytical research paper that contrasts normal anatomical structures with structures observed in disease and exercise conditions.
III. Short essays which distinguish between types of anatomical structures.
IV. Reviews of current anatomical periodicals.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Reading and writing assignments as specified in the course syllabus.
II. Library, electronic, and other archival research concerning anatomical research.
III. Viewing of assigned/recommended media materials on human anatomy.
IV. Outside observations, including field trips to museums, clinics and/or hospitals, and to universities and/or

scientific institutes.
V. Analytical semester project on anatomical structure.
VI. Reviews of current scientific periodicals.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Analyze and compare normal anatomical structures with changes in structure which occur in exercise and disease conditions.
II. Apply the theoretical understanding of anatomical structures to the actual structures studied in microscope slides and mammalian dissection.
III. Relate differences in anatomical structure to the function of those structures.
IV. Review current scientific periodicals.

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 that include definitions and major anatomical concepts through objective items and/or essay questions.
II. Laboratory practical exams that test for recognition of microanatomy and gross anatomy through microscope slides, anatomical models and charts, dissected mammalian specimens, and/or prosected cadavers.
III. Writing assignments, including analytical semester project.
IV. Class participation, including dissection of a preserved mammalian (cat) specimen and/or work with prosected cadavers.

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning
* Computer Assisted Instruction
* Lecture Discussion
* Lecture-Lab Combination
* Other (Specify)
* Guest speakers

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Eroschenko, Victor P.. DiFiore's Atlas of Human Histology, 12th ed. Media, PA, Williams and Wilkins, 2012, ISBN: 9781451113419
2. Marieb, Elaine N. and Jon Mallatt. Human Anatomy, 7th ed. New York, NY, Benjamine/Cummings, 2013, ISBN: 9780321822413
3. Martini, Frederic H., Michael Timmons, and Robert B. Tallitsch. Human Anatomy, 8th ed. New Jersey, Prentice-Hall, 2014, ISBN: 9780321883322
4. Tortora, Gerard J.and Mark Nielsen. Principles of Human Anatomy, 13th ed. New York, NY, Harper Collins College Publishers, 2013, ISBN: 9781118344995
5. Van De Graaff, Kent M. & John L. Crawley. A Photographic Atlas for the Anatomy and Physiology Laboratory, 7th ed. Englewood, CO, Morton Publishing Co., 2011, ISBN: 9780895828750

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Splash goggles
2. Gloves
3. Optional - Lab apron, combination lock
4. Dissecting tools (scissors, forcepts, probe)

scientific institutes.
V. Analytical semester project on anatomical structure.
VI. Reviews of current scientific periodicals.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Analyze and compare normal anatomical structures with changes in structure that can occur in exercise and disease conditions.
II. Apply the theoretical understanding of anatomical structures to the actual structures studied in microscope slides, anatomical models, cadaver prosections and mammalian dissection.
III. Relate differences in anatomical structure to the function of those structures.
IV. Review current scientific periodicals.

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 that include definitions and major anatomical concepts through objective items and/or essay/free response questions.
II. Laboratory practical exams that test for recognition of microanatomy and gross anatomy through microscope slides, anatomical models and charts, dissected mammalian specimens, and/or prosected cadavers.
III. Writing assignments, including analytical semester project.
IV. Class participation, including dissection of a preserved mammalian specimens and/or work with prosected cadavers.

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning
* Computer Assisted Instruction
* Lecture Discussion
* Lecture-Lab Combination
* Other (Specify)
* Guest Speakers

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Eroschenko, Victor P. DiFiore's Atlas of Human Histology, 12th ed. Media, PA, Williams and Wilkins, 2012, ISBN: 9781451113419
2. Marieb, Elaine N., Patricia Wilhelm and Jon Mallatt. Human Anatomy, 9th ed. Pearson, 2019, ISBN: 9780135168059
3. Martini, Frederic H., Robert B. Tallitsch and Judi Nath. Human Anatomy, 9th ed. Pearson, 2018, ISBN: 9780134320762
4. Morton, David A. and John L. Crawley. Van de Graaff's Photographic Atlas for the Anatomy and Physiology Laboratory, 9th ed. Morton Publishing Co., 2019, ISBN: 9781617319150
5. Tortora, Gerard J.and Mark Nielsen. Principles of Human Anatomy, 16th ed. Wiley, 2021, ISBN: 9781119859055

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Clinical gloves
2. Safety goggles
3. Lab coat
4. Dissecting tools (scalpel, scissors, forceps, probe)

ORIGINATOR: Jennifer Chambers

CO-CONTRIBUTOR(S)
DATE: 11/09/2014

Status: Active

Date Printed: 04/2/2023

ORIGINATOR: Jennifer Chambers
ORIGINATION DATE: 11/09/2014
PROPOSAL ORIGINATOR: Anne Geller
CO-CONTRIBUTOR(S) Alex Sanchez,Jennifer Chambers
PROPOSAL DATE: 12/07/2021

Status: Launched

Date Printed: 04/2/2023

View Printable Version

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Biology
II. **Course Number:** 230
III. **Course Title:** Human Anatomy
IV. **Disciplines (Instructor Minimum Qualifications):** Biological Sciences
V.
VI. **Family:**
VII. **Current Short Title:** Human Anatomy
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 , Miramar and City
XII. **Proposal Originating Date:** 11/09/2014
XIII. **Proposed Start Semester:** Fall 2015
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Provides a systems approach to the study of human body structure.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Prerequisite: BIOL 107 with a grade of "C" or better, or equivalent. Health & Safety Requirements
or Prerequisite: BIOL 160 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
or Prerequisite: BIOL 210A with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
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:** Slight modification of course description and methods of evaluation to add possible work with prosected cadavers, as previously agreed by the Biology Departments at all 3 campuses, and add ENGL 101 as an advisory. (Course revision is for six year review.)
II. **How Does The Course Fit The College Mission?** 1. Transfer
III. **Current Transfer Options:** 1. CSU General Education 2. IGETC 3. UC Transfer Course List
IV. **Proposed College/District Purpose:** 1. District general education 2. Major Requirement - Associate Degree
V. **Extraordinary Cost to the College:** none.
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Biology
II. **Course Number:** 230
III. **Course Title:** Human Anatomy
IV. **Disciplines (Instructor Minimum Qualifications):** Biological Sciences
V.
VI. **Family:**
VII. **Current Short Title:** Human Anatomy
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:** 12/07/2021
XIII. **Proposed Start Semester:** Fall 2024
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Provides a systems approach to the study of human body structure.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Prerequisite: BIOL 107 with a grade of "C" or better, or equivalent. Health & Safety Requirements
or Prerequisite: BIOL 160 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
or Prerequisite: BIOL 210A with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
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 - 2-2023.

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Six yr review including: 1) minor edits to description, objectives, assignments, methods of eval and supplies, 2) revise outline of topics to reflect lecture and lab topics separately, and 3) 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
V. **Extraordinary Cost to the College:** None.
VI. **Library Resource Materials:** No new resources required .

GENERAL EDUCATION ANALYSIS

CSU General Education:
B2 Area B. Scientific Inquiry and Quantitative Reasoning - Life Science
B3 Area B. Scientific Inquiry and Quantitative Reasoning - Laboratory Activity

District General Education:
B1 Natural Sciences - Life Sciences

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

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Working knowledge of compound light microscopes, cell function and cycle, and the levels of organization from atom to organism

I. **Course: ENGL 101 Read, analyze, discuss and evaluate a variety of texts.**
II. **Course: BIOL 210A Conduct biological experiments and analyze the results using the scientific method.**
III. **Course: ENGL 101 Identify arguments, patterns, and strategies in a variety of texts.**
IV. **Course: BIOL 210A Differentiate among the components and properties of prokaryotic and eukaryotic cells and contrast them with those of other acellular biological entities.**
V. **Course: ENGL 101 Write, revise and edit a total at least 6,000 graded words.**
VI. **Course: BIOL 210A Apply cell theory and cell physiology to the cell-cell interactions that are the foundation of multicellular organisms.**
VII. **Course: ENGL 101 Compose a variety of essays that demonstrate increasing familiarity with and expertise in academic writing.**
VIII. **Course: BIOL 160 Recognize and identify the structure of human cells and the functions associated with cellular organelles.**
IX. **Course: ENGL 101 Select a variety of research strategies using appropriate documentation.**
X. **Course: BIOL 210A Compare and contrast the major mechanisms and biological roles of cellular division: binary fission, mitosis and meiosis.**
XI. **Course: ENGL 101 Apply critical thinking in reading, writing and class discussion.**
XII. **Course: BIOL 160 Recognize and identify the structure and functions of the organs comprising the various body systems.**
XIII. **Course: BIOL 160 Utilize appropriate laboratory equipment to record, analyze, and interpret physiological data relating to the various body systems.**
XIV. **Course: BIOL 107 Apply the process of science to problem solving situations and formulate procedural steps necessary for a scientific investigation.**
XV. **Course: BIOL 107 Define and distinguish atoms, molecules, compounds, chemical bonds, mechanisms of chemical bond formation, and name and recognize the components of biological molecules.**
XVI. **Course: BIOL 107 State the cell theory and describe the structure and function of prokaryotes and the organelles in a eukaryotic cell.**
XVII. **Course: BIOL 107 Interpret and compare processes of cellular metabolism including enzymes, cellular respiration and photosynthesis.**

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **MESA**
II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Discussion Board
At least weekly
3. Email/Message System
Frequent

CSU General Education:
B3 Area B. Scientific Inquiry and Quantitative Reasoning - Laboratory Activity
B2 Area B. Scientific Inquiry and Quantitative Reasoning - Life Science

District General Education:
B1 Natural Sciences - Life Sciences

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

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Working knowledge of compound light microscopes, cell function and cycle, and the levels of organization from atom to organism

I. **Course: BIOL 210A Conduct biological experiments and analyze the results using the scientific method.**
II. **Course: BIOL 160 Recognize and use terminology, specific facts, and general principles associated with the structure and function(s) of the eleven human body systems.**
III. **Course: BIOL 160 Analyze the root words used in naming human anatomical landmarks.**
IV. **Course: BIOL 160 Describe how body systems relate to the maintenance of homeostasis.**
V. **Course: BIOL 210A Differentiate among the components and properties of prokaryotic and eukaryotic cells and contrast them with those of other acellular biological entities.**
VI. **Course: BIOL 160 Recognize and identify the structure of human cells and the functions associated with cellular organelles.**
VII. **Course: BIOL 210A Apply cell theory and cell physiology to the cell-cell interactions that are the foundation of multicellular organisms.**
VIII. **Course: BIOL 210A Compare and contrast the major mechanisms and biological roles of cellular division: binary fission, mitosis and meiosis.**
IX. **Course: BIOL 210A Relate the laws of thermodynamics to the energy flow of cells and the role of enzymes to photosynthesis and respiration.**
X. **Course: BIOL 160 Identify the various tissues of the human body and explain their various functions.**
XI. **Course: BIOL 160 Recognize and identify the structure and functions of the organs comprising the various body systems.**
XII. **Course: BIOL 210A Compare and contrast the flow of genetic information and its regulation within prokaryotic and eukaryotic cells.**
XIII. **Course: BIOL 210A Analyze and describe the regulation of gene expression to cellular metabolism, cellular communication and cell division.**
XIV. **Course: BIOL 210A Appraise the influence of molecular mechanisms of genetic variability and classical genetics and its patterns of inheritance on the evolutionary process.**
XV. **Course: BIOL 210A Relate the fundamental cellular and molecular mechanisms to their applications in biotechnology.**
XVI. **Course: BIOL 160 Utilize appropriate laboratory equipment to record, analyze, and interpret physiological data relating to the various body systems.**
XVII. **Course: BIOL 210A Employ safety precautions in the Biology laboratory.**
XVIII. **Course: BIOL 160 Apply appropriate techniques to expose anatomical structures during laboratory dissection.**
XIX. **Course: BIOL 107 Apply the process of science to problem solving situations and formulate procedural steps necessary for a scientific investigation.**
XX. **Course: BIOL 107 Explain, employ, and evaluate basic ecological concepts.**
XXI. **Course: BIOL 107 Describe the process of evolution and speciation by applying the concepts of modern evolutionary theory that link molecular, classical, and population genetics, and recognize examples of the mechanisms driving evolution.**
XXII. **Course: BIOL 107 Define and distinguish atoms, molecules, compounds, chemical bonds, mechanisms of chemical bond formation, and identify and recognize the components and functions of biological molecules.**
XXIII. **Course: BIOL 107 State the cell theory and compare and contrast the components of prokaryotic cells and eukaryotic cells.**
XXIV. **Course: BIOL 107 Interpret and compare processes of cellular metabolism including enzymes, cellular respiration and photosynthesis, and the role of enzymes in each.**
XXV. **Course: BIOL 107 Compare and contrast mechanisms of reproduction, growth, and development among**

4. Synchronous or Asynchronous Video
Frequent
5. Telephone Contact
As needed

V. **List of Techniques:** BIOL 230 - Lab requirements can be met online through the communication of concepts to students by way of e-text lab manuals, PowerPoints, live and recorded audio lab lectures, and through live and recorded video lab lectures. These interactions can be supplemented through the use of: pictures of real or modeled human anatomical cells and systems; online human anatomy, movement, and tissue simulations, games, dissections, and video programs; through the use of safe at home observation, experimentation,, models, and test kits; and recorded video versions of in class examples and experimentation. Clarification of concepts can be fulfilled through email, chat rooms, student break out rooms, and live video and audio student interactions. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.

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

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

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

IX. **MIRAMAR**

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

XI. **Other Distance Education Methods:**

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

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

XIII. **List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments using the internet or online library resources, problem sets, group projects, asynchronous class discussion, and/or other assignments. Lab content is taught online through e-text lab manuals, PowerPoints, and live or recorded video lab demonstrations. These interactions may be supplemented through the use of: pictures of real or modeled human anatomical cells and systems; online human anatomy, movement, and tissue simulations, games, dissections, and video programs; safe at-home observation, experimentation, and test kits; and recorded video versions of lab safety procedures, in-class examples, and experiments; and/or virtual labs created by the instructor, textbook publishers (e.g. McGraw-Hill,

biological organisms.

XXVI. **Course: BIOL 107 Describe, apply, and distinguish Mendel's principles of genetics and their exceptions.**

XXVII. **Course: BIOL 107 Describe the process of DNA replication, protein synthesis, mutation, and methods used in DNA technology, and demonstrate an ability to predict outcomes when given a particular nucleotide or amino acid sequence.**

Reading and writing 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. **MESA**

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

III. **Other Distance Education Methods:**

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

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

V. **List of Techniques:** BIOL 230 - Lab requirements can be met online through the communication of concepts to students by way of e-text lab manuals, PowerPoints, live and recorded audio lab lectures, and through live and recorded video lab lectures. These interactions can be supplemented through the use of: pictures of real or modeled human anatomical cells and systems; online human anatomy, movement, and tissue simulations, games, dissections, and video programs; through the use of safe at home observation, experimentation,, models, and test kits; and recorded video versions of in class examples and experimentation. Clarification of concepts can be fulfilled through email, chat rooms, student break out rooms, and live video and audio student interactions. Online instruction includes regular student-to-student and instructor-to-student communication. Telephone calls between students and the instructor may be used to discuss questions and concerns throughout the course. E-mail may be used for asynchronous instructor-to-student and student-to-student communication. Chat rooms may be used for synchronous interaction between students and between the instructor and students. Threaded discussions may be used for instructor-to-student and student-to-student asynchronous group communication. Live-classroom may be used for synchronous online lectures, meetings and office hour meetings as appropriate. Video, audio, learning objects and archived live-classroom lectures may be included for students to interact with asynchronously where appropriate. Assignments and tests that will be used in the Distance Education course will be exactly the same as those in the traditional course. Students will submit all course work (tests and assignments) electronically to the instructor for grading.

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

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

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

IX. **MIRAMAR**

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

Pearson), or 3rd parties (e.g. Labster, Jove).

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, problem sets, weekly lab reports, and/or group or individual projects posted to the discussion board or other online collaboration tool.

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

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

XVII. **CITY**

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

XIX. **Other Distance Education Methods:**

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

1. Announcements
   weekly
2. Chat Rooms
   as needed
3. Collaborative Web Documents
   as assigned
4. Conferencing
   as assigned
5. Discussion Board
   at least three times 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

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, synchronous or asynchronous video conferencing, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, synchronous or asynchronous class discussion, online-lab simulations, dry lab activities, and/or other assignments.

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, and/or group or individual projects posted to the discussion board or other online collaboration tool. Whenever possible, testing is conducted in-person. If in-person testing is not available, accepted methods are used to maintain academic honesty in online testing situation such as digital proctoring, test-design, time limits on exams, and/or other common methods.

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

- Students will be able to identify and classify the major tissue types, organs, and organ systems in the human body, and explain how structure affects function at all levels.
- Students will be able to relate organism pathology to underlying cellular or tissue dysfunction.

XI. **Other Distance Education Methods:**

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

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

XIII. **List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via email, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments using the internet or online library resources, problem sets, group projects, asynchronous class discussion, and/or other assignments. Lab content is taught online through e-text lab manuals, PowerPoints, and live or recorded video lab demonstrations. These interactions may be supplemented through the use of: pictures of real or modeled human anatomical cells and systems; online human anatomy, movement, and tissue simulations, games, dissections, and video programs; safe at-home observation, experimentation, and test kits; and recorded video versions of lab safety procedures, in-class examples, and experiments; and/or virtual labs created by the instructor, textbook publishers (e.g. McGraw-Hill, Pearson), or 3rd parties (e.g. Labster, Jove).

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, problem sets, weekly lab reports, and/or group or individual projects posted to the discussion board or other online collaboration tool.

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

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

XVII. **CITY**

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

XIX. **Other Distance Education Methods:**

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

1. Announcements
   weekly
2. Chat Rooms
   as needed
3. Collaborative Web Documents
   as assigned
4. Conferencing
   as assigned
5. Discussion Board
   at least three times 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

MESA

- Be able to communicate using appropriate terminology concepts relating to structure of the human body, including identification of specific anatomical structures.
- Be able to think critically about the relationships between structure and function of the various organs/systems, in normal and clinical conditions.

MIRAMAR

- Student will be able to describe and identify the structure and function of the four primary tissues of the human body.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 0401.00 Biology, General
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25):
Course Support Course Status (CB26):
Major Restriction Code: NONE

II. **Lect Units:** 2.00
Lab Units: 2.00
Total Units: 4
Lecture Hours Min: 32.00 **Max:** 36.00
Lab Hours Min: 96.00 **Max:** 108.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 128.00 **Max:**144.00
Outside-of-Class Hours Min: 64.00 **Max:**72.00
Total Student Learning Hours Min: 192.00 **Max:** 216.00
FTEF Lecture Min: 0.1333 **Max:**
FTEF Lab Min: 0.4000 **Max:**
FTEF Total Min: 0.5333 **Max:**

III. **Last Time Pre/Co Requisite Update:** 10/06/2015

IV. **Last Outline Revision Date:** 02/26/2015

V. **CIC Approval:** 02/26/2015

VI. **BOT Approval:**

VII. **State Approval:**

VIII. **Revised State Approval:**

IX. **Course Approval Effective Date:** Fall 2015

SECTION VI

CREDIT FOR PRIOR LEARNING

11. Synchronous or Asynchronous Video
as assigned

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, synchronous or asynchronous video conferencing, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, synchronous or asynchronous class discussion, online-lab simulations, dry lab activities, and/or other assignments.

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, and/or group or individual projects posted to the discussion board or other online collaboration tool. Whenever possible, testing is conducted in-person. If in-person testing is not available, accepted methods are used to maintain academic honesty in online testing situation such as digital proctoring, test-design, time limits on exams, and/or other common methods.

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

- Students will be able to identify and classify the major tissue types, organs, and organ systems in the human body, and explain how structure affects function at all levels.
- Students will be able to relate organism pathology to underlying cellular or tissue dysfunction.

MESA

- Be able to communicate using appropriate terminology concepts relating to structure of the human body, including identification of specific anatomical structures.
- Be able to think critically about the relationships between structure and function of the various organs/systems, in normal and clinical conditions.

MIRAMAR

- Student will be able to describe and identify the structure and function of the four primary tissues of the human body.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 0401.00 Biology, General
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25): Y = Not applicable
Course Support Course Status (CB26): N = Course is not a support course
Major Restriction Code: NONE

II. **Lect Units:** 2.00
Lab Units: 2.00
Total Units: 4
Lecture Hours Min: 32.00 **Max:** 36.00
Lab Hours Min: 96.00 **Max:** 108.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 128.00 **Max:**144.00
Outside-of-Class Hours Min: 64.00 **Max:**72.00

Total Student Learning Hours Min: 192.00 **Max:** 216.00
FTEF Lecture Min: 0.1333 **Max:**
FTEF Lab Min: 0.4000 **Max:**
FTEF Total Min: 0.5333 **Max:**

III. **Last Time Pre/Co Requisite Update:** 12/07/2021
IV. **Last Outline Revision Date:** 02/26/2015
V. **CIC Approval:**
VI. **BOT Approval:**
VII. **State Approval:**
VIII. **Revised State Approval:**
IX. **Course Approval Effective Date:**

SECTION VI

CREDIT FOR PRIOR LEARNING

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

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY COLLEGE
ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Business 230A

COURSE TITLE: Beginning Small Business Operation

Units: 1.5
Grade Only

CATALOG COURSE DESCRIPTION:

This course is the first in a series for Small Business Operation. This course focuses on business practices for operating an on-campus, student-run business. Emphasis is placed on introductory-level business processes, accountability, teamwork, and customer care. This course is intended for students majoring in Small Business Management and those interested in running a small business and entrepreneurship.

REQUISITES:

Corequisite:
BUSE 270

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU

CID:

TOTAL LECTURE HOURS:
24 - 27

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:
24 - 27

OUTSIDE-OF-CLASS HOURS:
48 - 54

TOTAL STUDENT LEARNING HOURS:
72 - 81

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

1. Explain the purpose of an internship and the responsibilities.

2. Differentiate between behaviors that do or do not meet the program policies.
3. Identify different work styles and effective methods for communicating based on the styles.
4. Compare and contrast the differences between internal and external customers.

SECTION II

1. COURSE OUTLINE AND SCOPE:

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

This course supports students learning introductory small business practices.

I. Orientation – Small Business Entrepreneurship Program
- A. Introduction to the program
  1. Service to others
  2. Hands-on job experience
  3. Completing on-the-job learning experiences in a business related job or internship
  4. Businesses interns operate
- B. Performance standards
  1. Work attire; uniform shirt
  2. Time management
  3. Accepting and completing shifts, tracking, and reporting hours
  4. Time sheets; campus online learning management system
  5. Program policies
     a. Professionalism in program and customer areas
     b. Coverage in service areas
     c. On-site eating and drinking
     d. Lockers and securing personal items
     e. Representing program on and off-campus
  6. Communication hierarchy
  7. Scheduling on-site training

II. Team work
- A. Work style self-assessment
- B. Working with different styles
- C. Tuckman's stages of group development
  1. Maintaining norming and reaching performing
- D. Communicating with teams and members
  1. Sign-in sheets
  2. Seamless shift changes
  3. Using technology
     a. Changing shifts
     b. Recruiting replacements

III. Customer service techniques
- A. Internal customers
  1. Roles and responsibilities
  2. Coverage in service areas
  3. Work sharing
  4. Communication within service and public areas
- B. External customers
  1. Meet and greet customers
  2. Tone; body language
  3. Listening skills
  4. Analyzing and meeting needs
  5. Solving basic problems
  6. Explaining processes

B. **Reading Assignments:**

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

I. Online research for additional listening techniques.
II. Review and discuss program policies.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Develop a personal time log.
II. Complete and submit online practice time sheets.
III. Analyze customer service case studies and share steps for serving those customers.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Visiting sites for research and development of location assessment.
II. Conducting primary market research for the product and/or service offered in on-campus small businesses.
III. Interviewing local entrepreneurs.
IV. Interviewing past on-campus student workers.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Complete a work style self-assessment and personal analysis.
II. Develop solutions for working with other styles.
III. Determine shift availability and use technology to accept and decline shifts.
IV. Demonstrate how to meet and greet different types of internal and external customers.
V. Discuss how to handle situations with an unhappy customer.

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. Comprehensive portfolio.
II. Written assignments.
III. Individual projects.
IV. Collaborative projects.
V. Class participation.
VI. Quizzes/Exams.
VII. Observation.

3. METHODS OF INSTRUCTION:

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

* Collaborative Learning
* Distance Education (Fully online)
* Lecture
* Lecture Discussion
* Shadowing

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Longenecker, Justin G., J. William Petty, Leslie E. Palich, and Frank Hoy . Small Business Management: Launching and Growing Entrepreneurial Ventures, 17 ed. Cengage Learning, 2014, ISBN: 9781133947752
2. Mathis, Robert L., John H. Jackson, Sean Valentine, and Patricia Meglich. Human Resource Management, 15 ed. Cengage Learning, 2017, ISBN: 9781305629974

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. None

ORIGINATOR: Shana Carr
ORIGINATION DATE: 07/20/2017
PROPOSAL ORIGINATOR: Tania Mustafa
CO-CONTRIBUTOR(S) Angela Testado,Jennifer Boots,Shana Carr,Theresa Savarese
PROPOSAL DATE: 08/30/2022

SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT

COURSE TO BE PROPOSED: BUSE 230A
Beginning Small Business Operation

ACTIVE/APPROVED COURSES IMPACTED:

BUSE 230A Beginning Small Business Operation (29285)

Prerequisite
BUSE 230B (Active)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**City**)
Small Business Management Entrepreneur *Active*;
Associate of Science Degree

Courses Required for the Major:

(**City**)
Working Education* *Active*;
Certificate of Performance

Complete 6-12 units from:

(**City**)
Working Education* *Approved*;
Certificate of Performance

Complete 6-12 units from:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Business
II. **Course Number:** 230A
III. **Course Title:** Beginning Small Business Operation
IV. **Disciplines (Instructor Minimum Qualifications):** Business
V.
VI. **Family:**
VII. **Current Short Title:** Basic Small Business Operation
VIII. **Course Is Active/Where?** CITY
IX. **Originating Campus:** CITY
X. **Action Proposed:** Course Deactivation (Not at any College)
XI. **Distance Education Proposed At:** NONE
XII. **Proposal Originating Date:** 08/30/2022
XIII. **Proposed Start Semester:** Fall 2024
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** This is an introductory course discussing concepts related to running a small business.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Corequisite: BUSE 270
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 must be taken concurrently with BUSE 270.
VII. **Additional Textbook Information:** Textbooks are latest editions as of August 2017.

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Deactivate at City College; college no longer plans to offer the course. Remove DE method for City College.
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 2. Major Requirement - Certificate of Achievement 3. Major Requirement - Certificate of Performance
V. **Extraordinary Cost to the College:** None.
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Able to apply small business operation techniques in a hands-on environment.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. None

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 0506.40 Small Business and Entrepreneurship
SAM Code: B - Advanced Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25):
Course Support Course Status (CB26):
Major Restriction Code: NONE

II. **Lect Units:** 1.50
Total Units: 1.5
Lecture Hours Min: 24.00 **Max:** 27.00
Lab Hours Min: 0.00 **Max:** 0.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 24.00 **Max:**27.00
Outside-of-Class Hours Min: 48.00 **Max:**54.00
Total Student Learning Hours Min: 72.00 **Max:** 81.00
FTEF Lecture Min: 0.1000 **Max:**
FTEF Lab Min: 0.0000 **Max:**
FTEF Total Min: 0.1000 **Max:**

III. **Last Time Pre/Co Requisite Update:** 08/30/2022

IV. **Last Outline Revision Date:** 05/10/2018

V. **CIC Approval:**

VI. **BOT Approval:**

VII. **State Approval:**

VIII. **Revised State Approval:**

IX. **Course Approval Effective Date:**

SECTION VI

CREDIT FOR PRIOR LEARNING

View Printable Version

Previous Report

BUSE 230A

CIC Approval: 05/10/2018
BOT APPROVAL: 06/07/2018
STATE APPROVAL:
EFFECTIVE TERM: Fall 2019

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY COLLEGE
ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Business 230A

COURSE TITLE:
Beginning Small Business Operation

Units:
1.5
Grade Only

CATALOG COURSE DESCRIPTION:

This course is the first in a series for Small Business Operation. This course focuses on business practices for operating an on-campus, student-run business. Emphasis is placed on introductory-level business processes, accountability, teamwork, and customer care. This course is intended for students majoring in Small Business Management and those interested in running a small business and entrepreneurship.

REQUISITES:

Corequisite:
BUSE 270

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU

CID:

TOTAL LECTURE HOURS:
24 - 27

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:
24 - 27

OUTSIDE-OF-CLASS HOURS:
48 - 54

TOTAL STUDENT LEARNING HOURS:
72 - 81

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

1. Explain the purpose of an internship and the responsibilities.
2. Differentiate between behaviors that do or do not meet the program policies.
3. Identify different work styles and effective methods for communicating based on the styles.
4. Compare and contrast the differences between internal and external customers.

SECTION II

1. COURSE OUTLINE AND SCOPE:

Current Report

BUSE 230A

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

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY COLLEGE
ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Business 230A

COURSE TITLE:
Beginning Small Business Operation

Units:
1.5
Grade Only

CATALOG COURSE DESCRIPTION:

This course is the first in a series for Small Business Operation. This course focuses on business practices for operating an on-campus, student-run business. Emphasis is placed on introductory-level business processes, accountability, teamwork, and customer care. This course is intended for students majoring in Small Business Management and those interested in running a small business and entrepreneurship.

REQUISITES:

Corequisite:
BUSE 270

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU

CID:

TOTAL LECTURE HOURS:
24 - 27

TOTAL LAB HOURS:

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SECTION II

1. COURSE OUTLINE AND SCOPE:

A. **Outline Of Topics:**

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

This course supports students learning introductory small business practices.

I. Orientation – Small Business Entrepreneurship Program
  A. Introduction to the program
    1. Service to others
    2. Hands-on job experience
    3. Completing on-the-job learning experiences in a business related job or internship
    4. Businesses interns operate
  B. Performance standards
    1. Work attire; uniform shirt
    2. Time management
    3. Accepting and completing shifts tracking and reporting hours
    4. Time sheets; campus online learning management system
    5. Program policies
      a. Professionalism in program and customer areas
      b. Coverage in service areas
      c. On-site eating and drinking
      d. Lockers and securing personal items
      e. Representing program on and off-campus
    6. Communication hierarchy
    7. Scheduling on-site training
II. Team work
  A. Work style self-assessment
  B. Working with different styles
  C. Tuckman's stages of group development
    1. Maintaining norming and reaching performing
  D. Communicating with teams and members
    1. Sign-in sheets
    2. Seamless shift changes
    3. Using technology
      a. Changing shifts
      b. Recruiting replacements
III. Customer service techniques
  A. Internal customers
    1. Roles and responsibilities
    2. Coverage in service areas
    3. Work sharing
    4. Communication within service and public areas
  B. External customers
    1. Meet and greet customers
    2. Tone; body language
    3. Listening skills
    4. Analyzing and meeting needs
    5. Solving basic problems
    6. Explaining processes

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Online research for additional listening techniques.
II. Review and discuss program policies.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Develop a personal time log.
II. Complete and submit online practice time sheets.
III. Analyze customer service case studies and share steps for serving those customers.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Visiting sites for research and development of location assessment.
II. Conducting primary market research for the product and/or service offered in on-campus small businesses.
III. Interviewing local entrepreneurs.
IV. Interviewing past on-campus student workers.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
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II. Review and discuss program policies.

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III. Interviewing local entrepreneurs.
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E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Complete a work style self-assessment and personal analysis.
II. Develop solutions for working with other styles.
III. Determine shift availability and use technology to accept and decline shifts.
IV. Demonstrate how to meet and greet different types of internal and external customers.
V. Discuss how to handle situations with an unhappy customer.

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. Comprehensive portfolio.
II. Written assignments.
III. Individual projects.
IV. Collaborative projects.
V. Class participation.
VI. Quizzes/Exams.
VII. Observation.

3. METHODS OF INSTRUCTION:

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

* Collaborative Learning
* Distance Education (Fully online)
* Lecture
* Lecture Discussion
* Shadowing

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Longenecker, Justin G., J. William Petty, Leslie E. Palich, and Frank Hoy . Small Business Management: Launching and Growing Entrepreneurial Ventures, 17 ed. Cengage Learning, 2014, ISBN: 9781133947752
2. Mathis, Robert L., John H. Jackson, Sean Valentine, and Patricia Meglich. Human Resource Management, 15 ed. Cengage Learning, 2017, ISBN: 9781305629974

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. None

ORIGINATOR: Shana Carr

CO-CONTRIBUTOR(S) Nancy Fredericks
DATE: 07/20/2017

Status: Active

Date Printed: 04/2/2023

I. Complete a work style self-assessment and personal analysis.
II. Develop solutions for working with other styles.
III. Determine shift availability and use technology to accept and decline shifts.
IV. Demonstrate how to meet and greet different types of internal and external customers.
V. Discuss how to handle situations with an unhappy customer.

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. Comprehensive portfolio.
II. Written assignments.
III. Individual projects.
IV. Collaborative projects.
V. Class participation.
VI. Quizzes/Exams.
VII. Observation.

3. METHODS OF INSTRUCTION:

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

* Collaborative Learning
* Distance Education (Fully online)
* Lecture
* Lecture Discussion
* Shadowing

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Textbooks may include, but are not limited to:

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1. Longenecker, Justin G., J. William Petty, Leslie E. Palich, and Frank Hoy . Small Business Management: Launching and Growing Entrepreneurial Ventures, 17 ed. Cengage Learning, 2014, ISBN: 9781133947752
2. Mathis, Robert L., John H. Jackson, Sean Valentine, and Patricia Meglich. Human Resource Management, 15 ed. Cengage Learning, 2017, ISBN: 9781305629974

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. None

ORIGINATOR: Shana Carr
ORIGINATION DATE: 07/20/2017
PROPOSAL ORIGINATOR: Tania Mustafa
CO-CONTRIBUTOR(S) Angela Testado,Jennifer Boots,Shana Carr,Theresa Savarese
PROPOSAL DATE: 08/30/2022

Status: Launched

Date Printed: 04/2/2023

View Printable Version

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Business
II. **Course Number:** 230A
III. **Course Title:** Beginning Small Business Operation
IV. **Disciplines (Instructor Minimum Qualifications):** Business
V.
VI. **Family:**
VII. **Current Short Title:** Basic Small Business Operation
VIII. **Course Is Active/Where?** CITY
IX. **Originating Campus:** CITY
X. **Action Proposed:** New Course
XI. **Distance Education Proposed At:**
XII. **Proposal Originating Date:** 07/20/2017
XIII. **Proposed Start Semester:** Fall 2019
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** This is an introductory course discussing concepts related to running a small business.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Corequisite: BUSE 270
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 must be taken concurrently with BUSE 270.
VII. **Additional Textbook Information:** Textbooks are latest editions as of August 2017.

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** To create a lecture-style course to replace some the requirements found in the BUSE 245 series. The BUSE 245 series is being deactivated.
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 2. Major Requirement - Certificate of Achievement 3. Major Requirement - Certificate of Performance
V. **Extraordinary Cost to the College:** None.
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Able to apply small business operation techniques in a hands-on environment.

I. **Course: BUSE 270 Convert related classroom instruction to the employment environment through development of job-related behavioral learning objectives**

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Business
II. **Course Number:** 230A
III. **Course Title:** Beginning Small Business Operation
IV. **Disciplines (Instructor Minimum Qualifications):** Business
V.
VI. **Family:**
VII. **Current Short Title:** Basic Small Business Operation
VIII. **Course Is Active/Where?** CITY
IX. **Originating Campus:** CITY
X. **Action Proposed:** Course Deactivation (Not at any College)
XI. **Distance Education Proposed At:** NONE
XII. **Proposal Originating Date:** 08/30/2022
XIII. **Proposed Start Semester:** Fall 2024
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** This is an introductory course discussing concepts related to running a small business.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Corequisite: BUSE 270
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 must be taken concurrently with BUSE 270.
VII. **Additional Textbook Information:** Textbooks are latest editions as of August 2017.

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Deactivate at City College; college no longer plans to offer the course. Remove DE method for City College.
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 2. Major Requirement - Certificate of Achievement 3. Major Requirement - Certificate of Performance
V. **Extraordinary Cost to the College:** None.
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Able to apply small business operation techniques in a hands-on environment.

SECTION III

II. **Course: BUSE 270 Develop necessary competencies for successful employment through actual on-the-job and related in-school experiences**

III. **Course: BUSE 270 Apply critical thinking strategies to resolve problems in the workplace**

IV. **Course: BUSE 270 Develop organizational skills by completing required paperwork accurately and on time and by attending required Work Experience sessions and conferences with instructor-coordinator and supervisor.**

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **CITY**

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

III. **Other Distance Education Methods:**

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

1. Chat Rooms
   As assigned, once a week
2. Correspondence
   As needed
3. E-mail
   As needed, continuous
4. Field Trips
   As required
5. Group Meetings
   As assigned
6. Individual Meetings
   As assigned
7. Orientation Sessions
   Once a semester
8. Telephone Contact
   As needed
9. Threaded Conferencing
   Once a week
10. Voice Mail
    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 other students via e-mail, the discussion board and the chat room. In addition, students participate in individual and group projects via the discussion board and chat rooms. Research is conducted via the web and/or local libraries, and students are required to assess and evaluate the information they obtain. Students 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 comprehension of small business entrepreneurship topics. Writing assignments that test for conceptual knowledge of entrepreneurship. Reviews of case studies and projects that explain the significance of entrepreneurship. Problem solving that uses the framework for small business development.

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

COURSE DISTANCE EDUCATION INFORMATION

I. **None**

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 0506.40 Small Business and Entrepreneurship
SAM Code: B - Advanced Occupational
Course Prior to College Level (CB21): **Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).**
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25):
Course Support Course Status (CB26):
Major Restriction Code: NONE

II. **Lect Units:** 1.50

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 0506.40 Small Business and Entrepreneurship
SAM Code: B - Advanced Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25):
Course Support Course Status (CB26):
Major Restriction Code: NONE

II. **Lect Units:** 1.50
Total Units: 1.5
Lecture Hours Min: 24.00 **Max:** 27.00
Lab Hours Min: 0.00 **Max:** 0.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 24.00 **Max:**27.00
Outside-of-Class Hours Min: 48.00 **Max:**54.00
Total Student Learning Hours Min: 72.00 **Max:** 81.00
FTEF Lecture Min: 0.1000 **Max:**
FTEF Lab Min: 0.0000 **Max:**
FTEF Total Min: 0.1000 **Max:**

III. **Last Time Pre/Co Requisite Update:** 05/01/2018
IV. **Last Outline Revision Date:** 05/10/2018
V. **CIC Approval:** 05/10/2018
VI. **BOT Approval:** 06/07/2018
VII. **State Approval:**
VIII. **Revised State Approval:**
IX. **Course Approval Effective Date:** Fall 2019

SECTION VI

CREDIT FOR PRIOR LEARNING

Total Units: 1.5
Lecture Hours Min: 24.00 **Max:** 27.00
Lab Hours Min: 0.00 **Max:** 0.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 24.00 **Max:**27.00
Outside-of-Class Hours Min: 48.00 **Max:**54.00
Total Student Learning Hours Min: 72.00 **Max:** 81.00
FTEF Lecture Min: 0.1000 **Max:**
FTEF Lab Min: 0.0000 **Max:**
FTEF Total Min: 0.1000 **Max:**

III. **Last Time Pre/Co Requisite Update:** 08/30/2022
IV. **Last Outline Revision Date:** 05/10/2018
V. **CIC Approval:**
VI. **BOT Approval:**
VII. **State Approval:**
VIII. **Revised State Approval:**
IX. **Course Approval Effective Date:**

SECTION VI

CREDIT FOR PRIOR LEARNING

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

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY COLLEGE
ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Business 230B

COURSE TITLE: Intermediate Small Business Operation

Units: 1.5
Grade Only

CATALOG COURSE DESCRIPTION:

This course is the second in a series for Small Business Operation. This course focuses on business practices for operating an on-campus, student-run business. Emphasis is placed on intermediate-level business processes, accountability, teamwork, and customer care. This course is intended for students majoring in Small Business Management and those interested in running a small business and entrepreneurship.

REQUISITES:

Prerequisite:
BUSE 230A with a grade of "C" or better, or equivalent

Corequisite:

BUSE 270

Advisory:

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

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU

CID:

TOTAL LECTURE HOURS:
24 - 27

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:

24 - 27

OUTSIDE-OF-CLASS HOURS:
48 - 54

TOTAL STUDENT LEARNING HOURS:
72 - 81

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

1. Explain the purpose of an internship and the responsibilities.
2. Differentiate between behaviors that do or do not meet the program policies.
3. Develop and implement a personal development plan.
4. Create an oral or visual presentation.
5. Identify the steps necessary to manage a project.

SECTION II

1. COURSE OUTLINE AND SCOPE:

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

This course supports students learning intermediate small business practices.

I. Orientation – Small Business Entrepreneurship Program
- A. Introduction to the program
  1. Service to others
  2. Hands-on job experience
  3. Completing on-the-job learning experiences in a business related job or internship
  4. Businesses interns operate
- B. Performance standards
  1. Work attire; uniform shirt
  2. Time management
  3. Accepting and completing shifts, tracking, and reporting hours
  4. Time sheets; campus online learning management system
  5. Program policies
     a. Professional behavior in program and customer areas
     b. Coverage in service areas
     c. On-site eating and drinking
     d. Lockers and securing personal items
     e. Representing program on and off-campus
  6. Communication hierarchy
     a. Leaders
     b. Accepted methods
  7. Scheduling on-site training

II. Professional development
- A. Planning
- B. Mentoring new interns
  1. Developing relationships
  2. Providing training
  3. Scheduling and providing job shadowing
  4. Coaching new interns for improved performance
- C. Intermediate level responsibilities
  1. Inventory control
  2. Trainer
  3. Purchasing
  4. Spokesperson

5. Projects
6. Photographer/social media
7. Job descriptions
8. Applications
9. Interviews

D. Presentation skills
1. Oral presentations
a. Classroom visits
b. Tours
2. Slide presentations
a. Group
b. College
c. Donor
3. Handouts/fliers
4. Program/business tours
5. Tabling for on and off-campus events

III. Project management
A. Accepting or designing a project
1. Defining the purpose, goal and parameters
2. Projecting the allotted time, budget, and timeline
3. Recruiting a team
4. Developing team training and materials
5. Communicating/marketing project
6. Implementing the project
7. Measuring and reporting results

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Review and discuss program policies.
II. Online research for additional mentoring and coaching techniques.
III. Review and discuss communication techniques for training others.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Design a personal professional development plan.
II. Complete an application for an intermediate level responsibility.
III. Develop slides or a flier to market project.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Visiting sites for research and development of location assessment.
II. Conducting primary market research for the product and/or service offered in on-campus small businesses.
III. Interviewing local entrepreneurs.
IV. Interviewing past on-campus student workers.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Develop a project proposal which includes the purpose, goal, allotted time and budget, and timeline.
II. Create a presentation suitable for program donors.

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 assignments.
II. Individual projects.
III. Collaborative projects.
IV. Class participation.
V. Quizzes/Exams.
VI. Observation.

3. METHODS OF INSTRUCTION:

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

* Collaborative Learning
* Distance Education (Fully online)
* Lecture
* Lecture Discussion
* Shadowing

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Longenecker, Justin G., J. William Petty, Leslie E. Palich, and Frank Hoy . Small Business Management: Launching and Growing Entrepreneurial Ventures, 17 ed. Cengage Learning, 2014, ISBN: 9781133947752
2. Mathis, Robert L., John H. Jackson, Sean Valentine, and Patricia Meglich. Human Resource Management, 15 ed. Cengage Learning, 2017, ISBN: 9781305629974

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. None.

ORIGINATOR: Shana Carr
ORIGINATION DATE: 09/05/2017
PROPOSAL ORIGINATOR: Tania Mustafa
CO-CONTRIBUTOR(S) Angela Testado,Jennifer Boots,Shana Carr,Theresa Savarese
PROPOSAL DATE: 08/30/2022

SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT

COURSE TO BE PROPOSED: BUSE 230B
Intermediate Small Business Operation

ACTIVE/APPROVED COURSES IMPACTED:

BUSE 230B Intermediate Small Business Operation (29286)

Prerequisite
BUSE 230C (Active)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**City**)
Small Business Management Entrepreneur *Active*;
Associate of Science Degree

Courses Required for the Major:

(**City**)
Working Education* *Active*;
Certificate of Performance

Complete 6-12 units from:

(**City**)
Working Education* *Approved*;
Certificate of Performance

Complete 6-12 units from:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Business
II. **Course Number:** 230B
III. **Course Title:** Intermediate Small Business Operation
IV. **Disciplines (Instructor Minimum Qualifications):** Business
V.
VI. **Family:**
VII. **Current Short Title:** Inter Small Bus Oper
VIII. **Course Is Active/Where?** CITY
IX. **Originating Campus:** CITY
X. **Action Proposed:** Course Deactivation (Not at any College)
XI. **Distance Education Proposed At:** NONE
XII. **Proposal Originating Date:** 08/30/2022
XIII. **Proposed Start Semester:** Fall 2024
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** This course is the second in a series for Small Business Operation. This course is taught concurrently with BUSE 270.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Prerequisite: BUSE 230A with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
Corequisite: BUSE 270
Advisory: ENGL 047A with a grade of "C" or better, or equivalent. or Milestone R50/W50
or Advisory: ENGL 048 with a grade of "C" or better, or equivalent. or Milestone R50
& Advisory: ENGL 049 with a grade of "C" or better, or equivalent. or Milestone W50
and Advisory: MATH 038 with a grade of "C" or better, or equivalent. or Milestone M30
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 Sept 2017.

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Deactivate at City College; college no longer plans to offer the course. Remove DE method for City College.
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 2. Major Requirement - Certificate of Achievement 3. Major Requirement - Certificate of Performance
V. **Extraordinary Cost to the College:** None.
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Able to expand upon basic small business operation techniques.

Able to apply small business operation techniques in a hands-on environment.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. None

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 0506.40 Small Business and Entrepreneurship
SAM Code: B - Advanced Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25):
Course Support Course Status (CB26):
Major Restriction Code: NONE

II. **Lect Units:** 1.50
Total Units: 1.5
Lecture Hours Min: 24.00 **Max:** 27.00
Lab Hours Min: 0.00 **Max:** 0.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 24.00 **Max:**27.00
Outside-of-Class Hours Min: 48.00 **Max:**54.00
Total Student Learning Hours Min: 72.00 **Max:** 81.00
FTEF Lecture Min: 0.1000 **Max:**
FTEF Lab Min: 0.0000 **Max:**
FTEF Total Min: 0.1000 **Max:**

III. **Last Time Pre/Co Requisite Update:** 08/30/2022

IV. **Last Outline Revision Date:** 05/10/2018

V. **CIC Approval:**

VI. **BOT Approval:**

VII. **State Approval:**

VIII. **Revised State Approval:**

IX. **Course Approval Effective Date:**

SECTION VI

CREDIT FOR PRIOR LEARNING

View Printable Version

Previous Report

BUSE 230B

CIC Approval: 05/10/2018
BOT APPROVAL: 06/07/2018
STATE APPROVAL:
EFFECTIVE TERM: Fall 2019

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY COLLEGE
ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Business 230B

COURSE TITLE:
Intermediate Small Business Operation

Units:
1.5
Grade Only

CATALOG COURSE DESCRIPTION:

This course is the second in a series for Small Business Operation. This course focuses on business practices for operating an on-campus, student-run business. Emphasis is placed on intermediate-level business processes, accountability, teamwork, and customer care. This course is intended for students majoring in Small Business Management and those interested in running a small business and entrepreneurship.

REQUISITES:

Prerequisite:
BUSE 230A with a grade of "C" or better, or equivalent
Corequisite:
BUSE 270
Advisory:
ENGL 047A with a grade of "C" or better, or equivalent or Milestone R50/W50
or
ENGL 048 with a grade of "C" or better, or equivalent or Milestone R50
&
ENGL 049 with a grade of "C" or better, or equivalent or Milestone W50
and
MATH 038 with a grade of "C" or better, or equivalent or Milestone M30

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU

CID:

TOTAL LECTURE HOURS:
24 - 27

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:
24 - 27

OUTSIDE-OF-CLASS HOURS:
48 - 54

TOTAL STUDENT LEARNING HOURS:
72 - 81

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

Current Report

BUSE 230B

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

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY COLLEGE
ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Business 230B

COURSE TITLE:
Intermediate Small Business Operation

Units:
1.5
Grade Only

CATALOG COURSE DESCRIPTION:

This course is the second in a series for Small Business Operation. This course focuses on business practices for operating an on-campus, student-run business. Emphasis is placed on intermediate-level business processes, accountability, teamwork, and customer care. This course is intended for students majoring in Small Business Management and those interested in running a small business and entrepreneurship.

REQUISITES:

Prerequisite:
BUSE 230A with a grade of "C" or better, or equivalent
Corequisite:
BUSE 270
Advisory:
ENGL 047A with a grade of "C" or better, or equivalent or Milestone R50/W50
or
ENGL 048 with a grade of "C" or better, or equivalent or Milestone R50
&
ENGL 049 with a grade of "C" or better, or equivalent or Milestone W50
and
MATH 038 with a grade of "C" or better, or equivalent or Milestone M30

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU

CID:

TOTAL LECTURE HOURS:
24 - 27

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:
24 - 27

OUTSIDE-OF-CLASS HOURS:
48 - 54

TOTAL STUDENT LEARNING HOURS:
72 - 81

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

1. Explain the purpose of an internship and the responsibilities.

1. Explain the purpose of an internship and the responsibilities.
2. Differentiate between behaviors that do or do not meet the program policies.
3. Develop and implement a personal development plan.
4. Create an oral or visual presentation.
5. Identify the steps necessary to manage a project.

SECTION II

1. COURSE OUTLINE AND SCOPE:

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

This course supports students learning intermediate small business practices.

I. Orientation – Small Business Entrepreneurship Program
  A. Introduction to the program
    1. Service to others
    2. Hands-on job experience
    3. Completing on-the-job learning experiences in a business related job or internship
    4. Businesses interns operate
  B. Performance standards
    1. Work attire; uniform shirt
    2. Time management
    3. Accepting and completing shifts tracking and reporting hours
    4. Time sheets; campus online learning management system
    5. Program policies
      a. Professional behavior in program and customer areas
      b. Coverage in service areas
      c. On-site eating and drinking
      d. Lockers and securing personal items
      e. Representing program on and off-campus
    6. Communication hierarchy
      a. Leaders
      b. Accepted methods
    7. Scheduling on-site training
II. Professional development
  A. Planning
  B. Mentoring new interns
    1. Developing relationships
    2. Providing training
    3. Scheduling and providing job shadowing
    4. Coaching new interns for improved performance
  C. Intermediate level responsibilities
    1. Inventory control
    2. Trainer
    3. Purchasing
    4. Spokesperson
    5. Projects
    6. Photographer/social media
    7. Job descriptions
    8. Applications
    9. Interviews
  D. Presentation skills
    1. Oral presentations
      a. Classroom visits
      b. Tours
    2. Slide presentations
      a. Group
      b. College
      c. Donor
    3. Handouts/fliers
    4. Program/business tours
    5. Tabling for on and off-campus events
III. Project management
  A. Accepting or designing a project
    1. Defining the purpose goal and parameters
    2. Projecting the allotted time budget and timeline
    3. Recruiting a team
    4. Developing team training and materials
    5. Communicating/marketing project

2. Differentiate between behaviors that do or do not meet the program policies.
3. Develop and implement a personal development plan.
4. Create an oral or visual presentation.
5. Identify the steps necessary to manage a project.

SECTION II

1. COURSE OUTLINE AND SCOPE:

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

This course supports students learning intermediate small business practices.

I. Orientation – Small Business Entrepreneurship Program
  A. Introduction to the program
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II. Professional development
  A. Planning
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    4. Coaching new interns for improved performance
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    1. Inventory control
    2. Trainer
    3. Purchasing
    4. Spokesperson
    5. Projects
    6. Photographer/social media
    7. Job descriptions
    8. Applications
    9. Interviews
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III. Project management
  A. Accepting or designing a project
    1. Defining the purpose goal and parameters
    2. Projecting the allotted time budget and timeline
    3. Recruiting a team
    4. Developing team training and materials
    5. Communicating/marketing project
    6. Implementing the project

6. Implementing the project
7. Measuring and reporting results

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Review and discuss program policies.
II. Online research for additional mentoring and coaching techniques.
III. Review and discuss communication techniques for training others.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Design a personal professional development plan.
II. Complete an application for an intermediate level responsibility.
III. Develop slides or a flier to market project.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Visiting sites for research and development of location assessment.
II. Conducting primary market research for the product and/or service offered in on-campus small businesses.
III. Interviewing local entrepreneurs.
IV. Interviewing past on-campus student workers.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Develop a project proposal which includes the purpose, goal, allotted time and budget, and timeline.
II. Create a presentation suitable for program donors.

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 assignments.
II. Individual projects.
III. Collaborative projects.
IV. Class participation.
V. Quizzes/Exams.
VI. Observation.

3. METHODS OF INSTRUCTION:

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

* Collaborative Learning
* Distance Education (Fully online)
* Lecture
* Lecture Discussion
* Shadowing

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Longenecker, Justin G., J. William Petty, Leslie E. Palich, and Frank Hoy . Small Business Management: Launching and Growing Entrepreneurial Ventures, 17 ed. Cengage Learning, 2014, ISBN: 9781133947752
2. Mathis, Robert L., John H. Jackson, Sean Valentine, and Patricia Meglich. Human Resource Management, 15 ed. Cengage Learning, 2017, ISBN: 9781305629974

MANUALS:

PERIODICALS:

SOFTWARE:

7. Measuring and reporting results

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Review and discuss program policies.
II. Online research for additional mentoring and coaching techniques.
III. Review and discuss communication techniques for training others.

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IV. Interviewing past on-campus student workers.

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2. METHODS OF EVALUATION:

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2. Mathis, Robert L., John H. Jackson, Sean Valentine, and Patricia Meglich. Human Resource Management, 15 ed. Cengage Learning, 2017, ISBN: 9781305629974

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. None.

SUPPLIES:
1. None.

ORIGINATOR: Shana Carr

CO-CONTRIBUTOR(S) Nancy Fredericks
DATE: 09/05/2017

Status: Active

Date Printed: 04/2/2023

ORIGINATOR: Shana Carr
ORIGINATION DATE: 09/05/2017
PROPOSAL ORIGINATOR: Tania Mustafa
CO-CONTRIBUTOR(S) Angela Testado,Jennifer Boots,Shana Carr,Theresa Savarese
PROPOSAL DATE: 08/30/2022

Status: Launched

Date Printed: 04/2/2023

View Printable Version

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Business
II. **Course Number:** 230B
III. **Course Title:** Intermediate Small Business Operation
IV. **Disciplines (Instructor Minimum Qualifications):** Business
V.
VI. **Family:**
VII. **Current Short Title:** Inter Small Bus Oper
VIII. **Course Is Active/Where?** CITY
IX. **Originating Campus:** CITY
X. **Action Proposed:** New Course
XI. **Distance Education Proposed At:**
XII. **Proposal Originating Date:** 09/05/2017
XIII. **Proposed Start Semester:** Fall 2019
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** This course is the second in a series for Small Business Operation. This course is taught concurrently with BUSE 270.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Prerequisite: BUSE 230A with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
Corequisite: BUSE 270
Advisory: ENGL 047A with a grade of "C" or better, or equivalent. or Milestone R50/W50
or Advisory: ENGL 048 with a grade of "C" or better, or equivalent. or Milestone R50
& Advisory: ENGL 049 with a grade of "C" or better, or equivalent. or Milestone W50
and Advisory: MATH 038 with a grade of "C" or better, or equivalent. or Milestone M30
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 Sept 2017.

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** To replace the BUSE 245 series with a lecture/work experience combination to better serve the needs of on-campus businesses. The BUSE 245 series will be deactivated.
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 2. Major Requirement - Certificate of Achievement 3. Major Requirement - Certificate of Performance
V. **Extraordinary Cost to the College:** None.
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Business
II. **Course Number:** 230B
III. **Course Title:** Intermediate Small Business Operation
IV. **Disciplines (Instructor Minimum Qualifications):** Business
V.
VI. **Family:**
VII. **Current Short Title:** Inter Small Bus Oper
VIII. **Course Is Active/Where?** CITY
IX. **Originating Campus:** CITY
X. **Action Proposed:** Course Deactivation (Not at any College)
XI. **Distance Education Proposed At:** NONE
XII. **Proposal Originating Date:** 08/30/2022
XIII. **Proposed Start Semester:** Fall 2024
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** This course is the second in a series for Small Business Operation. This course is taught concurrently with BUSE 270.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Prerequisite: BUSE 230A with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
Corequisite: BUSE 270
Advisory: ENGL 047A with a grade of "C" or better, or equivalent. or Milestone R50/W50
or Advisory: ENGL 048 with a grade of "C" or better, or equivalent. or Milestone R50
& Advisory: ENGL 049 with a grade of "C" or better, or equivalent. or Milestone W50
and Advisory: MATH 038 with a grade of "C" or better, or equivalent. or Milestone M30
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 Sept 2017.

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Deactivate at City College; college no longer plans to offer the course. Remove DE method for City College.
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 2. Major Requirement - Certificate of Achievement 3. Major Requirement - Certificate of Performance
V. **Extraordinary Cost to the College:** None.
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Able to expand upon basic small business operation techniques.

I. **Course: BUSE 230A Explain the purpose of an internship and the responsibilities.**
II. **Course: BUSE 230A Differentiate between behaviors that do or do not meet the program policies.**
III. **Course: BUSE 230A Identify different work styles and effective methods for communicating based on the styles.**
IV. **Course: BUSE 230A Compare and contrast the differences between internal and external customers.**

Able to apply small business operation techniques in a hands-on environment.

I. **Course: BUSE 270 Convert related classroom instruction to the employment environment through development of job-related behavioral learning objectives**
II. **Course: BUSE 270 Develop necessary competencies for successful employment through actual on-the-job and related in-school experiences**
III. **Course: BUSE 270 Apply critical thinking strategies to resolve problems in the workplace**
IV. **Course: BUSE 270 Develop organizational skills by completing required paperwork accurately and on time and by attending required Work Experience sessions and conferences with instructor-coordinator and supervisor.**

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **CITY**

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

III. **Other Distance Education Methods:**

IV. **Type and frequency of contact may include, but is not limited to:**
1. Chat Rooms
As assigned, once a week
2. Correspondence
As needed
3. E-mail
As needed, continuous
4. Field Trips
As required
5. Group Meetings
As assigned
6. Individual Meetings
As assigned
7. Orientation Sessions
Once a semester
8. Telephone Contact
As needed
9. Threaded Conferencing
Once a week
10. Voice Mail
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 other students via e-mail, the discussion board and the chat room. In addition, students participate in individual and group projects via the discussion board and chat rooms. Research is conducted via the web and/or local libraries, and students are required to assess and evaluate the information they obtain. Students 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 comprehension of small business entrepreneurship topics. Writing assignments that test for conceptual knowledge of entrepreneurship.

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

REQUISITES ANALYSIS

Able to expand upon basic small business operation techniques.

Able to apply small business operation techniques in a hands-on environment.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **None**

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 0506.40 Small Business and Entrepreneurship
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,

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 0506.40 Small Business and Entrepreneurship
SAM Code: B - Advanced Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25):
Course Support Course Status (CB26):
Major Restriction Code: NONE

II. **Lect Units:** 1.50
Total Units: 1.5
Lecture Hours Min: 24.00 **Max:** 27.00
Lab Hours Min: 0.00 **Max:** 0.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 24.00 **Max:**27.00
Outside-of-Class Hours Min: 48.00 **Max:**54.00
Total Student Learning Hours Min: 72.00 **Max:** 81.00
FTEF Lecture Min: 0.1000 **Max:**
FTEF Lab Min: 0.0000 **Max:**
FTEF Total Min: 0.1000 **Max:**

III. **Last Time Pre/Co Requisite Update:** 05/01/2018
IV. **Last Outline Revision Date:** 05/10/2018
V. **CIC Approval:** 05/10/2018
VI. **BOT Approval:** 06/07/2018
VII. **State Approval:**
VIII. **Revised State Approval:**
IX. **Course Approval Effective Date:** Fall 2019

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):
Course Support Course Status (CB26):
Major Restriction Code: NONE

II. **Lect Units:** 1.50
Total Units: 1.5
Lecture Hours Min: 24.00 **Max:** 27.00
Lab Hours Min: 0.00 **Max:** 0.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 24.00 **Max:**27.00
Outside-of-Class Hours Min: 48.00 **Max:**54.00
Total Student Learning Hours Min: 72.00 **Max:** 81.00
FTEF Lecture Min: 0.1000 **Max:**
FTEF Lab Min: 0.0000 **Max:**
FTEF Total Min: 0.1000 **Max:**

III. **Last Time Pre/Co Requisite Update:** 08/30/2022
IV. **Last Outline Revision Date:** 05/10/2018
V. **CIC Approval:**
VI. **BOT Approval:**
VII. **State Approval:**
VIII. **Revised State Approval:**
IX. **Course Approval Effective Date:**

SECTION VI

CREDIT FOR PRIOR LEARNING

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

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY COLLEGE
ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Business 230C

COURSE TITLE: Advanced Small Business Operation

Units: 1.5
Grade Only

CATALOG COURSE DESCRIPTION:

This course is the third in a series for Small Business Operation. This course focuses on business practices for operating an on-campus, student-run business. Emphasis is placed on advanced-level business processes, accountability, teamwork, and customer care. This course is intended for students majoring in Small Business Management and those interested in running a small business and entrepreneurship.

REQUISITES:

Prerequisite:
BUSE 230B with a grade of "C" or better, or equivalent

Corequisite:

BUSE 270

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU

CID:

TOTAL LECTURE HOURS:
24 - 27

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:
24 - 27

OUTSIDE-OF-CLASS HOURS:
48 - 54

TOTAL STUDENT LEARNING HOURS:
72 - 81

STUDENT LEARNING OBJECTIVES:

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

1. Explain the purpose of an internship and the responsibilities.
2. Differentiate between behaviors that do or do not meet the program policies.
3. Describe the different roles of a team member and a team leader.
4. Develop a training plan.
5. Explain a program control, its purpose, and the steps for implementation.

SECTION II

1. COURSE OUTLINE AND SCOPE:

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

This course supports students learning advanced small business practices.

I. Orientation – Small Business Entrepreneurship Program
- A. Introduction to the program
  1. Service to others
  2. Hands-on job experience
  3. Completing on-the-job learning experiences in a business related job or internship
  4. Businesses interns operate
- B. Performance standards
  1. Work attire; uniform shirt
  2. Time management
  3. Accepting and completing shifts, tracking, and reporting hours
  4. Time sheets; campus online learning management system
  5. Program policies
     a. Professional behavior in program and customer areas
     b. Coverage in service areas
     c. On-site eating and drinking
     d. Lockers and securing personal items
     e. Representing program on and off-campus
  6. Communication hierarchy
     a. Leaders and peers
     b. Accepted methods
  7. Scheduling on-site training

II. Leadership
- A. Professional development planning for a leadership role
- B. Advanced level responsibilities
  1. Business site leader
  2. Business marketing
  3. Program marketing
  4. Project management
  5. Spokesperson
  6. Program recruiter
  7. Donor relations and communications
  8. Job descriptions
  9. Applications
  10. Interviews
- C. Mentoring intermediate-level interns
  1. Developing relationships
  2. Providing training
  3. Scheduling and providing job shadowing
  4. Coaching intermediate interns for improved performance
  5. Training intermediate level interns for advance level responsibilities

III. Program controls
- A. Track and report funds and/or donations for business

B. Tally opening and closing funds and data
C. Maintain the budgets
D. Daily inventory and project purchasing needs using a timeline
E. Communicate program needs to interns responsible for purchasing
F. Conduct donor outreach

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Review and discuss program policies.
II. Online research for additional mentoring and coaching techniques.
III. Review and discuss communication techniques for training others.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Design a personal professional development plan.
II. Complete an application for an advanced level responsibility.
III. Update or develop a training guides.
IV. Develop a letter suitable for donors.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Visiting sites for research and development of location assessment.
II. Conducting primary market research for the product and/or service offered in on-campus small businesses.
III. Interviewing local entrepreneurs.
IV. Interviewing past on-campus student workers.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Interview for advanced level responsibilities.
II. Track and report daily and weekly site levels.
III. Review the budget, and inventory and project needs, and a timeline for interns purchasing.

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 assignments.
II. Individual projects.
III. Collaborative projects.
IV. Class participation.
V. Quizzes/Exams.
VI. Observation.

3. METHODS OF INSTRUCTION:

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

* Collaborative Learning
* Distance Education (Fully online)
* Lecture
* Lecture Discussion
* Shadowing

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Longenecker, Justin G., J. William Petty, Leslie E. Palich, and Frank Hoy . Small Business Management: Launching and Growing Entrepreneurial Ventures, 17 ed. Cengage Learning, 2014, ISBN: 9781133947752
2. Mathis, Robert L., John H. Jackson, Sean Valentine, and Patricia Meglich. Human Resource Management, 15 ed. Cengage Learning, 2017, ISBN: 9781305629974

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. None.

ORIGINATOR: Shana Carr
ORIGINATION DATE: 09/05/2017
PROPOSAL ORIGINATOR: Tania Mustafa
CO-CONTRIBUTOR(S) Angela Testado,Jennifer Boots,Shana Carr,Theresa Savarese
PROPOSAL DATE: 08/30/2022

SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT

COURSE TO BE PROPOSED: BUSE 230C
Advanced Small Business Operation

ACTIVE/APPROVED COURSES IMPACTED:

BUSE 230C Advanced Small Business Operation (29287)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(City)
Small Business Management Entrepreneur *Active*;
Associate of Science Degree

Select one to two courses from the following:

(City)
Working Education* *Active*;
Certificate of Performance

Recommended Electives

(City)
Working Education* *Approved*;
Certificate of Performance

Recommended Electives

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Business
II. **Course Number:** 230C
III. **Course Title:** Advanced Small Business Operation
IV. **Disciplines (Instructor Minimum Qualifications):** Business
V.
VI. **Family:**
VII. **Current Short Title:** Adv Small Buse Oper
VIII. **Course Is Active/Where?** CITY
IX. **Originating Campus:** CITY
X. **Action Proposed:** Course Deactivation (Not at any College)
XI. **Distance Education Proposed At:** NONE
XII. **Proposal Originating Date:** 08/30/2022
XIII. **Proposed Start Semester:** Fall 2024
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** This course is the third in a series for Small Business Operation. This course is taught concurrently with BUSE 270.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Prerequisite: BUSE 230B with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
Corequisite: BUSE 270
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 Sept 2017.

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Deactivate at City College; college no longer plans to offer the course. Remove DE method for City College.
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 2. Major Requirement - Certificate of Achievement 3. Major Requirement - Certificate of Performance
V. **Extraordinary Cost to the College:** None..
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Able to expand upon intermediate small business operation techniques.

Able to apply small business operation techniques in a hands-on environment.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. None

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:
California Classification: (Y Credit Course)
TOP Code: 0506.40 Small Business and Entrepreneurship
SAM Code: B - Advanced Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25):
Course Support Course Status (CB26):
Major Restriction Code: NONE

II. Lect Units: 1.50
Total Units: 1.5
Lecture Hours Min: 24.00 **Max:** 27.00
Lab Hours Min: 0.00 **Max:** 0.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 24.00 **Max:**27.00
Outside-of-Class Hours Min: 48.00 **Max:**54.00
Total Student Learning Hours Min: 72.00 **Max:** 81.00
FTEF Lecture Min: 0.1000 **Max:**
FTEF Lab Min: 0.0000 **Max:**
FTEF Total Min: 0.1000 **Max:**

III. Last Time Pre/Co Requisite Update: 08/30/2022

IV. Last Outline Revision Date: 05/10/2018

V. CIC Approval:

VI. BOT Approval:

VII. State Approval:

VIII. Revised State Approval:

IX. Course Approval Effective Date:

SECTION VI

CREDIT FOR PRIOR LEARNING

View Printable Version

Previous Report

BUSE 230C

CIC Approval: 05/10/2018
BOT APPROVAL: 06/07/2018
STATE APPROVAL:
EFFECTIVE TERM: Fall 2019

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY COLLEGE
ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Business 230C

COURSE TITLE:
Advanced Small Business Operation

Units:
1.5
Grade Only

CATALOG COURSE DESCRIPTION:

This course is the third in a series for Small Business Operation. This course focuses on business practices for operating an on-campus, student-run business. Emphasis is placed on advanced-level business processes, accountability, teamwork, and customer care. This course is intended for students majoring in Small Business Management and those interested in running a small business and entrepreneurship.

REQUISITES:

Prerequisite:
BUSE 230B with a grade of "C" or better, or equivalent
Corequisite:
BUSE 270

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU

CID:

TOTAL LECTURE HOURS:
24 - 27

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:
24 - 27

OUTSIDE-OF-CLASS HOURS:
48 - 54

TOTAL STUDENT LEARNING HOURS:
72 - 81

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

1. Explain the purpose of an internship and the responsibilities.
2. Differentiate between behaviors that do or do not meet the program policies.
3. Describe the different roles of a team member and a team leader.
4. Develop a training plan.
5. Explain a program control, its purpose, and the steps for implementation.

Current Report

BUSE 230C

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

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY COLLEGE
ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Business 230C

COURSE TITLE:
Advanced Small Business Operation

Units:
1.5
Grade Only

CATALOG COURSE DESCRIPTION:

This course is the third in a series for Small Business Operation. This course focuses on business practices for operating an on-campus, student-run business. Emphasis is placed on advanced-level business processes, accountability, teamwork, and customer care. This course is intended for students majoring in Small Business Management and those interested in running a small business and entrepreneurship.

REQUISITES:

Prerequisite:
BUSE 230B with a grade of "C" or better, or equivalent
Corequisite:
BUSE 270

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU

CID:

TOTAL LECTURE HOURS:
24 - 27

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:
24 - 27

OUTSIDE-OF-CLASS HOURS:
48 - 54

TOTAL STUDENT LEARNING HOURS:
72 - 81

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

1. Explain the purpose of an internship and the responsibilities.
2. Differentiate between behaviors that do or do not meet the program policies.
3. Describe the different roles of a team member and a team leader.
4. Develop a training plan.
5. Explain a program control, its purpose, and the steps for implementation.

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.

This course supports students learning advanced small business practices.

I. Orientation – Small Business Entrepreneurship Program
  A. Introduction to the program
    1. Service to others
    2. Hands-on job experience
    3. Completing on-the-job learning experiences in a business related job or internship
    4. Businesses interns operate
  B. Performance standards
    1. Work attire; uniform shirt
    2. Time management
    3. Accepting and completing shifts tracking and reporting hours
    4. Time sheets; campus online learning management system
    5. Program policies
      a. Professional behavior in program and customer areas
      b. Coverage in service areas
      c. On-site eating and drinking
      d. Lockers and securing personal items
      e. Representing program on and off-campus
    6. Communication hierarchy
      a. Leaders and peers
      b. Accepted methods
    7. Scheduling on-site training
II. Leadership
  A. Professional development planning for a leadership role
  B. Advanced level responsibilities
    1. Business site leader
    2. Business marketing
    3. Program marketing
    4. Project management
    5. Spokesperson
    6. Program recruiter
    7. Donor relations and communications
    8. Job descriptions
    9. Applications
    10. Interviews
  C. Mentoring intermediate-level interns
    1. Developing relationships
    2. Providing training
    3. Scheduling and providing job shadowing
    4. Coaching intermediate interns for improved performance
    5. Training intermediate level interns for advance level responsibilities
III. Program controls
  A. Track and report funds and/or donations for business
  B. Tally opening and closing funds and data
  C. Maintain the budgets
  D. Daily inventory and project purchasing needs using a timeline
  E. Communicate program needs to interns responsible for purchasing
  F. Conduct donor outreach

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Review and discuss program policies.
II. Online research for additional mentoring and coaching techniques.
III. Review and discuss communication techniques for training others.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Design a personal professional development plan.
II. Complete an application for an advanced level responsibility.
III. Update or develop a training guides.
IV. Develop a letter suitable for donors.

1. COURSE OUTLINE AND SCOPE:

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

This course supports students learning advanced small business practices.

I. Orientation – Small Business Entrepreneurship Program
  A. Introduction to the program
    1. Service to others
    2. Hands-on job experience
    3. Completing on-the-job learning experiences in a business related job or internship
    4. Businesses interns operate
  B. Performance standards
    1. Work attire; uniform shirt
    2. Time management
    3. Accepting and completing shifts tracking and reporting hours
    4. Time sheets; campus online learning management system
    5. Program policies
      a. Professional behavior in program and customer areas
      b. Coverage in service areas
      c. On-site eating and drinking
      d. Lockers and securing personal items
      e. Representing program on and off-campus
    6. Communication hierarchy
      a. Leaders and peers
      b. Accepted methods
    7. Scheduling on-site training
II. Leadership
  A. Professional development planning for a leadership role
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    5. Spokesperson
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  A. Track and report funds and/or donations for business
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  C. Maintain the budgets
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  E. Communicate program needs to interns responsible for purchasing
  F. Conduct donor outreach

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Review and discuss program policies.
II. Online research for additional mentoring and coaching techniques.
III. Review and discuss communication techniques for training others.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Design a personal professional development plan.
II. Complete an application for an advanced level responsibility.
III. Update or develop a training guides.
IV. Develop a letter suitable for donors.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Visiting sites for research and development of location assessment.
II. Conducting primary market research for the product and/or service offered in on-campus small businesses.
III. Interviewing local entrepreneurs.
IV. Interviewing past on-campus student workers.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Interview for advanced level responsibilities.
II. Track and report daily and weekly site levels.
III. Review the budget, and inventory and project needs, and a timeline for interns purchasing.

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 assignments.
II. Individual projects.
III. Collaborative projects.
IV. Class participation.
V. Quizzes/Exams.
VI. Observation.

3. METHODS OF INSTRUCTION:

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

* Collaborative Learning
* Distance Education (Fully online)
* Lecture
* Lecture Discussion
* Shadowing

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Longenecker, Justin G., J. William Petty, Leslie E. Palich, and Frank Hoy . Small Business Management: Launching and Growing Entrepreneurial Ventures, 17 ed. Cengage Learning, 2014, ISBN: 9781133947752
2. Mathis, Robert L., John H. Jackson, Sean Valentine, and Patricia Meglich. Human Resource Management, 15 ed. Cengage Learning, 2017, ISBN: 9781305629974

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. None.

ORIGINATOR: Shana Carr

CO-CONTRIBUTOR(S) Nancy Fredericks
DATE: 09/05/2017

Status: Active

Date Printed: 04/2/2023

I. Visiting sites for research and development of location assessment.
II. Conducting primary market research for the product and/or service offered in on-campus small businesses.
III. Interviewing local entrepreneurs.
IV. Interviewing past on-campus student workers.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Interview for advanced level responsibilities.
II. Track and report daily and weekly site levels.
III. Review the budget, and inventory and project needs, and a timeline for interns purchasing.

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 assignments.
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III. Collaborative projects.
IV. Class participation.
V. Quizzes/Exams.
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Methods of instruction may include, but are not limited to, the following:

* Collaborative Learning
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2. Mathis, Robert L., John H. Jackson, Sean Valentine, and Patricia Meglich. Human Resource Management, 15 ed. Cengage Learning, 2017, ISBN: 9781305629974

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. None.

ORIGINATOR: Shana Carr
ORIGINATION DATE: 09/05/2017
PROPOSAL ORIGINATOR: Tania Mustafa
CO-CONTRIBUTOR(S) Angela Testado,Jennifer Boots,Shana Carr,Theresa Savarese
PROPOSAL DATE: 08/30/2022

Status: Launched

Date Printed: 04/2/2023

View Printable Version

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Business
II. **Course Number:** 230C
III. **Course Title:** Advanced Small Business Operation
IV. **Disciplines (Instructor Minimum Qualifications):** Business
V.
VI. **Family:**
VII. **Current Short Title:** Adv Small Buse Oper
VIII. **Course Is Active/Where?** CITY
IX. **Originating Campus:** CITY
X. **Action Proposed:** New Course
XI. **Distance Education Proposed At:**
XII. **Proposal Originating Date:** 09/05/2017
XIII. **Proposed Start Semester:** Fall 2019
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** This course is the third in a series for Small Business Operation. This course is taught concurrently with BUSE 270.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Prerequisite: BUSE 230B with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
Corequisite: BUSE 270
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 Sept 2017.

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** To replace the BUSE 245 series with a lecture/work experience combination to better serve the needs of on-campus businesses. The BUSE 245 series will be deactivated.
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 2. Major Requirement - Certificate of Achievement 3. Major Requirement - Certificate of Performance
V. **Extraordinary Cost to the College:** None..
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Able to expand upon intermediate small business operation techniques.

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Business
II. **Course Number:** 230C
III. **Course Title:** Advanced Small Business Operation
IV. **Disciplines (Instructor Minimum Qualifications):** Business
V.
VI. **Family:**
VII. **Current Short Title:** Adv Small Buse Oper
VIII. **Course Is Active/Where?** CITY
IX. **Originating Campus:** CITY
X. **Action Proposed:** Course Deactivation (Not at any College)
XI. **Distance Education Proposed At:** NONE
XII. **Proposal Originating Date:** 08/30/2022
XIII. **Proposed Start Semester:** Fall 2024
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** This course is the third in a series for Small Business Operation. This course is taught concurrently with BUSE 270.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Prerequisite: BUSE 230B with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
Corequisite: BUSE 270
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 Sept 2017.

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Deactivate at City College; college no longer plans to offer the course. Remove DE method for City College.
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 2. Major Requirement - Certificate of Achievement 3. Major Requirement - Certificate of Performance
V. **Extraordinary Cost to the College:** None..
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Able to expand upon intermediate small business operation techniques.

I. **Course: BUSE 230B** **Explain the purpose of an internship and the responsibilities.**
II. **Course: BUSE 230B** **Differentiate between behaviors that do or do not meet the program policies.**
III. **Course: BUSE 230B** **Develop and implement a personal development plan.**
IV. **Course: BUSE 230B** **Create an oral or visual presentation.**
V. **Course: BUSE 230B** **Identify the steps necessary to manage a project.**

Able to apply small business operation techniques in a hands-on environment.

I. **Course: BUSE 270** **Convert related classroom instruction to the employment environment through development of job-related behavioral learning objectives**
II. **Course: BUSE 270** **Develop necessary competencies for successful employment through actual on-the-job and related in-school experiences**
III. **Course: BUSE 270** **Apply critical thinking strategies to resolve problems in the workplace**
IV. **Course: BUSE 270** **Develop organizational skills by completing required paperwork accurately and on time and by attending required Work Experience sessions and conferences with instructor-coordinator and supervisor.**

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **CITY**
II. **Distance Education Methods of Instruction:** 1. Fully Online
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**
1. Chat Rooms
As assigned, once a week
2. Correspondence
As needed
3. E-mail
As needed, continuous
4. Field Trips
As required
5. Group Meetings
As assigned
6. Individual Meetings
As assigned
7. Orientation Sessions
Once a semester
8. Telephone Contact
As needed
9. Threaded Conferencing
Once a week
10. Voice Mail
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 other students via e-mail, the discussion board and the chat room. In addition, students participate in individual and group projects via the discussion board and chat rooms. Research is conducted via the web and/or local libraries, and students are required to assess and evaluate the information they obtain. Students 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 comprehension of small business entrepreneurship topics. Writing assignments that test for conceptual knowledge of entrepreneurship.
VII. **Additional Resources/Materials/Information:** Solutions to problems, journals and case studies for discussion. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). 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

Able to apply small business operation techniques in a hands-on environment.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **None**

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 0506.40 Small Business and Entrepreneurship
SAM Code: B - Advanced Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25):

COURSE STUDENT LEARNING OUTCOME(S)

CITY

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 0506.40 Small Business and Entrepreneurship
SAM Code: B - Advanced Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25):
Course Support Course Status (CB26):
Major Restriction Code: NONE

II. **Lect Units:** 1.50
Total Units: 1.5
Lecture Hours Min: 24.00 **Max:** 27.00
Lab Hours Min: 0.00 **Max:** 0.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 24.00 **Max:**27.00
Outside-of-Class Hours Min: 48.00 **Max:**54.00
Total Student Learning Hours Min: 72.00 **Max:** 81.00
FTEF Lecture Min: 0.1000 **Max:**
FTEF Lab Min: 0.0000 **Max:**
FTEF Total Min: 0.1000 **Max:**

III. **Last Time Pre/Co Requisite Update:** 05/01/2018
IV. **Last Outline Revision Date:** 05/10/2018
V. **CIC Approval:** 05/10/2018
VI. **BOT Approval:** 06/07/2018
VII. **State Approval:**
VIII. **Revised State Approval:**
IX. **Course Approval Effective Date:** Fall 2019

SECTION VI

CREDIT FOR PRIOR LEARNING

Course Support Course Status (CB26):
Major Restriction Code: NONE

II. **Lect Units:** 1.50
Total Units: 1.5
Lecture Hours Min: 24.00 **Max:** 27.00
Lab Hours Min: 0.00 **Max:** 0.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 24.00 **Max:**27.00
Outside-of-Class Hours Min: 48.00 **Max:**54.00
Total Student Learning Hours Min: 72.00 **Max:** 81.00
FTEF Lecture Min: 0.1000 **Max:**
FTEF Lab Min: 0.0000 **Max:**
FTEF Total Min: 0.1000 **Max:**

III. **Last Time Pre/Co Requisite Update:** 08/30/2022
IV. **Last Outline Revision Date:** 05/10/2018
V. **CIC Approval:**
VI. **BOT Approval:**
VII. **State Approval:**
VIII. **Revised State Approval:**
IX. **Course Approval Effective Date:**

SECTION VI

CREDIT FOR PRIOR LEARNING

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: Chemistry 100

COURSE TITLE:
Fundamentals of Chemistry

Units:
3
Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This course is an introductory study of the language and tools of chemistry. Basic concepts of the structure, properties, interactions of matter and energy are studied, both qualitatively and quantitatively. Emphasis is placed on matter, chemical changes, chemical conversions, chemical bonding, and acid-base chemistry. This course is intended for students majoring in nursing, nutrition, or animal health technology and provides a foundation for further coursework in chemistry, in particular for introductory organic chemistry.

REQUISITES:

Prerequisite:
MATH 92 with a grade of "C" or better, or equivalent or Milestone M40
or
MATH 96 with a grade of "C" or better, or equivalent or Milestone M50

Corequisite: Completion of or concurrent enrollment in:

CHEM 100L with a grade of "C" or better, or equivalent

Limitation on Enrollment:

This course is not open to students with previous credit for or concurrent enrollment in CHEM 200

Limitation on Enrollment:

This course is not open to students with previous credit for Chemistry 152

FIELD TRIP REQUIREMENTS:
May be required

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

CID:
CHEM 101 (CHEM 100, CHEM 100L)

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. Use appropriate vocabulary to explain the steps of the scientific method.
2. Compare and contrast the properties of the states of matter, classify matter and explain how it can be altered through chemical and physical changes, and describe how matter and energy interact.
3. Use English, metric and SI units to express measurements of length, volume, mass, density, temperature and energy, and perform unit conversions using dimensional analysis.
4. Explain the key concepts and models leading to the development of atomic theory.
5. Apply concepts regarding the structure of the nucleus to explain principles of isotopes, nuclear stability and nuclear reactions.
6. Apply the concepts of modern atomic theory.
7. Use the periodic table of the elements to identify metals, nonmetals, metalloids, groups, periods, atomic numbers and atomic masses, and explain periodic trends in the properties of the elements.
8. Compare and contrast different types of bonding, and use Lewis structures and the valence shell electron pair repulsion (VSEPR) model to determine the shapes and polarities of molecular substances.
9. Describe the effects of bond type and molecular polarity on intermolecular forces and the properties of substances.
10. Name and write chemical formulae for binary covalent compounds, simple ionic compounds and acids, and derive quantitative information from the formulae.
11. Classify chemical reactions and write balanced chemical equations to express those reactions.
12. Use the mole concept and Avogadro's number to perform mole and stoichiometric calculations.
13. Employ Boyle's Law, Charles' Law and the Ideal Gas Law to study the relationships among pressure, volume, temperature and quantity of gases, and use the kinetic molecular theory to explain these relationships.
14. Explain the factors that affect the formation of solutions and perform concentration calculations, including dilution and solution preparation problems.
15. Describe the properties of acids and bases.
16. Explain the concept of equilibrium.
17. Relate pH to hydrogen/hydronium ion and hydroxide ion concentrations and perform pH calculations for strong acids and bases.

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. Scientific Method
   A. Observations and experimentation
   B. Hypothesis formulation and testing
   C. Theory
II. Matter and energy
   A. States of matter
   B. Chemical and physical properties of matter
   C. Classification of matter
   D. Chemical and physical changes of matter
III. Scientific data

- A. Quantitative values
    1. Scientific notation
    2. Measurement and error
    3. Significant figures
- B. Units
    1. English versus metric and SI systems
    2. Dimensional analysis

IV. Atomic theory
- A. Dalton's theory
- B. Subatomic particles and isotopes
- C. Bohr model
- D. Modern atomic theory
    1. Electron configurations
    2. Atomic structure and the periodic table
    3. Periodicity

V. Chemical bonding
- A. Octet rule
- B. Ionic bonding
- C. Covalent bonding
    1. Lewis structures
    2. Bond polarity
    3. VSEPR theory

VI. Nomenclature and formula writing
- A. Inorganic nomenclature
    1. Binary covalent compounds
    2. Ionic compounds
    3. Acids
- B. Quantitative aspects of chemical formulae
    1. Percent composition
    2. Empirical and molecular formulae

VII. Chemical equations
- A. Types of chemical reactions
    1. Combustion
    2. Oxidation-reduction
    3. Double replacement
- B. Writing balanced chemical equations

VIII. Chemical calculations
- A. Mole calculations
    1. Avogadro's number
    2. Molar mass
- B. Stoichiometry

IX. Gases
- A. Kinetic molecular theory
- B. Gas laws
    1. Boyle's Law
    2. Charles' Law
    3. Ideal Gas Law
- C. Kelvin temperature scale

X. Solutions
- A. Solution formation
    1. Solute-solvent interactions and solubility
    2. Electrolytes
- B. Concentration Units
    1. Molarity
    2. Percent
    3. Parts per
- C. Solution Preparation Calculations
    1. Solute mass
    2. Dilution

XI. Acids and bases

A. Properties
B. Acid-base theories
1. Arrhenius theory
2. Bronsted-Lowry theory
C. Conjugate acid-base pairs
D. Equilibrium and acid strength
E. pH calculations
F. Buffers in concept

XII. Intermoleular Forces
A. Molecular Polarity
B. Effects on properties of substances
C. Like dissolves like

XIII. Equilibrium qualitative only

XIV. Nuclear Chemistry
A. Isotopes
B. Nuclear stability
C. Nuclear reactions
1. Types of nuclear reactions
2. Applications
a. Dating
b. Medical applications

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. The assigned text book.
II. Instructor packets and/or handouts clarifying course objectives. For example, a handout summarizing inorganic chemical nomenclature would be appropriate.
III. Selections from the science section of periodicals and newspapers that discuss chemical principles in the course.
IV. Selection of articles from Internet sites that may supplement topics in the course or provide animations that show key principles.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Writing of balanced chemical equations.
II. Writing of common formulas for acid, bases, and salts.
III. A short essay comparing and contrasting strong vs. weak acids.
IV. Short essay on the blood's buffering system.
V. A short essay on the use of radioisotopes in medicine.
VI. Short essays applying chemical principles to allied health fields.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Problem solving related to pH and buffers and molarity and dilution.
II. Reading articles that link chemical principles to medicine, nutrition, or any allied health fields.
III. A short essay on the use of radioisotopes in medicine.
IV. A short essay on how the buffer system of the blood.
V. Analyze how a biological reaction is a type of oxidation-reduction.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Using dimensional analysis, solve problems related to conversions of drug dosages into different units.
II. Solving of molarity and dilution problems.
III. Compare and contrast the effects of different bond types on the nature of intermolecular forces and their effects on properties of substances.
IV. Short essay explaining the differences between a strong acid and weak acid in terms of equilibrium.

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 written and oral quizzes and examinations that test students' theoretical and practical knowledge of chemistry at the introductory level.
II. Performance on outside assignments including writing assignments designed to enhance students' interpretive and problem-solving abilities.
III. 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 (Partially online)
* Lecture

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Bishop, Mark. An Introduction to Chemistry, 2nd ed. Chiral Publishing, 2017, ISBN: 9780977810581
2. Russo, Steve and Mike Silver. Introductory Chemistry, 5th ed. Prentice Hall, 2014, ISBN: 9780321927118
3. Timberlake, Karen. Basic Chemistry, 11th ed. Pearson, 2017, ISBN: 9780134138046

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Study guides and/or solution manuals to accompany textbooks
2. Supplementary packets prepared by instructors
3. Scientific calculator

ORIGINATOR: Paula Gustin
ORIGINATION DATE: 02/25/2019
PROPOSAL ORIGINATOR: Paula Gustin
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 01/17/2023

SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT

COURSE TO BE PROPOSED: CHEM 100
Fundamentals of Chemistry

ACTIVE/APPROVED COURSES IMPACTED:

CHEM 100 Fundamentals of Chemistry (29474)

Prerequisite
- BIOL 205 (Active)
- CHEM 130 (Active)
- CHEM 130L (Active)
- MLTT 210 (Active)
- MLTT 211 (Active)
- MLTT 212 (Active)
- MLTT 213 (Active)
- NUTR 155 (Active)

Corequisite: Completion of or concurrent enrollment in
- CHEM 100L (Active)

Advisory
- BIOL 132 (Active)
- BIOL 133 (Active)
- BIOL 235 (Active)
- MFET 115 (Active)
- VTAH 140 (Active)

DISTRICT GENERAL EDUCATION:

B2 Natural Sciences - Physical Sciences

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**City**)
Agriculture Plant Science *Active*;
Associate in Science for Transfer Degree

Major Courses

(**Mesa**)
Allied Health Track *Active*;
Associate of Science Degree

Courses Required for the Major:

(**City**)
Allied Health Track *Active*;
Associate of Science Degree

Courses Required for the Major:

(**Mesa**)
Allied Health Track *Approved*;

Associate of Science Degree

Courses Required for the Major:

(**Miramar**)
Biology for Allied Health *Active*;
Associate of Science Degree

Courses Required for the Major:

(**City**)
Chemistry Laboratory Technician *Pending*;
Certificate of Achievement

Medical Laboratory Technician:

(**City**)
Electromechanical Technology *Active*;
Certificate of Performance

Courses required for the Certificate:

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

Major Courses

(**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**)
Geography *Active*;
Associate of Science Degree

Select eight units from:

(**Mesa**)
Liberal Arts & Sciences: Science Studies-Kinesiology & Nutrition *Active*;
Associate of Arts Degree

Major Courses

(**City**)
Liberal Arts and Sciences in Scientific Studies Physical and Earth Sciences Specialization *Approved*;

Associate of Arts Degree

Major Courses

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

Major Courses

(**Mesa**)
Liberal Arts and Sciences: Science Studies-Psychology *Active*;
Associate of Arts Degree

Select a minimum of 5 units (total of 18 units):

(**Mesa**)
Liberal Arts and Sciences: Science Studies-Psychology *Launched*;
Associate of Arts Degree

Select a minimum of 5 units (total of 18 units):

(**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

(**City**)
Manufacturing Engineering Technology - Option: Electronics *Active*;
Associate of Science Degree

Courses Required for the Major:

(**City**)
Manufacturing Engineering Technology - Option: Fabrication *Active*;
Associate of Science Degree

Courses Required for the Major:

(**City**)
Manufacturing Engineering Technology - Option: Fabrication *Pending*;
Associate of Science Degree

Courses Required for the Major:

(**Mesa**)
Nutrition *Active*;
Associate of Science Degree

Courses Required for the Major:

(**Mesa**)
Nutrition *Active*;
Certificate of Achievement

Courses Required for the Major:

(**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)

(**Mesa**)
Physical Sciences *Active*;
Associate of Science Degree

At least 8 units from the following:

(**Mesa**)
Physical Sciences *Launched*;
Associate of Science Degree

At least 8 units from the following:

(**Mesa**)
Physical Sciences *Active*;
Certificate of Achievement

At least 8 units from the following:

(**Mesa**)
Physical Sciences *Launched*;
Certificate of Achievement

At least 8 units from the following:

(**Miramar**)
Psychology *Active*;
Associate in Arts for Transfer Degree

Select at least 3 units from the following courses (not already selected above):

(**Miramar**)
Psychology *Approved*;
Associate in Arts for Transfer Degree

Select at least 3 units from the following courses (not already selected above):

(**Mesa**)
Psychology *Active*;
Associate in Arts for Transfer Degree

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

(**Mesa**)
Psychology *Active*;
Associate in Arts for Transfer Degree

Select one of the following courses (not selected above):

(**Miramar**)
Social and Behavioral Sciences *Active*;
Associate of Arts Degree

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

(**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:

(**City**)
Sustainable Urban Agriculture *Active*;
Associate of Science Degree

Major Courses

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Chemistry
II. **Course Number:** 100
III. **Course Title:** Fundamentals of Chemistry
IV. **Disciplines (Instructor Minimum Qualifications):** Chemistry
V.
VI. **Family:**
VII. **Current Short Title:** Fundamentals of Chemistry
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 and Miramar
XII. **Proposal Originating Date:** 01/17/2023
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:** Intro to the language and tools of chemistry.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Prerequisite: MATH 92 with a grade of "C" or better, or equivalent. Intended to establish communication or computational skills or Milestone M40
or Prerequisite: MATH 96 with a grade of "C" or better, or equivalent. Required for articulation by a UC/CSU institution or Milestone M50
Corequisite: Completion of or concurrent enrollment in: CHEM 100L with a grade of "C" or better, or equivalent.
Limitation on Enrollment:: This course is not open to students with previous credit for or concurrent enrollment in CHEM 200
Limitation on Enrollment:: This course is not open to students with previous credit for Chemistry 152
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:** Textbook latest editions

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Distance Ed revision to change from Fully Online to Partially 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
V. **Extraordinary Cost to the College:** None.
VI. **Library Resource Materials:** No new resources required.

GENERAL EDUCATION ANALYSIS

CSU General Education:
B1 Area B. Scientific Inquiry and Quantitative Reasoning - Physical Science

District General Education:
B2 Natural Sciences - Physical Sciences

IGETC:
Area 5. Physical and Biological Sciences - 5A: Physical Science

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Able to illustrate knowledge of elementary inorganic and physical chemistry.

I. **Course: CHEM 100L Use units and significant figures correctly when making simple laboratory measurements, such as mass, volume, length, density, and temperature.**
II. **Course: CHEM 100L Explain the differences between elements, compounds, mixtures, and solutions, and apply a variety of techniques to separate heterogeneous mixtures and solutions into their components.**
III. **Course: CHEM 100L Employ scientific reasoning in the chemistry lab by collecting and organizing data, developing a hypothesis, testing a model and by distinguishing between observations and conclusions.**
IV. **Course: CHEM 100L Use common chemical and physical properties of matter to differentiate between a chemical and a physical change.**
V. **Course: CHEM 100L Identify different types of chemical reactions and predict their products.**
VI. **Course: CHEM 100L Use the mole concept in a variey of applications, including to analyze a chemical compound, to determine the molar relationships of its components and/or its empirical formula.**
VII. **Course: CHEM 100L Calculate stoichiometric relationships in chemical reactions.**
VIII. **Course: CHEM 100L Describe the properties of solutions and how to prepare solutions to specified concentrations.**
IX. **Course: CHEM 100L Use titration to determine the concentration of a solution and a volumetric pipet and/or buret to measure solution volume.**
X. **Course: CHEM 100L Describe the properties of acids and bases, recognize whether a given pH value represents an acidic, basic, or neutral solution.**

Basic algebraic skills

I. **Course: MATH 92 Perform the basic arithmetic operations with real numbers using exponents and the appropriate order of operations.**
II. **Course: MATH 92 Apply properties of equality to solve linear equations and related application problems.**
III. **Course: MATH 96 Solve systems of linear equations in three variables using a variety of methods, including matrices.**
IV. **Course: MATH 92 Determine the equation for a linear function and graph it.**
V. **Course: MATH 92 Perform the basic arithmetic operations with polynomials.**
VI. **Course: MATH 96 Create graphs of systems of linear inequalities in two variables and determine the solution set.**
VII. **Course: MATH 92 Factor polynomial expressions using a variety of methods.**
VIII. **Course: MATH 96 Simplify and perform basic arithmetic operations on radical expressions in both radical and exponential form and solve radical equations.**
IX. **Course: MATH 92 Solve quadratic equations by factoring and use of the quadratic formula.**
X. **Course: MATH 96 Create graphs of nonlinear functions using various methods, including transformations.**
XI. **Course: MATH 92 Graph quadratic functions.**
XII. **Course: MATH 96 Perform basic arithmetic operations with complex numbers.**
XIII. **Course: MATH 92 Identify functions from their equations and graphs and use appropriate functional notation.**
XIV. **Course: MATH 96 Solve quadratic equations including those having complex number solutions.**
XV. **Course: MATH 92 Perform the basic arithmetic operations with rational expressions.**
XVI. **Course: MATH 92 Solve systems of linear equations in two variables graphically and algebraically.**
XVII. **Course: MATH 96 Perform basic algebra with functions, determine whether a function is one-to-one and find the inverse of a one-to-one function.**

XVIII. **Course: MATH 92 Solve exponential and logarithmic equations and applications.**
XIX. **Course: MATH 96 Use the properties of and relationship between exponential and logarithmic functions to solve a variety of application problems.**
XX. **Course: MATH 92 Apply the correct notation when identifying, simplifying and using arithmetic and geometric series and sequences.**
XXI. **Course: MATH 96 Determine the type and pattern of simple sequences, including arithmetic and geometric sequences, and use appropriate notation in expressing the closed form of the sequence.**
XXII. **Course: MATH 96 Apply arithmetic and geometric sequences and their sums in solving related problems.**

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **MESA**
II. **Distance Education Methods of Instruction:** 1. Partially online 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
Frequent
Participant/s: Faculty to Student/s , Among Students
V. **List of Techniques:** Online instruction includes regular student-to-student and instructor-to-student communication. 1) Graded online homework/quiz assessments for each chapter with immediate feedback for correct and incorrect responses. 2) Frequent instructor-student interaction through the class discussion board and chat rooms for guidance of the student in the learning process. These interactions constitute the class participation portion of the final grade. 3) Weekly office hours. 4) Email for individual student-student and instructor-student communication. 5) The corequisite of CHEM 100L will be strictly enforced.
VI. **How to Evaluate Students for Achieved Outcomes:** Examinations will be predominately in person with some online assessments and assignments. Student performance on these assignments will be evaluated and scored accordingly.
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. Instructor prepared lecture notes are posted online for each chapter. The notes both complement and supplement the textbook in an accessible and easy to read format. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). 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 three times 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 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.

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. 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
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. Group Meetings
as assigned
8. Individual Meetings
as needed
9. Individualized Assignment Feedback
as assigned
10. Synchronous or Asynchronous Video
as assigned
11. Telephone Contact
as needed

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

projects, asynchronous class discussion, and/or other assignments.

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

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

- Utilize critical thinking skills in a variety of scientific applications. Course objective/outcome: Use English, metric and SI units to express measurements of length, volume, mass, density, temperature and energy, and perform unit conversions using dimensional analysis.

MESA

- Use current theories to describe atoms and compounds.
- Describe and/or write structure. Correlate the relationships between structure and properties.
- Understand and use nomenclature systems.
- Write and explain chemical pathways.
- Use and/or understand accepted standards in measuring, and analyzing data with the use of mathematical models and calculations.

MIRAMAR

- Students should recognize the type of intermolecular forces a chemical possesses

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 1905.00 Chemistry, General
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25): 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:** 01/17/2023
IV. **Last Outline Revision Date:** 05/09/2019
V. **CIC Approval:**
VI. **BOT Approval:**
VII. **State Approval:**
VIII. **Revised State Approval:**
IX. **Course Approval Effective Date:**

SECTION VI

CREDIT FOR PRIOR LEARNING

View Printable Version

Previous Report

CHEM 100

CIC Approval: 05/09/2019
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM: Fall 2020

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

SECTION I

SUBJECT AREA AND COURSE NUMBER: Chemistry 100

COURSE TITLE:
Fundamentals of Chemistry

Units:
3
Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This course is an introductory study of the language and tools of chemistry. Basic concepts of the structure, properties, interactions of matter and energy are studied, both qualitatively and quantitatively. Emphasis is placed on matter, chemical changes, chemical conversions, chemical bonding, and acid-base chemistry. This course is intended for students majoring in nursing, nutrition, or animal health technology and provides a foundation for further coursework in chemistry, in particular for introductory organic chemistry.

REQUISITES:

Prerequisite:
MATH 92 with a grade of "C" or better, or equivalent or Milestone M40
or
MATH 96 with a grade of "C" or better, or equivalent or Milestone M50
Corequisite: Completion of or concurrent enrollment in:
CHEM 100L with a grade of "C" or better, or equivalent
Limitation on Enrollment:
This course is not open to students with previous credit for or concurrent enrollment in CHEM 200
Limitation on Enrollment:
This course is not open to students with previous credit for Chemistry 152

FIELD TRIP REQUIREMENTS:
May be required

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

CID:
CHEM 101 (CHEM 100, CHEM 100L)

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:

Current Report

CHEM 100

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: Chemistry 100

COURSE TITLE:
Fundamentals of Chemistry

Units:
3
Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This course is an introductory study of the language and tools of chemistry. Basic concepts of the structure, properties, interactions of matter and energy are studied, both qualitatively and quantitatively. Emphasis is placed on matter, chemical changes, chemical conversions, chemical bonding, and acid-base chemistry. This course is intended for students majoring in nursing, nutrition, or animal health technology and provides a foundation for further coursework in chemistry, in particular for introductory organic chemistry.

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or
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This course is not open to students with previous credit for or concurrent enrollment in CHEM 200
Limitation on Enrollment:
This course is not open to students with previous credit for Chemistry 152

FIELD TRIP REQUIREMENTS:
May be required

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

CID:
CHEM 101 (CHEM 100, CHEM 100L)

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. Use appropriate vocabulary to explain the steps of the scientific method.

1. Use appropriate vocabulary to explain the steps of the scientific method.
2. Compare and contrast the properties of the states of matter, classify matter and explain how it can be altered through chemical and physical changes, and describe how matter and energy interact.
3. Use English, metric and SI units to express measurements of length, volume, mass, density, temperature and energy, and perform unit conversions using dimensional analysis.
4. Explain the key concepts and models leading to the development of atomic theory.
5. Apply concepts regarding the structure of the nucleus to explain principles of isotopes, nuclear stability and nuclear reactions.
6. Apply the concepts of modern atomic theory.
7. Use the periodic table of the elements to identify metals, nonmetals, metalloids, groups, periods, atomic numbers and atomic masses, and explain periodic trends in the properties of the elements.
8. Compare and contrast different types of bonding, and use Lewis structures and the valence shell electron pair repulsion (VSEPR) model to determine the shapes and polarities of molecular substances.
9. Describe the effects of bond type and molecular polarity on intermolecular forces and the properties of substances.
10. Name and write chemical formulae for binary covalent compounds, simple ionic compounds and acids, and derive quantitative information from the formulae.
11. Classify chemical reactions and write balanced chemical equations to express those reactions.
12. Use the mole concept and Avogadro's number to perform mole and stoichiometric calculations.
13. Employ Boyle's Law, Charles' Law and the Ideal Gas Law to study the relationships among pressure, volume, temperature and quantity of gases, and use the kinetic molecular theory to explain these relationships.
14. Explain the factors that affect the formation of solutions and perform concentration calculations, including dilution and solution preparation problems.
15. Describe the properties of acids and bases.
16. Explain the concept of equilibrium.
17. Relate pH to hydrogen/hydronium ion and hydroxide ion concentrations and perform pH calculations for strong acids and bases.

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. Scientific Method
  A. Observations and experimentation
  B. Hypothesis formulation and testing
  C. Theory
II. Matter and energy
  A. States of matter
  B. Chemical and physical properties of matter
  C. Classification of matter
  D. Chemical and physical changes of matter
III. Scientific data
  A. Quantitative values
    1. Scientific notation
    2. Measurement and error
    3. Significant figures
  B. Units
    1. English versus metric and SI systems
    2. Dimensional analysis
IV. Atomic theory
  A. Dalton's theory
  B. Subatomic particles and isotopes
  C. Bohr model
  D. Modern atomic theory
    1. Electron configurations
    2. Atomic structure and the periodic table
    3. Periodicity
V. Chemical bonding
  A. Octet rule
  B. Ionic bonding
  C. Covalent bonding
    1. Lewis structures
    2. Bond polarity
    3. VSEPR theory
VI. Nomenclature and formula writing
  A. Inorganic nomenclature
    1. Binary covalent compounds
    2. Ionic compounds

2. Compare and contrast the properties of the states of matter, classify matter and explain how it can be altered through chemical and physical changes, and describe how matter and energy interact.
3. Use English, metric and SI units to express measurements of length, volume, mass, density, temperature and energy, and perform unit conversions using dimensional analysis.
4. Explain the key concepts and models leading to the development of atomic theory.
5. Apply concepts regarding the structure of the nucleus to explain principles of isotopes, nuclear stability and nuclear reactions.
6. Apply the concepts of modern atomic theory.
7. Use the periodic table of the elements to identify metals, nonmetals, metalloids, groups, periods, atomic numbers and atomic masses, and explain periodic trends in the properties of the elements.
8. Compare and contrast different types of bonding, and use Lewis structures and the valence shell electron pair repulsion (VSEPR) model to determine the shapes and polarities of molecular substances.
9. Describe the effects of bond type and molecular polarity on intermolecular forces and the properties of substances.
10. Name and write chemical formulae for binary covalent compounds, simple ionic compounds and acids, and derive quantitative information from the formulae.
11. Classify chemical reactions and write balanced chemical equations to express those reactions.
12. Use the mole concept and Avogadro's number to perform mole and stoichiometric calculations.
13. Employ Boyle's Law, Charles' Law and the Ideal Gas Law to study the relationships among pressure, volume, temperature and quantity of gases, and use the kinetic molecular theory to explain these relationships.
14. Explain the factors that affect the formation of solutions and perform concentration calculations, including dilution and solution preparation problems.
15. Describe the properties of acids and bases.
16. Explain the concept of equilibrium.
17. Relate pH to hydrogen/hydronium ion and hydroxide ion concentrations and perform pH calculations for strong acids and bases.

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. Scientific Method
  A. Observations and experimentation
  B. Hypothesis formulation and testing
  C. Theory
II. Matter and energy
  A. States of matter
  B. Chemical and physical properties of matter
  C. Classification of matter
  D. Chemical and physical changes of matter
III. Scientific data
  A. Quantitative values
    1. Scientific notation
    2. Measurement and error
    3. Significant figures
  B. Units
    1. English versus metric and SI systems
    2. Dimensional analysis
IV. Atomic theory
  A. Dalton's theory
  B. Subatomic particles and isotopes
  C. Bohr model
  D. Modern atomic theory
    1. Electron configurations
    2. Atomic structure and the periodic table
    3. Periodicity
V. Chemical bonding
  A. Octet rule
  B. Ionic bonding
  C. Covalent bonding
    1. Lewis structures
    2. Bond polarity
    3. VSEPR theory
VI. Nomenclature and formula writing
  A. Inorganic nomenclature
    1. Binary covalent compounds
    2. Ionic compounds
    3. Acids

3. Acids
B. Quantitative aspects of chemical formulae
1. Percent composition
2. Empirical and molecular formulae
VII. Chemical equations
A. Types of chemical reactions
1. Combustion
2. Oxidation-reduction
3. Double replacement
B. Writing balanced chemical equations
VIII. Chemical calculations
A. Mole calculations
1. Avogadro's number
2. Molar mass
B. Stoichiometry
IX. Gases
A. Kinetic molecular theory
B. Gas laws
1. Boyle's Law
2. Charles' Law
3. Ideal Gas Law
C. Kelvin temperature scale
X. Solutions
A. Solution formation
1. Solute-solvent interactions and solubility
2. Electrolytes
B. Concentration Units
1. Molarity
2. Percent
3. Parts per
C. Solution Preparation Calculations
1. Solute mass
2. Dilution
XI. Acids and bases
A. Properties
B. Acid-base theories
1. Arrhenius theory
2. Bronsted-Lowry theory
C. Conjugate acid-base pairs
D. Equilibrium and acid strength
E. pH calculations
F. Buffers in concept
XII. Intermoleular Forces
A. Molecular Polarity
B. Effects on properties of substances
C. Like dissolves like
XIII. Equilibrium qualitative only
XIV. Nuclear Chemistry
A. Isotopes
B. Nuclear stability
C. Nuclear reactions
1. Types of nuclear reactions
2. Applications
a. Dating
b. Medical applications

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. The assigned text book.
II. Instructor packets and/or handouts clarifying course objectives. For example, a handout summarizing inorganic chemical nomenclature would be appropriate.
III. Selections from the science section of periodicals and newspapers that discuss chemical principles in the course.
IV. Selection of articles from Internet sites that may supplement topics in the course or provide animations that show key principles.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Writing of balanced chemical equations.
II. Writing of common formulas for acid, bases, and salts.
III. A short essay comparing and contrasting strong vs. weak acids.

B. Quantitative aspects of chemical formulae
1. Percent composition
2. Empirical and molecular formulae
VII. Chemical equations
A. Types of chemical reactions
1. Combustion
2. Oxidation-reduction
3. Double replacement
B. Writing balanced chemical equations
VIII. Chemical calculations
A. Mole calculations
1. Avogadro's number
2. Molar mass
B. Stoichiometry
IX. Gases
A. Kinetic molecular theory
B. Gas laws
1. Boyle's Law
2. Charles' Law
3. Ideal Gas Law
C. Kelvin temperature scale
X. Solutions
A. Solution formation
1. Solute-solvent interactions and solubility
2. Electrolytes
B. Concentration Units
1. Molarity
2. Percent
3. Parts per
C. Solution Preparation Calculations
1. Solute mass
2. Dilution
XI. Acids and bases
A. Properties
B. Acid-base theories
1. Arrhenius theory
2. Bronsted-Lowry theory
C. Conjugate acid-base pairs
D. Equilibrium and acid strength
E. pH calculations
F. Buffers in concept
XII. Intermoleular Forces
A. Molecular Polarity
B. Effects on properties of substances
C. Like dissolves like
XIII. Equilibrium qualitative only
XIV. Nuclear Chemistry
A. Isotopes
B. Nuclear stability
C. Nuclear reactions
1. Types of nuclear reactions
2. Applications
a. Dating
b. Medical applications

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. The assigned text book.
II. Instructor packets and/or handouts clarifying course objectives. For example, a handout summarizing inorganic chemical nomenclature would be appropriate.
III. Selections from the science section of periodicals and newspapers that discuss chemical principles in the course.
IV. Selection of articles from Internet sites that may supplement topics in the course or provide animations that show key principles.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Writing of balanced chemical equations.
II. Writing of common formulas for acid, bases, and salts.
III. A short essay comparing and contrasting strong vs. weak acids.
IV. Short essay on the blood's buffering system.

IV. Short essay on the blood's buffering system.
V. A short essay on the use of radioisotopes in medicine.
VI. Short essays applying chemical principles to allied health fields.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Problem solving related to pH and buffers and molarity and dilution.
II. Reading articles that link chemical principles to medicine, nutrition, or any allied health fields.
III. A short essay on the use of radioisotopes in medicine.
IV. A short essay on how the buffer system of the blood.
V. Analyze how a biological reaction is a type of oxidation-reduction.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Using dimensional analysis, solve problems related to conversions of drug dosages into different units.
II. Solving of molarity and dilution problems.
III. Compare and contrast the effects of different bond types on the nature of intermolecular forces and their effects on properties of substances.
IV. Short essay explaining the differences between a strong acid and weak acid in terms of equilibrium.

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 written and oral quizzes and examinations that test students' theoretical and practical knowledge of chemistry at the introductory level.
II. Performance on outside assignments including writing assignments designed to enhance students' interpretive and problem-solving abilities.
III. Class participation.

3. METHODS OF INSTRUCTION:

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

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

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Bishop, Mark. An Introduction to Chemistry, 2nd ed. Chiral Publishing, 2017, ISBN: 9780977810581
2. Russo, Steve and Mike Silver. Introductory Chemistry, 5th ed. Prentice Hall, 2014, ISBN: 9780321927118
3. Timberlake, Karen. Basic Chemistry, 11th ed. Pearson, 2017, ISBN: 9780134138046

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Study guides and/or solution manuals to accompany textbooks
2. Supplementary packets prepared by instructors
3. Scientific calculator

ORIGINATOR: Paula Gustin

V. A short essay on the use of radioisotopes in medicine.
VI. Short essays applying chemical principles to allied health fields.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Problem solving related to pH and buffers and molarity and dilution.
II. Reading articles that link chemical principles to medicine, nutrition, or any allied health fields.
III. A short essay on the use of radioisotopes in medicine.
IV. A short essay on how the buffer system of the blood.
V. Analyze how a biological reaction is a type of oxidation-reduction.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Using dimensional analysis, solve problems related to conversions of drug dosages into different units.
II. Solving of molarity and dilution problems.
III. Compare and contrast the effects of different bond types on the nature of intermolecular forces and their effects on properties of substances.
IV. Short essay explaining the differences between a strong acid and weak acid in terms of equilibrium.

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 written and oral quizzes and examinations that test students' theoretical and practical knowledge of chemistry at the introductory level.
II. Performance on outside assignments including writing assignments designed to enhance students' interpretive and problem-solving abilities.
III. 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 (Partially online)
* Lecture

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Bishop, Mark. An Introduction to Chemistry, 2nd ed. Chiral Publishing, 2017, ISBN: 9780977810581
2. Russo, Steve and Mike Silver. Introductory Chemistry, 5th ed. Prentice Hall, 2014, ISBN: 9780321927118
3. Timberlake, Karen. Basic Chemistry, 11th ed. Pearson, 2017, ISBN: 9780134138046

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Study guides and/or solution manuals to accompany textbooks
2. Supplementary packets prepared by instructors
3. Scientific calculator

ORIGINATOR: Paula Gustin
ORIGINATION DATE: 02/25/2019
PROPOSAL ORIGINATOR: Paula Gustin
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 01/17/2023

CO-CONTRIBUTOR(S)
DATE: 02/25/2019

Status: Active

Date Printed: 04/2/2023

Status: Launched

Date Printed: 04/2/2023

View Printable Version

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Chemistry
II. **Course Number:** 100
III. **Course Title:** Fundamentals of Chemistry
IV. **Disciplines (Instructor Minimum Qualifications):** Chemistry
V.
VI. **Family:**
VII. **Current Short Title:** Fundamentals of Chemistry
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 and Miramar
XII. **Proposal Originating Date:** 02/25/2019
XIII. **Proposed Start Semester:** Fall 2020
XIV. **Field Trip:** May be required
XV. **Grading Option:** Letter Grade or Pass/No Pass Option
XVI. **Current Short Description:** Intro to the language and tools of chemistry.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Prerequisite: MATH 92 with a grade of "C" or better, or equivalent. Intended to establish communication or computational skills or Milestone M40
or Prerequisite: MATH 96 with a grade of "C" or better, or equivalent. Required for articulation by a UC/CSU institution or Milestone M50
Corequisite: Completion of or concurrent enrollment in: CHEM 100L with a grade of "C" or better, or equivalent.
Limitation on Enrollment:: This course is not open to students with previous credit for or concurrent enrollment in CHEM 200
Limitation on Enrollment:: This course is not open to students with previous credit for Chemistry 152
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:** Textbook latest editions

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Six Year Review; Change in prerequisite to Math 96 (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:** None.
VI. **Library Resource Materials:** No new resources required.

GENERAL EDUCATION ANALYSIS

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Chemistry
II. **Course Number:** 100
III. **Course Title:** Fundamentals of Chemistry
IV. **Disciplines (Instructor Minimum Qualifications):** Chemistry
V.
VI. **Family:**
VII. **Current Short Title:** Fundamentals of Chemistry
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 and Miramar
XII. **Proposal Originating Date:** 01/17/2023
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:** Intro to the language and tools of chemistry.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Prerequisite: MATH 92 with a grade of "C" or better, or equivalent. Intended to establish communication or computational skills or Milestone M40
or Prerequisite: MATH 96 with a grade of "C" or better, or equivalent. Required for articulation by a UC/CSU institution or Milestone M50
Corequisite: Completion of or concurrent enrollment in: CHEM 100L with a grade of "C" or better, or equivalent.
Limitation on Enrollment:: This course is not open to students with previous credit for or concurrent enrollment in CHEM 200
Limitation on Enrollment:: This course is not open to students with previous credit for Chemistry 152
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:** Textbook latest editions

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Distance Ed revision to change from Fully Online to Partially 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
V. **Extraordinary Cost to the College:** None.
VI. **Library Resource Materials:** No new resources required.

GENERAL EDUCATION ANALYSIS

CSU General Education:
B1 Area B. Scientific Inquiry and Quantitative Reasoning - Physical Science

District General Education:
B2 Natural Sciences - Physical Sciences

IGETC:
Area 5. Physical and Biological Sciences - 5A: Physical Science

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Able to illustrate knowledge of elementary inorganic and physical chemistry.

I. **Course: CHEM 100L Locate and use safety equipment and follow safety procedures in the chemistry lab.**
II. **Course: CHEM 100L Identify laboratory equipment, supplies and techniques commonly used in the chemistry lab.**
III. **Course: CHEM 100L Use units and significant figures correctly when making simple laboratory measurements, such as mass, volume, length, density, and temperature.**
IV. **Course: CHEM 100L Explain the differences between elements, compounds, mixtures, and solutions, and apply a variety of techniques to separate heterogeneous mixtures and solutions into their components.**
V. **Course: CHEM 100L Employ scientific reasoning in the chemistry lab by collecting and organizing data, developing a hypothesis, testing and modifying a model, and by distinguishing between observations and conclusions.**
VI. **Course: CHEM 100L Use common chemical and physical properties of matter to differentiate between a chemical and a physical change.**
VII. **Course: CHEM 100L Measure the volume of a solid from dimensions and by water displacement and calculate the density of liquids and solids.**
VIII. **Course: CHEM 100L Recognize and explain periodic trends in the properties of elements.**
IX. **Course: CHEM 100L Identify different types of chemical reactions and predict their products, define oxidation and reduction in terms of transfer of electrons and change of oxidation number, and experimentally determine whether or not a double replacement or single replacement reaction occurs spontaneously.**
X. **Course: CHEM 100L Use the mole concept in a variey of applications, including to analyze a chemical compound, to determine the molar relationships of its components and/or its empirical formula.**
XI. **Course: CHEM 100L Calculate stoichiometric relationships in chemical reactions.**
XII. **Course: CHEM 100L Describe the properties of solutions and how to prepare solutions to specified concentrations.**
XIII. **Course: CHEM 100L Use titration to determine the concentration of a solution and a volumetric pipet and/or buret to measure solution volume.**
XIV. **Course: CHEM 100L Describe the properties of acids and bases, recognize whether a given pH value represents an acidic, basic, or neutral solution, and explain how a buffer works.**
XV. **Course: CHEM 100L Use Lewis structures to determine the geometry of substances and to predict their intermolecular attractions, physical behavior, and properties.**

Basic algebraic skills

I. **Course: MATH 092 Perform the basic arithmetic operations with real numbers using exponents and the appropriate order of operations.**
II. **Course: MATH 092 Apply properties of equality to solve linear equations and related application problems.**
III. **Course: MATH 96 Solve systems of linear equations in three variables using a variety of methods, including matrices.**
IV. **Course: MATH 96 Create graphs of systems of linear inequalities in two variables and determine the solution set.**
V. **Course: MATH 092 Perform the basic arithmetic operations with polynomials.**
VI. **Course: MATH 96 Simplify and perform basic arithmetic operations on radical expressions in both radical and exponential form and solve radical equations.**
VII. **Course: MATH 092 Factor polynomial expressions using a variety of methods.**
VIII. **Course: MATH 092 Solve quadratic equations by factoring and use of the quadratic formula.**
IX. **Course: MATH 96 Perform basic arithmetic operations with complex numbers.**
X. **Course: MATH 092 Graph quadratic functions.**
XI. **Course: MATH 092 Identify functions from their equations and graphs and use appropriate functional**

CSU General Education:
B1 Area B. Scientific Inquiry and Quantitative Reasoning - Physical Science

District General Education:
B2 Natural Sciences - Physical Sciences

IGETC:
Area 5. Physical and Biological Sciences - 5A: Physical Science

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Able to illustrate knowledge of elementary inorganic and physical chemistry.

I. **Course: CHEM 100L Use units and significant figures correctly when making simple laboratory measurements, such as mass, volume, length, density, and temperature.**
II. **Course: CHEM 100L Explain the differences between elements, compounds, mixtures, and solutions, and apply a variety of techniques to separate heterogeneous mixtures and solutions into their components.**
III. **Course: CHEM 100L Employ scientific reasoning in the chemistry lab by collecting and organizing data, developing a hypothesis, testing a model and by distinguishing between observations and conclusions.**
IV. **Course: CHEM 100L Use common chemical and physical properties of matter to differentiate between a chemical and a physical change.**
V. **Course: CHEM 100L Identify different types of chemical reactions and predict their products.**
VI. **Course: CHEM 100L Use the mole concept in a variey of applications, including to analyze a chemical compound, to determine the molar relationships of its components and/or its empirical formula.**
VII. **Course: CHEM 100L Calculate stoichiometric relationships in chemical reactions.**
VIII. **Course: CHEM 100L Describe the properties of solutions and how to prepare solutions to specified concentrations.**
IX. **Course: CHEM 100L Use titration to determine the concentration of a solution and a volumetric pipet and/or buret to measure solution volume.**
X. **Course: CHEM 100L Describe the properties of acids and bases, recognize whether a given pH value represents an acidic, basic, or neutral solution.**

Basic algebraic skills

I. **Course: MATH 92 Perform the basic arithmetic operations with real numbers using exponents and the appropriate order of operations.**
II. **Course: MATH 92 Apply properties of equality to solve linear equations and related application problems.**
III. **Course: MATH 96 Solve systems of linear equations in three variables using a variety of methods, including matrices.**
IV. **Course: MATH 92 Determine the equation for a linear function and graph it.**
V. **Course: MATH 92 Perform the basic arithmetic operations with polynomials.**
VI. **Course: MATH 96 Create graphs of systems of linear inequalities in two variables and determine the solution set.**
VII. **Course: MATH 92 Factor polynomial expressions using a variety of methods.**
VIII. **Course: MATH 96 Simplify and perform basic arithmetic operations on radical expressions in both radical and exponential form and solve radical equations.**
IX. **Course: MATH 92 Solve quadratic equations by factoring and use of the quadratic formula.**
X. **Course: MATH 96 Create graphs of nonlinear functions using various methods, including transformations.**
XI. **Course: MATH 92 Graph quadratic functions.**
XII. **Course: MATH 96 Perform basic arithmetic operations with complex numbers.**
XIII. **Course: MATH 92 Identify functions from their equations and graphs and use appropriate functional notation.**
XIV. **Course: MATH 96 Solve quadratic equations including those having complex number solutions.**
XV. **Course: MATH 92 Perform the basic arithmetic operations with rational expressions.**
XVI. **Course: MATH 92 Solve systems of linear equations in two variables graphically and algebraically.**
XVII. **Course: MATH 96 Perform basic algebra with functions, determine whether a function is one-to-one and find the inverse of a one-to-one function.**
XVIII. **Course: MATH 92 Solve exponential and logarithmic equations and applications.**
XIX. **Course: MATH 96 Use the properties of and relationship between exponential and logarithmic functions to solve a variety of application problems.**

notation.

XII. Course: MATH 092 Perform the basic arithmetic operations with rational expressions.

XIII. Course: MATH 092 Solve systems of linear equations in two variables graphically and algebraically.

XIV. Course: MATH 96 Perform basic algebra with functions, determine whether a function is one-to-one and find the inverse of a one-to-one function.

XV. Course: MATH 092 Solve exponential and logarithmic equations and applications.

XVI. Course: MATH 092 Apply the correct notation when identifying, simplifying and using arithmetic and geometric series and sequences.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **MESA**

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

III. **Other Distance Education Methods:** Students will be required to attend a 90-minute on campus orientation meeting where the syllabus for the course will be discussed. The requirements, scope and learning outcomes for the course will be thoroughly discussed. In addition, there will be two mandatory on campus meeting during the semester.

IV. **Type and frequency of contact may include, but is not limited to:**
1. Chat Rooms
Once a week
2. E-mail
As needed
3. Orientation Sessions
Once per semester

V. **List of Techniques:** 1) Graded online homework/quiz assessments for each chapter with immediate feedback for correct and incorrect responses. 2) Online examinations to insure that the learning objective of CHEM 100 are met. 3) Frequent instructor-student interaction through the class discussion board and chat rooms for guidance of the student in the learning process. These interactions constitute the class participation portion of the final grade. 4) Weekly office hours in WebCT's chat room. 5) Email for individual student-student and instructor-student communication. 6) The corequisite of CHEM 100L will be strictly enforced.

VI. **How to Evaluate Students for Achieved Outcomes:** Same as 1-5 above. Homework, quiz, and examination content will cover the learning outcomes as specified in the student learning outcomes for CHEM 100. Student performance on these assignments will be evaluated and scored accordingly.

VII. **Additional Resources/Materials/Information:** Instructor prepared lecture notes are posted online for each chapter. The notes both complement and supplement the textbook in an accessible and easy to read format. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). 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 three times during the term

XX. Course: MATH 92 Apply the correct notation when identifying, simplifying and using arithmetic and geometric series and sequences.

XXI. Course: MATH 96 Determine the type and pattern of simple sequences, including arithmetic and geometric sequences, and use appropriate notation in expressing the closed form of the sequence.

XXII. Course: MATH 96 Apply arithmetic and geometric sequences and their sums in solving related problems.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **MESA**

II. **Distance Education Methods of Instruction:** 1. Partially online 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
Frequent
Participant/s: Faculty to Student/s , Among Students

V. **List of Techniques:** Online instruction includes regular student-to-student and instructor-to-student communication. 1) Graded online homework/quiz assessments for each chapter with immediate feedback for correct and incorrect responses. 2) Frequent instructor-student interaction through the class discussion board and chat rooms for guidance of the student in the learning process. These interactions constitute the class participation portion of the final grade. 3) Weekly office hours. 4) Email for individual student-student and instructor-student communication. 5) The corequisite of CHEM 100L will be strictly enforced.

VI. **How to Evaluate Students for Achieved Outcomes:** Examinations will be predominately in person with some online assessments and assignments. Student performance on these assignments will be evaluated and scored accordingly.

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. Instructor prepared lecture notes are posted online for each chapter. The notes both complement and supplement the textbook in an accessible and easy to read format. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). 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 three times during the term
6. Email/Message System
as needed
7. Field Trips

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 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.

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. 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
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. Group Meetings
as assigned
8. Individual Meetings
as needed
9. Individualized Assignment Feedback
as assigned
10. Synchronous or Asynchronous Video
as assigned
11. Telephone Contact
as needed

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

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

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

SECTION IV

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 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.

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. 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
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. Group Meetings
as assigned
8. Individual Meetings
as needed
9. Individualized Assignment Feedback
as assigned
10. Synchronous or Asynchronous Video
as assigned
11. Telephone Contact
as needed

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

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

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

Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

COURSE STUDENT LEARNING OUTCOME(S)

XXIV. Audio Visual Library Materials: NO

CITY

- Utilize critical thinking skills in a variety of scientific applications. Course objective/outcome: Use English, metric and SI units to express measurements of length, volume, mass, density, temperature and energy, and perform unit conversions using dimensional analysis.

MESA

- Use current theories to describe atoms and compounds.
- Describe and/or write structure. Correlate the relationships between structure and properties.
- Understand and use nomenclature systems.
- Write and explain chemical pathways.
- Use and/or understand accepted standards in measuring, and analyzing data with the use of mathematical models and calculations.

MIRAMAR

- Students should recognize the type of intermolecular forces a chemical possesses

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 1905.00 Chemistry, General
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25):
Course Support Course Status (CB26):
Major Restriction Code: NONE

II. **Lect Units:** 3.00
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:** 04/05/2019

IV. **Last Outline Revision Date:** 05/09/2019

V. **CIC Approval:** 05/09/2019

VI. **BOT Approval:**

VII. **State Approval:**

VIII. **Revised State Approval:**

IX. **Course Approval Effective Date:** Fall 2020

SECTION VI

CREDIT FOR PRIOR LEARNING

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Utilize critical thinking skills in a variety of scientific applications. Course objective/outcome: Use English, metric and SI units to express measurements of length, volume, mass, density, temperature and energy, and perform unit conversions using dimensional analysis.

MESA

- Use current theories to describe atoms and compounds.
- Describe and/or write structure. Correlate the relationships between structure and properties.
- Understand and use nomenclature systems.
- Write and explain chemical pathways.
- Use and/or understand accepted standards in measuring, and analyzing data with the use of mathematical models and calculations.

MIRAMAR

- Students should recognize the type of intermolecular forces a chemical possesses

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 1905.00 Chemistry, General
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25): 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:** 01/17/2023

IV. **Last Outline Revision Date:** 05/09/2019

V. **CIC Approval:**

VI. **BOT Approval:**

VII. **State Approval:**

VIII. **Revised State Approval:**

IX. **Course Approval Effective Date:**

SECTION VI

CREDIT FOR PRIOR LEARNING

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: Chemistry 200

COURSE TITLE:
General Chemistry I - Lecture

Units:
3
Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This is the first course in a two-course sequence in general chemistry. Emphasis is placed on the principles and laws of inorganic chemistry, including quantitative, mathematical problem solving. Topics include chemical equations, stoichiometry, atomic theory and its relationship to periodicity of the elements, bonding theories, molecular geometry, calorimetry, thermochemistry, solution chemistry, liquids, solids, and the gas laws. This course is intended for science majors and all students interested in chemistry.

REQUISITES:

Prerequisite:
CHEM 152 with a grade of "C" or better, or equivalent
&
CHEM 152L with a grade of "C" or better, or equivalent
&
MATH 96 with a grade of "C" or better, or equivalent or Milestone M50

Corequisite: Completion of or concurrent enrollment in:

CHEM 200L 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:
CHEM 110; CHEM 120S (CHEM 200, 200L, 201, 201L)

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. Perform advanced unit conversion problems using dimensional analysis.
2. Write and balance chemical equations, including word and ionic equations, and perform stoichiometric calculations for amounts of reactants and products, including calculations of theoretical and percent yields.
3. Write chemical equations for the ionization of acids, bases, and the dissociation of aqueous salts.
4. Discriminate between precipitation, acid-base, reduction-oxidation, and single replacement types of reactions; predict whether an aqueous phase reaction will occur, and if a reaction occurs, write the product(s) and a balanced equation.
5. Solve gas law problems with an emphasis on the Ideal Gas Law, Dalton's Law of Partial Pressures, and the Kinetic Molecular Theory of Gases.
6. Solve problems involving electromagnetic radiation, write sets of quantum numbers, write electron configurations, and draw orbital diagrams for the elements.
7. Explain periodic trends in atomic radii, ionization energy, electron affinity, and their relationship to reactivity within a chemical family.
8. Compare and contrast the principal theories of ionic and covalent bonding.
9. Compare and contrast the properties of the liquid and solid states, including phase changes, with emphasis on defining, analyzing, and integrating relationships between intermolecular forces, vapor pressure, and physical properties.
10. Solve problems involving different measures of concentration, explain and analyze the factors that affect the formation of a solution, and solve problems related to colligative properties.
11. Explain key terms and solve quantitative calculations pertaining to enthalpy and thermochemistry.

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. Dimensional Analysis
  A. Square and cubic conversions
  B. Conversion of derived units such as joules and pascals
II. Chemical Equations and Stoichiometric Calculations
  A. Writing equations from word equations
    1. Molecular equations
    2. If applicable, complete ionic equations
    3. If applicable, net ionic equations
  B. Solving problems involving a limiting reagent
  C. Calculating a theoretical and percentage yield
  D. Solution stoichiometry, including titration
III. Ionization of Acids, Bases, and Salts in Aqueous Solution
  A. Discriminating between soluble and insoluble salts
  B. The dissolution process
  C. Equations describing the ionization of weak and strong acids and bases
IV. Predicting and Classifying Reactions
  A. Precipitation reactions, including the use of solubility tables or rules
  B. Acid-base reactions, including gas-forming reactions
  C. Single-replacement reactions, including the use of an activity series
V. Gas Law Calculations and Concepts
  A. Ideal Gas Law
    1. Molar mass and density determination

2. Molar volume and standard temperature and pressure (STP)
3. Gas law stoichiometry
4. Changing of gas pressure, volume, and temperature parameters

B. Dalton's Law of Partial Pressures

C. Kinetic Molecular Theory

1. Root-mean-square velocity
2. Effusion and diffusion

VI. Atomic Theory

A. Calculations involving electromagnetic radiation

B. Calculations involving the Bohr model of the atom

C. Quantum mechanics

1. Orbitals
2. Quantum numbers
3. Electron configurations
4. Orbital diagrams

VII. Periodic Trends

A. Atomic radii

B. Ionization energy

C. Electron affinity

D. Relationships to chemical reactivity within a family

VIII. Bonding Theories

A. Ionic bonding

1. Desire for noble gas electron configuration
2. Ionic radii
3. Lattice energy

B. Covalent bonding

1. Lewis structures
    a. Expanded octets
    b. Formal charges
    c. Resonance
2. Molecular shape: valence shell electron pair repulsion (VSEPR)
3. Hybridization
4. Polarity
    a. Electronegativity
    b. Dipole moments
    c. Relationship to Lewis structures, molecular shapes, and hydridization

IX. Liquids and Solids

A. Intermolecular forces

1. Ion-dipole
2. Dipole-dipole including hydrogen bonding
3. Instantaneous-induced dipole

B. Vapor pressure

1. Claussius-Clapeyron equation
2. Relationship to boiling point
3. Relationship to intermolecular forces

C. Physical properties in relationship to intermolecular forces

1. Vapor pressure
2. Boiling point
3. Melting point
4. Surface tension
5. Viscosity

D. Phase changes and phase diagrams

1. Critical temperature and pressure
2. Heat of vaporization and heat of fusion

X. Solutions

A. Concentration

1. Molarity
2. Percentage by mass
3. Mole fraction
4. Molality

B. Factors affecting the formation of a solution
1. Temperature
2. Pressure
3. Bonding/intermolecular forces
C. Colligative properties
1. Vapor pressure lowering
2. Boiling point elevation
3. Freezing point depression
4. Determination of molar mass

XI. Thermochemistry
A. Potential and kinetic energy
B. Work and heat
C. Calorimetry
D. First Law of Thermodynamics
E. Enthalpy
F. Endothermic and exothermic
G. System and surroundings
H. Thermochemical calculations

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned textbook related to chemistry.
II. Selections from scientific journals and periodicals.
III. Selections from Internet sites related to science and chemistry.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Brief response to an article on a theoretical or practical application of chemistry.
II. General chemistry problems.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Problem solving exercises assigned from the textbook, study guide, and/or instructor packets related to chemistry.
II. Background reading related to a variety of topics in general chemistry.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Solve multi-variable problems using empirical data.
II. Predict the outcome of a chemical reaction based upon solubility tables, activity series, and properties of acids and bases.
III. Compare relative physical and chemical properties of elements based upon their position within a chemical family.

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. Written assignments.
IV. Class participation.

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning
* Computer Assisted Instruction
* Distance Education (Fully online)
* Distance Education (Partially online)
* Lecture
* Other (Specify)
* Demonstration

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Brown, Theodore E.; Lemay, H. Eugene; Bursten, Bruce E.; Murphy, Catherine; Woodward, Patrick; Stoltzfus, Matthew E. Chemistry: The Central Science, 14th ed. Pearson, 2018, ISBN: 9780134414232
2. OpenStax. Chemistry: Atoms First, 2nd ed. OpenStax, 2019, ISBN: 978194717264
3. Tro, Nivaldo J. Chemistry: Structure and Properties, 2nd ed. Pearson, 2018, ISBN: 9780134293936
4. Zumdahl, Steven S.; Zumdahl, Susan A.; DeCoste, Donald J. Chemistry, 10th ed. Cengage, 2018, ISBN: 9781305957404

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Scientific calculator

ORIGINATOR: Namphol Sinkaset
ORIGINATION DATE: 05/06/2022
PROPOSAL ORIGINATOR: Paula Gustin
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 01/17/2023

SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT

COURSE TO BE PROPOSED: CHEM 200
General Chemistry I - Lecture

ACTIVE/APPROVED COURSES IMPACTED:

CHEM 200 General Chemistry I - Lecture (29475)

Prerequisite
CHEM 201 (Active)
CHEM 201 (Approved)
CHEM 201L (Active)
CHEM 201L (Approved)
Corequisite: Completion of or concurrent enrollment in
CHEM 200L (Active)
CHEM 200L (Approved)
ENGE 210 (Active)
Advisory: Concurrent enrollment in
BIOL 210A (Active)

DISTRICT GENERAL EDUCATION:

B2 Natural Sciences - Physical Sciences

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**City**)
Astronomy *Active*;
Associate of Science Degree

Recommended Electives:

(**Mesa**)
Biochemistry *Pending*;
Associate of Science Degree

Major Courses

(**Miramar**)
Biology *Active*;
Associate in Science for Transfer Degree

Major Courses

(**City**)
Biology *Active*;
Associate in Science for Transfer Degree

Major Courses

(**Mesa**)
Biology *Active*;
Associate in Science for Transfer Degree

Major Courses

(**Mesa**)
Biology *Pending*;
Associate in Science for Transfer Degree

Major Courses

(**City**)
Biology *Pending*;
Associate in Science for Transfer Degree

Major Courses

(**Miramar**)
Biology Studies *Active*;
Associate of Science Degree

Select 4 to 9 units from the following:

(**Miramar**)
Biology Studies *Launched*;
Associate of Science Degree

Select 4 to 9 units from the following:

(**Miramar**)
Chemistry *Approved*;
Associate in Science for Transfer Degree

Major Courses

(**Mesa**)
Chemistry *Approved*;
Associate in Science for Transfer Degree

Major Courses

(**City**)
Chemistry *Approved*;
Associate in Science for Transfer Degree

Major Courses

(**Mesa**)
Chemistry *Active*;
Associate of Science Degree

Courses Required for the Major:

(**City**)
Chemistry *Active*;
Associate of Science Degree

Courses Required for the Major:

(**Mesa**)
Chemistry *Active*;
Certificate of Achievement

Courses Required for the Major:

(**Mesa**)
Chemistry *Launched*;
Certificate of Achievement

Courses Required for the Major:

(**City**)
Chemistry Laboratory Technician *Pending*;
Certificate of Achievement

Biochemistry/Chemistry/Biopharmaceutical Laboratory Technician:

(**Miramar**)
Chemistry Studies *Active*;
Associate of Science Degree

Major Courses

(**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:

(**City**)
Engineering *Active*;
Associate of Science Degree

Courses Required for the Major:

(**City**)
Engineering *Approved*;
Associate of Science Degree

Courses Required for the Major:

(**Mesa**)
Engineering *Active*;
Associate of Science Degree

Select 24 units from the following:

(**Mesa**)

Engineering *Launched*;
Associate of Science Degree

Select 24 units from the following:

(**Mesa**)
Engineering *Active*;
Certificate of Achievement

Select 24 units from the following:

(**Mesa**)
Engineering *Launched*;
Certificate of Achievement

Select 24 units 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**)
General Biology Track *Active*;
Associate of Science Degree

Courses Required for the Major:

(**City**)
General Biology Track *Launched*;
Associate of Science Degree

Courses Required for the Major:

(**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:

(**City**)
Geography *Active*;
Associate of Science Degree

Select eight units from:

(**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:

(**Mesa**)
Kinesiology *Active*;
Associate in Arts for Transfer Degree

Category A: Select two of the following courses (minimum 6 units):

(**Mesa**)
Kinesiology *Approved*;
Associate in Arts for Transfer Degree

Category A: Select two of the following courses (minimum 6 units):

(**Miramar**)
Kinesiology *Active*;
Associate in Arts for Transfer Degree

Select two of the following courses (minimum 6 units)

(**City**)
Kinesiology *Active*;

Associate in Arts for Transfer Degree

Select two of the following courses (minimum 8 units)

(**Mesa**)
Liberal Arts & Sciences: Science Studies-Kinesiology & Nutrition *Active*;
Associate of Arts Degree

Select a minimum of 6 units:

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

Major Courses

(**Mesa**)
Liberal Arts and Sciences: Mathematics and Pre-Engineering-Computer Science *Active*;
Associate of Arts Degree

Select a minimum of 5 units:

(**Mesa**)
Liberal Arts and Sciences: Mathematics and Pre-Engineering-Engineering *Active*;
Associate of Arts Degree

Major Courses

(**Mesa**)
Liberal Arts and Sciences: Science Studies-Biological Science *Active*;
Associate of Arts Degree

Select a minimum of 10 units:

(**Mesa**)
Liberal Arts and Sciences: Science Studies-Chemistry *Active*;
Associate of Arts Degree

Major Courses

(**Mesa**)
Liberal Arts and Sciences: Science Studies-Physics *Active*;
Associate of Arts Degree

Select a minimum of 3 units:

(**Mesa**)
Liberal Arts and Sciences: Science Studies-Psychology *Active*;
Associate of Arts Degree

Select a minimum of 5 units (total of 18 units):

(**Mesa**)
Liberal Arts and Sciences: Science Studies-Psychology *Launched*;
Associate of Arts Degree

Select a minimum of 5 units (total of 18 units):

(**City**)
Liberal Arts and Sciences: Scientific Studies Mathematics and Pre-Engineering *Active*;
Associate of Arts Degree

Major Courses

(**City**)
Liberal Arts and Sciences: Scientific Studies Mathematics and Pre-Engineering *Launched*;
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

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

Major Courses

(**City**)
Liberal Arts and Sciences: Scientific Studies in Biological Science *Launched*;
Associate of Arts Degree

Major Courses

(**Miramar**)
Mathematics Studies *Active*;
Associate of Arts Degree

Select at least 5 units from the following:

(**Miramar**)
Nutrition and Dietetics *Active*;
Associate in Science for Transfer Degree

Major Courses

(**Mesa**)
Nutrition and Dietetics *Active*;
Associate in Science for Transfer Degree

Major Courses

(**Miramar**)
Nutrition and Dietetics *Approved*;
Associate in Science for Transfer Degree

Major Courses

(**Mesa**)
Nutrition and Dietetics *Pending*;
Associate in Science for Transfer Degree

Major Courses

(**City**)
Nutrition and Dietetics *Pending*;
Associate in Science for Transfer Degree

Major Courses

(**Mesa**)
Physical Sciences *Active*;
Associate of Science Degree

At least 8 units from the following:

(**Mesa**)
Physical Sciences *Launched*;
Associate of Science Degree

At least 8 units from the following:

(**Mesa**)
Physical Sciences *Active*;
Certificate of Achievement

At least 8 units from the following:

(**Mesa**)
Physical Sciences *Launched*;
Certificate of Achievement

At least 8 units from the following:

(**Mesa**)
Physics *Active*;
Associate in Science for Transfer Degree

Recommended Electives

(**Mesa**)
Physics *Active*;
Associate of Science Degree

Courses Required for the Major:

(**City**)
Physics *Active*;

Associate of Science Degree

Courses Required for the Major:

(**Mesa**)
Physics *Launched*;
Associate of Science Degree

Select 6 to 8 units from the following:

(**Miramar**)
Pre-Engineering Studies *Active*;
Associate of Science Degree

Select at least four (4) units from the following:

(**Mesa**)
Psychology *Active*;
Associate in Arts for Transfer Degree

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

(**Mesa**)
Psychology *Active*;
Associate in Arts for Transfer Degree

Select one of the following courses (not selected above):

(**Mesa**)
Transfer Track *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:** Chemistry
II. **Course Number:** 200
III. **Course Title:** General Chemistry I - Lecture
IV. **Disciplines (Instructor Minimum Qualifications):** Chemistry
V.
VI. **Family:**
VII. **Current Short Title:** General Chemistry I - Lecture
VIII. **Course Is Active/Where?**
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:** 01/17/2023
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:** Introduction to inorganic chemistry and quantitative problem solving.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Prerequisite: CHEM 152 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
& Prerequisite: CHEM 152L with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
& Prerequisite: MATH 96 with a grade of "C" or better, or equivalent. Intended to establish communication or computational skills or Milestone M50
Corequisite: Completion of or concurrent enrollment in: CHEM 200L 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:** Distance Ed Revision only from Fully Online to Partially 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
V. **Extraordinary Cost to the College:** None.
VI. **Library Resource Materials:** No new resources required.

GENERAL EDUCATION ANALYSIS

CSU General Education:
B1 Area B. Scientific Inquiry and Quantitative Reasoning - Physical Science

District General Education:

B2 Natural Sciences - Physical Sciences

IGETC:
Area 5. Physical and Biological Sciences - 5A: Physical Science

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Working knowledge of problem solving skills, especially dimensional analysis.

I. **Course: CHEM 152 Diagram and explain the scientific method.**
II. **Course: CHEM 152 Use dimensional analysis to solve problems to the correct number of significant figures and with correct units.**
III. **Course: CHEM 152 Explain key concepts and terminology related to the properties and classification of matter.**
IV. **Course: CHEM 152 Explain concepts and solve problems related to gases.**
V. **Course: CHEM 152 Explain concepts and solve problems related to acids and bases.**

Working knowledge of chemistry laboratory equipment and procedures.

I. **Course: CHEM 200L Characterize and/or identify unknown samples.**
II. **Course: CHEM 152L Apply the principles of laboratory safety.**
III. **Course: CHEM 200L Prepare solutions and determine the concentration of solutions.**
IV. **Course: CHEM 152L Use standard laboratory equipment, safety equipment and instruments properly.**
V. **Course: CHEM 200L Apply the key principles and calculations of stoichiometry to analyze data in an experiment, including empirical formula determinations and quantitative relationships in chemical reactions.**
VI. **Course: CHEM 152L Record and manipulate measurements using the correct number of significant figures.**
VII. **Course: CHEM 200L Apply the key principles and calculations of gas behavior in analyzing data collected in a gas law experiment.**
VIII. **Course: CHEM 152L Analyze and critically discuss data.**
IX. **Course: CHEM 200L Perform experiments related to solution properties and apply pertinent calculations and concepts.**
X. **Course: CHEM 200L Perform experiments illustrating the key principles and calculations of atomic theory and its applications to chemical bonding.**
XI. **Course: CHEM 152L Perform standard chemical techniques such as: gravimetric analysis, separation, titration, and solution preparation**
XII. **Course: CHEM 200L Perform experiments illustrating the key principles of periodic behavior of elements and/or compounds.**
XIII. **Course: CHEM 200L Perform experiments illustrating the key principles and/or calculations of phase changes.**
XIV. **Course: CHEM 152L Determine if a chemical reaction has taken place and predict the reaction products.**
XV. **Course: CHEM 200L Utilize common laboratory equipment and instruments.**
XVI. **Course: CHEM 152L Draw and use graphs to analyze data.**
XVII. **Course: CHEM 200L Utilize standard laboratory techniques and follow accepted safety procedures.**
XVIII. **Course: CHEM 152L Perform standard chemical calculations such as: unit conversions, stoichiometry, mole calculations, molarity, and gas law calculations.**
XIX. **Course: CHEM 152L Use chemical nomenclature**
XX. **Course: CHEM 200L Collect, organize, analyze, interpret, and present data.**

Working knowledge of intermediate algebra.

I. **Course: MATH 96 Solve systems of linear equations in three variables using a variety of methods, including matrices.**
II. **Course: MATH 96 Create graphs of systems of linear inequalities in two variables and determine the solution set.**
III. **Course: MATH 96 Simplify and perform basic arithmetic operations on radical expressions in both**

radical and exponential form and solve radical equations.

IV. **Course: MATH 96 Create graphs of nonlinear functions using various methods, including transformations.**

V. **Course: MATH 96 Perform basic arithmetic operations with complex numbers.**

VI. **Course: MATH 96 Solve quadratic equations including those having complex number solutions.**

VII. **Course: MATH 96 Identify and graph conic sections.**

VIII. **Course: MATH 96 Solve absolute value inequalities and nonlinear inequalities in one variable.**

IX. **Course: MATH 96 Perform basic algebra with functions, determine whether a function is one-to-one and find the inverse of a one-to-one function.**

X. **Course: MATH 96 Use the properties of and relationship between exponential and logarithmic functions to solve a variety of application problems.**

XI. **Course: MATH 96 Determine the type and pattern of simple sequences, including arithmetic and geometric sequences, and use appropriate notation in expressing the closed form of the sequence.**

XII. **Course: MATH 96 Apply arithmetic and geometric sequences and their sums in solving related problems.**

XIII. **Course: MATH 96 Identify three-dimensional geometric figures and apply the appropriate surface area and volume formulas.**

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **MESA**

II. **Distance Education Methods of Instruction:** 1. Partially online 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
   Once or twice a week.
   Participant/s: Faculty to Student/s , Among Students
3. Email/Message System
   As needed.
   Participant/s: Faculty to Student/s , Among Students
4. Field Trips
   May be required.
   Participant/s: Faculty to Student/s , Among Students
5. Group Meetings
   Students may be required to meet on campus once or twice per semester.
6. Synchronous or Asynchronous Video
   As assigned
   Participant/s: Faculty to Student/s , Among Students
7. Threaded Conferencing
   Once or twice a week.

V. **List of Techniques:** Examinations will be predominately in person with some online assessments and assignments. Class participation through chats and threaded discussions. Written assignments analyzing a variety of video posts related general chemistry concepts and demonstrations.

VI. **How to Evaluate Students for Achieved Outcomes:** Examinations will be predominately in person with some online assessments and assignments. Performance on class participation through threaded discussions. Performance on written assignments.

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. 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. **MIRAMAR**

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

XI. **Other Distance Education Methods:** Video conferencing using tools such as Zoom, Skype or CCCConfer as assigned.

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

1. Chat Rooms
   as assigned
2. E-mail
   weekly
3. Group Meetings
   as assigned
4. Individual Meetings
   as needed
5. Telephone Contact
   as needed
6. 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, the chat room, or live streaming broadcasting. In addition, students will participate in individual and group projects. 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, research reports, 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. **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
   as assigned
5. Discussion Board
   at least three times 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

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

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

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Students will compare and contrast the principal theories of ionic and covalent bonding.
- Students will perform advanced unit conversion problems using dimensional analysis.

MESA

- Use current theories to describe atoms and compounds.
- Describe and/or write structure. Correlate the relationships between structure and properties.

MIRAMAR

- After completing Chemistry 200, students will be proficient in the concepts and problem-solving techniques common to any first-semester general chemistry course as demonstrated by their performance on a standardized national exam.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 1905.00 Chemistry, General
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25): 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:** 01/17/2023

IV. **Last Outline Revision Date:** 11/10/2022

V. **CIC Approval:**

VI. **BOT Approval:**

VII. **State Approval:**

VIII. **Revised State Approval:**

IX. **Course Approval Effective Date:**

SECTION VI

CREDIT FOR PRIOR LEARNING

View Printable Version

Previous Report

CHEM 200

CIC Approval: 11/10/2022
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM: Fall 2024

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

SECTION I

SUBJECT AREA AND COURSE NUMBER: Chemistry 200

COURSE TITLE:
General Chemistry I - Lecture

Units:
3
Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This is the first course in a two-course sequence in general chemistry. Emphasis is placed on the principles and laws of inorganic chemistry, including quantitative, mathematical problem solving. Topics include chemical equations, stoichiometry, atomic theory and its relationship to periodicity of the elements, bonding theories, molecular geometry, calorimetry, thermochemistry, solution chemistry, liquids, solids, and the gas laws. This course is intended for science majors and all students interested in chemistry.

REQUISITES:

Prerequisite:
CHEM 152 with a grade of "C" or better, or equivalent
&
CHEM 152L with a grade of "C" or better, or equivalent
&
MATH 96 with a grade of "C" or better, or equivalent or Milestone M50
Corequisite: Completion of or concurrent enrollment in:
CHEM 200L 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:
CHEM 110; CHEM 120S (CHEM 200, 200L, 201, 201L)

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. Perform advanced unit conversion problems using dimensional analysis.

Current Report

CHEM 200

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: Chemistry 200

COURSE TITLE:
General Chemistry I - Lecture

Units:
3
Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This is the first course in a two-course sequence in general chemistry. Emphasis is placed on the principles and laws of inorganic chemistry, including quantitative, mathematical problem solving. Topics include chemical equations, stoichiometry, atomic theory and its relationship to periodicity of the elements, bonding theories, molecular geometry, calorimetry, thermochemistry, solution chemistry, liquids, solids, and the gas laws. This course is intended for science majors and all students interested in chemistry.

REQUISITES:

Prerequisite:
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CHEM 152L with a grade of "C" or better, or equivalent
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Corequisite: Completion of or concurrent enrollment in:
CHEM 200L 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:
CHEM 110; CHEM 120S (CHEM 200, 200L, 201, 201L)

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. Perform advanced unit conversion problems using dimensional analysis.
2. Write and balance chemical equations, including word and ionic equations, and perform stoichiometric calculations for amounts of reactants and products, including calculations of theoretical and percent yields.

2. Write and balance chemical equations, including word and ionic equations, and perform stoichiometric calculations for amounts of reactants and products, including calculations of theoretical and percent yields.
3. Write chemical equations for the ionization of acids, bases, and the dissociation of aqueous salts.
4. Discriminate between precipitation, acid-base, reduction-oxidation, and single replacement types of reactions; predict whether an aqueous phase reaction will occur, and if a reaction occurs, write the product(s) and a balanced equation.
5. Solve gas law problems with an emphasis on the Ideal Gas Law, Dalton's Law of Partial Pressures, and the Kinetic Molecular Theory of Gases.
6. Solve problems involving electromagnetic radiation, write sets of quantum numbers, write electron configurations, and draw orbital diagrams for the elements.
7. Explain periodic trends in atomic radii, ionization energy, electron affinity, and their relationship to reactivity within a chemical family.
8. Compare and contrast the principal theories of ionic and covalent bonding.
9. Compare and contrast the properties of the liquid and solid states, including phase changes, with emphasis on defining, analyzing, and integrating relationships between intermolecular forces, vapor pressure, and physical properties.
10. Solve problems involving different measures of concentration, explain and analyze the factors that affect the formation of a solution, and solve problems related to colligative properties.
11. Explain key terms and solve quantitative calculations pertaining to enthalpy and thermochemistry.

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. Dimensional Analysis
  A. Square and cubic conversions
  B. Conversion of derived units such as joules and pascals
II. Chemical Equations and Stoichiometric Calculations
  A. Writing equations from word equations
    1. Molecular equations
    2. If applicable complete ionic equations
    3. If applicable net ionic equations
  B. Solving problems involving a limiting reagent
  C. Calculating a theoretical and percentage yield
  D. Solution stoichiometry including titration
III. Ionization of Acids Bases and Salts in Aqueous Solution
  A. Discriminating between soluble and insoluble salts
  B. The dissolution process
  C. Equations describing the ionization of weak and strong acids and bases
IV. Predicting and Classifying Reactions
  A. Precipitation reactions including the use of solubility tables or rules
  B. Acid-base reactions including gas-forming reactions
  C. Single-replacement reactions including the use of an activity series
V. Gas Law Calculations and Concepts
  A. Ideal Gas Law
    1. Molar mass and density determination
    2. Molar volume and standard temperature and pressure (STP)
    3. Gas law stoichiometry
    4. Changing of gas pressure volume and temperature parameters
  B. Dalton's Law of Partial Pressures
  C. Kinetic Molecular Theory
    1. Root-mean-square velocity
    2. Effusion and diffusion
VI. Atomic Theory
  A. Calculations involving electromagnetic radiation
  B. Calculations involving the Bohr model of the atom
  C. Quantum mechanics
    1. Orbitals
    2. Quantum numbers
    3. Electron configurations
    4. Orbital diagrams
VII. Periodic Trends
  A. Atomic radii
  B. Ionization energy
  C. Electron affinity
  D. Relationships to chemical reactivity within a family
VIII. Bonding Theories
  A. Ionic bonding

3. Write chemical equations for the ionization of acids, bases, and the dissociation of aqueous salts.
4. Discriminate between precipitation, acid-base, reduction-oxidation, and single replacement types of reactions; predict whether an aqueous phase reaction will occur, and if a reaction occurs, write the product(s) and a balanced equation.
5. Solve gas law problems with an emphasis on the Ideal Gas Law, Dalton's Law of Partial Pressures, and the Kinetic Molecular Theory of Gases.
6. Solve problems involving electromagnetic radiation, write sets of quantum numbers, write electron configurations, and draw orbital diagrams for the elements.
7. Explain periodic trends in atomic radii, ionization energy, electron affinity, and their relationship to reactivity within a chemical family.
8. Compare and contrast the principal theories of ionic and covalent bonding.
9. Compare and contrast the properties of the liquid and solid states, including phase changes, with emphasis on defining, analyzing, and integrating relationships between intermolecular forces, vapor pressure, and physical properties.
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  C. Calculating a theoretical and percentage yield
  D. Solution stoichiometry including titration
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  A. Discriminating between soluble and insoluble salts
  B. The dissolution process
  C. Equations describing the ionization of weak and strong acids and bases
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  C. Quantum mechanics
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    3. Electron configurations
    4. Orbital diagrams
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  A. Ionic bonding
    1. Desire for noble gas electron configuration

1. Desire for noble gas electron configuration
2. Ionic radii
3. Lattice energy

B. Covalent bonding
1. Lewis structures
a. Expanded octets
b. Formal charges
c. Resonance
2. Molecular shape: valence shell electron pair repulsion (VSEPR)
3. Hybridization
4. Polarity
a. Electronegativity
b. Dipole moments
c. Relationship to Lewis structures molecular shapes and hydridization

IX. Liquids and Solids
A. Intermolecular forces
1. Ion-dipole
2. Dipole-dipole including hydrogen bonding
3. Instantaneous-induced dipole

B. Vapor pressure
1. Claussius-Clapeyron equation
2. Relationship to boiling point
3. Relationship to intermolecular forces

C. Physical properties in relationship to intermolecular forces
1. Vapor pressure
2. Boiling point
3. Melting point
4. Surface tension
5. Viscosity

D. Phase changes and phase diagrams
1. Critical temperature and pressure
2. Heat of vaporization and heat of fusion

X. Solutions
A. Concentration
1. Molarity
2. Percentage by mass
3. Mole fraction
4. Molality

B. Factors affecting the formation of a solution
1. Temperature
2. Pressure
3. Bonding/intermolecular forces

C. Colligative properties
1. Vapor pressure lowering
2. Boiling point elevation
3. Freezing point depression
4. Determination of molar mass

XI. Thermochemistry
A. Potential and kinetic energy
B. Work and heat
C. Calorimetry
D. First Law of Thermodynamics
E. Enthalpy
F. Endothermic and exothermic
G. System and surroundings
H. Thermochemical calculations

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned textbook related to chemistry.
II. Selections from scientific journals and periodicals.
III. Selections from Internet sites related to science and chemistry.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Brief response to an article on a theoretical or practical application of chemistry.
II. General chemistry problems.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

2. Ionic radii
3. Lattice energy

B. Covalent bonding
1. Lewis structures
a. Expanded octets
b. Formal charges
c. Resonance
2. Molecular shape: valence shell electron pair repulsion (VSEPR)
3. Hybridization
4. Polarity
a. Electronegativity
b. Dipole moments
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2. Dipole-dipole including hydrogen bonding
3. Instantaneous-induced dipole

B. Vapor pressure
1. Claussius-Clapeyron equation
2. Relationship to boiling point
3. Relationship to intermolecular forces

C. Physical properties in relationship to intermolecular forces
1. Vapor pressure
2. Boiling point
3. Melting point
4. Surface tension
5. Viscosity

D. Phase changes and phase diagrams
1. Critical temperature and pressure
2. Heat of vaporization and heat of fusion

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A. Concentration
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C. Colligative properties
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A. Potential and kinetic energy
B. Work and heat
C. Calorimetry
D. First Law of Thermodynamics
E. Enthalpy
F. Endothermic and exothermic
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Writing assignments are required and may include, but are not limited to, the following:

I. Brief response to an article on a theoretical or practical application of chemistry.
II. General chemistry problems.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Problem solving exercises assigned from the textbook, study guide, and/or instructor packets related to chemistry.
II. Background reading related to a variety of topics in general chemistry.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Solve multi-variable problems using empirical data.
II. Predict the outcome of a chemical reaction based upon solubility tables, activity series, and properties of acids and bases.
III. Compare relative physical and chemical properties of elements based upon their position within a chemical family.

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. Written assignments.
IV. Class participation.

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning
* Computer Assisted Instruction
* Distance Education (Fully online)
* Lecture
* Other (Specify)
* Demonstration

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Brown, Theodore E.; Lemay, H. Eugene; Bursten, Bruce E.; Murphy, Catherine; Woodward, Patrick; Stoltzfus, Matthew E. Chemistry: The Central Science, 14th ed. Pearson, 2018, ISBN: 9780134414232
2. OpenStax. Chemistry: Atoms First, 2nd ed. OpenStax, 2019, ISBN: 978194717264
3. Tro, Nivaldo J. Chemistry: Structure and Properties, 2nd ed. Pearson, 2018, ISBN: 9780134293936
4. Zumdahl, Steven S.; Zumdahl, Susan A.; DeCoste, Donald J. Chemistry, 10th ed. Cengage, 2018, ISBN: 9781305957404

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Scientific calculator

ORIGINATOR: James Covalt
ORIGINATION DATE: 08/07/2014
PROPOSAL ORIGINATOR: Namphol Sinkaset
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 05/06/2022

Status: Approved

Date Printed: 04/2/2023

I. Problem solving exercises assigned from the textbook, study guide, and/or instructor packets related to chemistry.
II. Background reading related to a variety of topics in general chemistry.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Solve multi-variable problems using empirical data.
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III. Compare relative physical and chemical properties of elements based upon their position within a chemical family.

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I. Quizzes and exams.
II. Homework assignments.
III. Written assignments.
IV. Class participation.

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning
* Computer Assisted Instruction
* Distance Education (Fully online)
* Distance Education (Partially online)
* Lecture
* Other (Specify)
* Demonstration

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Brown, Theodore E.; Lemay, H. Eugene; Bursten, Bruce E.; Murphy, Catherine; Woodward, Patrick; Stoltzfus, Matthew E. Chemistry: The Central Science, 14th ed. Pearson, 2018, ISBN: 9780134414232
2. OpenStax. Chemistry: Atoms First, 2nd ed. OpenStax, 2019, ISBN: 978194717264
3. Tro, Nivaldo J. Chemistry: Structure and Properties, 2nd ed. Pearson, 2018, ISBN: 9780134293936
4. Zumdahl, Steven S.; Zumdahl, Susan A.; DeCoste, Donald J. Chemistry, 10th ed. Cengage, 2018, ISBN: 9781305957404

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Scientific calculator

ORIGINATOR: Namphol Sinkaset
ORIGINATION DATE: 05/06/2022
PROPOSAL ORIGINATOR: Paula Gustin
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 01/17/2023

Status: Launched

Date Printed: 04/2/2023

View Printable Version

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Chemistry
II. **Course Number:** 200
III. **Course Title:** General Chemistry I - Lecture
IV. **Disciplines (Instructor Minimum Qualifications):** Chemistry
V.
VI. **Family:**
VII. **Current Short Title:** General Chemistry I - Lecture
VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
IX. **Originating Campus:** MIRAMAR
X. **Action Proposed:** Course Revision (May Include Activation)
XI. **Distance Education Proposed At:** Mesa , Miramar and City
XII. **Proposal Originating Date:** 05/06/2022
XIII. **Proposed Start Semester:** Fall 2024
XIV. **Field Trip:** May be required
XV. **Grading Option:** Letter Grade or Pass/No Pass Option
XVI. **Current Short Description:** Intro to inorganic chemistry and quantitative problem solving.
Proposed Short Description: Introduction to inorganic chemistry and quantitative problem solving.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Prerequisite: CHEM 152 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
& Prerequisite: CHEM 152L with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
& Prerequisite: MATH 96 with a grade of "C" or better, or equivalent. Intended to establish communication or computational skills or Milestone M50
Corequisite: Completion of or concurrent enrollment in: CHEM 200L 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:** 6-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. 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

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Chemistry
II. **Course Number:** 200
III. **Course Title:** General Chemistry I - Lecture
IV. **Disciplines (Instructor Minimum Qualifications):** Chemistry
V.
VI. **Family:**
VII. **Current Short Title:** General Chemistry I - Lecture
VIII. **Course Is Active/Where?**
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:** 01/17/2023
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:** Introduction to inorganic chemistry and quantitative problem solving.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Prerequisite: CHEM 152 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
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Corequisite: Completion of or concurrent enrollment in: CHEM 200L 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:** Distance Ed Revision only from Fully Online to Partially 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
V. **Extraordinary Cost to the College:** None.
VI. **Library Resource Materials:** No new resources required.

GENERAL EDUCATION ANALYSIS

CSU General Education:

CSU General Education:
B1 Area B. Scientific Inquiry and Quantitative Reasoning - Physical Science

District General Education:
B2 Natural Sciences - Physical Sciences

IGETC:
Area 5. Physical and Biological Sciences - 5A: Physical Science

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Working knowledge of problem solving skills, especially dimensional analysis.

I. **Course: CHEM 152 Use dimensional analysis to solve problems to the correct number of significant figures and with correct units.**
II. **Course: CHEM 152 Write formulas for ionic compounds, covalent compounds and acids from names and names of compounds from formulas.**
III. **Course: CHEM 152 Perform mole, stoichiometric and concentration calculations.**
IV. **Course: CHEM 152 Draw Lewis structures of simple compounds.**
V. **Course: CHEM 152 Explain concepts and solve problems related to gases.**
VI. **Course: CHEM 152 Explain concepts and solve problems related to acids and bases.**

Working knowledge of chemistry laboratory equipment and procedures.

I. **Course: CHEM 200L Characterize and/or identify unknown samples.**
II. **Course: CHEM 152L Apply the principles of laboratory safety.**
III. **Course: CHEM 200L Prepare solutions and determine the concentration of solutions.**
IV. **Course: CHEM 152L Use standard laboratory equipment, safety equipment and instruments properly.**
V. **Course: CHEM 200L Apply the key principles and calculations of stoichiometry to analyze data in an experiment, including empirical formula determinations and quantitative relationships in chemical reactions.**
VI. **Course: CHEM 152L Record and manipulate measurements using the correct number of significant figures.**
VII. **Course: CHEM 200L Apply the key principles and calculations of gas behavior in analyzing data collected in a gas law experiment.**
VIII. **Course: CHEM 152L Analyze and critically discuss data.**
IX. **Course: CHEM 200L Perform experiments related to solution properties and apply pertinent calculations and concepts.**
X. **Course: CHEM 200L Perform experiments illustrating the key principles and calculations of atomic theory and its applications to chemical bonding.**
XI. **Course: CHEM 152L Perform standard chemical techniques such as: gravimetric analysis, separation, titration, and solution preparation**
XII. **Course: CHEM 200L Perform experiments illustrating the key principles of periodic behavior of elements and/or compounds.**
XIII. **Course: CHEM 200L Perform experiments illustrating the key principles and/or calculations of phase changes.**
XIV. **Course: CHEM 152L Determine if a chemical reaction has taken place and predict the reaction products.**
XV. **Course: CHEM 200L Utilize common laboratory equipment and instruments.**
XVI. **Course: CHEM 152L Draw and use graphs to analyze data.**
XVII. **Course: CHEM 200L Utilize standard laboratory techniques and follow accepted safety procedures.**
XVIII. **Course: CHEM 152L Perform standard chemical calculations such as: unit conversions, stoichiometry, mole calculations, molarity, and gas law calculations.**
XIX. **Course: CHEM 152L Use chemical nomenclature**
XX. **Course: CHEM 200L Collect, organize, analyze, interpret, and present data.**

Working knowledge of intermediate algebra.

I. **Course: MATH 96 Simplify and perform basic arithmetic operations on radical expressions in both radical and exponential form and solve radical equations.**
II. **Course: MATH 96 Perform basic arithmetic operations with complex numbers.**
III. **Course: MATH 96 Solve quadratic equations including those having complex number solutions.**
IV. **Course: MATH 96 Perform basic algebra with functions, determine whether a function is one-to-one**

B1 Area B. Scientific Inquiry and Quantitative Reasoning - Physical Science

District General Education:
B2 Natural Sciences - Physical Sciences

IGETC:
Area 5. Physical and Biological Sciences - 5A: Physical Science

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Working knowledge of problem solving skills, especially dimensional analysis.

I. **Course: CHEM 152 Diagram and explain the scientific method.**
II. **Course: CHEM 152 Use dimensional analysis to solve problems to the correct number of significant figures and with correct units.**
III. **Course: CHEM 152 Explain key concepts and terminology related to the properties and classification of matter.**
IV. **Course: CHEM 152 Explain concepts and solve problems related to gases.**
V. **Course: CHEM 152 Explain concepts and solve problems related to acids and bases.**

Working knowledge of chemistry laboratory equipment and procedures.

I. **Course: CHEM 200L Characterize and/or identify unknown samples.**
II. **Course: CHEM 152L Apply the principles of laboratory safety.**
III. **Course: CHEM 200L Prepare solutions and determine the concentration of solutions.**
IV. **Course: CHEM 152L Use standard laboratory equipment, safety equipment and instruments properly.**
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XIV. **Course: CHEM 152L Determine if a chemical reaction has taken place and predict the reaction products.**
XV. **Course: CHEM 200L Utilize common laboratory equipment and instruments.**
XVI. **Course: CHEM 152L Draw and use graphs to analyze data.**
XVII. **Course: CHEM 200L Utilize standard laboratory techniques and follow accepted safety procedures.**
XVIII. **Course: CHEM 152L Perform standard chemical calculations such as: unit conversions, stoichiometry, mole calculations, molarity, and gas law calculations.**
XIX. **Course: CHEM 152L Use chemical nomenclature**
XX. **Course: CHEM 200L Collect, organize, analyze, interpret, and present data.**

Working knowledge of intermediate algebra.

I. **Course: MATH 96 Solve systems of linear equations in three variables using a variety of methods, including matrices.**
II. **Course: MATH 96 Create graphs of systems of linear inequalities in two variables and determine the solution set.**
III. **Course: MATH 96 Simplify and perform basic arithmetic operations on radical expressions in both radical and exponential form and solve radical equations.**
IV. **Course: MATH 96 Create graphs of nonlinear functions using various methods, including**

and find the inverse of a one-to-one function.

V. Course: MATH 96 Use the properties of and relationship between exponential and logarithmic functions to solve a variety of application problems.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **MESA**

II. **Distance Education Methods of Instruction:** 1. On-line/Web Based

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 per semester.
5. Orientation Sessions
   Once or twice per semester.
6. 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 a variety of video posts related general chemistry concepts and demonstrations.

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. **MIRAMAR**

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

XI. **Other Distance Education Methods:** Video conferencing using tools such as Zoom, Skype or CCCConfer as assigned.

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

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

transformations.

V. Course: MATH 96 Perform basic arithmetic operations with complex numbers.

VI. Course: MATH 96 Solve quadratic equations including those having complex number solutions.

VII. Course: MATH 96 Identify and graph conic sections.

VIII. Course: MATH 96 Solve absolute value inequalities and nonlinear inequalities in one variable.

IX. Course: MATH 96 Perform basic algebra with functions, determine whether a function is one-to-one and find the inverse of a one-to-one function.

X. Course: MATH 96 Use the properties of and relationship between exponential and logarithmic functions to solve a variety of application problems.

XI. Course: MATH 96 Determine the type and pattern of simple sequences, including arithmetic and geometric sequences, and use appropriate notation in expressing the closed form of the sequence.

XII. Course: MATH 96 Apply arithmetic and geometric sequences and their sums in solving related problems.

XIII. Course: MATH 96 Identify three-dimensional geometric figures and apply the appropriate surface area and volume formulas.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **MESA**

II. **Distance Education Methods of Instruction:** 1. Partially online 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
   Once or twice a week.
   Participant/s: Faculty to Student/s , Among Students
3. Email/Message System
   As needed.
   Participant/s: Faculty to Student/s , Among Students
4. Field Trips
   May be required.
   Participant/s: Faculty to Student/s , Among Students
5. Group Meetings
   Students may be required to meet on campus once or twice per semester.
6. Synchronous or Asynchronous Video
   As assigned
   Participant/s: Faculty to Student/s , Among Students
7. Threaded Conferencing
   Once or twice a week.

V. **List of Techniques:** Examinations will be predominately in person with some online assessments and assignments. Class participation through chats and threaded discussions. Written assignments analyzing a variety of video posts related general chemistry concepts and demonstrations.

VI. **How to Evaluate Students for Achieved Outcomes:** Examinations will be predominately in person with some online assessments and assignments. Performance on class participation through threaded discussions. Performance on written assignments.

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. 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. **MIRAMAR**

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

XI. **Other Distance Education Methods:** Video conferencing using tools such as Zoom, Skype or CCCConfer as assigned.

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

1. Chat Rooms
   as assigned

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, the chat room, or live streaming broadcasting. In addition, students will participate in individual and group projects. 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, research reports, 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. **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
   as assigned
5. Discussion Board
   at least three times 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

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

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

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Students will compare and contrast the principal theories of ionic and covalent bonding.
- Students will perform advanced unit conversion problems using dimensional analysis.

MESA

2. E-mail
   weekly
3. Group Meetings
   as assigned
4. Individual Meetings
   as needed
5. Telephone Contact
   as needed
6. 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, the chat room, or live streaming broadcasting. In addition, students will participate in individual and group projects. 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, research reports, 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. **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
   as assigned
5. Discussion Board
   at least three times 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

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

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

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

- Use current theories to describe atoms and compounds.
- Describe and/or write structure. Correlate the relationships between structure and properties.

MIRAMAR

- After completing Chemistry 200, students will be proficient in the concepts and problem-solving techniques common to any first-semester general chemistry course as demonstrated by their performance on a standardized national exam.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 1905.00 Chemistry, General
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25): 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:** 05/06/2022

IV. **Last Outline Revision Date:** 11/10/2022

V. **CIC Approval:** 11/10/2022

VI. **BOT Approval:**

VII. **State Approval:**

VIII. **Revised State Approval:**

IX. **Course Approval Effective Date:** Fall 2024

SECTION VI

CREDIT FOR PRIOR LEARNING

compliance with the Americans with Disabilities Act (ADA).

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Students will compare and contrast the principal theories of ionic and covalent bonding.
- Students will perform advanced unit conversion problems using dimensional analysis.

MESA

- Use current theories to describe atoms and compounds.
- Describe and/or write structure. Correlate the relationships between structure and properties.

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- After completing Chemistry 200, students will be proficient in the concepts and problem-solving techniques common to any first-semester general chemistry course as demonstrated by their performance on a standardized national exam.

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California Classification: (Y Credit Course)
TOP Code: 1905.00 Chemistry, General
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Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
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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:** 01/17/2023

IV. **Last Outline Revision Date:** 11/10/2022

V. **CIC Approval:**

VI. **BOT Approval:**

VII. **State Approval:**

VIII. **Revised State Approval:**

IX. **Course Approval Effective Date:**

SECTION VI

CREDIT FOR PRIOR LEARNING

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 100

COURSE TITLE: Principles and Practices of Early Childhood Education

Units: 3
Grade Only

CATALOG COURSE DESCRIPTION:

This course is an examination of the current early childhood field and workforce needs. Emphasis is placed on underlying theoretical principles and competencies as they relate to becoming highly qualified and successful early childhood educators who are prepared to meet the needs of our diverse society. This course is a foundational course for students majoring in child development and those interested in the field.

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 historical and current issues and global approaches for early care and education.
2. Differentiate between various types of settings in relation to the ages served, regulations, and teacher

requirements.
3. Identify the roles and responsibilities of an early childhood educator for curriculum and teaching, family engagement, ethical practice, and professional interactions with others in the classroom.
4. Identify and compare the developmental stages and needs of children, birth through age eight.
5. Describe Developmentally Appropriate Practice (DAP).
6. Explain the ongoing curriculum cycle of observation, planning, implementation, and assessment.
7. Explain the role and value of play.
8. Compare and contrast principles of positive guidance and interactions.
9. Explain how theories of learning and development guide early childhood environment design, curriculum, and teaching strategies.
10. Identify supports for first and dual/multi language learners in developing English language and literacy skills including support for the home language.
11. Explain the role of portfolios and the importance of professional written and oral communication in a successful job search.
12. Develop an initial personal philosophy of early childhood teaching.

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. Historical and current approaches
- A. Theories of development and learning
- B. National and international philosophies of education and care
- C. Types of programs
  1. Ages served
  2. Governance, licensing, and regulations
  3. Teacher requirements
- D. DAP
- E. State and national standards for quality and content

II. Introduction to the profession of Early Childhood Teaching
- A. Teacher's knowledge of
  1. Child development
  2. Teaching strategies
  3. The academic disciplines being taught (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education)
  4. Content standards
  5. Professional and ethical conduct
- B. Teacher's personal qualities
  1. Flexibility
  2. Patience
  3. Critical thinking
  4. Physical ability
  5. Mental health
  6. Self-reflection
  7. Awareness of personal attitudes and bias
- C. Teacher's role
  1. Relationships and interactions with children, families, and others
  2. Planning and evaluating curriculum
  3. Intentional teaching
  4. Creating supportive environments
  5. Cultural competency
     a. Dual/multi language learners
     b. Families
     c. Staff
  6. Communication strategies and purposes

a. Teacher-child interactions and focused conversations
b. Families as partners
c. Positive guidance through teaching pyramid strategies
d. Supervision of other adults in the classroom

D. Professional growth
1. Philosophy of teaching
2. Professional development
3. Professional memberships and affiliations
4. Career pathways
5. Teacher Performance Expectations (TPEs) and Early Childhood Educator Competencies (ECE Competencies)

III. Children's development: birth through eight
A. Physical
B. Cognitive
C. Language
D. Social
E. Emotional
F. Influences on development
1. Heredity and environment
2. Families
3. Culture
4. Teachers
5. Communities

IV. Introduction to DAP teaching and learning environments
A. Elements of early childhood environments
1. Indoor and outdoor design and uses of physical space
2. Routines
3. Equipment and materials
4. Emotional climate
5. Relationship to curriculum goals
6. Impacts on behavior
7. Health, safety, and nutrition
8. Family involvement spaces
9. Adjusting for ages, abilities, and interests
10. Staffing/zoning

B. Early childhood teaching
1. Introduction to developmentally appropriate approaches
2. The ongoing cycle of observation, planning, implementation, and assessment
3. Effective pedagogy for young children
a. The importance of relationships
b. Play-based teaching and learning
i. Teacher-guided
ii. Child-initiated
c. Positive guidance and discipline
d. Typical learning trajectories in different domains of development and their implications for curriculum design
e. Supports for dual/multi language learners
f. Modification for individual needs

V. Professional portolios
A. Purpose
B. Development

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned textbook.
II. Education journals, such as
A. Young Children
B. Teaching Young Children
III. Websites, such as:

A. Association for Childhood Education International: www.acei.org
B. National Association for the Education of the Young Child: www.naeyc.org

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Reviews of current child development journal articles.
II. Personal philosophy statement.
III. Professional growth plan.
IV. Introductory portfolio.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Reading and writing assignments as specified in the course syllabus.
II. Library and web-based research in the early childhood education and related fields.
III. Viewing of assigned/recommended early childhood educational media materials.
IV. Observations and field trips to various early childhood programs and community agencies.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Evaluate the different philosophies of early childhood education and prepare a personal philosophy statement.
II. Analyze roles of the teacher in an early childhood education program.
III. Assess career options in the field of child development and design short-term and long-range career plans.
IV. Organize and select evidence for first phase of departmental professional portfolio.

2. METHODS OF EVALUATION:

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

I. Periodic exams
II. Personal philosophy statement and goals
III. Portfolio evidence
IV. Statement of professional goals
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)
* Learning Modules
* Lecture
* Lecture Discussion
* Other (Specify)
* Small group work

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Copple, Karol and Sue Bredekamp. Developmentally Appropriate Practices in Early Childhood Programs, 8th ed. NAEYC (National Association for the Education of Young Children), 2022, ISBN: 9781938113956
2. Essa, Eva. Introduction to Early Childhood Education, 9th ed. Cengage Learning, 2019, ISBN: 9781544338750

MANUALS:
1. California Department of Education and First Five California. California Early Childhood Educator Competencies, California Department of Education and First Five California , 06-01-2011
2. Stephens, Cindy and Peterson, Gina et al. Principles and Practices of Teaching Young Children, College of the Canyons (OER) and LibreTexts, 01-01-2020

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Rebecca Collins
ORIGINATION DATE: 07/10/2017
PROPOSAL ORIGINATOR: Rebecca Collins
CO-CONTRIBUTOR(S) Angela Testado,Denise Blaha,Donna Cecil,Elizabeth Norvell,Jennifer Boots,Wai-Ling Rubic
PROPOSAL DATE: 08/03/2022

SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT

COURSE TO BE PROPOSED: CHIL 100
Principles and Practices of Early Childhood

Education

ACTIVE/APPROVED COURSES IMPACTED:

CHIL 100 Principles and Practices of Early Childhood Education (29216)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**City**)
Child Development: Associate Teacher *Active*;
Certificate of Achievement

Courses Required for the Major:

(**City**)
Child Development: Associate Teacher *Launched*;
Certificate of Achievement

Courses Required for the Major:

(**City**)
Child Development: Master Teacher *Active*;
Certificate of Achievement

Courses Required for the Major:

(**City**)
Child Development: Master Teacher *Launched*;
Certificate of Achievement

Courses Required for the Major:

(**City**)
Child Development: Teacher *Active*;
Certificate of Achievement

Courses Required for the Major:

(**City**)
Child Development: Teacher *Launched*;
Certificate of Achievement

Courses Required for the Major:

(**City**)
Early Care and Education *Active*;
Associate of Science Degree

Courses Required for the Major

(City)

Early Care and Education *Launched*;

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:** Child Development
II. **Course Number:** 100
III. **Course Title:** Principles and Practices of Early Childhood Education
IV. **Disciplines (Instructor Minimum Qualifications):** Child Development/Early Childhood Education
V.
VI. **Family:**
VII. **Current Short Title:** Principles/Practices of ECE
VIII. **Course Is Active/Where?** CITY
IX. **Originating Campus:** CITY
X. **Action Proposed:** Course Revision (May Include Activation)
XI. **Distance Education Proposed At:**
XII. **Proposal Originating Date:** 08/03/2022
XIII. **Proposed Start Semester:** Fall 2024
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Overview of the early care and education profession.

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:** Textbooks are latest/classics editions, 9/2022

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** CAP Alignment (updated and rewritten with no more than 50% of content has changed to align language to CAP) and re-activation at Mesa and Miramar. 2-year review. Remove ENGL 047A, ENGL 048, ENGL 049 advisories. Update catalog description. Update DE method language. Update textbooks.
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 Performance
V. **Extraordinary Cost to the College:** No new costs required..
VI. **Library Resource Materials:** No new resources will be needed..

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

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

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

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

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

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

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

MESA

MIRAMAR

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

II. **Lect Units:** 3.00
Total Units: 3
Lecture Hours Min: 48.00 **Max:** 54.00
Lab Hours Min: 0.00 **Max:** 0.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 48.00 **Max:**54.00
Outside-of-Class Hours Min: 96.00 **Max:**108.00
Total Student Learning Hours Min: 144.00 **Max:** 162.00
FTEF Lecture Min: 0.2000 **Max:**
FTEF Lab Min: 0.0000 **Max:**
FTEF Total Min: 0.2000 **Max:**

III. **Last Time Pre/Co Requisite Update:**

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

V. **CIC Approval:**

VI. **BOT Approval:**

VII. **State Approval:**

VIII. **Revised State Approval:**

IX. **Course Approval Effective Date:**

SECTION VI

CREDIT FOR PRIOR LEARNING

View Printable Version

Previous Report

CHIL 100

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

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE

ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Child Development 100

COURSE TITLE:
Principles and Practices of Early Childhood Education

Units:
3
Grade Only

CATALOG COURSE DESCRIPTION:

This course is an examination of the current early childhood field and workforce needs. Emphasis is placed on underlying theoretical principles and competencies as they relate to becoming highly qualified and successful early childhood educators who are prepared to meet the needs of our diverse society. It is designed as a foundational course for students majoring in child development, and those who are exploring career options for advancement in the field.

REQUISITES:

Advisory:
ENGL 047A with a grade of "C" or better, or equivalent or Milestone R50/W50
or
ENGL 048 with a grade of "C" or better, or equivalent or Milestone R50
&
ENGL 049 with a grade of "C" or better, or equivalent or Milestone W50

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU

CID:

TOTAL LECTURE HOURS:
48 - 54

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:
48 - 54

OUTSIDE-OF-CLASS HOURS:
96 - 108

TOTAL STUDENT LEARNING HOURS:
144 - 162

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

1. Explain the historical roots of current practices and philosophies in early childhood education.
2. Compare and contrast the types of programs in early childhood education.
3. Discuss criteria for quality early childhood programs.

Current Report

CHIL 100

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 100

COURSE TITLE:
Principles and Practices of Early Childhood Education

Units:
3
Grade Only

CATALOG COURSE DESCRIPTION:

This course is an examination of the current early childhood field and workforce needs. Emphasis is placed on underlying theoretical principles and competencies as they relate to becoming highly qualified and successful early childhood educators who are prepared to meet the needs of our diverse society. This course is a foundational course for students majoring in child development and those interested in the field.

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 historical and current issues and global approaches for early care and education.
2. Differentiate between various types of settings in relation to the ages served, regulations, and teacher requirements.

4. Analyze the role of early childhood professionals in quality early childhood programs.
5. Discuss the requirements for teaching in early childhood settings and the role of the Early Childhood Educator (ECE) Competencies in advancing as a professional in the field.
6. Explain the role of portfolios and the importance of professional written and oral communication in a successful job search.
7. Examine careers in the early childhood field and design a short and long-range career plan based on the ECE Competencies.
8. Identify trends and issues in the field of child development and analyze how they affect teachers and families.

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. Historical roots
- A. Influential people
- B. Attitudes toward children
- C. Education models
- D. Purposes of programs
- E. Program philosophies
  1. Montessori
  2. High/Scope
  3. Reggio Emilia
  4. Waldorf
  5. Emergent

II. Types of programs
- A. Family child care
- B. Center-based
- C. By age
  1. Infant/toddler
  2. Preschool
  3. Transitional kindergarten-primary
- D. Before and after school care
- E. Funding systems
  1. For-profit
  2. Non-profit
  3. Employer-sponsored
  4. University/college-affiliated programs
  5. Publicly supported
     a. School districts
     b. State funded
     c. Head Start

III. Criteria for quality programs
- A. Child-adult ratio
- B. Staff qualifications
- C. Developmental appropriateness
- D. Group size
- E. Child-adult interactions
- F. Teacher-child-family interactions
- G. Measurement tools
- H. Principles of Universal Design for Learning (UDL)

IV. Teacher's role in quality programs
- A. Observation and assessment
- B. Intentional planning of the learning environment
- C. Guidance and facilitation
- D. Curriculum development tools and standards
- E. Family engagement

V. Requirements for teaching and professional development
- A. Early Childhood Educator (ECE) Competencies
- B. Professionalism training and certification
- C. Role models and mentors
- D. California Title 22 requirements

3. Identify the roles and responsibilities of an early childhood educator for curriculum and teaching, family engagement, ethical practice, and professional interactions with others in the classroom.
4. Identify and compare the developmental stages and needs of children, birth through age eight.
5. Describe Developmentally Appropriate Practice (DAP).
6. Explain the ongoing curriculum cycle of observation, planning, implementation, and assessment.
7. Explain the role and value of play.
8. Compare and contrast principles of positive guidance and interactions.
9. Explain how theories of learning and development guide early childhood environment design, curriculum, and teaching strategies.
10. Identify supports for first and dual/multi language learners in developing English language and literacy skills including support for the home language.
11. Explain the role of portfolios and the importance of professional written and oral communication in a successful job search.
12. Develop an initial personal philosophy of early childhood teaching.

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. Historical and current approaches
- A. Theories of development and learning
- B. National and international philosophies of education and care
- C. Types of programs
  1. Ages served
  2. Governance licensing and regulations
  3. Teacher requirements
- D. DAP
- E. State and national standards for quality and content

II. Introduction to the profession of Early Childhood Teaching
- A. Teacher's knowledge of
  1. Child development
  2. Teaching strategies
  3. The academic disciplines being taught (e.g. language and literacy the arts mathematics social studies science technology and engineering physical education)
  4. Content standards
  5. Professional and ethical conduct
- B. Teacher's personal qualities
  1. Flexibility
  2. Patience
  3. Critical thinking
  4. Physical ability
  5. Mental health
  6. Self-reflection
  7. Awareness of personal attitudes and bias
- C. Teacher's role
  1. Relationships and interactions with children families and others
  2. Planning and evaluating curriculum
  3. Intentional teaching
  4. Creating supportive environments
  5. Cultural competency
     a. Dual/multi language learners
     b. Families
     c. Staff
  6. Communication strategies and purposes
     a. Teacher-child interactions and focused conversations
     b. Families as partners
     c. Positive guidance through teaching pyramid strategies
     d. Supervision of other adults in the classroom
- D. Professional growth
  1. Philosophy of teaching
  2. Professional development
  3. Professional memberships and affiliations
  4. Career pathways
  5. Teacher Performance Expectations (TPEs) and Early Childhood Educator Competencies (ECE Competencies)

III. Children's development: birth through eight
- A. Physical

E. California Child Development Permit Matrix
VI. Maintaining a professional portfolio and being interview ready
A. Selecting evidence based on the ECE Competencies
B. Interview and resume skills
VII. Career options
A. Early care and education teacher
B. Early care and education adminstrator
C. Early care and education trainer/coach
D. Early care and education technical assistance provider
E. Early care and education evaluator
F. Early care and education advocate/lobbyist
G. Social services professional
H. Health services professional
I. Educational product sales person and promoter
J. Business owner
K. Entrepreneur
L. College/university professor
VIII. Advocacy issues and trends
A. Quality and compensation
B. Diversity
C. Stress and burn-out
D. Child advocacy
E. Public policy and funding

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned textbook.
II. Education journals, such as:
A. Young Children and
B. Teaching Young Children.
III. Websites, such as:
A. Association for Childhood Education International at www.acei.org or
B. National Association for the Education of the Young Child at www.naeyc.org

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Reviews of current child development
II. journal articles.
III. Personal philosophy statement.
IV. Professional growth plan.
V. Creating an introductory portfolio.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Reading and writing assignments as specified in the course syllabus.
II. Library and web-based research in the early childhood education and related fields.
III. Viewing of assigned/recommended early childhood educational media materials.
IV. Observations and field trips to various early childhood programs and community agencies.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Evaluate the different philosophies of early childhood education and prepare a personal philosophy statement.

B. Cognitive
C. Language
D. Social
E. Emotional
F. Influences on development
1. Heredity and environment
2. Families
3. Culture
4. Teachers
5. Communities
IV. Introduction to DAP teaching and learning environments
A. Elements of early childhood environments
1. Indoor and outdoor design and uses of physical space
2. Routines
3. Equipment and materials
4. Emotional climate
5. Relationship to curriculum goals
6. Impacts on behavior
7. Health safety and nutrition
8. Family involvement spaces
9. Adjusting for ages abilities and interests
10. Staffing/zoning
B. Early childhood teaching
1. Introduction to developmentally appropriate approaches
2. The ongoing cycle of observation planning implementation and assessment
3. Effective pedagogy for young children
a. The importance of relationships
b. Play-based teaching and learning
i. Teacher-guided
ii. Child-initiated
c. Positive guidance and discipline
d. Typical learning trajectories in different domains of development and their implications for curriculum design
e. Supports for dual/multi language learners
f. Modification for individual needs
V. Professional portolios
A. Purpose
B. Development

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned textbook.
II. Education journals, such as
A. Young Children
B. Teaching Young Children
III. Websites, such as:
A. Association for Childhood Education International: www.acei.org
B. National Association for the Education of the Young Child: www.naeyc.org

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Reviews of current child development journal articles.
II. Personal philosophy statement.
III. Professional growth plan.
IV. Introductory portfolio.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Reading and writing assignments as specified in the course syllabus.
II. Library and web-based research in the early childhood education and related fields.
III. Viewing of assigned/recommended early childhood educational media materials.
IV. Observations and field trips to various early childhood programs and community agencies.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

II. Analyze roles of the teacher in an early childhood education program.
III. Assess career options in the field of child development and design short-term and long-range career plans.
IV. Organize and select evidence for first phase of departmental professional portfolio.

2. METHODS OF EVALUATION:

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

I. Periodic exams
II. Personal philosophy statement and goals
III. Portfolio evidence
IV. Statement of professional goals
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)
* Learning Modules
* Lecture
* Lecture Discussion
* Other (Specify)
* Small group work

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Essa, Eva. Introduction to Early Childhood Education, 7th ed. Cengage Learning, 2013, ISBN: 9781133589846
2. Gordon, Ann Miles and Kathryne Browne. Beginnings and Beyond: Foundations in Early Childhood Education, 10th ed. Cengage Learning, 2017, ISBN: 9781305500969
3. Gordon, Ann Miles and Kathryne Browne. Beginning Essentials in Early Childhood Education, 3rd ed. Cengage Learning, 2016, ISBN: 9781305089037

MANUALS:
1. California Department of Education and First Five California. California Early Childhood Educator Competencies. California Department of Education and First Five California , 06-01-2011
2. Copple, Karol and Sue Bredekamp. Developmentally Appropriate Practice 0-8, NAEYC, 01-01-2009

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. None needed

ORIGINATOR: Rebecca Collins

CO-CONTRIBUTOR(S) Berta Harris,Denise Blaha
DATE: 07/10/2017

Status: Active

I. Evaluate the different philosophies of early childhood education and prepare a personal philosophy statement.
II. Analyze roles of the teacher in an early childhood education program.
III. Assess career options in the field of child development and design short-term and long-range career plans.
IV. Organize and select evidence for first phase of departmental professional portfolio.

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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. Periodic exams
II. Personal philosophy statement and goals
III. Portfolio evidence
IV. Statement of professional goals
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)
* Learning Modules
* Lecture
* Lecture Discussion
* Other (Specify)
* Small group work

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Copple, Karol and Sue Bredekamp. Developmentally Appropriate Practices in Early Childhood Programs, 8th ed. NAEYC (National Association for the Education of Young Children), 2022, ISBN: 9781938113956
2. Essa, Eva. Introduction to Early Childhood Education, 9th ed. Cengage Learning, 2019, ISBN: 9781544338750

MANUALS:
1. California Department of Education and First Five California. California Early Childhood Educator Competencies. California Department of Education and First Five California , 06-01-2011
2. Stephens, Cindy and Peterson, Gina et al. Principles and Practices of Teaching Young Children. College of the Canyons (OER) and LibreTexts, 01-01-2020

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Rebecca Collins
ORIGINATION DATE: 07/10/2017
PROPOSAL ORIGINATOR: Rebecca Collins
CO-CONTRIBUTOR(S) Angela Testado,Denise Blaha,Donna Cecil,Elizabeth Norvell,Jennifer Boots,Wai-Ling Rubic
PROPOSAL DATE: 08/03/2022

Status: Launched

Date Printed: 04/2/2023

View Printable Version

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Child Development
II. **Course Number:** 100
III. **Course Title:** Principles and Practices of Early Childhood Education
IV. **Disciplines (Instructor Minimum Qualifications):** Child Development/Early Childhood Education
V.
VI. **Family:**
VII. **Current Short Title:** Intro To Child Development **Proposed Short Title:** Principles/Practices of ECE
VIII. **Course Is Active/Where?** CITY
IX. **Originating Campus:** CITY
X. **Action Proposed:** Course Revision (May Include Activation)
XI. **Distance Education Proposed At:**
XII. **Proposal Originating Date:** 07/10/2017
XIII. **Proposed Start Semester:** Fall 2019
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Overview of the field of child development.
Proposed Short Description: Overview of the early care and education profession.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Advisory: ENGL 047A with a grade of "C" or better, or equivalent. or Milestone R50/W50
or Advisory: ENGL 048 with a grade of "C" or better, or equivalent. or Milestone R50
& Advisory: ENGL 049 with a grade of "C" or better, or equivalent. or Milestone W50
II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
IV. **Repeatability:** Course may be taken 1 time(s)
V. **Course Equivalency:** No
VI. **Additional Information:**
VII. **Additional Textbook Information:** Texts listed are latest editions available. 10/17

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** We updated textbooks and professional language to capture innovation and best practices in our field, and added a focus on professional development and advancement in the workforce using the Early Childhood Educator (ECE) Competencies and the California child development permit matrix. We are reactivating the course to provide a foundational course for our students just entering the program, and will be adding it to the requirements for the major and certificates of achievement. We are reactivating the course to provide a foundational course for our students just entering the program, and will be adding it to the requirements for the major and certificates of achievement. Updated course title. Lower advisories to ENGL 047A, ENGL 048 and ENGL 049. (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 Performance
V. **Extraordinary Cost to the College:** No new costs required..

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Child Development
II. **Course Number:** 100
III. **Course Title:** Principles and Practices of Early Childhood Education
IV. **Disciplines (Instructor Minimum Qualifications):** Child Development/Early Childhood Education
V.
VI. **Family:**
VII. **Current Short Title:** Principles/Practices of ECE
VIII. **Course Is Active/Where?** CITY
IX. **Originating Campus:** CITY
X. **Action Proposed:** Course Revision (May Include Activation)
XI. **Distance Education Proposed At:**
XII. **Proposal Originating Date:** 08/03/2022
XIII. **Proposed Start Semester:** Fall 2024
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Overview of the early care and education profession.

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:** Textbooks are latest/classics editions, 9/2022

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** CAP Alignment (updated and rewritten with no more than 50% of content has changed to align language to CAP) and re-activation at Mesa and Miramar. 2-year review. Remove ENGL 047A, ENGL 048, ENGL 049 advisories. Update catalog description. Update DE method language. Update textbooks.
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 Performance
V. **Extraordinary Cost to the College:** No new costs required..
VI. **Library Resource Materials:** No new resources will be needed..

VI. **Library Resource Materials:** No new resources will be needed..

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Able to read and write at college level

I. **Course: ENGL 048 Read and comprehend college-level materials from a variety of disciplines.**
II. **Course: ENGL 047A Formulate an argument and/or point of view related to a text through group discussion and freewriting.**
III. **Course: ENGL 048 Utilize a variety of vocabulary learning strategies, particularly content-specific vocabulary.**
IV. **Course: ENGL 047A Construct a clear, structured argument for an intended audience.**
V. **Course: ENGL 049 Apply critical thinking skills to reading, writing and class discussion on academic as well as personal topics.**

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
On-going.
2. E-mail
As needed.
3. Field Trips
May be required.
4. Threaded Conferencing
Weekly.

V. **List of Techniques:** Timed On-line quizzes and tests. Class participation through chats and threaded discussions. Written assignments related to the field of child development and early childhood education.

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.

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **CITY**
II. **Distance Education Methods of Instruction:** 1. Fully Online
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
Participant/s: Faculty to Student/s
2. Collaborative Web Documents
as assigned
Participant/s: Faculty to Student/s , Among Students
3. Conferencing
as assigned
Participant/s: Faculty to Student/s
4. Discussion Board
at least three times during the semester
Participant/s: Among Students
5. Email/Message System
as needed
Participant/s: Faculty to Student/s , Among Students
6. Field Trips
as assigned
Participant/s: Faculty to Student/s , Among Students
7. Group Meetings
as assigned
Participant/s: Faculty to Student/s , Among Students
8. Individual Meetings
as needed
Participant/s: Faculty to Student/s
9. Individualized Assignment Feedback
as assigned
Participant/s: Faculty to Student/s , Among Students
10. Synchronous or Asynchronous Video
as assigned
Participant/s: Faculty to Student/s , Among Students
11. Telephone Contact
as needed
Participant/s: Faculty to Student/s

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

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

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

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

II. **Lect Units:** 3.00
Total Units: 3
Lecture Hours Min: 48.00 **Max:** 54.00
Lab Hours Min: 0.00 **Max:** 0.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 48.00 **Max:**54.00
Outside-of-Class Hours Min: 96.00 **Max:**108.00
Total Student Learning Hours Min: 144.00 **Max:** 162.00
FTEF Lecture Min: 0.2000 **Max:**
FTEF Lab Min: 0.0000 **Max:**
FTEF Total Min: 0.2000 **Max:**

III. **Last Time Pre/Co Requisite Update:** 11/28/2017
IV. **Last Outline Revision Date:** 03/08/2018
V. **CIC Approval:** 03/08/2018
VI. **BOT Approval:**
VII. **State Approval:**
VIII. **Revised State Approval:**
IX. **Course Approval Effective Date:** Fall 2019

SECTION VI

CREDIT FOR PRIOR LEARNING

CITY

MESA

MIRAMAR

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

II. **Lect Units:** 3.00
Total Units: 3
Lecture Hours Min: 48.00 **Max:** 54.00
Lab Hours Min: 0.00 **Max:** 0.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 48.00 **Max:**54.00
Outside-of-Class Hours Min: 96.00 **Max:**108.00
Total Student Learning Hours Min: 144.00 **Max:** 162.00
FTEF Lecture Min: 0.2000 **Max:**
FTEF Lab Min: 0.0000 **Max:**
FTEF Total Min: 0.2000 **Max:**

III. **Last Time Pre/Co Requisite Update:**
IV. **Last Outline Revision Date:** 03/08/2018
V. **CIC Approval:**
VI. **BOT Approval:**
VII. **State Approval:**
VIII. **Revised State Approval:**
IX. **Course Approval Effective Date:**

SECTION VI

CREDIT FOR PRIOR LEARNING

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 120

COURSE TITLE: Observation and Assessment in Early Childhood Programs

Units: 3
Grade Only

CATALOG COURSE DESCRIPTION:

This course is an introduction to the appropriate use of assessment and observation tools and provides strategies for documenting young children's development and learning. Emphasis is placed on the use of data to inform the planning of learning environments and curriculum experiences. Topics include strategies for collaboration with families and professionals. Ten hours of observation in a child care setting is required. This course is designed for students majoring in child development and those interested in the field.

REQUISITES:

Prerequisite:
CHIL 101 with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU

CID:

TOTAL LECTURE HOURS:
48 - 54

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:
48 - 54

OUTSIDE-OF-CLASS HOURS:
96 - 108

TOTAL STUDENT LEARNING HOURS:
144 - 162

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

1. Evaluate the characteristics, strengths, limitations, and applications of contemporary observation and assessment tools.
2. Describe the ethical and professional responsibilities for educators in observing and assessing young children's development and learning.
3. Complete systematic observations and assessments of children's development and learning using a variety of data collection methods to inform classroom teaching, environment design, interactions, and curriculum.
4. Demonstrate basic formative and summative assessment techniques.
5. Differentiate between various observation and assessment tools according to their purpose and validity.
6. Apply knowledge of development and other influencing factors to interpret observations and assessments.
7. Discuss logistical challenges, biases, and preconceptions about observing and assessing children.
8. Use standardized observation and assessment tools to evaluate quality in environments, interactions, and curriculum.
9. Demonstrate how observation and assessment are used to plan for and adjust learning experiences.
10. Discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.
11. Describe legal and ethical responsibilities in relation to observation, assessment, documentation, and recordkeeping.

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. Observation and assessment based on theories of child development and learning
  A. California Infant-Toddler Learning and Development Foundations
  B. California Preschool Learning Foundations
II. Tools of observation and assessment
  A. Purpose and use
  B. Current and historic
  C. National tools
    1. The Early Childhood Environmental Rating Scale (ECERS)
    2. Classroom Assessment Scoring System (CLASS)
    3. Quality Rating Improvement System (QRIS)
  D. State tools
    1. Desired Results Developmental Profile (DRDP)
    2. Resources of the California early care and learning systems
III. Observation and reporting
  A. Formal and informal
  B. Legal and ethical responsibilities
  C. Confidentiality
  D. Data collection methods
    1. Direct observation
    2. Time and event samples
    3. Interviews
    4. Questionnaires
    5. Rating scales
  E. Reporting methods
    1. Anecdotal records
    2. Running records
    3. Checklists
  F. Subjective and objective reporting
  G. Qualitative and quantitative
  H. Documentation

1. Types
2. Purposes

IV. Impact of situational factors in the process of observation and assessment
- A. Community settings
  1. Demographics
  2. Cultural background
  3. Perspectives of the children and families
- B. Observer biases
  1. Cultural perspectives
  2. Expectations
  3. Personal bias

V. Use of observation and assessment
- A. Monitoring children's health, well-being, development, and learning
- B. Meeting needs by determining, planning, and adjusting teaching strategies and curriculum
  1. Various content and curriculum purposes
  2. Child's interests, skills, and abilities
  3. First and dual/multi-language learners
  4. Environmental design needs
  5. Guidance and behavior needs
- C. Informed referral and intervention

VI. The on-going cycle of curriculum development
- A. Observation
- B. Planning
- C. Implementation
- D. Assessment
- E. Reflection

VII. Collaboration with families and professionals
- A. Use of assessment data
- B. Promoting family involvement
- C. Referral processes
- D. National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct
- E. Recordkeeping
- F. Rights of children and families

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned textbook.
II. Education journals, such as
- A. Young Children
- B. Teaching Young Children

III. Websites, such as:
- A. Association for Childhood Education International: www.acei.org
- B. National Association for the Education of the Young Child: www.naeyc.org

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Essays related to textbook and journal articles.
II. Projects, such as completing observations and assessments.
III. Summarizing and reflecting on child observations.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. A minimum of ten hours of observation in a child care setting.
II. Completing observation reports.

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

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

I. Analyze data gathered during observations in a child care setting and adjust curriculum plans as needed based on results.
II. Evaluate a child's development based on learning domains.
III. Create a developmental portfolio to capture the child's growth through assessment.

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. Observations and reflections
II. Projects
III. Written assignments
IV. Portfolios

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

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Bohart, Holly & Procopio, Rossella. Spotlight on Young Children: Observation and Assessment, NAEYC (National Association for the Education of Young Children), 2018, ISBN: 9781938113345

MANUALS:
1. California Department of Education. Desired Results Developmental Profile (DRDP), California Department of Education , 08-01-2015
2. Peterson, Gina & Elam, Emily. Observation, Assessment, and Participation in Early Childhood (OER Text), College of the Canyons, 08-01-2020

PERIODICALS:

SOFTWARE:

SUPPLIES:

PROPOSAL ORIGINATOR: Rebecca Collins
CO-CONTRIBUTOR(S) Angela Testado,Donna Cecil,Elizabeth Norvell,Jennifer Boots,Wai-Ling Rubic
PROPOSAL DATE: 04/12/2022

SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT

COURSE TO BE PROPOSED: CHIL 120 Observation and Assessment in Early Childhood

Programs

ACTIVE/APPROVED COURSES IMPACTED:

CHIL 120 Observation and Assessment in Early Childhood Programs (29003)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**City**)
Child Development: Master Teacher *Launched*;
Certificate of Achievement

Courses Required for the Major:

(**City**)
Child Development: Teacher *Launched*;
Certificate of Achievement

Courses Required for the Major:

(**City**)
Early Care and Education *Launched*;
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:** Child Development
II. **Course Number:** 120
III. **Course Title:** Observation and Assessment in Early Childhood Programs
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?**
IX. **Originating Campus:** CITY
X. **Action Proposed:** New Course
XI. **Distance Education Proposed At:**
XII. **Proposal Originating Date:** 04/12/2022
XIII. **Proposed Start Semester:** Fall 2024
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Techniques in observation and assessment in early childhood programs

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Prerequisite: CHIL 101 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:** Textbooks are latest/classics editions, 5/2022

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Create a course to align among City, Mesa, and Miramar colleges and CAP 8 requirements for permits and credentials. Activation also required for Mesa and Miramar College. Proposed for fully online DE method at City. Proposed for TOP Code: 1305.00.
II. **How Does The Course Fit The College Mission?** 1. Transfer 2. Vocational/Occupational
III. **Current Transfer Options:**
IV. **Proposed College/District Purpose:** 1. Major Requirement - Associate Degree 2. Major Requirement - Certificate of Achievement
V. **Extraordinary Cost to the College:** None.
VI. **Library Resource Materials:** No additional resources needed..

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Knowledge of theories of child development

I. Course: CHIL 101 Define, compare, and contrast distinct theories and philosophies of human development.
II. Course: CHIL 101 Distinguish among stages of human growth including the first two years, the play years, the school years, and adolescence in terms of physical, cognitive, and psychosocial development.

III. **Course: CHIL 101 Describe and interpret children's behavior at different ages using child development theories and concepts.**
IV. **Course: CHIL 101 Differentiate between the characteristics of typical and atypical development from birth through adolescence.**

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **CITY**
II. **Distance Education Methods of Instruction:** 1. Fully Online
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
Participant/s: Faculty to Student/s
2. Collaborative Web Documents
as assigned
Participant/s: Faculty to Student/s , Among Students
3. Conferencing
as assigned
Participant/s: Faculty to Student/s
4. Discussion Board
at least 3 times during the term
Participant/s: Among Students
5. Email/Message System
as needed
Participant/s: Faculty to Student/s , Among Students
6. Field Trips
as assigned
Participant/s: Faculty to Student/s , Among Students
7. Group Meetings
as assigned
Participant/s: Faculty to Student/s , Among Students
8. Individual Meetings
as needed
Participant/s: Faculty to Student/s
9. Individualized Assignment Feedback
as assigned
Participant/s: Faculty to Student/s
10. Synchronous or Asynchronous Video
as assigned
Participant/s: Faculty to Student/s
11. Telephone Contact
as needed
Participant/s: Faculty to Student/s

V. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classrooms; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments.
VI. **How to Evaluate Students for Achieved Outcomes:** Some of the evaluations are assessed in a traditional, on-campus format. Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool.
VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure

compliance with the Americans with Disabilities Act (ADA).

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

MESA

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (I Career-Technical Education) (Y Credit Course)
TOP Code: 1305.00 Child Development/Early Care and Education
SAM Code: D - Possibly Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25): Y = Not applicable
Course Support Course Status (CB26): N = Course is not a support course
Major Restriction Code:

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:** 05/16/2022

IV. **Last Outline Revision Date:**

V. **CIC Approval:**

VI. **BOT Approval:**

VII. **State Approval:**

VIII. **Revised State Approval:**

IX. **Course Approval Effective Date:**

SECTION VI

CREDIT FOR PRIOR LEARNING

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 130

COURSE TITLE:
Introduction to Curriculum

Units:
3
Grade Only

CATALOG COURSE DESCRIPTION:

This course is an introduction to planning developmentally appropriate curriculum and environments for children birth through age eight. Emphasis is placed on utilizing theories of learning and developmentally appropriate practices to plan environments and curriculum in all content areas. Topics include indoor and outdoor environmental considerations as well as the integration of learning domains. This course is designed for students majoring in child development and those interested in the field.

REQUISITES:

Advisory: Completion of or concurrent enrollment in:
CHIL 101 with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit only and not Transferable

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 elements of various play-based curriculum models, approaches, theories, and standards for

early learning including indicators of quality to plan and individualize curriculum for children ages birth through eight.
2. Plan indoor and outdoor environments based on knowledge and understanding of children's development and needs.
3. Explore various early childhood curriculum models, approaches, and professional practices to inform and evaluate curriculum and environments.
4. Develop curriculum for all content areas to support children's learning and developmental needs.
5. Observe and evaluate teaching strategies, curriculum, and environmental designs.
6. Explain how different teaching strategies could be used for a variety of curriculum goals.
7. Explain how the principles of the Universal Design for Learning (UDL) are applied in various situations and how specific learning experiences could be adapted to address individual children's learning and development needs.
8. Describe guidance and interaction approaches to support social relationships and learning.
9. Describe various strategies for engaging and partnering with families to support children's development and learning.
10. Explain how curriculum is integrated in developmentally appropriate ways across content areas.
11. Observe children as a basis for planning curriculum and environments.
12. Apply knowledge of academic discipline content, children's growth, development, and individual characteristics to plan developmentally and linguistically appropriate, engaging, and supportive learning experiences for children ages birth through eight.
13. Develop plans for indoor and outdoor physical environments that are appropriate for children's individual ages, stages, skills, abilities, needs, and learning goals.

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. Theoretical frameworks for planning curriculum and environments
II. Models of developmentally appropriate play-based approaches
    A. Emergent curriculum
    B. High-scope
    C. Waldorf
    D. Reggio Emilia
    E. Montessori
III. Planning early childhood curriculum
    A. Environments
        1. Indoor
        2. Outdoor
    B. Age groups
        1. Infants and toddlers
        2. Preschoolers
        3. School-age children
    C. Effective practices and learning experiences for each age group
        1. Planning
        2. Implementing
        3. Evaluating
            a. Developmentally
            b. Linguistically
            c. Culturally appropriate curriculum
    D. The ongoing curriculum cycle
        1. Observe
        2. Plan
        3. Implement
        4. Assess
        5. Document

6. Reflect

E. Level of teacher involvement-teaching continuum

F. Teaching strategies
   1. UDL
   2. Teacher-child interactions
   3. Guidance and discipline
   4. Relationship-based practices
   5. Effective use of questions

G. Planning opportunities for children to support each other in learning

H. Family engagement

I. Ethical and professional practices

J. Content areas
   1. Application of teachers' discipline-based knowledge in the content areas
   2. State and national content standards
   3. Planning developmentally appropriate curriculum for
      a. Math
      b. Science
      c. English language development
      d. Language and literacy
      e. History and social science
      f. Social-emotional development
      g. Visual and performing arts
      h. Physical development
      i. Health

K. Appropriate use of instructional technology

L. Adjustments to curriculum and environment to address children's individualized learning needs including:
   1. Culture and ethnicity
   2. Socioeconomic status
   3. Home language
   4. Ability
   5. Gender
   6. Learning style

M. Planning learning environments
   1. Observations as a basis for design
   2. Designs and impact of physical space
   3. Learning centers
   4. Selection of equipment and materials
   5. Impact of routines and schedules
   6. Integration of content throughout the indoor and outdoor environments
   7. Indicators of quality
   8. Inclusion of children's culture and language
   9. Health, safety, and nutrition
   10. Staffing/zoning
   11. Environmental impact on classroom management

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned textbook.

II. Educational journals, such as
   A. Young Children
   B. Teaching Young Children

III. Websites, such as:
   A. Association for Childhood Education International: www.acei.org
   B. National Association for the Education of Young Children: www.naeyc.org

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Curriculum plans related to the language and literacy, art, math, science, and social emotional domains of the California Preschool Curriculum Foundations and Frameworks.
II. Observations used to plan curriculum.

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. Implementation of curriculum plans.
III. Library and/or internet research.
IV. Field trips.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Create a developmentally appropriate curriculum plan that promotes the domains outlined in the California Preschool Foundations and Frameworks.
II. Evaluate children's literature.
III. Research strategies to support dual/multi-language learners and principles of UDL.
IV. Select evidence to include in departmental professional portfolio.

2. METHODS OF EVALUATION:

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

I. Curriculum planning and projects
II. Observation and assessment assignments
III. Written assignments
IV. Professional portfolio

3. METHODS OF INSTRUCTION:

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

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

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Beloglovsky, Miriam. Loose Parts for Children with Diverse Abilities, Red Leaf Press, 2022, ISBN: 9781605547084
2. California Department of Education. California Preschool Learning Foundations Volumes 1-3, California Department of Education, 2008, ISBN: 9780801116810
3. California Department of Education. California Preschool Curriculum Frameworks Volumes 1-3, California Department of Education, 2010, ISBN: 978801116827
4. Pelo, Ann. The Language of Art, 2nd ed. Red Leaf Press, 2017, ISBN: 9781605544571
5. Stacey, Susan. Emergent Curriculum in Early Childhood Settings: From Theory to Practice, 2nd ed. Red Leaf Press, 2018, ISBN: 9781605545837
6. Weisman Topal, Cathy and Lella Gandini. Beautiful Stuff! Learning Through Found Materials, Davis

Publications Inc., 1999, ISBN: 9780871923882

MANUALS:
1. Beeve, Kristin and Jennifer Paris. Introduction to Curriculum for Early Childhood Education, Open Educational Resource, 01-01-2020

PERIODICALS:

SOFTWARE:

SUPPLIES:

PROPOSAL ORIGINATOR: Rebecca Collins
CO-CONTRIBUTOR(S) Angela Testado,Donna Cecil,Elizabeth Norvell,Jennifer Boots,Wai-Ling Rubic
PROPOSAL DATE: 04/12/2022

SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT

COURSE TO BE PROPOSED: CHIL 130
Introduction to Curriculum

ACTIVE/APPROVED COURSES IMPACTED:

CHIL 130 Introduction to Curriculum (29001)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**City**)
Child Development: Associate Teacher *Launched*;
Certificate of Achievement

Complete three (3) units from the following:

(**City**)
Child Development: Master Teacher *Launched*;
Certificate of Achievement

Courses Required for the Major:

(**City**)
Child Development: Teacher *Launched*;
Certificate of Achievement

Courses Required for the Major:

(**City**)
Early Care and Education *Launched*;
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:** Child Development
II. **Course Number:** 130
III. **Course Title:** Introduction to Curriculum
IV. **Disciplines (Instructor Minimum Qualifications):** Child Development/Early Childhood Education
V.
VI. **Family:**
VII. **Current Short Title:** Introduction to Curriculum
VIII. **Course Is Active/Where?**
IX. **Originating Campus:** CITY
X. **Action Proposed:** New Course
XI. **Distance Education Proposed At:**
XII. **Proposal Originating Date:** 04/12/2022
XIII. **Proposed Start Semester:** Fall 2024
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Introduction course in curriculum development for children birth to age eight

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Advisory: Completion of or concurrent enrollment in: CHIL 101 with a grade of "C" or better, or equivalent.
II. **Current Degree Applicability:** Associate Degree Credit only and not Transferable
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/classic edition, 9/2022

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Create a course to align among City, Mesa, and Miramar colleges and CAP 8 requirements for permits and credentials. Activation also required for Mesa and Miramar College. Proposed for fully online DE method at City. Proposed for TOP Code: 1305.00.
II. **How Does The Course Fit The College Mission?** 1. Transfer 2. Vocational/Occupational
III. **Current Transfer Options:**
IV. **Proposed College/District Purpose:** 1. 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 additional resources needed..

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Knowledge of theories and developmental stages in early childhood

I. Course: CHIL 101 Distinguish among stages of human growth including the first two years, the play years, the school years, and adolescence in terms of physical, cognitive, and psychosocial development.
II. Course: CHIL 101 Describe and interpret children's behavior at different ages using child development theories and concepts.

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **CITY**
II. **Distance Education Methods of Instruction:** 1. Fully Online
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
Participant/s: Faculty to Student/s
2. Collaborative Web Documents
as assigned
Participant/s: Faculty to Student/s , Among Students
3. Conferencing
as assigned
Participant/s: Faculty to Student/s
4. Discussion Board
at least 3 times during the term
Participant/s: Among Students
5. Email/Message System
as needed
Participant/s: Faculty to Student/s , Among Students
6. Field Trips
as assigned
Participant/s: Faculty to Student/s , Among Students
7. Group Meetings
as assigned
Participant/s: Faculty to Student/s , Among Students
8. Individual Meetings
as needed
Participant/s: Faculty to Student/s
9. Individualized Assignment Feedback
as assigned
Participant/s: Faculty to Student/s
10. Synchronous or Asynchronous Video
as assigned
Participant/s: Faculty to Student/s , Among Students
11. Telephone Contact
as needed
Participant/s: Faculty to Student/s
V. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments.
VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool.
VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
VIII. **Audio Visual Library Materials:** NO

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

MESA

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course) (I Career-Technical Education)
TOP Code: 1305.00 Child Development/Early Care and Education
SAM Code: D - Possibly Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25): Y = Not applicable
Course Support Course Status (CB26): N = Course is not a support course
Major Restriction Code:

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:** 05/16/2022

IV. **Last Outline Revision Date:**

V. **CIC Approval:**

VI. **BOT Approval:**

VII. **State Approval:**

VIII. **Revised State Approval:**

IX. **Course Approval Effective Date:**

SECTION VI

CREDIT FOR PRIOR LEARNING

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 150

COURSE TITLE:
Teaching in a Diverse Society

Units:
3
Grade Only

CATALOG COURSE DESCRIPTION:

This course examines both historical and current perspectives of diversity and inclusion and the impact of systemic societal influences on development and learning. Emphasis is placed on incorporating strategies for developmental, cultural, and linguistically appropriate anti-bias curriculum as well as approaches to promote inclusive and anti-racist classroom communities. Topics include the influence of the student's own culture and life experiences on teaching and interactions with children and families. This course is designed for students majoring in child development and those interested in the field.

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 historical and current perspectives on diversity and inclusion.

2. Identify and differentiate between various forms and types of diversity.
3. Discuss how systemic oppression, institutional policies that affect equity and access, internalized privilege, microagressions, biases, stereotypes, and prejudice impact children's learning, development, and school experiences.
4. Reflect on one's own values and implicit and explicit biases and the ways in which these may positively and negatively affect teaching and learning.
5. Evaluate classroom environments, materials, and approaches for developmental, cultural, and linguistic appropriateness for children ages birth through eight.
6. Describe strategies to build collaborative, respectful partnerships with families.
7. Describe strategies to promote an inclusive and anti-racist classroom community.
8. Describe appropriate teaching strategies and potential curriculum and pedagogical modifications to help all young children access the curriculum.
9. Identify approaches to help children negotiate and resolve conflict related to social injustice and bias.

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. Foundational understandings for teaching in a diverse society
  A. Historical and current perspectives
  B. Defining and clarifying dimensions of diversity
    1. Sex and gender roles
    2. Sexual orientation
    3. National identity
    4. Culture
    5. Race/ethnicity
    6. Language and literacy
    7. Religion and belief systems
    8. Family structure and function
    9. Ability
    10. Age
    11. Socioeconomic status

II. Trends and current issues of equity and access as they relate to young children's learning and development
  A. Systemic oppression
  B. Institutional policies that perpetuate inequitable access
  C. Biases
    1. Implicit
    2. Explicit
  D. Stereotypes and prejudice
    1. Developed
    2. Challenged
  E. Recognizing internalized oppression and microaggressions
    1. Stereotypes and biases in the media
    2. Overt and covert social messages
    3. Effects of the dominant culture
      a. Holidays and traditions
      b. Family roles
      c. Religion
      d. Values and beliefs
  F. Addressing misconceptions

III. Classroom curriculum, materials, and environments
  A. The influence of teachers in children's and families' lives
    1. Recognition of teacher's personal bias and its impact on teaching
    2. Supportive communication and interactions

3. Modeling of respectful and inclusive behaviors
4. Collaborative partnerships with families
5. Culturally responsive, inclusive, anti-racist teaching
    a. Defining the terminology
    b. Curriculum and learning experiences

B. Equity and access for all children
1. Culture
2. Ability
3. Immigration status
4. Homelife and family characteristics and needs

C. Teaching strategies and modifications
1. Culturally responsive approaches for infants, toddlers, and preschool-age children
2. Talking to children about diversity, inclusivity, and anti-racism
3. Appropriate strategies for supporting dual/multi language learners in developing English language and literacy skills
4. Pedagogical modifications to meet individual needs
5. Helping children negotiate and respond to conflict related to social injustice and bias

D. Environments and materials
1. Elements of an anti-bias environment
2. Tools for evaluation
3. Selection of appropriate books and materials

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

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

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

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

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Reading and writing assignments as specified in the course syllabus.
II. Internet, library, and archival research.
III. Observations of inclusive settings.
IV. Field trips to visit inclusive programs.
V. Review of current periodicals.
VI. Curriculum plans designed for students with diverse needs which utilize the California Preschool Learning Foundations and Frameworks.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Analyze and compare various types of inclusive settings that serve children.
II. Apply theories of UDL and inclusion to specific settings.

III. Compare and contrast various strategies used to incorporate UDL principles.
IV. Review current literature, periodicals, and articles.

2. METHODS OF EVALUATION:

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

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

3. METHODS OF INSTRUCTION:

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

* Collaborative Learning
* Distance Education (Fully online)
* Lecture
* Lecture Discussion

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. California Department of Education. Inclusion Works! Creating Child Care Programs That Promote Belonging for Children with Disabilities, 2nd ed. California Department of Education, 2021, ISBN: 9780801118111
2. Derman-Sparks, Louise and Julie Olsen Edwards. Anti-Bias Education for Young Children and Ourselves, 2nd ed. NAEYC (National Association for the Education of Young Children), 2020, ISBN: 9781938113574
3. Harms, Thelma et al. Infant/Toddler Environment Rating Scale (ITERS-3), 3rd ed. Teacher's College Press, 2017, ISBN: 9780807758670
4. Harms, Thelma et al. Early Childhood Environment Rating Scale, Revised ed. Teachers College Press, 2004, ISBN: 9780807745496
5. NAEYC (National Association for the Education of Young Children. Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8, 4th ed. NAEYC (National Association for the Education of Young Children), 2022, ISBN: 9781938113956
6. Nemeth, Karen and Pam Brillante. Universal Design for Learning in the Early Childhood Classroom: Teaching Children of all Languages, Cultures and Abilities, Birth – 8 Years, Routledge, 2017, ISBN: 9781138655133

MANUALS:
1. Derman-Sparks, Louise et al. Leading Anti-Bias Early Childhood Programs: A Guide for Change, Teacher's College Press, 11-01-2014
2. California Department of Education. Early Childhood Educator Competencies, California Department of Education, 01-01-2011
3. California Department of Education. Preschool Curriculum Frameworks Vols. 1-3, California Department of Education, 01-01-2010
4. California Department of Education. Family Partnerships and Culture, California Department of Education, 08-01-2016
5. California Department of Education. Desired Results Developmental Profiles (DRDP), California

Department of Education, 08-01-2015
6. California Department of Education. Preschool Learning Foundations Vols. 1-3, California Department of Education, 01-01-2009
7. Esquivel, Krischa, Emily Elam, et al. The Role of Equity and Diversity in Early Childhood Education, College of the Canyons (OER), 01-01-2020
8. Squires, Jane & Diane Bricker. Ages & Stages Questionnaires®: Social-Emotional, Third Edition (ASQ:SE-2™), Brookes Publishing, 01-01-2009
9. Squires, Jane and Diane Bricker. Ages & Stages Questionnaires®, Fourth Edition (ASQ-3™), Brookes Publishing, 01-01-2009

PERIODICALS:

SOFTWARE:

SUPPLIES:

PROPOSAL ORIGINATOR: Rebecca Collins
CO-CONTRIBUTOR(S) Angela Testado,Denise Blaha,Donna Cecil,Elizabeth Norvell,Jennifer Boots,Wai-Ling Rubic
PROPOSAL DATE: 05/16/2022

SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT

COURSE TO BE PROPOSED: CHIL 150
Teaching in a Diverse Society

ACTIVE/APPROVED COURSES IMPACTED:

CHIL 150 Teaching in a Diverse Society (29096)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**City**)
Child Development: Master Teacher *Launched*;
Certificate of Achievement

Diverse Learners

(**City**)
Child Development: Teacher *Launched*;
Certificate of Achievement

Courses Required for the Major:

(**City**)
Early Care and Education *Launched*;
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:** Child Development
II. **Course Number:** 150
III. **Course Title:** Teaching in a Diverse Society
IV. **Disciplines (Instructor Minimum Qualifications):** Child Development/Early Childhood Education
V.
VI. **Family:**
VII. **Current Short Title:** Teaching in a Diverse Society
VIII. **Course Is Active/Where?**
IX. **Originating Campus:** CITY
X. **Action Proposed:** New Course
XI. **Distance Education Proposed At:**
XII. **Proposal Originating Date:** 05/16/2022
XIII. **Proposed Start Semester:** Fall 2024
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Teaching strategies for creating curriculum and classroom environments that support diverse learners.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:** NONE
II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
IV. **Repeatability:** Course may be taken 1 time(s)
V. **Course Equivalency:** No
VI. **Additional Information:**
VII. **Additional Textbook Information:** Textbooks are latest/classic editions, 9/2022

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Create a course to align among City, Mesa, and Miramar colleges and CAP 8 requirements for permits and credentials. Activation also required for Mesa and Miramar College. Proposed for fully online DE method at City. Proposed for TOP Code: 1305.00.
II. **How Does The Course Fit The College Mission?** 1. Transfer 2. Vocational/Occupational
III. **Current Transfer Options:**
IV. **Proposed College/District Purpose:** 1. Major Requirement - Associate Degree 2. Major Requirement - Certificate of Achievement
V. **Extraordinary Cost to the College:** No additional costs required.
VI. **Library Resource Materials:** No additional textbook resources required..

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

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

III. **Other Distance Education Methods:**

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

1. Announcements
   Announcements weekly
   Participant/s: Faculty to Student/s
2. Collaborative Web Documents
   Collaborative Web Documents as assigned
   Participant/s: Faculty to Student/s , Among Students
3. Conferencing
   Conferencing as assigned
   Participant/s: Faculty to Student/s
4. Discussion Board
   Discussion Board at least 3 times during the term
   Participant/s: Among Students
5. Email/Message System
   E-mail/Message System as needed
   Participant/s: Faculty to Student/s , Among Students
6. Field Trips
   Field Trips as assigned
   Participant/s: Faculty to Student/s , Among Students
7. Group Meetings
   Group Meetings as assigned
   Participant/s: Faculty to Student/s , Among Students
8. Individual Meetings
   Individual Meetings as needed
   Participant/s: Faculty to Student/s
9. Individualized Assignment Feedback
   Individualized Assignment Feedback as assigned
   Participant/s: Faculty to Student/s
10. Synchronous or Asynchronous Video
    Synchronous or Asynchronous Video as assigned
    Participant/s: Faculty to Student/s , Among Students
11. Telephone Contact
    Telephone Contact as needed
    Participant/s: Faculty to Student/s

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

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

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

MESA

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (I Career-Technical Education) (Y Credit Course)
TOP Code: 1305.00 Child Development/Early Care and Education
SAM Code: D - Possibly Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25): Y = Not applicable
Course Support Course Status (CB26): N = Course is not a support course
Major Restriction Code:

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:**

V. **CIC Approval:**

VI. **BOT Approval:**

VII. **State Approval:**

VIII. **Revised State Approval:**

IX. **Course Approval Effective Date:**

SECTION VI

CREDIT FOR PRIOR LEARNING

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 163

COURSE TITLE: Experience in Child Guidance Techniques for Early Childhood Classrooms

Units: 3
Grade Only

CATALOG COURSE DESCRIPTION:

This course explores guidance techniques for working with children from birth to age eight in early education settings. Emphasis is placed on the application of social and emotional strategies, developmentally appropriate practices, supportive environmental design, and the principles of professional ethics and diversity in working with children and families. Observation techniques and guided practice are emphasized within a three hour weekly lab experience. This course is intended for students who plan careers in early childhood and family support programs.

REQUISITES:

Prerequisite:
CHIL 101 with a grade of "C" or better, or equivalent
&
CHIL 141 with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:
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. Compare, contrast, and apply developmentally appropriate approaches to guidance for children birth to age eight.
2. Identify and implement techniques and strategies for promoting social and emotional development and prosocial behaviors in young children.
3. Identify and implement developmentally and culturally sensitive approaches to guidance that support the diversity of children and families in early childhood settings.
4. Demonstrate skills in observation of children's behaviors and apply this knowledge to individualized guidance plans.
5. Evaluate the physical and social emotional climate of the early childhood classroom environment and apply appropriate updates and strategies designed to meet individual and group needs.
6. Identify and demonstrate principles of professional ethics in guiding behaviors in early childhood settings.

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. Developmentally appropriate approaches to guidance
  A. Cognitive developmental considerations
    1. Stages of development
    2. Desired Results developmental profiles
  B. Social and emotional developmental considerations
    1. Stages of development
    2. Desired Results developmental profiles
  C. Additional theories
    1. Psychosocial development
      a. Erik Erikson
    2. Behaviorism
      a. Appropriate and non-appropriate applications in early childhood settings
        i. Behavior and progress charts
II. Social and emotional techniques and strategies
  A. California Preschool Learning Foundations and Frameworks
  B. CSEFEL (Center on the Social and Emotional Foundations for Learning)
    1. The Teaching Pyramid
    2. The role of brain development in self-regulation
    3. Practical strategies
      a. Positive descriptive acknowledgment
      b. Conflict resolution steps
      c. Social stories
      d. Transition techniques
      e. Redirecting behaviors
      f. Related children's literature
    4. Interventions, behavioral plans, and local resources
      a. Resource and referral
      b. Individualized Education Plans (IEPs)
III. Developmental and cultural considerations
  A. Attachment
  B. Trauma and its effects
  C. Parenting styles
  D. Cultural similarities and differences
    1. Among staff and teachers
    2. Between parents and staff
    3. Communication and problem solving approaches

IV. Observation and guidance
    A. Observational notes
    B. Reflection and planning
    C. Creating a behavior plan
    D. Parent communication
V. The role of the environment in guiding behavior
    A. Considerations for designing the physical space
    B. Considerations for the social and emotional climate
    C. Assessing and reflecting on classroom hot spots where confilicts often occur
    D. Assessing and re-assessing throughout the year and making changes as needed
VI. Ethical considerations for the guidance of young children
    A. Code of Ethical Conduct
    B. Appropriate interactions
        1. Calming techniques
        2. Support among teaching staff for one another

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. Observation journals.
II. Critiques of child development programs and philosophies.
III. 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 that 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
III. Personal Behavior Management Plan.
IV. Supervised participation in child care settings.

V. Class participation.

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning
* Distance Education (Hybrid only)
* Lecture-Lab Combination
* Shadowing

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. California Department of Education. California Infant Toddler Curriculum Frameworks, California Department of Education, 2012, ISBN: 9780801117237
2. California Department of Education. California Preschool Curriculum Frameworks Volume 1, California Department of Education, 2010, ISBN: 9780801116827
3. California Department of Education. California Preschool Learning Foundations Volume 1, California Department of Education, 2008, ISBN: 9780801116810
4. California Department of Education. California Infant Toddler Learning and Development Foundations, California Department of Education, 2009, ISBN: 9780801116933
5. Delahooke, Mona. Beyond Behaviors: Using Brain Science and Compassion to Understand and Solve Children's Behavioral Challenges, 1st ed. PESI Publishing, 2019, ISBN: 9781683731191
6. Gartrell, Dan. A Guidance Guide for Early Childhood Leaders: Strengthening Relationships with Children, Families, and Colleagues, Redleaf Press, 2020, ISBN: 9781605546889

MANUALS:
1. California Department of Education. Desired Results Developmental Profile, California Department of Education, 08-01-2015
2. Copple, Carole and Sue Bredekamp. Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8, NAEYC, 01-01-2009

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. no additional supplies needed

PROPOSAL ORIGINATOR: Rebecca Collins
CO-CONTRIBUTOR(S) Dawn DiMarzo,Denise Blaha,Elizabeth Norvell,Ida Cross,Wai-Ling Rubic
PROPOSAL DATE: 02/16/2023

SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT

COURSE TO BE PROPOSED: CHIL 163 Experience in Child Guidance Techniques for Early Childhood Classrooms

ACTIVE/APPROVED COURSES IMPACTED:

CHIL 163 Experience in Child Guidance Techniques for Early Childhood Classrooms (29541)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**City**)
Child Development: Associate Teacher *Launched*;
Certificate of Achievement

Complete a minimum of three (3) units from the following:

(**City**)
Child Development: Master Teacher *Launched*;
Certificate of Achievement

Diverse Learners

(**City**)
Child Development: Teacher *Launched*;
Certificate of Achievement

Complete a minimum of one (1) course from the following:

(**City**)
Early Care and Education *Launched*;
Associate of Science Degree

Complete a minimum of three (3) units from the following:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Child Development
II. **Course Number:** 163
III. **Course Title:** Experience in Child Guidance Techniques for Early Childhood Classrooms
IV. **Disciplines (Instructor Minimum Qualifications):** Child Development/Early Childhood Education
V.
VI. **Family:**
VII. **Current Short Title:** Guidance Lab
VIII. **Course Is Active/Where?**
IX. **Originating Campus:** CITY
X. **Action Proposed:** New Course
XI. **Distance Education Proposed At:**
XII. **Proposal Originating Date:** 02/16/2023
XIII. **Proposed Start Semester:** Fall 2024
XIV. **Field Trip:** Required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Lecture/Lab experience in child guidance

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Prerequisite: CHIL 101 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
& Prerequisite: CHIL 141 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:** Textbooks are current as of 2.22.23

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Create a new course in response to Cap 8 requirements
II. **How Does The Course Fit The College Mission?** 1. Vocational/Occupational 2. Transfer
III. **Current Transfer Options:**
IV. **Proposed College/District Purpose:** 1. Major Requirement - Associate Degree
V. **Extraordinary Cost to the College:** No New Costs.
VI. **Library Resource Materials:** No new resources needed.

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Working knowledge of applicable child development theories and theorists

I. Course: CHIL 101 Summarize major theories of child development.
II. Course: CHIL 101 Define, compare, and contrast distinct theories and philosophies of human development.
III. Course: CHIL 101 Describe the impact of multiple factors on development and well-being, including those related to biology, environment, and social interactions.

IV. **Course: CHIL 101 Identify the typical progression of development across all domains.**
V. **Course: CHIL 101 Differentiate between characteristics of typical and atypical development.**
VI. **Course: CHIL 101 Apply objective techniques and skills when observing, interviewing, describing, and evaluating behavior in children.**

Knowledge of diverse families and factors that affect physical and social emotional development

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

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **CITY**
II. **Distance Education Methods of Instruction:** 1. Partially online only
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**

1. Announcements
   weekly
   Participant/s: Faculty to Student/s
2. Collaborative Web Documents
   as assigned
   Participant/s: Faculty to Student/s , Among Students
3. Conferencing
   as assigned
   Participant/s: Faculty to Student/s , Among Students
4. Discussion Board
   at least 2 times per semester
   Participant/s: Among Students
5. Email/Message System
   as needed
   Participant/s: Faculty to Student/s , Among Students
6. Field Trips
   as assigned
   Participant/s: Faculty to Student/s , Among Students
7. Group Meetings
   as assigned
   Participant/s: Faculty to Student/s , Among Students
8. Individual Meetings
   as needed
   Participant/s: Faculty to Student/s
9. Individualized Assignment Feedback
   as assigned
   Participant/s: Faculty to Student/s , Among Students
10. Synchronous or Asynchronous Video
    as assigned
    Participant/s: Faculty to Student/s
11. Telephone Contact
    as needed
    Participant/s: Faculty to Student/s

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

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

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

MESA

MIRAMAR

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: D - Possibly Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25): Y = Not applicable
Course Support Course Status (CB26): N = Course is not a support course
Major Restriction Code:

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:** 02/17/2023

IV. **Last Outline Revision Date:**

V. **CIC Approval:**

VI. **BOT Approval:**

VII. **State Approval:**

VIII. **Revised State Approval:**

IX. **Course Approval Effective Date:**

SECTION VI

CREDIT FOR PRIOR LEARNING

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 180

COURSE TITLE:
Nutrition, Health, and Safety for Children

Units:
3
Grade Only

CATALOG COURSE DESCRIPTION:

This course is a survey of the laws, regulations, standards, policies, procedures, and best practices related to health, safety, and nutrition in care and education settings for children birth through middle childhood. Emphasis is placed on the teacher's role in prevention strategies, nutrition and meal planning, integrating health safety and nutrition experiences into daily routines, and overall risk management. This course is designed for students majoring in child development and those interested in the field.

REQUISITES:

NONE

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU

CID:

TOTAL LECTURE HOURS:
48

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:
48

OUTSIDE-OF-CLASS HOURS:
96

TOTAL STUDENT LEARNING HOURS:
144

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

1. Describe strategies used to promote the health, safety, and nutrition of children and adults in care and

education settings.
2. Evaluate environments for both positive and negative impacts on children's and adults' health and safety.
3. Identify regulations, standards, policies, and procedures related to health, safety, and nutrition in care and education settings.
4. Define the broad concepts and practices of health, safety, and nutrition.
5. Identify laws and regulations related to health, safety, and nutrition.
6. Identify health and safety risks and prevention strategies in care and education settings.
7. Describe a caregiver's role and responsibility in modeling good health, safety, and nutrition habits.
8. Describe culturally responsive strategies for partnering with families and the community in support of a healthy and safe environment for children.
9. Explore community resources available to support children and families.
10. Apply the recommendations for children's nutrition to the development of healthy and economical meals and snacks based on the age and individual needs of children.
11. Plan developmentally appropriate, culturally responsive learning experiences and environments that support the topics of health, safety, and nutrition.

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 the interrelationship of health, safety, and nutrition for children birth to middle childhood.
   A. Defining physical and mental health
   B. Defining safety
   C. Defining nutrtition
II. Laws, codes, regulations, and policies
   A. Fire and health codes
   B. Title 22
   C. Title 5
   D. Emergency medical services authority
   E. Local requirements
   F. Food programs
III. Child abuse and neglect
   A. Mandated reporting
   B. Prevention strategies
   C. Community resources
IV. Safety management
   A. Safe environments
   B. Accommodations for children with special needs and Universal Design principles [Universal Design for Learning, (UDL)]
   C. Injury prevention and care
   D. Emergency peparedness, response, and recovery
   E. Accident prevention
   F. Car seats
V. Health management
   A. Universal precautions
   B. Daily health check
   C. Food safety
   D. Health inspections
   E. Communicable diseases
   F. Infectious process
   G. Illness and exclusion policies
   H. Common health issues such as pink-eye, lice, runny nose
   I. Chronic and acute health issues such as allergies and obesity

J. Mental health
K. Sleeping and napping
L. Diapering and toileting
M. Health assessment tools
1. Health records
2. Child health histories
3. Medical and dental exams
4. Screening procedures including height and weight
5. Vision screening
N. Staff safety and well-being
1. Risk management
2. Employee policies
a. Physical health
b. Mental health

VI. Teacher and caregiver roles
A. Teachers as role models of best health, safety, and nutrition practices
B. Collaboration with families and other professionals to promote health, safety, and nutrition
C. Communication
1. Families
2. Other health professionals
D. Community resources for children and families at risk
1. Housing and food insecurity
2. Foster care and child-welfare
3. Incarceration
4. Trauma and abuse
5. Medically fragile

VII. Meals and snacks
A. Nutrition guidelines
B. Diet analysis
C. Mealtime policies and regulations
D. Menu planning
E. Budgeting
F. Culture, traditions, and family choices
G. Special feeding needs
H. Sanitary food handling

VIII. Planning learning experiences in health, safety, and nutrition
A. Developmentally sound practices
B. Cultural, linguistic, and developmental differences of families, teachers, and children
C. Learning opportunities integrated within daily routines
D. Physical fitness
E. Use of instructional technology
F. Universal Design and accommodations for children with special needs

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned textbook(s).
II. Educational journals related to the health, safety, and nutrition of children, such as
A. Young Children
B. Teaching Young Children
III. Websites related to child nutrition, health, and safety, such as:
A. The Foundation for Child Development: www.fcd-us.org/
B. Child Development Associates: https://cdasd.org/

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:
All written work requires application, critical thinking, and critical writing skills. Students must demonstrate their ability to understand the subject matter through the use of appropriate vocabulary in written and oral assignments.

I. Nutrition education lesson plan for preschool children.
II. Activity plans that promote good health, safety, and nutrition habits among preschool children.
III. Reviews of articles related to child health, safety, and nutrition found in professional journals and/or current periodicals.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Reading and writing assignments related to the principles of childhood health safety and nutrition and their application in the preschool environment.
II. Library and/or Internet research related to the development of health, safety, and nutrition lesson plans
III. Field trips to educational programs.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Assessing the health and nutrition of a variety of children as presented through case studies.
II. Applying the principles of balanced nutrition, the basic food groups, and the US recommended daily allowance (RDA) of vitamins and minerals to plan daily meals and snacks for preschool children.
III. Evaluating the current state of child development theories, philosophies, and research studies as they relate to child health, safety, and nutrition.

2. METHODS OF EVALUATION:

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

I. In-class written assignments that test the student's ability to analyze as well as to synthesize child development theory and data related to safety, health, and nutrition
II. Out-of-class writing assignments that test the student's ability to assess and evaluate the principles of infant and child health, safety, and nutrition as well as their application in child care settings
III. Field research projects at child care facilities
IV. In-class objective examinations
V. Class participation.

3. METHODS OF INSTRUCTION:

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

* Distance Education (Fully online)
* Lecture
* Other (Specify)
* Field trips and projects at various school and educational programs
* Guest speakers

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Marotz, Lynn R. Health, Safety and Nutrition for the Young Child, 9th ed. Cengage Learning, 2015, ISBN: 9781285427331
2. Robertson, Cathie. Safety, Nutrition and Health in Early Education, 6th ed. Cengage, 2016, ISBN: 9781305088900

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Lou Ann Gibson
ORIGINATION DATE: 11/13/2017
PROPOSAL ORIGINATOR: Rebecca Collins
CO-CONTRIBUTOR(S) Angela Testado,Donna Cecil,Elizabeth Norvell,Jennifer Boots,Wai-Ling Rubic
PROPOSAL DATE: 04/11/2022

SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT

COURSE TO BE PROPOSED: CHIL 180 Nutrition, Health, and Safety for Children**COURSE TO BE PROPOSED:** CHIL 180 Nutrition, Health, and Safety for Children

ACTIVE/APPROVED COURSES IMPACTED:

CHIL 180 Nutrition, Health and Safety for Children (28995)

CHIL 180 Nutrition, Health, and Safety for Children (28995)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**Mesa**)
Assistant Teacher* *Active*;
Certificate of Performance

Courses:

(**Mesa**)
Associate Teacher *Active*;
Certificate of Achievement

Course Required for the Major:

(**Miramar**)
Child Development *Active*;
Associate of Science Degree

Courses Required for the Major:

(**Mesa**)
Child Development *Active*;
Associate of Science Degree

Courses Required for the Major:

(**Miramar**)
Child Development Associate Teacher *Active*;
Certificate of Achievement

Courses Required for the Major:

(**Miramar**)
Child Development Master Teacher *Approved*;
Certificate of Achievement

Courses Required for the Major:

(**Miramar**)
Child Development Site Supervisor *Approved*;
Associate of Science Degree

Courses Required for the Major:

(**Miramar**)
Child Development Teacher *Active*;
Certificate of Achievement

Courses Required for the Major:

(**City**)
Child Development: Associate Teacher *Active*;
Certificate of Achievement

Courses Required for the Major:

(**City**)
Child Development: Associate Teacher *Launched*;
Certificate of Achievement

Courses Required for the Major:

(**City**)
Child Development: Master Teacher *Active*;
Certificate of Achievement

Courses Required for the Major:

(**City**)
Child Development: Master Teacher *Launched*;
Certificate of Achievement

Courses Required for the Major:

(**City**)
Child Development: Teacher *Active*;
Certificate of Achievement

Courses Required for the Major:

(**City**)
Child Development: Teacher *Launched*;
Certificate of Achievement

Courses Required for the Major:

(**City**)
Early Care and Education *Active*;
Associate of Science Degree

Courses Required for the Major

(**City**)
Early Care and Education *Launched*;
Associate of Science Degree

Courses Required for the Major

(**Miramar**)

Early Education Entrepreneurship *Approved*;

Associate of Science Degree

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

(**Miramar**)

Early Education Entrepreneurship *Approved*;

Certificate of Achievement

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

(**Miramar**)

Family Child Care* *Active*;

Certificate of Performance

Courses Required for the Major:

(**Miramar**)

Family Child Care* *Pending*;

Certificate of Performance

Courses Required for the Major:

(**Mesa**)

Home Day Care* *Active*;

Certificate of Performance

Courses Required for the Major:

(**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**)

Master Teacher *Active*;

Certificate of Achievement

Courses Required for the Major:

(**Miramar**)

Master Teacher *Active*;

Certificate of Achievement

Courses Required for the Major:

(**Miramar**)

Site Supervisor *Active*;

Associate of Science Degree

Courses Required for the Major:

(Mesa)

Teacher *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:** Child Development
II. **Course Number:** 180
III. **Course Title:** Nutrition, Health, and Safety for Children
IV. **Disciplines (Instructor Minimum Qualifications):** Child Development/Early Childhood Education
V.
VI. **Family:**
VII. **Current Short Title:** Nutrition/Health/Safety/Child
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:**
XII. **Proposal Originating Date:** 04/11/2022
XIII. **Proposed Start Semester:** Fall 2024
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Nutritional, health and safety needs of children.
Proposed Short Description: Nutritional, health, and safety needs of children.

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 latest/classic editions, 9/2022

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** CAP alignment (updated and rewritten with no more than 50% of content has changed to align language to CAP) and Mesa and Miramar College. 2-year review. Update catalog description. Update DE method language. Update textbooks. Revise SAM Code. (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:** N/A.

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

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

III. **Other Distance Education Methods:**

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

1. Announcements
   weekly
   Participant/s: Faculty to Student/s
2. Collaborative Web Documents
   as assigned
   Participant/s: Faculty to Student/s , Among Students
3. Conferencing
   as assigned
   Participant/s: Faculty to Student/s
4. Discussion Board
   weekly
   Participant/s: Among Students
5. Email/Message System
   as needed
   Participant/s: Faculty to Student/s , Among Students
6. Field Trips
   as assigned
   Participant/s: Faculty to Student/s , Among Students
7. Group Meetings
   as assigned
   Participant/s: Faculty to Student/s , Among Students
8. Individual Meetings
   as needed
   Participant/s: Faculty to Student/s
9. Individualized Assignment Feedback
   as assigned
   Participant/s: Faculty to Student/s
10. Synchronous or Asynchronous Video
    as assigned
    Participant/s: Faculty to Student/s , Among Students
11. Telephone Contact
    as needed
    Participant/s: Faculty to Student/s

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

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

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

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

IX. **MIRAMAR**

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

XI. **Other Distance Education Methods:**

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

1. Chat Rooms
   as needed
2. E-mail
   weekly
3. Field Trips
   as assigned

4. Group Meetings
   as assigned
5. Individual Meetings
   as needed
6. Orientation Sessions
   as assigned
7. Review Sessions
   as assigned
8. Telephone Contact
   as needed
9. Threaded Conferencing
   at least three times per 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 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.

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, research reports, and/or group presentations 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. E-mail
   frequent
3. Telephone Contact
   as needed
4. Threaded Conferencing
   frequent

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

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

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- The student will develop developmentally appropriate curriculum plans in the areas of nutrition, health and safety.

MESA

- Upon completion of this course students will be able to analyze the nutritional quality of a meal as well as the physical set up and health/safety practices in evidence.
- Upon completion of this class students will be able to create a 5 day snack/lunch/snack menu for a 4 year classroom based on CACFP standards.
- Upon completion of this course students will be able to demonstrate appropriate CPR/1st Aid techniques for infants and toddlers.

MIRAMAR

- Plan and implement two lesson plans to include a behavioral objective in two of the following; Nutrition and Health/Safety. The lesson plans must be designed for preschool age children and implemented in a licensed preschool program.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course) (I Career-Technical Education)
TOP Code: 1305.00 Child Development/Early Care and Education
SAM Code: D - Possibly Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25): Y = Not applicable
Course Support Course Status (CB26): N = Course is not a support course
Major Restriction Code: NONE

II. **Lect Units:** 3.00
Total Units: 3
Lecture Hours Min: 48.00 **Max:** 0.00
Lab Hours Min: 0.00 **Max:** 0.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 48.00 **Max:**0.00
Outside-of-Class Hours Min: 96.00 **Max:**0.00
Total Student Learning Hours Min: 144.00 **Max:** 0.00
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:** 04/12/2018

V. **CIC Approval:**

VI. **BOT Approval:**

VII. **State Approval:**

VIII. **Revised State Approval:**

IX. **Course Approval Effective Date:**

SECTION VI

CREDIT FOR PRIOR LEARNING

View Printable Version

Previous Report

CHIL 180

CIC Approval: 04/12/2018
BOT APPROVAL:
STATE APPROVAL:
EFFECTIVE TERM: Fall 2019

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

SECTION I

SUBJECT AREA AND COURSE NUMBER: Child Development 180

COURSE TITLE:
Nutrition, Health and Safety for Children

Units:
3
Grade Only

CATALOG COURSE DESCRIPTION:

This course is a survey of the nutritional, health, and safety needs of children from infant/toddlers through preschool age. Topics include but are not limited to the planning and execution of environments and activities that promote safety, balanced diet, and overall health for children. Students also learn the fundamentals of pediatric first aid and cardiopulmonary resuscitation (CPR). This course meets the Title XXII, fifteen hour, Health and Safety Training requirement, including signs and symptoms of child abuse. It is intended for students majoring in child development and practicing child development 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. Explain the interrelationship of health, safety, and nutrition for children
2. Discuss the role of the caregiver in providing protection, services, and education to the child while promoting the child's overall good health
3. Apply the principles and tools necessary to perform health appraisal in order to assess the health and nutrition of a child
4. List the conditions that commonly affect children's health
5. Describe control measures for effectively identifying, controlling, and managing the infectious process of

Current Report

CHIL 180

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 180

COURSE TITLE:
Nutrition, Health, and Safety for Children

Units:
3
Grade Only

CATALOG COURSE DESCRIPTION:

This course is a survey of the laws, regulations, standards, policies, procedures, and best practices related to health, safety, and nutrition in care and education settings for children birth through middle childhood. Emphasis is placed on the teacherâ€™s role in prevention strategies, nutrition and meal planning, integrating health safety and nutrition experiences into daily routines, and overall risk management. This course is designed for students majoring in child development and those interested in the field.

REQUISITES:

NONE

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU

CID:

TOTAL LECTURE HOURS:
48

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:
48

OUTSIDE-OF-CLASS HOURS:
96

TOTAL STUDENT LEARNING HOURS:
144

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

1. Describe strategies used to promote the health, safety, and nutrition of children and adults in care and education settings.
2. Evaluate environments for both positive and negative impacts on childrenâ€™s and adultsâ€™ health and safety.
3. Identify regulations, standards, policies, and procedures related to health, safety, and nutrition in care and education settings.
4. Define the broad concepts and practices of health, safety, and nutrition.
5. Identify laws and regulations related to health, safety, and nutrition.

communicable and acute illnesses among children
6. Evaluate a quality childcare setting that includes a safe environment, required licenses, environmental standards, safety management, and a staff appropriately educated in emergency care and first aid
7. Demonstrate the fundamentals of pediatric first aid and CPR in order to manage accidents and children's injuries
8. Distinguish signs and symptoms of child abuse and neglect; explain the teacher's role in identifying and reporting suspected child abuse
9. Design activity lesson plans to promote health and safety, introduce nutrition concepts, and promote balanced nutrition among preschool children
10. List the nutrients that provide energy, promote growth, and regulate body functions
11. Explain the processes of meeting the nutritional needs of infants, introducing semi-solid foods, and feeding toddlers and preschoolers in ways that promote balanced eating habits
12. Plan nutritious, balanced meals and menus for preschool children while staying within given budget constraints.

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 the interrelationship of health safety and nutrition
  A. Factors that influence health
    1. Heredity
    2. Environment.
  B. Factors that affect children's safety
    1. Awareness of children's developmental abilities
    2. Rules and supervision.
  C. Effects of nutrition on children
    1. Resistance to infection and illness
    2. Malnutrition.
  D. Role of childhood caregivers
    1. Protection
    2. Services
    3. Education.
II. Promoting a child's good health
  A. Growth and development of infants through early school-age
  B. Promotion of good health
  C. Special considerations
    1. Accident prevention
    2. Dental health
    3. Mental health.
III. Health appraisals
  A. Assessing a child's health
  B. Observation as a screening tool
  C. Health inspections
    1. Method
    2. Recording
    3. Interpretations
    4. Managing health risks.
  D. Involving parents
    1. Parents' responsibility
    2. Social services
    3. Health education.
IV. Health assessment tools
  A. Health records
    1. Child health histories
    2. Medical and dental examinations.
  B. Screening procedures including height and weight measurements
  C. Sensory development
  D. Vision screening
    1. Methods of assessment
    2. Common disorders
    3. Management.
  E. Hearing screening
    1. Methods of assessment
    2. Common disorders
    3. Management.
  F. Speech and language evaluation
    1. Methods of assessment
    2. Common disorders

6. Identify health and safety risks and prevention strategies in care and education settings.
7. Describe a caregiverâ€™s role and responsibility in modeling good health, safety, and nutrition habits.
8. Describe culturally responsive strategies for partnering with families and the community in support of a healthy and safe environment for children.
9. Explore community resources available to support children and families.
10. Apply the recommendations for childrenâ€™s nutrition to the development of healthy and economical meals and snacks based on the age and individual needs of children.
11. Plan developmentally appropriate, culturally responsive learning experiences and environments that support the topics of health, safety, and nutrition.

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 the interrelationship of health safety and nutrition for children birth to middle childhood.
  A. Defining physical and mental health
  B. Defining safety
  C. Defining nutrtition
II. Laws codes regulations and policies
  A. Fire and health codes
  B. Title 22
  C. Title 5
  D. Emergency medical services authority
  E. Local requirements
  F. Food programs
III. Child abuse and neglect
  A. Mandated reporting
  B. Prevention strategies
  C. Community resources
IV. Safety management
  A. Safe environments
  B. Accommodations for children with special needs and Universal Design principles [Universal Design for Learning (UDL)]
  C. Injury prevention and care
  D. Emergency peparedness response and recovery
  E. Accident prevention
  F. Car seats
V. Health management
  A. Universal precautions
  B. Daily health check
  C. Food safety
  D. Health inspections
  E. Communicable diseases
  F. Infectious process
  G. Illness and exclusion policies
  H. Common health issues such as pink-eye lice runny nose
  I. Chronic and acute health issues such as allergies and obesity
  J. Mental health
  K. Sleeping and napping
  L. Diapering and toileting
  M. Health assessment tools
    1. Health records
    2. Child health histories
    3. Medical and dental exams
    4. Screening procedures including height and weight
    5. Vision screening
  N. Staff safety and well-being
    1. Risk management
    2. Employee policies
      a. Physical health
      b. Mental health
VI. Teacher and caregiver roles
  A. Teachers as role models of best health safety and nutrition practices
  B. Collaboration with families and other professionals to promote health safety and nutrition

3. Management.
G. Nutritional assessment
1. Assessment methods
2. Common disorders
3. Management.
H. Referrals.

V. Conditions affecting children's health
A. Fatigue
B. Posture
C. Diabetes
D. Seizures
E. Allergies
F. Asthma
G. Eczema
H. Lead poisoning
I. Others.

VI. Infectious process and effective control
A. Communicable illness
B. Stages of illness
C. Control measures
1. Observations
2. Policies
3. Administration of medication
4. Immunizations
5. Environmental control
6. Education.

VII. Communicable and acute illness: Identification and management
A. Identifying sick children
B. Common communicable illnesses
C. Special concerns
1. Acquired immune deficiency syndrome (AIDS)
2. Sudden infant death syndrome (SIDS).
D. Common acute illnesses
1. Colds
2. Diaper rash
3. Diarrhea
4. Dizziness
5. Earache
6. Fainting
7. Fever
8. Headaches
9. Lyme disease
10. Reye's syndrome
11. Sore throat
12. Stomach aches
13. Teething
14. Toothache
15. Vomiting.

VIII. Creating a safe environment
A. Quality settings
1. Parent education about child care programs
2. Resource and referral services
3. Professional accreditation.
B. Licensing
1. Obtaining a license
2. Federal regulations.
C. Environmental standards
1. Building facilities
2. Indoor air quality
3. Outdoor play areas.
D. Staff qualifications
E. Group size and composition
F. Program content
G. Health services
H. Transportation.

IX. Safety management
A. What constitutes an accident
B. Accident prevention
1. Advanced planning
2. Establishing rules
3. Careful supervision.
C. Implementing safety practices
C. Communication
1. Families
2. Other health professionals
D. Community resources for children and families at risk
1. Housing and food insecurity
2. Foster care and child-welfare
3. Incarceration
4. Trauma and abuse
5. Medically fragile

VII. Meals and snacks
A. Nutrition guidelines
B. Diet analysis
C. Mealtime policies and regulations
D. Menu planning
E. Budgeting
F. Culture traditions and family choices
G. Special feeding needs
H. Sanitary food handling

VIII. Planning learning experiences in health safety and nutrition
A. Developmentally sound practices
B. Cultural linguistic and developmental differences of families teachers and children
C. Learning opportunities integrated within daily routines
D. Physical fitness
E. Use of instructional technology
F. Universal Design and accommodations for children with special needs

1. Toys and equipment
2. Classroom activities
3. Field trips.

D. Legal implications.

X. Management of accidents and injuries
- A. Emergency care versus first aid
- B. Fundamentals of CPR
- C. Life-threatening conditions
  1. Absence of breathing
  2. Airway obstruction
  3. Asthma
  4. Bleeding
  5. Diabetes
  6. Drowning
  7. Electric shock
  8. Head injuries
  9. Poisoning.
- D. Non-life-threatening conditions
  1. Abrasions cuts and other minor skin wounds
  2. Blisters
  3. Bruises
  4. Burns
  5. Eye injuries
  6. Fractures
  7. Frostbite
  8. Heat exhaustion and heat stroke
  9. Nosebleeds
  10. Seizures
  11. Sprains.

XI. Child abuse and neglect
- A. Discipline versus punishment
- B. Signs and symptoms of abuse and neglect
- C. Reporting laws
- D. Factors contributing to neglect and abuse
  1. Characteristics of abusive/neglectful adults
  2. Presence of a "special" child
  3. Family and environmental stresses.
- E. The role of the teacher
  1. Helping abused or neglected children
  2. Helping parents
  3. Inservice training.

XII. Educational experiences for young children
- A. The role of parents in health and safety education
- B. The role of teacher inservice programs in health and safety education
- C. Principles of instruction
  1. Topic selection
  2. Objectives
  3. Curriculum presentation
  4. Evaluation.
- D. Activity plans
  1. Germs and prevention of illness
  2. Hand washing
  3. Dressing appropriately for weather
  4. Dental health and tooth brushing
  5. Understanding feelings
  6. Pedestrian safety
  7. Poisonous substances and poison prevention
  8. Fire safety
  9. Earthquake safety.

XIII. Nutritional guidelines
- A. The basic food groups
  1. The food pyramid
  2. The "balanced plate" approach
  3. Basic organizational patterns
  4. Milk yogurt and cheese group
  5. Meat poultry fish eggs dry beans and nuts group
  6. Fruit group and vegetable group
  7. Bread cereal rice and pasta group.
- B. Reducing excessive fats oils refined sugars and sweets
- C. Recommended daily dietary allowances
- D. United States Recommended Daily Allowances (USRDA)
- E. U.S. dietary guidelines

F. Nutritional labeling
G. Nutrient density
H. Percent of calories from fat.

XIV. Nutrients that provide energy
A. Carbohydrates
1. Monosaccharides
2. Disaccharides
3. Polysaccharides.
B. Fats
C. Proteins.

XV. Nutrients that promote growth of body tissues
A. Proteins requirements
B. Minerals
1. Building bones and teeth
2. Building blood: iron.
C. The role of water
D. The role of vitamins.

XVI. Nutrients that regulate body functions
A. Vitamins
1. In energy metabolism
2. In cellular reproduction and growth
3. Regulation of bone growth
4. Regulation of neuromuscular function
5. Regulation of blood formation.
B. Minerals
1. In energy metabolism
2. In cellular reproduction and growth
3. Regulation of neuromuscular function.
C. Proteins
1. In energy metabolism
2. In growth regulation.
D. Water.

XVII. Infant feeding
A. Meeting nutritional needs of the infant
1. The first six months
2. The caregiver and the breast-feeding mother
3. The caregiver and the formula fed infant
4. Preparation of formula.
B. Feeding time for the infant
C. Introducing semi-solid (pureed) foods
1. Developmental readiness
2. Physiological readiness.
D. Some common infant feeding concerns
1. Allergies
2. Vomiting and diarrhea
3. Anemia
4. Bottle-mouth syndrome
5. Ear infection
6. Obesity
7. Choking
8. Teething
9. Constipation.

XVIII. Feeding the toddler and preschool child
A. The challenge of feeding a toddler
1. Type and quantity of food
2. When to serve food
3. How to make eating time comfortable pleasant and safe.
B. Guidelines for feeding the preschooler
C. Good eating habits
D. Health problems related to eating habits
1. Consuming excessive amounts of milk
2. Child's refusal to eat
3. Dawdling and messiness
4. Food jags
5. Inconsistencies in adult approaches to feeding problems
6. Food additives and hyperactivity
7. Fast food consumption
8. Effect of television on food preferences and choices.

XIX. Planning and serving nutritious meals
A. Meal planning
1. Meeting nutritional needs
2. Meeting funding or licensing requirements

3. Making a menu appealing
4. Including familiar and new foods.

B. Steps in menu planning
C. Writing menus
D. Nutritious snacks
E. Serving meals.

XX. Food safety and economy
A. Food safety and sanitation
1. Personal cleanliness and food safety
2. Safe food handling
3. Sanitation of food preparation areas and equipment
4. Sanitation of food service areas.

B. Food-borne illnesses
C. Keeping menus within a budget
1. Menu planning
2. Food purchasing
3. Food preparation
4. Food service
5. Record keeping.

XXI. Nutrition education: concepts and activities
A. Responsibility for nutrition education
B. Parental involvement in nutrition education
C. Rationale for nutrition education in the early years
D. Planning a nutrition education program
E. Guidelines for nutrition activities
F. Safety considerations
1. Basic guidelines
2. Food safety
3. Cooking safety.

G. Developing activity plans for nutrition activities
1. Weighing and measuring children
2. Making nutritious snacks
3. Having a tasting party
4. Taking a trip to the grocery store.

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned textbook(s)
II. Articles related to the health, safety, and nutrition of children published in professional journals such as Young Children or Child Development.
III. Articles from Internet sites related to child nutrition, health, and safety such as The Foundation for Child Development or Child Development Associates.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:
All written work requires application, critical thinking, and critical writing skills. Students must demonstrate their ability to understand the subject matter through the use of appropriate vocabulary in written and oral assignments.

I. Nutrition education lesson plan for preschool children
II. Activity plans that promote good health, safety, and nutrition habits among preschool children
III. Reviews of articles related to child health, safety, and nutrition found in professional journals and/or current periodicals.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Reading and writing assignments related to the principles of childhood health safety and nutrition and their application in the preschool environment
II. Library and/or Internet research related to the development of health, safety, and nutrition lesson plans
III. Field trips to educational programs.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Assessing the health and nutrition of a variety of children as presented through case studies
II. Applying the principles of balanced nutrition, the four basic food groups, and the USRDA of vitamins and minerals to plan daily meals and snacks for preschool children

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned textbook(s).
II. Educational journals related to the health, safety, and nutrition of children, such as
A. Young Children
B. Teaching Young Children
III. Websites related to child nutrition, health, and safety, such as:
A. The Foundation for Child Development: www.fcd-us.org/
B. Child Development Associates: https://cdasd.org/

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:
All written work requires application, critical thinking, and critical writing skills. Students must demonstrate their ability to understand the subject matter through the use of appropriate vocabulary in written and oral assignments.

I. Nutrition education lesson plan for preschool children.
II. Activity plans that promote good health, safety, and nutrition habits among preschool children.
III. Reviews of articles related to child health, safety, and nutrition found in professional journals and/or current periodicals.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Reading and writing assignments related to the principles of childhood health safety and nutrition and their application in the preschool environment.
II. Library and/or Internet research related to the development of health, safety, and nutrition lesson plans
III. Field trips to educational programs.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Assessing the health and nutrition of a variety of children as presented through case studies.
II. Applying the principles of balanced nutrition, the basic food groups, and the US recommended daily allowance (RDA) of vitamins and minerals to plan daily meals and snacks for preschool children.

III. Evaluating the current state of child development theories, philosophies, and research studies as they relate to child health, safety, and nutrition.

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 in-class written assignments that test the student's ability to analyze as well as to synthesize child development theory and data related to safety, health, and nutrition
II. Performance on out-of-class writing assignments that test the student's ability to assess and evaluate the principles of infant and child health, safety, and nutrition as well as their application in child care settings
III. Performance on field research projects at child care facilities
IV. Performance on in-class objective examinations
V. Class participation.

3. METHODS OF INSTRUCTION:

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

* Distance Education (Fully online)
* Lecture
* Other (Specify)
* A. Field trips and projects at various school and educational programs
* B. Guest speakers.

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Marotz, Lynn R. Health, Safety and Nutrition for the Young Child, 9th ed. Cengage Learning, 2015, ISBN: 9781285427331
2. Robertson, Cathie. Safety, Nutrition and Health in Early Education, 6th ed. Cengage, 2016, ISBN: 9781305088900

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Lou Ann Gibson

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

Status: Active

Date Printed: 04/2/2023

III. Evaluating the current state of child development theories, philosophies, and research studies as they relate to child health, safety, and nutrition.

2. METHODS OF EVALUATION:

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

I. In-class written assignments that test the student's ability to analyze as well as to synthesize child development theory and data related to safety, health, and nutrition
II. Out-of-class writing assignments that test the student's ability to assess and evaluate the principles of infant and child health, safety, and nutrition as well as their application in child care settings
III. Field research projects at child care facilities
IV. In-class objective examinations
V. Class participation.

3. METHODS OF INSTRUCTION:

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

* Distance Education (Fully online)
* Lecture
* Other (Specify)
* Field trips and projects at various school and educational programs
* Guest speakers

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Marotz, Lynn R. Health, Safety and Nutrition for the Young Child, 9th ed. Cengage Learning, 2015, ISBN: 9781285427331
2. Robertson, Cathie. Safety, Nutrition and Health in Early Education, 6th ed. Cengage, 2016, ISBN: 9781305088900

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Lou Ann Gibson
ORIGINATION DATE: 11/13/2017
PROPOSAL ORIGINATOR: Rebecca Collins
CO-CONTRIBUTOR(S) Angela Testado,Donna Cecil,Elizabeth Norvell,Jennifer Boots,Wai-Ling Rubic
PROPOSAL DATE: 04/11/2022

Status: Launched

Date Printed: 04/2/2023

View Printable Version

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:** 180
III. **Course Title:** Nutrition, Health and Safety for Children
IV. **Disciplines (Instructor Minimum Qualifications):** Child Development/Early Childhood Education
V.
VI. **Family:**
VII. **Current Short Title:** Nutrition/Health/Safety/Child
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:** 11/13/2017
XIII. **Proposed Start Semester:** Fall 2019
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Nutritional, health and safety needs of children.

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 addition of DE for Mesa, revision of advisories to ENGL 47A/48/49, 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 - Certificate of Achievement 2. Major Requirement - Certificate of Performance 3. Major Requirement - Associate Degree
V. **Extraordinary Cost to the College:** N/A.
VI. **Library Resource Materials:** N/A.

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:** 180
III. **Course Title:** Nutrition, Health, and Safety for Children
IV. **Disciplines (Instructor Minimum Qualifications):** Child Development/Early Childhood Education
V.
VI. **Family:**
VII. **Current Short Title:** Nutrition/Health/Safety/Child
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:**
XII. **Proposal Originating Date:** 04/11/2022
XIII. **Proposed Start Semester:** Fall 2024
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Nutritional, health and safety needs of children.
Proposed Short Description: Nutritional, health, and safety needs of children.

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 latest/classic editions, 9/2022

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** CAP alignment (updated and rewritten with no more than 50% of content has changed to align language to CAP) and Mesa and Miramar College. 2-year review. Update catalog description. Update DE method language. Update textbooks. Revise SAM Code. (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:** N/A.

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

SECTION III

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
   at least three times per term
3. Field Trips
   as assigned
4. Group Meetings
   as assigned
5. Individual Meetings
   as needed
6. Orientation Sessions
   as assigned
7. Review Sessions
   as assigned
8. Telephone Contact
   as needed
9. Threaded Conferencing
   weekly

V. **List of Techniques:** Conduct weekly (synchronous and asynchronous) chats to promote critical thinking. Weekly threaded discussions addressing the interrelationship between nutrition, health, and safety in promoting the well-being of the child. Active participation in chats, group projects, and papers on cultural patters. Weekly Office Hours (on-line, phone, teleconferencing, or through Voice Over Internet Protocol (VoIP) resources.

VI. **How to Evaluate Students for Achieved Outcomes:** Timed Online tests. Class participation on chats and discussions. Completion of papers, journals, and other assignments.

VII. **Additional Resources/Materials/Information:** The instructor may post course materials on the Internet. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). 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. On-line course

XI. **Other Distance Education Methods:**

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

1. Chat Rooms
   as needed
2. E-mail
   weekly
3. Field Trips
   as assigned
4. Group Meetings

COURSE DISTANCE EDUCATION INFORMATION

I. **CITY**

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

III. **Other Distance Education Methods:**

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

1. Announcements
   weekly
   Participant/s: Faculty to Student/s
2. Collaborative Web Documents
   as assigned
   Participant/s: Faculty to Student/s , Among Students
3. Conferencing
   as assigned
   Participant/s: Faculty to Student/s
4. Discussion Board
   weekly
   Participant/s: Among Students
5. Email/Message System
   as needed
   Participant/s: Faculty to Student/s , Among Students
6. Field Trips
   as assigned
   Participant/s: Faculty to Student/s , Among Students
7. Group Meetings
   as assigned
   Participant/s: Faculty to Student/s , Among Students
8. Individual Meetings
   as needed
   Participant/s: Faculty to Student/s
9. Individualized Assignment Feedback
   as assigned
   Participant/s: Faculty to Student/s
10. Synchronous or Asynchronous Video
    as assigned
    Participant/s: Faculty to Student/s , Among Students
11. Telephone Contact
    as needed
    Participant/s: Faculty to Student/s

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

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

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

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

IX. **MIRAMAR**

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

XI. **Other Distance Education Methods:**

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

1. Chat Rooms
   as needed
2. E-mail
   weekly
3. Field Trips
   as assigned
4. Group Meetings

as assigned
5. Individual Meetings
as needed
6. Orientation Sessions
as assigned
7. Review Sessions
as assigned
8. Telephone Contact
as needed
9. Threaded Conferencing
at least three times per 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 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.

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, research reports, and/or group presentations 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. E-mail
frequent
3. Telephone Contact
as needed
4. Threaded Conferencing
frequent

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

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

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- The student will develop developmentally appropriate curriculum plans in the areas of nutrition, health and safety.

MESA

- Upon completion of this course students will be able to analyze the nutritional quality of a meal as well as the physical set up and health/safety practices in evidence.
- Upon completion of this class students will be able to create a 5 day snack/lunch/snack menu for a 4 year classroom

as assigned
5. Individual Meetings
as needed
6. Orientation Sessions
as assigned
7. Review Sessions
as assigned
8. Telephone Contact
as needed
9. Threaded Conferencing
at least three times per 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 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.

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, research reports, and/or group presentations 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. E-mail
frequent
3. Telephone Contact
as needed
4. Threaded Conferencing
frequent

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

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

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- The student will develop developmentally appropriate curriculum plans in the areas of nutrition, health and safety.

MESA

based on CACFP standards.
- Upon completion of this course students will be able to demonstrate appropriate CPR/1st Aid techniques for infants and toddlers.

MIRAMAR

- Plan and implement two lesson plans to include a behavioral objective in two of the following; Nutrition and Health/Safety. The lesson plans must be designed for preschool age children and 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:** 04/12/2018

V. **CIC Approval:** 04/12/2018

VI. **BOT Approval:**

VII. **State Approval:**

VIII. **Revised State Approval:**

IX. **Course Approval Effective Date:** Fall 2019

SECTION VI

CREDIT FOR PRIOR LEARNING

- Upon completion of this course students will be able to analyze the nutritional quality of a meal as well as the physical set up and health/safety practices in evidence.
- Upon completion of this class students will be able to create a 5 day snack/lunch/snack menu for a 4 year classroom based on CACFP standards.
- Upon completion of this course students will be able to demonstrate appropriate CPR/1st Aid techniques for infants and toddlers.

MIRAMAR

- Plan and implement two lesson plans to include a behavioral objective in two of the following; Nutrition and Health/Safety. The lesson plans must be designed for preschool age children and implemented in a licensed preschool program.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course) (I Career-Technical Education)
TOP Code: 1305.00 Child Development/Early Care and Education
SAM Code: D - Possibly Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25): Y = Not applicable
Course Support Course Status (CB26): N = Course is not a support course
Major Restriction Code: NONE

II. **Lect Units:** 3.00
Total Units: 3
Lecture Hours Min: 48.00 **Max:** 0.00
Lab Hours Min: 0.00 **Max:** 0.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 48.00 **Max:**0.00
Outside-of-Class Hours Min: 96.00 **Max:**0.00
Total Student Learning Hours Min: 144.00 **Max:** 0.00
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:** 04/12/2018

V. **CIC Approval:**

VI. **BOT Approval:**

VII. **State Approval:**

VIII. **Revised State Approval:**

IX. **Course Approval Effective Date:**

SECTION VI

CREDIT FOR PRIOR LEARNING

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 190

COURSE TITLE:
Early Childhood Practicum

Units:
5
Grade Only

CATALOG COURSE DESCRIPTION:

This course provides a supervised field experience in the development of early childhood teaching competencies and the daily planning of appropriate curriculum and environments for young children. Emphasis is placed on creating connections between theory and practice, developing professional behaviors, and building a comprehensive understanding of how to work effectively with children and families. Reflective practice is incorporated as student teachers design approaches, strategies, and techniques that promote children's development and learning and evaluate their own progress as a teacher of young children. Guidance is provided under the supervision of Early Childhood Education (ECE) / Child Development (CD) faculty and other qualified early education professionals. This course is designed for students majoring in child development and those interested in the field.

REQUISITES:

Prerequisite:
CHIL 100 with a grade of "C" or better, or equivalent
&
CHIL 101 with a grade of "C" or better, or equivalent
&
CHIL 120 with a grade of "C" or better, or equivalent
&
CHIL 130 with a grade of "C" or better, or equivalent
&
CHIL 141 with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:
Required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU

CID:

TOTAL LECTURE HOURS:
48 - 54

TOTAL LAB HOURS:
96 - 108

TOTAL CONTACT HOURS:

144 - 162

OUTSIDE-OF-CLASS HOURS:
96 - 108

TOTAL STUDENT LEARNING HOURS:
240 - 270

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

1. Apply current research and theories on learning and development to plan experiences for young children.
2. Demonstrate developmentally appropriate, professional, and ethical practices in supervised early childhood classrooms.
3. Plan, implement, and evaluate curriculum based on the needs and interests of young children.
4. Incorporate principles of the Universal Design for Learning into a variety of curriculum experiences.
5. Demonstrate how to provide a supportive learning environment for children's first- and dual-language acquisition, development, and learning.
6. Use documentation and assessment to monitor children's progress and to adjust learning experiences.
7. Analyze the impact of the classroom environment and daily routines on children's behavior as a basis for planning.
8. Demonstrate how to adjust curriculum, environments, routines, and teaching strategies to meet the individualized needs of infants, toddlers, and preschool children.
9. Identify and implement strategies to prevent and/or address young children's challenging behaviors and to help children learn to resolve conflicts.
10. Practice strategies for communication and collaboration with families and other adults in the classroom to support young children's development and learning.
11. Demonstrate the ability to provide guidance and constructive performance feedback to other adults in the ECE setting.
12. Reflect on student teaching experiences to guide future teaching and collaborative practices.

SECTION II

1. COURSE OUTLINE AND SCOPE:

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

Lecture Content:

I. Theory to practice
  A. Developmentally, culturally, and linguistically appropriate practices
  B. Current research related to children's development and learning
  C. State and national standards
II. Professionalism and ethics
  A. The role and responsibilities of the student-teacher
    1. Typical teaching and non-teaching activities in early childhood settings
    2. Self-reflection and self-assessment
    3. Ethical practices
    4. Appropriate communication and interactions with supervising teacher, peers, children, and families
    5. Positive dispositions of caring, support, acceptance, and fairness
III. Planning instruction and designing learning experiences
  A. The ongoing curriculum development cycle
    1. Observation
      a. Goals

b. Strategies
2. Planning
a. Observation based
b. Collaboration
c. Elements of a lesson plan
3. Implementation
a. Developmentally appropriate practices
b. Variety of strategies
i. Intentional teaching
ii. Teachable moments
iii. Child-initiated and teacher-directed interactions
iv. Focused conversations
v. Flexibility
4. Reflection and evaluation
a. Reflection on the experience
b. Adaptations for multiple reasons
c. Incorporated into future planning
5. Documentation
a. Purpose
b. Types

B. Teaching in the content areas
1. Use of teachers' discipline-based knowledge in the content areas
2. Supporting children's content learning and developing skills
3. Key content appropriate for young children as contained in the California Infant/Toddler and Preschool Foundations and Curriculum Frameworks
a. Social and Emotional Development
b. Language and Literacy
c. English Language Development
d. Mathematics
e. Visual and Performing Arts
f. Physical Development
g. Health
h. History-Social Sciences
i. Science
4. Integration of content areas across the curriculum

IV. Environments for teaching and learning
A. Use of space and floor plans indoors and out
B. Equipment and material selection
C. Instructional technology
D. Routines and schedule
E. Effects of floor plans and routines on children's behavior

V. Classroom management
A. Guidance
1. Developmentally appropriate expectations
2. Proactive/preemptive guidance strategies
3. Interactions and positive interventions
4. Cultural perspectives on guidance
5. Challenging behaviors
6. Conflict resolution
B. Staffing and scheduling
C. Effects of outside factors

VI. Family engagement
A. Home school relationships
B. Respectful communication
C. Supporting home language
D. Partnering with parents to support children's learning
E. Preparing for parent conferences

VII. Developing as a professional educator
A. Professional portfolio
B. Qualifications and standards for teachers in California

1. Title 22
2. Title V
3. Commission on Teacher Credentialing Teaching Performance Expectations (TPEs)

C. Career ladder
D. Professional development
E. Advocacy for children and best practices
F. Professional responsibilities for the learning outcomes of all children
G. Skills for working with other adults
1. Co-plan and co-teach with others
2. Supervision of others in the classroom such as aides and parents
3. Constructive performance feedback to adults

Lab Content:

I. Typical teaching and non-teaching activities
II. Observation of children as a basis for planning
A. Planning and implementation of curriculum and learning experiences for key content and skill areas across the curriculum
B. Assessment
III. Appropriate use of the environment to promote children's development and learning
A. Physical space
B. Routines
C. Materials
D. Equipment
IV. Implementation of learning experiences that meet children's individual needs including first and/or second language acquisition
V. Demonstration of a variety of teaching strategies
VI. Contributing as a member of the teaching team
VII. Use of reflection to adjust personal teaching approaches, plans, and the environment
VIII. Setting developmentally-appropriate expectations for young children's behavior
IX. Documentation of learning and developmental outcomes
X. Demonstration of ethical and professional practice

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned textbook related to early childhood teaching, guidance, and planning.
II. Assigned textbook.
III. Education journals, such as:
A. Young Children
B. Teaching Young Children.
IV. Websites, such as:
A. Association for Childhood Education International at www.acei.org
B. National Association for the Education of the Young Child at www.naeyc.org

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Curriculum plans and/or long term project work utilizing the California Preschool Learning Foundations and Frameworks.
II. Reflective teaching journals.
III. Child observations and record keeping.
IV. Professional development plans.
V. Professional portfolio.
VI. Video assignment and written reflection.
VII. Documentation panels.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Reading assignments.
II. Curriculum implementation.
III. Whole group facilitation.
IV. Classroom preparation.
V. Observations.
VI. Assessments.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Analyses of the effects of environments and caregivers on children's behavior and development.
II. Curriculum planning, including culturally and developmentally appropriate activities.
III. Assessments of children's needs and interests for incorporation into curriculum plans and long term project work.

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/or exams
II. Writing assignments
III. Reflective teaching journals
IV. Professional development plan
V. Class participation
VI. Video projects
VII. Portfolios

3. METHODS OF INSTRUCTION:

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

* Collaborative Learning
* Distance Education (Partially online)
* Lecture-Lab Combination

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Eptstein, Ann. The Intentional Teacher, Revised ed. NAEYC/High Scope Press, 2015, ISBN: 9781938113062
2. NAEYC (National Association for the Education of Young Children). Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8, 4th ed. NAEYC (National Association for the Education of Young Children), 2022, ISBN: 9781938113956

MANUALS:
1. California Department of Education. Preschool Curriculum Frameworks Vols. 1-3, California Department of Education , 01-01-2010
2. California Department of Education. Desired Results Developmental Profiles (DRDP), California Department of Education , 08-01-2015
3. California Department of Education. Preschool Learning Foundations Vols. 1-, California Department of Education , 01-01-2008
4. Pianta, Robert and Karen Laparo et al.. Classroom Assessment Scoring System (CLASS), Brookes Publishing, 01-01-2008

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. No additional supplies needed.

PROPOSAL ORIGINATOR: Rebecca Collins
CO-CONTRIBUTOR(S) Angela Testado,Donna Cecil,Elizabeth Norvell,Jennifer Boots,Wai-Ling Rubic
PROPOSAL DATE: 04/12/2022

SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT

COURSE TO BE PROPOSED: CHIL 190 Early Childhood Practicum

ACTIVE/APPROVED COURSES IMPACTED:

CHIL 190 Early Childhood Practicum (29004)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**City**)

Early Care and Education *Launched*;

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:** Child Development
II. **Course Number:** 190
III. **Course Title:** Early Childhood Practicum
IV. **Disciplines (Instructor Minimum Qualifications):** Child Development/Early Childhood Education
V.
VI. **Family:**
VII. **Current Short Title:** Early Childhood Practicum
VIII. **Course Is Active/Where?**
IX. **Originating Campus:** CITY
X. **Action Proposed:** New Course
XI. **Distance Education Proposed At:**
XII. **Proposal Originating Date:** 04/12/2022
XIII. **Proposed Start Semester:** Fall 2024
XIV. **Field Trip:** Required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Supervised field experience in early childhood education settings

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Prerequisite: CHIL 100 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
& Prerequisite: CHIL 101 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
& Prerequisite: CHIL 120 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
& Prerequisite: CHIL 130 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence
& Prerequisite: CHIL 141 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:** Yes Completion of CHIL 151 and at least two units of CHIL 270.
VI. **Additional Information:**
VII. **Additional Textbook Information:** Textbooks are latest edition as of 5/2022

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Create a course to align among City, Mesa, and Miramar colleges and CAP 8 requirements for permits and credentials. Activation also required for Mesa and Miramar College. Propose DE for partially online at City (currently hybrid).
II. **How Does The Course Fit The College Mission?**
III. **Current Transfer Options:**
IV. **Proposed College/District Purpose:** 1. Major Requirement - Associate Degree 2. Major Requirement - Certificate of Achievement
V. **Extraordinary Cost to the College:** None.
VI. **Library Resource Materials:** No additional materials needed.

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Knowledge of theories and stages of early childhood development

I. **Course: CHIL 101 Distinguish among stages of human growth including the first two years, the play years, the school years, and adolescence in terms of physical, cognitive, and psychosocial development.**
II. **Course: CHIL 101 Describe and interpret children's behavior at different ages using child development theories and concepts.**
III. **Course: CHIL 101 Identify and analyze how cultural, economic, political, and historical contexts affect children's development from birth through adolescence.**
IV. **Course: CHIL 101 Differentiate between the characteristics of typical and atypical development from birth through adolescence.**

Knowledge of appropriate observation techniques and tools in early childhood programs and their role in the curriculum planning process

I. **Course: CHIL 130 Apply elements of various play-based curriculum models, approaches, theories, and standards for early learning including indicators of quality to plan and individualize curriculum for children ages birth through eight.**
II. **Course: CHIL 130 Plan indoor and outdoor environments based on knowledge and understanding of children's development and needs.**
III. **Course: CHIL 130 Develop curriculum for all content areas to support children's learning and developmental needs.**
IV. **Course: CHIL 130 Observe and evaluate teaching strategies, curriculum, and environmental designs.**
V. **Course: CHIL 120 Apply knowledge of development and other influencing factors to interpret observations and assessments.**
VI. **Course: CHIL 120 Demonstrate how observation and assessment are used to plan for and adjust learning experiences.**
VII. **Course: CHIL 130 Observe children as a basis for planning curriculum and environments.**
VIII. **Course: CHIL 130 Apply knowledge of academic discipline content, children's growth, development, and individual characteristics to plan developmentally and linguistically appropriate, engaging, and supportive learning experiences for children ages birth through eight.**

Knowledge program quality elements, teacher competencies, performance expectations, and professional growth pathways in the early childhood profession

I. **Course: CHIL 100 Discuss criteria for quality early childhood programs.**
II. **Course: CHIL 100 Analyze the role of early childhood professionals in quality early childhood programs.**
III. **Course: CHIL 100 Identify trends and issues in the field of child development and analyze how they affect teachers and families.**

Knowledge of best practices in working with diverse children and families

I. **Course: CHIL 141 Compare and contrast diverse family characteristics and perspectives of children and families.**
II. **Course: CHIL 141 Evaluate the impact of one's own experiences on their relationships with children, families, and the community.**
III. **Course: CHIL 141 Describe the legal requirements and ethical responsibilities of professionals working with all children and families.**
IV. **Course: CHIL 141 Identify community resources to support young children's learning and development and to support families' needs.**

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **CITY**
II. **Distance Education Methods of Instruction:** 1. Partially online only
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements

weekly
Participant/s: Faculty to Student/s

2. Collaborative Web Documents
as assigned
Participant/s: Faculty to Student/s , Among Students
3. Conferencing
as assigned
Participant/s: Faculty to Student/s
4. Discussion Board
at least 3 times during the term
Participant/s: Among Students
5. Email/Message System
as needed
Participant/s: Faculty to Student/s , Among Students
6. Field Trips
as assigned
Participant/s: Faculty to Student/s , Among Students
7. Group Meetings
as assigned
Participant/s: Faculty to Student/s , Among Students
8. Individual Meetings
as needed
Participant/s: Faculty to Student/s
9. Individualized Assignment Feedback
as assigned
Participant/s: Faculty to Student/s
10. Synchronous or Asynchronous Video
as assigned
Participant/s: Faculty to Student/s , Among Students
11. Telephone Contact
as needed
Participant/s: Faculty to Student/s

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

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

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

MESA

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (I Career-Technical Education) (Y Credit Course)
TOP Code: 1305.00 Child Development/Early Care and Education
SAM Code: D - Possibly Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25): Y = Not applicable
Course Support Course Status (CB26): N = Course is not a support course
Major Restriction Code:

II. **Lect Units:** 3.00
Lab Units: 2.00
Total Units: 5
Lecture Hours Min: 48.00 **Max:** 54.00
Lab Hours Min: 96.00 **Max:** 108.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 144.00 **Max:**162.00
Outside-of-Class Hours Min: 96.00 **Max:**108.00
Total Student Learning Hours Min: 240.00 **Max:** 270.00
FTEF Lecture Min: 0.2000 **Max:**
FTEF Lab Min: 0.4000 **Max:**
FTEF Total Min: 0.6000 **Max:**

III. **Last Time Pre/Co Requisite Update:** 08/17/2022

IV. **Last Outline Revision Date:**

V. **CIC Approval:**

VI. **BOT Approval:**

VII. **State Approval:**

VIII. **Revised State Approval:**

IX. **Course Approval Effective Date:**

SECTION VI

CREDIT FOR PRIOR LEARNING

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 154A

COURSE TITLE:
Badminton I

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course provides instruction and court experience in the skills, strategies and rules necessary to play badminton at the novice level. Instruction includes the basic strokes, vocabulary and sportsmanship. This course is intended for novice level badminton players.

REQUISITES:

Limitation on Enrollment:
This course is not open to students with previous credit for PHYE 108

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:
32 - 54

TOTAL CONTACT HOURS:
32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:
32 - 54

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

All objectives are covered in this course whether offered for .50 or 1.0 units. When this courses is offered for three hours per week, the additional time is utilized for skill development and enhanced cardiovascular fitness.

1. Utilize novice badminton skills in a game situation.

2. List, define and apply fundamental badminton strategies in singles and doubles matches.
3. Define and apply elementary badminton rules relating to scoring and novice faults.
4. Define and utilize vocabulary appropriate to novice badminton play.
5. Distinguish and employ behaviors which characterize good sportsmanship and etiquette.
6. Recognize safety considerations inherent to badminton, evaluate potential safety hazards as they arise, and utilize safe practices in the classroom.

SECTION II

1. COURSE OUTLINE AND SCOPE:

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

I. Novice badminton skills
- A. Grips for play
  1. Forehand
  2. Backhand
- B. Grips for serves
  1. Long singles serve
  2. Short doubles serve
- C. Stroke
  1. Overhead Clear
  2. Underhand clear
  3. Trajectory
- D. Footwork
  1. Side to side
  2. Side to front
- E. Court diagram
  1. Baseline
  2. Centerline
  3. Short service line
  4. Singles sideline
  5. Alley
  6. Doubles sideline
  7. Net post
  8. Right service court
  9. Left service court
  10. Singles servie and receiving area
  11. Doubles service and receiving area
- F. Flight patterns of shuttles
  1. Overhead clear
  2. Underhand clear

II. Badminton strategy
- A. Shot placement - underhand and overhead clears
- B. Serve placement - long single serves and short doubles serve
- C. Minimizing errors

III. Rules
- A. Determining serve
  1. Coin toss
  2. Hit shuttle in the air
  3. Point
  4. Game
  5. Scoring
  6. Rally scoring
- B. Faults
  1. Foot fault when serving
  2. Touching the net

3. Reaching over the net
4. Hand and racket positioning for serves

IV. Novice badminton vocabulary
A. Shots
1. Underhand clears
2. Overhead clears
3. Straight drive

V. Sportsmanship
A. Line calls
B. Walking through matches in progress
C. Asking for return of shuttle
D. Appropriate language and behavior

VI. Safety considerations
A. Extra shuttles on court
B. Wet or dirty court surfaces
C. Appropriate shoes and clothing

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned textbook related to badminton.
II. Badminton rules and terminology.
III. Professional journals, such as Badminton Magazine
IV. Selections from websites, such as:
A. www.badminton.org
B. www.badminton-information.com

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Essay evaluating a live badminton match.
II. Essay summarizing badminton resources available on the Internet.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Practice singles and doubles serves.
II. Practice underhand clears against wall noting wrist snap.
III. Practice overhead clears against wall, working on weight transfer.
IV. Reading and writing assignments related to badminton play.
V. Internet research of online badminton resources.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Observe and critique live badminton matches at the intercollegiate level.
II. Observe and critique a video of one’s own strokes and compare form to that taught in class.
III. Evaluate Internet resources for beginning badminton players.

2. METHODS OF EVALUATION:

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

I. Written exams and quizzes.
II. Objective skills test evaluating accuracy of strokes.
III. Stroke form and effectiveness during playing situations.
IV. Applications of rules, strategies, sportsmanship and etiquette during play.

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning
* Computer Assisted Instruction
* Laboratory
* Other (Specify)
* Demonstration of skill.

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Grice, Tony. Badminton: Steps to Success, 2nd ed. Human Kinetics, 2007, ISBN: 9780736072298
2. Kim, Sunny, et al. Badminton Today, Wadsworth, 2001, ISBN: 9780534552336
3. Paup, Don, et al.. Skills, Drills and Strategies for Badminton, Holcomb Hathaway Publishers, 2000, ISBN: 9781890871123

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. One or more tubes of HL Deluxe Yonex Feather Birds and/or Mavis 300 Nylon Shuttlecocks.

ORIGINATOR: Curricunet Version 2
ORIGINATION DATE: 10/31/2013
PROPOSAL ORIGINATOR: Matthew Cain
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 11/21/2022

SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT

COURSE TO BE PROPOSED: EXSC 154A Badminton I

ACTIVE/APPROVED COURSES IMPACTED:

EXSC 154A Badminton I (29413)

Advisory
EXSC 154B (Active)
EXSC 200 (Active)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**Mesa**)
Athletics *Pending*;
Certificate of Achievement

Select one skills development course.

(**Miramar**)
Exercise and Nutritional Sciences *Active*;
Associate of Science Degree

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

(**Miramar**)
Exercise and Nutritional Sciences *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**)
Individual Sports *Active*;
Certificate of Performance

Select four (4) courses from the following:

(**City**)
Individual Sports *Approved*;
Certificate of Performance

Select four (4) courses from the following:

(**Miramar**)
Kinesiology *Active*;
Associate in Arts for Transfer Degree

Individual Sports

(**Mesa**)

Kinesiology *Active*;
Associate in Arts for Transfer Degree

Individual Sports

(**City**)
Kinesiology *Active*;
Associate in Arts for Transfer Degree

Individual Sports

(**Mesa**)
Kinesiology *Approved*;
Associate in Arts for Transfer Degree

Individual Sports

(**Mesa**)
Kinesiology *Active*;
Associate of Science Degree

Select a minimum of one unit from Individual Sports:

(**Mesa**)
Kinesiology *Approved*;
Associate of Science Degree

Select a minimum of one unit from Individual Sports:

(**City**)
Nutrition and Community Wellness *Pending*;
Certificate of Achievement

Select three (3) units from the following:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Exercise Science
II. **Course Number:** 154A
III. **Course Title:** Badminton I
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:** BADMINTON
VII. **Current Short Title:** Badminton 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:** City , Mesa and Miramar
XII. **Proposal Originating Date:** 11/21/2022
XIII. **Proposed Start Semester:** Spring 2023
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Instruction and practice in the fundamentals of badminton.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 108
II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
IV. **Repeatability:** Course may be taken 1 time(s)
V. **Course Equivalency:** Yes EXSC 154A equivalent to PHYE 108 EXSC 154A will alleviate substandard work In 108
VI. **Additional Information:** This course requires students to analyze specific variables and achieve student learning objectives and outcomes (related to badminton strategy and play). 32 hours of activity are required (as a minimum) for specific physiological adaptations and development of these skill-related objectives and 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:** No new costs..
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. **CITY**
II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Discussion Board
at least 1 time during semester
3. Email/Message System
as needed
4. Field Trips
as needed for class assignments
5. Group Meetings
as assigned
6. Individual Meetings
at least 1 time during the semester
7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc.
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed
V. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply badminton skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.
VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include 1) Electronic documentation of badminton workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily badminton skillsets, strategies and/or techniques.
VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
VIII. **Audio Visual Library Materials:** NO
IX. **MESA**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Chat Rooms
As desired
3. Discussion Board

Weekly
4. Email/Message System
Frequent
5. Synchronous or Asynchronous Video
Weekly
6. Telephone Contact
As needed

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

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

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

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

XVII. **MIRAMAR**

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

XIX. **Other Distance Education Methods:** At least 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a badminton racquet and birdies for hitting.

XX. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly through the "assessments" tool or during the mandatory synchronous video portion of the course
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
as assigned
5. Email/Message System
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as assigned
8. Synchronous or Asynchronous Video
at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course
9. Telephone Contact
as needed

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. Sport-specific skills are developed through video demonstration, guided drills, and individual practice. Students also learn sport rules, techniques, and strategy through video-based review and analysis of individual and/or team competitions.

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 such as written analyses of sports techniques and strategy, and synchronous or asynchronous video demonstrations of sports-related skills.

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

- Upon completion of the course, the student will be able to apply badminton rules and vocabulary in intermediate tournament play.

MESA

- Analyze and apply beginning singles strategy in competition.
- Understand and apply proper badminton etiquette.
- Understand, explain and demonstrate badminton rules and vocabulary.

MIRAMAR

- Instructor will introduce the basic rules and regulations of badminton including scoring.

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:** 11/21/2022

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

View Printable Version

Previous Report

EXSC 154A

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 154A

COURSE TITLE:
Badminton I

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course provides instruction and court experience in the skills, strategies and rules necessary to play badminton at the novice level. Instruction includes the basic strokes, vocabulary and sportsmanship. This course is intended for novice level badminton players.

REQUISITES:

Limitation on Enrollment:
This course is not open to students with previous credit for PHYE 108

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:
32 - 54

TOTAL CONTACT HOURS:
32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:
32 - 54

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

All objectives are covered in this course whether offered for .50 or 1.0 units. When this courses is offered for three hours per week, the additional time is utilized for skill development and enhanced cardiovascular fitness.
1. Utilize novice badminton skills in a game situation.
2. List, define and apply fundamental badminton strategies in singles and doubles matches.
3. Define and apply elementary badminton rules relating to scoring and novice faults.
4. Define and utilize vocabulary appropriate to novice badminton play.
5. Distinguish and employ behaviors which characterize good sportsmanship and etiquette.
6. Recognize safety considerations inherent to badminton, evaluate potential safety hazards as they arise, and utilize safe practices in the classroom.

Current Report

EXSC 154A

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 154A

COURSE TITLE:
Badminton I

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course provides instruction and court experience in the skills, strategies and rules necessary to play badminton at the novice level. Instruction includes the basic strokes, vocabulary and sportsmanship. This course is intended for novice level badminton players.

REQUISITES:

Limitation on Enrollment:
This course is not open to students with previous credit for PHYE 108

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:
32 - 54

TOTAL CONTACT HOURS:
32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:
32 - 54

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

All objectives are covered in this course whether offered for .50 or 1.0 units. When this courses is offered for three hours per week, the additional time is utilized for skill development and enhanced cardiovascular fitness.
1. Utilize novice badminton skills in a game situation.
2. List, define and apply fundamental badminton strategies in singles and doubles matches.
3. Define and apply elementary badminton rules relating to scoring and novice faults.
4. Define and utilize vocabulary appropriate to novice badminton play.
5. Distinguish and employ behaviors which characterize good sportsmanship and etiquette.
6. Recognize safety considerations inherent to badminton, evaluate potential safety hazards as they arise, and utilize safe practices in the classroom.

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. Novice badminton skills
  A. Grips for play
    1. Forehand
    2. Backhand
  B. Grips for serves
    1. Long singles serve
    2. Short doubles serve
  C. Stroke
    1. Overhead Clear
    2. Underhand clear
    3. Trajectory
  D. Footwork
    1. Side to side
    2. Side to front
  E. Court diagram
    1. Baseline
    2. Centerline
    3. Short service line
    4. Singles sideline
    5. Alley
    6. Doubles sideline
    7. Net post
    8. Right service court
    9. Left service court
    10. Singles servie and receiving area
    11. Doubles service and receiving area
  F. Flight patterns of shuttles
    1. Overhead clear
    2. Underhand clear
II. Badminton strategy
  A. Shot placement - underhand and overhead clears
  B. Serve placement - long single serves and short doubles serve
  C. Minimizing errors
III. Rules
  A. Determining serve
    1. Coin toss
    2. Hit shuttle in the air
    3. Point
    4. Game
    5. Scoring
    6. Rally scoring
  B. Faults
    1. Foot fault when serving
    2. Touching the net
    3. Reaching over the net
    4. Hand and racket positioning for serves
IV. Novice badminton vocabulary
  A. Shots
    1. Underhand clears
    2. Overhead clears
    3. Straight drive
V. Sportsmanship
  A. Line calls
  B. Walking through matches in progress
  C. Asking for return of shuttle
  D. Appropriate language and behavior
VI. Safety considerations
  A. Extra shuttles on court
  B. Wet or dirty court surfaces
  C. Appropriate shoes and clothing

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. Novice badminton skills
  A. Grips for play
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  E. Court diagram
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    2. Centerline
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    7. Net post
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  C. Minimizing errors
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  A. Determining serve
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    1. Foot fault when serving
    2. Touching the net
    3. Reaching over the net
    4. Hand and racket positioning for serves
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  A. Shots
    1. Underhand clears
    2. Overhead clears
    3. Straight drive
V. Sportsmanship
  A. Line calls
  B. Walking through matches in progress
  C. Asking for return of shuttle
  D. Appropriate language and behavior
VI. Safety considerations
  A. Extra shuttles on court
  B. Wet or dirty court surfaces
  C. Appropriate shoes and clothing

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned textbook related to badminton.
II. Badminton rules and terminology.

I. Assigned textbook related to badminton.
II. Badminton rules and terminology.
III. Professional journals, such as Badminton Magazine
IV. Selections from websites, such as:
A. www.badminton.org
B. www.badminton-information.com

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Essay evaluating a live badminton match.
II. Essay summarizing badminton resources available on the Internet.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Practice singles and doubles serves.
II. Practice underhand clears against wall noting wrist snap.
III. Practice overhead clears against wall, working on weight transfer.
IV. Reading and writing assignments related to badminton play.
V. Internet research of online badminton resources.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Observe and critique live badminton matches at the intercollegiate level.
II. Observe and critique a video of oneâ€™s own strokes and compare form to that taught in class.
III. Evaluate Internet resources for beginning badminton players.

2. METHODS OF EVALUATION:

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

I. Written exams and quizzes.
II. Objective skills test evaluating accuracy of strokes.
III. Stroke form and effectiveness during playing situations.
IV. Applications of rules, strategies, sportsmanship and etiquette during play.

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning
* Computer Assisted Instruction
* Laboratory
* Other (Specify)
* Demonstration of skill.

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Grice, Tony. Badminton: Steps to Success, 2nd ed. Human Kinetics, 2007, ISBN: 9780736072298
2. Kim, Sunny, et al. Badminton Today, Wadsworth, 2001, ISBN: 9780534552336
3. Paup, Don, et al.. Skills, Drills and Strategies for Badminton, Holcomb Hathaway Publishers, 2000, ISBN: 9781890871123

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. One or more tubes of HL Deluxe Yonex Feather Birds and/or Mavis 300 Nylon Shuttlecocks.

III. Professional journals, such as Badminton Magazine
IV. Selections from websites, such as:
A. www.badminton.org
B. www.badminton-information.com

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Essay evaluating a live badminton match.
II. Essay summarizing badminton resources available on the Internet.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Practice singles and doubles serves.
II. Practice underhand clears against wall noting wrist snap.
III. Practice overhead clears against wall, working on weight transfer.
IV. Reading and writing assignments related to badminton play.
V. Internet research of online badminton resources.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Observe and critique live badminton matches at the intercollegiate level.
II. Observe and critique a video of oneâ€™s own strokes and compare form to that taught in class.
III. Evaluate Internet resources for beginning badminton players.

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2. Kim, Sunny, et al. Badminton Today, Wadsworth, 2001, ISBN: 9780534552336
3. Paup, Don, et al.. Skills, Drills and Strategies for Badminton, Holcomb Hathaway Publishers, 2000, ISBN: 9781890871123

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. One or more tubes of HL Deluxe Yonex Feather Birds and/or Mavis 300 Nylon Shuttlecocks.

ORIGINATOR: Curricunet Version 2
ORIGINATION DATE: 10/31/2013

ORIGINATOR: Curricunet Version 2

CO-CONTRIBUTOR(S) Patricia Mendoza
DATE: 10/31/2013

Status: Active

Date Printed: 04/2/2023

PROPOSAL ORIGINATOR: Matthew Cain
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 11/21/2022

Status: Launched

Date Printed: 04/2/2023

View Printable Version

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:** 154A
III. **Course Title:** Badminton I
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:** BADMINTON
VII. **Current Short Title:** Badminton I
VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
IX. **Originating Campus:** MESA
X. **Action Proposed:** Course Revision (May Include Activation)
XI. **Distance Education Proposed At:** City , Mesa and Miramar
XII. **Proposal Originating Date:** 10/31/2013
XIII. **Proposed Start Semester:** Fall 2014
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Instruction and practice in the fundamentals of badminton.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 108
II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
IV. **Repeatability:** Course may be taken 1 time(s)
V. **Course Equivalency:** Yes EXSC 154A equivalent to PHYE 108 EXSC 154A will alleviate substandard work In 108
VI. **Additional Information:**
VII. **Additional Textbook Information:** Texts are latest editions available

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Revise course description, objectives and outline of topics to reflect distinct course content.
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:** No new costs..
VI. **Library Resource Materials:** No new resources required..

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Exercise Science
II. **Course Number:** 154A
III. **Course Title:** Badminton I
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:** BADMINTON
VII. **Current Short Title:** Badminton 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:** City , Mesa and Miramar
XII. **Proposal Originating Date:** 11/21/2022
XIII. **Proposed Start Semester:** Spring 2023
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Instruction and practice in the fundamentals of badminton.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 108
II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
IV. **Repeatability:** Course may be taken 1 time(s)
V. **Course Equivalency:** Yes EXSC 154A equivalent to PHYE 108 EXSC 154A will alleviate substandard work In 108
VI. **Additional Information:** This course requires students to analyze specific variables and achieve student learning objectives and outcomes (related to badminton strategy and play). 32 hours of activity are required (as a minimum) for specific physiological adaptations and development of these skill-related objectives and 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:** No new costs..
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. **CITY**
II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Discussion Board
at least 1 time during semester
3. Email/Message System
as needed
4. Field Trips
as needed for class assignments
5. Group Meetings
as assigned
6. Individual Meetings
at least 1 time during the semester
7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc.
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

V. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply badminton skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.
VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include 1) Electronic documentation of badminton workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily badminton skillsets, strategies and/or techniques.
VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
VIII. **Audio Visual Library Materials:** NO
IX. **MESA**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Chat Rooms
As desired
3. Discussion Board
Weekly
4. Email/Message System
Frequent

UC Transfer Course:
Yes

REQUISITES ANALYSIS

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **CITY**
II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Discussion Board
at least 1 time during semester
3. Email/Message System
as needed
4. Field Trips
as needed for class assignments
5. Group Meetings
as assigned
6. Individual Meetings
at least 1 time during the semester
7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc.
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

V. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply badminton skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.
VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include 1) Electronic documentation of badminton workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily badminton skillsets, strategies and/or techniques.
VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
VIII. **Audio Visual Library Materials:** NO
IX. **MESA**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Chat Rooms
As desired
3. Discussion Board
Weekly
4. Email/Message System
Frequent

5. Synchronous or Asynchronous Video
Weekly
6. Telephone Contact
As needed

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

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

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

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

XVII. **MIRAMAR**

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

XIX. **Other Distance Education Methods:** At least 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a badminton racquet and birdies for hitting.

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

1. Announcements
weekly through the "assessments" tool or during the mandatory synchronous video portion of the course
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
as assigned
5. Email/Message System
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as assigned
8. Synchronous or Asynchronous Video
at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course
9. Telephone Contact
as needed

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. Sport-specific skills are developed through video demonstration, guided drills, and individual practice. Students also learn sport rules, techniques, and strategy through video-based review and analysis of individual and/or team competitions.

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 such as written analyses of sports techniques and strategy, and synchronous or asynchronous video demonstrations of sports-related skills.

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

5. Synchronous or Asynchronous Video
Weekly
6. Telephone Contact
As needed

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

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

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

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

XVII. **MIRAMAR**

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

XIX. **Other Distance Education Methods:** At least 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a badminton racquet and birdies for hitting.

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

1. Announcements
weekly through the "assessments" tool or during the mandatory synchronous video portion of the course
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
as assigned
5. Email/Message System
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as assigned
8. Synchronous or Asynchronous Video
at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course
9. Telephone Contact
as needed

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. Sport-specific skills are developed through video demonstration, guided drills, and individual practice. Students also learn sport rules, techniques, and strategy through video-based review and analysis of individual and/or team competitions.

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 such as written analyses of sports techniques and strategy, and synchronous or asynchronous video demonstrations of sports-related skills.

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

- Upon completion of the course, the student will be able to apply badminton rules and vocabulary in intermediate tournament play.

MESA

- Analyze and apply beginning singles strategy in competition.
- Understand and apply proper badminton etiquette.
- Understand, explain and demonstrate badminton rules and vocabulary.

MIRAMAR

- Instructor will introduce the basic rules and regulations of badminton including scoring.

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:** 10/31/2013

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

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course, the student will be able to apply badminton rules and vocabulary in intermediate tournament play.

MESA

- Analyze and apply beginning singles strategy in competition.
- Understand and apply proper badminton etiquette.
- Understand, explain and demonstrate badminton rules and vocabulary.

MIRAMAR

- Instructor will introduce the basic rules and regulations of badminton including scoring.

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
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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:** 11/21/2022

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

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 154B

COURSE TITLE:
Badminton II

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course is the second of four courses in badminton. Emphasis is placed on beginning level skills, shots, serves, footwork and strategies. This course is intended for kinesiology majors and all students interested in incorporating the game of badminton into an active lifestyle.

REQUISITES:

Advisory:
EXSC 154A with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:
32 - 54

TOTAL CONTACT HOURS:
32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:
32 - 54

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

All objectives are covered in this course whether offered for .50 or 1.0 units. When this course is offered for three hours per week, the additional time is utilized for skill development and application of strategies and playing situations.
1. Utilize begining badminton skills in a game situation.

2. List, define and apply beginning badminton strategies in singles and doubles matches.
3. Apply badminton rules relating to scoring and faults in sets and matches.
4. Define and utilize vocabulary appropriate to beginning badminton play.
5. Distinguish and employ behaviors which characterize good sportsmanship, good badminton etiquette and class leadership.
6. Recognize safety considerations inherent to badminton, evaluate potential safety hazards as they arise.

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 Badminton skills and vocabulary
  A. Grips for net play
  B. Grips for flick serve
  C. Swing for passing shot
  D. Beginning Footwork
  E. Re-drop shots
II. Badminton strategy
  A. Down the line clears
  B. Cross court cleasrs
  C. Hitting to opponents weaknesses
III. Rules
  A. Set
  B. Match
  C. Intervals and change of ends
    1. Singles
    2. Doubles
IV. Singles tactics
  A. General tactics
  B. Serving tactics
  C. Receiving tactics
V. Sportsmanship and etiquette
  A. Line calls
  B. Walking through matches in progress
  C. Asking for return of shuttle
  D. Appropriate language and behavior
VI. Safety considerations
  A. Extra shuttles on court
  B. Wet or dirty court surfaces
  C. Appropriate shoes and clothing

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned textbook related to badminton.
II. Badminton rules and terminology.
III. Professional journals, such as Badminton Magazine
  A. Selections from websites, such as: www.badminton.org
  B. www.badminton-information.com

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Essay evaluating a live badminton match.
II. Essay summarizing badminton resources available on the Internet.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Practice singles and doubles serves.
II. Practice underhand clears against wall noting wrist snap.
III. Practice overhead clears against wall, working on weight transfer.
IV. Reading and writing assignments related to badminton play.
V. Internet research of online badminton resources.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Observe and critique live badminton matches at the intercollegiate level.
II. Observe and critique a video of one's own strokes and compare form to that taught in class.
III. Evaluate Internet resources for intermediate badminton players.

2. METHODS OF EVALUATION:

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

I. Written exams and quizzes.
II. Objective skills test evaluating accuracy of strokes.
III. Stroke form and effectiveness during playing situations.
IV. Applications of rules, strategies, sportsmanship and etiquette during play.

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning
* Computer Assisted Instruction
* Laboratory
* Other (Specify)
* Demonstration of skill

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Grice, Tony. Badminton: Steps to Success, 2nd ed. Human Kinetics, 2007, ISBN: 9780736072298
2. Kim, Sunny, et al. Badminton Today, Wadsworth, 2001, ISBN: 9780534552336
3. Paup, Don and Bo Fernhall. Skills, Drills and Strategies for Badminton, Holcomb Hathaway Publishers, 2000, ISBN: 9781890871123

MANUALS:

PERIODICALS:
1. *Badminton Magazine,*

SOFTWARE:

SUPPLIES:
1. One or more tubes of Yonex/Mavis Feather Birds or Nylon Shuttlecocks.

ORIGINATOR: Curricunet Version 2
ORIGINATION DATE: 11/04/2013
PROPOSAL ORIGINATOR: Matthew Cain
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 11/21/2022

SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT

COURSE TO BE PROPOSED: EXSC 154B Badminton II

ACTIVE/APPROVED COURSES IMPACTED:

EXSC 154B Badminton II (29414)

Advisory
EXSC 154C (Active)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**Miramar**)
Exercise and Nutritional Sciences *Active*;
Associate of Science Degree

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

(**Miramar**)
Exercise and Nutritional Sciences *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**)
Individual Sports *Active*;
Certificate of Performance

Select four (4) courses from the following:

(**City**)
Individual Sports *Approved*;
Certificate of Performance

Select four (4) courses from the following:

(**Mesa**)
Kinesiology *Active*;
Associate in Arts for Transfer Degree

Individual Sports

(**Mesa**)
Kinesiology *Approved*;
Associate in Arts for Transfer Degree

Individual Sports

(**Mesa**)
Kinesiology *Active*;

Associate of Science Degree

Select a minimum of one unit from Individual Sports:

(**Mesa**)

Kinesiology *Approved*;

Associate of Science Degree

Select a minimum of one unit from Individual Sports:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Exercise Science
II. **Course Number:** 154B
III. **Course Title:** Badminton II
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:** BADMINTON
VII. **Current Short Title:** Badminton 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:** City , Mesa and Miramar
XII. **Proposal Originating Date:** 11/21/2022
XIII. **Proposed Start Semester:** Spring 2023
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Instruction necessary to play badminton at the beginning level.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Advisory: EXSC 154A 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 badminton strategy and play). 32 hours of activity are required (as a minimum) for specific physiological adaptations and development of these skill-related objectives and 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:** No additional costs.
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Fundamental badminton skills

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **CITY**
II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Discussion Board
at least 1 time during semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings
as assigned
6. Individual Meetings
at least 1 time during semester
7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

V. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply badminton skillsets, strategies and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.
VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include 1) Electronic documentation of badminton workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily badminton skillsets, strategies, and/or techniques.
VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
VIII. **Audio Visual Library Materials:** NO
IX. **MESA**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Chat Rooms
As desired
3. Discussion Board

Weekly
4. Email/Message System
Feequent
5. Synchronous or Asynchronous Video
Weekly
6. Telephone Contact
As needed

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

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

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

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

XVII. **MIRAMAR**

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

XIX. **Other Distance Education Methods:** At least 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a badminton racquet and birdies for hitting.

XX. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly via the "assessments" tool or during the mandatory synchronous video portion of the course
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
as assigned
5. Email/Message System
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as assigned
8. Synchronous or Asynchronous Video
at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course
9. Telephone Contact
as needed

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. Sport-specific skills are developed through video demonstration, guided drills, and individual practice. Students also learn sport rules, techniques, and strategy through video-based review and analysis of individual and/or team competitions.

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 such as written analyses of sports techniques and strategy, and synchronous or asynchronous video demonstrations of sports-related skills.

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

- Upon completion of the course the student will be able to explain singles and doubles strategies and employ those strategies appropriate to ability level.

MESA

- Analyze and demonstrate doubles strategy.
- Distinguish and explain trends in player development and/or tournament play at both the amateur and professional badminton levels.
- Understand, explain and demonstrate proper footwork at the beginning level of player development.

MIRAMAR

- Students will learn techniques of stroke production including racket preparation,contact point and follow through,for forehand, backhand and the serve.
- Students will learn the two basic badminton grips,forehand and backhand.They will learn court positioning and footwork to successfully hit forehands,backhands and basic serves.

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:** 11/21/2022

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

View Printable Version

Previous Report

EXSC 154B

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 154B

COURSE TITLE:
Badminton II

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course is the second of four courses in badminton. Emphasis is placed on beginning level skills, shots, serves, footwork and strategies. This course is intended for kinesiology majors and all students interested in incorporating the game of badminton into an active lifestyle.

REQUISITES:

Advisory:
EXSC 154A with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:
32 - 54

TOTAL CONTACT HOURS:
32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:
32 - 54

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

All objectives are covered in this course whether offered for .50 or 1.0 units. When this course is offered for three hours per week, the additional time is utilized for skill development and application of strategies and playing situations.
1. Utilize begining badminton skills in a game situation.
2. List, define and apply beginning badminton strategies in singles and doubles matches.
3. Apply badminton rules relating to scoring and faults in sets and matches.
4. Define and utilize vocabulary appropriate to beginning badminton play.
5. Distinguish and employ behaviors which characterize good sportsmanship, good badminton etiquette and class leadership.
6. Recognize safety considerations inherent to badminton, evaluate potential safety hazards as they arise.

Current Report

EXSC 154B

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 154B

COURSE TITLE:
Badminton II

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course is the second of four courses in badminton. Emphasis is placed on beginning level skills, shots, serves, footwork and strategies. This course is intended for kinesiology majors and all students interested in incorporating the game of badminton into an active lifestyle.

REQUISITES:

Advisory:
EXSC 154A 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

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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:

All objectives are covered in this course whether offered for .50 or 1.0 units. When this course is offered for three hours per week, the additional time is utilized for skill development and application of strategies and playing situations.
1. Utilize begining badminton skills in a game situation.
2. List, define and apply beginning badminton strategies in singles and doubles matches.
3. Apply badminton rules relating to scoring and faults in sets and matches.
4. Define and utilize vocabulary appropriate to beginning badminton play.
5. Distinguish and employ behaviors which characterize good sportsmanship, good badminton etiquette and class leadership.
6. Recognize safety considerations inherent to badminton, evaluate potential safety hazards as they arise.

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. Beginning Badminton skills and vocabulary
  A. Grips for net play
  B. Grips for flick serve
  C. Swing for passing shot
  D. Beginning Footwork
  E. Re-drop shots
II. Badminton strategy
  A. Down the line clears
  B. Cross court cleasrs
  C. Hitting to opponents weaknesses
III. Rules
  A. Set
  B. Match
  C. Intervals and change of ends
    1. Singles
    2. Doubles
IV. Singles tactics
  A. General tactics
  B. Serving tactics
  C. Receiving tactics
V. Sportsmanship and etiquette
  A. Line calls
  B. Walking through matches in progress
  C. Asking for return of shuttle
  D. Appropriate language and behavior
VI. Safety considerations
  A. Extra shuttles on court
  B. Wet or dirty court surfaces
  C. Appropriate shoes and clothing

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned textbook related to badminton.
II. Badminton rules and terminology.
III. Professional journals, such as Badminton Magazine
  A. Selections from websites, such as: www.badminton.org
  B. www.badminton-information.com

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Essay evaluating a live badminton match.
II. Essay summarizing badminton resources available on the Internet.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Practice singles and doubles serves.
II. Practice underhand clears against wall noting wrist snap.
III. Practice overhead clears against wall, working on weight transfer.
IV. Reading and writing assignments related to badminton play.
V. Internet research of online badminton resources.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Observe and critique live badminton matches at the intercollegiate level.
II. Observe and critique a video of oneâ€™s own strokes and compare form to that taught in class.
III. Evaluate Internet resources for intermediate badminton players.

2. METHODS OF EVALUATION:

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 Badminton skills and vocabulary
  A. Grips for net play
  B. Grips for flick serve
  C. Swing for passing shot
  D. Beginning Footwork
  E. Re-drop shots
II. Badminton strategy
  A. Down the line clears
  B. Cross court cleasrs
  C. Hitting to opponents weaknesses
III. Rules
  A. Set
  B. Match
  C. Intervals and change of ends
    1. Singles
    2. Doubles
IV. Singles tactics
  A. General tactics
  B. Serving tactics
  C. Receiving tactics
V. Sportsmanship and etiquette
  A. Line calls
  B. Walking through matches in progress
  C. Asking for return of shuttle
  D. Appropriate language and behavior
VI. Safety considerations
  A. Extra shuttles on court
  B. Wet or dirty court surfaces
  C. Appropriate shoes and clothing

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned textbook related to badminton.
II. Badminton rules and terminology.
III. Professional journals, such as Badminton Magazine
  A. Selections from websites, such as: www.badminton.org
  B. www.badminton-information.com

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Essay evaluating a live badminton match.
II. Essay summarizing badminton resources available on the Internet.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Practice singles and doubles serves.
II. Practice underhand clears against wall noting wrist snap.
III. Practice overhead clears against wall, working on weight transfer.
IV. Reading and writing assignments related to badminton play.
V. Internet research of online badminton resources.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Observe and critique live badminton matches at the intercollegiate level.
II. Observe and critique a video of oneâ€™s own strokes and compare form to that taught in class.
III. Evaluate Internet resources for intermediate badminton players.

2. METHODS OF EVALUATION:

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

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

I. Written exams and quizzes.
II. Objective skills test evaluating accuracy of strokes.
III. Stroke form and effectiveness during playing situations.
IV. Applications of rules, strategies, sportsmanship and etiquette during play.

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning
* Computer Assisted Instruction
* Laboratory
* Other (Specify)
* Demonstration of skill

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Grice, Tony. Badminton: Steps to Success, 2nd ed. Human Kinetics, 2007, ISBN: 9780736072298
2. Kim, Sunny, et al. Badminton Today, Wadsworth, 2001, ISBN: 9780534552336
3. Paup, Don and Bo Fernhall. Skills, Drills and Strategies for Badminton, Holcomb Hathaway Publishers, 2000, ISBN: 9781890871123

MANUALS:

PERIODICALS:
1. *Badminton Magazine,*

SOFTWARE:

SUPPLIES:
1. One or more tubes of Yonex/Mavis Feather Birds or Nylon Shuttlecocks.

ORIGINATOR: Curricunet Version 2

CO-CONTRIBUTOR(S) Patricia Mendoza
DATE: 11/04/2013

Status: Active

I. Written exams and quizzes.
II. Objective skills test evaluating accuracy of strokes.
III. Stroke form and effectiveness during playing situations.
IV. Applications of rules, strategies, sportsmanship and etiquette during play.

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning
* Computer Assisted Instruction
* Laboratory
* Other (Specify)
* Demonstration of skill

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Grice, Tony. Badminton: Steps to Success, 2nd ed. Human Kinetics, 2007, ISBN: 9780736072298
2. Kim, Sunny, et al. Badminton Today, Wadsworth, 2001, ISBN: 9780534552336
3. Paup, Don and Bo Fernhall. Skills, Drills and Strategies for Badminton, Holcomb Hathaway Publishers, 2000, ISBN: 9781890871123

MANUALS:

PERIODICALS:
1. *Badminton Magazine,*

SOFTWARE:

SUPPLIES:
1. One or more tubes of Yonex/Mavis Feather Birds or Nylon Shuttlecocks.

ORIGINATOR: Curricunet Version 2
ORIGINATION DATE: 11/04/2013
PROPOSAL ORIGINATOR: Matthew Cain
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 11/21/2022

Status: Launched

View Printable Version

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:** 154B
III. **Course Title:** Badminton II
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:** BADMINTON
VII. **Current Short Title:** Badminton II
VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
IX. **Originating Campus:** MESA
X. **Action Proposed:** Course Revision (May Include Activation)
XI. **Distance Education Proposed At:** City , Mesa and Miramar
XII. **Proposal Originating Date:** 11/04/2013
XIII. **Proposed Start Semester:** Fall 2014
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Instruction necessary to play badminton at the beginning level.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Advisory: EXSC 154A with a grade of "C" or better, or equivalent.
II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
IV. **Repeatability:** Course may be taken 1 time(s)
V. **Course Equivalency:** No
VI. **Additional Information:**
VII. **Additional Textbook Information:** Texts are latest editions available

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Revise course description, objectives and outline of topics to reflect distinct course content.
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:** No additional costs.
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

UC Transfer Course:

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:** 154B
III. **Course Title:** Badminton II
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:** BADMINTON
VII. **Current Short Title:** Badminton 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:** City , Mesa and Miramar
XII. **Proposal Originating Date:** 11/21/2022
XIII. **Proposed Start Semester:** Spring 2023
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Instruction necessary to play badminton at the beginning level.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Advisory: EXSC 154A 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 badminton strategy and play). 32 hours of activity are required (as a minimum) for specific physiological adaptations and development of these skill-related objectives and 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:** No additional costs.
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

UC Transfer Course:

Yes

REQUISITES ANALYSIS

Fundamental badminton skills

I. **Course: EXSC 154A Utilize novice badminton skills in a game situation.**
II. **Course: EXSC 154A List, define and apply fundamental badminton strategies in singles and doubles matches.**
III. **Course: EXSC 154A Define and apply elementary badminton rules relating to scoring and novice faults.**
IV. **Course: EXSC 154A Define and utilize vocabulary appropriate to novice badminton play.**
V. **Course: EXSC 154A Distinguish and employ behaviors which characterize good sportsmanship and etiquette.**
VI. **Course: EXSC 154A Recognize safety considerations inherent to badminton, evaluate potential safety hazards as they arise, and utilize safe practices in the classroom.**

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **CITY**
II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Discussion Board
at least 1 time during semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings
as assigned
6. Individual Meetings
at least 1 time during semester
7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

V. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply badminton skillsets, strategies and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.
VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include 1) Electronic documentation of badminton workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily badminton skillsets, strategies, and/or techniques.
VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
VIII. **Audio Visual Library Materials:** NO
IX. **MESA**

Yes

REQUISITES ANALYSIS

Fundamental badminton skills

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **CITY**
II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Discussion Board
at least 1 time during semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings
as assigned
6. Individual Meetings
at least 1 time during semester
7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

V. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply badminton skillsets, strategies and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.
VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include 1) Electronic documentation of badminton workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily badminton skillsets, strategies, and/or techniques.
VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
VIII. **Audio Visual Library Materials:** NO
IX. **MESA**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Chat Rooms
As desired
3. Discussion Board
Weekly
4. Email/Message System

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

XI. **Other Distance Education Methods:**

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

1. Announcements
   As needed
2. Chat Rooms
   As desired
3. Discussion Board
   Weekly
4. Email/Message System
   Feequent
5. Synchronous or Asynchronous Video
   Weekly
6. Telephone Contact
   As needed

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

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

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

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

XVII. **MIRAMAR**

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

XIX. **Other Distance Education Methods:** At least 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a badminton racquet and birdies for hitting.

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

1. Announcements
   weekly via the "assessments" tool or during the mandatory synchronous video portion of the course
2. Collaborative Web Documents
   as assigned
3. Conferencing
   as assigned
4. Discussion Board
   as assigned
5. Email/Message System
   as needed
6. Individual Meetings
   as needed
7. Individualized Assignment Feedback
   as assigned
8. Synchronous or Asynchronous Video
   at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course
9. Telephone Contact
   as needed

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. Sport-specific skills are developed through video demonstration, guided drills, and individual practice. Students also learn sport rules, techniques, and strategy through video-based review and analysis of individual and/or team competitions.

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 such as written analyses of sports techniques and strategy, and synchronous or asynchronous video

Feequent
5. Synchronous or Asynchronous Video
   Weekly
6. Telephone Contact
   As needed

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

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

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

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

XVII. **MIRAMAR**

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

XIX. **Other Distance Education Methods:** At least 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a badminton racquet and birdies for hitting.

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

1. Announcements
   weekly via the "assessments" tool or during the mandatory synchronous video portion of the course
2. Collaborative Web Documents
   as assigned
3. Conferencing
   as assigned
4. Discussion Board
   as assigned
5. Email/Message System
   as needed
6. Individual Meetings
   as needed
7. Individualized Assignment Feedback
   as assigned
8. Synchronous or Asynchronous Video
   at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course
9. Telephone Contact
   as needed

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. Sport-specific skills are developed through video demonstration, guided drills, and individual practice. Students also learn sport rules, techniques, and strategy through video-based review and analysis of individual and/or team competitions.

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 such as written analyses of sports techniques and strategy, and synchronous or asynchronous video demonstrations of sports-related skills.

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

demonstrations of sports-related skills.

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

- Upon completion of the course the student will be able to explain singles and doubles strategies and employ those strategies appropriate to ability level.

MESA

- Analyze and demonstrate doubles strategy.
- Distinguish and explain trends in player development and/or tournament play at both the amateur and professional badminton levels.
- Understand, explain and demonstrate proper footwork at the beginning level of player development.

MIRAMAR

- Students will learn techniques of stroke production including racket preparation,contact point and follow through,for forehand, backhand and the serve.
- Students will learn the two basic badminton grips,forehand and backhand.They will learn court positioning and footwork to successfully hit forehands,backhands and basic serves.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 0835.00 Physical Education
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25):
Course Support Course Status (CB26):
Major Restriction Code: NONE

II. **Lab Units:** 0.50 - 1.00
Total Units: 0.5 **- 1**
Lecture Hours Min: 0.00 **Max:** 0.00
Lab Hours Min: 32.00 **Max:** 54.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 32.00 **Max:**54.00
Outside-of-Class Hours Min: 0.00 **Max:**0.00
Total Student Learning Hours Min: 32.00 **Max:** 54.00
FTEF Lecture Min: 0.0000 **Max:**0.0000
FTEF Lab Min: 0.1333 **Max:**0.2000
FTEF Total Min: 0.1333 **Max:**0.2000

III. **Last Time Pre/Co Requisite Update:** 05/29/2019

IV. **Last Outline Revision Date:** 11/14/2013

V. **CIC Approval:** 11/14/2013

VI. **BOT Approval:**

VII. **State Approval:**

VIII. **Revised State Approval:**

IX. **Course Approval Effective Date:** Fall 2014

SECTION VI

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course the student will be able to explain singles and doubles strategies and employ those strategies appropriate to ability level.

MESA

- Analyze and demonstrate doubles strategy.
- Distinguish and explain trends in player development and/or tournament play at both the amateur and professional badminton levels.
- Understand, explain and demonstrate proper footwork at the beginning level of player development.

MIRAMAR

- Students will learn techniques of stroke production including racket preparation,contact point and follow through,for forehand, backhand and the serve.
- Students will learn the two basic badminton grips,forehand and backhand.They will learn court positioning and footwork to successfully hit forehands,backhands and basic serves.

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:** 11/21/2022

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

CREDIT FOR PRIOR LEARNING

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 154C

COURSE TITLE:
Badminton III

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course is the third of four courses in badminton. Emphasis is placed on intermediate level skills, shots, serves, footwork and strategies for singles and doubles play. This course is intended for kinesiology majors and all students interested in incorporating the game of badminton into an active lifestyle.

REQUISITES:

Advisory:
EXSC 154B with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:
32 - 54

TOTAL CONTACT HOURS:
32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:
32 - 54

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

All objectives are covered in this course whether offered for .50 or 1.0 units. When this course is offered for three hours per week, the additional time is utilized for skill development and enhanced cardiovascular fitness.

1. Utilize intermediate badminton skills in a game situation with emphasis on placement of all shots, serves, lateral, forward, and backward foot movement.
2. List, define and apply badminton strategies for placement of shots.
3. Apply badminton rules relating to scoring and faults in tournament play.
4. Define and utilize vocabulary appropriate to tournament play.
5. Distinguish and employ behaviors which characterize good sportsmanship, good badminton etiquette and class leadership.
6. Recognize safety considerations inherent to badminton, evaluate potential safety hazards as they arise, and utilize safe practices in the classroom.
7. Name local facilities available for recreational play.

SECTION II

1. COURSE OUTLINE AND SCOPE:

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

I. Intermediate Badminton skills
  A. Drop Shot
  B. Drive shot
  C. Drive serves
  D. Push shot
  E. Intermediate floor work
    1. Front and back
    2. Side to side
    3. Middle
II. Intermediate strategy
  A. Side by side positioning
  B. Front and back positioning
III. Intermediate Badminton vocabulary
  A. Shots
    1. Smash
    2. Block
    3. Short shots
  B. Serves
    1. Flick serve
    2. Placement
IV. Flight pattern of shuttles
  A. Smash
  B. Re-drop
V. Tournament play
  A. King of the court
  B. Single elimination
  C. Ladder
  D. Round robin
VI. Sportsmanship
  A. Line calls
  B. Walking through matches in progress
  C. Asking for return of shuttle
  D. Appropriate language and behavior
VII. Safety considerations
  A. Extra shuttles on court
  B. Wet or dirty court surfaces
  C. Appropriate shoes
VIII. Facilities for recreational play in San Diego
  A. Balboa Park Activity Center
  B. High Schools and Colleges

C. Community Recreation Centers
D. Private Badminton clubs

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned textbook related to badminton.
II. Badminton rules and terminology.
III. Professional journals, such as Badminton Magazine
IV. Selections from websites, such as:
1. www.badminton.org
2. www.badminton-information.com

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Essay evaluating a live badminton match.
II. Essay summarizing badminton resources available on the Internet.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Practice singles and doubles serves.
II. Practice underhand clears against wall noting wrist snap.
III. Practice overhead clears against wall, working on weight transfer.
IV. Reading and writing assignments related to badminton play.
V. Internet research of online badminton resources.
VI. Participate in local badminton tournament.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Observe and critique live badminton matches at the intercollegiate level.
II. Observe and critique a video of one's own strokes and compare form to that taught in class.
III. Evaluate Internet resources for intermediate badminton players.

2. METHODS OF EVALUATION:

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

I. Written exams and quizzes.
II. Objective skills test evaluating accuracy of strokes.
III. Stroke form and effectiveness during playing situations.
IV. Applications of rules, strategies, sportsmanship and etiquette during play.

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning
* Computer Assisted Instruction
* Laboratory
* Other (Specify)
* Demonstration of skill

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Grice, Tony. Badminton: Steps to Success, 2 ed. Human Kinetics, 2007, ISBN: 9780736072298
2. Kim, Sunny et al. Badminton Today, Wadsworth, 2001, ISBN: 9780534552336
3. Paup, Don, et al.. Skills, Drill and strategies for Badminton, Holcomb Hathaway Publishers, 2000, ISBN: 9781890871123

MANUALS:

PERIODICALS:
1. *Badminton Magazine,*

SOFTWARE:

SUPPLIES:
1. One or more tubes of Yonex/Mavis Feather Birds or Nylon Shuttlecocks.

ORIGINATOR: Curricunet Version 2
ORIGINATION DATE: 11/04/2013
PROPOSAL ORIGINATOR: Matthew Cain
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 11/21/2022

SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT

COURSE TO BE PROPOSED: EXSC 154C Badminton III

ACTIVE/APPROVED COURSES IMPACTED:

EXSC 154C Badminton III (29415)

Advisory
EXSC 154D (Active)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**Miramar**)
Exercise and Nutritional Sciences *Active*;
Associate of Science Degree

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

(**Miramar**)
Exercise and Nutritional Sciences *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**)
Individual Sports *Active*;
Certificate of Performance

Select four (4) courses from the following:

(**City**)
Individual Sports *Approved*;
Certificate of Performance

Select four (4) courses from the following:

(**Mesa**)
Kinesiology *Active*;
Associate in Arts for Transfer Degree

Individual Sports

(**Mesa**)
Kinesiology *Approved*;
Associate in Arts for Transfer Degree

Individual Sports

(**Mesa**)
Kinesiology *Active*;

Associate of Science Degree

Select a minimum of one unit from Individual Sports:

(**Mesa**)

Kinesiology *Approved*;

Associate of Science Degree

Select a minimum of one unit from Individual Sports:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Exercise Science
II. **Course Number:** 154C
III. **Course Title:** Badminton III
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:** BADMINTON
VII. **Current Short Title:** Badminton 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:** City , Mesa and Miramar
XII. **Proposal Originating Date:** 11/21/2022
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 on-court experience in necessary to play badminton at the advanced-intermediate level.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Advisory: EXSC 154B 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 badminton strategy and play). 32 hours of activity are required (as a minimum) for specific physiological adaptations and development of these skill-related objectives and outcomes.
VII. **Additional Textbook Information:** Texts are latest editions available

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:** No additional costs.
VI. **Library Resource Materials:** No new resources needed..

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Beginning badminton skills

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **CITY**
II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Discussion Board
at least 1 time during semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings
as assigned
6. Individual Meetings
at least 1 time during semester
7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

V. **List of Techniques:** Multiple measures are used to assess student learning outcomes: Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply badminton skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.
VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include 1) Electronic documentation of badminton workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily badminton skillsets, strategies, and/or techniques.
VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
VIII. **Audio Visual Library Materials:** NO
IX. **MESA**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed

2. Chat Rooms
   As desired
3. Discussion Board
   Weekly
4. Email/Message System
   Frequent
5. Synchronous or Asynchronous Video
   Weekly
6. Telephone Contact
   As needed

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

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

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

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

XVII. **MIRAMAR**

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

XIX. **Other Distance Education Methods:** At least 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a badminton racquet and birdies for hitting.

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

1. Announcements
   weekly via the "assessments" tool or during the mandatory synchronous video portion of the course
2. Collaborative Web Documents
   as assigned
3. Conferencing
   as assigned
4. Discussion Board
   as assigned
5. Email/Message System
   as needed
6. Individual Meetings
   as needed
7. Individualized Assignment Feedback
   as assigned
8. Synchronous or Asynchronous Video
   at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course
9. Telephone Contact
   as needed

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. Sport-specific skills are developed through video demonstration, guided drills, and individual practice. Students also learn sport rules, techniques, and strategy through video-based review and analysis of individual and/or team competitions.

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 such as written analyses of sports techniques and strategy, and synchronous or asynchronous video demonstrations of sports-related skills.

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

- Upon completion of the course the student will be able to explain and employ advanced considerations in badminton swing.

MESA

- Understand, explain and demonstrate behaviors which characterize good sportsmanship and class leadership.
- Analyze individual fundamental skills and suggest drills to improve individual performance.
- Understand, explain and demonstrate intermediate player development skills.

MIRAMAR

- Students will learn techniques of stroke production including racket preparation,contact point and follow through,for forehand, backhand and the serve.

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:** 11/21/2022

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

View Printable Version

Previous Report

EXSC 154C

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 154C

COURSE TITLE:
Badminton III

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course is the third of four courses in badminton. Emphasis is placed on intermediate level skills, shots, serves, footwork and strategies for singles and doubles play. This course is intended for kinesiology majors and all students interested in incorporating the game of badminton into an active lifestyle.

REQUISITES:

Advisory:
EXSC 154B with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:
32 - 54

TOTAL CONTACT HOURS:
32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:
32 - 54

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

All objectives are covered in this course whether offered for .50 or 1.0 units. When this course is offered for three hours per week, the additional time is utilized for skill development and enhanced cardiovascular fitness.
1. Utilize intermediate badminton skills in a game situation with emphasis on placement of all shots, serves, lateral, forward, and backward foot movement.
2. List, define and apply badminton strategies for placement of shots.
3. Apply badminton rules relating to scoring and faults in tournament play.
4. Define and utilize vocabulary appropriate to tournament play.
5. Distinguish and employ behaviors which characterize good sportsmanship, good badminton etiquette and class leadership.
6. Recognize safety considerations inherent to badminton, evaluate potential safety hazards as they arise, and utilize

Current Report

EXSC 154C

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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4. Define and utilize vocabulary appropriate to tournament play.
5. Distinguish and employ behaviors which characterize good sportsmanship, good badminton etiquette and class leadership.
6. Recognize safety considerations inherent to badminton, evaluate potential safety hazards as they arise, and utilize safe practices in the classroom.
7. Name local facilities available for recreational play.

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SECTION II

1. COURSE OUTLINE AND SCOPE:

A. **Outline Of Topics:**
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  B. Drive shot
  C. Drive serves
  D. Push shot
  E. Intermediate floor work
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    2. Side to side
    3. Middle
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  A. Side by side positioning
  B. Front and back positioning
III. Intermediate Badminton vocabulary
  A. Shots
    1. Smash
    2. Block
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  B. Serves
    1. Flick serve
    2. Placement
IV. Flight pattern of shuttles
  A. Smash
  B. Re-drop
V. Tournament play
  A. King of the court
  B. Single elimination
  C. Ladder
  D. Round robin
VI. Sportsmanship
  A. Line calls
  B. Walking through matches in progress
  C. Asking for return of shuttle
  D. Appropriate language and behavior
VII. Safety considerations
  A. Extra shuttles on court
  B. Wet or dirty court surfaces
  C. Appropriate shoes
VIII. Facilities for recreational play in San Diego
  A. Balboa Park Activity Center
  B. High Schools and Colleges
  C. Community Recreation Centers
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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 badminton.
II. Badminton rules and terminology.
III. Professional journals, such as Badminton Magazine
IV. Selections from websites, such as:
  1. www.badminton.org
  2. www.badminton-information.com

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Essay evaluating a live badminton match.
II. Essay summarizing badminton resources available on the Internet.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

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

I. Practice singles and doubles serves.
II. Practice underhand clears against wall noting wrist snap.
III. Practice overhead clears against wall, working on weight transfer.
IV. Reading and writing assignments related to badminton play.
V. Internet research of online badminton resources.
VI. Participate in local badminton tournament.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Observe and critique live badminton matches at the intercollegiate level.
II. Observe and critique a video of oneâ€™s own strokes and compare form to that taught in class.
III. Evaluate Internet resources for intermediate badminton players.

2. METHODS OF EVALUATION:

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

I. Written exams and quizzes.
II. Objective skills test evaluating accuracy of strokes.
III. Stroke form and effectiveness during playing situations.
IV. Applications of rules, strategies, sportsmanship and etiquette during play.

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning
* Computer Assisted Instruction
* Laboratory
* Other (Specify)
* Demonstration of skill

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Grice, Tony. Badminton: Steps to Success, 2 ed. Human Kinetics, 2007, ISBN: 9780736072298
2. Kim, Sunny et al. Badminton Today, Wadsworth, 2001, ISBN: 9780534552336
3. Paup, Don, et al.. Skills, Drill and strategies for Badminton, Holcomb Hathaway Publishers, 2000, ISBN: 9781890871123

MANUALS:

PERIODICALS:
1. *Badminton Magazine,*

SOFTWARE:

SUPPLIES:
1. One or more tubes of Yonex/Mavis Feather Birds or Nylon Shuttlecocks.

ORIGINATOR: Curricunet Version 2

CO-CONTRIBUTOR(S) Patricia Mendoza
DATE: 11/04/2013

Status: Active

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III. Evaluate Internet resources for intermediate badminton players.

2. METHODS OF EVALUATION:

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

I. Written exams and quizzes.
II. Objective skills test evaluating accuracy of strokes.
III. Stroke form and effectiveness during playing situations.
IV. Applications of rules, strategies, sportsmanship and etiquette during play.

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning
* Computer Assisted Instruction
* Laboratory
* Other (Specify)
* Demonstration of skill

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Grice, Tony. Badminton: Steps to Success, 2 ed. Human Kinetics, 2007, ISBN: 9780736072298
2. Kim, Sunny et al. Badminton Today, Wadsworth, 2001, ISBN: 9780534552336
3. Paup, Don, et al.. Skills, Drill and strategies for Badminton, Holcomb Hathaway Publishers, 2000, ISBN: 9781890871123

MANUALS:

PERIODICALS:
1. *Badminton Magazine,*

SOFTWARE:

SUPPLIES:
1. One or more tubes of Yonex/Mavis Feather Birds or Nylon Shuttlecocks.

ORIGINATOR: Curricunet Version 2
ORIGINATION DATE: 11/04/2013
PROPOSAL ORIGINATOR: Matthew Cain
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 11/21/2022

Status: Launched

Date Printed: 04/2/2023

View Printable Version

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:** 154C
III. **Course Title:** Badminton III
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:** BADMINTON
VII. **Current Short Title:** Badminton III
VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
IX. **Originating Campus:** MESA
X. **Action Proposed:** Course Revision (May Include Activation)
XI. **Distance Education Proposed At:** City , Mesa and Miramar
XII. **Proposal Originating Date:** 11/04/2013
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 on-court experience in necessary to play badminton at the advanced-intermediate level.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Advisory: EXSC 154B with a grade of "C" or better, or equivalent.
II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
IV. **Repeatability:** Course may be taken 1 time(s)
V. **Course Equivalency:** No
VI. **Additional Information:**
VII. **Additional Textbook Information:** Texts are latest editions available

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Revise course description, objectives and outline of topics to reflect distinct course content.
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:** No additional costs.
VI. **Library Resource Materials:** No new resources needed..

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Exercise Science
II. **Course Number:** 154C
III. **Course Title:** Badminton III
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:** BADMINTON
VII. **Current Short Title:** Badminton 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:** City , Mesa and Miramar
XII. **Proposal Originating Date:** 11/21/2022
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 on-court experience in necessary to play badminton at the advanced-intermediate level.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Advisory: EXSC 154B 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 badminton strategy and play). 32 hours of activity are required (as a minimum) for specific physiological adaptations and development of these skill-related objectives and outcomes.
VII. **Additional Textbook Information:** Texts are latest editions available

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:** No additional costs.
VI. **Library Resource Materials:** No new resources needed..

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Beginning badminton skills

I. **Course: EXSC 154B Utilize begining badminton skills in a game situation.**
II. **Course: EXSC 154B List, define and apply beginning badminton strategies in singles and doubles matches.**
III. **Course: EXSC 154B Apply badminton rules relating to scoring and faults in sets and matches.**
IV. **Course: EXSC 154B Define and utilize vocabulary appropriate to beginning badminton play.**
V. **Course: EXSC 154B Distinguish and employ behaviors which characterize good sportsmanship, good badminton etiquette and class leadership.**
VI. **Course: EXSC 154B Recognize safety considerations inherent to badminton, evaluate potential safety hazards as they arise.**

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **CITY**
II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Discussion Board
at least 1 time during semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings
as assigned
6. Individual Meetings
at least 1 time during semester
7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

V. **List of Techniques:** Multiple measures are used to assess student learning outcomes: Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply badminton skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.
VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include 1) Electronic documentation of badminton workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily badminton skillsets, strategies, and/or techniques.
VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Beginning badminton skills

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **CITY**
II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Discussion Board
at least 1 time during semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings
as assigned
6. Individual Meetings
at least 1 time during semester
7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

V. **List of Techniques:** Multiple measures are used to assess student learning outcomes: Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply badminton skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.
VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include 1) Electronic documentation of badminton workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily badminton skillsets, strategies, and/or techniques.
VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
VIII. **Audio Visual Library Materials:** NO
IX. **MESA**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Chat Rooms
As desired
3. Discussion Board

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

IX. **MESA**

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

XI. **Other Distance Education Methods:**

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

1. Announcements
   As needed
2. Chat Rooms
   As desired
3. Discussion Board
   Weekly
4. Email/Message System
   Frequent
5. Synchronous or Asynchronous Video
   Weekly
6. Telephone Contact
   As needed

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

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

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

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

XVII. **MIRAMAR**

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

XIX. **Other Distance Education Methods:** At least 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a badminton racquet and birdies for hitting.

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

1. Announcements
   weekly via the "assessments" tool or during the mandatory synchronous video portion of the course
2. Collaborative Web Documents
   as assigned
3. Conferencing
   as assigned
4. Discussion Board
   as assigned
5. Email/Message System
   as needed
6. Individual Meetings
   as needed
7. Individualized Assignment Feedback
   as assigned
8. Synchronous or Asynchronous Video
   at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course
9. Telephone Contact
   as needed

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. Sport-specific skills are developed through video demonstration, guided drills, and individual practice. Students also learn sport rules, techniques, and strategy through video-based review and analysis of individual and/or team competitions.

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

Weekly
4. Email/Message System
   Frequent
5. Synchronous or Asynchronous Video
   Weekly
6. Telephone Contact
   As needed

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

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

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

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

XVII. **MIRAMAR**

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

XIX. **Other Distance Education Methods:** At least 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a badminton racquet and birdies for hitting.

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

1. Announcements
   weekly via the "assessments" tool or during the mandatory synchronous video portion of the course
2. Collaborative Web Documents
   as assigned
3. Conferencing
   as assigned
4. Discussion Board
   as assigned
5. Email/Message System
   as needed
6. Individual Meetings
   as needed
7. Individualized Assignment Feedback
   as assigned
8. Synchronous or Asynchronous Video
   at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course
9. Telephone Contact
   as needed

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. Sport-specific skills are developed through video demonstration, guided drills, and individual practice. Students also learn sport rules, techniques, and strategy through video-based review and analysis of individual and/or team competitions.

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 such as written analyses of sports techniques and strategy, and synchronous or asynchronous video demonstrations of sports-related skills.

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

objectives. These include performance on objective examinations administered via the assessment tool, writing assignments such as written analyses of sports techniques and strategy, and synchronous or asynchronous video demonstrations of sports-related skills.

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

- Upon completion of the course the student will be able to explain and employ advanced considerations in badminton swing.

MESA

- Understand, explain and demonstrate behaviors which characterize good sportsmanship and class leadership.
- Analyze individual fundamental skills and suggest drills to improve individual performance.
- Understand, explain and demonstrate intermediate player development skills.

MIRAMAR

- Students will learn techniques of stroke production including racket preparation,contact point and follow through,for forehand, backhand and the serve.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 0835.00 Physical Education
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25):
Course Support Course Status (CB26):
Major Restriction Code: NONE

II. **Lab Units:** 0.50 - 1.00
Total Units: 0.5 **- 1**
Lecture Hours Min: 0.00 **Max:** 0.00
Lab Hours Min: 32.00 **Max:** 54.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 32.00 **Max:**54.00
Outside-of-Class Hours Min: 0.00 **Max:**0.00
Total Student Learning Hours Min: 32.00 **Max:** 54.00
FTEF Lecture Min: 0.0000 **Max:**0.0000
FTEF Lab Min: 0.1333 **Max:**0.2000
FTEF Total Min: 0.1333 **Max:**0.2000

III. **Last Time Pre/Co Requisite Update:** 05/29/2019

IV. **Last Outline Revision Date:** 11/14/2013

V. **CIC Approval:** 11/14/2013

VI. **BOT Approval:**

VII. **State Approval:**

VIII. **Revised State Approval:**

IX. **Course Approval Effective Date:** Fall 2014

SECTION VI

CREDIT FOR PRIOR LEARNING

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course the student will be able to explain and employ advanced considerations in badminton swing.

MESA

- Understand, explain and demonstrate behaviors which characterize good sportsmanship and class leadership.
- Analyze individual fundamental skills and suggest drills to improve individual performance.
- Understand, explain and demonstrate intermediate player development skills.

MIRAMAR

- Students will learn techniques of stroke production including racket preparation,contact point and follow through,for forehand, backhand and the serve.

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:** 11/21/2022

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

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 154D

COURSE TITLE:
Badminton IV

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course is the fourth of four courses in badminton. Emphasis is placed on advanced level skills, and strategies for singles and doubles tournament play. This course is intended for kinesiology majors and all students interested in incorporating the game of badminton into an active lifestyle.

REQUISITES:

Advisory:
EXSC 154C with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:
32 - 54

TOTAL CONTACT HOURS:
32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:
32 - 54

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

All objectives are covered in this course whether offered for 0.5 or 1.0 units. When this course is offered for three hours per week, the additional time is utilized for skill development and enhanced cardiovascular fitness.
1. Utilize advanced badminton skills in a game situation, including smash, return of smash with block

and reaction, doubles and singles serves and return of serve.
2. List, define and apply advanced badminton strategies in singles and doubles matches.
3. Define and utilize vocabulary appropriate to tournament play
4. Describe current trends in the game at the amateur and professional levels.
5. Distinguish and employ behaviors which characterize good sportsmanship, good badminton etiquette and class leadership.
6. Recognize safety considerations inherent to badminton, evaluate potential safety hazards as they arise, and utilize safe practices in the classroom.
7. Name local facilities available for recreational play.

SECTION II

1. COURSE OUTLINE AND SCOPE:

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

I. Advanced skills
  A. Re-drop shot at the net
  B. Smash
    1. Kill
    2. Jump smash
II. Advanced strategy
  A. Defending a smash
  B. Block
  C. Court positioning
  D. Use of speed, depth and placement
  E. Rotational formations
  F. Alternate formations while serving
  G. Psychological considerations
III. Advanced vocabulary
  A. Shots
    1. Kill
    2. Jump smash
    3. Deceptive shots
  B. Drive serve
IV. Flight pattern of shuttles
  A. Overhead drop
  B. Kill
  C. Jumping smash
V. Current trends in badminton
  A. Amateur
    1. United States Badminton Association (USBA)
    2. Annual Dave Freeman Open
    3. Intercollegiate and college club competition
  B. Professional
    1. Southern California Badminton Association
    2. Junior Olympics
    3. Olympics
VI. Tournament formats
  A. Single elimination
  B. Double elimination
  C. Ladder
VII. Sportsmanship
  A. Line calls
  B. Walking through matches in progress
  C. Asking for return of shuttle
  D. Appropriate language and behavior

VIII. Safety considerations
A. Extra shuttles on court
B. Wet or dirty court surfaces
C. Appropriate shoes

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned textbook related to badminton.
II. Badminton rules and terminology.
III. Professional journals, such as Badminton Magazine
IV. Selections from websites, such as: www.badminton.org or www.badminton-information.com

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Essay evaluating a live badminton match.
II. Essay summarizing badminton resources available on the Internet.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Practice singles and doubles serves.
II. Practice underhand clears against wall noting wrist snap.
III. Practice overhead clears against wall, working on weight transfer.
IV. Reading and writing assignments related to badminton play.
V. Internet research of online badminton resources.
VI. Participate in badminton tournament.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Observe and critique live badminton matches at the intercollegiate or professional/Olympic level.
II. Observe and critique a video of one's own strokes and compare form to that taught in class.
III. Evaluate Internet resources for advanced badminton players.

2. METHODS OF EVALUATION:

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

I. Written exams and quizzes.
II. Objective skills test evaluating accuracy of strokes.
III. Stroke form and effectiveness during playing situations.
IV. Applications of rules, strategies, sportsmanship and etiquette during play.

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning
* Computer Assisted Instruction
* Laboratory
* Other (Specify)
* Demonstration of skill

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Grice, Tony. Badminton: Steps to Success, 2nd ed. Human Kinetics, 2007, ISBN: 9780736072298
2. Kim, Sunny. Badminton Today, Wadsworth, 2001, ISBN: 9780534552336
3. Paup, Don. Skills, Drill and Strategies for Badminton, Holcomb Hathaway, 2000, ISBN: 9781890871123

MANUALS:

PERIODICALS:
1. *Badminton Magazine,*

SOFTWARE:

SUPPLIES:
1. One or more tubes of Yonex/Mavis Father Birds or Nylon Shuttlecocks

ORIGINATOR: Curricunet Version 2
ORIGINATION DATE: 11/04/2013
PROPOSAL ORIGINATOR: Matthew Cain
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 11/21/2022

SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT

COURSE TO BE PROPOSED: EXSC 154D Badminton IV

ACTIVE/APPROVED COURSES IMPACTED:

EXSC 154D Badminton IV (29416)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**Miramar**)
Exercise and Nutritional Sciences *Active*;
Associate of Science Degree

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

(**Miramar**)
Exercise and Nutritional Sciences *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**)
Individual Sports *Active*;
Certificate of Performance

Select four (4) courses from the following:

(**City**)
Individual Sports *Approved*;
Certificate of Performance

Select four (4) courses from the following:

(**Mesa**)
Kinesiology *Active*;
Associate in Arts for Transfer Degree

Individual Sports

(**Mesa**)
Kinesiology *Approved*;
Associate in Arts for Transfer Degree

Individual Sports

(**Mesa**)
Kinesiology *Active*;
Associate of Science Degree

Select a minimum of one unit from Individual Sports:

(**Mesa**)

Kinesiology *Approved*;

Associate of Science Degree

Select a minimum of one unit from Individual Sports:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Exercise Science
II. **Course Number:** 154D
III. **Course Title:** Badminton IV
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:** BADMINTON
VII. **Current Short Title:** Badminton 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:** Miramar , City and Mesa
XII. **Proposal Originating Date:** 11/21/2022
XIII. **Proposed Start Semester:** Spring 2023
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Focuses on strokes, skills, strategies, rules, and etiquette necessary to play badminton at the advanced level.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Advisory: EXSC 154C 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 badminton strategy and play). 32 hours of activity are required (as a minimum) for specific physiological adaptations and development of these skill-related objectives and outcomes.
VII. **Additional Textbook Information:** Texts are latest editions available

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:** There are no additional costs..
VI. **Library Resource Materials:** No new resources needed..

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Intermediate level badminton skills

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **CITY**
II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Discussion Board
at least 1 time during semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings
as assigned
6. Individual Meetings
at least 1 time during semester
7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed
V. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply badminton skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.
VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include 1) Electronic documentation of badminton workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily badminton skillsets, strategies, and/or techniques.
VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
VIII. **Audio Visual Library Materials:** NO
IX. **MESA**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Chat Rooms

As desired
3. Discussion Board
Weekly
4. Email/Message System
Frequent
5. Synchronous or Asynchronous Video
Weekly
6. Telephone Contact
As needed

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

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

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

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

XVII. **MIRAMAR**

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

XIX. **Other Distance Education Methods:** At least 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a badminton racquet and birdies for hitting.

XX. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly via the "assessments" tool or during the mandatory synchronous video portion of the course
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
as assigned
5. Email/Message System
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as assigned
8. Synchronous or Asynchronous Video
at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course
9. Telephone Contact
as needed

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. Sport-specific skills are developed through video demonstration, guided drills, and individual practice. Students also learn sport rules, techniques, and strategy through video-based review and analysis of individual and/or team competitions.

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 such as written analyses of sports techniques and strategy, and synchronous or asynchronous video demonstrations of sports-related skills.

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

- Upon completion of the course, the student will be able to implement the use the following advanced level skills in a game situation: Return of smash with block and reaction, underhand clear, straight drive, overhead clear, drop shots, and return serve.

MESA

- Use the appropriate skills in an advanced game situation.
- Explain advanced singles and doubles strategies and employ these.
- Describe and apply rules and vocabulary in an advanced tournament play.
- Describe local facilities available for recreational play and compete at an advanced level.
- The students' cardiovascular endurance will be high at this advanced level

MIRAMAR

- Students will identify and execute more advanced shots in badminton including the drop shot,smash,drive and variety of placements in the serve.

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:** 11/21/2022

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

View Printable Version

Previous Report

EXSC 154D

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 154D

COURSE TITLE:
Badminton IV

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course is the fourth of four courses in badminton. Emphasis is placed on advanced level skills, and strategies for singles and doubles tournament play. This course is intended for kinesiology majors and all students interested in incorporating the game of badminton into an active lifestyle.

REQUISITES:

Advisory:
EXSC 154C with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:
32 - 54

TOTAL CONTACT HOURS:
32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:
32 - 54

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

All objectives are covered in this course whether offered for 0.5 or 1.0 units. When this course is offered for three hours per week, the additional time is utilized for skill development and enhanced cardiovascular fitness.
1. Utilize advanced badminton skills in a game situation, including smash, return of smash with block and reaction, doubles and singles serves and return of serve.
2. List, define and apply advanced badminton strategies in singles and doubles matches.
3. Define and utilize vocabulary appropriate to tournament play
4. Describe current trends in the game at the amateur and professional levels.
5. Distinguish and employ behaviors which characterize good sportsmanship, good badminton etiquette and class leadership.
6. Recognize safety considerations inherent to badminton, evaluate potential safety hazards as they arise, and utilize

Current Report

EXSC 154D

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 154D

COURSE TITLE:
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EXSC 154C with a grade of "C" or better, or equivalent

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May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU UC Transfer Course List

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TOTAL LECTURE HOURS:

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32 - 54

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2. List, define and apply advanced badminton strategies in singles and doubles matches.
3. Define and utilize vocabulary appropriate to tournament play
4. Describe current trends in the game at the amateur and professional levels.
5. Distinguish and employ behaviors which characterize good sportsmanship, good badminton etiquette and class leadership.
6. Recognize safety considerations inherent to badminton, evaluate potential safety hazards as they arise, and utilize safe practices in the classroom.
7. Name local facilities available for recreational play.

safe practices in the classroom.
7. Name local facilities available for recreational play.

SECTION II

1. COURSE OUTLINE AND SCOPE:

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

I. Advanced skills
  A. Re-drop shot at the net
  B. Smash
    1. Kill
    2. Jump smash
II. Advanced strategy
  A. Defending a smash
  B. Block
  C. Court positioning
  D. Use of speed depth and placement
  E. Rotational formations
  F. Alternate formations while serving
  G. Psychological considerations
III. Advanced vocabulary
  A. Shots
    1. Kill
    2. Jump smash
    3. Deceptive shots
  B. Drive serve
IV. Flight pattern of shuttles
  A. Overhead drop
  B. Kill
  C. Jumping smash
V. Current trends in badminton
  A. Amateur
    1. United States Badminton Association (USBA)
    2. Annual Dave Freeman Open
    3. Intercollegiate and college club competition
  B. Professional
    1. Southern California Badminton Association
    2. Junior Olympics
    3. Olympics
VI. Tournament formats
  A. Single elimination
  B. Double elimination
  C. Ladder
VII. Sportsmanship
  A. Line calls
  B. Walking through matches in progress
  C. Asking for return of shuttle
  D. Appropriate language and behavior
VIII. Safety considerations
  A. Extra shuttles on court
  B. Wet or dirty court surfaces
  C. Appropriate shoes

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned textbook related to badminton.
II. Badminton rules and terminology.
III. Professional journals, such as Badminton Magazine
IV. Selections from websites, such as: www.badminton.org or www.badminton-information.com

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Essay evaluating a live badminton match.
II. Essay summarizing badminton resources available on the Internet.

D. **Appropriate Outside Assignments:**

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. **Outline Of Topics:**
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Writing assignments are required and may include, but are not limited to, the following:

I. Essay evaluating a live badminton match.
II. Essay summarizing badminton resources available on the Internet.

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. Practice singles and doubles serves.
II. Practice underhand clears against wall noting wrist snap.
III. Practice overhead clears against wall, working on weight transfer.
IV. Reading and writing assignments related to badminton play.
V. Internet research of online badminton resources.
VI. Participate in badminton tournament.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Observe and critique live badminton matches at the intercollegiate or professional/Olympic level.
II. Observe and critique a video of oneâ€™s own strokes and compare form to that taught in class.
III. Evaluate Internet resources for advanced badminton players.

2. METHODS OF EVALUATION:

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

I. Written exams and quizzes.
II. Objective skills test evaluating accuracy of strokes.
III. Stroke form and effectiveness during playing situations.
IV. Applications of rules, strategies, sportsmanship and etiquette during play.

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning
* Computer Assisted Instruction
* Laboratory
* Other (Specify)
* Demonstration of skill

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Grice, Tony. Badminton: Steps to Success, 2nd ed. Human Kinetics, 2007, ISBN: 9780736072298
2. Kim, Sunny. Badminton Today, Wadsworth, 2001, ISBN: 9780534552336
3. Paup, Don. Skills, Drill and Strategies for Badminton, Holcomb Hathaway, 2000, ISBN: 9781890871123

MANUALS:

PERIODICALS:
1. *Badminton Magazine,*

SOFTWARE:

SUPPLIES:
1. One or more tubes of Yonex/Mavis Father Birds or Nylon Shuttlecocks

ORIGINATOR: Curricunet Version 2

CO-CONTRIBUTOR(S) Patricia Mendoza
DATE: 11/04/2013

Status: Active

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MANUALS:

PERIODICALS:
1. *Badminton Magazine,*

SOFTWARE:

SUPPLIES:
1. One or more tubes of Yonex/Mavis Father Birds or Nylon Shuttlecocks

ORIGINATOR: Curricunet Version 2
ORIGINATION DATE: 11/04/2013
PROPOSAL ORIGINATOR: Matthew Cain
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 11/21/2022

Status: Launched

Date Printed: 04/2/2023

View Printable Version

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:** 154D
III. **Course Title:** Badminton IV
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:** BADMINTON
VII. **Current Short Title:** Badminton IV
VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
IX. **Originating Campus:** MESA
X. **Action Proposed:** Course Revision (May Include Activation)
XI. **Distance Education Proposed At:** City , Mesa and Miramar
XII. **Proposal Originating Date:** 11/04/2013
XIII. **Proposed Start Semester:** Fall 2014
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Focuses on strokes, skills, strategies, rules, and etiquette necessary to play badminton at the advanced level.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Advisory: EXSC 154C with a grade of "C" or better, or equivalent.
II. **Current Degree Applicability:** Associate Degree Credit & transfer to CSU
III. **Current Basic Skills Designation:** N - Not a Basic Skills Course
IV. **Repeatability:** Course may be taken 1 time(s)
V. **Course Equivalency:** No
VI. **Additional Information:**
VII. **Additional Textbook Information:** Texts are latest editions available

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Revise course description, objectives and outline of topics to reflect distinct course content.
II. **How Does The Course Fit The College Mission?** 1. Transfer
III. **Current Transfer Options:** 1. UC Transfer Course List
IV. **Proposed College/District Purpose:** 1. Major Requirement - Associate Degree 2. Graduation Requirement
V. **Extraordinary Cost to the College:** There are no additional costs..
VI. **Library Resource Materials:** No new resources needed..

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

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XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Focuses on strokes, skills, strategies, rules, and etiquette necessary to play badminton at the advanced level.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Advisory: EXSC 154C 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 badminton strategy and play). 32 hours of activity are required (as a minimum) for specific physiological adaptations and development of these skill-related objectives and outcomes.
VII. **Additional Textbook Information:** Texts are latest editions available

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:** There are no additional costs..
VI. **Library Resource Materials:** No new resources needed..

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Intermediate level badminton skills

I. **Course: EXSC 154C Utilize advanced-intermediate badminton skills in a game situation, including underhand and overhead clears, straight drive, drop, redrop, smash, doubles and singles serves with emphasis on placement of all strokes, advanced serves, lateral, forward, and backward foot movement.**
II. **Course: EXSC 154C List, define and apply badminton strategies in singles and doubles matches.**
III. **Course: EXSC 154C Apply badminton rules relating to scoring and faults in tournament play.**
IV. **Course: EXSC 154C Define and utilize vocabulary appropriate to tournament play.**
V. **Course: EXSC 154C Distinguish and employ behaviors which characterize good sportsmanship, good badminton etiquette and class leadership.**
VI. **Course: EXSC 154C Recognize safety considerations inherent to badminton, evaluate potential safety hazards as they arise, and utilize safe practices in the classroom.**

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **CITY**
II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Discussion Board
at least 1 time during semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings
as assigned
6. Individual Meetings
at least 1 time during semester
7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

V. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply badminton skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.
VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include 1) Electronic documentation of badminton workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily badminton skillsets, strategies, and/or techniques.
VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Intermediate level badminton skills

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **CITY**
II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Discussion Board
at least 1 time during semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings
as assigned
6. Individual Meetings
at least 1 time during semester
7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

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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, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include 1) Electronic documentation of badminton workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily badminton skillsets, strategies, and/or techniques.
VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
VIII. **Audio Visual Library Materials:** NO
IX. **MESA**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Chat Rooms
As desired
3. Discussion Board
Weekly

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

IX. **MESA**

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

XI. **Other Distance Education Methods:**

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

1. Announcements
   As needed
2. Chat Rooms
   As desired
3. Discussion Board
   Weekly
4. Email/Message System
   Frequent
5. Synchronous or Asynchronous Video
   Weekly
6. Telephone Contact
   As needed

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

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

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

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

XVII. **MIRAMAR**

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

XIX. **Other Distance Education Methods:** At least 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a badminton racquet and birdies for hitting.

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

1. Announcements
   weekly via the "assessments" tool or during the mandatory synchronous video portion of the course
2. Collaborative Web Documents
   as assigned
3. Conferencing
   as assigned
4. Discussion Board
   as assigned
5. Email/Message System
   as needed
6. Individual Meetings
   as needed
7. Individualized Assignment Feedback
   as assigned
8. Synchronous or Asynchronous Video
   at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course
9. Telephone Contact
   as needed

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. Sport-specific skills are developed through video demonstration, guided drills, and individual practice. Students also learn sport rules, techniques, and strategy through video-based review and analysis of individual and/or team competitions.

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

4. Email/Message System
   Frequent
5. Synchronous or Asynchronous Video
   Weekly
6. Telephone Contact
   As needed

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

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

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

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

XVII. **MIRAMAR**

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

XIX. **Other Distance Education Methods:** At least 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a badminton racquet and birdies for hitting.

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

1. Announcements
   weekly via the "assessments" tool or during the mandatory synchronous video portion of the course
2. Collaborative Web Documents
   as assigned
3. Conferencing
   as assigned
4. Discussion Board
   as assigned
5. Email/Message System
   as needed
6. Individual Meetings
   as needed
7. Individualized Assignment Feedback
   as assigned
8. Synchronous or Asynchronous Video
   at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course
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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 such as written analyses of sports techniques and strategy, and synchronous or asynchronous video demonstrations of sports-related skills.

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

objectives. These include performance on objective examinations administered via the assessment tool, writing assignments such as written analyses of sports techniques and strategy, and synchronous or asynchronous video demonstrations of sports-related skills.

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

- Upon completion of the course, the student will be able to implement the use the following advanced level skills in a game situation: Return of smash with block and reaction, underhand clear, straight drive, overhead clear, drop shots, and return serve.

MESA

- Use the appropriate skills in an advanced game situation.
- Explain advanced singles and doubles strategies and employ these.
- Describe and apply rules and vocabulary in an advanced tournament play.
- Describe local facilities available for recreational play and compete at an advanced level.
- The students' cardiovascular endurance will be high at this advanced level

MIRAMAR

- Students will identify and execute more advanced shots in badminton including the drop shot,smash,drive and variety of placements in the serve.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 0835.00 Physical Education
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25):
Course Support Course Status (CB26):
Major Restriction Code: NONE

II. **Lab Units:** 0.50 - 1.00
Total Units: 0.5 **- 1**
Lecture Hours Min: 0.00 **Max:** 0.00
Lab Hours Min: 32.00 **Max:** 54.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 32.00 **Max:**54.00
Outside-of-Class Hours Min: 0.00 **Max:**0.00
Total Student Learning Hours Min: 32.00 **Max:** 54.00
FTEF Lecture Min: 0.0000 **Max:**0.0000
FTEF Lab Min: 0.1333 **Max:**0.2000
FTEF Total Min: 0.1333 **Max:**0.2000

III. **Last Time Pre/Co Requisite Update:** 05/29/2019

IV. **Last Outline Revision Date:** 11/14/2013

V. **CIC Approval:** 11/14/2013

VI. **BOT Approval:**

VII. **State Approval:**

VIII. **Revised State Approval:**

IX. **Course Approval Effective Date:** Fall 2014

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course, the student will be able to implement the use the following advanced level skills in a game situation: Return of smash with block and reaction, underhand clear, straight drive, overhead clear, drop shots, and return serve.

MESA

- Use the appropriate skills in an advanced game situation.
- Explain advanced singles and doubles strategies and employ these.
- Describe and apply rules and vocabulary in an advanced tournament play.
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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:** 11/21/2022

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

SECTION VI

CREDIT FOR PRIOR LEARNING

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 158A

COURSE TITLE:
Basketball I

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course introduces students to the game of basketball. Instruction includes basic individual offensive and defensive fundamental skills, history of the game, terminology, rules, etiquette, proper warm-up and cool down and safety. Emphasis is placed on games using less than full teams and half court situations. This course is designed for anyone who has an interest in playing basketball. When this course is offered for three hours per week, the additional time is utilized on individual development of technique and performance.

REQUISITES:

Limitation on Enrollment:
This course is not open to students with previous credit for PHYE 112.

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. All objectives are covered in this course whether offered for 0.50 or 1.00 unit.

2. Explain the importance of proper warm-up and cool down.
3. Apply all safety procedures.
4. Explain and demonstrate basketball rules, sportsmanship, ethics, and terminology.
5. Explain the history of the sport.
6. Demonstrate individual offensive and defensive skills.

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. Proper Warm-up and Cool-down Exercises
  A. Stretching
  B. Light Running
II. Safety Procedures
  A. Proper Basketball Attire
  B. Drill and Game Decorum
    1. No Taunting, Offensive Language or Gesturing
    2. Properly Running Drills
    3. Specific Safety Issues During Play
  C. Sportsmanship
    1. Ethics
    2. Class Sportsmanship Rules
III. Basketball Terminology
  A. Terms on Offense
  B. Terms on Defense
  C. Terms on Transition
IV. Rules and Etiquette
  A. Basic Rules for Game Play
  B. High School, College & Professional Rules Differences
  C. Perspective of an Official
  D. Scoring
V. History
  A. Inventing the Game
  B. Development of the Modern Game
  C. Basketball Coaching and Playing Legends
VI. Fundamental Skills
  A. Techniques of Body Placement, Balance and Footwork
    1. Dribbling
    2. Passing
    3. Catching
    4. Shooting
  B. Individual Offensive Skills
    1. Passing
      a. Chest
      b. Bounce
      c. Baseball
      d. Underhand
      e. Overhead
    2. Dribbling
      a. Right and Left Hand
      b. Pull Back and Cross Over
      c. Speed
    3. Shooting
      a. Lay-in
      b. Jump

c. Reverse lay-up

C. Individual defense
1. Court Position
2. Stance
3. Footwork

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned text(s)
II. Supplemental reading assignments such as in-class handouts
III. Professional journals such as the Journal of Basketball Studies
IV. Professional rulebooks such as the 2012 National Collegiate Athletic Associate (NCAA) Men's and Woman's Illustrated Basketball Rules

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. A one- to two-page summary paper of the basic rules for game play
II. A one-page critique of an individual skill as observed in class drills.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Reading and writing assignments
II. Attending a college basketball game to analyze specific individual skills in a game situation.
III. Interview of coaches/players in the sport.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Analyzing and Critiquing specific individual offense and defense skills as observed in class drills via a one-page skill analysis paper.
II. Develop a proper warm-up and/or cool-down routine for basketball.

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. Skill tests for individual offensive and defensive skills.
II. Written test or quizzes.
III. Class participation.

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning
* Discussion Seminar
* Laboratory
* Other (Specify)
* Demonstration

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Lee Rose. Winning Basketball Fundamentals, Human Kinetics, 2013, ISBN: 9781492576129
2. Sivils, Kevin and Deana Riddle. The Game of Basketball: Basketball Fundamentals, Intangibles and Finer Points of the Game for Coaches, Players and Fans, 1st ed. Southern Family, 2010, ISBN: 0615345263

MANUALS:
1. NCAA. 2021-22 and 2022-23 NCAA Women's Basketball Rules Book, National Collegiate Athletic Association, 09-01-2022
2. National Collegiate Athletic Association (NCAA). 2022-23 NCAA Men's Basketball Rules Book, National Collegiate Athletic Association, 11-07-2022

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Proper athletic attire
2. Basketball shoes
3. Towel
4. Water.
5. Basketball (when emergency online).

ORIGINATOR: Edward Helscher
ORIGINATION DATE: 12/02/2012
PROPOSAL ORIGINATOR: Matthew Cain
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 11/21/2022

SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT

COURSE TO BE PROPOSED: EXSC 158A Basketball I

ACTIVE/APPROVED COURSES IMPACTED:

EXSC 158A Basketball I (29417)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**Mesa**)
Athletics *Pending*;
Certificate of Achievement

Select one skills development course.

(**Miramar**)
Exercise and Nutritional Sciences *Active*;
Associate of Science Degree

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

(**Miramar**)
Exercise and Nutritional Sciences *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

Team Sports

(**Mesa**)
Kinesiology *Active*;
Associate in Arts for Transfer Degree

Team Sports

(**City**)
Kinesiology *Active*;
Associate in Arts for Transfer Degree

Team Sports

(**Mesa**)
Kinesiology *Approved*;
Associate in Arts for Transfer Degree

Team Sports

(**Mesa**)
Kinesiology *Active*;
Associate of Science Degree

Select a minimum of one unit from Team Sports:

(**Mesa**)
Kinesiology *Approved*;
Associate of Science Degree

Select a minimum of one unit from Team Sports:

(**City**)
Nutrition and Community Wellness *Pending*;
Certificate of Achievement

Select three (3) units from the following:

(**City**)
Team Sports *Active*;
Certificate of Performance

Select four (4) courses from the following:

(**City**)
Team Sports *Approved*;
Certificate of Performance

Select four (4) courses from the following:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Exercise Science
II. **Course Number:** 158A
III. **Course Title:** Basketball I
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:** BASKETBALL
VII. **Current Short Title:** Basketball 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:** Miramar , City and Mesa
XII. **Proposal Originating Date:** 11/21/2022
XIII. **Proposed Start Semester:** Spring 2023
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Develops the fundamental skills of basketball.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 112.
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 the equivalent of PHYE 112. EXSC 158A equivalent to PHYE 112 EXSC 158A will alleviate substandard work In 112
VI. **Additional Information:** This course requires students to analyze specific variables and achieve student learning objectives and outcomes (related to basketball strategy and play). 32 hours of activity are required (as a minimum) for specific physiological adaptations and development of these skill-related objectives and outcomes.
VII. **Additional Textbook Information:**

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
V. **Extraordinary Cost to the College:** None.
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

UC Transfer Course:
Yes

REQUISITES ANALYSIS

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 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a basketball and paved open space to conduct drills.
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly through the "assessments" tool or during the mandatory synchronous video portion of the course
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
as assigned
5. Email/Message System
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as assigned
8. Synchronous or Asynchronous Video
at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course
9. Telephone Contact
as needed

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 email, the announcement system, the discussion board, or other tools. Sport-specific skills are developed through video demonstration, guided drills, and individual practice. Students also learn sport rules, techniques, and strategy through video-based review and analysis of individual and/or team competitions.
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 such as written analyses of sports techniques and strategy, and synchronous or asynchronous video demonstrations of sports-related skills.
VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
VIII. **Audio Visual Library Materials:** NO
IX. **CITY**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Discussion Board
at least 1 time during semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings

as assigned
6. Individual Meetings
at least 1 time during the semester
7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

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, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply basketball skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.

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 1) Electronic documentation of basketball workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily basketball skillsets, strategies, and/or techniques.

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. **MESA**

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

XIX. **Other Distance Education Methods:**

XX. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Chat Rooms
As desired
3. Discussion Board
Weekly
4. Email/Message System
Frequent
5. Synchronous or Asynchronous Video
Weekly
6. Telephone Contact
As needed

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

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Students will be able to demonstrate proper techniques of basketball defensive and offensive movements and strategies.
- Students will be able to identify the components of how to shoot the basketball and identify a good shot.

MESA

- Identify safety considerations inherent to basketball and utilize safe practices on the court.
- Analyze individual offense and defensive skills appropriate to team basketball.
- Explain common basketball rules, sportsmanship, ethics, terminology and history of the sport.

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: 11/21/2022

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

View Printable Version

Previous Report

EXSC 158A

CIC Approval: 03/14/2013
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 158A

COURSE TITLE:
Basketball I

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course introduces students to the game of basketball. Instruction includes basic individual offensive and defensive fundamental skills, history of the game, terminology, rules, etiquette, proper warm-up and cool down and safety. Emphasis is placed on games using less than full teams and half court situations. This course is designed for anyone who has an interest in playing basketball. When this course is offered for three hours per week, the additional time is utilized on individual development of technique and performance.

REQUISITES:

Limitation on Enrollment:
This course is not open to students with previous credit for PHYE 112.

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. All objectives are covered in this course whether offered for 0.50 or 1.00 unit.
2. Explain the importance of proper warm-up and cool down.
3. Apply all safety procedures.
4. Explain and demonstrate basketball rules, sportsmanship, ethics, and terminology.
5. Explain the history of the sport.
6. Demonstrate individual offensive and defensive skills.

SECTION II

Current Report

EXSC 158A

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 158A

COURSE TITLE:
Basketball I

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course introduces students to the game of basketball. Instruction includes basic individual offensive and defensive fundamental skills, history of the game, terminology, rules, etiquette, proper warm-up and cool down and safety. Emphasis is placed on games using less than full teams and half court situations. This course is designed for anyone who has an interest in playing basketball. When this course is offered for three hours per week, the additional time is utilized on individual development of technique and performance.

REQUISITES:

Limitation on Enrollment:
This course is not open to students with previous credit for PHYE 112.

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

1. All objectives are covered in this course whether offered for 0.50 or 1.00 unit.
2. Explain the importance of proper warm-up and cool down.
3. Apply all safety procedures.
4. Explain and demonstrate basketball rules, sportsmanship, ethics, and terminology.
5. Explain the history of the sport.
6. Demonstrate individual offensive and defensive skills.

SECTION II

1. COURSE OUTLINE AND SCOPE:

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. Proper Warm-up and Cool-down Exercises
  A. Stretching
  B. Light Running
II. Safety Procedures
  A. Proper Basketball Attire
  B. Drill and Game Decorum
    1. No Taunting Offensive Language or Gesturing
    2. Properly Running Drills
    3. Specific Safety Issues During Play
  C. Sportsmanship
    1. Ethics
    2. Class Sportsmanship Rules
III. Basketball Terminology
  A. Terms on Offense
  B. Terms on Defense
  C. Terms on Transition
IV. Rules and Etiquette
  A. Basic Rules for Game Play
  B. High School College & Professional Rules Differences
  C. Perspective of an Official
  D. Scoring
V. History
  A. Inventing the Game
  B. Development of the Modern Game
  C. Basketball Coaching and Playing Legends
VI. Fundamental Skills
  A. Techniques of Body Placement Balance and Footwork
    1. Dribbling
    2. Passing
    3. Catching
    4. Shooting
  B. Individual Offensive Skills
    1. Passing
      a. Chest
      b. Bounce
      c. Baseball
      d. Underhand
      e. Overhead
    2. Dribbling
      a. Right and Left Hand
      b. Pull Back and Cross Over
      c. Speed
    3. Shooting
      a. Lay-in
      b. Jump
      c. Reverse lay-up
  C. Individual defense
    1. Court Position
    2. Stance
    3. Footwork

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned text(s)
II. Supplemental reading assignments such as in-class handouts
III. Professional journals such as the Journal of Basketball Studies
IV. Professional rulebooks such as the 2012 National Collegiate Athletic Associate (NCAA) Men' s and Woman's Illustrated Basketball Rules

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. A one- to two-page summary paper of the basic rules for game play
II. A one-page critique of an individual skill as observed in class drills.

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. Proper Warm-up and Cool-down Exercises
  A. Stretching
  B. Light Running
II. Safety Procedures
  A. Proper Basketball Attire
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  D. Scoring
V. History
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  B. Development of the Modern Game
  C. Basketball Coaching and Playing Legends
VI. Fundamental Skills
  A. Techniques of Body Placement Balance and Footwork
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    2. Passing
    3. Catching
    4. Shooting
  B. Individual Offensive Skills
    1. Passing
      a. Chest
      b. Bounce
      c. Baseball
      d. Underhand
      e. Overhead
    2. Dribbling
      a. Right and Left Hand
      b. Pull Back and Cross Over
      c. Speed
    3. Shooting
      a. Lay-in
      b. Jump
      c. Reverse lay-up
  C. Individual defense
    1. Court Position
    2. Stance
    3. Footwork

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

I. Assigned text(s)
II. Supplemental reading assignments such as in-class handouts
III. Professional journals such as the Journal of Basketball Studies
IV. Professional rulebooks such as the 2012 National Collegiate Athletic Associate (NCAA) Men' s and Woman's Illustrated Basketball Rules

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. A one- to two-page summary paper of the basic rules for game play
II. A one-page critique of an individual skill as observed in class drills.

D. **Appropriate Outside Assignments:**

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Reading and writing assignments
II. Attending a college basketball game to analyze specific individual skills in a game situation.
III. Interview of coaches/players in the sport.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Analyzing and Critiquing specific individual offense and defense skills as observed in class drills via a one-page skill analysis paper.
II. Develop a proper warm-up and/or cool-down routine for basketball.

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. Skill tests for individual offensive and defensive skills.
II. Written test or quizzes.
III. Class participation.

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning
* Discussion Seminar
* Laboratory
* Other (Specify)
* Demonstration

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Lee Rose. Winning Basketball Fundamentals, Human Kinetics, 2012, ISBN: 9781450431620
2. Sivils, Kevin and Deana Riddle. The Game of Basketball: Basketball Fundamentals, Intangibles and Finer Points of the Game for Coaches, Players and Fans, 1st ed. Southern Family, 2010, ISBN: 0615345263

MANUALS:
1. National Collegiate Athletic Association (NCAA). 2022-23 NCAA Men's Basketball Rules Book, National Collegiate Athletic Association, 11-07-2022

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Proper athletic attire
2. Basketball shoes
3. Towel
4. Water.

ORIGINATOR: Edward Helscher

CO-CONTRIBUTOR(S)
DATE: 12/02/2012

Status: Active

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

I. Reading and writing assignments
II. Attending a college basketball game to analyze specific individual skills in a game situation.
III. Interview of coaches/players in the sport.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Analyzing and Critiquing specific individual offense and defense skills as observed in class drills via a one-page skill analysis paper.
II. Develop a proper warm-up and/or cool-down routine for basketball.

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. Skill tests for individual offensive and defensive skills.
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III. Class participation.

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

* Audio-Visual
* Collaborative Learning
* Discussion Seminar
* Laboratory
* Other (Specify)
* Demonstration

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Lee Rose. Winning Basketball Fundamentals, Human Kinetics, 2013, ISBN: 9781492576129
2. Sivils, Kevin and Deana Riddle. The Game of Basketball: Basketball Fundamentals, Intangibles and Finer Points of the Game for Coaches, Players and Fans, 1st ed. Southern Family, 2010, ISBN: 0615345263

MANUALS:
1. NCAA. 2021-22 and 2022-23 NCAA Women's Basketball Rules Book, National Collegiate Athletic Association, 09-01-2022
2. National Collegiate Athletic Association (NCAA). 2022-23 NCAA Men's Basketball Rules Book, National Collegiate Athletic Association, 11-07-2022

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Proper athletic attire
2. Basketball shoes
3. Towel
4. Water.
5. Basketball (when emergency online).

ORIGINATOR: Edward Helscher
ORIGINATION DATE: 12/02/2012
PROPOSAL ORIGINATOR: Matthew Cain
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 11/21/2022

Status: Launched

View Printable Version

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:** 158A
III. **Course Title:** Basketball I
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:** BASKETBALL
VII. **Current Short Title:** Basketball **Proposed Short Title:** Basketball 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:** Miramar , City and Mesa
XII. **Proposal Originating Date:** 12/02/2012
XIII. **Proposed Start Semester:** Fall 2014
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Develops the fundamental skills of basketball.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 112.
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 the equivalent of PHYE 112. EXSC 158A equivalent to PHYE 112 EXSC 158A will alleviate substandard work In 112
VI. **Additional Information:**
VII. **Additional Textbook Information:**

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Course Revision to allow for skill level development. Course renumber and subject indicator change; propose for UCTCA (Course revision is for six year review.)
II. **How Does The Course Fit The College Mission?** 1. Transfer
III. **Current Transfer Options:** 1. UC Transfer Course List
IV. **Proposed College/District Purpose:** 1. Graduation Requirement
V. **Extraordinary Cost to the College:** None.
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Exercise Science
II. **Course Number:** 158A
III. **Course Title:** Basketball I
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:** BASKETBALL
VII. **Current Short Title:** Basketball 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:** Miramar , City and Mesa
XII. **Proposal Originating Date:** 11/21/2022
XIII. **Proposed Start Semester:** Spring 2023
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Develops the fundamental skills of basketball.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 112.
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 the equivalent of PHYE 112. EXSC 158A equivalent to PHYE 112 EXSC 158A will alleviate substandard work In 112
VI. **Additional Information:** This course requires students to analyze specific variables and achieve student learning objectives and outcomes (related to basketball strategy and play). 32 hours of activity are required (as a minimum) for specific physiological adaptations and development of these skill-related objectives and outcomes.
VII. **Additional Textbook Information:**

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
V. **Extraordinary Cost to the College:** None.
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

UC Transfer Course:
Yes

REQUISITES ANALYSIS

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 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a basketball and paved open space to conduct drills.
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly through the "assessments" tool or during the mandatory synchronous video portion of the course
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
as assigned
5. Email/Message System
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as assigned
8. Synchronous or Asynchronous Video
at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course
9. Telephone Contact
as needed
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 email, the announcement system, the discussion board, or other tools. Sport-specific skills are developed through video demonstration, guided drills, and individual practice. Students also learn sport rules, techniques, and strategy through video-based review and analysis of individual and/or team competitions.
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 such as written analyses of sports techniques and strategy, and synchronous or asynchronous video demonstrations of sports-related skills.
VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
VIII. **Audio Visual Library Materials:** NO
IX. **CITY**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Discussion Board
at least 1 time during semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings
as assigned
6. Individual Meetings
at least 1 time during the semester

UC Transfer Course:
Yes

REQUISITES ANALYSIS

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 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a basketball and paved open space to conduct drills.
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly through the "assessments" tool or during the mandatory synchronous video portion of the course
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
as assigned
5. Email/Message System
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as assigned
8. Synchronous or Asynchronous Video
at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course
9. Telephone Contact
as needed
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 email, the announcement system, the discussion board, or other tools. Sport-specific skills are developed through video demonstration, guided drills, and individual practice. Students also learn sport rules, techniques, and strategy through video-based review and analysis of individual and/or team competitions.
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 such as written analyses of sports techniques and strategy, and synchronous or asynchronous video demonstrations of sports-related skills.
VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
VIII. **Audio Visual Library Materials:** NO
IX. **CITY**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Discussion Board
at least 1 time during semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings
as assigned
6. Individual Meetings
at least 1 time during the semester

7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

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, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply basketball skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.

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 1) Electronic documentation of basketball workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily basketball skillsets, strategies, and/or techniques.

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. **MESA**

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

XIX. **Other Distance Education Methods:**

XX. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Chat Rooms
As desired
3. Discussion Board
Weekly
4. Email/Message System
Frequent
5. Synchronous or Asynchronous Video
Weekly
6. Telephone Contact
As needed

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

7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
8. Synchronous or Asynchronous Video
as assigned
9. 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, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply basketball skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.

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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. **MESA**

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

XIX. **Other Distance Education Methods:**

XX. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Chat Rooms
As desired
3. Discussion Board
Weekly
4. Email/Message System
Frequent
5. Synchronous or Asynchronous Video
Weekly
6. Telephone Contact
As needed

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

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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

- Students will be able to demonstrate proper techniques of basketball defensive and offensive movements and strategies.
- Students will be able to identify the components of how to shoot the basketball and identify a good shot.

MESA

- Identify safety considerations inherent to basketball and utilize safe practices on the court.
- Analyze individual offense and defensive skills appropriate to team basketball.
- Explain common basketball rules, sportsmanship, ethics, terminology and history of the sport.

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:** 12/04/2012

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

SECTION VI

CREDIT FOR PRIOR LEARNING

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Students will be able to demonstrate proper techniques of basketball defensive and offensive movements and strategies.
- Students will be able to identify the components of how to shoot the basketball and identify a good shot.

MESA

- Identify safety considerations inherent to basketball and utilize safe practices on the court.
- Analyze individual offense and defensive skills appropriate to team basketball.
- Explain common basketball rules, sportsmanship, ethics, terminology and history of the sport.

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:** 11/21/2022

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

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 158B

COURSE TITLE:
Basketball II

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course provides students the opportunity to improve individual beginning skills and introduces individual offensive moves and team concepts. Topics include transition basketball, team offense and defense as well as theories of basketball conditioning. Emphasis is placed on 5 -5 play and full court situations and strategies of team play. This class is designed for those with a basic knowledge and ability to play basketball. When this course is offered for three hours per week, the additional time is utilized on individual development of technique and performance.

REQUISITES:

Advisory:
EXSC 158B with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:
32 - 54

TOTAL CONTACT HOURS:
32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:
32 - 54

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

All objectives are covered whether the course is offered for .5 or 1.0 units. When this course is

offered for three hours per week, the additional time is utilized for skill development.

1. Demonstrate individual offensive and defensive skills.
2. Demonstrate individual offensive moves.
3. Demonstrate transition basketball during competition.
4. Demonstrate team offensive concepts during competition.
5. Demonstrate team defensive concepts during competition.
6. Plan a basketball conditioning program.

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. Review of Individual Offensvie and Defensive Skills
  A. Techniques of body placement, balance and footwork
  B. Individual Offensive Skills
  C. Individual Defensive Skills
II. Individual Offensive Moves
  A. Jab Step
  B. Cross Over Step
  C. Drop Step
  D. Step Back
  E. Pivoting
  F. Screening
III. Transition Basketball
  A. Offense to Defense
    1. Outlet Pass
    2. Filling Lanes
    3. Primary Break
    4. Secondary Break
  B. Defense To Offense
    1. Sprint to See Ball
    2. Stop Ball as First Rule
    3. Protect Basket as Second Rule
    4. Defend Players as Third Rule
IV. Team Offense
  A. Court Position
  B. Fast Break
  C. Rebounding
  D. Jump Ball
  E. Pick and Roll or Pick and Pop
  F. Give and Go
  G. Screening
V. Team Defense
  A. Court Position
  B. Half Court Man to Man
    1. Switching
    2. Slide Through
  C. Half Court Zones
  D. Rebounding
VI. Basketball Conditioning
  A. Warm-up
  B. Plyometrics
  C. Weight Training
  D. Anaerobic Training
  E. Aerobic Training

F. Cool-down

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned text(s).
II. Supplemental reading assignments such as in-class handouts.
III. Professional journals such as the Journal of Basketball Studies.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. A one-page report on offense and/or defense game play as observed at a live game or one watched on television.
II. Plan a fitness regimen for a basketball player.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Attending a college basketball game to analyze specific team skills in a game situation.
II. Interview of coaches/players in the sport.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Analyzing and critiquing specific team offense and defense as observed in class via a one-page skill analysis paper.
II. Critique basketball articles in professional journals or periodicals.

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 or Quizzes.
II. Evaluation of Skills.
III. Written or Oral Reports.
IV. Class Participation.

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning
* Computer Assisted Instruction
* Laboratory
* Other (Specify)
* Demonstration

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Dave Hopla. Basketball Shooting, Human Kinetics, 2012, ISBN: 9780736087377
2. Human Kinetics. Complete Conditioning for Basketball, Human Kinetics, 2007, ISBN: 8780736057844

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Athletic attire.
2. Basketball Shoes.
3. Towel.
4. Water.
5. Basketball (online emergency).

ORIGINATOR: Edward Helscher
ORIGINATION DATE: 12/02/2012
PROPOSAL ORIGINATOR: Matthew Cain
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 11/21/2022

SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT

COURSE TO BE PROPOSED: EXSC 158B Basketball II

ACTIVE/APPROVED COURSES IMPACTED:

EXSC 158B Basketball II (29418)

Advisory
EXSC 158B (Active)
EXSC 158C (Active)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**Miramar**)
Exercise and Nutritional Sciences *Active*;
Associate of Science Degree

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

(**Miramar**)
Exercise and Nutritional Sciences *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 *Active*;
Associate in Arts for Transfer Degree

Team Sports

(**Mesa**)
Kinesiology *Approved*;
Associate in Arts for Transfer Degree

Team Sports

(**Mesa**)
Kinesiology *Active*;
Associate of Science Degree

Select a minimum of one unit from Team Sports:

(**Mesa**)
Kinesiology *Approved*;
Associate of Science Degree

Select a minimum of one unit from Team Sports:

(**City**)

Team Sports *Active*;

Certificate of Performance

Select four (4) courses from the following:

(**City**)

Team Sports *Approved*;

Certificate of Performance

Select four (4) courses from the following:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Exercise Science
II. **Course Number:** 158B
III. **Course Title:** Basketball II
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:** BASKETBALL
VII. **Current Short Title:** Basketball 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:** Miramar , City and Mesa
XII. **Proposal Originating Date:** 11/21/2022
XIII. **Proposed Start Semester:** Spring 2023
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Instruction and practice in beginning basketball skills.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Advisory: EXSC 158B 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 basketball strategy and play). 32 hours of activity are required (as a minimum) for specific physiological adaptations and development of these skill-related objectives and outcomes.
VII. **Additional Textbook Information:**

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. Course is not included in required units for major 2. Graduation Requirement
V. **Extraordinary Cost to the College:** N/A.
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Appropriate basketball skill level.

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 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a basketball and paved open space to conduct drills.
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly through the "assessments" tool or during the mandatory synchronous video portion of the course
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
as assigned
5. Email/Message System
as needed
6. Individual Meetings
as needed
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at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course
9. Telephone Contact
as needed
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 email, the announcement system, the discussion board, or other tools. Sport-specific skills are developed through video demonstration, guided drills, and individual practice. Students also learn sport rules, techniques, and strategy through video-based review and analysis of individual and/or team competitions.
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 such as written analyses of sports techniques and strategy, and synchronous or asynchronous video demonstrations of sports-related skills.
VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
VIII. **Audio Visual Library Materials:** NO
IX. **CITY**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
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at least 1 time during semester
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as needed
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XVI. **Audio Visual Library Materials:** NO

XVII. **MESA**

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

XIX. **Other Distance Education Methods:**

XX. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Chat Rooms
As desired
3. Discussion Board
Weekly
4. Email/Message System
Frequent
5. Synchronous or Asynchronous Video
Weekly
6. Telephone Contact
As needed

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

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course the student will be able to design and implement a basketball specific training program.
- Upon completion of the course the student will be able to operate offensive and defensive strategies.

MESA

- The student will develop increased cardiovascular endurance through class participation.
- The student will be able to successfully analyze, construct and demonstrate a team defense.
- Explain specific difference in NCAA and NBA basketball rules.

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:** 11/21/2022

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

View Printable Version

Previous Report

EXSC 158B

CIC Approval: 03/14/2013
BOT APPROVAL: 09/26/2013
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 158B

COURSE TITLE:
Basketball II

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course provides students the opportunity to improve individual beginning skills and introduces individual offensive moves and team concepts. Topics include transition basketball, team offense and defense as well as theories of basketball conditioning. Emphasis is placed on 5 -5 play and full court situations and strategies of team play. This class is designed for those with a basic knowledge and ability to play basketball. When this course is offered for three hours per week, the additional time is utilized on individual development of technique and performance.

REQUISITES:

Advisory:
EXSC 158B with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:
32 - 54

TOTAL CONTACT HOURS:
32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:
32 - 54

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

All objectives are covered whether the course is offered for .5 or 1.0 units. When this course is offered for three hours per week, the additional time is utilized for skill development.
1. Demonstrate individual offensive and defensive skills.
2. Demonstrate individual offensive moves.
3. Demonstrate transition basketball during competition.
4. Demonstrate team offensive concepts during competition.
5. Demonstrate team defensive concepts during competition.
6. Plan a basketball conditioning program.

Current Report

EXSC 158B

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 158B

COURSE TITLE:
Basketball II

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course provides students the opportunity to improve individual beginning skills and introduces individual offensive moves and team concepts. Topics include transition basketball, team offense and defense as well as theories of basketball conditioning. Emphasis is placed on 5 -5 play and full court situations and strategies of team play. This class is designed for those with a basic knowledge and ability to play basketball. When this course is offered for three hours per week, the additional time is utilized on individual development of technique and performance.

REQUISITES:

Advisory:
EXSC 158B with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:
32 - 54

TOTAL CONTACT HOURS:
32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:
32 - 54

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

All objectives are covered whether the course is offered for .5 or 1.0 units. When this course is offered for three hours per week, the additional time is utilized for skill development.
1. Demonstrate individual offensive and defensive skills.
2. Demonstrate individual offensive moves.
3. Demonstrate transition basketball during competition.
4. Demonstrate team offensive concepts during competition.
5. Demonstrate team defensive concepts during competition.
6. Plan a basketball conditioning program.

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. Review of Individual Offensvie and Defensive Skills
  A. Techniques of body placement balance and footwork
  B. Individual Offensive Skills
  C. Individual Defensive Skills
II. Individual Offensive Moves
  A. Jab Step
  B. Cross Over Step
  C. Drop Step
  D. Step Back
  E. Pivoting
  F. Screening
III. Transition Basketball
  A. Offense to Defense
    1. Outlet Pass
    2. Filling Lanes
    3. Primary Break
    4. Secondary Break
  B. Defense To Offense
    1. Sprint to See Ball
    2. Stop Ball as First Rule
    3. Protect Basket as Second Rule
    4. Defend Players as Third Rule
IV. Team Offense
  A. Court Position
  B. Fast Break
  C. Rebounding
  D. Jump Ball
  E. Pick and Roll or Pick and Pop
  F. Give and Go
  G. Screening
V. Team Defense
  A. Court Position
  B. Half Court Man to Man
    1. Switching
    2. Slide Through
  C. Half Court Zones
  D. Rebounding
VI. Basketball Conditioning
  A. Warm-up
  B. Plyometrics
  C. Weight Training
  D. Anaerobic Training
  E. Aerobic Training
  F. Cool-down

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned text(s).
II. Supplemental reading assignments such as in-class handouts.
III. Professional journals such as the Journal of Basketball Studies.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. A one-page report on offense and/or defense game play as observed at a live game or one watched on television.
II. Plan a fitness regimen for a basketball player.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Attending a college basketball game to analyze specific team skills in a game situation.
II. Interview of coaches/players in the sport.

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. Review of Individual Offensvie and Defensive Skills
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  A. Offense to Defense
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    3. Primary Break
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  B. Defense To Offense
    1. Sprint to See Ball
    2. Stop Ball as First Rule
    3. Protect Basket as Second Rule
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  C. Rebounding
  D. Jump Ball
  E. Pick and Roll or Pick and Pop
  F. Give and Go
  G. Screening
V. Team Defense
  A. Court Position
  B. Half Court Man to Man
    1. Switching
    2. Slide Through
  C. Half Court Zones
  D. Rebounding
VI. Basketball Conditioning
  A. Warm-up
  B. Plyometrics
  C. Weight Training
  D. Anaerobic Training
  E. Aerobic Training
  F. Cool-down

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned text(s).
II. Supplemental reading assignments such as in-class handouts.
III. Professional journals such as the Journal of Basketball Studies.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. A one-page report on offense and/or defense game play as observed at a live game or one watched on television.
II. Plan a fitness regimen for a basketball player.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Attending a college basketball game to analyze specific team skills in a game situation.
II. Interview of coaches/players in the sport.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Analyzing and critiquing specific team offense and defense as observed in class via a one-page skill analysis paper.
II. Critique basketball articles in professional journals or periodicals.

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 or Quizzes.
II. Evaluation of Skills.
III. Written or Oral Reports.
IV. Class Participation.

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning
* Computer Assisted Instruction
* Laboratory
* Other (Specify)
* Demonstration

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Dave Hopla. Basketball Shooting, Human Kinetics, 2012, ISBN: 9780736087377
2. Human Kinetics. Complete Conditioning for Basketball, Human Kinetics, 2007, ISBN: 8780736057844

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Athletic attire.
2. Basketball Shoes.
3. Towel.
4. Water.

ORIGINATOR: Edward Helscher

CO-CONTRIBUTOR(S)
DATE: 12/02/2012

Status: Active

Date Printed: 04/2/2023

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Analyzing and critiquing specific team offense and defense as observed in class via a one-page skill analysis paper.
II. Critique basketball articles in professional journals or periodicals.

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 or Quizzes.
II. Evaluation of Skills.
III. Written or Oral Reports.
IV. Class Participation.

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning
* Computer Assisted Instruction
* Laboratory
* Other (Specify)
* Demonstration

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Dave Hopla. Basketball Shooting, Human Kinetics, 2012, ISBN: 9780736087377
2. Human Kinetics. Complete Conditioning for Basketball, Human Kinetics, 2007, ISBN: 8780736057844

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Athletic attire.
2. Basketball Shoes.
3. Towel.
4. Water.
5. Basketball (online emergency).

ORIGINATOR: Edward Helscher
ORIGINATION DATE: 12/02/2012
PROPOSAL ORIGINATOR: Matthew Cain
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 11/21/2022

Status: Launched

Date Printed: 04/2/2023

View Printable Version

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:** 158B
III. **Course Title:** Basketball II
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:** BASKETBALL
VII. **Current Short Title:** Basketball II
VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
IX. **Originating Campus:** MESA
X. **Action Proposed:** New Course
XI. **Distance Education Proposed At:** Miramar , City and Mesa
XII. **Proposal Originating Date:** 12/02/2012
XIII. **Proposed Start Semester:** Fall 2014
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Instruction and practice in beginning basketball skills.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Advisory: EXSC 158B 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:** New beginning skill-level course; propose for UCTCA
II. **How Does The Course Fit The College Mission?** 1. Transfer
III. **Current Transfer Options:** 1. UC Transfer Course List
IV. **Proposed College/District Purpose:** 1. Course is not included in required units for major 2. Graduation Requirement
V. **Extraordinary Cost to the College:** N/A.
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Exercise Science
II. **Course Number:** 158B
III. **Course Title:** Basketball II
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:** BASKETBALL
VII. **Current Short Title:** Basketball 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:** Miramar , City and Mesa
XII. **Proposal Originating Date:** 11/21/2022
XIII. **Proposed Start Semester:** Spring 2023
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Instruction and practice in beginning basketball skills.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Advisory: EXSC 158B 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 basketball strategy and play). 32 hours of activity are required (as a minimum) for specific physiological adaptations and development of these skill-related objectives and outcomes.
VII. **Additional Textbook Information:**

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. Course is not included in required units for major 2. Graduation Requirement
V. **Extraordinary Cost to the College:** N/A.
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Appropriate basketball skill level.

I. **Course: EXSC 158A Explain the importance of proper warm-up and cool down.**
II. **Course: PHYE 112 Demonstrate transitional skills through participation in full-court games**
III. **Course: EXSC 158A Apply all safety procedures.**
IV. **Course: PHYE 112 Interpret basketball rules, sportsmanship, ethics, terminology and history of the sport.**
V. **Course: EXSC 158A Demonstrate individual offensive and defensive skills.**

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 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a basketball and paved open space to conduct drills.
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly through the "assessments" tool or during the mandatory synchronous video portion of the course
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
as assigned
5. Email/Message System
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as assigned
8. Synchronous or Asynchronous Video
at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course
9. Telephone Contact
as needed

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 email, the announcement system, the discussion board, or other tools. Sport-specific skills are developed through video demonstration, guided drills, and individual practice. Students also learn sport rules, techniques, and strategy through video-based review and analysis of individual and/or team competitions.
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 such as written analyses of sports techniques and strategy, and synchronous or asynchronous video demonstrations of sports-related skills.
VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
VIII. **Audio Visual Library Materials:** NO
IX. **CITY**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Discussion Board

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Appropriate basketball skill level.

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 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a basketball and paved open space to conduct drills.
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly through the "assessments" tool or during the mandatory synchronous video portion of the course
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
as assigned
5. Email/Message System
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as assigned
8. Synchronous or Asynchronous Video
at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course
9. Telephone Contact
as needed

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 email, the announcement system, the discussion board, or other tools. Sport-specific skills are developed through video demonstration, guided drills, and individual practice. Students also learn sport rules, techniques, and strategy through video-based review and analysis of individual and/or team competitions.
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 such as written analyses of sports techniques and strategy, and synchronous or asynchronous video demonstrations of sports-related skills.
VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
VIII. **Audio Visual Library Materials:** NO
IX. **CITY**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Discussion Board
at least 1 time during semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings
as assigned

at least 1 time during semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings
as assigned
6. Individual Meetings
at least 1 time during the semester
7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

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, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply basketball skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.

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 1) Electronic documentation of basketball workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily basketball skillsets, strategies, and/or techniques.

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. **MESA**

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

XIX. **Other Distance Education Methods:**

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

1. Announcements
As needed
2. Chat Rooms
As desired
3. Discussion Board
Weekly
4. Email/Message System
Frequent
5. Synchronous or Asynchronous Video
Weekly
6. Telephone Contact
As needed

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

6. Individual Meetings
at least 1 time during the semester
7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

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, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply basketball skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.

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 1) Electronic documentation of basketball workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily basketball skillsets, strategies, and/or techniques.

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. **MESA**

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

XIX. **Other Distance Education Methods:**

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

1. Announcements
As needed
2. Chat Rooms
As desired
3. Discussion Board
Weekly
4. Email/Message System
Frequent
5. Synchronous or Asynchronous Video
Weekly
6. Telephone Contact
As needed

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

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course the student will be able to design and implement a basketball specific training program.
- Upon completion of the course the student will be able to operate offensive and defensive strategies.

MESA

- The student will develop increased cardiovascular endurance through class participation.
- The student will be able to successfully analyze, construct and demonstrate a team defense.
- Explain specific difference in NCAA and NBA basketball rules.

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 0835.00 Physical Education
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25):
Course Support Course Status (CB26):
Major Restriction Code: NONE

II. **Lab Units:** 0.50 - 1.00
Total Units: 0.5 **- 1**
Lecture Hours Min: 0.00 **Max:** 0.00
Lab Hours Min: 32.00 **Max:** 54.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 32.00 **Max:**54.00
Outside-of-Class Hours Min: 0.00 **Max:**0.00
Total Student Learning Hours Min: 32.00 **Max:** 54.00
FTEF Lecture Min: 0.0000 **Max:**0.0000
FTEF Lab Min: 0.1333 **Max:**0.2000
FTEF Total Min: 0.1333 **Max:**0.2000

III. **Last Time Pre/Co Requisite Update:** 05/29/2019

IV. **Last Outline Revision Date:** 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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course the student will be able to design and implement a basketball specific training program.
- Upon completion of the course the student will be able to operate offensive and defensive strategies.

MESA

- The student will develop increased cardiovascular endurance through class participation.
- The student will be able to successfully analyze, construct and demonstrate a team defense.
- Explain specific difference in NCAA and NBA basketball rules.

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:** 11/21/2022

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

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 158C

COURSE TITLE:
Basketball III

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course provides students the opportunity to improve individual intermediate skills through self analysis of strengths and weaknesses and introduces full court pressure play. Students are expected to write programs to improve individual skills. Topics include full court zone and man pressure, full court offense and specialty plays. Emphasis is placed on skill work drills, 5-5 play and full court situations. This class is designed for those that have above an intermediate knowledge and skill level in basketball. When this course is offered for three hours per week, the additional time is utilized on individual analysis of technique and performance.

REQUISITES:

Advisory:
EXSC 158B with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:
32 - 54

TOTAL CONTACT HOURS:
32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:
32 - 54

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

All objectives are covered whether the course is offered for .5 or 1.0 units. When this course is offered for three hours per week, the additional time is utilized for skill development.

1. Write a skill improvement prescription.
2. Describe and diagram full court man and zone pressure.
3. Describe and diagram special situational plays.

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 Fundamental Skills
  A. Offensive Skills
  B. Defensive Skills
  C. Development of Skill Improvement Prescription
II. Full Court Defensive Play
  A. Zones
    1. Diamond Press
    2. 2 Guard Front Presses
    3. Run and Jump
    4. Special Trapping Areas
  B. Man
    1. In bounds Pressure
    2. Playing off the in bounds
    3. Run and Jump
    4. Special Trapping Areas
III. Special Situational Plays
  A. Under the Basket
  B. Sideline
  C. Last Second
  D. Playing the unusual defenses.

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned text(s).
II. Supplemental reading assignments such as in-class handouts.
III. Professional journals such as the Journal of Basketball Studies.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Written individual skill prescriptions.
II. Diagram full court pressure situations.
III. Diagram special situations.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Attending a college basketball game to analyze game tendencies.
II. Interview of coaches/players in the sport.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Analyze individual skills of other students and prescibe drills to improve technique.

II. Critique of articles in periodicals.

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 or Quizzes.
II. Evaluation of Skills.
III. Written or Oral Reports.
IV. Class Participation.

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning
* Computer Assisted Instruction
* Laboratory
* Other (Specify)
* Demonstration

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Dick Devenzio. Think Like a Champion, A guide to Championship Performance for Student-Athletes, Bridgeway Books, 2006, ISBN: 9781933538549
2. Hal Wissel. Basketball Steps to Success, 3rd ed. Human Kinetics, 2011, ISBN: 9781450414883

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Athletic attire.
2. Basketball shoes.
3. Towel.
4. Water.
5. Basketball (online emergency).

ORIGINATOR: Edward Helscher
ORIGINATION DATE: 12/02/2012
PROPOSAL ORIGINATOR: Matthew Cain
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 11/21/2022

SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT

COURSE TO BE PROPOSED: EXSC 158C Basketball III

ACTIVE/APPROVED COURSES IMPACTED:

EXSC 158C Basketball III (29419)

Advisory
EXSC 158D (Active)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**Miramar**)
Exercise and Nutritional Sciences *Active*;
Associate of Science Degree

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

(**Miramar**)
Exercise and Nutritional Sciences *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 *Active*;
Associate in Arts for Transfer Degree

Team Sports

(**Mesa**)
Kinesiology *Approved*;
Associate in Arts for Transfer Degree

Team Sports

(**Mesa**)
Kinesiology *Active*;
Associate of Science Degree

Select a minimum of one unit from Team Sports:

(**Mesa**)
Kinesiology *Approved*;
Associate of Science Degree

Select a minimum of one unit from Team Sports:

(**City**)
Team Sports *Active*;

Certificate of Performance

Select four (4) courses from the following:

(**City**)

Team Sports *Approved*;

Certificate of Performance

Select four (4) courses from the following:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Exercise Science
II. **Course Number:** 158C
III. **Course Title:** Basketball III
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:** BASKETBALL
VII. **Current Short Title:** Basketball 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:** Miramar , City and Mesa
XII. **Proposal Originating Date:** 11/21/2022
XIII. **Proposed Start Semester:** Spring 2023
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Intermediate instruction and practice in basketball.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Advisory: EXSC 158B 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 basketball strategy and play). 32 hours of activity are required (as a minimum) for specific physiological adaptations and development of these skill-related objectives and outcomes.
VII. **Additional Textbook Information:**

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
V. **Extraordinary Cost to the College:** N/A.
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Appropriate basketball skill level.

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 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a basketball and paved open space to conduct drills.
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly through the "assessments" tool or during the mandatory synchronous video portion of the course
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
as assigned
5. Email/Message System
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as assigned
8. Synchronous or Asynchronous Video
at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course
9. Telephone Contact
as needed
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 email, the announcement system, the discussion board, or other tools. Sport-specific skills are developed through video demonstration, guided drills, and individual practice. Students also learn sport rules, techniques, and strategy through video-based review and analysis of individual and/or team competitions.
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 such as written analyses of sports techniques and strategy, and synchronous or asynchronous video demonstrations of sports-related skills.
VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
VIII. **Audio Visual Library Materials:** NO
IX. **CITY**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Discussion Board
at least 1 time during semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings

as assigned
6. Individual Meetings
at least 1 time during the semester
7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

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, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply basketball skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.

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 1) Electronic documentation of basketball workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily basketball skillsets, strategies, and/or techniques.

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. **MESA**

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

XIX. **Other Distance Education Methods:**

XX. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Chat Rooms
As desired
3. Discussion Board
Weekly
4. Email/Message System
Frequent
5. Synchronous or Asynchronous Video
Weekly
6. Telephone Contact
As needed

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

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Students will be able to communicate the key aspects of our culture and terminology.
- Students will be able to demonstrate proper passing angles and defensive push points.

MESA

- The student will be able to successfully analyze, construct and demonstrate a team offense.
- Develop plans to increase vertical jump, improve speed on the court and build strength and explosiveness through plyometric workouts.
- Demonstrate the ability to work with other teammates to perform transitional skills during participation in full-court games.

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:** 11/21/2022

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

View Printable Version

Previous Report

EXSC 158C

CIC Approval: 03/14/2013
BOT APPROVAL: 09/26/2013
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 158C

COURSE TITLE:
Basketball III

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course provides students the opportunity to improve individual intermediate skills through self analysis of strengths and weaknesses and introduces full court pressure play. Students are expected to write programs to improve individual skills. Topics include full court zone and man pressure, full court offense and specialty plays. Emphasis is placed on skill work drills, 5-5 play and full court situations. This class is designed for those that have above an intermediate knowledge and skill level in basketball. When this course is offered for three hours per week, the additional time is utilized on individual analysis of technique and performance.

REQUISITES:

Advisory:
EXSC 158B with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:
32 - 54

TOTAL CONTACT HOURS:
32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:
32 - 54

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

All objectives are covered whether the course is offered for .5 or 1.0 units. When this course is offered for three hours per week, the additional time is utilized for skill development.
1. Write a skill improvement prescription.
2. Describe and diagram full court man and zone pressure.
3. Describe and diagram special situational plays.

SECTION II

Current Report

EXSC 158C

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 158C

COURSE TITLE:
Basketball III

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course provides students the opportunity to improve individual intermediate skills through self analysis of strengths and weaknesses and introduces full court pressure play. Students are expected to write programs to improve individual skills. Topics include full court zone and man pressure, full court offense and specialty plays. Emphasis is placed on skill work drills, 5-5 play and full court situations. This class is designed for those that have above an intermediate knowledge and skill level in basketball. When this course is offered for three hours per week, the additional time is utilized on individual analysis of technique and performance.

REQUISITES:

Advisory:
EXSC 158B with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:
32 - 54

TOTAL CONTACT HOURS:
32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:
32 - 54

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

All objectives are covered whether the course is offered for .5 or 1.0 units. When this course is offered for three hours per week, the additional time is utilized for skill development.
1. Write a skill improvement prescription.
2. Describe and diagram full court man and zone pressure.
3. Describe and diagram special situational plays.

SECTION II

1. COURSE OUTLINE AND SCOPE:

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 Fundamental Skills
  A. Offensive Skills
  B. Defensive Skills
  C. Development of Skill Improvement Prescription
II. Full Court Defensive Play
  A. Zones
    1. Diamond Press
    2. 2 Guard Front Presses
    3. Run and Jump
    4. Special Trapping Areas
  B. Man
    1. In bounds Pressure
    2. Playing off the in bounds
    3. Run and Jump
    4. Special Trapping Areas
III. Special Situational Plays
  A. Under the Basket
  B. Sideline
  C. Last Second
  D. Playing the unusual defenses.

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned text(s).
II. Supplemental reading assignments such as in-class handouts.
III. Professional journals such as the Journal of Basketball Studies.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Written individual skill prescriptions.
II. Diagram full court pressure situations.
III. Diagram special situations.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Attending a college basketball game to analyze game tendencies.
II. Interview of coaches/players in the sport.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Analyze individual skills of other students and prescibe drills to improve technique.
II. Critique of articles in periodicals.

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 or Quizzes.
II. Evaluation of Skills.
III. Written or Oral Reports.
IV. Class Participation.

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning

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 Fundamental Skills
  A. Offensive Skills
  B. Defensive Skills
  C. Development of Skill Improvement Prescription
II. Full Court Defensive Play
  A. Zones
    1. Diamond Press
    2. 2 Guard Front Presses
    3. Run and Jump
    4. Special Trapping Areas
  B. Man
    1. In bounds Pressure
    2. Playing off the in bounds
    3. Run and Jump
    4. Special Trapping Areas
III. Special Situational Plays
  A. Under the Basket
  B. Sideline
  C. Last Second
  D. Playing the unusual defenses.

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned text(s).
II. Supplemental reading assignments such as in-class handouts.
III. Professional journals such as the Journal of Basketball Studies.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Written individual skill prescriptions.
II. Diagram full court pressure situations.
III. Diagram special situations.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Attending a college basketball game to analyze game tendencies.
II. Interview of coaches/players in the sport.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Analyze individual skills of other students and prescibe drills to improve technique.
II. Critique of articles in periodicals.

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 or Quizzes.
II. Evaluation of Skills.
III. Written or Oral Reports.
IV. Class Participation.

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning
* Computer Assisted Instruction
* Laboratory
* Other (Specify)

* Computer Assisted Instruction
* Laboratory
* Other (Specify)
* Demonstration

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Dick Devenzio. Think Like a Champion, A guide to Championship Performance for Student-Athletes, Bridgeway Books, 2006, ISBN: 9781933538549
2. Hal Wissel. Basketball Steps to Success, 3rd ed. Human Kinetics, 2011, ISBN: 9781450414883

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Athletic attire.
2. Basketball shoes.
3. Towel.
4. Water.

ORIGINATOR: Edward Helscher

CO-CONTRIBUTOR(S)
DATE: 12/02/2012

Status: Active

Date Printed: 04/2/2023

* Demonstration

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Dick Devenzio. Think Like a Champion, A guide to Championship Performance for Student-Athletes, Bridgeway Books, 2006, ISBN: 9781933538549
2. Hal Wissel. Basketball Steps to Success, 3rd ed. Human Kinetics, 2011, ISBN: 9781450414883

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Athletic attire.
2. Basketball shoes.
3. Towel.
4. Water.
5. Basketball (online emergency).

ORIGINATOR: Edward Helscher
ORIGINATION DATE: 12/02/2012
PROPOSAL ORIGINATOR: Matthew Cain
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 11/21/2022

Status: Launched

Date Printed: 04/2/2023

View Printable Version

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:** 158C
III. **Course Title:** Basketball III
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:** BASKETBALL
VII. **Current Short Title:** Basketball III
VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
IX. **Originating Campus:** MESA
X. **Action Proposed:** New Course
XI. **Distance Education Proposed At:** Miramar , City and Mesa
XII. **Proposal Originating Date:** 12/02/2012
XIII. **Proposed Start Semester:** Fall 2014
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Intermediate instruction and practice in basketball.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Advisory: EXSC 158B 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:** Develop new intermediate; propose for UCTCA
II. **How Does The Course Fit The College Mission?** 1. Transfer
III. **Current Transfer Options:** 1. UC Transfer Course List
IV. **Proposed College/District Purpose:** 1. Graduation Requirement
V. **Extraordinary Cost to the College:** N/A.
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

UC Transfer Course:

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:** 158C
III. **Course Title:** Basketball III
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:** BASKETBALL
VII. **Current Short Title:** Basketball 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:** Miramar , City and Mesa
XII. **Proposal Originating Date:** 11/21/2022
XIII. **Proposed Start Semester:** Spring 2023
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Intermediate instruction and practice in basketball.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Advisory: EXSC 158B 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 basketball strategy and play). 32 hours of activity are required (as a minimum) for specific physiological adaptations and development of these skill-related objectives and outcomes.
VII. **Additional Textbook Information:**

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
V. **Extraordinary Cost to the College:** N/A.
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

UC Transfer Course:

Yes

REQUISITES ANALYSIS

Appropriate basketball skill level.

I.	**Course: EXSC 158B**	**Demonstrate individual offensive and defensive skills.**
II.	**Course: EXSC 158B**	**Demonstrate individual offensive moves.**
III.	**Course: EXSC 158B**	**Demonstrate transition basketball during competition.**
IV.	**Course: EXSC 158B**	**Demonstrate team offensive concepts during competition.**
V.	**Course: EXSC 158B**	**Demonstrate team defensive concepts during competition.**
VI.	**Course: EXSC 158B**	**Plan a basketball conditioning program.**

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 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a basketball and paved open space to conduct drills.
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly through the "assessments" tool or during the mandatory synchronous video portion of the course
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
as assigned
5. Email/Message System
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as assigned
8. Synchronous or Asynchronous Video
at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course
9. Telephone Contact
as needed

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 email, the announcement system, the discussion board, or other tools. Sport-specific skills are developed through video demonstration, guided drills, and individual practice. Students also learn sport rules, techniques, and strategy through video-based review and analysis of individual and/or team competitions.
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 such as written analyses of sports techniques and strategy, and synchronous or asynchronous video demonstrations of sports-related skills.
VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
VIII. **Audio Visual Library Materials:** NO
IX. **CITY**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Discussion Board
at least 1 time during semester

Yes

REQUISITES ANALYSIS

Appropriate basketball skill level.

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 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a basketball and paved open space to conduct drills.
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly through the "assessments" tool or during the mandatory synchronous video portion of the course
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
as assigned
5. Email/Message System
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as assigned
8. Synchronous or Asynchronous Video
at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course
9. Telephone Contact
as needed

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 email, the announcement system, the discussion board, or other tools. Sport-specific skills are developed through video demonstration, guided drills, and individual practice. Students also learn sport rules, techniques, and strategy through video-based review and analysis of individual and/or team competitions.
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 such as written analyses of sports techniques and strategy, and synchronous or asynchronous video demonstrations of sports-related skills.
VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
VIII. **Audio Visual Library Materials:** NO
IX. **CITY**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Discussion Board
at least 1 time during semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings
as assigned
6. Individual Meetings

3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings
as assigned
6. Individual Meetings
at least 1 time during the semester
7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

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, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply basketball skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.

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 1) Electronic documentation of basketball workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily basketball skillsets, strategies, and/or techniques.

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. **MESA**

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

XIX. **Other Distance Education Methods:**

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

1. Announcements
As needed
2. Chat Rooms
As desired
3. Discussion Board
Weekly
4. Email/Message System
Frequent
5. Synchronous or Asynchronous Video
Weekly
6. Telephone Contact
As needed

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

at least 1 time during the semester
7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

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, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply basketball skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.

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 1) Electronic documentation of basketball workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily basketball skillsets, strategies, and/or techniques.

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. **MESA**

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

XIX. **Other Distance Education Methods:**

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

1. Announcements
As needed
2. Chat Rooms
As desired
3. Discussion Board
Weekly
4. Email/Message System
Frequent
5. Synchronous or Asynchronous Video
Weekly
6. Telephone Contact
As needed

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

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

- Students will be able to communicate the key aspects of our culture and terminology.
- Students will be able to demonstrate proper passing angles and defensive push points.

MESA

- The student will be able to successfully analyze, construct and demonstrate a team offense.
- Develop plans to increase vertical jump, improve speed on the court and build strength and explosiveness through plyometric workouts.
- Demonstrate the ability to work with other teammates to perform transitional skills during participation in full-court games.

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 0835.00 Physical Education
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25):
Course Support Course Status (CB26):
Major Restriction Code: NONE

II. **Lab Units:** 0.50 - 1.00
Total Units: 0.5 **- 1**
Lecture Hours Min: 0.00 **Max:** 0.00
Lab Hours Min: 32.00 **Max:** 54.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 32.00 **Max:**54.00
Outside-of-Class Hours Min: 0.00 **Max:**0.00
Total Student Learning Hours Min: 32.00 **Max:** 54.00
FTEF Lecture Min: 0.0000 **Max:**0.0000
FTEF Lab Min: 0.1333 **Max:**0.2000
FTEF Total Min: 0.1333 **Max:**0.2000

III. **Last Time Pre/Co Requisite Update:** 05/29/2019

IV. **Last Outline Revision Date:** 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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Students will be able to communicate the key aspects of our culture and terminology.
- Students will be able to demonstrate proper passing angles and defensive push points.

MESA

- The student will be able to successfully analyze, construct and demonstrate a team offense.
- Develop plans to increase vertical jump, improve speed on the court and build strength and explosiveness through plyometric workouts.
- Demonstrate the ability to work with other teammates to perform transitional skills during participation in full-court games.

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:** 11/21/2022

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

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 158D

COURSE TITLE:
Basketball IV

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course provides students the opportunity to develop technical skills necessary to coach the game of basketball and stresses the development of advanced skills and team play. Topics include analysis of team play, writing a practice plan, how to scout an opponent and evaluation of individual play. Emphasis is placed on skill work drills and full court tournament play. This class is designed for those that have an intermediate knowledge of basketball and possess an advanced skill level. When this course is offered for three hours per week, the additional time is utilized on individual analysis of technique and performance.

REQUISITES:

and

Advisory:

EXSC 158C with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:
32 - 54

TOTAL CONTACT HOURS:
32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:
32 - 54

STUDENT LEARNING OBJECTIVES:

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

All objectives are covered whether the course is offered for .5 or 1.0 units. When this course is offered for three hours per week, the additional time is utilized for skill development.

1. Analyze team play of offense, defense and transition tendencies.
2. Write a practice plan.
3. Evaluate an opponent and write a scouting report.

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 Team Play
  A. Offensive Team Play
  B. Defensive Team Play
  C. Transitional Team Play
  D. Individual Skills related to Team Basketball

II. Practice Plans
  A. Warm-ups
  B. Individual Drills
  C. Team Drills
  D. Specialty Situations
  E. Competitions
  F. Conditioning
  G. Cool-downs

III. Scouting
  A. Defensive alignments
  B. Offensive alignments
  C. Transitional alignments
  D. Individual strengths and weaknesses

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned text(s).
II. Supplemental reading assignments such as in-class handouts.
III. Professional journals such as the Journal of Basketball Studies.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. A one-page report on offense and/or defense game play as observed at a live game or one watched on television.
II. Prepare a practice plan.
III. Write a scouting report.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Attending a college basketball game to analyze team tendencies.
II. Interview basketball coach or players.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Critiquing periodicals.

II. Evaluation report of opponents strength and weaknesses.
III. Planning a basketball practice.

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 or Quizzes.
II. Evaluation of Skills.
III. Written or Oral Reports.
IV. Class Participation

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning
* Computer Assisted Instruction
* Laboratory
* Other (Specify)
* Demonstration

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. David Halberstam. The Breaks of the Game, Hyperion, 2009, ISBN: 9781401309725
2. John Wooden with Steve Jamison. Wooden: A Lifetime of Observations and Reflections on and Off the Court, Contemporary Books, 1997, ISBN: 0809230410
3. Mike Krzyewski with Donald T. Phillips. Leading with the Heart, Warner Books inc, 2000, ISBN: 0446526266

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Athletic attire.
2. Basketball shoes.
3. Towel.
4. Water.
5. Basketball (online emergency).

ORIGINATOR: Edward Helscher
ORIGINATION DATE: 12/02/2012
PROPOSAL ORIGINATOR: Matthew Cain
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 11/21/2022

SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT

COURSE TO BE PROPOSED: EXSC 158D Basketball IV

ACTIVE/APPROVED COURSES IMPACTED:

EXSC 158D Basketball IV (29420)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**Miramar**)
Exercise and Nutritional Sciences *Active*;
Associate of Science Degree

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

(**Miramar**)
Exercise and Nutritional Sciences *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 *Active*;
Associate in Arts for Transfer Degree

Team Sports

(**Mesa**)
Kinesiology *Approved*;
Associate in Arts for Transfer Degree

Team Sports

(**Mesa**)
Kinesiology *Active*;
Associate of Science Degree

Select a minimum of one unit from Team Sports:

(**Mesa**)
Kinesiology *Approved*;
Associate of Science Degree

Select a minimum of one unit from Team Sports:

(**City**)
Team Sports *Active*;
Certificate of Performance

Select four (4) courses from the following:

(**City**)

Team Sports *Approved*;

Certificate of Performance

Select four (4) courses from the following:

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Exercise Science
II. **Course Number:** 158D
III. **Course Title:** Basketball IV
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:** BASKETBALL
VII. **Current Short Title:** Basketball 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:** Miramar , City and Mesa
XII. **Proposal Originating Date:** 11/21/2022
XIII. **Proposed Start Semester:** Spring 2023
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Advanced instruction and practice in basketball.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
and Advisory: EXSC 158C 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 basketball strategy and play). 32 hours of activity are required (as a minimum) for specific physiological adaptations and development of these skill-related objectives and outcomes.
VII. **Additional Textbook Information:**

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
V. **Extraordinary Cost to the College:** N/A.
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Appropriate skill level for advanced basketball.

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 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a basketball and paved open space to conduct drills.
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly through the "assessments" tool or during the mandatory synchronous video portion of the course
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
as assigned
5. Email/Message System
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as assigned
8. Synchronous or Asynchronous Video
at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course
9. Telephone Contact
as needed

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 email, the announcement system, the discussion board, or other tools. Sport-specific skills are developed through video demonstration, guided drills, and individual practice. Students also learn sport rules, techniques, and strategy through video-based review and analysis of individual and/or team competitions.
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 such as written analyses of sports techniques and strategy, and synchronous or asynchronous video demonstrations of sports-related skills.
VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
VIII. **Audio Visual Library Materials:** NO
IX. **CITY**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Discussion Board
at least 1 time during semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings

as assigned
6. Individual Meetings
at least 1 time during the semester
7. Synchronous or Asynchronous Video
as assigned
8. 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, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply basketball skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.

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 1) Electronic documentation of basketball workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily basketball skillsets, strategies, and/or techniques.

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. **MESA**

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

XIX. **Other Distance Education Methods:**

XX. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Chat Rooms
As desired
3. Discussion Board
Weekly
4. Email/Message System
Frequent
5. Synchronous or Asynchronous Video
Weekly
6. Telephone Contact
As needed

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

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

XXIII. **Additional Resources/Materials/Information:** SDCCD and DSPS personnel will provide all needed accommodations. DSPS will provide a student in an online classroom with the same level of support as an on-

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Students will be able to perform a proper warm-up, cool down, and perform basic basketball skills... i.e.- passing, shooting, defensive stance, knowledge of rules...
- Upon completion of the course the student will be able to analyze, construct and operate offensive and defensive plays and strategies.

MESA

- Explain and keep various types of basketball statistics (free-Throw attempts, shot attempts, shooting percentage, rebounds
- Analyze proper shooting form from specific areas of the basketball court (jump-hooks, floater, 3 point shot).
- Demonstrate leadership by leading class in warm-up, conditioning or skill development drills.

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:** 11/21/2022

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

View Printable Version

Previous Report

EXSC 158D

CIC Approval: 03/14/2013
BOT APPROVAL: 09/26/2013
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 158D

COURSE TITLE:
Basketball IV

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course provides students the opportunity to develop technical skills necessary to coach the game of basketball and stresses the development of advanced skills and team play. Topics include analysis of team play, writing a practice plan, how to scout an opponent and evaluation of individual play. Emphasis is placed on skill work drills and full court tournament play. This class is designed for those that have an intermediate knowledge of basketball and possess an advanced skill level. When this course is offered for three hours per week, the additional time is utilized on individual analysis of technique and performance.

REQUISITES:

and **Advisory:**
EXSC 158C with a grade of "C" or better, or equivalent

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU UC Transfer Course List

CID:

TOTAL LECTURE HOURS:

TOTAL LAB HOURS:
32 - 54

TOTAL CONTACT HOURS:
32 - 54

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:
32 - 54

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

All objectives are covered whether the course is offered for .5 or 1.0 units. When this course is offered for three hours per week, the additional time is utilized for skill development.
1. Analyze team play of offense, defense and transition tendencies.
2. Write a practice plan.
3. Evaluate an opponent and write a scouting report.

SECTION II

Current Report

EXSC 158D

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 158D

COURSE TITLE:
Basketball IV

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course provides students the opportunity to develop technical skills necessary to coach the game of basketball and stresses the development of advanced skills and team play. Topics include analysis of team play, writing a practice plan, how to scout an opponent and evaluation of individual play. Emphasis is placed on skill work drills and full court tournament play. This class is designed for those that have an intermediate knowledge of basketball and possess an advanced skill level. When this course is offered for three hours per week, the additional time is utilized on individual analysis of technique and performance.

REQUISITES:

and **Advisory:**
EXSC 158C 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

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

All objectives are covered whether the course is offered for .5 or 1.0 units. When this course is offered for three hours per week, the additional time is utilized for skill development.
1. Analyze team play of offense, defense and transition tendencies.
2. Write a practice plan.
3. Evaluate an opponent and write a scouting report.

SECTION II

1. COURSE OUTLINE AND SCOPE:

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 Team Play
  A. Offensive Team Play
  B. Defensive Team Play
  C. Transitional Team Play
  D. Individual Skills related to Team Basketball
II. Practice Plans
  A. Warm-ups
  B. Individual Drills
  C. Team Drills
  D. Specialty Situations
  E. Competitions
  F. Conditioning
  G. Cool-downs
III. Scouting
  A. Defensive alignments
  B. Offensive alignments
  C. Transitional alignments
  D. Individual strengths and weaknesses

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned text(s).
II. Supplemental reading assignments such as in-class handouts.
III. Professional journals such as the Journal of Basketball Studies.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. A one-page report on offense and/or defense game play as observed at a live game or one watched on television.
II. Prepare a practice plan.
III. Write a scouting report.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Attending a college basketball game to analyze team tendencies.
II. Interview basketball coach or players.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Critiquing periodicals.
II. Evaluation report of opponents strength and weaknesses.
III. Planning a basketball practice.

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 or Quizzes.
II. Evaluation of Skills.
III. Written or Oral Reports.
IV. Class Participation

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning
* Computer Assisted Instruction

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 Team Play
  A. Offensive Team Play
  B. Defensive Team Play
  C. Transitional Team Play
  D. Individual Skills related to Team Basketball
II. Practice Plans
  A. Warm-ups
  B. Individual Drills
  C. Team Drills
  D. Specialty Situations
  E. Competitions
  F. Conditioning
  G. Cool-downs
III. Scouting
  A. Defensive alignments
  B. Offensive alignments
  C. Transitional alignments
  D. Individual strengths and weaknesses

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned text(s).
II. Supplemental reading assignments such as in-class handouts.
III. Professional journals such as the Journal of Basketball Studies.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. A one-page report on offense and/or defense game play as observed at a live game or one watched on television.
II. Prepare a practice plan.
III. Write a scouting report.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Attending a college basketball game to analyze team tendencies.
II. Interview basketball coach or players.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Critiquing periodicals.
II. Evaluation report of opponents strength and weaknesses.
III. Planning a basketball practice.

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 or Quizzes.
II. Evaluation of Skills.
III. Written or Oral Reports.
IV. Class Participation

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning
* Computer Assisted Instruction
* Laboratory
* Other (Specify)
* Demonstration

* Laboratory
* Other (Specify)
* Demonstration

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. David Halberstam. The Breaks of the Game, Hyperion, 2009, ISBN: 9781401309725
2. John Wooden with Steve Jamison. Wooden: A Lifetime of Observations and Reflections on and Off the Court, Contemporary Books, 1997, ISBN: 0809230410
3. Mike Krzyewski with Donald T. Phillips. Leading with the Heart, Warner Books inc, 2000, ISBN: 0446526266

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Athletic attire.
2. Basketball shoes.
3. Towel.
4. Water.

ORIGINATOR: Edward Helscher

CO-CONTRIBUTOR(S)
DATE: 12/02/2012

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. David Halberstam. The Breaks of the Game, Hyperion, 2009, ISBN: 9781401309725
2. John Wooden with Steve Jamison. Wooden: A Lifetime of Observations and Reflections on and Off the Court, Contemporary Books, 1997, ISBN: 0809230410
3. Mike Krzyewski with Donald T. Phillips. Leading with the Heart, Warner Books inc, 2000, ISBN: 0446526266

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Athletic attire.
2. Basketball shoes.
3. Towel.
4. Water.
5. Basketball (online emergency).

ORIGINATOR: Edward Helscher
ORIGINATION DATE: 12/02/2012
PROPOSAL ORIGINATOR: Matthew Cain
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 11/21/2022

View Printable Version

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:** 158D
III. **Course Title:** Basketball IV
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:** BASKETBALL
VII. **Current Short Title:** Basketball IV
VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
IX. **Originating Campus:** MESA
X. **Action Proposed:** New Course
XI. **Distance Education Proposed At:** Miramar , City and Mesa
XII. **Proposal Originating Date:** 12/02/2012
XIII. **Proposed Start Semester:** Fall 2014
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Advanced instruction and practice in basketball.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
and Advisory: EXSC 158C 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:** Develop advanced-level course; propose for UCTCA
II. **How Does The Course Fit The College Mission?** 1. Transfer
III. **Current Transfer Options:** 1. UC Transfer Course List
IV. **Proposed College/District Purpose:** 1. Graduation Requirement
V. **Extraordinary Cost to the College:** N/A.
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

UC Transfer Course:

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:** 158D
III. **Course Title:** Basketball IV
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:** BASKETBALL
VII. **Current Short Title:** Basketball 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:** Miramar , City and Mesa
XII. **Proposal Originating Date:** 11/21/2022
XIII. **Proposed Start Semester:** Spring 2023
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Advanced instruction and practice in basketball.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
and Advisory: EXSC 158C 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 basketball strategy and play). 32 hours of activity are required (as a minimum) for specific physiological adaptations and development of these skill-related objectives and outcomes.
VII. **Additional Textbook Information:**

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
V. **Extraordinary Cost to the College:** N/A.
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

UC Transfer Course:

Yes

REQUISITES ANALYSIS

Appropriate skill level for advanced basketball.

I. **Course: EXSC 158C Write a skill improvement prescription.**
II. **Course: EXSC 158C Describe and diagram full court man and zone pressure.**
III. **Course: EXSC 158C Describe and diagram special situational plays.**

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 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a basketball and paved open space to conduct drills.
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly through the "assessments" tool or during the mandatory synchronous video portion of the course
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
as assigned
5. Email/Message System
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as assigned
8. Synchronous or Asynchronous Video
at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course
9. Telephone Contact
as needed
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 email, the announcement system, the discussion board, or other tools. Sport-specific skills are developed through video demonstration, guided drills, and individual practice. Students also learn sport rules, techniques, and strategy through video-based review and analysis of individual and/or team competitions.
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 such as written analyses of sports techniques and strategy, and synchronous or asynchronous video demonstrations of sports-related skills.
VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
VIII. **Audio Visual Library Materials:** NO
IX. **CITY**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Discussion Board
at least 1 time during semester
3. Email/Message System
as needed
4. Field Trips

Yes

REQUISITES ANALYSIS

Appropriate skill level for advanced basketball.

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 25% of the in-class time (i.e. 8 hours for the 0.5-unit version of the course or 12 hours for the 1-unit version of the course) must be conducted in a synchronous online format. Students must also have access to a basketball and paved open space to conduct drills.
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly through the "assessments" tool or during the mandatory synchronous video portion of the course
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
as assigned
5. Email/Message System
as needed
6. Individual Meetings
as needed
7. Individualized Assignment Feedback
as assigned
8. Synchronous or Asynchronous Video
at least weekly for demonstration of sports techniques, strategic analysis of competitions, evaluation of student skills, and the mandatory synchronous video instruction portion of the course
9. Telephone Contact
as needed
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 email, the announcement system, the discussion board, or other tools. Sport-specific skills are developed through video demonstration, guided drills, and individual practice. Students also learn sport rules, techniques, and strategy through video-based review and analysis of individual and/or team competitions.
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 such as written analyses of sports techniques and strategy, and synchronous or asynchronous video demonstrations of sports-related skills.
VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for the in-person class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provides a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
VIII. **Audio Visual Library Materials:** NO
IX. **CITY**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Discussion Board
at least 1 time during semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings
as assigned
6. Individual Meetings

as assigned
5. Group Meetings
as assigned
6. Individual Meetings
at least 1 time during the semester
7. Synchronous or Asynchronous Video
as assigned
8. 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, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply basketball skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.

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 1) Electronic documentation of basketball workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily basketball skillsets, strategies, and/or techniques.

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. **MESA**

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

XIX. **Other Distance Education Methods:**

XX. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Chat Rooms
As desired
3. Discussion Board
Weekly
4. Email/Message System
Frequent
5. Synchronous or Asynchronous Video
Weekly
6. Telephone Contact
As needed

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

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

at least 1 time during the semester
7. Synchronous or Asynchronous Video
as assigned
8. 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, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply basketball skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.

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 1) Electronic documentation of basketball workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily basketball skillsets, strategies, and/or techniques.

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. **MESA**

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

XIX. **Other Distance Education Methods:**

XX. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Chat Rooms
As desired
3. Discussion Board
Weekly
4. Email/Message System
Frequent
5. Synchronous or Asynchronous Video
Weekly
6. Telephone Contact
As needed

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

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

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Students will be able to perform a proper warm-up, cool down, and perform basic basketball skills... i.e.- passing, shooting, defensive stance, knowledge of rules...
- Upon completion of the course the student will be able to analyze, construct and operate offensive and defensive plays and strategies.

MESA

- Explain and keep various types of basketball statistics (free-Throw attempts, shot attempts, shooting percentage, rebounds
- Analyze proper shooting form from specific areas of the basketball court (jump-hooks, floater, 3 point shot).
- Demonstrate leadership by leading class in warm-up, conditioning or skill development drills.

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:** 03/05/2013

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

CITY

- Students will be able to perform a proper warm-up, cool down, and perform basic basketball skills... i.e.- passing, shooting, defensive stance, knowledge of rules...
- Upon completion of the course the student will be able to analyze, construct and operate offensive and defensive plays and strategies.

MESA

- Explain and keep various types of basketball statistics (free-Throw attempts, shot attempts, shooting percentage, rebounds
- Analyze proper shooting form from specific areas of the basketball court (jump-hooks, floater, 3 point shot).
- Demonstrate leadership by leading class in warm-up, conditioning or skill development drills.

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:** 11/21/2022

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

View Printable Version

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:** 176A
III. **Course Title:** Softball I
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:** SOFTBALL
VII. **Current Short Title:** Softball **Proposed Short Title:** Softball I
VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
IX. **Originating Campus:** CITY
X. **Action Proposed:** Course Revision (May Include Activation)
XI. **Distance Education Proposed At:** City and Mesa
XII. **Proposal Originating Date:** 11/30/2012
XIII. **Proposed Start Semester:** Fall 2014
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Provides instruction to develop the fundamental skills of softball.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 151.
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 151A + PHYE 151B = PHYE 151 EXSC 176A equivalent to PHYE 151 EXSC 176A will alleviate substandard work In 151
VI. **Additional Information:**
VII. **Additional Textbook Information:**

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Remove repeatability and create non-repeatable introductory skill level course. Renumber course and change subject indicator. Propose for UCTCA.
II. **How Does The Course Fit The College Mission?** 1. Transfer
III. **Current Transfer Options:** 1. UC Transfer Course List
IV. **Proposed College/District Purpose:** 1. Graduation Requirement 2. Major Requirement - Associate Degree
V. **Extraordinary Cost to the College:** None.
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Exercise Science
II. **Course Number:** 176A
III. **Course Title:** Softball I
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:** SOFTBALL
VII. **Current Short Title:** Softball 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:** City and Mesa
XII. **Proposal Originating Date:** 11/21/2022
XIII. **Proposed Start Semester:** Spring 2023
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Provides instruction to develop the fundamental skills of softball.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 151.
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 151A + PHYE 151B = PHYE 151 EXSC 176A equivalent to PHYE 151 EXSC 176A will alleviate substandard work In 151
VI. **Additional Information:** This course requires students to analyze specific variables and achieve student learning objectives and outcomes (related to softball strategy and play). 32 hours of activity are required (as a minimum) for specific physiological adaptations and development of these skill-related objectives and outcomes.
VII. **Additional Textbook Information:**

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:** .

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

UC Transfer Course:
Yes

REQUISITES ANALYSIS

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **CITY**
II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Discussion Board
at least 1 time during the semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings
as assigned
6. Individual Meetings
at least 1 time during the semester
7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

V. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply softball skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.
VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include 1) Electronic documentation of softball workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily softball skillsets, strategies, and/or techniques.
VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
VIII. **Audio Visual Library Materials:** NO
IX. **MESA**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Chat Rooms
As desired
3. Discussion Board
Weekly
4. Email/Message System
Frequent

UC Transfer Course:
Yes

REQUISITES ANALYSIS

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **CITY**
II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Discussion Board
at least 1 time during the semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings
as assigned
6. Individual Meetings
at least 1 time during the semester
7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

V. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply softball skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.
VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include 1) Electronic documentation of softball workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily softball skillsets, strategies, and/or techniques.
VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
VIII. **Audio Visual Library Materials:** NO
IX. **MESA**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Chat Rooms
As desired
3. Discussion Board
Weekly
4. Email/Message System
Frequent

5. Synchronous or Asynchronous Video
   Weekly
6. Telephone Contact
   As needed

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

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

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course the student will be able to execute throwing a softball using proper technique to maximize speed and distance.

MESA

- Analyze and demonstrate proper technique for basic softball skills.
- Upon completion of this course students will be able to improve cardiovascular endurance by 5%.
- On completion of this course students will be able to perform the softball skills of hitting and fielding at the appropriate levels; beginning, intermediate or advanced.
- Explain and demonstrate the use of basic softball terminology and signs.
- Demonstrate proper softball etiquette.
- Maintain and demonstrate the use of basic softball terminology and signs.

MIRAMAR

- Upon completion of the course the student will be able to execute throwing a softball using proper technique to maximize speed and distance. (176A)
- Upon completion of the course, the student will be able to be assess their swing technique. (176B)
- Upon completion of the course the student will be able to construct and implement a softball specific training and conditioning program. (176C)
- Upon completion of the course the student will be able to analyze and implement defensive plays. (176D)

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

5. Synchronous or Asynchronous Video
   Weekly
6. Telephone Contact
   As needed

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

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

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course the student will be able to execute throwing a softball using proper technique to maximize speed and distance.

MESA

- Analyze and demonstrate proper technique for basic softball skills.
- Upon completion of this course students will be able to improve cardiovascular endurance by 5%.
- On completion of this course students will be able to perform the softball skills of hitting and fielding at the appropriate levels; beginning, intermediate or advanced.
- Explain and demonstrate the use of basic softball terminology and signs.
- Demonstrate proper softball etiquette.
- Maintain and demonstrate the use of basic softball terminology and signs.

MIRAMAR

- Upon completion of the course the student will be able to execute throwing a softball using proper technique to maximize speed and distance. (176A)
- Upon completion of the course, the student will be able to be assess their swing technique. (176B)
- Upon completion of the course the student will be able to construct and implement a softball specific training and conditioning program. (176C)
- Upon completion of the course the student will be able to analyze and implement defensive plays. (176D)

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:** 02/07/2013
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

SECTION VI

CREDIT FOR PRIOR LEARNING

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:** 11/21/2022
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

View Printable Version

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:** 176B
III. **Course Title:** Softball II
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:** SOFTBALL
VII. **Current Short Title:** Softball II
VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
IX. **Originating Campus:** CITY
X. **Action Proposed:** New Course
XI. **Distance Education Proposed At:** City and Mesa
XII. **Proposal Originating Date:** 11/30/2012
XIII. **Proposed Start Semester:** Fall 2014
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Provides continued instruction to develop the beginning skills of softball.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Advisory: EXSC 176A 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:** Remove repeatability and create new beginning skill level non-repeatable course. Renumber course and change subject indicator. Propose for UCTCA.
II. **How Does The Course Fit The College Mission?** 1. Transfer
III. **Current Transfer Options:** 1. UC Transfer Course List
IV. **Proposed College/District Purpose:** 1. Graduation Requirement 2. Major Requirement - Associate Degree
V. **Extraordinary Cost to the College:** None.
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

UC Transfer Course:

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:** 176B
III. **Course Title:** Softball II
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:** SOFTBALL
VII. **Current Short Title:** Softball 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:** City and Mesa
XII. **Proposal Originating Date:** 11/21/2022
XIII. **Proposed Start Semester:** Spring 2023
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Provides continued instruction to develop the beginning skills of softball.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Advisory: EXSC 176A 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 softball strategy and play). 32 hours of activity are required (as a minimum) for specific physiological adaptations and development of these skill-related objectives and outcomes.
VII. **Additional Textbook Information:**

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:** .

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

UC Transfer Course:

Yes

REQUISITES ANALYSIS

Fundamentals of Softball

I. **Course: EXSC 176A** **Throw softball correctly**
II. **Course: EXSC 176A** **Field softball properly**
III. **Course: EXSC 176A** **Run bases properly**
IV. **Course: EXSC 176A** **Demonstrate proper technique swinging the bat**
V. **Course: EXSC 176A** **Implement offensive and defensive strategies during play**
VI. **Course: EXSC 176A** **Understand softball terminology.**
VII. **Course: EXSC 176A** **Recognize and understand basic rules of the game**

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **CITY**
II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Discussion Board
at least 1 time during the semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings
as assigned
6. Individual Meetings
at least 1 time during the semester
7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

V. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, electronic emails weekly demonstrating progress in class expectations, uploading or emailing of results from fitness tracking app, daily journaling, guided practices, and/or other assignments.
VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include 1) Electronic documentation of sport workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of regular attendance to a cardio routine verified by fitness app, fitness facility or similar fitness center (this documentation must be provided by either the app or the facility itself). Pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment as well as reflections on one's unique cardiovascular exercise regime. Analysis of electronic submissions of daily exercise routines.
VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
VIII. **Audio Visual Library Materials:** NO
IX. **MESA**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**

Yes

REQUISITES ANALYSIS

Fundamentals of Softball

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **CITY**
II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Discussion Board
at least 1 time during the semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings
as assigned
6. Individual Meetings
at least 1 time during the semester
7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

V. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, electronic emails weekly demonstrating progress in class expectations, uploading or emailing of results from fitness tracking app, daily journaling, guided practices, and/or other assignments.
VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include 1) Electronic documentation of sport workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of regular attendance to a cardio routine verified by fitness app, fitness facility or similar fitness center (this documentation must be provided by either the app or the facility itself). Pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment as well as reflections on one's unique cardiovascular exercise regime. Analysis of electronic submissions of daily exercise routines.
VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
VIII. **Audio Visual Library Materials:** NO
IX. **MESA**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Chat Rooms
As desired
3. Discussion Board
Weekly
4. Email/Message System

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
6. Telephone Contact
As needed

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

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

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course, the student will be able to be assess their swing technique.

MESA

- Upon successful completion of the course the student will be able to develop hitting, bunting, fielding, throwing skills in a game situation.
- Distinguish realistic goals as an individual and team for offense and defense.
- Explain healthy nutritional practices to lose weight and have endurance for a whole game.
- Lead group in proper warm up job, stretch, throw, 10-10-10.

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

Frequent
5. Synchronous or Asynchronous Video
Weekly
6. Telephone Contact
As needed

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

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

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course, the student will be able to be assess their swing technique.

MESA

- Upon successful completion of the course the student will be able to develop hitting, bunting, fielding, throwing skills in a game situation.
- Distinguish realistic goals as an individual and team for offense and defense.
- Explain healthy nutritional practices to lose weight and have endurance for a whole game.
- Lead group in proper warm up job, stretch, throw, 10-10-10.

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

Total Units: 0.5 - **1**
Lecture Hours Min: 0.00 **Max:** 0.00
Lab Hours Min: 32.00 **Max:** 54.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 32.00 **Max:**54.00
Outside-of-Class Hours Min: 0.00 **Max:**0.00
Total Student Learning Hours Min: 32.00 **Max:** 54.00
FTEF Lecture Min: 0.0000 **Max:**0.0000
FTEF Lab Min: 0.1333 **Max:**0.2000
FTEF Total Min: 0.1333 **Max:**0.2000

III. **Last Time Pre/Co Requisite Update:** 05/29/2019
IV. **Last Outline Revision Date:** 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

FTEF Lab Min: 0.1333 **Max:**0.2000
FTEF Total Min: 0.1333 **Max:**0.2000

III. **Last Time Pre/Co Requisite Update:** 11/21/2022
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

View Printable Version

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:** 176C
III. **Course Title:** Softball III
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:** SOFTBALL
VII. **Current Short Title:** Softball III
VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
IX. **Originating Campus:** CITY
X. **Action Proposed:** New Course
XI. **Distance Education Proposed At:** City and Mesa
XII. **Proposal Originating Date:** 11/30/2012
XIII. **Proposed Start Semester:** Fall 2014
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Provides instruction to develop the intermediate skills of softball.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Advisory: EXSC 176B 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:** Remove repeatability and create intermediate skill level non-repeatable courses. Rename course and change subject indicator. Propose for UCTCA.
II. **How Does The Course Fit The College Mission?** 1. Transfer
III. **Current Transfer Options:** 1. UC Transfer Course List
IV. **Proposed College/District Purpose:** 1. Graduation Requirement 2. Major Requirement - Associate Degree
V. **Extraordinary Cost to the College:** N/A.
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

UC Transfer Course:

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:** 176C
III. **Course Title:** Softball III
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:** SOFTBALL
VII. **Current Short Title:** Softball 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:** City and Mesa
XII. **Proposal Originating Date:** 11/21/2022
XIII. **Proposed Start Semester:** Spring 2023
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Provides instruction to develop the intermediate skills of softball.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Advisory: EXSC 176B 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 softball strategy and play). 32 hours of activity are required (as a minimum) for specific physiological adaptations and development of these skill-related objectives and outcomes.
VII. **Additional Textbook Information:** Textbooks listed are current. Manual is updated.

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:** N/A.
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

Yes

REQUISITES ANALYSIS

Basic Softball Skills

I.	**Course: EXSC 176B**	**Throw softball correctly**
II.	**Course: EXSC 176B**	**Field ground balls and fly balls properly**
III.	**Course: EXSC 176B**	**Run bases properly**
IV.	**Course: EXSC 176B**	**Demonstrate proper technique swinging the bat**
V.	**Course: EXSC 176B**	**Implement intermediate offensive and defensive strategies during play**
VI.	**Course: EXSC 176B**	**Understand and recite softball terminology**
VII.	**Course: EXSC 176B**	**Recognize and understand basic rules of the game**
VIII.	**Course: EXSC 176B**	**Score for a softball game**

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **CITY**
II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Discussion Board
at least 1 time during semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings
as assigned
6. Individual Meetings
at least 1 time during the semester
7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

V. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply softball skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.

VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include 1) Electronic documentation of softball workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily softball skillsets, strategies, and/or techniques.

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

VIII. **Audio Visual Library Materials:** NO
IX. **MESA**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Basic Softball Skills

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **CITY**
II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Discussion Board
at least 1 time during semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings
as assigned
6. Individual Meetings
at least 1 time during the semester
7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

V. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply softball skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.

VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include 1) Electronic documentation of softball workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily softball skillsets, strategies, and/or techniques.

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

VIII. **Audio Visual Library Materials:** NO
IX. **MESA**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Chat Rooms
As desired
3. Discussion Board
Weekly

XI. **Other Distance Education Methods:**

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

1. Announcements
   As needed
2. Chat Rooms
   As desired
3. Discussion Board
   Weekly
4. Email/Message System
   Frequent
5. Synchronous or Asynchronous Video
   Weekly
6. Telephone Contact
   As needed

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

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

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course the student will be able to construct and implement a softball specific training and conditioning program.

MESA

- Organize appropriate drills to improve individual skills to accomplish their offensive and defensive goals.
- Upon completion of this course know the different bunts. Sacrifice, bunt for a hit, push bunt Safety squeeze and straight squeeze.
- Explain proper mechanics and terms used on the Softball field.

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

4. Email/Message System
   Frequent
5. Synchronous or Asynchronous Video
   Weekly
6. Telephone Contact
   As needed

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

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

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course the student will be able to construct and implement a softball specific training and conditioning program.

MESA

- Organize appropriate drills to improve individual skills to accomplish their offensive and defensive goals.
- Upon completion of this course know the different bunts. Sacrifice, bunt for a hit, push bunt Safety squeeze and straight squeeze.
- Explain proper mechanics and terms used on the Softball field.

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

II. **Lab Units:** 0.50 - 1.00
Total Units: 0.5 **- 1**
Lecture Hours Min: 0.00 **Max:** 0.00
Lab Hours Min: 32.00 **Max:** 54.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 32.00 **Max:**54.00
Outside-of-Class Hours Min: 0.00 **Max:**0.00
Total Student Learning Hours Min: 32.00 **Max:** 54.00
FTEF Lecture Min: 0.0000 **Max:**0.0000
FTEF Lab Min: 0.1333 **Max:**0.2000
FTEF Total Min: 0.1333 **Max:**0.2000
III. **Last Time Pre/Co Requisite Update:** 05/29/2019
IV. **Last Outline Revision Date:** 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

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:** 11/21/2022
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

View Printable Version

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:** 176D
III. **Course Title:** Softball IV
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:** SOFTBALL
VII. **Current Short Title:** Softball IV
VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
IX. **Originating Campus:** CITY
X. **Action Proposed:** New Course
XI. **Distance Education Proposed At:** City and Mesa
XII. **Proposal Originating Date:** 11/30/2012
XIII. **Proposed Start Semester:** Fall 2014
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Provides instruction in the advanced skills and strategies of softball.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Advisory: EXSC 176C 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:** Remove repeatablility and create new advanced level non-repeatable course. Renumber course and change subject indicator. Propose for UCTCA.
II. **How Does The Course Fit The College Mission?** 1. Transfer
III. **Current Transfer Options:** 1. UC Transfer Course List
IV. **Proposed College/District Purpose:** 1. Graduation Requirement 2. Major Requirement - Associate Degree
V. **Extraordinary Cost to the College:** N/A.
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

UC Transfer Course:

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:** 176D
III. **Course Title:** Softball IV
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:** SOFTBALL
VII. **Current Short Title:** Softball 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:** City and Mesa
XII. **Proposal Originating Date:** 11/21/2022
XIII. **Proposed Start Semester:** Spring 2023
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Provides instruction in the advanced skills and strategies of softball.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Advisory: EXSC 176C 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 softball strategy and play). 32 hours of activity are required (as a minimum) for specific physiological adaptations and development of these skill-related objectives and outcomes.
VII. **Additional Textbook Information:** Textbooks listed are current. Manual is updated.

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:** N/A.
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

Yes

REQUISITES ANALYSIS

Intermediate Softball Skills

I.	**Course: EXSC 176C**	**Demonstrate various softball throwing techniques**
II.	**Course: EXSC 176C**	**Develop range fielding ground balls and fly balls**
III.	**Course: EXSC 176C**	**Implement baserunning strategies**
IV.	**Course: EXSC 176C**	**Understand hitting contact points**
V.	**Course: EXSC 176C**	**Implement intermediate offensive and defensive strategies during play**
VI.	**Course: EXSC 176C**	**Recite softball terminology**
VII.	**Course: EXSC 176C**	**Recognize and recall basic rules of the game**
VIII.	**Course: EXSC 176C**	**Score for a softball game**
IX.	**Course: EXSC 176C**	**Officiate a softball game**

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **CITY**
II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Discussion Board
at least 1 time during the semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings
as assigned
6. Individual Meetings
at least 1 time during the semester
7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

V. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply softball skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.

VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include 1) Electronic documentation of softball workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily softball skillsets, strategies, and/or techniques.

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

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

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Intermediate Softball Skills

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **CITY**
II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Discussion Board
at least 1 time during the semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings
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7. Individualized Assignment Feedback
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8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
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VIII. **Audio Visual Library Materials:** NO
IX. **MESA**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Chat Rooms
As desired
3. Discussion Board
Weekly

X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Chat Rooms
As desired
3. Discussion Board
Weekly
4. Email/Message System
Frequent
5. Synchronous or Asynchronous Video
Weekly
6. Telephone Contact
As needed

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

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

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course the student will be able to analyze and implement defensive plays.

MESA

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 0835.00 Physical Education
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25):
Course Support Course Status (CB26):
Major Restriction Code: NONE

II. **Lab Units:** 0.50 - 1.00
Total Units: 0.5 **- 1**
Lecture Hours Min: 0.00 **Max:** 0.00
Lab Hours Min: 32.00 **Max:** 54.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 32.00 **Max:**54.00
Outside-of-Class Hours Min: 0.00 **Max:**0.00
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:** 11/21/2022

IV. **Last Outline Revision Date:** 03/14/2013

V. **CIC Approval:**

VI. **BOT Approval:**

4. Email/Message System
Frequent
5. Synchronous or Asynchronous Video
Weekly
6. Telephone Contact
As needed

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

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

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course the student will be able to analyze and implement defensive plays.

MESA

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 0835.00 Physical Education
SAM Code: E - Non Occupational
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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:** 11/21/2022

IV. **Last Outline Revision Date:** 03/14/2013

V. **CIC Approval:**

VI. **BOT Approval:**

Outside-of-Class Hours Min: 0.00 **Max:**0.00
Total Student Learning Hours Min: 32.00 **Max:** 54.00
FTEF Lecture Min: 0.0000 **Max:**0.0000
FTEF Lab Min: 0.1333 **Max:**0.2000
FTEF Total Min: 0.1333 **Max:**0.2000

III. **Last Time Pre/Co Requisite Update:** 05/29/2019
IV. **Last Outline Revision Date:** 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

VII. **State Approval:**
VIII. **Revised State Approval:**
IX. **Course Approval Effective Date:**

SECTION VI

CREDIT FOR PRIOR LEARNING

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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:** 204
III. **Course Title:** Intercollegiate Basketball I
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:**
VII. **Current Short Title:** Intercollegiate Basketball I
VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
IX. **Originating Campus:** CITY
X. **Action Proposed:** Course Revision (May Include Activation)
XI. **Distance Education Proposed At:** Mesa and City
XII. **Proposal Originating Date:** 10/18/2011
XIII. **Proposed Start Semester:** Fall 2014
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Designed for the first season of intercollegiate competition.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 204
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 2 time(s)
V. **Course Equivalency:** Yes
EXSC 204 equivalent to PHYE 204
VI. **Additional Information:**
VII. **Additional Textbook Information:** Textbooks listed are latest editions

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Update textbooks, update student learning outcomes and course outline and update advisories, change course to grade only, proposed for UCTCA. (Course revision is for six year review.)
II. **How Does The Course Fit The College Mission?**
III. **Current Transfer Options:** 1. UC Transfer Course List
IV. **Proposed College/District Purpose:** 1. Graduation Requirement
V. **Extraordinary Cost to the College:**
Equipment
.
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Exercise Science
II. **Course Number:** 204
III. **Course Title:** Intercollegiate Basketball I
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:**
VII. **Current Short Title:** Intercollegiate Basketball 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:** 11/20/2022
XIII. **Proposed Start Semester:** Spring 2023
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Designed for the first season of intercollegiate competition.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 204
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 2 time(s)
V. **Course Equivalency:** Yes EXSC 204 equivalent to PHYE 204
VI. **Additional Information:**
VII. **Additional Textbook Information:** Textbooks listed are current. Manuals were updated

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Six-year review: 1) review course and 2) update textbooks (Course revision is for six year review.)
II. **How Does The Course Fit The College Mission?**
III. **Current Transfer Options:** 1. UC Transfer Course List
IV. **Proposed College/District Purpose:** 1. Graduation Requirement
V. **Extraordinary Cost to the College:** Equipment.
VI. **Library Resource Materials:** .

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:** This course will be offered in compliance with California Community College Athletic Association guidelines.
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Chat Rooms
As needed
3. Discussion Board
Weekly
4. Email/Message System
Frequent
5. Synchronous or Asynchronous Video
At least 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
IX. **CITY**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
at least three times during the semester
5. Email/Message System
as needed
6. Field Trips
as assigned
7. Group Meetings
guided basketball workout sessions may be offered on a regular basis
8. Individual Meetings
as needed

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:** This course will be offered in compliance with California Community College Athletic Association guidelines.
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Chat Rooms
As needed
3. Discussion Board
Weekly
4. Email/Message System
Frequent
5. Synchronous or Asynchronous Video
At least 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
IX. **CITY**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
at least three times during the semester
5. Email/Message System
as needed
6. Field Trips
as assigned
7. Group Meetings
guided basketball workout sessions may be offered on a regular basis
8. Individual Meetings
as needed
9. Individualized Assignment Feedback

9. Individualized Assignment Feedback
as assigned
10. Synchronous or Asynchronous Video
guided basketball workout sessions may be offered on a regular basis
11. Telephone Contact
as needed

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

XIV. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include documentation of a regular basketball cardio routine, reflective journal entries on one's unique exercise regime, and/or analysis of basketball skill sets, strategies, and/or techniques. Additional measures may include documentation of basketball 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

as assigned
10. Synchronous or Asynchronous Video
guided basketball workout sessions may be offered on a regular basis
11. Telephone Contact
as needed

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

XIV. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include documentation of a regular basketball cardio routine, reflective journal entries on one's unique exercise regime, and/or analysis of basketball skill sets, strategies, and/or techniques. Additional measures may include documentation of basketball 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

XVII. **MIRAMAR**

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

XIX. **Other Distance Education Methods:** This course will be offered in compliance with California Community College Athletic Association guidelines.

XX. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
Announcements weekly.
Participant/s: Faculty to Student/s
2. Chat Rooms
Chat Rooms, ss needed
Participant/s: Faculty to Student/s , Among Students
3. Discussion Board
Discussion Board Weekly (student-student and faculty-student interaction)
Participant/s: Faculty to Student/s , Among Students
4. Other (enter details in Frequency field)
Email/Message System (Frequently).
Participant/s: Faculty to Student/s , Among Students
5. Synchronous or Asynchronous Video
Synchronous or Asynchronous Weekly Video.
Participant/s: Faculty to Student/s
6. Telephone Contact
Telephone Contact, as needed
Participant/s: Faculty to Student/s

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course, the student will be able to identify and execute good shot selection based on criterion including two feet in the paint and/or an uncontested perimeter shot.

MESA

- Analyze individual offensive and defensive play during drills, exercises, practices and competition.
- Explain and apply proper basketball safety practices including use and care of equipment.
- Demonstrate the ability to work well with others in the team concept through drills, exercises, practices and competitions.
- Demonstrate during intercollegiate basketball games the students ability to understand the principles of good sportsmanship and healthy values toward competition.
- Students will be able to demonstrate skills necessary to compete successfully at the intercollegiate level.

MIRAMAR

- Upon completion of the course, the student will be able to identify and execute good shot selection based on criterion including two feet in the paint and/or an uncontested perimeter shot.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 0835.50 Intercollegiate Athletics
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25):
Course Support Course Status (CB26):
Major Restriction Code: NONE

II. **Lab Units:** 2.00 - 3.50
Total Units: 2 **- 3.5**
Lecture Hours Min: 0.00 **Max:** 0.00
Lab Hours Min: 96.00 **Max:** 175.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 96.00 **Max:**175.00
Outside-of-Class Hours Min: 0.00 **Max:**0.00
Total Student Learning Hours Min: 96.00 **Max:** 175.00
FTEF Lecture Min: 0.0000 **Max:** 0.0000
FTEF Lab Min: 0.4000 **Max:** 0.7000
FTEF Total Min: 0.4000 **Max:** 0.7000

III. **Last Time Pre/Co Requisite Update:** 01/30/2013

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

SECTION VI

CREDIT FOR PRIOR LEARNING

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course, the student will be able to identify and execute good shot selection based on criterion including two feet in the paint and/or an uncontested perimeter shot.

MESA

- Analyze individual offensive and defensive play during drills, exercises, practices and competition.
- Explain and apply proper basketball safety practices including use and care of equipment.
- Demonstrate the ability to work well with others in the team concept through drills, exercises, practices and competitions.
- Demonstrate during intercollegiate basketball games the students ability to understand the principles of good sportsmanship and healthy values toward competition.
- Students will be able to demonstrate skills necessary to compete successfully at the intercollegiate level.

MIRAMAR

- Upon completion of the course, the student will be able to identify and execute good shot selection based on criterion including two feet in the paint and/or an uncontested perimeter shot.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 0835.50 Intercollegiate Athletics
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
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:** 2.00 - 3.50
Total Units: 2 **- 3.5**
Lecture Hours Min: 0.00 **Max:** 0.00
Lab Hours Min: 96.00 **Max:** 175.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 96.00 **Max:**175.00
Outside-of-Class Hours Min: 0.00 **Max:**0.00
Total Student Learning Hours Min: 96.00 **Max:** 175.00
FTEF Lecture Min: 0.0000 **Max:** 0.0000
FTEF Lab Min: 0.4000 **Max:** 0.7000
FTEF Total Min: 0.4000 **Max:** 0.7000

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

View Printable Version

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:** 205
III. **Course Title:** Intercollegiate Basketball II
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:**
VII. **Current Short Title:** Intercollegiate Basketball II
VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
IX. **Originating Campus:** CITY
X. **Action Proposed:** Course Revision (May Include Activation)
XI. **Distance Education Proposed At:** City and Mesa
XII. **Proposal Originating Date:** 03/14/2011
XIII. **Proposed Start Semester:** Fall 2014
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Designed for the second season of intercollegiate competition.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 205
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 2 time(s)
V. **Course Equivalency:** Yes
EXSC 205 equivalent to PHYE 205
VI. **Additional Information:**
VII. **Additional Textbook Information:** Textbooks listed are latest editions

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** six year review, update textbooks, update student learning objectives, add advisories, proposed for UCTCA and change course to grade only. (Course revision is for six year review.)
II. **How Does The Course Fit The College Mission?**
III. **Current Transfer Options:** 1. UC Transfer Course List
IV. **Proposed College/District Purpose:** 1. Graduation Requirement
V. **Extraordinary Cost to the College:**
Equipment
.
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Exercise Science
II. **Course Number:** 205
III. **Course Title:** Intercollegiate Basketball II
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:**
VII. **Current Short Title:** Intercollegiate Basketball 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:** City and 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:** Designed for the second season of intercollegiate competition.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 205
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 2 time(s)
V. **Course Equivalency:** Yes EXSC 205 equivalent to PHYE 205
VI. **Additional Information:**
VII. **Additional Textbook Information:** Textbooks listed are current. Manuals were updated

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Six year review: 1) review course and 2) update textbooks. (Course revision is for six year review.)
II. **How Does The Course Fit The College Mission?**
III. **Current Transfer Options:** 1. UC Transfer Course List
IV. **Proposed College/District Purpose:** 1. Graduation Requirement
V. **Extraordinary Cost to the College:** Equipment.
VI. **Library Resource Materials:** .

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:** This course will be offered in compliance with California Community College Athletic Association guidelines.
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Chat Rooms
As needed
3. Discussion Board
Weekly
4. Email/Message System
As needed
5. Synchronous or Asynchronous Video
At least 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
IX. **CITY**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
at least three times during the term
5. Email/Message System
as needed
6. Field Trips
as assigned
7. Group Meetings
guided basketball workout sessions may be offered on a regular basis
8. Individual Meetings
as needed

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:** This course will be offered in compliance with California Community College Athletic Association guidelines.
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Chat Rooms
As needed
3. Discussion Board
Weekly
4. Email/Message System
As needed
5. Synchronous or Asynchronous Video
At least 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
IX. **CITY**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
at least three times during the term
5. Email/Message System
as needed
6. Field Trips
as assigned
7. Group Meetings
guided basketball workout sessions may be offered on a regular basis
8. Individual Meetings
as needed
9. Individualized Assignment Feedback

9. Individualized Assignment Feedback
as assigned
10. Synchronous or Asynchronous Video
guided basketball workout sessions may be offered on a regular basis
11. Telephone Contact
as needed

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

XIV. How to Evaluate Students for Achieved Outcomes: Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include documentation of a regular basketball cardio routine, reflective journal entries on one's unique exercise regime, and/or analysis of basketball skill sets, strategies, and/or techniques. Additional measures may include documentation of basketball 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

as assigned
10. Synchronous or Asynchronous Video
guided basketball workout sessions may be offered on a regular basis
11. Telephone Contact
as needed

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

XIV. How to Evaluate Students for Achieved Outcomes: Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include documentation of a regular basketball cardio routine, reflective journal entries on one's unique exercise regime, and/or analysis of basketball skill sets, strategies, and/or techniques. Additional measures may include documentation of basketball 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

XVII. MIRAMAR

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

XIX. Other Distance Education Methods: This course will be offered in compliance with California Community College Athletic Association guidelines.

XX. Type and frequency of contact may include, but is not limited to:
1. Announcements
Announcements weekly.
Participant/s: Faculty to Student/s
2. Chat Rooms
As needed
Participant/s: Faculty to Student/s
3. Discussion Board
Weekly (student-student and faculty-student interaction).
Participant/s: Faculty to Student/s , Among Students
4. Other (enter details in Frequency field)
Emails/Messaging (frequently)
Participant/s: Faculty to Student/s , Among Students
5. Synchronous or Asynchronous Video
Weekly.
Participant/s: Faculty to Student/s , Among Students
6. Telephone Contact
As needed
Participant/s: Faculty to Student/s

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course, the student will be able to display and operate a proficient knowledge of defensive strategy physically and mentally.

MESA

- Analyze team offensive and defensive play during competition.
- Report to coaches individual strengths and weaknesses based on performance in basketball games.
- Students will demonstrate a healthy attitude toward intercollegiate competition including adherence to sport and governing body rules and regulations.
- Students will be able to demonstrate skills necessary to compete successfully at the intercollegiate level.
- Demonstrate an increase in cardiovascular endurance and overall basketball fitness.

MIRAMAR

- Ability to perform these systems in game competition and simulationâ€"Offensive/Defensive/Communication. EXSC 204/205 classes included.
- Ability to perform and communicate these five absolutes in a simulated game and competition skills. Consisting of 1-on-1, 2-on-2, 3-on-3, 4-on-4, and 5-on-5 situations. EXSC 204/205 classes included.
- Ability to sustain the four principles of a good practice in warm-up/game situation drills/and cool down. EXSC 204/205 classes included.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 0835.50 Intercollegiate Athletics
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25):
Course Support Course Status (CB26):
Major Restriction Code: NONE

II. **Lab Units:** 2.00 - 3.50
Total Units: 2 **- 3.5**
Lecture Hours Min: 0.00 **Max:** 0.00
Lab Hours Min: 96.00 **Max:** 175.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 96.00 **Max:**175.00
Outside-of-Class Hours Min: 0.00 **Max:**0.00
Total Student Learning Hours Min: 96.00 **Max:** 175.00
FTEF Lecture Min: 0.0000 **Max:** 0.0000
FTEF Lab Min: 0.4000 **Max:** 0.7000
FTEF Total Min: 0.4000 **Max:** 0.7000

III. **Last Time Pre/Co Requisite Update:** 01/30/2013

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

SECTION VI

CREDIT FOR PRIOR LEARNING

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course, the student will be able to display and operate a proficient knowledge of defensive strategy physically and mentally.

MESA

- Analyze team offensive and defensive play during competition.
- Report to coaches individual strengths and weaknesses based on performance in basketball games.
- Students will demonstrate a healthy attitude toward intercollegiate competition including adherence to sport and governing body rules and regulations.
- Students will be able to demonstrate skills necessary to compete successfully at the intercollegiate level.
- Demonstrate an increase in cardiovascular endurance and overall basketball fitness.

MIRAMAR

- Ability to perform these systems in game competition and simulationâ€"Offensive/Defensive/Communication. EXSC 204/205 classes included.
- Ability to perform and communicate these five absolutes in a simulated game and competition skills. Consisting of 1-on-1, 2-on-2, 3-on-3, 4-on-4, and 5-on-5 situations. EXSC 204/205 classes included.
- Ability to sustain the four principles of a good practice in warm-up/game situation drills/and cool down. EXSC 204/205 classes included.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 0835.50 Intercollegiate Athletics
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
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:** 2.00 - 3.50
Total Units: 2 **- 3.5**
Lecture Hours Min: 0.00 **Max:** 0.00
Lab Hours Min: 96.00 **Max:** 175.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 96.00 **Max:**175.00
Outside-of-Class Hours Min: 0.00 **Max:**0.00
Total Student Learning Hours Min: 96.00 **Max:** 175.00
FTEF Lecture Min: 0.0000 **Max:** 0.0000
FTEF Lab Min: 0.4000 **Max:** 0.7000
FTEF Total Min: 0.4000 **Max:** 0.7000

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

View Printable Version

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 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

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

View Printable Version

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Mathematics
II. **Course Number:** 118
III. **Course Title:** Math for the Liberal Arts Student
IV. **Disciplines (Instructor Minimum Qualifications):** Mathematics
V.
VI. **Family:**
VII. **Current Short Title:** Math for Liberal Arts
VIII. **Course Is Active/Where?** CITY , MESA AND MIRAMAR
IX. **Originating Campus:** MIRAMAR
X. **Action Proposed:** Course Activation (Currently active at another college)
XI. **Distance Education Proposed At:**
XII. **Proposal Originating Date:** 10/17/2018
XIII. **Proposed Start Semester:** Fall 2020
XIV. **Field Trip:** May be required
XV. **Grading Option:** Letter Grade or Pass/No Pass Option
XVI. **Current Short Description:** Focuses on logical reasoning, quantitative literacy, problem solving and their applications.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Prerequisite: MATH 96 with a grade of "C" or better, or equivalent. Intended to establish communication or computational skills or Milestone M50
or Prerequisite: MATH 92 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence or Milestone M40
or Prerequisite: MATH 109 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence or Assessment Skill Level M50
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:** Activation of course at Miramar to provide additional math GE pathway.
II. **How Does The Course Fit The College Mission?** 1. Transfer
III. **Current Transfer Options:** 1. CSU General Education
IV. **Proposed College/District Purpose:** 1. District general education
V. **Extraordinary Cost to the College:** None.
VI. **Library Resource Materials:** .

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Mathematics
II. **Course Number:** 118
III. **Course Title:** Math for the Liberal Arts Student
IV. **Disciplines (Instructor Minimum Qualifications):** Mathematics
V.
VI. **Family:**
VII. **Current Short Title:** Math for Liberal Arts
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:** 07/01/2022
XIII. **Proposed Start Semester:** Fall 2024
XIV. **Field Trip:** May be required
XV. **Grading Option:** Letter Grade or Pass/No Pass Option
XVI. **Current Short Description:** Focuses on logical reasoning, quantitative literacy, problem solving and their applications.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Prerequisite: MATH 96 with a grade of "C" or better, or equivalent. Intended to establish communication or computational skills or Milestone M50
or Prerequisite: MATH 92 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence or Milestone M40
or Prerequisite: MATH 109 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence or Assessment Skill Level M50 or students with a milestone M30 must enroll in MATH 118X (Mathematics 118 and Mathematics 15B learning community).
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:** Course revision for Math 118 to include language to facilitate combining two courses as an LCOM to provide support. The language would be â€œor students with a milestone M30 must enroll in MATH 118X (Mathematics 118 and Mathematics 15B learning community).â€
II. **How Does The Course Fit The College Mission?** 1. Transfer
III. **Current Transfer Options:** 1. CSU General Education
IV. **Proposed College/District Purpose:** 1. District general education
V. **Extraordinary Cost to the College:** None.
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

CSU General Education:
B4 Area B. Scientific Inquiry and Quantitative Reasoning - Mathematics/Quantitative Reasoning

District General Education:
A2 Language and Rationality - Communication & Analytical Thinking

REQUISITES ANALYSIS

Operations with rational expressions and solving rational equations.

I. **Course: MATH 109 Perform algebraic operations to simplify polynomials and rational expressions.**
II. **Course: MATH 092 Perform the basic arithmetic operations with rational expressions.**

Operations with radical expressions and solve radical equations.

I. **Course: MATH 096 Simplify and perform basic arithmetic operations on radical expressions in both radical and exponential form and solve radical equations.**
II. **Course: MATH 109 Apply exponential rules to simplify radical functions.**

Operations with complex numbers.

I. **Course: MATH 096 Perform basic arithmetic operations with complex numbers.**

Apply the appropriate surface area and volume formulas for three dimensional objects.

I. **Course: MATH 096 Identify three-dimensional geometric figures and apply the appropriate surface area and volume formulas.**

Apply exponential and logarithmic functions to solve a variety of application problems.

I. **Course: MATH 109 Analyze various types of functions.**
II. **Course: MATH 092 Solve exponential and logarithmic equations and applications.**
III. **Course: MATH 096 Use the properties of and relationship between exponential and logarithmic functions to solve a variety of application problems.**

Demonstrate the ability to read and comprehend college-level texts and reference materials.

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.**

Write coherent college-level research papers that demonstrate adequate research.

I. **Course: ENGL 101 Compose a variety of essays that demonstrate increasing familiarity with and expertise in academic writing.**
II. **Course: ENGL 101 Select a variety of research strategies using appropriate documentation.**

Write clear and coherent short essay answers to examination questions.

I. **Course: ENGL 101 Apply critical thinking in reading, writing, and class discussion.**

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **MESA**
II. **Distance Education Methods of Instruction:** 1. On-line course
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**
1. Chat Rooms
bi-weekly or as determined by the instructor.
2. E-mail
bi-weekly or as determined by the instructor.
3. Group Meetings
weekly or as determined by the instructor.

GENERAL EDUCATION ANALYSIS

CSU General Education:
B4 Area B. Scientific Inquiry and Quantitative Reasoning - Mathematics/Quantitative Reasoning

District General Education:
A2 Language and Rationality - Communication & Analytical Thinking

REQUISITES ANALYSIS

Operations with rational expressions and solving rational equations.

I. **Course: MATH 109 Perform algebraic operations to simplify polynomials and rational expressions.**
II. **Course: MATH 92 Perform the basic arithmetic operations with rational expressions.**
III. **Course: MATH 96 Perform basic algebra with functions, determine whether a function is one-to-one and find the inverse of a one-to-one function.**

Operations with radical expressions and solve radical equations.

I. **Course: MATH 92 Perform the basic arithmetic operations with real numbers using exponents and the appropriate order of operations.**
II. **Course: MATH 96 Simplify and perform basic arithmetic operations on radical expressions in both radical and exponential form and solve radical equations.**
III. **Course: MATH 109 Apply exponential rules to simplify radical functions.**

Operations with complex numbers.

I. **Course: MATH 92 Perform the basic arithmetic operations with real numbers using exponents and the appropriate order of operations.**
II. **Course: MATH 109 Perform algebraic operations to simplify polynomials and rational expressions.**
III. **Course: MATH 92 Solve quadratic equations by factoring and use of the quadratic formula.**
IV. **Course: MATH 96 Perform basic arithmetic operations with complex numbers.**
V. **Course: MATH 109 Apply algebraic methods to manipulate nonlinear functions.**
VI. **Course: MATH 96 Solve quadratic equations including those having complex number solutions.**

Apply the appropriate surface area and volume formulas for three dimensional objects.

I. **Course: MATH 92 Perform the basic arithmetic operations with real numbers using exponents and the appropriate order of operations.**
II. **Course: MATH 109 Analyze and interpret mathematical definitions, as well as logical implications in theorems and postulates.**
III. **Course: MATH 109 Apply algebraic methods to manipulate nonlinear functions.**
IV. **Course: MATH 96 Identify three-dimensional geometric figures and apply the appropriate surface area and volume formulas.**

Apply exponential and logarithmic functions to solve a variety of application problems.

I. **Course: MATH 109 Apply exponential rules to simplify radical functions.**
II. **Course: MATH 96 Simplify and perform basic arithmetic operations on radical expressions in both radical and exponential form and solve radical equations.**
III. **Course: MATH 92 Solve exponential and logarithmic equations and applications.**
IV. **Course: MATH 96 Use the properties of and relationship between exponential and logarithmic functions to solve a variety of application problems.**

Demonstrate the ability to read and comprehend college-level texts and reference materials.

I. **Course: MATH 109 Interpret and implement logic rules in analyzing and simplifying logical statements.**
II. **Course: MATH 92 Perform the basic arithmetic operations with real numbers using exponents and the appropriate order of operations.**
III. **Course: MATH 109 Analyze and interpret mathematical definitions, as well as logical implications in theorems and postulates.**
IV. **Course: MATH 109 Analyze various types of functions.**
V. **Course: MATH 96 Solve systems of linear equations in three variables using a variety of methods, including matrices.**
VI. **Course: MATH 96 Create graphs of systems of linear inequalities in two variables and determine the solution set.**

4. Orientation Sessions
once on campus or as determined by the instructor.
5. Telephone Contact
weekly or as determined by the instructor.
6. Threaded Conferencing
weekly or as determined by the instructor.

V. **List of Techniques:** The student and instructor will be able to communicate through email, discussion board, and chat rooms. These communication links will make this course similar to a traditional course. Messages will be given to students through the calendar and the message board. in addition students may be provided sample quizzes and exams with solutions to problems. Students may have restricted access to complete their assignments, quizzes and exams. Students may also be required to fax the instructor their written responses to questions that can not be answered electronically.

VI. **How to Evaluate Students for Achieved Outcomes:** Students will be given tests compatible to those taken by students in a traditional Math 118 course. Students will be given chapter tests as well as a comprehensive final. Final exam must be taken on campus. For the students who can not attend the on campus final, for a valid reason, the final should be taken through a pre-arranged proctoring service.

VII. **Additional Resources/Materials/Information:** Videos and a math tutorial may be provided online so students can see the subject matter taught and they can practice problem solving. E-mails daily or as determined by the instructor. Orientation sessions once on campus during the first week of the semester. Voice mail as determined by the instructor. Chat rooms as determined by the instructor. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). 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. On-line course

XI. **Other Distance Education Methods:** Requests for technology accomodations will be met by working with the Adaptive Technology Specialist.

XII. **Type and frequency of contact may include, but is not limited to:**
1. Chat Rooms
as needed
2. E-mail
as needed.
3. Orientation Sessions
as needed.
4. Telephone Contact
as needed.
5. Threaded Conferencing
as needed.
6. Voice Mail
as needed.

XIII. **List of Techniques:** The student and instructor will be able to communicate through email, discussion board, and chat rooms. These communication links will make this course similar to a traditional course. Messages will be given to students through the calendar and the message board. In addition, students may be provided sample quizzes and exams with solutions to problems. Students may have restricted access to complete their assignments, quizzes and exams. Students may also be required to fax the instructor their written responses to questions that cannot be answered electronically.

XIV. **How to Evaluate Students for Achieved Outcomes:** Students will be given tests compatible to those taken by students in a traditional Math 118 course. Students will be given chapter tests as well as a comprehensive final. Final exam must be taken on campus. For the students who cannot attend the on campus final, for a valid reason, the final should be taken through a pre-arranged proctoring service.

XV. **Additional Resources/Materials/Information:** Videos and a math tutorial may be provided online so students can see the subject matter taught and they can practice problem solving. E-mails daily or as determined by the instructor. Orientation sessions once on campus during the first week of the semester. Voice mail as determined by the instructor. Chat rooms as determined by the instructor. Requests for technology accommodations wil be met by working with 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).

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. Chat Rooms
as assigned

VII. **Course: MATH 96 Simplify and perform basic arithmetic operations on radical expressions in both radical and exponential form and solve radical equations.**

Write coherent college-level research papers that demonstrate adequate research.

I. **Course: MATH 109 Interpret and implement logic rules in analyzing and simplifying logical statements.**
II. **Course: MATH 92 Perform the basic arithmetic operations with real numbers using exponents and the appropriate order of operations.**
III. **Course: MATH 96 Solve systems of linear equations in three variables using a variety of methods, including matrices.**

Write clear and coherent short essay answers to examination questions.

I. **Course: MATH 109 Demonstrate knowledge of properties of graphs, including continuity, average rates of change, asymptotes, and extrema.**
II. **Course: MATH 92 Apply the correct notation when identifying, simplifying and using arithmetic and geometric series and sequences.**
III. **Course: MATH 96 Identify three-dimensional geometric figures and apply the appropriate surface area and volume formulas.**

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **MESA**

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
bi-weekly or as determined by the instructor.
2. E-mail
bi-weekly or as determined by the instructor.
3. Group Meetings
weekly or as determined by the instructor.
4. Orientation Sessions
once on campus or as determined by the instructor.
5. Telephone Contact
weekly or as determined by the instructor.
6. Threaded Conferencing
weekly or as determined by the instructor.

V. **List of Techniques:** The student and instructor will be able to communicate through email, discussion board, and chat rooms. These communication links will make this course similar to a traditional course. Messages will be given to students through the calendar and the message board. in addition students may be provided sample quizzes and exams with solutions to problems. Students may have restricted access to complete their assignments, quizzes and exams. Students may also be required to fax the instructor their written responses to questions that can not be answered electronically.

VI. **How to Evaluate Students for Achieved Outcomes:** Students will be given tests compatible to those taken by students in a traditional Math 118 course. Students will be given chapter tests as well as a comprehensive final. Final exam must be taken on campus. For the students who can not attend the on campus final, for a valid reason, the final should be taken through a pre-arranged proctoring service.

VII. **Additional Resources/Materials/Information:** Videos and a math tutorial may be provided online so students can see the subject matter taught and they can practice problem solving. E-mails daily or as determined by the instructor. Orientation sessions once on campus during the first week of the semester. Voice mail as determined by the instructor. Chat rooms as determined by the instructor. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). 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. On-line course

XI. **Other Distance Education Methods:** Requests for technology accomodations will be met by working with the Adaptive Technology Specialist.

XII. **Type and frequency of contact may include, but is not limited to:**
1. Chat Rooms
as needed
2. E-mail

2. E-mail
   weekly
3. Group Meetings
   as assigned
4. Individual Meetings
   as needed
5. Telephone Contact
   as needed
6. Threaded Conferencing
   at least three times during the term with the instructor and with other students

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 announcement system, the discussion board, or other tools. Students will also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments.

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

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course, students will apply problem solving strategies and techniques in a variety of mathematical and applied settings.

MESA

- Students can utilize a variety of non-traditional problem-solving techniques to develop solutions to problems that could be solved algebraically.
- Student is able to demonstrate use of the tools of mathematical logic, such as truth tables and Venn diagrams, to solve real world applications.

MIRAMAR

- Apply the tools of mathematical logic such as truth tables and Venn diagrams to solve real world applications.
- Student will utilize a variety of non-traditional problem-solving techniques to develop solutions to problems that could be solve algebraically.
- Students will observe and analyze a pattern to solve a problem that cannot be solved using a standard mathematical operation.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 1701.00 Mathematics, General
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25): B = CSGE B4, IGET 2, Math or Quantitative Reasoning
Course Support Course Status (CB26): N = Course is not a support course
Major Restriction Code: NONE

II. **Lect Units:** 3.00
Total Units: 3
Lecture Hours Min: 48.00 **Max:** 54.00

as needed.
3. Orientation Sessions
   as needed.
4. Telephone Contact
   as needed.
5. Threaded Conferencing
   as needed.
6. Voice Mail
   as needed.

XIII. **List of Techniques:** The student and instructor will be able to communicate through email, discussion board, and chat rooms. These communication links will make this course similar to a traditional course. Messages will be given to students through the calendar and the message board. In addition, students may be provided sample quizzes and exams with solutions to problems. Students may have restricted access to complete their assignments, quizzes and exams. Students may also be required to fax the instructor their written responses to questions that cannot be answered electronically.

XIV. **How to Evaluate Students for Achieved Outcomes:** Students will be given tests compatible to those taken by students in a traditional Math 118 course. Students will be given chapter tests as well as a comprehensive final. Final exam must be taken on campus. For the students who cannot attend the on campus final, for a valid reason, the final should be taken through a pre-arranged proctoring service.

XV. **Additional Resources/Materials/Information:** Videos and a math tutorial may be provided online so students can see the subject matter taught and they can practice problem solving. E-mails daily or as determined by the instructor. Orientation sessions once on campus during the first week of the semester. Voice mail as determined by the instructor. Chat rooms as determined by the instructor. Requests for technology accommodations wil be met by working with 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).

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

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 announcement system, the discussion board, or other tools. Students will also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments.

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

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course, students will apply problem solving strategies and techniques in a variety of mathematical and applied settings.

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

III. **Last Time Pre/Co Requisite Update:** 10/17/2018
IV. **Last Outline Revision Date:** 05/10/2018
V. **CIC Approval:** 03/14/2019
VI. **BOT Approval:**
VII. **State Approval:**
VIII. **Revised State Approval:**
IX. **Course Approval Effective Date:** Fall 2020

SECTION VI

CREDIT FOR PRIOR LEARNING

MESA

- Students can utilize a variety of non-traditional problem-solving techniques to develop solutions to problems that could be solved algebraically.
- Student is able to demonstrate use of the tools of mathematical logic, such as truth tables and Venn diagrams, to solve real world applications.

MIRAMAR

- Apply the tools of mathematical logic such as truth tables and Venn diagrams to solve real world applications.
- Student will utilize a variety of non-traditional problem-solving techniques to develop solutions to problems that could be solve algebraically.
- Students will observe and analyze a pattern to solve a problem that cannot be solved using a standard mathematical operation.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 1701.00 Mathematics, General
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25): B = CSGE B4, IGET 2, Math or Quantitative Reasoning
Course Support Course Status (CB26): N = Course is not a support course
Major Restriction Code: NONE

II. **Lect Units:** 3.00
Total Units: 3
Lecture Hours Min: 48.00 **Max:** 54.00
Lab Hours Min: 0.00 **Max:** 0.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 48.00 **Max:**54.00
Outside-of-Class Hours Min: 96.00 **Max:**108.00
Total Student Learning Hours Min: 144.00 **Max:** 162.00
FTEF Lecture Min: 0.2000 **Max:**
FTEF Lab Min: 0.0000 **Max:**
FTEF Total Min: 0.2000 **Max:**

III. **Last Time Pre/Co Requisite Update:** 07/01/2022
IV. **Last Outline Revision Date:** 05/10/2018
V. **CIC Approval:**
VI. **BOT Approval:**
VII. **State Approval:**
VIII. **Revised State Approval:**
IX. **Course Approval Effective Date:**

SECTION VI

CREDIT FOR PRIOR LEARNING

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Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Music
II. **Course Number:** 108
III. **Course Title:** The Business of Music
IV. **Disciplines (Instructor Minimum Qualifications):** Music or or Music Management
V.
VI. **Family:**
VII. **Current Short Title:** The Business of Music
VIII. **Course Is Active/Where?** CITY AND MIRAMAR
IX. **Originating Campus:** MESA
X. **Action Proposed:** Course Activation (Currently active at another college)
XI. **Distance Education Proposed At:** City and Miramar
XII. **Proposal Originating Date:** 03/22/2022
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:** Comprehensive survey of the music business.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Advisory: Completion of or concurrent enrollment in: 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.

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Course Activation at Mesa including Distance Ed - Fully Online. Texts reviewed and updated for currency.
II. **How Does The Course Fit The College Mission?** 1. Transfer 2. Vocational/Occupational
III. **Current Transfer Options:**
IV. **Current College/District Purpose:** 1. Major Requirement - Associate Degree
V. **Extraordinary Cost to the College:** N/A.
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Ability to read and write at the university freshman level, including composing college level essays and research papers.

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

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Music
II. **Course Number:** 108
III. **Course Title:** The Business of Music
IV. **Disciplines (Instructor Minimum Qualifications):** Music or or Music Management
V.
VI. **Family:**
VII. **Current Short Title:** The Business of Music
VIII. **Course Is Active/Where?**
IX. **Originating Campus:** MESA
X. **Action Proposed:** Course Revision (May Include Activation)
XI. **Distance Education Proposed At:** City and Miramar
XII. **Proposal Originating Date:** 02/04/2023
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:** Comprehensive survey of the music business.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Advisory: Completion of or concurrent enrollment in: 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 - 2-2023.

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Six yr review - 1) request for UC Transfer List, and 2) review & 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:** 1. UC Transfer Course List
IV. **Current College/District Purpose:** 1. Major Requirement - Associate Degree
V. **Extraordinary Cost to the College:** N/A.
VI. **Library Resource Materials:** No new resources required.

GENERAL EDUCATION ANALYSIS

UC Transfer Course:
Yes

REQUISITES ANALYSIS

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**

Ability to read and write at the university freshman level, including composing college level essays and research papers.

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 5,000 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. E-mail
As needed.
2. Field Trips
As required by instructor.
3. Orientation Sessions
At the beginning of the semester.
4. Review Sessions
As needed.
5. Telephone Contact
As needed.
6. Threaded Conferencing
On-going.
7. Voice Mail
As needed.

V. **List of Techniques:** Distance education techniques used in this course will be accessible; therefore, requests for technology accomodations will be met by working with the Adaptive Technology Specialist.

VI. **How to Evaluate Students for Achieved Outcomes:** The same evaluation standards will be applied to exams and assignments as in the classroom.

VII. **Additional Resources/Materials/Information:** Distance education techniques used in this course will be accessible; therefore, requests for technology accomodations 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

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. E-mail
   As needed.
2. Field Trips
   As required by instructor.
3. Orientation Sessions
   At the beginning of the semester.
4. Review Sessions
   As needed.
5. Telephone Contact
   As needed.
6. Threaded Conferencing
   On-going.
7. Voice Mail
   As needed.

IX. **MIRAMAR**

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

XI. **Other Distance Education Methods:**

XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
   weekly
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
   as assigned
10. Telephone Contact
    as needed

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

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

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

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

XVII. **MESA**

V. **List of Techniques:** Distance education techniques used in this course will be accessible; therefore, requests for technology accomodations will be met by working with the Adaptive Technology Specialist.

VI. **How to Evaluate Students for Achieved Outcomes:** The same evaluation standards will be applied to exams and assignments as in the classroom.

VII. **Additional Resources/Materials/Information:** Distance education techniques used in this course will be accessible; therefore, requests for technology accomodations 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. **MIRAMAR**

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

XI. **Other Distance Education Methods:**

XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
   weekly
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
   as assigned
10. Telephone Contact
   as needed

XIII. **List of Techniques:** Students interact with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is 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.

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

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

COURSE STUDENT LEARNING OUTCOME(S)

CITY

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

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

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

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

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

- Students will be able to negotiate a contract used to license a single song in media placement, such as television or film.
- Students will be able to distinguish between organizations that represent publishers and songwriters, including BMI, ASCAP and SESAC.
- Students will demonstrate an understanding of copyright law, including its basic principles, methods for registration, and rules regarding copyright infringement
- Students will identify the process by which to obtain management/representation and to negotiate legal contracts in both independent and major record labels.

MESA

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 1004.00 Music
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): 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:** 02/04/2023

IV. **Last Outline Revision Date:** 01/29/2015

V. **CIC Approval:**

VI. **BOT Approval:**

VII. **State Approval:**

VIII. **Revised State Approval:**

IX. **Course Approval Effective Date:**

SECTION VI

CREDIT FOR PRIOR LEARNING

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Students will be able to negotiate a contract used to license a single song in media placement, such as television or film.
- Students will be able to distinguish between organizations that represent publishers and songwriters, including BMI, ASCAP and SESAC.
- Students will demonstrate an understanding of copyright law, including its basic principles, methods for registration, and rules regarding copyright infringement
- Students will identify the process by which to obtain management/representation and to negotiate legal contracts in both independent and major record labels.

MESA

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 1004.00 Music
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): **Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).**
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): 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:** 03/22/2022
IV. **Last Outline Revision Date:** 01/29/2015
V. **CIC Approval:** 08/25/2022
VI. **BOT Approval:**
VII. **State Approval:**
VIII. **Revised State Approval:**
IX. **Course Approval Effective Date:** Fall 2023

SECTION VI

CREDIT FOR PRIOR LEARNING

View Printable Version

Previous Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Music
II. **Course Number:** 202
III. **Course Title:** Computer Music
IV. **Disciplines (Instructor Minimum Qualifications):** Music
V.
VI. **Family:** NONE
VII. **Current Short Title:** Computer Music
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:** 09/16/2021
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:** Studies the application of contemporary digital technology to the practice of music performance and composition.
Proposed Short Description: Studies the application of contemporary digital technology to the practice of music performance.

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:** Texts are latest editions

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Six yr review including: 1) reformat from lec/lab (2.5 & .5 units respectively), 2) removed Family, 3) removed advisories, and 4) verified currency of texts. 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:** .

GENERAL EDUCATION ANALYSIS

Current Report

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Music
II. **Course Number:** 202
III. **Course Title:** Computer Music
IV. **Disciplines (Instructor Minimum Qualifications):** Music
V.
VI. **Family:** NONE
VII. **Current Short Title:** Computer Music
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:** 02/04/2023
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:** Studies the application of contemporary digital technology to the practice of music performance.
Proposed Short Description: Studies the application of contemporary digital technology to the practice of music / audio applications.

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:** Texts are latest editions

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Six yr review including: 1) consistent use of language throughout, and 2) review 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:**
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 needed.

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Operate various electronic and digital instruments interface.

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

REQUISITES ANALYSIS

Operate various electronic and digital instruments interface.

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

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. 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.

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. Partially online only

XIX. **Other Distance Education Methods:** At least 18 hours must be conducted in an in-person modality using the on-campus electronic music studio.

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 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

XXI. **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.

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, 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.

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

- Explain the acoustic nature of sound and how it can be manipulated with computers and digital equipment.

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. 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.

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. Partially online only

XIX. **Other Distance Education Methods:** At least 18 hours must be conducted in an in-person modality using the on-campus electronic music studio.

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 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

XXI. **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.

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, 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.

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

- Explain the acoustic nature of sound and how it can be manipulated with computers and digital equipment.

MESA

- Students will apply computer technology to the practice of music performance and composition.
- Students will demonstrate the manipulation musical data via MIDI and other digital formats.

MIRAMAR

- Analyze and problem solve MIDI situations and networking.
- Students submit projects to demonstrate applied technology learned

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:** 09/20/2021

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

MESA

- Students will apply computer technology to the practice of music performance and composition.
- Students will demonstrate the manipulation musical data via MIDI and other digital formats.

MIRAMAR

- Analyze and problem solve MIDI situations and networking.
- Students submit projects to demonstrate applied technology learned

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:** 02/04/2023

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

SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT

COURSE TO BE PROPOSED: EXSC 176A Softball I

ACTIVE/APPROVED COURSES IMPACTED:

EXSC 176A Softball I (29421)

Advisory
EXSC 176B (Active)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**Mesa**)
Athletics *Pending*;
Certificate of Achievement

Select one skills development course.

(**Miramar**)
Exercise and Nutritional Sciences *Active*;
Associate of Science Degree

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

(**Miramar**)
Exercise and Nutritional Sciences *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

Team Sports

(**Mesa**)
Kinesiology *Active*;
Associate in Arts for Transfer Degree

Team Sports

(**City**)
Kinesiology *Active*;
Associate in Arts for Transfer Degree

Team Sports

(**Mesa**)
Kinesiology *Approved*;

Associate in Arts for Transfer Degree

Team Sports

(**Mesa**)
Kinesiology *Active*;
Associate of Science Degree

Select a minimum of one unit from Team Sports:

(**Mesa**)
Kinesiology *Approved*;
Associate of Science Degree

Select a minimum of one unit from Team Sports:

(**City**)
Nutrition and Community Wellness *Pending*;
Certificate of Achievement

Select three (3) units from the following:

(**City**)
Team Sports *Active*;
Certificate of Performance

Select four (4) courses from the following:

(**City**)
Team Sports *Approved*;
Certificate of Performance

Select four (4) courses from the following:

SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT

COURSE TO BE PROPOSED: EXSC 176B Softball II

ACTIVE/APPROVED COURSES IMPACTED:

EXSC 176B Softball II (29422)

Advisory
EXSC 176C (Active)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**Miramar**)
Exercise and Nutritional Sciences *Active*;
Associate of Science Degree

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

(**Miramar**)
Exercise and Nutritional Sciences *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 *Active*;
Associate in Arts for Transfer Degree

Team Sports

(**Mesa**)
Kinesiology *Approved*;
Associate in Arts for Transfer Degree

Team Sports

(**Mesa**)
Kinesiology *Active*;
Associate of Science Degree

Select a minimum of one unit from Team Sports:

(**Mesa**)
Kinesiology *Approved*;
Associate of Science Degree

Select a minimum of one unit from Team Sports:

(**City**)
Team Sports *Active*;

Certificate of Performance

Select four (4) courses from the following:

(**City**)

Team Sports *Approved*;

Certificate of Performance

Select four (4) courses from the following:

SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT

COURSE TO BE PROPOSED: EXSC 176C Softball III

ACTIVE/APPROVED COURSES IMPACTED:

EXSC 176C Softball III (29423)

Advisory
EXSC 176D (Active)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**Miramar**)
Exercise and Nutritional Sciences *Active*;
Associate of Science Degree

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

(**Miramar**)
Exercise and Nutritional Sciences *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 *Active*;
Associate in Arts for Transfer Degree

Team Sports

(**Mesa**)
Kinesiology *Approved*;
Associate in Arts for Transfer Degree

Team Sports

(**Mesa**)
Kinesiology *Active*;
Associate of Science Degree

Select a minimum of one unit from Team Sports:

(**Mesa**)
Kinesiology *Approved*;
Associate of Science Degree

Select a minimum of one unit from Team Sports:

(**City**)
Team Sports *Active*;

Certificate of Performance

Select four (4) courses from the following:

(**City**)

Team Sports *Approved*;

Certificate of Performance

Select four (4) courses from the following:

SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT

COURSE TO BE PROPOSED: EXSC 176D Softball IV

ACTIVE/APPROVED COURSES IMPACTED:

EXSC 176D Softball IV (29424)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**Miramar**)
Exercise and Nutritional Sciences *Active*;
Associate of Science Degree

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

(**Miramar**)
Exercise and Nutritional Sciences *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 *Active*;
Associate in Arts for Transfer Degree

Team Sports

(**Mesa**)
Kinesiology *Approved*;
Associate in Arts for Transfer Degree

Team Sports

(**Mesa**)
Kinesiology *Active*;
Associate of Science Degree

Select a minimum of one unit from Team Sports:

(**Mesa**)
Kinesiology *Approved*;
Associate of Science Degree

Select a minimum of one unit from Team Sports:

(**City**)
Team Sports *Active*;
Certificate of Performance

Select four (4) courses from the following:

(**City**)

Team Sports *Approved*;

Certificate of Performance

Select four (4) courses from the following:

SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT

COURSE TO BE PROPOSED: EXSC 204 Intercollegiate Basketball I

ACTIVE/APPROVED COURSES IMPACTED:

EXSC 204 Intercollegiate Basketball I (29411)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**Mesa**)
Athletics *Pending*;
Certificate of Achievement

Select one intercollegiate athletics course.

(**Miramar**)
Exercise and Nutritional Sciences *Active*;
Associate of Science Degree

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

(**Miramar**)
Exercise and Nutritional Sciences *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 *Active*;
Associate of Science Degree

Select a minimum of one unit from Team Sports:

(**Mesa**)
Kinesiology *Approved*;
Associate of Science Degree

Select a minimum of one unit from Team Sports:

SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT

COURSE TO BE PROPOSED: EXSC 205 Intercollegiate Basketball II

ACTIVE/APPROVED COURSES IMPACTED:

EXSC 205 Intercollegiate Basketball II (29412)

Advisory: Concurrent enrollment in
EXSC 231B (Active)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**Mesa**)
Athletics *Pending*;
Certificate of Achievement

Select one intercollegiate athletics course.

(**Miramar**)
Exercise and Nutritional Sciences *Active*;
Associate of Science Degree

Select at least one course and the remainder of units needed to meet the minimum of 18 from the following:

(**Miramar**)
Exercise and Nutritional Sciences *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 *Active*;
Associate of Science Degree

Select a minimum of one unit from Team Sports:

(**Mesa**)
Kinesiology *Approved*;
Associate of Science Degree

Select a minimum of one unit from Team Sports:

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
COURSE PROPOSAL IMPACT REPORT

COURSE TO BE PROPOSED: MATH 118
Math for the Liberal Arts Student

ACTIVE/APPROVED COURSES IMPACTED:

MATH 118 Math for the Liberal Arts Student (29188)

DISTRICT GENERAL EDUCATION:

A2 Language and Rationality - Communication & Analytical Thinking

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**City**)
Applied Mathematics *Active*;
Associate of Arts Degree

Recommended Electives:

(**Mesa**)
Applied Mathematics *Active*;
Associate of Arts Degree

Required Electives:

(**Mesa**)
Honors Global Competencies *Active*;
Certificate of Achievement

Major Courses

(**Mesa**)
Honors Global Competencies *Launched*;
Certificate of Achievement

Major Courses

(**City**)
Liberal Arts and Sciences: Scientific Studies Mathematics and Pre-Engineering *Active*;
Associate of Arts Degree

Major Courses

(**Mesa**)
Mathematics *Active*;
Associate of Arts Degree

Recommended Electives:

(**City**)
Mathematics *Active*;

Associate of Arts Degree

Recommended Electives:

(**Mesa**)
Physical Sciences *Active*;
Associate of Science Degree

At least 8 units from the following:

(**Mesa**)
Physical Sciences *Launched*;
Associate of Science Degree

At least 8 units from the following:

(**Mesa**)
Physical Sciences *Active*;
Certificate of Achievement

At least 8 units selected from the following:

(**Mesa**)
Physical Sciences *Launched*;
Certificate of Achievement

At least 8 units selected from the following:

SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT

COURSE TO BE PROPOSED: MUSI 108 The Business of Music

ACTIVE/APPROVED COURSES IMPACTED:

MUSI 108 The Business of Music (29511)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**Miramar**)
Audio Production and Engineering *Active*;
Associate of Science Degree

Couses required:

(**Miramar**)
Audio Production and Engineering *Pending*;
Associate of Science Degree

Couses required:

(**Miramar**)
Audio Production and Engineering *Active*;
Certificate of Achievement

Major Courses

(**Miramar**)
Audio Production and Engineering *Pending*;
Certificate of Achievement

Major Courses

(**City**)
Liberal Arts and Sciences: Visual and Performing Arts *Active*;
Associate of Arts Degree

Major Courses

(**City**)
Liberal Arts and Sciences: Visual and Performing Arts *Launched*;
Associate of Arts Degree

Major Courses

(**City**)
Music Business *Pending*;
Certificate of Achievement

Major Courses

(**City**)

Music Production Technology *Active*;

Associate of Science Degree

Major Courses

(**Mesa**)

Music Studies *Approved*;

Associate of Arts Degree

Select 15 units from the following:

(**Mesa**)

Music Studies *Launched*;

Associate of Arts Degree

Select 15 units from the following:

(**Miramar**)

Music Studies *Active*;

Associate of Arts Degree

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

SAN DIEGO COMMUNITY COLLEGE DISTRICT
COURSE PROPOSAL IMPACT REPORT

COURSE TO BE PROPOSED: MUSI 202
Computer Music

ACTIVE/APPROVED COURSES IMPACTED:

MUSI 202 Computer Music (29510)

ACTIVE/APPROVED/PROPOSED PROGRAMS IMPACTED:

(**Miramar**)
Audio Production and Engineering *Active*;
Associate of Science Degree

Couses required:

(**Miramar**)
Audio Production and Engineering *Pending*;
Associate of Science Degree

Couses 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:

(**Miramar**)
Music Studies *Active*;
Associate of Arts Degree

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

(**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 *Launched*;
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

(**Mesa**)
Music Technology *Launched*;
Certificate of Achievement

Major Courses

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 176A

COURSE TITLE:
Softball I

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course provides instruction to develop the fundamental skills of throwing, catching, running, hitting, and rules of play of softball as well as individual and team skill development and strategies involved in competitive game situations. This course is intended for all students interested in softball.

REQUISITES:

Limitation on Enrollment:
This course is not open to students with previous credit for PHYE 151.

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. Throw softball correctly
2. Field softball properly
3. Run bases properly
4. Demonstrate proper technique swinging the bat

5. Implement offensive and defensive strategies during play
6. Understand softball terminology.
7. Recognize and understand basic rules of the game

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. Individual skills and techniques
  A. Throwing
  B. Fielding
  C. Base running
  D. Batting
II. Defensive Strategy
  A. Groundballs
  B. Flyballs
  C. Cutoffs and relays
  D. Bunt coverage
  E. Communication
III. Offensive Strategy
  A. Hitting techniques
  B. Bunting techniques
  C. Bunting situations
  D. Baserunning
    1. Home to first
    2. First base to second base
    3. Second base to third base
    4. Second base to home
    5. Third base to home
IV. Rules of the Game
  A. Basic scoring
  B. Terminology
  C. Equipment
  D. Dimensions of the playing field
  E. Game situations
    1. Offensive
    2. Defensive
V. Knowledge of how to play all the positions on the team
  A. Infield play
  B. Outfield play
  C. Pitching
  D. Catching

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. A variety of current softball magazines and periodicals such as NFCA Fast Pitch Delivery
II. Journals
III. Rule books
IV. Softball books such as A Basic Guide to Softball by Suzanne Ledeboer, 2001 and Softball Fundamentals by Rick Noren, 2005

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Respond appropriately to defensive and offensive strategies during game situations.
II. Critique fundamental skills

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Attend a softball game
II. Visit a batting cage

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Responding to the offense or defense in a game situation.
II. Analyzing the speed and type of pitch thrown in order to successfully hit the ball.

2. METHODS OF EVALUATION:

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

I. Demonstration of topic knowledge through written and/or practical examinations
II. Subjective evaluation by instructor of student performance of skills and strategies during drill situations
III. Subjective evaluation by instructor of student performance of skills and strategies during game situations
IV. Objective skill tests for accuracy
V. Written assignments which include critical thinking and problem solving
VI. Demonstration of effort as evidenced by attendance

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning
* Lecture
* Lecture-Lab Combination
* Other (Specify)
* 1. Lecture on skill analysis, offensive and defensive systems and strategies, teamwork and safety
* 2. Video presentations of skills and offensive and defensive strategies
* 3. Demonstration of skills and offensive and defensive systems
* 4. Participation in drills and games
* 5. Class discussion relating to classroom experiences, written assignments and current events in softball
* 6. Videotape feedback of student performances

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Judy Garman and Michelle Gromacki. Softball Skills and Drills, 2nd ed. Human Kinectics, 2011, ISBN: 9780736090742
2. Rick Noren. Softball Fundamentals, Human Kinectics, 2005, ISBN: 978073605584

MANUALS:
1. NCAA. 2022 and 2023 NCAA Women's Softball Rules, National Collegiate Athletic Association, 03-31-2022

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Appropriate attire and shoes/cleats
2. Ball glove
3. Water bottle
4. Batting helmet
5. Bat
6. Softballs

ORIGINATOR: LeeAnn Taylor
ORIGINATION DATE: 11/30/2012
PROPOSAL ORIGINATOR: Matthew Cain
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 11/21/2022

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 176B

COURSE TITLE:
Softball II

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course provides instruction to continue the development of the beginning skills of throwing, catching, running, hitting, and rules of play of softball as well as individual and team skill development and strategies involved in competitive game situations. This course is intended for all students interested in softball.

REQUISITES:

Advisory:
EXSC 176A 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. Throw softball correctly
2. Field ground balls and fly balls properly
3. Run bases properly

4. Demonstrate proper technique swinging the bat
5. Implement intermediate offensive and defensive strategies during play
6. Understand and recite softball terminology
7. Recognize and understand basic rules of the game
8. Score for a softball game

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. Individual skills and techniques
  A. Throwing
  B. Fielding
    1. Infield
      a. Ground balls
        i. Forehands
        ii. Backhands
      b. Pop-ups
      c. Priority
    2. Outfield
      a. Ground balls
        i. On the run
      b. Fly balls
      c. Priority
  C. Base running
    1. Home to first
    2. First base to second base
    3. Second base to third base
    4. Second base to home
    5. Third base to home
    6. Lead offs
    7. Steals
  D. Batting
    1. Starting position
    2. Stance
    3. Swing
    4. Contact
    5. Follow-through
II. Defensive Strategy
  A. Groundballs
  B. Flyballs
  C. Cutoffs and relays
  D. Bunt coverage
  E. Slap coverage
  F. Rundowns
  G. Double plays
  H. Communication
III. Offensive Strategy
  A. Hitting techniques
  B. Bunting techniques
  C. Bunting situations
  D. Hit and Run
  E. Baserunning

1. Home to first
2. First base to second base
3. Second base to third base
4. Second base to home
5. Third base to home
6. Steals

IV. Rules of the Game
- A. Scoring a game in an official book
- B. Terminology
- C. Equipment
- D. Dimensions of the playing field
- E. Game situations
  1. Offensive
  2. Defensive

V. Knowledge of how to play all the positions on the team
- A. Infield play
- B. Outfield play
- C. Pitching
- D. Catching

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. A variety of current softball magazines and periodicals such as NFCA Fast Pitch Delivery
II. Journals
III. Rule books
IV. Softball books such as A Basic Guide to Softball by Suzanne Ledeboer, 2001 and Softball Fundamentals by Rick Noren, 2005

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Respond appropriately to defensive and offensive strategies during game situations.
II. Respond appropriately to presentations and critiques of fundamental skills and techniques

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Attend a softball game
II. Keep score with an official scorebook
III. Visit a batting cage

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Responding to the offense or defense in a game situation.
II. Analyzing the speed and type of pitch thrown in order to successfully hit the ball.

2. METHODS OF EVALUATION:

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

I. Demonstration of topic knowledge through written and/or practical examinations
II. Subjective evaluation by instructor of student performance of skills and strategies during drill situations
III. Subjective evaluation by instructor of student performance of skills and strategies during game situations

IV. Objective skill tests for accuracy
V. Written assignments which include critical thinking and problem solving
VI. Demonstration of effort as evidenced by attendance

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning
* Lecture Discussion
* Lecture-Lab Combination
* Other (Specify)
* Lecture on skill analysis, offensive and defensive systems and strategies, teamwork and safety
* Video presentations of skills and offensive and defensive strategies
* Demonstration of skills and offensive and defensive systems
* Participation in drills and games
* Class discussion relating to classroom experiences, written assignments and current events in softball
* Videotape feedback of student performances

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. American Sport Education Program. Officiating Softball, 1st ed. Human Kinectics, 2004, ISBN: 9780736047646
2. Dee Abrahamson. 2010 and 2011 NCAA Softball Rules and Interpretations, The National Collegiate Athletic Association, 2010, ISBN: ISSN 1089-010
3. Judy Garman and Michelle Gromacki. Softball Skills and Drills, 2nd ed. Human Kinectics, 2011, ISBN: 9780736090742
4. Rick Noren. Softball Fundamentals, Human Kinectics, 2005, ISBN: 978073605584
5. Todd Korth. Softball Game Intelligence: The Difference Maker in Officiating, Referee Enterprises, Inc., and the National Association of Sports Officials, 2011, ISBN: 9781582081654

MANUALS:
1. NCAA. 2022 and 2023 NCAA Women's Softball Rules, National Collegiate Athletic Association, 03-31-2022

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Appropriate attire and shoes/cleats
2. Ball glove
3. Bat
4. Softballs
5. Batting helmet
6. Water bottle

ORIGINATOR: LeeAnn Taylor
ORIGINATION DATE: 11/30/2012
PROPOSAL ORIGINATOR: Matthew Cain
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 11/21/2022

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 176C

COURSE TITLE:
Softball III

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course provides instruction to develop the intermediate skills of throwing, catching, running, hitting, and rules of play of softball, as well as, individual and team skill development and strategies involved in competitive game situations. This course is intended for all students interested in softball.

REQUISITES:

Advisory:
EXSC 176B 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. Demonstrate various softball throwing techniques
2. Develop range fielding ground balls and fly balls
3. Implement baserunning strategies
4. Understand hitting contact points

5. Implement intermediate offensive and defensive strategies during play
6. Recite softball terminology
7. Recognize and recall basic rules of the game
8. Score for a softball game
9. Officiate a softball game

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. Individual skills and techniques
  A. Throwing
    1. Infield technique
    2. Outfield technique
  B. Fielding
    1. Infield
      a. Ground ball
        i. Forehands
        ii. Backhands
      b. Pop-ups
      c. Priority
      d. Flips and Feeds
      e. Footwork
      f. Taking Angles
    2. Outfield
      a. Ground balls
        i. on the run
      b. Fly balls
      c. Priority
      d. Finding the fence
      e. Footwork
      f. Taking angles
  C. Base running
    1. Home to first
    2. First base to second base
    3. First base to third base
    4. Second base to third base
    5. Second base to home
    6. Third base to home
    7. Lead offs
    8. Steals
  D. Batting
    1. Starting position
    2. Stance
    3. Swing
    4. Contact Points
      a. Inside pitch
      b. Outside pitch
    5. Follow-through
II. Strategies
  A. Defensive
    1. Groundballs
    2. Flyballs
    3. Cutoffs and relays
    4. Bunt coverage

5. Slap coverage
6. Rundowns
7. Double plays
8. Communication
9. First and third situation
10. Signals
11. Priority
12. Intentional walk

B. Offensive
1. Hitting techniques
2. Bunting techniques
3. Running slap techniques
4. Bunting situations
5. Hit and run
6. Signs for offensive strategy
7. Baserunning
a. Home to first
b. First base to second base
c. First base to third base
d. Second base to third base
e. Second base to home
f. Third base to home
g. Steals

C. Understanding Line-ups

III. Rules of the Game
A. Scoring a game in an official book
B. Terminology
C. Equipment
D. Dimensions of the playing field
E. Game situations
1. Offensive
2. Defensive
F. Conduct of players and coaches (code of ethics)

IV. Knowledge of how to play all the positions on the team
A. Infield play
B. Outfield play
C. Pitching
D. Catching

V. Experience umpiring a game
A. One man mechanics
B. Calling balls and strikes

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. A variety of current softball magazines and periodicals such as NFCA Fast Pitch Delivery
II. Journals
III. Rule books
IV. Softball books such as A Basic Guide to Softball by Suzanne Ledeboer, 2001 and Softball Fundamentals by Rick Noren, 2005

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Respond appropriately to defensive and offensive strategies during game situations.
II. Respond appropriately to presentations and critiques of umpiring.
III. Critiques of specific skills and techniques.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Attend a softball game
II. Keep score with an official scorebook
III. Umpire a softball game
IV. Visit a batting cage

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Evaluate and perform techniques and strategies learned in class
II. Analyze the speed and type of pitch thrown in order to successfully hit the ball
III. Analyze a line-up

2. METHODS OF EVALUATION:

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

I. Demonstration of topic knowledge through written and/or practical examinations
II. Subjective evaluation by instructor of student performance of skills and strategies during drill situations
III. Subjective evaluation by instructor of student performance of skills and strategies during game situations
IV. Objective skill tests for accuracy
V. Written assignments which include critical thinking and problem solving
VI. Demonstration of effort as evidenced by attendance

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning
* Lecture Discussion
* Lecture-Lab Combination
* Other (Specify)
* Lecture on skill analysis, offensive and defensive systems and strategies, teamwork and safety
* Video presentations of skills and offensive and defensive strategies
* Demonstration of skills and offensive and defensive systems
* Participation in drills and games
* Class discussion relating to classroom experiences, written assignments and current events in softball
* Videotape feedback of student performances

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. American Sport Education Program. Officiating Softball, 1 ed. Human Kinectics, 2004, ISBN: 9780736047646
2. Dee Abrahamson. 2010 and 2011 NCAA Softball Rules and Interpretations, The National Collegiate Athletic Association, 2010, ISBN: ISSN 1089-010
3. Judy Garman and Michelle Gramacki. Softball Skills and Drills, 2nd ed. Human Kinectics, 2011, ISBN: 9780736090742
4. Rick Noren. Softball Fundamentals, Human Kinectics, 2005, ISBN: 978073605584
5. Todd Korth. Softball Game Intelligence: The Difference Maker in Officiating, Referee Enterprises, Inc., and the National Association of Sports Officials, 2011, ISBN: 9781582081654

MANUALS:
1. NCAA. 2022 and 2023 NCAA Women's Softball Rules, National Collegiate Athletic Association, 03-31-2022

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Scoresheets
2. Appropriate attire and shoes/cleats
3. Ball glove
4. Water bottle

ORIGINATOR: LeeAnn Taylor
ORIGINATION DATE: 11/30/2012
PROPOSAL ORIGINATOR: Matthew Cain
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 11/21/2022

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 176D

COURSE TITLE:
Softball IV

Units:
0.5-1
Grade Only

CATALOG COURSE DESCRIPTION:

This course provides instruction to develop the advanced skills of throwing, catching, running, hitting and rules of play of softball, as well as, advanced individual and team skill development and strategies involved in competitive game situations. This course is intended for all students interested in softball.

REQUISITES:

Advisory:
EXSC 176C 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. Demonstrate various softball throwing techniques
2. Develop range fielding ground balls and fly balls
3. Demonstrate various advanced fielding techniques
4. Implement advanced baserunning strategies

5. Demonstrate proper technique hitting various pitches
6. Implement advanced offensive and defensive strategies during play
7. Recite proper softball terminology
8. Score for a softball game
9. Officiate and enforce rules for a softball game

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. Individual skills and techniques
- A. Throwing
  - 1. Infield technique
  - 2. Outfield technique
  - 3. One the run
- B. Fielding
  - 1. Infield
    - a. Ground ball
      - i. Forehands
      - ii. Backhands
      - iii. Push-through backhands
    - b. Pop-ups
    - c. Priority
    - d. Flips and Feeds
    - e. Footwork
    - f. Taking Angles
    - g. Diving
  - 2. Outfield
    - a. Ground balls
      - i. on the run
    - b. Fly balls
    - c. Priority
    - d. Finding the fence
    - e. Footwork
    - f. Taking angles
    - g. Diving
- C. Base running
  - 1. Home to first
  - 2. First base to second base
  - 3. First base to third base
  - 4. Second base to third base
  - 5. Second base to home
  - 6. Third base to home
  - 7. Lead offs
  - 8. Steals
- D. Batting
  - 1. Starting position
  - 2. Stance
  - 3. Swing
  - 4. Contact Points
    - a. Inside pitch
    - b. Outside pitch
  - 5. Follow-through
  - 6. Adjusting to different pitches

II. Strategies
A. Defensive
1. Groundballs
2. Flyballs
3. Cutoffs and relays
4. Bunt coverage
5. Slap coverage
6. Rundowns
7. Double plays
8. Communication
9. First and third situation
10. Signals
11. Priority
12. Intentional walk
B. Offensive
1. Hitting techniques
2. Bunting techniques
3. Running slap techniques
4. Bunting situations
5. Hit and run
6. Signs for offensive strategy
7. Baserunning
a. Home to first
b. First base to second base
c. First base to third base
d. Second base to third base
e. Second base to home
f. Third base to home
g. Steals
C. Understanding Line-ups
III. Rules of the Game
A. Scoring a game in an official book
B. Terminology
C. Equipment
D. Dimensions of the playing field
E. Game situations
1. Offensive
2. Defensive
F. Conduct of players and coaches (code of ethics)
IV. Knowledge of how to play all the positions on the team
A. Infield play
B. Outfield play
C. Pitching
D. Catching
V. Knowledge of statistics
VI. Experience umpiring a game
A. One man mechanics
B. Two man mechanics
C. Calling balls and strikes

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. A variety of current softball magazines and periodicals such as NFCA Fast Pitch Delivery

II. Journals
III. Rule books
IV. Specialized drill books such as Smith, Michele and Hsieh, Lawrence, Coaches Guide to Game-Winning Softball Drills, 2008

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Respond appropriately to defensive and offensive strategies during game situations.
II. Respond appropriately to presentations and critiques of umpiring
III. Critiques of specific softball skills or techniques
IV. Record statistics

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Attend a softball game
II. Keep score with an official scorebook
III. Umpire a softball game
IV. View and analyze video of softball skills, techniques and/or game strategies

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Evaluate and perform techniques and strategies learned in class
II. Analyze the speed and type of pitch thrown in order to successfully hit the ball
III. Develop a line-up
IV. Record and analyze statistics

2. METHODS OF EVALUATION:

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

I. Demonstration of topic knowledge through written and/or practical examinations
II. Subjective evaluation by instructor of student performance of skills and strategies during drill situations
III. Subjective evaluation by instructor of student performance of skills and strategies during game situations
IV. Objective skill tests for accuracy
V. Written assignments which include critical thinking and problem solving
VI. Demonstration of effort as evidenced by attendance

3. METHODS OF INSTRUCTION:

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

* Audio-Visual
* Collaborative Learning
* Lecture Discussion
* Lecture-Lab Combination
* Other (Specify)
* Lecture on skill analysis, offensive and defensive systems and strategies, teamwork and safety
* Video presentations of skills and offensive and defensive strategies
* Demonstration of skills and offensive and defensive systems
* Participation in drills and games
* Class discussion relating to classroom experiences, written assignments and current events in softball
* Videotape feedback of student performances

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. American Sport Education Program. Officiating Softball, Human Kinectics, 2004, ISBN: 9780736047646
2. Dee Abrahamson. 2010 and 2011 NCAA Softball Rules and Interpretations, The National Collegiate Athletic Association, 2010, ISBN: ISSN 1089-010
3. Judy Garman and Michelle Gromacki. Softball Skills and Drills, 2nd ed. Human Kinectics, 2011, ISBN: 9780736090742
4. Rick Noren. Softball Fundamentals, Human Kinectics, 2005, ISBN: 9780736055843
5. Todd Korth. Officiating Softball, Referee Enterprises, Inc., and the National Association of Sports Officials, 2011, ISBN: 9781582081654

MANUALS:
1. NCAA. 2022 and 2023 NCAA Women's Softball Rules, National Collegiate Athletic Association, 03-31-2022

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Scoresheets
2. Statistics sheets
3. Appropriate attire and shoes/cleats
4. Ball glove
5. Water bottle

ORIGINATOR: LeeAnn Taylor
ORIGINATION DATE: 11/30/2012
PROPOSAL ORIGINATOR: Matthew Cain
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 11/21/2022

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 204

COURSE TITLE: Intercollegiate Basketball I

Units: 2-3.5
Grade Only

CATALOG COURSE DESCRIPTION:

This course is intended for the first season of intercollegiate competition. Basketball skills and game strategies are at a more advanced level of participation than those of an introductory course in basketball. This course may be taken two times for credit.

REQUISITES:

Limitation on Enrollment:
This course is not open to students with previous credit for PHYE 204

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:
96 - 175

TOTAL CONTACT HOURS:
96 - 175

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:
96 - 175

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

1. Explain NCAA basketball rules.
2. Demonstrate their ability to understand the principles of good sportsmanship, healthy values toward competition, and language rules through class participation and written exams.
3. Utilize vocabulary specific to basketball.

4. Demonstrate the specific skills of passing, dribbling, shooting, rebounding, stance, position defense, and footwork through various drills and game play.
5. Demonstrate basketball ability through various drills such as screening, individual moves, and team skill drills including offensive and defensive specifics as well as presses.
6. Demonstrate basketball knowledge through full participation in all team concept drills and all strategy scenarios and discussions that include offensive and defensive situations.

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. Basketball Rules
  A. NCAA rules
  B. Current rule changes
II. Basketball sportsmanship
  A. Code of ethics
  B. Healthy values towards competition
  C. Use of language
III. Basketball specific vocabulary
  A. Terminology
  B. Team use and effectiveness
IV. Basketball skills
  A. Offensive skills
    1. Passing
      a. Chest
      b. Bounce
      c. Outlet-baseball
      d. Overhead
      e. Underhand
      f. Lob
    2. Dribbling
      a. Crossover
      b. Between legs
      c. Behind back
      d. Hesitation
      e. Spin
    3. Shooting
      a. Lay-up
      b. Bank shot
      c. Set shot
      d. Jump shot
      e. Free throw
      f. Hook
    4. Footwork
      a. Pivot
      b. Jab and rocker step
      c. Crossover
      d. Seal for position
    5. Screening
      a. Screen and step out
      b. Pick and roll
    6. Rebounding
      a. Footwork and body for position
      b. Shot and follow
    7. Individual Moves

a. Using the screen
b. Drive with lay-up or pass or jump shot
c. Getting open with or without the ball

8. Team Skills
a. 2 on 2, 3 on 3, 4 on 4, 5 on 5 offensive strategie
b. Fast break transition
c. Controlled offenses for zone and man
d. Defensive transition to offense

B. Defensive Skills
1. Stance
a. Open, closed, overplay and force
b. Defensive slide

2. Position defense
a. Specific for guards
b. Specific for forwards
c. Specific for centers

3. Screens
a. Sliding through or over the top or behind
b. Switching
c. Verbal commands

4. Rebounding
a. Footwork and body for position
b. Outlet pass

5. Man-to-man team defense
a. Court Position
b. Verbal Commands
c. Coverage on help
d. Coverage on fast breaks

6. Zone team defense
a. Court position
b. Verbal Commands
c. Coverage on help
d. Coverage on fast break
e. Transition to defense

7. Presses
a. Man-to-man
b. Zone

8. Basketball team concepts
a. Drills with team concepts
b. Sacrifices and unity drills

V. Advanced Offensive and Defensive Strategies and Scenarios
A. Advanced Offensive Strategies
1. Motion
2. Triangle
3. Clear out
a. High-low
b. Four on baseline options

B. Advanced Defensive Strategies
1. Triangle and two
2. Box and one
3. Match up zone
4. All switching man

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Articles in basketball related magazines, textbooks or journals.
II. Instructor generated handouts such as scouting reports.
III. Selections from textbook.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Critique a collegiate basketball game.
II. Read an article about learning a basketball skill and write a description on a specific drill that could be incorporated into practice.
III. Read an article on the characteristics of leadership and write and essay on how one can utilize these skills on the court.
IV. Write a summary of current NCAA rule changes.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Reading, researching and practicing specific sport skills; Attend a collegiate basketball game.
II. Observe a collegiate or professional basketball game on TV and critique the teams offensive and defensive strategies.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Class participation which demands constant evaluation and adaptation to opposing team strategy and critical analysis of movement skills.
II. Critique and analyze a basketball article of a skill or team offense or defense.
III. Evaluate and critique an opposing teams offensive and defensive strategies.

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. Class attendance during all class discussions covering rules, sportsmanship, vocabulary, team concepts, and game strategies is critical to success in this course.
II. Class participation in all offensive and defensive skill drills as well as team strategy scenarios is also crucial for success in this course.
III. Written tests over rules, sportsmanship concepts, basketball vocabulary, individual skills, team concepts and team strategies.
IV. Practical tests of individual offensive and defensive skills as well as team offensive and defensive strategies.

3. METHODS OF INSTRUCTION:

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

* Collaborative Learning
* Laboratory
* Lecture Discussion
* Other (Specify)
* 1. Demonstration
* 2. Participation-including drill and team play
* 3. Videotape

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Atkins, Ken & Rainey, Ron. Winning Basketball Drills, Prentice Hall Trade, 1985, ISBN: 9780139606182

2. Krase, Jerry and Don Meyer, Jerry Meyer. Basketball Skills and Drills, Third ed. Human Kinetics, 2008, ISBN: 9780736067072
3. Millman, Dan. The Inner Athlete: Realizing Your Fullest Potential, Second ed. Stillpoint Publishing , 1994, ISBN: 9780913299975

MANUALS:
1. NCAA. 2022-23 NCAA Men's Basketball Rules Book , National Collegiate Athletic Association, 11-07-2022
2. NCAA. 2021-22 and 2022-23 NCAA Women's Basketball Rules Book, National Collegiate Athletic Association, 09-01-2022

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Spiral notebook with pockets
2. Basketball shoes

ORIGINATOR: Mitch Charlens
ORIGINATION DATE: 10/18/2011
PROPOSAL ORIGINATOR: Matthew Cain
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 11/20/2022

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 205

COURSE TITLE:
Intercollegiate Basketball II

Units:
2-3.5
Grade Only

CATALOG COURSE DESCRIPTION:

This course is intended for the second season of intercollegiate competition. Basketball skills and game strategies are at the advanced levels of participation. This course may be taken two times for credit.

REQUISITES:

Limitation on Enrollment:
This course is not open to students with previous credit for PHYE 205

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:
96 - 175

TOTAL CONTACT HOURS:
96 - 175

OUTSIDE-OF-CLASS HOURS:

TOTAL STUDENT LEARNING HOURS:
96 - 175

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

1. Demonstrate ability to apply knowledge of NCAA basketball rules during practice and game situations.
2. Demonstrate in practice, games, and written tests, the principles of good sportsmanship, healthy values toward competition, and language rules.
3. Analyze game video footage.

4. Apply advanced defensive and offensive strategies using advanced basketball skills.
5. Demonstrate an advanced level of basketball ability through various drills incorporating skills into Apply advanced basketball skills to an offensive or defensive strategy.
6. Implement advanced strategies relating to basketball knowledge through team drills that include both offensive and defensive situations.

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. Basketball Rules
  A. NCAA rules
  B. Current rule changes
II. Basketball sportsmanship
  A. Code of ethics
  B. Healthy values towards competition
  C. Use of language
III. Basketball specific vocabulary
  A. Advanced terminology
  B. Advanced team use and effectiveness
  C. Analyze game video
IV. Basketball skills
  A. Offensive skills
    1. Passing
      a. Chest
      b. Bounce
      c. Outlet-baseball
      d. Overhead
      e. High feed
      f. Wrap around
      g. Lob
    2. Dribbling
      a. Crossover
      b. Between legs
      c. Behind back
      d. Hesitation
      e. Spin
      f. Retreat crossover
    3. Shooting
      a. Lay-up
      b. Bank shot
      c. Set shot
      d. Jump shot
      e. Free throw
      f. Hook
    4. Footwork
      a. Pivots
      b. Jab and rocker step
      c. Crossover
      d. Seal for position
    5. Screening
      a. Screen and step out
      b. Pick and roll
    6. Rebounding
      a. Footwork and body for position

b. Shot and follow
7. Individual Moves
a. Using the screen
b. Drive with lay-up or pass or jump shot
c. Getting open with or without the ball
8. Team Skills
a. 2 on 2, 3 on 3, 4 on 4, 5 on 5 offensive strategies
b. Fast break transition
c. Controlled offenses for zone and man
d. Defensive transition of offense

B. Defensive skills
1. Stance
a. Open, closed, overplay and force
b. Defensive slide
2. Position defense
a. Specific for guards
b. Specific for forwards
c. Specific for centers
3. Screens
a. Sliding through or over top or behind
b. Switching
c. Verbal commands
4. Rebounding
a. Footwork and body for position
b. Outlet pass
5. Man-to-man team defense
a. Court position
b. Push points
c. Cushion
d. Verbal commands
e. Coverage on help
f. Coverage on fast breaks
6. Zone team defenses
a. Court position
b. Verbal commands
c. Coverage on help
d. Coverage on fast break
e. Transition to defense
f. High post
7. Presses
a. Man-to-man
b. Zone
8. Basketball team concepts
a. Drills with team concepts
b. Sacrifices and unity drills and discussion

V. Advanced Offensive and Defensive Strategies and Scenarios
A. Advanced Offensive Strategies
1. Motion
2. Triangle
3. Clear out
4. High-low
5. Flex
6. 1-4
7. Four on baseline options

B. Advanced Defensive Strategies
1. Triangle and two
2. Box and one
3. Match up zone
4. All switching man
5. Guarding on-ball screens

6. Guarding screens (cross and down)

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Articles in basketball related magazine.
II. Instructor generated handouts such as scouting reports.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. A basketball article critique of a specific skill technique or team play analysis.
II. Maintain a journal of drills and offenses performed in class.
III. Compose a critique of an opponents offensive and defensive strategy.
IV. Create a summary of current NCAA rule changes.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Reading, researching and practicing specific sport skills.
II. Attend a collegiate or professional basketball game.
III. Observe televised collegiate or professional basketball game in order to analyze and critique team offensive and defensive strategies.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Class participation which demands constant evaluation and adaptation to opposing team strategy and critical analysis of movement skills.
II. Critique and analyze a basketabll skill or team concept.
III. Evaluate and critique an opposing teams offensive and defensive strategies.

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. Class attendance during all class discussions covering rules, sportsmanship, vocabulary, team concepts, and game strategies is critical to success in this course.
II. Class participation in all offensive and defensive skill drills as well as team strategy scenarios is also crucial for success in this course.
III. Written tests over rules, sportsmanship concepts, basketball vocabulary, individual skills, team concepts and team strategies.
IV. Practical tests of individual offensive and defensive skills as well as team offensive and defensive strategies.

3. METHODS OF INSTRUCTION:

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

* Other (Specify)
* 1. Lecture
* 2. Demonstration
* 3. Participation-including drill and team play
* 4. Videotape

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Atkins, Ken and Rainey, Ron. Winning Basketball Drills, Prentice Hall Trade, 1985, ISBN: 9780139606182
2. Krase, Jerry and Don Meyer and Jerry Meyer. Basketball Skills and Drills, Third ed. Human Kinetics, 2008, ISBN: 9780736067072
3. Millman, Dan. The Inner Athlete: Realizing Your Full Potential, Second ed. Stillpoint Publications, 1994, ISBN: 9780913299975

MANUALS:
1. NCAA. 2022-23 NCAA Men's Basketball Rules Book, National Collegiate Athletic Association, 11-07-2022
2. NCAA. 2021-22 and 2022-23 NCAA Women's Basketball Rules Book, National Collegiate Athletic Association, 09-01-2022

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Spiral notebook with pockets
2. Basketball shoes

ORIGINATOR: Mitch Charlens
ORIGINATION DATE: 03/14/2011
PROPOSAL ORIGINATOR: Matthew Cain
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 11/20/2022

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

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

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: Mathematics 118

COURSE TITLE:
Math for the Liberal Arts Student

Units:
3
Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This course covers a selection of topics from logical reasoning, quantitative literacy, the history of mathematics, statistics, probability, number theory, problem-solving techniques, and applications of mathematics to the liberal arts curriculum. Emphasis is placed on the development of an understanding and life long appreciation for critical thinking and mathematical problem solving. This is a general education mathematics course designed for students majoring in the liberal arts.

REQUISITES:

Prerequisite:
MATH 96 with a grade of "C" or better, or equivalent or Milestone M50
or
MATH 92 with a grade of "C" or better, or equivalent or Milestone M40
or
MATH 109 with a grade of "C" or better, or equivalent or Assessment Skill Level M50 or students with a milestone M30 must enroll in MATH 118X (Mathematics 118 and Mathematics 15B learning community).

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

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. Employ a wide variety of mathematical strategies to solve mathematical and real-world problems.
2. Utilize visual representation of data to interpret and solve problems across the curriculum.
3. Utilize the tools of mathematical logic to solve mathematical problems from a variety of real-world applications.
4. Interpret and draw valid conclusions from quantitative information.
5. Integrate mathematical thinking into everyday life, global understanding, and non-scientific academic fields.
6. Summarize and explain, in writing, a variety of processes involved in problem-solving and analysis.

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. Mathematical logic and Analysis
- A. Problem solving strategies
  1. Identify patterns
  2. Draw pictures
  3. Manipulatives
  4. Solve and easier, but related problem
  5. Algebraic representation
  6. Guess and check
  7. Work backwards
  8. Venn diagrams
  9. Statistical analysis
  10. Linear and quadratic regression
  11. Eliminate possibilities
  12. Identify sub-problems
  13. Contradiction
  14. Simulation
  15. Matrix logic
- B. Instructors will choose three to four of the following groups of study
  1. Logic
     a. Truth tables
     b. Inductive reasoning
     c. Deductive reasoning
     d. Valid and invalid arguments
     e. Computer science
     f. Set theory
     g. Venn diagrams
  2. Statistics
     a. Mean, mode, and median
     b. Probabilities
        i. Simple events
        ii. Compound events
     c. Combinatorics
     d. Finite Math
  3. History of Mathematics
     a. Numeration systems

i. Egyptian
ii. Greek
iii. Chinese
iv. Roman
v. Babylonian
vi. Mayan
b. Mathematics in everyday life
c. Contrasting cultures
i. Measurement systems
ii. Gradients versus degrees
d. Mathematics in music, are, dance, and theater
4. Group #4
a. Algebra
b. Geometry
c. Non-Euclidean Geometry
d. Three-dimensional Mathematics
e. Functions and graphing
5. Number Theory
a. Bases other than decimal
b. Divisibility
c. Social choice and voting methods
d. Graph Theory
e. Cryptology
6. Finance
a. Amortization and loans
b. Annuities and savings
c. Economics
d. Personal finance
e. Mathematical modeling

II. Visual representation of data such as
A. Mapping and graphing data techniques
B. Quantitative data tables
C. Three dimensional graphing
D. Mechanical drawing
E. Logical analysis using a matrix framework
F. Three dimensional drawing
G. Charts and tables
H. Venn diagrams
I. Graphing software

III. Problem solving across the curriculum such as
A. Music and mathematics
B. Art, Architecture, and mathematical systems
C. Physical representations
D. Math in the Social Sciences
1. Sociology
2. Psychology
3. History
4. Geography
5. Economics
6. Philosophy
E. Mathematics in Physical Education, Dance, and Kinesiology
F. Mathematics in Theater, Television, Broadcasting, and Fashion Design
G. Environmental sustainability
H. Humanities
1. Literature
2. Poetry
3. Linguistics
4. Languages

IV. Life-long appreciation for mathematics in the world
A. Real-world applications

B. Personal life applications
C. Local community
D. Global society
E. Games and mysteries
F. Arts
G. History of Math

V. Writing in Mathematics
A. Explain process involved in arriving at a conclusion or solution
B. Compare and contrast various methods for analyzing a real world problem

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Assigned chapters in the text covering those topics included in the course content
II. Articles from current journals, such as Math Horizons, and newspapers pertaining to apportionment, voting methods, polls and surveys, or probability
III. Chapter readings from a selection of books and reference materials on topics chosen by the instructor

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Paragraph or short report on the various numerical systems throughout history
II. Summary on the major differences between plane geometry and taxicab geometry.
III. Report on a topic of current interest in mathematics, such as chaos theory
IV. Paper on the development of the concept of zero or infinity throughout history
V. Summary on the relationship between music and mathematics

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Practicing problems from the appropriate sections of the texbook.
II. Completing reports on exploratory activities performed in class, such as probability experiments.
III. Writing a report on the mathematical aspects of a display in an art or science museum.
IV. Viewing video tapes on topics such as Euler circuits and applying knowledge to a class project in graph theory.
V. Researching the life and contributions of a mathematician.
VI. Accessing websites to read about methods used in public opinion polls.
VII. Design mathematical logic puzzles or games that can be incorporated into a class web site

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 historical numeration systems
II. Distinguish between valid and invalid arguments presented in syllogism form
III. Analyze which mathematical strategies work best for various real-world problems
IV. Determine the order of tasks to accomplish in some mathematical strategy
V. Compare and contrast algorithms for operations, such as division, as performed by various cultures.

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. Homework
II. Objective tests and quizzes
III. Test items which require a clearly written description of concepts
IV. A comprehensive final exam.
V. Reports on exploratory activities

VI. Computer programs written
VII. Papers of 1 to 5 pages on topics such as the development of a mathematical idea
VIII. Oral reports

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)
* A. Problem solving sessions.
* B. Field trips.
* C. Guest speakers.

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Angel, Allen R., Christine D. Abbott, and Dennis C. Runde. A Survey of Mathematics with Applications, 10th ed. Pearson, 2017, ISBN: 9780134112107
2. Burger, Edward B. The Heart of Mathematics: An Invitation to Effective Thinking, 4rd ed. Wiley, 2012, ISBN: 9781118156599
3. Johnson, Craig M. Exploring Mathematics: Investigations with Functions, Jones and Bartlett Learning, 2015, ISBN: 9781449688547
4. Johnson, David B. and Mowry, Thomas A. Mathematics: A Practical Odyssey, 8th ed. Cengage, 2016, ISBN: 9781305104174
5. Johnson, Ken, Ted Herr, and Judy Kysh. Crossing the River with Dogs: Problem Solving for College Students, 3rd ed. Wiley, 2018, ISBN: 9781119275091
6. Miller, Charles D., et. al. Mathematical Ideas, 13th ed. Pearson, 2016, ISBN: 9780321977076
7. Smith, Karl J. Math for Liberal Arts, 1st ed. Brooks Cole, 2011, ISBN: 9781439047026
8. Smith, Karl J. The Nature of Mathematics, 13th ed. Brooks Cole, 2017, ISBN: 9781133947257
9. Thomas, Christopher. Schaum's Outline of Mathematics for Liberal Arts Majors, 1st ed. McGraw-Hill, 2009, ISBN: 9780071544290

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Manipulatives
2. Ruler with both inches and centimeters.
3. Protractor
4. Compass
5. Graph paper
6. A scientific or graphing calculator.

ORIGINATOR: Wayne Sherman
ORIGINATION DATE: 10/17/2018
PROPOSAL ORIGINATOR: Julia McMenamin

CO-CONTRIBUTOR(S)
PROPOSAL DATE: 07/01/2022

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: Music 108

COURSE TITLE:
The Business of Music

Units:
3
Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This course is a comprehensive survey of the music business. Course content emphasizes the various areas of the music business, the functions of each area and the relationships between the areas. Topics include songwriting; music publishing; copyrighting; music licensing; unions and guilds; agents and managers; artists and management; the record industry; artists' recording contracts; studios and engineers; and music in radio, television and advertising. This course is intended for students majoring in music or anyone interested in the music industry.

REQUISITES:

Advisory: Completion of or concurrent enrollment in:
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 UC Transfer Course List

CID:

TOTAL LECTURE HOURS:
48 - 54

TOTAL LAB HOURS:

TOTAL CONTACT HOURS:
48 - 54

OUTSIDE-OF-CLASS HOURS:
96 - 108

TOTAL STUDENT LEARNING HOURS:
144 - 162

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

1. Define copyrights, patents, and trademarks as they pertain to protecting an original musical composition
2. Explain the principles of copyright law, remedies for copyright infringement, and copyright registration for multimedia works
3. Compare and contrast dramatic versus nondramatic rights and distinguish among American Society of Composers, Authors and Publishers (ASCAP), Broadcast Music Incorporated (BMI), and Society of European State Authors and Composers (SESAC) contracts
4. Analyze a given single-song agreement and a given exclusive term songwriter agreement
5. Assess music licensing for television and film from a songwriter's perspective
6. Create a plan for approaching a club with the idea of signing a contract with it as a member of the American Federation of Musicians (AFM); arranging and optimizing a performance at an established showcase; and carrying out a publicity campaign that includes use of the Internet
7. Evaluate a given personal management agreement, explain how to select a business manager, and identify the duties of a business manager as part of a management team
8. Measure the advantages of signing recording and distribution contracts under independent labels in comparison with the reasons for affiliating oneself with a major label.

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. Protecting original musical compositions
- A. Copyrights
  1. Public domain songs
  2. Copyrights, patents, and trademarks
  3. Copyright registration
  4. Proper copyright notice
  5. Publication
  6. Recording a copyrighted song
  7. Duration of copyrights
  8. Transfer of copyrights
  9. Works for hire
  10. Copyright infringement
  11. Summary of notices that appear on recordings
  12. US Copyright Forms PA and SR.
- B. Copyright infringement
  1. Establishing ownership
  2. Establishing copying
  3. Establishing independent creation
  4. Establishing infringement
  5. Remedies.
- C. Sampling overview
  1. Copyright infringement
  2. Breach of contract
  3. Unfair competition
  4. Rights of privacy violations
  5. Federal antibootlegging statutes
  6. Landmark lawsuits
  7. Penalties
  8. Copyright clearances
  9. Use agreements and use license agreements
  10. Mechanical license.
- D. Music and new media
  1. Licensed music
  2. CD-1

3. Purchase of records through the internet
4. Copyright registration for multimedia works
5. Appropriate forms
6. Multimedia rights license (MMERL).

E. Collaborator/songwriter agreements
1. Percentage ownership
2. Grant of rights
3. Division of income
4. Pursuit of infringement
5. Copyright duration
6. Copyright transfers
7. Different performing rights society affiliations
8. Songwriters as members of different bands
9. Controlled composition clause
10. Co-accounting
11. Future generations.

II. Music publishing

A. Overview of performing rights organizations
1. Copyright law underpinning
2. Dramatic versus nondramatic rights
3. ASCAP
4. BMI
5. SESAC
6. ASCAP, BMI and SESAC contracts
7. Membership
8. Collaboration
9. Collections
10. Registration of compositions
11. Paying for performances
12. Television music
13. Payment of royalties
14. Advances
15. Foreign collection
16. Grievance procedures.

B. Music publishing
1. Types of income
2. Music publishing agreements
3. Finding a good publisher
4. Mechanical license agreements.

C. Single-song agreement analysis

D. Exclusive term songwriter agreement analysis

E. Music licensing for television and film
1. Licensing the rights
2. The performing rights organizations
3. Synchronization rights
4. Per program licensing
5. Use of a song on a television program
6. Use of a composition on a television program
7. Digital performance right in sound recordings act
8. Home video synchronization license
9. Movie master use recording license
10. Television master recording license
11. Television synchronization license.

F. Pop music for soundtracks
1. Current practice in writing and recording soundtrack music
2. Studio/record label deal
3. Artist viewpoint: preexisting agreements
4. Recording artist and studio issues
5. The artist/studio deal: major points.

G. Income

1. Typical music acquisition practices
2. Artist's royalty statement.

III. Performing and marketing
- A. Club contracts
  1. Approaching the club
  2. Club contracts
  3. American Federation of Musicians (AFM) union contracts
  4. Contract signatories
  5. Taxes
  6. Nonpayment issues
  7. Performance agreement
  8. Performance agreement rider
  9. Sound reinforcement rider.
- B. Showcasing
  1. Audition nights
  2. Pay to play
  3. Club buyouts
  4. Established showcases
  5. Optimizing a showcase or gig.
- C. Publicity:
  1. Publicity responsibility
  2. Publicity materials
  3. The Internet
  4. Researching publicity outlets
  5. Planning and carrying out a campaign
  6. Timing a publicity campaign.
- D. Internet music promotion
  1. Digital democracy
  2. Cyberlore
  3. Music and the net
  4. Online opportunities
  5. Do-it-yourself web page design
  6. Marketing music on the net
  7. Getting started
  8. Choosing an Internet access provider
  9. Internet resources.
- E. Music unions
  1. Signatory companies
  2. Agreements
  3. Terms of the art
  4. AFM scales for recordings, movies, television and commercials
  5. AFM scales for live perfomance
  6. AFM membership dues
  7. American Federation of Television and Radio Artists (AFTRA) scales for recordings, television, television and radio commercials
  8. AFTRA membership dues
  9. New technologies.
- F. Merchandising agreements
  1. Funding sources
  2. Merchandising partners
  3. Granting merchandising rights
  4. Tour and retail merchandising agreements
  5. Key contract clauses of a tour merchandising deal
  6. Legal elements.

IV. Managers and agents
- A. Managers
  1. Desirable qualities
  2. The manager's role
  3. The recording team
  4. Album release and touring

5. Management organizations
6. Management contracts
7. Power of attorney.

B. Personal management agreement analysis
C. Talent agencies
1. Legal reins
2. Seeking personal appearance talent agency representation
3. AFM exclusive agent-musician agreement (California only)
4. Standard AFTRA exclusive agency contract
5. Rule 12-B.

D. Business managers
1. Selecting a business manager
2. Duties of the business manager
3. Business manager as part of the management team
4. Structure of the client's business entities
5. Business management fees
6. General financial advice.

V. Recording
A. Practical aspects of securing major label agreements
1. Current issues
2. The physical package
3. The human package
4. Writing a hit song
5. Total package
6. Shopping the package
7. Choosing a record company
8. Reading the trades
9. The future.

B. Recording contract analysis
C. Reading and evaluating artist royalty statements
1. Discrepancies
2. Artist royalty statement format
3. Domestic royalties
4. Foreign royalties
5. Previous statement balance
6. Reserves
7. Charges against royalties.

D. Record producer agreement analysis
1. Producer compensation
2. Choosing the producer
3. Producer agreement.

E. Recording and distribution contracts with independent labels
1. Small label advantages
2. Contracts.

F. Contracts and relationships between independent and major labels
1. Reasons for major label affiliation
2. Issues to consider
3. Types of deals.

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Textbook(s)
II. Selections dealing with the music business provided by the instructor
III. Consumer and trade publications, such as Axcess, Billboard, Spin, Entertainment Law, or Finance
IV. Selections from Internet websites, such as the American Society of Composers, Authors, and Publishers or Broadcast Music Inc.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Short essays dealing with various aspects of the music business
II. In-class short answers to questions about the music business
III. Research paper on an occupation related to the music business.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Reading assignments
II. Reviews of articles dealing with the music business found in current periodicals or Internet web sites
III. Research paper on an occupation related to the music business
IV. Short take-home essay assignments dealing with various aspects of the music business.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Developing a course of action for finding employment in the music business
II. Creating a plan for a publicity campaign for a musical band
III. Assessing the role of a particular occupation in the music business as it relates to the industry as a whole based on research into that occupation.

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. Short essay assignments
II. In-class objective examinations
III. Research project
IV. Class attendance and 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)
* Learning Modules
* Lecture

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Baskerville, David, et al. Music Business Handbook and Career Guide, 13th ed. Sage, 2023, ISBN: 9781071854211
2. Halloran, Mark. The Musician's Business and Legal Guide, 5th ed. Pearson, 2017, ISBN: 9781138672970

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

ORIGINATOR: Jaeryoung Lee
ORIGINATION DATE: 03/22/2022
PROPOSAL ORIGINATOR: Dr. N. Scott Robinson
CO-CONTRIBUTOR(S)
PROPOSAL DATE: 02/04/2023

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: Music 202

COURSE TITLE:
Computer Music

Units:
3
Letter Grade or Pass/No Pass Option

CATALOG COURSE DESCRIPTION:

This course is a study of the application of contemporary digital technology to the practice of music / audio applications. Emphasis in this course is on acquisition of computer skills to access and manipulate musical data via MIDI (musical instrument digital interface), hard disk audio files and other digital formats. These skills allow students to digitally sample sounds, control synthesizers and samplers, access and alter audio files, sequence music, transcribe and print musical scores and conceive new techniques for computer music. This course is designed for students who are interested in continuing their education in the recording studio.

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. Explain the acoustic nature of sound and how it can be manipulated with computers and digital equipment.
2. Operate various computer music programs and MIDI devices.
3. Describe and perform sampling and/or digital audio recording techniques.
4. Produce original music/audio and/or transcriptions of pre-existing music/audio for a specific digital media.

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. Computer music/audio programs with MIDI
  A. Advanced sequencing skills
    1. Automatically setting and changing a tempo, meter, keys, and transposition.
    2. Using automated "click" track or metronome.
    3. Quantizing and "humanizing" features.
    4. Error detection and correction.
    5. Conversion from other system platforms (i.e. Windows to Mac)
  B. Music/audio sequencing
    1. Conversion to sequencing application.
II. Sampling
  A. Formatting and saving a bank of sounds and/or sound files.
  B. Basic sampling and/or digital audio recording.
  C. Managements of presets (patches) and/or files.
  D. Mapping samples and/or sound files to MIDI
  E. Processing of sounds.
III. Digital Recording
  A. Recording sound files
  B. Editing sound files
  C. Processing sound files
  D. Managing sound file storgae and access
IV. Using the whole workstation as a tool for any audio or musical specialist
  A. Formatting of music notation for score and parts.
  B. Creating a multi-timbral sequence with musical/audio data.
  C. Designing and tailoring a particular sampled timbre or timbres for the sequence.
  D. Arranging the music/audio in the sequence.
  E. Data conversion from a sequence application to a music/audio application.

B. **Reading Assignments:**
Reading assignments are required and may include, but are not limited to, the following:

I. Operation manuals and on-line help of the various equipment.
II. Selected articles from trade magazines such as "Keyboard Magazine".
III. An appropriate music/audio engineering textbook.

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. A proposal for a creative project applying computer technology using MIDI and music DAW software.
II. A project report detailing, project objectives, procedures, results and self-critique.

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Field trips to professional production/recording studios to study comparable and relevent technology and techniques.
II. Organization of group projects demonstrated for the class.
III. Preparation of a pedagogical demonstration of the technologies utilized in creative projects.
IV. Studying texts and supplemental readings.
V. Attendance at concerts of electronic and/or new music.
VI. Listening to or viewing of assigned media.

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Assessing creative tasks that best challenge the student's musical and technical abilities.
II. Analyzing and mastering particular pieces of equipment to best realize musical ideas and goals.
III. Assessing and mastering particular audio engineering skills.
IV. Extending technologies and techniques beyond the basic demonstrations given in class by applying them to the production of a music/audio project.
V. Evaluating and critiquing the student's own progress.
VI. Trouble-shooting and identifying incorrect or faulty connections and equipment settings.
VII. Applying principles of digital manipulation to creative projects.

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. Participating in class discussions and demonstrations.
II. Preparing informal presentations of original work.
III. Successful completion of project guidlines.
IV. Performing at 75% level or above on objective exams and quizzes that test the student's ability to operate, configure and connect the equipment in a recording studio.
V. Writing through written reports of creative projects.
VI. Answering essay questions that require the student to apply what was learned in class to new situations and contexts.

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 (Partially online)
* Lecture
* Lecture Discussion
* Other (Specify)
* Presentations and performances prepared and presented by students.
* Field observation and field trip.

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Dannenberg, Roger. Introduction to Computer Music, 1st ed. Lulu, 2021, ISBN: 9781133307235
2. Hagerman, Andrew. Pro Tools 11 Ignite! The Visual Guide for New Users, Cengage Learning PTR,

2013, ISBN: 9781285848211
3. Roads, Curtis. Composing Electronic Music: A New Aesthetic, Oxford University Press, 2015, ISBN: 9780195373240

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Printer paper.
2. Stereo headphones.
3. Flash drive.

ORIGINATOR: Dr. N. Scott Robinson
ORIGINATION DATE: 09/16/2021
PROPOSAL ORIGINATOR: Dr. N. Scott Robinson
CO-CONTRIBUTOR(S) Channing Booth
PROPOSAL DATE: 02/04/2023

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:** 176A
III. **Course Title:** Softball I
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:** SOFTBALL
VII. **Current Short Title:** Softball 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:** City and Mesa
XII. **Proposal Originating Date:** 11/21/2022
XIII. **Proposed Start Semester:** Spring 2023
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Provides instruction to develop the fundamental skills of softball.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 151.
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 151A + PHYE 151B = PHYE 151 EXSC 176A equivalent to PHYE 151 EXSC 176A will alleviate substandard work In 151
VI. **Additional Information:** This course requires students to analyze specific variables and achieve student learning objectives and outcomes (related to softball strategy and play). 32 hours of activity are required (as a minimum) for specific physiological adaptations and development of these skill-related objectives and outcomes.
VII. **Additional Textbook Information:**

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:** .

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

UC Transfer Course:
Yes

REQUISITES ANALYSIS

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **CITY**
II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Discussion Board
at least 1 time during the semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings
as assigned
6. Individual Meetings
at least 1 time during the semester
7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed
V. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply softball skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.
VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include 1) Electronic documentation of softball workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily softball skillsets, strategies, and/or techniques.
VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
VIII. **Audio Visual Library Materials:** NO
IX. **MESA**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Chat Rooms
As desired
3. Discussion Board

Weekly
4. Email/Message System
Frequent
5. Synchronous or Asynchronous Video
Weekly
6. Telephone Contact
As needed

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

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

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course the student will be able to execute throwing a softball using proper technique to maximize speed and distance.

MESA

- Analyze and demonstrate proper technique for basic softball skills.
- Upon completion of this course students will be able to improve cardiovascular endurance by 5%.
- On completion of this course students will be able to perform the softball skills of hitting and fielding at the appropriate levels; beginning, intermediate or advanced.
- Explain and demonstrate the use of basic softball terminology and signs.
- Demonstrate proper softball etiquette.
- Maintain and demonstrate the use of basic softball terminology and signs.

MIRAMAR

- Upon completion of the course the student will be able to execute throwing a softball using proper technique to maximize speed and distance. (176A)
- Upon completion of the course, the student will be able to be assess their swing technique. (176B)
- Upon completion of the course the student will be able to construct and implement a softball specific training and conditioning program. (176C)
- Upon completion of the course the student will be able to analyze and implement defensive plays. (176D)

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:** 11/21/2022

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

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Exercise Science
II. **Course Number:** 176B
III. **Course Title:** Softball II
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:** SOFTBALL
VII. **Current Short Title:** Softball 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:** City and Mesa
XII. **Proposal Originating Date:** 11/21/2022
XIII. **Proposed Start Semester:** Spring 2023
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Provides continued instruction to develop the beginning skills of softball.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Advisory: EXSC 176A 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 softball strategy and play). 32 hours of activity are required (as a minimum) for specific physiological adaptations and development of these skill-related objectives and outcomes.
VII. **Additional Textbook Information:**

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:** .

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

UC Transfer Course:
Yes

REQUISITES ANALYSIS

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **CITY**
II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Discussion Board
at least 1 time during the semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings
as assigned
6. Individual Meetings
at least 1 time during the semester
7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

V. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, electronic emails weekly demonstrating progress in class expectations, uploading or emailing of results from fitness tracking app, daily journaling, guided practices, and/or other assignments.
VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include 1) Electronic documentation of sport workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of regular attendance to a cardio routine verified by fitness app, fitness facility or similar fitness center (this documentation must be provided by either the app or the facility itself). Pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment as well as reflections on one's unique cardiovascular exercise regime. Analysis of electronic submissions of daily exercise routines.
VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
VIII. **Audio Visual Library Materials:** NO
IX. **MESA**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Chat Rooms
As desired
3. Discussion Board

Weekly
4. Email/Message System
Frequent
5. Synchronous or Asynchronous Video
Weekly
6. Telephone Contact
As needed

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

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

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course, the student will be able to be assess their swing technique.

MESA

- Upon successful completion of the course the student will be able to develop hitting, bunting, fielding, throwing skills in a game situation.
- Distinguish realistic goals as an individual and team for offense and defense.
- Explain healthy nutritional practices to lose weight and have endurance for a whole game.
- Lead group in proper warm up job, stretch, throw, 10-10-10.

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:** 11/21/2022
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

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Exercise Science
II. **Course Number:** 176C
III. **Course Title:** Softball III
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:** SOFTBALL
VII. **Current Short Title:** Softball 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:** City and Mesa
XII. **Proposal Originating Date:** 11/21/2022
XIII. **Proposed Start Semester:** Spring 2023
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Provides instruction to develop the intermediate skills of softball.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Advisory: EXSC 176B 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 softball strategy and play). 32 hours of activity are required (as a minimum) for specific physiological adaptations and development of these skill-related objectives and outcomes.
VII. **Additional Textbook Information:** Textbooks listed are current. Manual is updated.

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:** N/A.
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Basic Softball Skills

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **CITY**
II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Discussion Board
at least 1 time during semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings
as assigned
6. Individual Meetings
at least 1 time during the semester
7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

V. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply softball skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.
VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include 1) Electronic documentation of softball workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily softball skillsets, strategies, and/or techniques.
VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
VIII. **Audio Visual Library Materials:** NO
IX. **MESA**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Chat Rooms
As desired
3. Discussion Board

Weekly
4. Email/Message System
Frequent
5. Synchronous or Asynchronous Video
Weekly
6. Telephone Contact
As needed

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

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

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course the student will be able to construct and implement a softball specific training and conditioning program.

MESA

- Organize appropriate drills to improve individual skills to accomplish their offensive and defensive goals.
- Upon completion of this course know the different bunts. Sacrifice, bunt for a hit, push bunt Safety squeeze and straight squeeze.
- Explain proper mechanics and terms used on the Softball field.

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:** 11/21/2022
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

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Exercise Science
II. **Course Number:** 176D
III. **Course Title:** Softball IV
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:** SOFTBALL
VII. **Current Short Title:** Softball 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:** City and Mesa
XII. **Proposal Originating Date:** 11/21/2022
XIII. **Proposed Start Semester:** Spring 2023
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Provides instruction in the advanced skills and strategies of softball.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Advisory: EXSC 176C 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 softball strategy and play). 32 hours of activity are required (as a minimum) for specific physiological adaptations and development of these skill-related objectives and outcomes.
VII. **Additional Textbook Information:** Textbooks listed are current. Manual is updated.

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:** N/A.
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

Other Graduation Requirement:
Yes

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Intermediate Softball Skills

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **CITY**
II. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
III. **Other Distance Education Methods:**
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Discussion Board
at least 1 time during the semester
3. Email/Message System
as needed
4. Field Trips
as assigned
5. Group Meetings
as assigned
6. Individual Meetings
at least 1 time during the semester
7. Individualized Assignment Feedback
as needed for class assignments, comments, feedback, etc...
8. Synchronous or Asynchronous Video
as assigned
9. Telephone Contact
as needed

V. **List of Techniques:** Students engage in regular and effective interaction with each other and the instructor in ways that mirror the traditional classroom; only the delivery system is altered. These methods include one-on-one communication with the instructor and with other students via e-mail, the announcement system, the discussion board, or other tools. Students also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, weekly progress reports/updates via email, telephone, zoom, or other communication software; Students apply softball skillsets, strategies, and/or techniques relative to the game and journal, video, and/or discuss on zoom, their workout experiences.
VI. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include 1) Electronic documentation of softball workout time and calories burned from a personal fitness tracker such as a smartphone application or similar tool; or 2) Documentation of a regular cardio routine verified by a fitness app, and if safe and appropriate fitness facility, including pre- and post-step/or cardiovascular, strength, flexibility, and abdominal assessment; reflective journal entries on one's unique cardiovascular exercise regime; and, analysis of electronic submissions of daily softball skillsets, strategies, and/or techniques.
VII. **Additional Resources/Materials/Information:** Materials posted online are consistent with those required for campus based class. SDCCD and DSPS personnel provide all needed accommodations. DSPS provide a student in an online classroom with the same level of support as an on-campus student. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).
VIII. **Audio Visual Library Materials:** NO
IX. **MESA**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Chat Rooms
As desired
3. Discussion Board

Weekly
4. Email/Message System
Frequent
5. Synchronous or Asynchronous Video
Weekly
6. Telephone Contact
As needed

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

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

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

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course the student will be able to analyze and implement defensive plays.

MESA

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 0835.00 Physical Education
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25): Y = Not applicable
Course Support Course Status (CB26): N = Course is not a support course
Major Restriction Code: NONE

II. **Lab Units:** 0.50 - 1.00
Total Units: 0.5 - 1
Lecture Hours Min: 0.00 **Max:** 0.00
Lab Hours Min: 32.00 **Max:** 54.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 32.00 **Max:**54.00
Outside-of-Class Hours Min: 0.00 **Max:**0.00
Total Student Learning Hours Min: 32.00 **Max:** 54.00

FTEF Lecture Min: 0.0000 **Max:**0.0000
FTEF Lab Min: 0.1333 **Max:**0.2000
FTEF Total Min: 0.1333 **Max:**0.2000

III. **Last Time Pre/Co Requisite Update:** 11/21/2022
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

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Exercise Science
II. **Course Number:** 204
III. **Course Title:** Intercollegiate Basketball I
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:**
VII. **Current Short Title:** Intercollegiate Basketball 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:** 11/20/2022
XIII. **Proposed Start Semester:** Spring 2023
XIV. **Field Trip:** May be required
XV. **Grading Option:** Grade Only
XVI. **Current Short Description:** Designed for the first season of intercollegiate competition.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 204
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 2 time(s)
V. **Course Equivalency:** Yes EXSC 204 equivalent to PHYE 204
VI. **Additional Information:**
VII. **Additional Textbook Information:** Textbooks listed are current. Manuals were updated

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Six-year review: 1) review course and 2) update textbooks (Course revision is for six year review.)
II. **How Does The Course Fit The College Mission?**
III. **Current Transfer Options:** 1. UC Transfer Course List
IV. **Proposed College/District Purpose:** 1. Graduation Requirement
V. **Extraordinary Cost to the College:** Equipment.
VI. **Library Resource Materials:** .

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:** This course will be offered in compliance with California Community College Athletic Association guidelines.
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Chat Rooms
As needed
3. Discussion Board
Weekly
4. Email/Message System
Frequent
5. Synchronous or Asynchronous Video
At least 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
IX. **CITY**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
at least three times during the semester
5. Email/Message System
as needed
6. Field Trips
as assigned
7. Group Meetings
guided basketball workout sessions may be offered on a regular basis
8. Individual Meetings
as needed
9. Individualized Assignment Feedback
as assigned

10. Synchronous or Asynchronous Video
guided basketball workout sessions may be offered on a regular basis
11. Telephone Contact
as needed

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

XIV. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include documentation of a regular basketball cardio routine, reflective journal entries on one's unique exercise regime, and/or analysis of basketball skill sets, strategies, and/or techniques. Additional measures may include documentation of basketball 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

XVII. **MIRAMAR**

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

XIX. **Other Distance Education Methods:** This course will be offered in compliance with California Community College Athletic Association guidelines.

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

1. Announcements
Announcements weekly.
Participant/s: Faculty to Student/s
2. Chat Rooms
Chat Rooms, ss needed
Participant/s: Faculty to Student/s , Among Students
3. Discussion Board
Discussion Board Weekly (student-student and faculty-student interaction)
Participant/s: Faculty to Student/s , Among Students
4. Other (enter details in Frequency field)
Email/Message System (Frequently).
Participant/s: Faculty to Student/s , Among Students
5. Synchronous or Asynchronous Video
Synchronous or Asynchronous Weekly Video.
Participant/s: Faculty to Student/s
6. Telephone Contact
Telephone Contact, as needed
Participant/s: Faculty to Student/s

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

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course, the student will be able to identify and execute good shot selection based on criterion including two feet in the paint and/or an uncontested perimeter shot.

MESA

- Analyze individual offensive and defensive play during drills, exercises, practices and competition.
- Explain and apply proper basketball safety practices including use and care of equipment.
- Demonstrate the ability to work well with others in the team concept through drills, exercises, practices and competitions.
- Demonstrate during intercollegiate basketball games the students ability to understand the principles of good sportsmanship and healthy values toward competition.
- Students will be able to demonstrate skills necessary to compete successfully at the intercollegiate level.

MIRAMAR

- Upon completion of the course, the student will be able to identify and execute good shot selection based on criterion including two feet in the paint and/or an uncontested perimeter shot.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. Codes:
California Classification: (Y Credit Course)
TOP Code: 0835.50 Intercollegiate Athletics
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
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: 2.00 - 3.50
Total Units: 2 - 3.5
Lecture Hours Min: 0.00 **Max:** 0.00
Lab Hours Min: 96.00 **Max:** 175.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 96.00 **Max:**175.00
Outside-of-Class Hours Min: 0.00 **Max:**0.00
Total Student Learning Hours Min: 96.00 **Max:** 175.00
FTEF Lecture Min: 0.0000 **Max:**0.0000
FTEF Lab Min: 0.4000 **Max:**0.7000
FTEF Total Min: 0.4000 **Max:**0.7000

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

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Exercise Science
II. **Course Number:** 205
III. **Course Title:** Intercollegiate Basketball II
IV. **Disciplines (Instructor Minimum Qualifications):** Physical Education
V.
VI. **Family:**
VII. **Current Short Title:** Intercollegiate Basketball 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:** City and 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:** Designed for the second season of intercollegiate competition.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Limitation on Enrollment:: This course is not open to students with previous credit for PHYE 205
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 2 time(s)
V. **Course Equivalency:** Yes EXSC 205 equivalent to PHYE 205
VI. **Additional Information:**
VII. **Additional Textbook Information:** Textbooks listed are current. Manuals were updated

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Six year review: 1) review course and 2) update textbooks. (Course revision is for six year review.)
II. **How Does The Course Fit The College Mission?**
III. **Current Transfer Options:** 1. UC Transfer Course List
IV. **Proposed College/District Purpose:** 1. Graduation Requirement
V. **Extraordinary Cost to the College:** Equipment.
VI. **Library Resource Materials:** .

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:** This course will be offered in compliance with California Community College Athletic Association guidelines.
IV. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
As needed
2. Chat Rooms
As needed
3. Discussion Board
Weekly
4. Email/Message System
As needed
5. Synchronous or Asynchronous Video
At least 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
IX. **CITY**
X. **Distance Education Methods of Instruction:** 1. Online-Emergency Only
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
2. Collaborative Web Documents
as assigned
3. Conferencing
as assigned
4. Discussion Board
at least three times during the term
5. Email/Message System
as needed
6. Field Trips
as assigned
7. Group Meetings
guided basketball workout sessions may be offered on a regular basis
8. Individual Meetings
as needed
9. Individualized Assignment Feedback
as assigned

10. Synchronous or Asynchronous Video
guided basketball workout sessions may be offered on a regular basis
11. Telephone Contact
as needed

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

XIV. **How to Evaluate Students for Achieved Outcomes:** Multiple measures are used to assess student learning objectives. These include performance on objective examinations administered via the assessment tool, writing assignments, and/or group or individual projects posted to the discussion board or other online collaboration tool. Other measures may include documentation of a regular basketball cardio routine, reflective journal entries on one's unique exercise regime, and/or analysis of basketball skill sets, strategies, and/or techniques. Additional measures may include documentation of basketball 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

XVII. **MIRAMAR**

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

XIX. **Other Distance Education Methods:** This course will be offered in compliance with California Community College Athletic Association guidelines.

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

1. Announcements
Announcements weekly.
Participant/s: Faculty to Student/s
2. Chat Rooms
As needed
Participant/s: Faculty to Student/s
3. Discussion Board
Weekly (student-student and faculty-student interaction).
Participant/s: Faculty to Student/s , Among Students
4. Other (enter details in Frequency field)
Emails/Messaging (frequently)
Participant/s: Faculty to Student/s , Among Students
5. Synchronous or Asynchronous Video
Weekly.
Participant/s: Faculty to Student/s , Among Students
6. Telephone Contact
As needed
Participant/s: Faculty to Student/s

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

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course, the student will be able to display and operate a proficient knowledge of defensive strategy physically and mentally.

MESA

- Analyze team offensive and defensive play during competition.
- Report to coaches individual strengths and weaknesses based on performance in basketball games.
- Students will demonstrate a healthy attitude toward intercollegiate competition including adherence to sport and governing body rules and regulations.
- Students will be able to demonstrate skills necessary to compete successfully at the intercollegiate level.
- Demonstrate an increase in cardiovascular endurance and overall basketball fitness.

MIRAMAR

- Ability to perform these systems in game competition and simulationâ€"Offensive/Defensive/Communication. EXSC 204/205 classes included.
- Ability to perform and communicate these five absolutes in a simulated game and competition skills. Consisting of 1-on-1, 2-on-2, 3-on-3, 4-on-4, and 5-on-5 situations. EXSC 204/205 classes included.
- Ability to sustain the four principles of a good practice in warm-up/game situation drills/and cool down. EXSC 204/205 classes included.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 0835.50 Intercollegiate Athletics
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
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:** 2.00 - 3.50
Total Units: 2 - 3.5
Lecture Hours Min: 0.00 **Max:** 0.00
Lab Hours Min: 96.00 **Max:** 175.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 96.00 **Max:**175.00
Outside-of-Class Hours Min: 0.00 **Max:**0.00
Total Student Learning Hours Min: 96.00 **Max:** 175.00
FTEF Lecture Min: 0.0000 **Max:**0.0000
FTEF Lab Min: 0.4000 **Max:**0.7000
FTEF Total Min: 0.4000 **Max:**0.7000

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

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

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY , MESA AND MIRAMAR COLLEGES

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Mathematics
II. **Course Number:** 118
III. **Course Title:** Math for the Liberal Arts Student
IV. **Disciplines (Instructor Minimum Qualifications):** Mathematics
V.
VI. **Family:**
VII. **Current Short Title:** Math for Liberal Arts
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:** 07/01/2022
XIII. **Proposed Start Semester:** Fall 2024
XIV. **Field Trip:** May be required
XV. **Grading Option:** Letter Grade or Pass/No Pass Option
XVI. **Current Short Description:** Focuses on logical reasoning, quantitative literacy, problem solving and their applications.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Prerequisite: MATH 96 with a grade of "C" or better, or equivalent. Intended to establish communication or computational skills or Milestone M50
or Prerequisite: MATH 92 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence or Milestone M40
or Prerequisite: MATH 109 with a grade of "C" or better, or equivalent. Is a successor course in a discipline or cross-discipline sequence or Assessment Skill Level M50 or students with a milestone M30 must enroll in MATH 118X (Mathematics 118 and Mathematics 15B learning community).
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:** Course revision for Math 118 to include language to facilitate combining two courses as an LCOM to provide support. The language would be â€œor students with a milestone M30 must enroll in MATH 118X (Mathematics 118 and Mathematics 15B learning community).â€
II. **How Does The Course Fit The College Mission?** 1. Transfer
III. **Current Transfer Options:** 1. CSU General Education
IV. **Proposed College/District Purpose:** 1. District general education
V. **Extraordinary Cost to the College:** None.
VI. **Library Resource Materials:** .

GENERAL EDUCATION ANALYSIS

CSU General Education:
B4 Area B. Scientific Inquiry and Quantitative Reasoning - Mathematics/Quantitative Reasoning

District General Education:
A2 Language and Rationality - Communication & Analytical Thinking

REQUISITES ANALYSIS

Operations with rational expressions and solving rational equations.

I. **Course: MATH 109 Perform algebraic operations to simplify polynomials and rational expressions.**
II. **Course: MATH 92 Perform the basic arithmetic operations with rational expressions.**
III. **Course: MATH 96 Perform basic algebra with functions, determine whether a function is one-to-one and find the inverse of a one-to-one function.**

Operations with radical expressions and solve radical equations.

I. **Course: MATH 92 Perform the basic arithmetic operations with real numbers using exponents and the appropriate order of operations.**
II. **Course: MATH 96 Simplify and perform basic arithmetic operations on radical expressions in both radical and exponential form and solve radical equations.**
III. **Course: MATH 109 Apply exponential rules to simplify radical functions.**

Operations with complex numbers.

I. **Course: MATH 92 Perform the basic arithmetic operations with real numbers using exponents and the appropriate order of operations.**
II. **Course: MATH 109 Perform algebraic operations to simplify polynomials and rational expressions.**
III. **Course: MATH 92 Solve quadratic equations by factoring and use of the quadratic formula.**
IV. **Course: MATH 96 Perform basic arithmetic operations with complex numbers.**
V. **Course: MATH 109 Apply algebraic methods to manipulate nonlinear functions.**
VI. **Course: MATH 96 Solve quadratic equations including those having complex number solutions.**

Apply the appropriate surface area and volume formulas for three dimensional objects.

I. **Course: MATH 92 Perform the basic arithmetic operations with real numbers using exponents and the appropriate order of operations.**
II. **Course: MATH 109 Analyze and interpret mathematical definitions, as well as logical implications in theorems and postulates.**
III. **Course: MATH 109 Apply algebraic methods to manipulate nonlinear functions.**
IV. **Course: MATH 96 Identify three-dimensional geometric figures and apply the appropriate surface area and volume formulas.**

Apply exponential and logarithmic functions to solve a variety of application problems.

I. **Course: MATH 109 Apply exponential rules to simplify radical functions.**
II. **Course: MATH 96 Simplify and perform basic arithmetic operations on radical expressions in both radical and exponential form and solve radical equations.**
III. **Course: MATH 92 Solve exponential and logarithmic equations and applications.**
IV. **Course: MATH 96 Use the properties of and relationship between exponential and logarithmic functions to solve a variety of application problems.**

Demonstrate the ability to read and comprehend college-level texts and reference materials.

I. **Course: MATH 109 Interpret and implement logic rules in analyzing and simplifying logical statements.**
II. **Course: MATH 92 Perform the basic arithmetic operations with real numbers using exponents and the appropriate order of operations.**
III. **Course: MATH 109 Analyze and interpret mathematical definitions, as well as logical implications in theorems and postulates.**
IV. **Course: MATH 109 Analyze various types of functions.**
V. **Course: MATH 96 Solve systems of linear equations in three variables using a variety of methods, including matrices.**
VI. **Course: MATH 96 Create graphs of systems of linear inequalities in two variables and determine the solution set.**

VII. **Course: MATH 96 Simplify and perform basic arithmetic operations on radical expressions in both radical and exponential form and solve radical equations.**

Write coherent college-level research papers that demonstrate adequate research.

I. **Course: MATH 109 Interpret and implement logic rules in analyzing and simplifying logical statements.**
II. **Course: MATH 92 Perform the basic arithmetic operations with real numbers using exponents and the appropriate order of operations.**
III. **Course: MATH 96 Solve systems of linear equations in three variables using a variety of methods, including matrices.**

Write clear and coherent short essay answers to examination questions.

I. **Course: MATH 109 Demonstrate knowledge of properties of graphs, including continuity, average rates of change, asymptotes, and extrema.**
II. **Course: MATH 92 Apply the correct notation when identifying, simplifying and using arithmetic and geometric series and sequences.**
III. **Course: MATH 96 Identify three-dimensional geometric figures and apply the appropriate surface area and volume formulas.**

SECTION III

COURSE DISTANCE EDUCATION INFORMATION

I. **MESA**
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
bi-weekly or as determined by the instructor.
2. E-mail
bi-weekly or as determined by the instructor.
3. Group Meetings
weekly or as determined by the instructor.
4. Orientation Sessions
once on campus or as determined by the instructor.
5. Telephone Contact
weekly or as determined by the instructor.
6. Threaded Conferencing
weekly or as determined by the instructor.
V. **List of Techniques:** The student and instructor will be able to communicate through email, discussion board, and chat rooms. These communication links will make this course similar to a traditional course. Messages will be given to students through the calendar and the message board. in addition students may be provided sample quizzes and exams with solutions to problems. Students may have restricted access to complete their assignments, quizzes and exams. Students may also be required to fax the instructor their written responses to questions that can not be answered electronically.
VI. **How to Evaluate Students for Achieved Outcomes:** Students will be given tests compatible to those taken by students in a traditional Math 118 course. Students will be given chapter tests as well as a comprehensive final. Final exam must be taken on campus. For the students who can not attend the on campus final, for a valid reason, the final should be taken through a pre-arranged proctoring service.
VII. **Additional Resources/Materials/Information:** Videos and a math tutorial may be provided online so students can see the subject matter taught and they can practice problem solving. E-mails daily or as determined by the instructor. Orientation sessions once on campus during the first week of the semester. Voice mail as determined by the instructor. Chat rooms as determined by the instructor. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). 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. On-line course
XI. **Other Distance Education Methods:** Requests for technology accomodations will be met by working with the

Adaptive Technology Specialist.

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

1. Chat Rooms
   as needed
2. E-mail
   as needed.
3. Orientation Sessions
   as needed.
4. Telephone Contact
   as needed.
5. Threaded Conferencing
   as needed.
6. Voice Mail
   as needed.

XIII. **List of Techniques:** The student and instructor will be able to communicate through email, discussion board, and chat rooms. These communication links will make this course similar to a traditional course. Messages will be given to students through the calendar and the message board. In addition, students may be provided sample quizzes and exams with solutions to problems. Students may have restricted access to complete their assignments, quizzes and exams. Students may also be required to fax the instructor their written responses to questions that cannot be answered electronically.

XIV. **How to Evaluate Students for Achieved Outcomes:** Students will be given tests compatible to those taken by students in a traditional Math 118 course. Students will be given chapter tests as well as a comprehensive final. Final exam must be taken on campus. For the students who cannot attend the on campus final, for a valid reason, the final should be taken through a pre-arranged proctoring service.

XV. **Additional Resources/Materials/Information:** Videos and a math tutorial may be provided online so students can see the subject matter taught and they can practice problem solving. E-mails daily or as determined by the instructor. Orientation sessions once on campus during the first week of the semester. Voice mail as determined by the instructor. Chat rooms as determined by the instructor. Requests for technology accommodations wil be met by working with 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).

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

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 announcement system, the discussion board, or other tools. Students will also demonstrate an understanding and integration of course concepts via research assignments, problem sets, group projects, asynchronous class discussion, and/or other assignments.

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

XXIII. **Additional Resources/Materials/Information:** Additional materials and information, such as handouts, web links, or articles from journals or newspapers, may be provided electronically to supplement the course text(s). Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of

the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

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

SECTION IV

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Upon completion of the course, students will apply problem solving strategies and techniques in a variety of mathematical and applied settings.

MESA

- Students can utilize a variety of non-traditional problem-solving techniques to develop solutions to problems that could be solved algebraically.
- Student is able to demonstrate use of the tools of mathematical logic, such as truth tables and Venn diagrams, to solve real world applications.

MIRAMAR

- Apply the tools of mathematical logic such as truth tables and Venn diagrams to solve real world applications.
- Student will utilize a variety of non-traditional problem-solving techniques to develop solutions to problems that could be solve algebraically.
- Students will observe and analyze a pattern to solve a problem that cannot be solved using a standard mathematical operation.

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 1701.00 Mathematics, General
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): Program-applicable
Course Gen Education Status (CB25): B = CSGE B4, IGET 2, Math or Quantitative Reasoning
Course Support Course Status (CB26): N = Course is not a support course
Major Restriction Code: NONE

II. **Lect Units:** 3.00
Total Units: 3
Lecture Hours Min: 48.00 **Max:** 54.00
Lab Hours Min: 0.00 **Max:** 0.00
Other Hours Min: 0.00 **Max:**0.00
Total Contact Hours Min: 48.00 **Max:**54.00
Outside-of-Class Hours Min: 96.00 **Max:**108.00
Total Student Learning Hours Min: 144.00 **Max:** 162.00
FTEF Lecture Min: 0.2000 **Max:**
FTEF Lab Min: 0.0000 **Max:**
FTEF Total Min: 0.2000 **Max:**

III. **Last Time Pre/Co Requisite Update:** 07/01/2022

IV. **Last Outline Revision Date:** 05/10/2018

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

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Music
II. **Course Number:** 108
III. **Course Title:** The Business of Music
IV. **Disciplines (Instructor Minimum Qualifications):** Music or or Music Management
V.
VI. **Family:**
VII. **Current Short Title:** The Business of Music
VIII. **Course Is Active/Where?**
IX. **Originating Campus:** MESA
X. **Action Proposed:** Course Revision (May Include Activation)
XI. **Distance Education Proposed At:** City and Miramar
XII. **Proposal Originating Date:** 02/04/2023
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:** Comprehensive survey of the music business.

SECTION II

COURSE ENROLLMENT INFORMATION

I. **Requisites:**
Advisory: Completion of or concurrent enrollment in: 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 - 2-2023.

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Six yr review - 1) request for UC Transfer List, and 2) review & 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:** 1. UC Transfer Course List
IV. **Proposed College/District Purpose:** 1. Major Requirement - Associate Degree
V. **Extraordinary Cost to the College:** N/A.
VI. **Library Resource Materials:** No new resources required.

GENERAL EDUCATION ANALYSIS

UC Transfer Course:
Yes

REQUISITES ANALYSIS

Ability to read and write at the university freshman level, including composing college level essays and research papers.

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 5,000 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. E-mail
As needed.
2. Field Trips
As required by instructor.
3. Orientation Sessions
At the beginning of the semester.
4. Review Sessions
As needed.
5. Telephone Contact
As needed.
6. Threaded Conferencing
On-going.
7. Voice Mail
As needed.
V. **List of Techniques:** Distance education techniques used in this course will be accessible; therefore, requests for technology accomodations will be met by working with the Adaptive Technology Specialist.
VI. **How to Evaluate Students for Achieved Outcomes:** The same evaluation standards will be applied to exams and assignments as in the classroom.
VII. **Additional Resources/Materials/Information:** Distance education techniques used in this course will be accessible; therefore, requests for technology accomodations 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. **MIRAMAR**
X. **Distance Education Methods of Instruction:** 1. Fully Online
XI. **Other Distance Education Methods:**
XII. **Type and frequency of contact may include, but is not limited to:**
1. Announcements
weekly
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
as assigned
10. Telephone Contact

as needed

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

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

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

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

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

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

COURSE STUDENT LEARNING OUTCOME(S)

CITY

- Students will be able to negotiate a contract used to license a single song in media placement, such as television or film.
- Students will be able to distinguish between organizations that represent publishers and songwriters, including BMI, ASCAP and SESAC.
- Students will demonstrate an understanding of copyright law, including its basic principles, methods for registration, and rules regarding copyright infringement
- Students will identify the process by which to obtain management/representation and to negotiate legal contracts in both independent and major record labels.

MESA

MIRAMAR

SECTION V

COURSE DATA ADMINISTRATION ELEMENTS

I. **Codes:**
California Classification: (Y Credit Course)
TOP Code: 1004.00 Music
SAM Code: E - Non Occupational
Course Prior to College Level (CB21): Y - Not applicable. Level of course is not one of the levels listed above, may be above level A (transferable) or below level C (more than 3 levels below transfer level).
Funding Agency Category (CB23): Not Applicable (funding not used to develop course)
Course Program Status (CB24): 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:** 02/04/2023

IV. **Last Outline Revision Date:** 01/29/2015

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

Course Outline of Record:
Curriculum Proposal Report

SECTION I

I. **Subject Area:** Music
II. **Course Number:** 202
III. **Course Title:** Computer Music
IV. **Disciplines (Instructor Minimum Qualifications):** Music
V.
VI. **Family:** NONE
VII. **Current Short Title:** Computer Music
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:** 02/04/2023
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:** Studies the application of contemporary digital technology to the practice of music performance.
Proposed Short Description: Studies the application of contemporary digital technology to the practice of music / audio applications.

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:** Texts are latest editions

COURSE ANALYSIS DATA

I. **Reason for Proposed Action:** Six yr review including: 1) consistent use of language throughout, and 2) review 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:**
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 needed.

GENERAL EDUCATION ANALYSIS

REQUISITES ANALYSIS

Operate various electronic and digital instruments interface.

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

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. 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.

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. Partially online only

XIX. **Other Distance Education Methods:** At least 18 hours must be conducted in an in-person modality using the on-campus electronic music studio.

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 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

XXI. **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.

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, 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.

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

- Explain the acoustic nature of sound and how it can be manipulated with computers and digital equipment.

MESA

- Students will apply computer technology to the practice of music performance and composition.
- Students will demonstrate the manipulation musical data via MIDI and other digital formats.

MIRAMAR

- Analyze and problem solve MIDI situations and networking.
- Students submit projects to demonstrate applied technology learned

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:** 02/04/2023

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

MIRAMAR - ACCOUNTANCY FOR ENROLLED AGENTS - CERTIFICATE OF ACHIEVEMENT

PROPOSAL INFORMATION

Action Proposed: Program Deactivation

Proposal Originator: Dawn Diskin

Origination Date:11/19/2021

Proposed Start: Fall 2024

Need for Proposal:
Deactivation: Award not planned to be offered in the future. Teach-out plan not required because courses were never offered.

Attached Documents:
Advisory Committee Minutes
CCCCO Application
Workforce Development Council Minutes
LMI form
LMI Data

PROGRAM & AWARD INFORMATION

Award Description:
Enrolled Agents are tax professionals certified and licensed by the Internal Revenue Service (IRS) to represent taxpayers. They may practice before the IRS in all matters connected with taxation related to clients' rights, privileges, and laws or regulations administered by the IRS. They may also practice anywhere in the United States.

This certificate prepares students for entry-level positions and promotional opportunities in the field of taxation accounting. Students gain a foundation in all types of taxation issues in preparation to sit for the IRS Enrolled Agent Exam.

Award Notes:
The IRS Enrolled Agent Exam is administered by Prometric, an educational testing service.

Program Description:
N/A - this section is no longer updated via Curricunet

Program Goals:
N/A - this section is no longer updated via Curricunet

Program Emphasis:
N/A - this section is no longer updated via Curricunet

Career Options:
N/A - this section is no longer updated via Curricunet

COURSES REQUIRED FOR THE MAJOR:		UNITS
ACCT 120	Federal Income Tax *Active*	3
ACCT 210	Partnerships, Gift Tax, and Estate and Trusts Tax for Enrolled Agents *Active*	3
ACCT 211	Corporate Taxation for Enrolled Agents *Active*	3
ACCT 212	Representation, Practices, and Procedures for Enrolled Agents *Active*	3
Total Units		12

DATES & CODES

CIC Approval: 12/08/2022
Board Approval: 01/19/2023
State Approval:

TOP Code: 0502.10
State Approval (Unique) Code: 36254

Subject Area: Accounting
Program Area: Accountancy

Report Run: 04/02/2023 7:35 PM
Program ID: 4327

View Printable Version

Previous Report

MIRAMAR - ACCOUNTANCY FOR ENROLLED AGENTS - CERTIFICATE OF ACHIEVEMENT

PROPOSAL INFORMATION

Action Proposed: New Program

Proposal Originator: Alan Viersen

Origination Date:05/05/2016

Proposed Start: Fall 2018

Need for Proposal:
New award to prepare students for the IRS enrolled agent exam and to prepare them for entry-level positions in taxation accounting.

Attached Documents:
Advisory Committee Minutes
CCCCO Application
Workforce Development Council Minutes
LMI form
LMI Data

PROGRAM & AWARD INFORMATION

Award Description:
Enrolled Agents are tax professionals certified and licensed by the Internal Revenue Service (IRS) to represent taxpayers. They may practice before the IRS in all matters connected with taxation related to clients' rights, privileges, and laws or regulations administered by the IRS. They may also practice anywhere in the United States.

This certificate prepares students for entry-level positions and promotional opportunities in the field of taxation accounting. Students gain a foundation in all types of taxation issues in preparation to sit for the IRS Enrolled Agent Exam.

Award Notes:
The IRS Enrolled Agent Exam is administered by Prometric, an educational testing service.

Program Description:
N/A - this section is no longer updated via Curricunet

Program Goals:
N/A - this section is no longer updated via Curricunet

Program Emphasis:
N/A - this section is no longer updated via Curricunet

Career Options:
N/A - this section is no longer updated via Curricunet

COURSES REQUIRED FOR THE MAJOR:		UNITS
ACCT 120	Federal Income Tax *Active*	3
ACCT 210	Partnerships, Gift Tax, and Estate and Trusts Tax for Enrolled Agents *Active*	3
ACCT 211	Corporate Taxation for Enrolled Agents *Active*	3
ACCT 212	Representation, Practices, and Procedures for Enrolled Agents *Active*	3
Total Units		12

DATES & CODES

Current Report

MIRAMAR - ACCOUNTANCY FOR ENROLLED AGENTS - CERTIFICATE OF ACHIEVEMENT

PROPOSAL INFORMATION

Action Proposed: Program Deactivation

Proposal Originator: Dawn Diskin

Origination Date:11/19/2021

Proposed Start: Fall 2024

Need for Proposal:
Deactivation: Award not planned to be offered in the future. Teach-out plan not required because courses were never offered.

Attached Documents:
Advisory Committee Minutes
CCCCO Application
Workforce Development Council Minutes
LMI form
LMI Data

PROGRAM & AWARD INFORMATION

Award Description:
Enrolled Agents are tax professionals certified and licensed by the Internal Revenue Service (IRS) to represent taxpayers. They may practice before the IRS in all matters connected with taxation related to clients' rights, privileges, and laws or regulations administered by the IRS. They may also practice anywhere in the United States.

This certificate prepares students for entry-level positions and promotional opportunities in the field of taxation accounting. Students gain a foundation in all types of taxation issues in preparation to sit for the IRS Enrolled Agent Exam.

Award Notes:
The IRS Enrolled Agent Exam is administered by Prometric, an educational testing service.

Program Description:
N/A - this section is no longer updated via Curricunet

Program Goals:
N/A - this section is no longer updated via Curricunet

Program Emphasis:
N/A - this section is no longer updated via Curricunet

Career Options:
N/A - this section is no longer updated via Curricunet

COURSES REQUIRED FOR THE MAJOR:		UNITS
ACCT 120	Federal Income Tax *Active*	3
ACCT 210	Partnerships, Gift Tax, and Estate and Trusts Tax for Enrolled Agents *Active*	3
ACCT 211	Corporate Taxation for Enrolled Agents *Active*	3
ACCT 212	Representation, Practices, and Procedures for Enrolled Agents *Active*	3
Total Units		12

DATES & CODES

CIC Approval: 03/09/2017
Board Approval: 04/13/2017
State Approval: 02/08/2018

TOP Code: 0502.10
State Approval (Unique) Code: 36254

Subject Area: Accounting
Program Area: Accountancy

Report Run: 04/02/2023 7:35 PM
Program ID: 3262

CIC Approval: 12/08/2022
Board Approval: 01/19/2023
State Approval:

TOP Code: 0502.10
State Approval (Unique) Code: 36254

Subject Area: Accounting
Program Area: Accountancy

Report Run: 04/02/2023 7:35 PM
Program ID: 4327

View Printable Version

Previous Report

MIRAMAR - ACCOUNTANCY FOR ENROLLED AGENTS - CERTIFICATE OF ACHIEVEMENT

PROPOSAL INFORMATION

Action Proposed: New Program

Proposal Originator: Alan Viersen

Origination Date:05/05/2016

Proposed Start: Fall 2018

Need for Proposal:
New award to prepare students for the IRS enrolled agent exam and to prepare them for entry-level positions in taxation accounting.

Attached Documents:
Advisory Committee Minutes
CCCCO Application
Workforce Development Council Minutes
LMI form
LMI Data

PROGRAM & AWARD INFORMATION

Award Description:
Enrolled Agents are tax professionals certified and licensed by the Internal Revenue Service (IRS) to represent taxpayers. They may practice before the IRS in all matters connected with taxation related to clients' rights, privileges, and laws or regulations administered by the IRS. They may also practice anywhere in the United States.

This certificate prepares students for entry-level positions and promotional opportunities in the field of taxation accounting. Students gain a foundation in all types of taxation issues in preparation to sit for the IRS Enrolled Agent Exam.

Award Notes:
The IRS Enrolled Agent Exam is administered by Prometric, an educational testing service.

Program Description:
N/A - this section is no longer updated via Curricunet

Program Goals:
N/A - this section is no longer updated via Curricunet

Program Emphasis:
N/A - this section is no longer updated via Curricunet

Career Options:
N/A - this section is no longer updated via Curricunet

COURSES REQUIRED FOR THE MAJOR:		UNITS
ACCT 120	Federal Income Tax *Active*	3
ACCT 210	Partnerships, Gift Tax, and Estate and Trusts Tax for Enrolled Agents *Active*	3
ACCT 211	Corporate Taxation for Enrolled Agents *Active*	3
ACCT 212	Representation, Practices, and Procedures for Enrolled Agents *Active*	3
Total Units		12

DATES & CODES

Current Report

MIRAMAR - ACCOUNTANCY FOR ENROLLED AGENTS - CERTIFICATE OF ACHIEVEMENT

PROPOSAL INFORMATION

Action Proposed: Program Deactivation

Proposal Originator: Dawn Diskin

Origination Date:11/19/2021

Proposed Start: Fall 2024

Need for Proposal:
Deactivation: Award not planned to be offered in the future. Teach-out plan not required because courses were never offered.

Attached Documents:
Advisory Committee Minutes
CCCCO Application
Workforce Development Council Minutes
LMI form
LMI Data

PROGRAM & AWARD INFORMATION

Award Description:
Enrolled Agents are tax professionals certified and licensed by the Internal Revenue Service (IRS) to represent taxpayers. They may practice before the IRS in all matters connected with taxation related to clients' rights, privileges, and laws or regulations administered by the IRS. They may also practice anywhere in the United States.

This certificate prepares students for entry-level positions and promotional opportunities in the field of taxation accounting. Students gain a foundation in all types of taxation issues in preparation to sit for the IRS Enrolled Agent Exam.

Award Notes:
The IRS Enrolled Agent Exam is administered by Prometric, an educational testing service.

Program Description:
N/A - this section is no longer updated via Curricunet

Program Goals:
N/A - this section is no longer updated via Curricunet

Program Emphasis:
N/A - this section is no longer updated via Curricunet

Career Options:
N/A - this section is no longer updated via Curricunet

COURSES REQUIRED FOR THE MAJOR:		UNITS
ACCT 120	Federal Income Tax *Active*	3
ACCT 210	Partnerships, Gift Tax, and Estate and Trusts Tax for Enrolled Agents *Active*	3
ACCT 211	Corporate Taxation for Enrolled Agents *Active*	3
ACCT 212	Representation, Practices, and Procedures for Enrolled Agents *Active*	3
Total Units		12

DATES & CODES

CIC Approval: 03/09/2017
Board Approval: 04/13/2017
State Approval: 02/08/2018

TOP Code: 0502.10
State Approval (Unique) Code: 36254

Subject Area: Accounting
Program Area: Accountancy

Report Run: 04/02/2023 7:35 PM
Program ID: 3262

CIC Approval: 12/08/2022
Board Approval: 01/19/2023
State Approval:

TOP Code: 0502.10
State Approval (Unique) Code: 36254

Subject Area: Accounting
Program Area: Accountancy

Report Run: 04/02/2023 7:35 PM
Program ID: 4327

CITY - AEROBIC CONDITIONING - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed: Program Deactivation
Proposal Originator: Andrea Milburn **Origination Date:**07/14/2022
Proposed Start: Fall 2024
Need for Proposal:
Deactivate award at City College, no longer being offered.
Attached Documents:
OccProfile, CA LMI 29-9091
COE LMI - MAY2019
COE LMI - MAR2019
OccProfile, CA LMI 39-9031
Narrative_Fall 2022

PROGRAM & AWARD INFORMATION

Award Description:
The Certificate of Performance in Aerobic Conditioning is designed for students interested in entry-level aerobic conditioning instruction. Emphasis is placed on theory and practice of aerobic conditioning techniques. Students learn the principles of aerobic conditioning and techniques required for proper instruction.
Award Notes:
EXERCISE SCIENCE CLASSES/INTERCOLLEGIATE SPORTS DISCLAIMER: Participation in all sports and Fall 1/Spring 1 exercise science activities involves certain inherent risks. Risks may include, but are not limited to, neck and spinal injuries that may result in paralysis or brain injury, injury to bones, joints, ligaments, muscles, tendons, and other aspects of the musculoskeletal system, and serious injury, or impairment, to other aspects of the body and general health, including death. The San Diego Community College District, its officers, agents, and employees are not responsible for the inherent risks associated with participation in exercise science classes/intercollegiate sports. Students are strongly advised to consult a physician prior to participating in any exercise science activity.
Program Description:
The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.
Program Goals:

N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:

Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list, but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

	COURSES REQUIRED FOR THE MAJOR:		UNITS
	EXSC 241B	Introduction to Kinesiology *Active*	3
or	HEAL 101	Health and Lifestyle *Active*	3

	SELECT FOUR (4) COURSES FROM THE FOLLOWING:		UNITS
	EXSC 123	Adapted Physical Fitness *Active*	0.5 - 1
	EXSC 124A	Core and Cardio Fitness I *Active*	0.5 - 1
	EXSC 124B	Core and Cardio Fitness II *Active*	0.5 - 1
	EXSC 124C	Core and Cardio Fitness III *Active*	0.5 - 1
	EXSC 124D	Core and Cardio Fitness IV *Active*	0.5 - 1
	EXSC 125A	Aerobic Dance I *Active*	0.5 - 1
	EXSC 125B	Aerobic Dance II *Active*	0.5 - 1
	EXSC 125C	Aerobic Dance III *Active*	0.5 - 1
	EXSC 125D	Aerobic Dance IV *Active*	0.5 - 1
	EXSC 126A	Cardio Conditioning I *Active*	0.5 - 1
	EXSC 126B	Cardio Conditioning II *Active*	0.5 - 1
	EXSC 126C	Cardio Conditioning III *Active*	0.5 - 1
	EXSC 126D	Cardio Conditioning IV *Active*	0.5 - 1
	EXSC 127A	Cardio Kickboxing I *Active*	0.5 - 1
	EXSC 127B	Cardio Kickboxing II *Active*	0.5 - 1
	EXSC 127C	Cardio Kickboxing III *Active*	0.5 - 1
	EXSC 127D	Cardio Kickboxing IV *Active*	0.5 - 1
	EXSC 128	Fitness Applications *Active*	0.5 - 1
	EXSC 129A	Step Aerobics I *Active*	0.5 - 1
	EXSC 129B	Step Aerobics II *Active*	0.5 - 1
	EXSC 129C	Step Aerobics III *Active*	0.5 - 1
	EXSC 129D	Step Aerobics IV *Active*	0.5 - 1
	EXSC 142	Hiking for Fitness I- Fundamentals *Active*	0.5 - 2
	EXSC 143A	Outdoor Cycling Level I *Active*	0.5 - 2
	EXSC 143B	Outdoor Cycling Level II *Active*	1 - 2
	EXSC 144A	Fitness Walking I *Active*	0.5 - 1

Total Units 5 - 10

DATES & CODES

CIC Approval: 10/27/2022

Board Approval:

State Approval:

TOP Code: 0835.00

State Approval (Unique) Code:

View Printable Version

Previous Report

CITY - AEROBIC CONDITIONING - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed: Program Revision

Proposal Originator: Dede Bodnar

Origination Date:10/26/2020

Proposed Start: Fall 2022

Need for Proposal:
Update courses required electives with courses undergoing course title revisions. Replace EXSC 127A-D and EXSC 129A-D with pending courses. Revise program and award descriptions.

Attached Documents:
OccProfile, CA LMI 29-9091
COE LMI - MAY2019
COE LMI - MAR2019
OccProfile, CA LMI 39-9031
Narrative_Fall 2022

PROGRAM & AWARD INFORMATION

Award Description:
The Certificate of Performance in Aerobic Conditioning is designed for students interested in entry-level aerobic conditioning instruction. Emphasis is placed on theory and practice of aerobic conditioning techniques. Students learn the principles of aerobic conditioning and techniques required for proper instruction.

Award Notes:
EXERCISE SCIENCE CLASSES/INTERCOLLEGIATE SPORTS DISCLAIMER: Participation in all sports and Fall 1/Spring 1 exercise science activities involves certain inherent risks. Risks may include, but are not limited to, neck and spinal injuries that may result in paralysis or brain injury, injury to bones, joints, ligaments, muscles, tendons, and other aspects of the musculoskeletal system, and serious injury, or impairment, to other aspects of the body and general health, including death. The San Diego Community College District, its officers, agents, and employees are not responsible for the inherent risks associated with participation in exercise science classes/intercollegiate sports. Students are strongly advised to consult a physician prior to participating in any exercise science activity.

Program Description:
The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and

Current Report

CITY - AEROBIC CONDITIONING - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed: Program Deactivation

Proposal Originator: Andrea Milburn

Origination Date:07/14/2022

Proposed Start: Fall 2024

Need for Proposal:
Deactivate award at City College, no longer being offered.

Attached Documents:
OccProfile, CA LMI 29-9091
COE LMI - MAY2019
COE LMI - MAR2019
OccProfile, CA LMI 39-9031
Narrative_Fall 2022

PROGRAM & AWARD INFORMATION

Award Description:
The Certificate of Performance in Aerobic Conditioning is designed for students interested in entry-level aerobic conditioning instruction. Emphasis is placed on theory and practice of aerobic conditioning techniques. Students learn the principles of aerobic conditioning and techniques required for proper instruction.

Award Notes:
EXERCISE SCIENCE CLASSES/INTERCOLLEGIATE SPORTS DISCLAIMER: Participation in all sports and Fall 1/Spring 1 exercise science activities involves certain inherent risks. Risks may include, but are not limited to, neck and spinal injuries that may result in paralysis or brain injury, injury to bones, joints, ligaments, muscles, tendons, and other aspects of the musculoskeletal system, and serious injury, or impairment, to other aspects of the body and general health, including death. The San Diego Community College District, its officers, agents, and employees are not responsible for the inherent risks associated with participation in exercise science classes/intercollegiate sports. Students are strongly advised to consult a physician prior to participating in any exercise science activity.

Program Description:
The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.

community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.

Program Goals:

N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:

Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list, but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

COURSES REQUIRED FOR THE MAJOR:			UNITS
	EXSC 241B	Introduction to Kinesiology *Active*	3
or	HEAL 101	Health and Lifestyle *Active*	3

SELECT FOUR (4) COURSES FROM THE FOLLOWING:			UNITS
	EXSC 123	Adapted Physical Fitness *Active*	0.5 - 1
	EXSC 124A	Core and Cardio Fitness I *Active*	0.5 - 1
	EXSC 124B	Core and Cardio Fitness II *Active*	0.5 - 1
	EXSC 124C	Core and Cardio Fitness III *Active*	0.5 - 1
	EXSC 124D	Core and Cardio Fitness IV *Active*	0.5 - 1
	EXSC 125A	Aerobic Dance I *Active*	0.5 - 1
	EXSC 125B	Aerobic Dance II *Active*	0.5 - 1
	EXSC 125C	Aerobic Dance III *Active*	0.5 - 1
	EXSC 125D	Aerobic Dance IV *Active*	0.5 - 1
	EXSC 126A	Cardio Conditioning I *Active*	0.5 - 1
	EXSC 126B	Cardio Conditioning II *Active*	0.5 - 1
	EXSC 126C	Cardio Conditioning III *Active*	0.5 - 1
	EXSC 126D	Cardio Conditioning IV *Active*	0.5 - 1
	EXSC 127A	Cardio Kickboxing I *Active*	0.5 - 1
	EXSC 127B	Cardio Kickboxing II *Active*	0.5 - 1
	EXSC 127C	Cardio Kickboxing III *Active*	0.5 - 1
	EXSC 127D	Cardio Kickboxing IV *Active*	0.5 - 1
	EXSC 128	Fitness Applications *Active*	0.5 - 1
	EXSC 129A	Step Aerobics I *Active*	0.5 - 1
	EXSC 129B	Step Aerobics II *Active*	0.5 - 1
	EXSC 129C	Step Aerobics III *Active*	0.5 - 1
	EXSC 129D	Step Aerobics IV *Active*	0.5 - 1
	EXSC 142	Hiking for Fitness I- Fundamentals *Active*	0.5 - 2
	EXSC 143A	Outdoor Cycling Level I *Active*	0.5 - 2
	EXSC 143B	Outdoor Cycling Level II *Active*	1 - 2
	EXSC 144A	Fitness Walking I *Active*	0.5 - 1

Total Units 5 - 10

DATES & CODES

CIC Approval: 09/09/2021

Board Approval:

State Approval:

TOP Code: 0835.00

State Approval (Unique) Code:

Program Goals:

N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:

Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list, but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

COURSES REQUIRED FOR THE MAJOR:			UNITS
	EXSC 241B	Introduction to Kinesiology *Active*	3
or	HEAL 101	Health and Lifestyle *Active*	3

SELECT FOUR (4) COURSES FROM THE FOLLOWING:			UNITS
	EXSC 123	Adapted Physical Fitness *Active*	0.5 - 1
	EXSC 124A	Core and Cardio Fitness I *Active*	0.5 - 1
	EXSC 124B	Core and Cardio Fitness II *Active*	0.5 - 1
	EXSC 124C	Core and Cardio Fitness III *Active*	0.5 - 1
	EXSC 124D	Core and Cardio Fitness IV *Active*	0.5 - 1
	EXSC 125A	Aerobic Dance I *Active*	0.5 - 1
	EXSC 125B	Aerobic Dance II *Active*	0.5 - 1
	EXSC 125C	Aerobic Dance III *Active*	0.5 - 1
	EXSC 125D	Aerobic Dance IV *Active*	0.5 - 1
	EXSC 126A	Cardio Conditioning I *Active*	0.5 - 1
	EXSC 126B	Cardio Conditioning II *Active*	0.5 - 1
	EXSC 126C	Cardio Conditioning III *Active*	0.5 - 1
	EXSC 126D	Cardio Conditioning IV *Active*	0.5 - 1
	EXSC 127A	Cardio Kickboxing I *Active*	0.5 - 1
	EXSC 127B	Cardio Kickboxing II *Active*	0.5 - 1
	EXSC 127C	Cardio Kickboxing III *Active*	0.5 - 1
	EXSC 127D	Cardio Kickboxing IV *Active*	0.5 - 1
	EXSC 128	Fitness Applications *Active*	0.5 - 1
	EXSC 129A	Step Aerobics I *Active*	0.5 - 1
	EXSC 129B	Step Aerobics II *Active*	0.5 - 1
	EXSC 129C	Step Aerobics III *Active*	0.5 - 1
	EXSC 129D	Step Aerobics IV *Active*	0.5 - 1
	EXSC 142	Hiking for Fitness I- Fundamentals *Active*	0.5 - 2
	EXSC 143A	Outdoor Cycling Level I *Active*	0.5 - 2
	EXSC 143B	Outdoor Cycling Level II *Active*	1 - 2
	EXSC 144A	Fitness Walking I *Active*	0.5 - 1

Total Units 5 - 10

DATES & CODES

CIC Approval: 10/27/2022

Board Approval:

State Approval:

TOP Code: 0835.00

State Approval (Unique) Code:

View Printable Version

Previous Report

CITY - AEROBIC CONDITIONING - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed: Program Revision

Proposal Originator: Dede Bodnar

Origination Date:10/26/2020

Proposed Start: Fall 2022

Need for Proposal:
Update courses required electives with courses undergoing course title revisions. Replace EXSC 127A-D and EXSC 129A-D with pending courses. Revise program and award descriptions.

Attached Documents:
OccProfile, CA LMI 29-9091
COE LMI - MAY2019
COE LMI - MAR2019
OccProfile, CA LMI 39-9031
Narrative_Fall 2022

PROGRAM & AWARD INFORMATION

Award Description:
The Certificate of Performance in Aerobic Conditioning is designed for students interested in entry-level aerobic conditioning instruction. Emphasis is placed on theory and practice of aerobic conditioning techniques. Students learn the principles of aerobic conditioning and techniques required for proper instruction.

Award Notes:
EXERCISE SCIENCE CLASSES/INTERCOLLEGIATE SPORTS DISCLAIMER: Participation in all sports and Fall 1/Spring 1 exercise science activities involves certain inherent risks. Risks may include, but are not limited to, neck and spinal injuries that may result in paralysis or brain injury, injury to bones, joints, ligaments, muscles, tendons, and other aspects of the musculoskeletal system, and serious injury, or impairment, to other aspects of the body and general health, including death. The San Diego Community College District, its officers, agents, and employees are not responsible for the inherent risks associated with participation in exercise science classes/intercollegiate sports. Students are strongly advised to consult a physician prior to participating in any exercise science activity.

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Current Report

CITY - AEROBIC CONDITIONING - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed: Program Deactivation

Proposal Originator: Andrea Milburn

Origination Date:07/14/2022

Proposed Start: Fall 2024

Need for Proposal:
Deactivate award at City College, no longer being offered.

Attached Documents:
OccProfile, CA LMI 29-9091
COE LMI - MAY2019
COE LMI - MAR2019
OccProfile, CA LMI 39-9031
Narrative_Fall 2022

PROGRAM & AWARD INFORMATION

Award Description:
The Certificate of Performance in Aerobic Conditioning is designed for students interested in entry-level aerobic conditioning instruction. Emphasis is placed on theory and practice of aerobic conditioning techniques. Students learn the principles of aerobic conditioning and techniques required for proper instruction.

Award Notes:
EXERCISE SCIENCE CLASSES/INTERCOLLEGIATE SPORTS DISCLAIMER: Participation in all sports and Fall 1/Spring 1 exercise science activities involves certain inherent risks. Risks may include, but are not limited to, neck and spinal injuries that may result in paralysis or brain injury, injury to bones, joints, ligaments, muscles, tendons, and other aspects of the musculoskeletal system, and serious injury, or impairment, to other aspects of the body and general health, including death. The San Diego Community College District, its officers, agents, and employees are not responsible for the inherent risks associated with participation in exercise science classes/intercollegiate sports. Students are strongly advised to consult a physician prior to participating in any exercise science activity.

Program Description:
The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.

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Program Goals:

N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:

Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list, but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

COURSES REQUIRED FOR THE MAJOR:			UNITS
	EXSC 241B	Introduction to Kinesiology *Active*	3
or	HEAL 101	Health and Lifestyle *Active*	3

SELECT FOUR (4) COURSES FROM THE FOLLOWING:			UNITS
	EXSC 123	Adapted Physical Fitness *Active*	0.5 - 1
	EXSC 124A	Core and Cardio Fitness I *Active*	0.5 - 1
	EXSC 124B	Core and Cardio Fitness II *Active*	0.5 - 1
	EXSC 124C	Core and Cardio Fitness III *Active*	0.5 - 1
	EXSC 124D	Core and Cardio Fitness IV *Active*	0.5 - 1
	EXSC 125A	Aerobic Dance I *Active*	0.5 - 1
	EXSC 125B	Aerobic Dance II *Active*	0.5 - 1
	EXSC 125C	Aerobic Dance III *Active*	0.5 - 1
	EXSC 125D	Aerobic Dance IV *Active*	0.5 - 1
	EXSC 126A	Cardio Conditioning I *Active*	0.5 - 1
	EXSC 126B	Cardio Conditioning II *Active*	0.5 - 1
	EXSC 126C	Cardio Conditioning III *Active*	0.5 - 1
	EXSC 126D	Cardio Conditioning IV *Active*	0.5 - 1
	EXSC 127A	Cardio Kickboxing I *Active*	0.5 - 1
	EXSC 127B	Cardio Kickboxing II *Active*	0.5 - 1
	EXSC 127C	Cardio Kickboxing III *Active*	0.5 - 1
	EXSC 127D	Cardio Kickboxing IV *Active*	0.5 - 1
	EXSC 128	Fitness Applications *Active*	0.5 - 1
	EXSC 129A	Step Aerobics I *Active*	0.5 - 1
	EXSC 129B	Step Aerobics II *Active*	0.5 - 1
	EXSC 129C	Step Aerobics III *Active*	0.5 - 1
	EXSC 129D	Step Aerobics IV *Active*	0.5 - 1
	EXSC 142	Hiking for Fitness I- Fundamentals *Active*	0.5 - 2
	EXSC 143A	Outdoor Cycling Level I *Active*	0.5 - 2
	EXSC 143B	Outdoor Cycling Level II *Active*	1 - 2
	EXSC 144A	Fitness Walking I *Active*	0.5 - 1

Total Units 5 - 10

DATES & CODES

CIC Approval: 09/09/2021

Board Approval:

State Approval:

TOP Code: 0835.00

State Approval (Unique) Code:

Program Goals:

N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:

Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list, but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

COURSES REQUIRED FOR THE MAJOR:			UNITS
	EXSC 241B	Introduction to Kinesiology *Active*	3
or	HEAL 101	Health and Lifestyle *Active*	3

SELECT FOUR (4) COURSES FROM THE FOLLOWING:			UNITS
	EXSC 123	Adapted Physical Fitness *Active*	0.5 - 1
	EXSC 124A	Core and Cardio Fitness I *Active*	0.5 - 1
	EXSC 124B	Core and Cardio Fitness II *Active*	0.5 - 1
	EXSC 124C	Core and Cardio Fitness III *Active*	0.5 - 1
	EXSC 124D	Core and Cardio Fitness IV *Active*	0.5 - 1
	EXSC 125A	Aerobic Dance I *Active*	0.5 - 1
	EXSC 125B	Aerobic Dance II *Active*	0.5 - 1
	EXSC 125C	Aerobic Dance III *Active*	0.5 - 1
	EXSC 125D	Aerobic Dance IV *Active*	0.5 - 1
	EXSC 126A	Cardio Conditioning I *Active*	0.5 - 1
	EXSC 126B	Cardio Conditioning II *Active*	0.5 - 1
	EXSC 126C	Cardio Conditioning III *Active*	0.5 - 1
	EXSC 126D	Cardio Conditioning IV *Active*	0.5 - 1
	EXSC 127A	Cardio Kickboxing I *Active*	0.5 - 1
	EXSC 127B	Cardio Kickboxing II *Active*	0.5 - 1
	EXSC 127C	Cardio Kickboxing III *Active*	0.5 - 1
	EXSC 127D	Cardio Kickboxing IV *Active*	0.5 - 1
	EXSC 128	Fitness Applications *Active*	0.5 - 1
	EXSC 129A	Step Aerobics I *Active*	0.5 - 1
	EXSC 129B	Step Aerobics II *Active*	0.5 - 1
	EXSC 129C	Step Aerobics III *Active*	0.5 - 1
	EXSC 129D	Step Aerobics IV *Active*	0.5 - 1
	EXSC 142	Hiking for Fitness I- Fundamentals *Active*	0.5 - 2
	EXSC 143A	Outdoor Cycling Level I *Active*	0.5 - 2
	EXSC 143B	Outdoor Cycling Level II *Active*	1 - 2
	EXSC 144A	Fitness Walking I *Active*	0.5 - 1

Total Units 5 - 10

DATES & CODES

CIC Approval: 10/27/2022

Board Approval:

State Approval:

TOP Code: 0835.00

State Approval (Unique) Code:

CITY - ANAEROBIC CONDITIONING - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed: Program Deactivation
Proposal Originator: Andrea Milburn **Origination Date:**07/14/2022
Proposed Start: Fall 2024
Need for Proposal:
Deactivate award at City College, no longer being offered.
Attached Documents:
COE LMI - MAR2019
COE LMI - MAY2019
OccProfile, CA LMI 29-9091
OccProfile, CA LMI 39-9031
Narrative_Fall 2022

PROGRAM & AWARD INFORMATION

Award Description:
The Certificate of Performance in Anaerobic Conditioning is designed for students interested in entry-level anaerobic conditioning instruction. Emphasis is placed on theory and practice of anaerobic conditioning techniques. Students learn the principles of anaerobic conditioning and techniques required for proper instruction.
Award Notes:
EXERCISE SCIENCE CLASSES/INTERCOLLEGIATE SPORTS DISCLAIMER: Participation in all sports and Fall 1/Spring 1 exercise science activities involves certain inherent risks. Risks may include, but are not limited to, neck and spinal injuries that may result in paralysis or brain injury, injury to bones, joints, ligaments, muscles, tendons, and other aspects of the musculoskeletal system, and serious injury, or impairment, to other aspects of the body and general health, including death. The San Diego Community College District, its officers, agents, and employees are not responsible for the inherent risks associated with participation in exercise science classes/intercollegiate sports. Students are strongly advised to consult a physician prior to participating in any exercise science activity.
Program Description:
The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.
Program Goals:

N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:

Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list, but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

	COURSES REQUIRED FOR THE MAJOR:		UNITS
	EXSC 241B	Introduction to Kinesiology *Active*	3
or	HEAL 101	Health and Lifestyle *Active*	3

	SELECT FOUR (4) COURSES FROM THE FOLLOWING:		UNITS
	EXSC 134	Adapted Weight Training *Active*	0.5 - 1
	EXSC 135A	Individual Conditioning I *Active*	0.5 - 1
	EXSC 135B	Individual Conditioning II *Active*	0.5 - 1
	EXSC 135C	Individual Conditioning III *Active*	0.5 - 1
	EXSC 135D	Individual Conditioning IV *Active*	0.5 - 1
	EXSC 136A	Off-Season Conditioning for Sport I *Active*	0.5 - 1
	EXSC 136B	Off-Season Conditioning for Sport II *Active*	0.5 - 1
	EXSC 139A	Weight Training I *Active*	0.5 - 1
	EXSC 139B	Weight Training II *Active*	0.5 - 1
	EXSC 139C	Weight Training III *Active*	0.5 - 1
	EXSC 139D	Weight Training IV *Active*	0.5 - 1

Total Units 5 - 7

DATES & CODES

CIC Approval: 10/27/2022

Board Approval:

State Approval:

TOP Code: 0835.00

State Approval (Unique) Code:

Subject Area: Exercise Science

Program Area: Exercise Science

Report Run: 04/02/2023 7:35 PM

Program ID: 4414

View Printable Version

Previous Report

CITY - ANAEROBIC CONDITIONING - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed: Program Revision

Proposal Originator: Dede Bodnar

Origination Date:10/26/2020

Proposed Start: Fall 2022

Need for Proposal:
Update courses required electives with courses undergoing course title revisions. Replace EXSC 135A-D and EXSC 139A-D with pending courses. Revise program and award descriptions.

Attached Documents:
COE LMI - MAR2019
COE LMI - MAY2019
OccProfile, CA LMI 29-9091
OccProfile, CA LMI 39-9031
Narrative_Fall 2022

PROGRAM & AWARD INFORMATION

Award Description:
The Certificate of Performance in Anaerobic Conditioning is designed for students interested in entry-level anaerobic conditioning instruction. Emphasis is placed on theory and practice of anaerobic conditioning techniques. Students learn the principles of anaerobic conditioning and techniques required for proper instruction.

Award Notes:
EXERCISE SCIENCE CLASSES/INTERCOLLEGIATE SPORTS DISCLAIMER: Participation in all sports and Fall 1/Spring 1 exercise science activities involves certain inherent risks. Risks may include, but are not limited to, neck and spinal injuries that may result in paralysis or brain injury, injury to bones, joints, ligaments, muscles, tendons, and other aspects of the musculoskeletal system, and serious injury, or impairment, to other aspects of the body and general health, including death. The San Diego Community College District, its officers, agents, and employees are not responsible for the inherent risks associated with participation in exercise science classes/intercollegiate sports. Students are strongly advised to consult a physician prior to participating in any exercise science activity.

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Current Report

CITY - ANAEROBIC CONDITIONING - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed: Program Deactivation

Proposal Originator: Andrea Milburn

Origination Date:07/14/2022

Proposed Start: Fall 2024

Need for Proposal:
Deactivate award at City College, no longer being offered.

Attached Documents:
COE LMI - MAR2019
COE LMI - MAY2019
OccProfile, CA LMI 29-9091
OccProfile, CA LMI 39-9031
Narrative_Fall 2022

PROGRAM & AWARD INFORMATION

Award Description:
The Certificate of Performance in Anaerobic Conditioning is designed for students interested in entry-level anaerobic conditioning instruction. Emphasis is placed on theory and practice of anaerobic conditioning techniques. Students learn the principles of anaerobic conditioning and techniques required for proper instruction.

Award Notes:
EXERCISE SCIENCE CLASSES/INTERCOLLEGIATE SPORTS DISCLAIMER: Participation in all sports and Fall 1/Spring 1 exercise science activities involves certain inherent risks. Risks may include, but are not limited to, neck and spinal injuries that may result in paralysis or brain injury, injury to bones, joints, ligaments, muscles, tendons, and other aspects of the musculoskeletal system, and serious injury, or impairment, to other aspects of the body and general health, including death. The San Diego Community College District, its officers, agents, and employees are not responsible for the inherent risks associated with participation in exercise science classes/intercollegiate sports. Students are strongly advised to consult a physician prior to participating in any exercise science activity.

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community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.

Program Goals:

N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:

Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list, but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

COURSES REQUIRED FOR THE MAJOR:			UNITS
	EXSC 241B	Introduction to Kinesiology *Active*	3
or	HEAL 101	Health and Lifestyle *Active*	3

SELECT FOUR (4) COURSES FROM THE FOLLOWING:			UNITS
	EXSC 134	Adapted Weight Training *Active*	0.5 - 1
	EXSC 135A	Individual Conditioning I *Active*	0.5 - 1
	EXSC 135B	Individual Conditioning II *Active*	0.5 - 1
	EXSC 135C	Individual Conditioning III *Active*	0.5 - 1
	EXSC 135D	Individual Conditioning IV *Active*	0.5 - 1
	EXSC 136A	Off-Season Conditioning for Sport I *Active*	0.5 - 1
	EXSC 136B	Off-Season Conditioning for Sport II *Active*	0.5 - 1
	EXSC 139A	Weight Training I *Active*	0.5 - 1
	EXSC 139B	Weight Training II *Active*	0.5 - 1
	EXSC 139C	Weight Training III *Active*	0.5 - 1
	EXSC 139D	Weight Training IV *Active*	0.5 - 1

Total Units 5 - 7

DATES & CODES

CIC Approval: 09/09/2021

Board Approval:

State Approval:

TOP Code: 0835.00

State Approval (Unique) Code:

Program Goals:

N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:

Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list, but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

COURSES REQUIRED FOR THE MAJOR:			UNITS
	EXSC 241B	Introduction to Kinesiology *Active*	3
or	HEAL 101	Health and Lifestyle *Active*	3

SELECT FOUR (4) COURSES FROM THE FOLLOWING:			UNITS
	EXSC 134	Adapted Weight Training *Active*	0.5 - 1
	EXSC 135A	Individual Conditioning I *Active*	0.5 - 1
	EXSC 135B	Individual Conditioning II *Active*	0.5 - 1
	EXSC 135C	Individual Conditioning III *Active*	0.5 - 1
	EXSC 135D	Individual Conditioning IV *Active*	0.5 - 1
	EXSC 136A	Off-Season Conditioning for Sport I *Active*	0.5 - 1
	EXSC 136B	Off-Season Conditioning for Sport II *Active*	0.5 - 1
	EXSC 139A	Weight Training I *Active*	0.5 - 1
	EXSC 139B	Weight Training II *Active*	0.5 - 1
	EXSC 139C	Weight Training III *Active*	0.5 - 1
	EXSC 139D	Weight Training IV *Active*	0.5 - 1

Total Units 5 - 7

DATES & CODES

CIC Approval: 10/27/2022

Board Approval:

State Approval:

TOP Code: 0835.00

State Approval (Unique) Code:

View Printable Version

Previous Report

CITY - ANAEROBIC CONDITIONING - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed: Program Revision

Proposal Originator: Dede Bodnar

Origination Date:10/26/2020

Proposed Start: Fall 2022

Need for Proposal:
Update courses required electives with courses undergoing course title revisions. Replace EXSC 135A-D and EXSC 139A-D with pending courses. Revise program and award descriptions.

Attached Documents:
COE LMI - MAR2019
COE LMI - MAY2019
OccProfile, CA LMI 29-9091
OccProfile, CA LMI 39-9031
Narrative_Fall 2022

PROGRAM & AWARD INFORMATION

Award Description:
The Certificate of Performance in Anaerobic Conditioning is designed for students interested in entry-level anaerobic conditioning instruction. Emphasis is placed on theory and practice of anaerobic conditioning techniques. Students learn the principles of anaerobic conditioning and techniques required for proper instruction.

Award Notes:
EXERCISE SCIENCE CLASSES/INTERCOLLEGIATE SPORTS DISCLAIMER: Participation in all sports and Fall 1/Spring 1 exercise science activities involves certain inherent risks. Risks may include, but are not limited to, neck and spinal injuries that may result in paralysis or brain injury, injury to bones, joints, ligaments, muscles, tendons, and other aspects of the musculoskeletal system, and serious injury, or impairment, to other aspects of the body and general health, including death. The San Diego Community College District, its officers, agents, and employees are not responsible for the inherent risks associated with participation in exercise science classes/intercollegiate sports. Students are strongly advised to consult a physician prior to participating in any exercise science activity.

Program Description:
The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and

Current Report

CITY - ANAEROBIC CONDITIONING - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed: Program Deactivation

Proposal Originator: Andrea Milburn

Origination Date:07/14/2022

Proposed Start: Fall 2024

Need for Proposal:
Deactivate award at City College, no longer being offered.

Attached Documents:
COE LMI - MAR2019
COE LMI - MAY2019
OccProfile, CA LMI 29-9091
OccProfile, CA LMI 39-9031
Narrative_Fall 2022

PROGRAM & AWARD INFORMATION

Award Description:
The Certificate of Performance in Anaerobic Conditioning is designed for students interested in entry-level anaerobic conditioning instruction. Emphasis is placed on theory and practice of anaerobic conditioning techniques. Students learn the principles of anaerobic conditioning and techniques required for proper instruction.

Award Notes:
EXERCISE SCIENCE CLASSES/INTERCOLLEGIATE SPORTS DISCLAIMER: Participation in all sports and Fall 1/Spring 1 exercise science activities involves certain inherent risks. Risks may include, but are not limited to, neck and spinal injuries that may result in paralysis or brain injury, injury to bones, joints, ligaments, muscles, tendons, and other aspects of the musculoskeletal system, and serious injury, or impairment, to other aspects of the body and general health, including death. The San Diego Community College District, its officers, agents, and employees are not responsible for the inherent risks associated with participation in exercise science classes/intercollegiate sports. Students are strongly advised to consult a physician prior to participating in any exercise science activity.

Program Description:
The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.

community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.

Program Goals:

N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:

Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list, but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

COURSES REQUIRED FOR THE MAJOR:			UNITS
	EXSC 241B	Introduction to Kinesiology *Active*	3
or	HEAL 101	Health and Lifestyle *Active*	3

SELECT FOUR (4) COURSES FROM THE FOLLOWING:			UNITS
	EXSC 134	Adapted Weight Training *Active*	0.5 - 1
	EXSC 135A	Individual Conditioning I *Active*	0.5 - 1
	EXSC 135B	Individual Conditioning II *Active*	0.5 - 1
	EXSC 135C	Individual Conditioning III *Active*	0.5 - 1
	EXSC 135D	Individual Conditioning IV *Active*	0.5 - 1
	EXSC 136A	Off-Season Conditioning for Sport I *Active*	0.5 - 1
	EXSC 136B	Off-Season Conditioning for Sport II *Active*	0.5 - 1
	EXSC 139A	Weight Training I *Active*	0.5 - 1
	EXSC 139B	Weight Training II *Active*	0.5 - 1
	EXSC 139C	Weight Training III *Active*	0.5 - 1
	EXSC 139D	Weight Training IV *Active*	0.5 - 1

Total Units 5 - 7

DATES & CODES

CIC Approval: 09/09/2021

Board Approval:

State Approval:

TOP Code: 0835.00

State Approval (Unique) Code:

Program Goals:

N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:

Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list, but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

COURSES REQUIRED FOR THE MAJOR:			UNITS
	EXSC 241B	Introduction to Kinesiology *Active*	3
or	HEAL 101	Health and Lifestyle *Active*	3

SELECT FOUR (4) COURSES FROM THE FOLLOWING:			UNITS
	EXSC 134	Adapted Weight Training *Active*	0.5 - 1
	EXSC 135A	Individual Conditioning I *Active*	0.5 - 1
	EXSC 135B	Individual Conditioning II *Active*	0.5 - 1
	EXSC 135C	Individual Conditioning III *Active*	0.5 - 1
	EXSC 135D	Individual Conditioning IV *Active*	0.5 - 1
	EXSC 136A	Off-Season Conditioning for Sport I *Active*	0.5 - 1
	EXSC 136B	Off-Season Conditioning for Sport II *Active*	0.5 - 1
	EXSC 139A	Weight Training I *Active*	0.5 - 1
	EXSC 139B	Weight Training II *Active*	0.5 - 1
	EXSC 139C	Weight Training III *Active*	0.5 - 1
	EXSC 139D	Weight Training IV *Active*	0.5 - 1

Total Units 5 - 7

DATES & CODES

CIC Approval: 10/27/2022

Board Approval:

State Approval:

TOP Code: 0835.00

State Approval (Unique) Code:

CITY - COMMUNICATION STUDIES 2.0 - ASSOCIATE IN ARTS FOR TRANSFER DEGREE

PROPOSAL INFORMATION

Action Proposed: New Program

Proposal Originator: Erin Engstrom

Origination Date:09/03/2022

Proposed Start: Fall 2023

Need for Proposal:
Create Communication Studies 2.0 AA-T. Modify Communication Studies program description to include "diverse".

Attached Documents:
AAM SDCCD COMS 104 & 201 SDSU ASSIST Articulation
TMC Template for Communication Studies 2.0
AAM SDSU Online Catalog Prep for Major
BCT SDCCD COMS 111
Narrative Communication Studies 2.0 ADT

PROGRAM & AWARD INFORMATION

Award Description:
The Associate in Arts in Communication Studies 2.0 for Transfer Degree is intended for students who plan to complete a bachelor's degree in Communication Studies or a related major in the California State University (CSU) system. It is accepted by some but not all CSU campuses. Students who complete this degree and transfer to a participating CSU campus will be required to complete no more than 60 units after transfer to earn a bachelor's degree. It may not be appropriate preparation for students transferring to a CSU campus that does not accept the degree. Students who plan to complete this degree should consult a counselor for additional information about participating CSU campuses as well as university admission, degree, and transfer requirements.

NOTE: Students intending to transfer into this major at a CSU should consult with a counselor and visit www.assist.org for guidance on appropriate transfer coursework.

Award Notes:
General Education: In addition to the courses listed above, students must complete one of the following general education options:

The IGETC pattern (page XX) is accepted by all CSU campuses and most UC campuses and majors. It is also accepted by some private/independent or out of state universities.

The CSU GE pattern (page XX) is accepted by all CSU campuses and some private/independent or out of state universities. It is not accepted by the UC system.

It is strongly recommended that students consult with a counselor to determine which general education option is most appropriate for their individual educational goals.

The following is required for all AA-T or AS-T degrees:

Completion of 60 CSU-transferable semester units. No more than 60 units are required.

Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some CSU campuses and majors may require a higher GPA. Please see a counselor for more information.

Completion of a minimum of 18 semester units in an “AA-T” or “AS-T” major (see list below). All courses in the major must be completed with a grade of "C" or "P" or better.

Certified completion of the California State University General Education-Breadth pattern (CSU GE; see page XX for more information); OR the Intersegmental General Education Transfer Curriculum pattern (IGETC; see page XX for more information).

Program Description:

The Communication Studies program is committed to providing students with the theoretical and practical tools required for effective communication in fulfilling human needs and enhancing relationships in face-to-face, virtual, and diverse cultural environments. Emphasis is placed on proficiency in public speaking, interpersonal communication, intercultural communication, voice and articulation, small group communication, and argumentation.

The Communication Studies program provides students the opportunity to gain effective communication skills which are essential and highly demanded in educational, professional and social settings. Through critical thinking, observation, and performance, students recognize the importance of messages in an interconnected multicultural community. The Associate in Arts or Certificate of Performance in Communication Studies offer students enhancement of self-development and foundational tools for relational success.

Program Goals:

This section is no longer updated in CurricUNET.

Program Emphasis:

Career Options:

The career opportunities related to Communication Studies are vast and usually require associate or advanced degrees. Some communication career fields include: advertising and public relations, community service, counseling, education, human resources, journalism, management, marketing, performing arts, politics, and radio/television/film.

COURSES REQUIRED FOR THE MAJOR:		UNITS
COMS 103	Oral Communication *Active*	3
COMS 135	Interpersonal Communication *Active*	3

SELECT THREE COURSES (9 UNITS) FROM THE FOLLOWING:		UNITS
COMS 104	Advanced Public Communication *Active*	3
COMS 160	Argumentation *Active*	3
COMS 170	Small Group Communication *Active*	3
COMS 180	Intercultural Communication *Active*	3
COMS 201	Communication and Community *Approved*	3

SELECT ONE COURSE (3 UNITS) NOT SELECTED ABOVE FROM THE FOLLOWING:		UNITS
COMS 104	Advanced Public Communication *Active*	3
COMS 111	Oral Interpretation *Active*	3
COMS 160	Argumentation *Active*	3
COMS 170	Small Group Communication *Active*	3
COMS 180	Intercultural Communication *Active*	3
COMS 201	Communication and Community *Approved*	3

Total Units 18

DATES & CODES

CIC Approval: 09/22/2022
Board Approval: 11/10/2022
State Approval:

TOP Code: 1506.00
State Approval (Unique) Code:

Subject Area: Communication Studies
Program Area: Communications

Report Run: 04/02/2023 7:35 PM
Program ID: 4436

CITY - COMMUNICATION STUDIES 2.0 - ASSOCIATE IN ARTS FOR TRANSFER DEGREE

PROPOSAL INFORMATION

Action Proposed: New Program

Proposal Originator: Erin Engstrom

Origination Date:09/03/2022

Proposed Start: Fall 2023

Need for Proposal:
Create Communication Studies 2.0 AA-T. Modify Communication Studies program description to include "diverse".

Attached Documents:
AAM SDCCD COMS 104 & 201 SDSU ASSIST Articulation
TMC Template for Communication Studies 2.0
AAM SDSU Online Catalog Prep for Major
BCT SDCCD COMS 111
Narrative Communication Studies 2.0 ADT

PROGRAM & AWARD INFORMATION

Award Description:
The Associate in Arts in Communication Studies 2.0 for Transfer Degree is intended for students who plan to complete a bachelor's degree in Communication Studies or a related major in the California State University (CSU) system. It is accepted by some but not all CSU campuses. Students who complete this degree and transfer to a participating CSU campus will be required to complete no more than 60 units after transfer to earn a bachelor's degree. It may not be appropriate preparation for students transferring to a CSU campus that does not accept the degree. Students who plan to complete this degree should consult a counselor for additional information about participating CSU campuses as well as university admission, degree, and transfer requirements.

NOTE: Students intending to transfer into this major at a CSU should consult with a counselor and visit www.assist.org for guidance on appropriate transfer coursework.

Award Notes:
General Education: In addition to the courses listed above, students must complete one of the following general education options:

The IGETC pattern (page XX) is accepted by all CSU campuses and most UC campuses and majors. It is also accepted by some private/independent or out of state universities.

The CSU GE pattern (page XX) is accepted by all CSU campuses and some private/independent or out of state universities. It is not accepted by the UC system.

It is strongly recommended that students consult with a counselor to determine which general education option is most appropriate for their individual educational goals.

The following is required for all AA-T or AS-T degrees:

Completion of 60 CSU-transferable semester units. No more than 60 units are required.

Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some CSU campuses and majors may require a higher GPA. Please see a counselor for more information.

Completion of a minimum of 18 semester units in an “AA-T” or “AS-T” major (see list below). All courses in the major must be completed with a grade of "C" or "P" or better.

Certified completion of the California State University General Education-Breadth pattern (CSU GE; see page XX for more information); OR the Intersegmental General Education Transfer Curriculum pattern (IGETC; see page XX for more information).

Program Description:

The Communication Studies program is committed to providing students with the theoretical and practical tools required for effective communication in fulfilling human needs and enhancing relationships in face-to-face, virtual, and diverse cultural environments. Emphasis is placed on proficiency in public speaking, interpersonal communication, intercultural communication, voice and articulation, small group communication, and argumentation.

The Communication Studies program provides students the opportunity to gain effective communication skills which are essential and highly demanded in educational, professional and social settings. Through critical thinking, observation, and performance, students recognize the importance of messages in an interconnected multicultural community. The Associate in Arts or Certificate of Performance in Communication Studies offer students enhancement of self-development and foundational tools for relational success.

Program Goals:

This section is no longer updated in CurricUNET.

Program Emphasis:

Career Options:

The career opportunities related to Communication Studies are vast and usually require associate or advanced degrees. Some communication career fields include: advertising and public relations, community service, counseling, education, human resources, journalism, management, marketing, performing arts, politics, and radio/television/film.

COURSES REQUIRED FOR THE MAJOR:		UNITS
COMS 103	Oral Communication *Active*	3
COMS 135	Interpersonal Communication *Active*	3

SELECT THREE COURSES (9 UNITS) FROM THE FOLLOWING:		UNITS
COMS 104	Advanced Public Communication *Active*	3
COMS 160	Argumentation *Active*	3
COMS 170	Small Group Communication *Active*	3
COMS 180	Intercultural Communication *Active*	3
COMS 201	Communication and Community *Approved*	3

SELECT ONE COURSE (3 UNITS) NOT SELECTED ABOVE FROM THE FOLLOWING:		UNITS
COMS 104	Advanced Public Communication *Active*	3
COMS 111	Oral Interpretation *Active*	3
COMS 160	Argumentation *Active*	3
COMS 170	Small Group Communication *Active*	3
COMS 180	Intercultural Communication *Active*	3
COMS 201	Communication and Community *Approved*	3

Total Units 18

DATES & CODES

CIC Approval: 09/22/2022
Board Approval: 11/10/2022
State Approval:

TOP Code: 1506.00
State Approval (Unique) Code:

Subject Area: Communication Studies
Program Area: Communications

Report Run: 04/02/2023 7:35 PM
Program ID: 4436

CITY - INDIVIDUAL SPORTS - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed: Program Deactivation
Proposal Originator: Andrea Milburn **Origination Date:**07/14/2022
Proposed Start: Fall 2024
Need for Proposal:
Deactivate award at City College, no longer being offered.
Attached Documents:
Individual Sports LMI

PROGRAM & AWARD INFORMATION

Award Description:
The Certificate of Performance in Individual Sports is designed for students interested in entry-level individual sports instruction. Emphasis is placed on theory and practice of individual sports techniques. Students learn the principles of individual sports and techniques required for proper instruction.
Award Notes:
Students who successfully complete the Certificate of Performance in Individual Sports will be able to:

Demonstrate the fundamental concepts of individual sports instruction.
Program Description:
The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.
Program Goals:
N/A - This section is no longer updated in Curricunet.
Program Emphasis:
Career Options:
Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

COURSES REQUIRED FOR THE MAJOR:		UNITS
EXSC 241B	Introduction to Kinesiology *Active*	3

or	HEAL 101	Health and Lifestyle *Active*	3

SELECT FOUR (4) COURSES FROM THE FOLLOWING:		UNITS
EXSC 154A	Badminton I *Active*	0.5 - 1
EXSC 154B	Badminton II *Active*	0.5 - 1
EXSC 154C	Badminton III *Active*	0.5 - 1
EXSC 154D	Badminton IV *Active*	0.5 - 1
EXSC 166A	Golf I *Active*	0.5 - 1
EXSC 166B	Golf II *Active*	0.5 - 1
EXSC 166C	Golf III *Active*	0.5 - 1
EXSC 166D	Golf IV *Active*	0.5 - 1
EXSC 178A	Tennis I *Active*	0.5 - 1
EXSC 178B	Tennis II *Active*	0.5 - 1
EXSC 178C	Tennis III *Active*	0.5 - 1
EXSC 178D	Tennis IV *Active*	0.5 - 1

Total Units 5 - 7

DATES & CODES

CIC Approval: 10/27/2022
Board Approval:
State Approval:
TOP Code: 0835.20
State Approval (Unique) Code:

Subject Area: Exercise Science
Program Area: Exercise Science
Report Run: 04/02/2023 7:35 PM
Program ID: 4412

View Printable Version

Previous Report

CITY - INDIVIDUAL SPORTS - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed: New Program

Proposal Originator: Andrea Milburn

Origination Date:04/25/2018

Proposed Start: Fall 2019

Need for Proposal:
To create a certificate in individual sports for those looking into the elementary practices of individual sports instruction. This was a requested certificate from the industry advisory board.

Attached Documents:
Individual Sports LMI

PROGRAM & AWARD INFORMATION

Award Description:
The Certificate of Performance in Individual Sports is designed for students interested in entry-level individual sports instruction. Emphasis is placed on theory and practice of individual sports techniques. Students learn the principles of individual sports and techniques required for proper instruction.

Award Notes:
Students who successfully complete the Certificate of Performance in Individual Sports will be able to:

Demonstrate the fundamental concepts of individual sports instruction.

Program Description:
The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.

Program Goals:
N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:
Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

Current Report

CITY - INDIVIDUAL SPORTS - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed: Program Deactivation

Proposal Originator: Andrea Milburn

Origination Date:07/14/2022

Proposed Start: Fall 2024

Need for Proposal:
Deactivate award at City College, no longer being offered.

Attached Documents:
Individual Sports LMI

PROGRAM & AWARD INFORMATION

Award Description:
The Certificate of Performance in Individual Sports is designed for students interested in entry-level individual sports instruction. Emphasis is placed on theory and practice of individual sports techniques. Students learn the principles of individual sports and techniques required for proper instruction.

Award Notes:
Students who successfully complete the Certificate of Performance in Individual Sports will be able to:

Demonstrate the fundamental concepts of individual sports instruction.

Program Description:
The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.

Program Goals:
N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:
Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

COURSES REQUIRED FOR THE MAJOR:		UNITS
EXSC 241B	Introduction to Kinesiology *Active*	3

COURSES REQUIRED FOR THE MAJOR:			UNITS
	EXSC 241B	Introduction to Kinesiology *Active*	3
or	HEAL 101	Health and Lifestyle *Active*	3

SELECT FOUR (4) COURSES FROM THE FOLLOWING:			UNITS
	EXSC 154A	Badminton I *Active*	0.5 - 1
	EXSC 154B	Badminton II *Active*	0.5 - 1
	EXSC 154C	Badminton III *Active*	0.5 - 1
	EXSC 154D	Badminton IV *Active*	0.5 - 1
	EXSC 166A	Golf I *Active*	0.5 - 1
	EXSC 166B	Golf II *Active*	0.5 - 1
	EXSC 166C	Golf III *Active*	0.5 - 1
	EXSC 166D	Golf IV *Active*	0.5 - 1
	EXSC 178A	Tennis I *Active*	0.5 - 1
	EXSC 178B	Tennis II *Active*	0.5 - 1
	EXSC 178C	Tennis III *Active*	0.5 - 1
	EXSC 178D	Tennis IV *Active*	0.5 - 1

Total Units 5 - 7

DATES & CODES

CIC Approval: 10/25/2018
Board Approval: 01/31/2019
State Approval:

TOP Code: 0835.20
State Approval (Unique) Code:

Subject Area: Exercise Science
Program Area: Exercise Science

Report Run: 04/02/2023 7:35 PM
Program ID: 3670

or	HEAL 101	Health and Lifestyle *Active*	3

SELECT FOUR (4) COURSES FROM THE FOLLOWING:			UNITS
	EXSC 154A	Badminton I *Active*	0.5 - 1
	EXSC 154B	Badminton II *Active*	0.5 - 1
	EXSC 154C	Badminton III *Active*	0.5 - 1
	EXSC 154D	Badminton IV *Active*	0.5 - 1
	EXSC 166A	Golf I *Active*	0.5 - 1
	EXSC 166B	Golf II *Active*	0.5 - 1
	EXSC 166C	Golf III *Active*	0.5 - 1
	EXSC 166D	Golf IV *Active*	0.5 - 1
	EXSC 178A	Tennis I *Active*	0.5 - 1
	EXSC 178B	Tennis II *Active*	0.5 - 1
	EXSC 178C	Tennis III *Active*	0.5 - 1
	EXSC 178D	Tennis IV *Active*	0.5 - 1

Total Units 5 - 7

DATES & CODES

CIC Approval: 10/27/2022
Board Approval:
State Approval:

TOP Code: 0835.20
State Approval (Unique) Code:

Subject Area: Exercise Science
Program Area: Exercise Science

Report Run: 04/02/2023 7:35 PM
Program ID: 4412

View Printable Version

Previous Report

CITY - INDIVIDUAL SPORTS - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed: New Program

Proposal Originator: Andrea Milburn

Origination Date:04/25/2018

Proposed Start: Fall 2019

Need for Proposal:
To create a certificate in individual sports for those looking into the elementary practices of individual sports instruction. This was a requested certificate from the industry advisory board.

Attached Documents:
Individual Sports LMI

PROGRAM & AWARD INFORMATION

Award Description:
The Certificate of Performance in Individual Sports is designed for students interested in entry-level individual sports instruction. Emphasis is placed on theory and practice of individual sports techniques. Students learn the principles of individual sports and techniques required for proper instruction.

Award Notes:
Students who successfully complete the Certificate of Performance in Individual Sports will be able to:

Demonstrate the fundamental concepts of individual sports instruction.

Program Description:
The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.

Program Goals:
N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:
Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

Current Report

CITY - INDIVIDUAL SPORTS - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed: Program Deactivation

Proposal Originator: Andrea Milburn

Origination Date:07/14/2022

Proposed Start: Fall 2024

Need for Proposal:
Deactivate award at City College, no longer being offered.

Attached Documents:
Individual Sports LMI

PROGRAM & AWARD INFORMATION

Award Description:
The Certificate of Performance in Individual Sports is designed for students interested in entry-level individual sports instruction. Emphasis is placed on theory and practice of individual sports techniques. Students learn the principles of individual sports and techniques required for proper instruction.

Award Notes:
Students who successfully complete the Certificate of Performance in Individual Sports will be able to:

Demonstrate the fundamental concepts of individual sports instruction.

Program Description:
The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.

Program Goals:
N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:
Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

COURSES REQUIRED FOR THE MAJOR:		UNITS
EXSC 241B	Introduction to Kinesiology *Active*	3

COURSES REQUIRED FOR THE MAJOR:			UNITS
	EXSC 241B	Introduction to Kinesiology *Active*	3
or	HEAL 101	Health and Lifestyle *Active*	3

SELECT FOUR (4) COURSES FROM THE FOLLOWING:			UNITS
	EXSC 154A	Badminton I *Active*	0.5 - 1
	EXSC 154B	Badminton II *Active*	0.5 - 1
	EXSC 154C	Badminton III *Active*	0.5 - 1
	EXSC 154D	Badminton IV *Active*	0.5 - 1
	EXSC 166A	Golf I *Active*	0.5 - 1
	EXSC 166B	Golf II *Active*	0.5 - 1
	EXSC 166C	Golf III *Active*	0.5 - 1
	EXSC 166D	Golf IV *Active*	0.5 - 1
	EXSC 178A	Tennis I *Active*	0.5 - 1
	EXSC 178B	Tennis II *Active*	0.5 - 1
	EXSC 178C	Tennis III *Active*	0.5 - 1
	EXSC 178D	Tennis IV *Active*	0.5 - 1

Total Units 5 - 7

DATES & CODES

CIC Approval: 10/25/2018
Board Approval: 01/31/2019
State Approval:

TOP Code: 0835.20
State Approval (Unique) Code:

Subject Area: Exercise Science
Program Area: Exercise Science

Report Run: 04/02/2023 7:35 PM
Program ID: 3670

or	HEAL 101	Health and Lifestyle *Active*	3

SELECT FOUR (4) COURSES FROM THE FOLLOWING:			UNITS
	EXSC 154A	Badminton I *Active*	0.5 - 1
	EXSC 154B	Badminton II *Active*	0.5 - 1
	EXSC 154C	Badminton III *Active*	0.5 - 1
	EXSC 154D	Badminton IV *Active*	0.5 - 1
	EXSC 166A	Golf I *Active*	0.5 - 1
	EXSC 166B	Golf II *Active*	0.5 - 1
	EXSC 166C	Golf III *Active*	0.5 - 1
	EXSC 166D	Golf IV *Active*	0.5 - 1
	EXSC 178A	Tennis I *Active*	0.5 - 1
	EXSC 178B	Tennis II *Active*	0.5 - 1
	EXSC 178C	Tennis III *Active*	0.5 - 1
	EXSC 178D	Tennis IV *Active*	0.5 - 1

Total Units 5 - 7

DATES & CODES

CIC Approval: 10/27/2022
Board Approval:
State Approval:

TOP Code: 0835.20
State Approval (Unique) Code:

Subject Area: Exercise Science
Program Area: Exercise Science

Report Run: 04/02/2023 7:35 PM
Program ID: 4412

CITY - MARTIAL ARTS - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed: Program Deactivation
Proposal Originator: Andrea Milburn **Origination Date:**07/14/2022
Proposed Start: Fall 2024
Need for Proposal:
Deactivate award at City College, no longer being offered.
Attached Documents:
COE LMI - MAR2019
COE LMI - MAY2019
OccProfile, CA LMI 29-9091
OccProfile, CA LMI 39-9031
Narrative_Fall 2022

PROGRAM & AWARD INFORMATION

Award Description:
The Certificate of Performance in Martial Arts is designed for students interested in entry-level martial arts instruction. Emphasis is placed on theory and practice of martial arts techniques. Students learn the principles of martial arts and techniques required for proper instruction.

Award Notes:
EXERCISE SCIENCE CLASSES/INTERCOLLEGIATE SPORTS DISCLAIMER:
Participation in all sports and exercise science activities involves certain inherent risks. Risks may include, but are not limited to, neck and spinal injuries that may result in paralysis or brain injury, injury to bones, joints, ligaments, muscles, tendons, and other aspects of the musculoskeletal system, and serious injury, or impairment, to other aspects of the body and general health, including death. The San Diego Community College District, its officers, agents, and employees are not responsible for the inherent risks associated with participation in exercise science classes/intercollegiate sports. Students are strongly advised to consult a physician prior to participating in any exercise science activity.
Program Description:
The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.

Program Goals:
N/A - This section is no longer updated in Curricunet.
Program Emphasis:
Career Options:
Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list, but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

	COURSES REQUIRED FOR THE MAJOR:		UNITS
	EXSC 241B	Introduction to Kinesiology *Active*	3
or	HEAL 101	Health and Lifestyle *Active*	3

	SELECT FOUR (4) COURSES FROM THE FOLLOWING:		UNITS
	EXSC 147A	Kickboxing I *Active*	0.5 - 1
	EXSC 147B	Kickboxing II *Active*	0.5 - 1
	EXSC 147C	Kickboxing III *Active*	0.5 - 1
	EXSC 147D	Kickboxing IV *Active*	0.5 - 1
	EXSC 148A	Mixed Martial Arts I *Active*	0.5 - 1
	EXSC 148B	Mixed Martial Arts II *Active*	0.5 - 1
	EXSC 148C	Mixed Martial Arts III *Active*	0.5 - 1
	EXSC 148D	Mixed Martial Arts IV *Active*	0.5 - 1

Total Units 5 - 7

DATES & CODES

CIC Approval: 10/27/2022
Board Approval:
State Approval:
TOP Code: 0835.20
State Approval (Unique) Code:

Subject Area: Exercise Science
Program Area: Exercise Science
Report Run: 04/02/2023 7:35 PM
Program ID: 4416

View Printable Version

Previous Report

CITY - MARTIAL ARTS - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed: Program Revision

Proposal Originator: Dede Bodnar

Origination Date:10/26/2020

Proposed Start: Fall 2022

Need for Proposal:
Update courses required electives with courses undergoing course title revisions. Replace EXSC 147A-D and EXSC 148A-D with pending courses. Revise program and award descriptions.

Attached Documents:
COE LMI - MAR2019
COE LMI - MAY2019
OccProfile, CA LMI 29-9091
OccProfile, CA LMI 39-9031
Narrative_Fall 2022

PROGRAM & AWARD INFORMATION

Award Description:
The Certificate of Performance in Martial Arts is designed for students interested in entry-level martial arts instruction. Emphasis is placed on theory and practice of martial arts techniques. Students learn the principles of martial arts and techniques required for proper instruction.

Award Notes:
EXERCISE SCIENCE CLASSES/INTERCOLLEGIATE SPORTS DISCLAIMER: Participation in all sports and exercise science activities involves certain inherent risks. Risks may include, but are not limited to, neck and spinal injuries that may result in paralysis or brain injury, injury to bones, joints, ligaments, muscles, tendons, and other aspects of the musculoskeletal system, and serious injury, or impairment, to other aspects of the body and general health, including death. The San Diego Community College District, its officers, agents, and employees are not responsible for the inherent risks associated with participation in exercise science classes/intercollegiate sports. Students are strongly advised to consult a physician prior to participating in any exercise science activity.

Program Description:
The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and

Current Report

CITY - MARTIAL ARTS - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed: Program Deactivation

Proposal Originator: Andrea Milburn

Origination Date:07/14/2022

Proposed Start: Fall 2024

Need for Proposal:
Deactivate award at City College, no longer being offered.

Attached Documents:
COE LMI - MAR2019
COE LMI - MAY2019
OccProfile, CA LMI 29-9091
OccProfile, CA LMI 39-9031
Narrative_Fall 2022

PROGRAM & AWARD INFORMATION

Award Description:
The Certificate of Performance in Martial Arts is designed for students interested in entry-level martial arts instruction. Emphasis is placed on theory and practice of martial arts techniques. Students learn the principles of martial arts and techniques required for proper instruction.

Award Notes:
EXERCISE SCIENCE CLASSES/INTERCOLLEGIATE SPORTS DISCLAIMER: Participation in all sports and exercise science activities involves certain inherent risks. Risks may include, but are not limited to, neck and spinal injuries that may result in paralysis or brain injury, injury to bones, joints, ligaments, muscles, tendons, and other aspects of the musculoskeletal system, and serious injury, or impairment, to other aspects of the body and general health, including death. The San Diego Community College District, its officers, agents, and employees are not responsible for the inherent risks associated with participation in exercise science classes/intercollegiate sports. Students are strongly advised to consult a physician prior to participating in any exercise science activity.

Program Description:
The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.

community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.

Program Goals:

N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:

Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list, but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

COURSES REQUIRED FOR THE MAJOR:			UNITS
	EXSC 241B	Introduction to Kinesiology *Active*	3
or	HEAL 101	Health and Lifestyle *Active*	3

SELECT FOUR (4) COURSES FROM THE FOLLOWING:			UNITS
	EXSC 147A	Kickboxing I *Active*	0.5 - 1
	EXSC 147B	Kickboxing II *Active*	0.5 - 1
	EXSC 147C	Kickboxing III *Active*	0.5 - 1
	EXSC 147D	Kickboxing IV *Active*	0.5 - 1
	EXSC 148A	Mixed Martial Arts I *Active*	0.5 - 1
	EXSC 148B	Mixed Martial Arts II *Active*	0.5 - 1
	EXSC 148C	Mixed Martial Arts III *Active*	0.5 - 1
	EXSC 148D	Mixed Martial Arts IV *Active*	0.5 - 1

Total Units 5 - 7

DATES & CODES

CIC Approval: 09/09/2021

Board Approval:

State Approval:

TOP Code: 0835.20

State Approval (Unique) Code:

Program Goals:

N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:

Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list, but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

COURSES REQUIRED FOR THE MAJOR:			UNITS
	EXSC 241B	Introduction to Kinesiology *Active*	3
or	HEAL 101	Health and Lifestyle *Active*	3

SELECT FOUR (4) COURSES FROM THE FOLLOWING:			UNITS
	EXSC 147A	Kickboxing I *Active*	0.5 - 1
	EXSC 147B	Kickboxing II *Active*	0.5 - 1
	EXSC 147C	Kickboxing III *Active*	0.5 - 1
	EXSC 147D	Kickboxing IV *Active*	0.5 - 1
	EXSC 148A	Mixed Martial Arts I *Active*	0.5 - 1
	EXSC 148B	Mixed Martial Arts II *Active*	0.5 - 1
	EXSC 148C	Mixed Martial Arts III *Active*	0.5 - 1
	EXSC 148D	Mixed Martial Arts IV *Active*	0.5 - 1

Total Units 5 - 7

DATES & CODES

CIC Approval: 10/27/2022

Board Approval:

State Approval:

TOP Code: 0835.20

State Approval (Unique) Code:

View Printable Version

Previous Report

CITY - MARTIAL ARTS - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed: Program Revision

Proposal Originator: Dede Bodnar

Origination Date:10/26/2020

Proposed Start: Fall 2022

Need for Proposal:
Update courses required electives with courses undergoing course title revisions. Replace EXSC 147A-D and EXSC 148A-D with pending courses. Revise program and award descriptions.

Attached Documents:
COE LMI - MAR2019
COE LMI - MAY2019
OccProfile, CA LMI 29-9091
OccProfile, CA LMI 39-9031
Narrative_Fall 2022

PROGRAM & AWARD INFORMATION

Award Description:
The Certificate of Performance in Martial Arts is designed for students interested in entry-level martial arts instruction. Emphasis is placed on theory and practice of martial arts techniques. Students learn the principles of martial arts and techniques required for proper instruction.

Award Notes:
EXERCISE SCIENCE CLASSES/INTERCOLLEGIATE SPORTS DISCLAIMER: Participation in all sports and exercise science activities involves certain inherent risks. Risks may include, but are not limited to, neck and spinal injuries that may result in paralysis or brain injury, injury to bones, joints, ligaments, muscles, tendons, and other aspects of the musculoskeletal system, and serious injury, or impairment, to other aspects of the body and general health, including death. The San Diego Community College District, its officers, agents, and employees are not responsible for the inherent risks associated with participation in exercise science classes/intercollegiate sports. Students are strongly advised to consult a physician prior to participating in any exercise science activity.

Program Description:
The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and

Current Report

CITY - MARTIAL ARTS - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed: Program Deactivation

Proposal Originator: Andrea Milburn

Origination Date:07/14/2022

Proposed Start: Fall 2024

Need for Proposal:
Deactivate award at City College, no longer being offered.

Attached Documents:
COE LMI - MAR2019
COE LMI - MAY2019
OccProfile, CA LMI 29-9091
OccProfile, CA LMI 39-9031
Narrative_Fall 2022

PROGRAM & AWARD INFORMATION

Award Description:
The Certificate of Performance in Martial Arts is designed for students interested in entry-level martial arts instruction. Emphasis is placed on theory and practice of martial arts techniques. Students learn the principles of martial arts and techniques required for proper instruction.

Award Notes:
EXERCISE SCIENCE CLASSES/INTERCOLLEGIATE SPORTS DISCLAIMER: Participation in all sports and exercise science activities involves certain inherent risks. Risks may include, but are not limited to, neck and spinal injuries that may result in paralysis or brain injury, injury to bones, joints, ligaments, muscles, tendons, and other aspects of the musculoskeletal system, and serious injury, or impairment, to other aspects of the body and general health, including death. The San Diego Community College District, its officers, agents, and employees are not responsible for the inherent risks associated with participation in exercise science classes/intercollegiate sports. Students are strongly advised to consult a physician prior to participating in any exercise science activity.

Program Description:
The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.

community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.

Program Goals:

N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:

Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list, but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

COURSES REQUIRED FOR THE MAJOR:			UNITS
	EXSC 241B	Introduction to Kinesiology *Active*	3
or	HEAL 101	Health and Lifestyle *Active*	3

SELECT FOUR (4) COURSES FROM THE FOLLOWING:			UNITS
	EXSC 147A	Kickboxing I *Active*	0.5 - 1
	EXSC 147B	Kickboxing II *Active*	0.5 - 1
	EXSC 147C	Kickboxing III *Active*	0.5 - 1
	EXSC 147D	Kickboxing IV *Active*	0.5 - 1
	EXSC 148A	Mixed Martial Arts I *Active*	0.5 - 1
	EXSC 148B	Mixed Martial Arts II *Active*	0.5 - 1
	EXSC 148C	Mixed Martial Arts III *Active*	0.5 - 1
	EXSC 148D	Mixed Martial Arts IV *Active*	0.5 - 1

Total Units 5 - 7

DATES & CODES

CIC Approval: 09/09/2021

Board Approval:

State Approval:

TOP Code: 0835.20

State Approval (Unique) Code:

Program Goals:

N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:

Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list, but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

COURSES REQUIRED FOR THE MAJOR:			UNITS
	EXSC 241B	Introduction to Kinesiology *Active*	3
or	HEAL 101	Health and Lifestyle *Active*	3

SELECT FOUR (4) COURSES FROM THE FOLLOWING:			UNITS
	EXSC 147A	Kickboxing I *Active*	0.5 - 1
	EXSC 147B	Kickboxing II *Active*	0.5 - 1
	EXSC 147C	Kickboxing III *Active*	0.5 - 1
	EXSC 147D	Kickboxing IV *Active*	0.5 - 1
	EXSC 148A	Mixed Martial Arts I *Active*	0.5 - 1
	EXSC 148B	Mixed Martial Arts II *Active*	0.5 - 1
	EXSC 148C	Mixed Martial Arts III *Active*	0.5 - 1
	EXSC 148D	Mixed Martial Arts IV *Active*	0.5 - 1

Total Units 5 - 7

DATES & CODES

CIC Approval: 10/27/2022

Board Approval:

State Approval:

TOP Code: 0835.20

State Approval (Unique) Code:

CITY - TEAM SPORTS - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed: Program Deactivation
Proposal Originator: Andrea Milburn **Origination Date:**07/14/2022
Proposed Start: Fall 2024
Need for Proposal:
Deactivate award at City College, no longer being offered.
Attached Documents:
Team Sports LMI

PROGRAM & AWARD INFORMATION

Award Description:
The Certificate of Performance in Team Sports is designed for students interested in entry-level team sports instruction. Emphasis is placed on theory and practice of team sports techniques. Students learn the principles of team sports and techniques required for proper instruction.
Award Notes:
Students who successfully complete the Certificate of Performance in Team Sports will be able to:

Demonstrate the fundamental concepts of team sports instruction.
Program Description:
The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.
Program Goals:
N/A - This section is no longer updated in Curricunet.
Program Emphasis:
Career Options:
Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

COURSES REQUIRED FOR THE MAJOR:			UNITS
	EXSC 241B	Introduction to Kinesiology *Active*	3

or	HEAL 101	Health and Lifestyle *Active*	3

SELECT FOUR (4) COURSES FROM THE FOLLOWING:		UNITS
EXSC 156A	Baseball I *Active*	0.5 - 1
EXSC 156B	Baseball II *Active*	0.5 - 1
EXSC 156C	Baseball III *Active*	0.5 - 1
EXSC 156D	Baseball IV *Active*	0.5 - 1
EXSC 158A	Basketball I *Active*	0.5 - 1
EXSC 158B	Basketball II *Active*	0.5 - 1
EXSC 158C	Basketball III *Active*	0.5 - 1
EXSC 158D	Basketball IV *Active*	0.5 - 1
EXSC 174A	Soccer I *Active*	0.5 - 1
EXSC 174B	Soccer II *Active*	0.5 - 1
EXSC 174C	Soccer III *Active*	0.5 - 1
EXSC 174D	Soccer IV *Active*	0.5 - 1
EXSC 176A	Softball I *Active*	0.5 - 1
EXSC 176B	Softball II *Active*	0.5 - 1
EXSC 176C	Softball III *Active*	0.5 - 1
EXSC 176D	Softball IV *Active*	0.5 - 1
EXSC 182A	Volleyball I *Active*	0.5 - 1
EXSC 182B	Volleyball II *Active*	0.5 - 1
EXSC 182C	Volleyball III *Active*	0.5 - 1
EXSC 182D	Volleyball IV *Active*	0.5 - 1

Total Units 5 - 7

DATES & CODES

CIC Approval: 10/27/2022
Board Approval:
State Approval:

TOP Code: 0835.60
State Approval (Unique) Code:

Subject Area: Exercise Science
Program Area: Exercise Science

Report Run: 04/02/2023 7:35 PM
Program ID: 4413

View Printable Version

Previous Report

CITY - TEAM SPORTS - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed: New Program

Proposal Originator: Andrea Milburn

Origination Date:04/25/2018

Proposed Start: Fall 2019

Need for Proposal:
To create a certificate in team sports for those looking into the elementary practices of team sports instruction. This was a requested certificate from the industry advisory board.

Attached Documents:
Team Sports LMI

PROGRAM & AWARD INFORMATION

Award Description:
The Certificate of Performance in Team Sports is designed for students interested in entry-level team sports instruction. Emphasis is placed on theory and practice of team sports techniques. Students learn the principles of team sports and techniques required for proper instruction.

Award Notes:
Students who successfully complete the Certificate of Performance in Team Sports will be able to:

Demonstrate the fundamental concepts of team sports instruction.

Program Description:
The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.

Program Goals:
N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:
Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

Current Report

CITY - TEAM SPORTS - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed: Program Deactivation

Proposal Originator: Andrea Milburn

Origination Date:07/14/2022

Proposed Start: Fall 2024

Need for Proposal:
Deactivate award at City College, no longer being offered.

Attached Documents:
Team Sports LMI

PROGRAM & AWARD INFORMATION

Award Description:
The Certificate of Performance in Team Sports is designed for students interested in entry-level team sports instruction. Emphasis is placed on theory and practice of team sports techniques. Students learn the principles of team sports and techniques required for proper instruction.

Award Notes:
Students who successfully complete the Certificate of Performance in Team Sports will be able to:

Demonstrate the fundamental concepts of team sports instruction.

Program Description:
The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.

Program Goals:
N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:
Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

COURSES REQUIRED FOR THE MAJOR:		UNITS
EXSC 241B	Introduction to Kinesiology *Active*	3

COURSES REQUIRED FOR THE MAJOR:			UNITS
	EXSC 241B	Introduction to Kinesiology *Active*	3
or	HEAL 101	Health and Lifestyle *Active*	3

SELECT FOUR (4) COURSES FROM THE FOLLOWING:			UNITS
	EXSC 156A	Baseball I *Active*	0.5 - 1
	EXSC 156B	Baseball II *Active*	0.5 - 1
	EXSC 156C	Baseball III *Active*	0.5 - 1
	EXSC 156D	Baseball IV *Active*	0.5 - 1
	EXSC 158A	Basketball I *Active*	0.5 - 1
	EXSC 158B	Basketball II *Active*	0.5 - 1
	EXSC 158C	Basketball III *Active*	0.5 - 1
	EXSC 158D	Basketball IV *Active*	0.5 - 1
	EXSC 174A	Soccer I *Active*	0.5 - 1
	EXSC 174B	Soccer II *Active*	0.5 - 1
	EXSC 174C	Soccer III *Active*	0.5 - 1
	EXSC 174D	Soccer IV *Active*	0.5 - 1
	EXSC 176A	Softball I *Active*	0.5 - 1
	EXSC 176B	Softball II *Active*	0.5 - 1
	EXSC 176C	Softball III *Active*	0.5 - 1
	EXSC 176D	Softball IV *Active*	0.5 - 1
	EXSC 182A	Volleyball I *Active*	0.5 - 1
	EXSC 182B	Volleyball II *Active*	0.5 - 1
	EXSC 182C	Volleyball III *Active*	0.5 - 1
	EXSC 182D	Volleyball IV *Active*	0.5 - 1

Total Units 5 - 7

DATES & CODES

CIC Approval: 10/25/2018
Board Approval: 01/31/2019
State Approval:

TOP Code: 0835.60
State Approval (Unique) Code:

Subject Area: Exercise Science
Program Area: Exercise Science

Report Run: 04/02/2023 7:35 PM
Program ID: 3671

or	HEAL 101	Health and Lifestyle *Active*	3

SELECT FOUR (4) COURSES FROM THE FOLLOWING:			UNITS
	EXSC 156A	Baseball I *Active*	0.5 - 1
	EXSC 156B	Baseball II *Active*	0.5 - 1
	EXSC 156C	Baseball III *Active*	0.5 - 1
	EXSC 156D	Baseball IV *Active*	0.5 - 1
	EXSC 158A	Basketball I *Active*	0.5 - 1
	EXSC 158B	Basketball II *Active*	0.5 - 1
	EXSC 158C	Basketball III *Active*	0.5 - 1
	EXSC 158D	Basketball IV *Active*	0.5 - 1
	EXSC 174A	Soccer I *Active*	0.5 - 1
	EXSC 174B	Soccer II *Active*	0.5 - 1
	EXSC 174C	Soccer III *Active*	0.5 - 1
	EXSC 174D	Soccer IV *Active*	0.5 - 1
	EXSC 176A	Softball I *Active*	0.5 - 1
	EXSC 176B	Softball II *Active*	0.5 - 1
	EXSC 176C	Softball III *Active*	0.5 - 1
	EXSC 176D	Softball IV *Active*	0.5 - 1
	EXSC 182A	Volleyball I *Active*	0.5 - 1
	EXSC 182B	Volleyball II *Active*	0.5 - 1
	EXSC 182C	Volleyball III *Active*	0.5 - 1
	EXSC 182D	Volleyball IV *Active*	0.5 - 1

Total Units 5 - 7

DATES & CODES

CIC Approval: 10/27/2022
Board Approval:
State Approval:

TOP Code: 0835.60
State Approval (Unique) Code:

Subject Area: Exercise Science
Program Area: Exercise Science

Report Run: 04/02/2023 7:35 PM
Program ID: 4413

View Printable Version

Previous Report

CITY - TEAM SPORTS - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed: New Program

Proposal Originator: Andrea Milburn

Origination Date:04/25/2018

Proposed Start: Fall 2019

Need for Proposal:
To create a certificate in team sports for those looking into the elementary practices of team sports instruction. This was a requested certificate from the industry advisory board.

Attached Documents:
Team Sports LMI

PROGRAM & AWARD INFORMATION

Award Description:
The Certificate of Performance in Team Sports is designed for students interested in entry-level team sports instruction. Emphasis is placed on theory and practice of team sports techniques. Students learn the principles of team sports and techniques required for proper instruction.

Award Notes:
Students who successfully complete the Certificate of Performance in Team Sports will be able to:

Demonstrate the fundamental concepts of team sports instruction.

Program Description:
The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.

Program Goals:
N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:
Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

Current Report

CITY - TEAM SPORTS - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed: Program Deactivation

Proposal Originator: Andrea Milburn

Origination Date:07/14/2022

Proposed Start: Fall 2024

Need for Proposal:
Deactivate award at City College, no longer being offered.

Attached Documents:
Team Sports LMI

PROGRAM & AWARD INFORMATION

Award Description:
The Certificate of Performance in Team Sports is designed for students interested in entry-level team sports instruction. Emphasis is placed on theory and practice of team sports techniques. Students learn the principles of team sports and techniques required for proper instruction.

Award Notes:
Students who successfully complete the Certificate of Performance in Team Sports will be able to:

Demonstrate the fundamental concepts of team sports instruction.

Program Description:
The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.

Program Goals:
N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:
Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

COURSES REQUIRED FOR THE MAJOR:		UNITS
EXSC 241B	Introduction to Kinesiology *Active*	3

COURSES REQUIRED FOR THE MAJOR:			UNITS
	EXSC 241B	Introduction to Kinesiology *Active*	3
or	HEAL 101	Health and Lifestyle *Active*	3

SELECT FOUR (4) COURSES FROM THE FOLLOWING:			UNITS
	EXSC 156A	Baseball I *Active*	0.5 - 1
	EXSC 156B	Baseball II *Active*	0.5 - 1
	EXSC 156C	Baseball III *Active*	0.5 - 1
	EXSC 156D	Baseball IV *Active*	0.5 - 1
	EXSC 158A	Basketball I *Active*	0.5 - 1
	EXSC 158B	Basketball II *Active*	0.5 - 1
	EXSC 158C	Basketball III *Active*	0.5 - 1
	EXSC 158D	Basketball IV *Active*	0.5 - 1
	EXSC 174A	Soccer I *Active*	0.5 - 1
	EXSC 174B	Soccer II *Active*	0.5 - 1
	EXSC 174C	Soccer III *Active*	0.5 - 1
	EXSC 174D	Soccer IV *Active*	0.5 - 1
	EXSC 176A	Softball I *Active*	0.5 - 1
	EXSC 176B	Softball II *Active*	0.5 - 1
	EXSC 176C	Softball III *Active*	0.5 - 1
	EXSC 176D	Softball IV *Active*	0.5 - 1
	EXSC 182A	Volleyball I *Active*	0.5 - 1
	EXSC 182B	Volleyball II *Active*	0.5 - 1
	EXSC 182C	Volleyball III *Active*	0.5 - 1
	EXSC 182D	Volleyball IV *Active*	0.5 - 1

Total Units 5 - 7

DATES & CODES

CIC Approval: 10/25/2018
Board Approval: 01/31/2019
State Approval:

TOP Code: 0835.60
State Approval (Unique) Code:

Subject Area: Exercise Science
Program Area: Exercise Science

Report Run: 04/02/2023 7:35 PM
Program ID: 3671

or	HEAL 101	Health and Lifestyle *Active*	3

SELECT FOUR (4) COURSES FROM THE FOLLOWING:			UNITS
	EXSC 156A	Baseball I *Active*	0.5 - 1
	EXSC 156B	Baseball II *Active*	0.5 - 1
	EXSC 156C	Baseball III *Active*	0.5 - 1
	EXSC 156D	Baseball IV *Active*	0.5 - 1
	EXSC 158A	Basketball I *Active*	0.5 - 1
	EXSC 158B	Basketball II *Active*	0.5 - 1
	EXSC 158C	Basketball III *Active*	0.5 - 1
	EXSC 158D	Basketball IV *Active*	0.5 - 1
	EXSC 174A	Soccer I *Active*	0.5 - 1
	EXSC 174B	Soccer II *Active*	0.5 - 1
	EXSC 174C	Soccer III *Active*	0.5 - 1
	EXSC 174D	Soccer IV *Active*	0.5 - 1
	EXSC 176A	Softball I *Active*	0.5 - 1
	EXSC 176B	Softball II *Active*	0.5 - 1
	EXSC 176C	Softball III *Active*	0.5 - 1
	EXSC 176D	Softball IV *Active*	0.5 - 1
	EXSC 182A	Volleyball I *Active*	0.5 - 1
	EXSC 182B	Volleyball II *Active*	0.5 - 1
	EXSC 182C	Volleyball III *Active*	0.5 - 1
	EXSC 182D	Volleyball IV *Active*	0.5 - 1

Total Units 5 - 7

DATES & CODES

CIC Approval: 10/27/2022
Board Approval:
State Approval:

TOP Code: 0835.60
State Approval (Unique) Code:

Subject Area: Exercise Science
Program Area: Exercise Science

Report Run: 04/02/2023 7:35 PM
Program ID: 4413

CITY - YOGA - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed: Program Deactivation
Proposal Originator: Andrea Milburn **Origination Date:**07/14/2022
Proposed Start: Fall 2024
Need for Proposal:
Deactivate award at City College, no longer being offered.
Attached Documents:
Yoga LMI

PROGRAM & AWARD INFORMATION

Award Description:
This certificate of performance in yoga is designed for students who have an interest in deepening their yoga practice or are preparing to attend a yoga teacher training program. Emphasis is placed on the background theory and practice of yoga techniques that lay the foundation of any training program. Students learn the principles of yoga and begin to explore techniques for proper instruction.
Award Notes:
Students who successfully complete the Certificate of Performance in Yoga will be able to:

Demonstrate the fundamental concepts of yoga.
Program Description:
The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.
Program Goals:
N/A - This section is no longer updated in Curricunet.
Program Emphasis:
Career Options:
Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

COURSES REQUIRED FOR THE MAJOR:			UNITS
	EXSC 145A	Yoga I-Fundamentals of Yoga *Active*	0.5 - 1

	EXSC 145B	Yoga II-Beginning Yoga *Active*	0.5 - 1
	EXSC 145C	Yoga III-Intermediate *Active*	0.5 - 1
	EXSC 145D	Yoga IV - Advanced Level *Active*	0.5 - 1
	EXSC 241B	Introduction to Kinesiology *Active*	3
or	HEAL 101	Health and Lifestyle *Active*	3

Total Units 5 - 7

DATES & CODES

CIC Approval: 10/27/2022
Board Approval:
State Approval:

TOP Code: 0835.00
State Approval (Unique) Code:

Subject Area: Exercise Science
Program Area: Exercise Science

Report Run: 04/02/2023 7:35 PM
Program ID: 4411

View Printable Version

Previous Report

CITY - YOGA - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed: New Program

Proposal Originator: Andrea Milburn

Origination Date:04/25/2018

Proposed Start: Fall 2019

Need for Proposal:
To create a certificate in yoga for those looking into the elementary practices of yoga instruction. This was a requested certificate from the industry advisory board.

Attached Documents:
Yoga LMI

PROGRAM & AWARD INFORMATION

Award Description:
This certificate of performance in yoga is designed for students who have an interest in deepening their yoga practice or are preparing to attend a yoga teacher training program. Emphasis is placed on the background theory and practice of yoga techniques that lay the foundation of any training program. Students learn the principles of yoga and begin to explore techniques for proper instruction.

Award Notes:
Students who successfully complete the Certificate of Performance in Yoga will be able to:

Demonstrate the fundamental concepts of yoga.

Program Description:
The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.

Program Goals:
N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:
Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

Current Report

CITY - YOGA - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed: Program Deactivation

Proposal Originator: Andrea Milburn

Origination Date:07/14/2022

Proposed Start: Fall 2024

Need for Proposal:
Deactivate award at City College, no longer being offered.

Attached Documents:
Yoga LMI

PROGRAM & AWARD INFORMATION

Award Description:
This certificate of performance in yoga is designed for students who have an interest in deepening their yoga practice or are preparing to attend a yoga teacher training program. Emphasis is placed on the background theory and practice of yoga techniques that lay the foundation of any training program. Students learn the principles of yoga and begin to explore techniques for proper instruction.

Award Notes:
Students who successfully complete the Certificate of Performance in Yoga will be able to:

Demonstrate the fundamental concepts of yoga.

Program Description:
The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.

Program Goals:
N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:
Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

COURSES REQUIRED FOR THE MAJOR:		UNITS
EXSC 145A	Yoga I-Fundamentals of Yoga *Active*	0.5 - 1

	COURSES REQUIRED FOR THE MAJOR:		UNITS
	EXSC 145A	Yoga I-Fundamentals of Yoga *Active*	0.5 - 1
	EXSC 145B	Yoga II-Beginning Yoga *Active*	0.5 - 1
	EXSC 145C	Yoga III-Intermediate *Active*	0.5 - 1
	EXSC 145D	Yoga IV - Advanced Level *Active*	0.5 - 1
	EXSC 241B	Introduction to Kinesiology *Active*	3
or	HEAL 101	Health and Lifestyle *Active*	3

Total Units 5 - 7

DATES & CODES

CIC Approval: 12/13/2018
Board Approval: 01/31/2019
State Approval:

TOP Code: 0835.00
State Approval (Unique) Code:

Subject Area: Exercise Science
Program Area: Exercise Science

Report Run: 04/02/2023 7:35 PM
Program ID: 3669

	EXSC 145B	Yoga II-Beginning Yoga *Active*	0.5 - 1
	EXSC 145C	Yoga III-Intermediate *Active*	0.5 - 1
	EXSC 145D	Yoga IV - Advanced Level *Active*	0.5 - 1
	EXSC 241B	Introduction to Kinesiology *Active*	3
or	HEAL 101	Health and Lifestyle *Active*	3

Total Units 5 - 7

DATES & CODES

CIC Approval: 10/27/2022
Board Approval:
State Approval:

TOP Code: 0835.00
State Approval (Unique) Code:

Subject Area: Exercise Science
Program Area: Exercise Science

Report Run: 04/02/2023 7:35 PM
Program ID: 4411

View Printable Version

Previous Report

CITY - YOGA - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed: New Program

Proposal Originator: Andrea Milburn

Origination Date:04/25/2018

Proposed Start: Fall 2019

Need for Proposal:
To create a certificate in yoga for those looking into the elementary practices of yoga instruction. This was a requested certificate from the industry advisory board.

Attached Documents:
Yoga LMI

PROGRAM & AWARD INFORMATION

Award Description:
This certificate of performance in yoga is designed for students who have an interest in deepening their yoga practice or are preparing to attend a yoga teacher training program. Emphasis is placed on the background theory and practice of yoga techniques that lay the foundation of any training program. Students learn the principles of yoga and begin to explore techniques for proper instruction.

Award Notes:
Students who successfully complete the Certificate of Performance in Yoga will be able to:

Demonstrate the fundamental concepts of yoga.

Program Description:
The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.

Program Goals:
N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:
Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

Current Report

CITY - YOGA - CERTIFICATE OF PERFORMANCE

PROPOSAL INFORMATION

Action Proposed: Program Deactivation

Proposal Originator: Andrea Milburn

Origination Date:07/14/2022

Proposed Start: Fall 2024

Need for Proposal:
Deactivate award at City College, no longer being offered.

Attached Documents:
Yoga LMI

PROGRAM & AWARD INFORMATION

Award Description:
This certificate of performance in yoga is designed for students who have an interest in deepening their yoga practice or are preparing to attend a yoga teacher training program. Emphasis is placed on the background theory and practice of yoga techniques that lay the foundation of any training program. Students learn the principles of yoga and begin to explore techniques for proper instruction.

Award Notes:
Students who successfully complete the Certificate of Performance in Yoga will be able to:

Demonstrate the fundamental concepts of yoga.

Program Description:
The Health and Exercise Science program at San Diego City College (SDCC) offers certificates of performance and achievement, and associate degrees in the field of health, exercise science, nutrition, and fitness. The program's mission is to provide a research-based practical approach to the multi-dimensional study of human movement, while engaging students in hands-on experiences to promote critical thinking, effective communication, and a comprehensive understanding of the health and exercise science discipline. The program meets this mission by offering a variety of exercise science and health classes that can help meet the needs of our diverse community. The Health and Exercise Science program teaches students to lead by example in promoting a healthy lifestyle. It enables students to develop knowledge, skills, and abilities in exercise planning, participation, and behavior change not only for themselves, but also to the campus and community. The program embraces both the challenge to inspire our students to be individual improvement of health and wellness, and encourages our students to share their information and experience within the community.

Program Goals:
N/A - This section is no longer updated in Curricunet.

Program Emphasis:

Career Options:
Most careers in fitness require education beyond the associate degree and some require a graduate degree. This is not a comprehensive list but some of the most common career options with a degree in fitness include: fitness instruction, personal training, and sports coaching.

COURSES REQUIRED FOR THE MAJOR:		UNITS
EXSC 145A	Yoga I-Fundamentals of Yoga *Active*	0.5 - 1

	COURSES REQUIRED FOR THE MAJOR:		UNITS
	EXSC 145A	Yoga I-Fundamentals of Yoga *Active*	0.5 - 1
	EXSC 145B	Yoga II-Beginning Yoga *Active*	0.5 - 1
	EXSC 145C	Yoga III-Intermediate *Active*	0.5 - 1
	EXSC 145D	Yoga IV - Advanced Level *Active*	0.5 - 1
	EXSC 241B	Introduction to Kinesiology *Active*	3
or	HEAL 101	Health and Lifestyle *Active*	3

Total Units 5 - 7

DATES & CODES

CIC Approval: 12/13/2018
Board Approval: 01/31/2019
State Approval:

TOP Code: 0835.00
State Approval (Unique) Code:

Subject Area: Exercise Science
Program Area: Exercise Science

Report Run: 04/02/2023 7:35 PM
Program ID: 3669

	EXSC 145B	Yoga II-Beginning Yoga *Active*	0.5 - 1
	EXSC 145C	Yoga III-Intermediate *Active*	0.5 - 1
	EXSC 145D	Yoga IV - Advanced Level *Active*	0.5 - 1
	EXSC 241B	Introduction to Kinesiology *Active*	3
or	HEAL 101	Health and Lifestyle *Active*	3

Total Units 5 - 7

DATES & CODES

CIC Approval: 10/27/2022
Board Approval:
State Approval:

TOP Code: 0835.00
State Approval (Unique) Code:

Subject Area: Exercise Science
Program Area: Exercise Science

Report Run: 04/02/2023 7:35 PM
Program ID: 4411