



AUD-145: PRO TOOLS II

Effective Term

Fall 2026

BOT Approval Date

05/15/2025

Discipline

AUD - Audio Production

Course Number

145

Course Title

Pro Tools II

Short Title

Pro Tools II

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

No

Catalog Description

This course builds on the foundational principles covered in Pro Tools I and delves into the essential concepts and techniques necessary for fully operating a Pro Tools system during mid-sized sessions. Key topics include manipulating audio and MIDI data, warping with Elastic Audio, applying Real-Time Properties, creating clip loops, applying signal processing, utilizing automation and sub-mixes, and using track groups to streamline the final mix.

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

AUD-143 (with a grade of C or better).

Codes

TOP Code (CB 03)

1005.00* - *Commercial Music

CIP Code

10.0299 - Audiovisual Communications Technologies/Technicians, Other.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Commercial Music	End

Learning Objectives

Learning Objectives

Learning Objective
1. Analyze Playback Engine and Hardware set ups, manage complex sessions and busses, map I/O settings.,
2. Create Markers and Memory Locations, manage windows, and work with selections.
3. Recognize Folder tracks, manipulate colors, batch rename, work with track timebases, use track presets.
4. Evaluate Clip Loops, Groups, Colors, and work with Edit Playlist.
5. Discriminate between Track Freeze and Track Commit and gain skills with Elastic Audio.
6. Define workflows, tempo, recording selections, and how to conform tempos.
7. Apply the use of Tools, keyboard modifiers, Edit and Timeline Selections, Fades, and comping workflows.
8. Assemble MIDI, work with the MIDI and Score Editor, understand Projects, and change track views.
9. Articulate Post-Production workflow, Surround Sound, video tracks, and work to conform and apply clips effects.
10. Inspect outputs, Hardware Inserts, Mix Groups, Folder Tracks, Side-chain controls, Dynamics, and send controls.
11. Develop audio projects that highlight and respect the distinctive elements of various cultural soundscapes and musical traditions.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Customized Pro Tools Proficiency: Upon completing this course, students will be able to customize their Pro Tools Digital Audio Workstation (DAW) to suit various production scenarios, enhancing their ability to adapt and excel in different music and post-production settings.
2. Efficient Pro Tools Navigation: Students will acquire advanced skills in navigating the Pro Tools GUI, enabling them to work more efficiently within the production environment. This increased efficiency will translate into more time for creative endeavors.
3. Effective Track and Clip Management: By the end of the course, students will master the art of working efficiently with tracks and clips, two essential building blocks of Pro Tools sessions. They will learn how to manage and process these elements quickly and effectively.

4. **Elevated Workflow and Clip Processing:** This course will teach students how to elevate their workflow by exploring advanced methods for managing and processing clips. By implementing these techniques, students will enhance the quality and efficiency of their audio projects.

5. **Comprehensive Pro Tools Expertise:** Students will acquire a broad range of Pro Tools skills, from recording and importing audio to advanced editing, MIDI, music composition, post-production, and mixing. This comprehensive expertise will empower them to work proficiently in diverse audio production contexts, considering Diversity, Equity, Inclusion, and Accessibility (DEIA) principles in post-production work.

Content

Course Lecture Content

1. Making the Most of Your Pro Tools System
 - a. Overview of Pro Tools as the industry's DAW of choice.
 - b. Application of Pro Tools skills across various production environments.
 - c. Customizing Pro Tools behavior for different scenarios.
2. Getting Around in Style
 - a. Recap of the basics of the Pro Tools GUI and navigation from Pro Tools 101.
 - b. Techniques to refine control over the Pro Tools production environment.
 - c. Improving efficiency to enhance creativity.
3. Working with Tracks
 - a. Introduction to tracks as one of the cornerstones of a Pro Tools session.
 - b. Strategies for working efficiently with tracks.
 - c. Maximizing track usage in Pro Tools sessions.
4. Making the Most of Clips
 - a. Exploration of clips as essential session elements.
 - b. Methods to manage and process clips effectively.
 - c. Enhancing workflow through advanced clip management.
5. Track and Clip Processing Workflows
 - a. Integration of track and clip-based workflows.
 - b. Techniques for processing both tracks and clips.
 - c. Workflow enhancements for combined track and clip processing.
6. Import, Export, and Recording
 - a. Advanced methods for recording and importing audio.
 - b. Exploration of session interoperability.
 - c. Increasing efficiency in various workflow scenarios.
7. More Editing
 - a. Revisiting the basics of editing from Pro Tools 101.
 - b. Focus on increasing speed and efficiency in editing tasks.
 - c. Developing professional-level editing skills.
8. More Music Making
 - a. Building on the fundamentals of MIDI and music production from Pro Tools 101.
 - b. Creative uses of Pro Tools for composition.
 - c. Application of music production techniques in non-musical workflows.
 - d. Incorporate responsive practices in considering diverse voices in music making.
9. Post-Production Primer
 - a. Introduction to audio post-production for visual mediums.
 - b. Overview of post-production formats, terms, and workflows.
 - c. Foundation for mastering Pro Tools in post-production.
 - d. Creating Diverse Podcasts: Technical Mastery with a Focus on Culturally Relevant Content
 - e. Building informative, engaging, and representative content of diverse perspectives.
10. More Mixing
 - a. Expansion on fundamental mixing concepts from Pro Tools 101.
 - b. Advanced use of Pro Tools mix features.
 - c. Enhancing the mix process with more powerful tools and techniques.

Methods of Instruction

Method

In-class Exercises

Integration

Instructors will use in-class exercises that are designed to emphasize the practical application of lecture topics such as Elastic Audio, MIDI controller interfaces, construction of sample-based and tick-based sessions, and importing/exporting sessions to a network.

Method

Lecture

Integration

Incorporating Diversity, Equity, Inclusion, and Accessibility (DEIA) principle within the course lectures, is crucial to ensuring that the learning experience is accessible and beneficial to a diverse group of students. Here's how DEIA can be integrated into the teaching approach for lesson(s):

Accessibility and Accommodations: Provide multiple formats for course materials, such as transcripts or captions for videos, to cater to various learning styles and accessibility needs.

Diverse Examples and Contexts: Use examples and contexts from various music genres, cultures, or industries to make the content more relatable and inclusive for a diverse student body.

Equity in Assessment: Ensure that assessments and assignments are fair and do not inadvertently disadvantage any group of students. Allow flexibility in deadlines or formats to accommodate diverse needs.

Inclusive Language and Imagery: Use inclusive language and imagery that avoids stereotypes, bias, or any exclusive terminology. This fosters an environment where all students feel respected and valued.

Inclusive Teaching Methods: Utilize a variety of teaching methods, including visual, auditory, and hands-on approaches, to cater to different learning preferences. Encourage collaboration and discussion to promote a sense of belonging.

Cultural Sensitivity:

Promoting Inclusivity: Create an inclusive and welcoming classroom environment where students feel comfortable expressing their thoughts and questions. Encourage the sharing of diverse experiences related to music and technology.

Accommodating Special Needs:

Feedback and Adaptation: Collect feedback from students throughout the course to understand their unique needs and adapt the teaching methods accordingly. This ensures that DEIA principles are actively incorporated.

In summary, the key to integrating DEIA principles into the instruction of this Pro Tools lesson lies in creating an inclusive, respectful, and accessible learning environment where all students have an equal opportunity to thrive and succeed, regardless of their background or abilities. This then ties back to the course content which strengthens learning outcomes and objectives.

Method

Projects

Integration

Complex projects, based on lecture topics and in-class exercises, will be used to demonstrate the importance of quantization, clock selection, MIDI/Instrument track editing, editing tools selection, sample-rates, and automating a mixdown.

Methods of Evaluation

Method

Exams/Tests

Integration

Practical exams and written tests will be used to confirm the students' understanding of editing tools, MIDI tools, timecode, sequencing, and the process of mixdown.

Method

Projects

Integration

Recording, mix-down, and mastering projects will be used to demonstrate student understanding and mastery of complex editing techniques, including routing, session setup, and automated mix-down. Assessment will be based on a student's ability to complete assigned projects, visual inspection of session/project parameters for thoroughness, and listening for overall audio quality. Projects support learning objectives by applying concepts and techniques from each lesson. The goal of the projects is to give students a 'hands-on' experience with Pro Tools software and hardware components. To promote Diversity, Equity, Inclusion, and Accessibility (DEIA), project evaluations will adhere to the following:

Accessibility and Accommodations: Offer multiple formats for materials and ensure accessibility for all students.

Equity in Assessment: Ensure fairness by accommodating various needs and preferences.

Inclusive Language and Imagery: Use respectful, inclusive language and imagery.

Method

Quizzes

Integration

Small, daily quizzes will be used to evaluate the students' comprehension of material from current-day and previous lessons. Quizzes will cover MIDI signal routing, multitrack recording session set-up, network structures, and the various MIDI-track views.

Assignments**Assignment Type**

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

The Importance of Proper Gain Staging in Pro Tools Production

Objective:

The objective of this in-class reading assignment is to help students understand the importance of proper gain staging in Pro Tools production. Gain staging is a critical concept in music production, and understanding it can significantly impact the quality of a final mix.

Instructions:

Assign students to read the article "Gain Staging in Pro Tools: How to Avoid Distortion" by Joe Albano (<https://www.sweetwater.com/insync/gain-staging-in-pro-tools-how-to-avoid-distortion/>).

Ask students to take notes while reading the article, paying particular attention to the following topics:

What is gain staging, and why is it essential in Pro Tools production?

What are the potential consequences of improper gain staging?

How can you avoid distortion and achieve optimal gain staging in Pro Tools?

After the students have read the article, facilitate a class discussion based on their notes. Ask them to share their key takeaways from the reading and how they can apply the concepts in their production projects.

Conclude the discussion by reminding students of the importance of proper gain staging in Pro Tools production and encouraging them to apply these concepts in their future work.

Assessment:

Students' understanding of the reading material can be assessed through the class discussion and their ability to apply the concepts in their future work. Additionally, you could assign a short written reflection on the importance of gain staging in Pro Tools production and how they plan to apply this knowledge in their future projects

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Mixing a Song in Pro Tools

Assignment Description:

You have been tasked with mixing a song in Pro Tools as a music producer. Your task is to use the tools and techniques covered in the Pro Tools Production II course to create a well-balanced and polished mix of the given song.

Instructions:

Download the provided Pro Tools session for the song to be mixed.

Listen to the rough mix of the song, and take notes on what elements need to be addressed during the mixing process.

Create a mix plan that outlines your approach to mixing the song. This plan should include your desired balance of levels, panning, EQ, compression, and other effects.

Begin mixing the song, referencing your mix plan as you go. Use the tools and techniques covered in the Pro Tools Production II course, such as grouping tracks, bussing, and automation, to achieve your desired mix.

As you mix, take notes on any issues that arise, and document how you addressed them.

Submit your final mix of the song, along with your mix plan and notes on any issues you encountered and how you addressed them.

Grading Criteria:

Your mix will be evaluated based on the following criteria:

Balance: The relative levels of each instrument and vocal in the mix.

Clarity: The ability to hear each instrument and vocal clearly in the mix.

Cohesion: The way the individual elements come together to form a cohesive whole.

Dynamics: The use of dynamics to create a sense of movement and interest in the mix.

Creativity: The use of creative techniques to enhance the mix.

Documentation: The completeness and accuracy of your mix plan and issue notes.

Submission Guidelines:

Your final mix, mix plan, and issue notes should be submitted as a Pro Tools session file or as audio files, along with a written reflection on your mixing process and what you learned from the assignment

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Creating Diverse Podcasts: Technical Mastery with a Focus on Cultural Relevant Content.

Objective:

This assignment is designed to develop technical skills in podcast production using Pro Tools while critically exploring how podcasting can serve as a platform for diverse voices and perspectives. The assignment aims to foster technical proficiency while emphasizing the importance of celebrating diverse cultures in media production.

Assignment Overview:

Students will produce a 5–7-minute podcast episode on a topic of their choice. The episode should be informative, engaging, and representative of diverse perspectives. During production, students will focus on both technical aspects (e.g., recording, editing, mixing) and the incorporation of culturally responsive practices (e.g., considering diverse voices, accessibility for all listeners, and promoting inclusive narratives).

Assignment Steps:**1. Topic Selection (10 Points):**

- a. Choose a topic that highlights a diverse, inclusive, or underrepresented perspective. This could be about a social issue, cultural celebration, personal experience, or an exploration of a particular community's story.
- b. Culturally Responsive Focus: Reflect on the importance of this topic for promoting equity and inclusion. Consider how your topic represents or amplifies voices from marginalized or less-heard groups.

2. Planning Your Podcast (10 Points):

- a. Create an outline for your podcast. This should include the main points you wish to discuss, the structure (e.g., introduction, body, conclusion), and any guests you may feature.
- b. Culturally Responsive Focus: How will your podcast content ensure representation of diverse voices and perspectives? Are there any cultural nuances, linguistic variations, or accessibility features to consider for your audience?

3. Recording (20 Points):

- a. Record the podcast using Pro Tools. Focus on clear and professional voice recording, including appropriate use of microphones, levels, and other technical elements.
- b. Culturally Responsive Focus: When recording, ensure that any guests or interviewees feel respected and valued. Consider the tone, language, and delivery to ensure it reflects the diverse backgrounds of your subjects.

4. Editing and Mixing (30 Points):

- a. Edit the audio in Pro Tools to remove any background noise, improve clarity, and balance the sound levels. Apply EQ, compression, and other necessary audio processing to ensure your podcast sounds polished.
- b. Culturally Responsive Focus: In the editing phase, be mindful of how the technical elements (such as pacing, tone, and emphasis) reflect and honor the diversity of voices in the podcast. Ensure no group is unintentionally marginalized through audio choices (e.g., overly manipulating or flattening specific accents, dialects, or speech patterns).

5. Accessibility Considerations (10 Points):

- a. Implement accessibility features, such as providing a transcript for your podcast or using sound elements that are easy to understand for a broad audience.
- b. Culturally Responsive Focus: Ensure the transcript or any written content

includes culturally relevant and sensitive language.

6. Final Reflection (10 Points):

- a. Write a 1-2 page reflection on the technical aspects of your podcast production, as well as how you incorporated culturally responsive practices throughout the process.
- b. Culturally Responsive Focus: Discuss how your podcast serves diverse and underrepresented groups. Reflect on any challenges you faced in ensuring inclusivity and how you addressed them using your technical skills.

Total Points: 90

Grading Criteria:

1. Technical Skills (50 Points): Accuracy and quality of recording, editing, and mixing in Pro Tools.
2. Culturally Responsive Practices (30 Points): Inclusion of diverse perspectives, accessibility features, and the promotion of equitable content.
3. Reflection (10 Points): Insightfulness and depth of reflection on the assignment's technical and culturally responsive elements.

Submission Format:

1. Submit the completed podcast episode (audio file) and the written reflection (PDF).
2. Ensure the podcast includes appropriate metadata, such as title, description, and episode notes that highlight diversity and inclusion themes.

Course Materials

Textbooks

Hagerman, Andrew. (2023) Pro Tools Fundamentals II. Avid Technologies. ISBN 978-1-7376692-1-0

Class Size Information

Class Size

30

Class Size Category

F - Individualized, skills#based instruction/field practice 30

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Several key teaching strategies are used to infuse diversity and inclusion into course learning outcomes. First, students will read articles, watch movies, and discuss the practice of sound recording techniques of other cultures to gain a global perspective of practices that are not solely based on Western ideologies. Second, using a “proactive design approach”, the course is infused with learning outcomes that address diversity through practice. Diversity through practice refers to building equity-minded instruction that considers how students communicate with each other. As instructors, we have the duty as guides to help students interact with each with positivity and respect for diversity. Maintaining a consistent degree of intelligent design, therefore, limits exclusionary practice, and promotes communication and trust between students and the instructor.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The instructor will maintain and nurture a learning climate that reinforces differentiation that meets the needs of diverse learners when working in face-to-face recording studio environments. This learning climate, based on well-crafted content differentiation, creates a two-dimensional framework for inclusion for both the teacher and learners involved. To achieve this framework, the instructor can allow students to retake equipment exams and scaffold work through a formative and summative design. This enables new and previous information to synthesize together, reinforcing student self-confidence and success.

Interactions

Explain how the course will incorporate student-to-student interaction.

Student-to-student interactions in this course are centered around hands-on, collaborative activities designed to enhance technical proficiency, problem-solving, and real-world application of Pro Tools software. Small groups are curated to facilitate peer learning, allowing students to apply and reinforce concepts in an interactive setting. Students will be assigned to small teams where they will take on different roles such as recording engineer, producer, and session musician. Each group will collaborate to set up, record, and mix a multi-track session, reinforcing microphone placement techniques, signal flow, and Pro Tools workflow.

Explain how the course will incorporate instructor-to-student interaction.

Instructor-to-student interaction in this Pro Tools course will be facilitated through a combination of live demonstrations, hands-on lab assignments, and structured feedback. Students will engage in synchronous lectures where the instructor will demonstrate key Pro Tools techniques, followed by interactive Q&A sessions to reinforce learning. Guided lab exercises will allow students to apply these concepts in real-world scenarios, with detailed instructor feedback to improve their workflow and technical skills. Additionally, one-on-one office hours—both in-person and virtual—will provide personalized support, ensuring students receive direct assistance on assignments and projects.

Collaborative learning will be encouraged through group projects, peer critiques, and industry-focused discussions to simulate real-world studio environments. Students will participate in technical discussions, reflective journals, and case study analyses to deepen their understanding of professional audio workflows. The course will also incorporate guest lectures, live skill assessments, and interactive quizzes to ensure competency in Pro Tools. By integrating these interactive elements, the course fosters an engaging, hands-on learning environment that prepares students for real-world applications in music production, post-production, and digital audio engineering.

Explain how the course will incorporate student-to-content interaction.

Students will actively engage with Pro Tools by recording, editing, mixing, and mastering audio projects while following structured tutorials and completing quizzes to reinforce their knowledge. By incorporating experiential learning and self-directed learning, students will develop real-world skills through structured lab work, peer feedback, and troubleshooting exercises. These activities will ensure they master essential tools such as signal routing, MIDI integration, and automation while preparing for the Avid Pro Tools User Certification Exam.

Additionally, students will build a professional portfolio through final projects that showcase their expertise in music production, podcast editing, or post-production sound design. Project-based learning and social constructivism will guide them in applying theoretical concepts to real-world scenarios, encouraging collaboration and critical thinking. By the end of the course, students will not only have a solid understanding of Pro Tools but also a polished, industry-ready portfolio that demonstrates their technical and creative abilities.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Incorporating student-to-self interaction encourages students to reflect on their learning process, set goals, and develop problem-solving strategies. Activities such as self-assessment rubrics, learning logs, and think-aloud protocols will be utilized to track progress and refine student workflows. Peer review, troubleshooting challenges, and critical thinking will help students identify

strengths and address areas for improvement. By engaging in guided self-reflection, students become more aware of their decision-making in mixing and production as part of their self-analysis.

Personalized projects, comparative learning with professional mixes, and structured self-evaluations foster autonomy and industry awareness. This approach encourages students to justify their creative choices, building confidence and preparing them for real-world audio production. These metacognitive strategies not only enhance Pro Tools proficiency but also develop essential skills in self-directed learning and adaptability, ensuring students can effectively troubleshoot, optimize their workflow, and refine their artistic vision.

Key: 311