College Curriculum Committee Meeting Agenda
Tuesday, November 5, 2013
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Action	Attachment	Presenter/Time
1. Minutes: October 15, 2013	Action	#11/5/13-1	Escoto – 3 min
2. Announcements: a. New Course Proposals b. General Education c. Report Out from Divisions d. Content Review Form Update	 Information Information Information Discussion	 #11/5/13-2 thru 10 #11/5/13-11	 Escoto - 3 min Curr Reps - 7 min
3. Stand Alone In Action	Training		Escoto - 30 min
4. Consent Calendar a. Stand Alone Forms b. Transfer Degrees (ADTs)	 Action Action	 #11/5/13-12 thru 16 #11/5/13-17 & 18	 Escoto - 7 min
5. C-ID Course Review	Information		Day - 10 min
6. Division Curriculum Sheets	Discussion		Nuñez - 5 min

Consent Calendar:

Stand Alone Applications: (attachments #12-16)

- KINS 52, 53, SPED 65, 80 (w/additional doc)

Transfer Degree Applications: (attachments #)

- Business Administration

Attachment List:

#11/5/13-1	Draft Minutes: October 15, 2013
#11/5/13-2	New Course Proposal - AHS 50B
#11/5/13-3	New Course Proposal -AHS 50C
#11/5/13-4	New Course Proposal -AHS 55
#11/5/13-5	New Course Proposal -C S 31B
#11/5/13-6	New Course Proposal -C S 31C
#11/5/13-7	New Course Proposal -C S 54D
#11/5/13-8	New Course Proposal -C S 83B
#11/5/13-9	New Course Proposal -C S 83C
#11/5/13-10	New Course Proposal - ENGL 49

2013 -2014 Curriculum Committee Meetings

Fall 2013 Quarter:	Winter 2014 Quarter	Spring 2014 Quarter
~~10/1/13~~	1/21/14	4/15/14
~~10/15/13~~	2/4/14	5/6/14
11/5/13	2/18/14	5/20/14
11/19/13	3/4/14	6/3/14
12/3/13	3/18/14	6/17/14

* Standing reminder: items for inclusion on the CCC agenda are due no later than one week before the meeting

2013-2014 Curriculum Deadlines

12/1/13 Deadline to submit courses to CSU for CSU GE approval.
12/1/13 Deadline to submit courses to UC/CSU for IGETC approval.

12/6/13 COR/Title 5 Updates for Fall 2013.
3/3/14 Curriculum Sheet Updates for 2013-14.
6/1/14 Deadline to submit new/revised courses to UCOP for UC transferability
Ongoing Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities.

2013-2014 Professional Development Opportunities & Conferences of Interest

~~7/11-13/13 ASCCC Curriculum Institute, Sheraton Park Hotel, Anaheim.~~
11/7-9/13 ASCCC Fall Plenary, Irvine Marriott

Distribution:
Michaela Agyare (LIBR), Kathy Armstrong (PSME), Rachelle Campbell (BH), Bea Cashmore (ALD), Jerry Cellilo (CNSL), Dolores Davison (AS President), Bernie Day (Articulation Officer), Teresa de la Cruz (Articulation), Isaac Escoto (CNSL), Marnie Francisco (PSME), Stephanie Franco (Evaluations), Konnilyn Fieg (BSS), Hilary Gomes (FA), Susan Gutkind (Dean, KA), Brenda Hanning (BH), Robert Hartwell (FA), Carolyn Holcroft (BH), Kay Jones (LIBR), Marc Knobel (PSME), Allison Lenkeit Meezan (BSS), Don MacNeil (KA), Jean McCarron (Instr), Kimberlee Messina (VP, Instruction, Administrator co-chair), Peter Murray (Dean, PSME), Simon Pennington (FA), Barbara Shewfelt (KA), Paul Starer (Dean, LA), Kella Svetich (L A)

Updated 10/1/13

COLLEGE CURRICULUM COMMITTEE

Committee Members - 2013-14

Meeting Date: 11/5/13

Co-Chairs (2)

✓	Isaac Escoto	7350	Vice President, Academic Senate (tiebreaker vote only)	escotoisaac@foothill.edu
✓	Kimberlee Messina	7209	Vice President, Instruction	messinakimberlee@foothill.edu

Voting Membership-12 total; 1 vote per division

✓	Michaela Agyare	7086	LIBR	agyaremichaela@foothill.edu
✓	Kathy Armstrong	7487	PSME	armstrongkathy@foothill.edu
✓	Rachelle Campbell	7469	BH	campbellrachelle@foothill.edu
✓	Bea Cashmore	7094	ALD	cashmorebeatrix@foothill.edu
✓	Jerry Cellilo	7224	CNSL	cellilojerry@fhda.edu
✓	Bernie Day	7225	Articulation	daybernie@foothill.edu
✓	Brian Evans	7575	BSS	evansbrian@foothill.edu
			CNSL	
✓	Marnie Francisco	7420	PSME	franciscomarnie@foothill.edu
—	Konnilyn Fieg	7430	BSS	feigkonnilyn@foothill.edu
—	Hilary Gomes	7585	FA	gomeshilary@foothill.edu
—	Brenda Hanning	7466	BH	hanningbrenda@foothill.edU
—	Robert Hartwell	7016	FA	hartwellrobert@fhda.edu
✓	Carlyon Holcroft	7429	BH	holcroftcarolyn@foothill.edu
✓	Kay Jones	7602	LIBR	joneskay@foothill.edu
✓	Marc Knobel	7049	PSME	knobelmarc@foothill.edu
✓	Allison Lenkeit Meezan	7422	BSS	meezankaren@foothill.edu
✓	Don MacNeil	6967	K A	macneildon@foothill.edu
✓	Simon Pennington	7015	F A	penningtonsimon@fhda.edu
—	Barbara Shewfelt	7658	K A	shewfeltbarbara@foothill.edu
—	Kella Svetich	7924	L A	svetichkella@foothill.edu
✓	Susan Gutkind	7741	Dean	gutkinsusan@foothill.edu
—	Peter Murray	7472	Dean	murraypeter@foothill.edu
—	Paul Starer	7227	Dean	starerpaul@foothill.edu

Non-Voting Members (4)

	Teresa de la Cruz	7638	Articulation Assistant	delacruzteresa@foothill.edu
	Stephanie Franco	7231	Evaluations	francostephanie@foothill.edu
		7371	Curr/Schedule Asst.	
✓	Cori Nuñez	7439	Curr Coordinator	nunezcori@foothill.edu
			ASFC	

Visitors: Kurt Hueg

update GE application forms:
MATH 105 reference
ENGL 1A reference.

academic Senate pg —
old link to CCC

CONTENT REV FORM
Req CHG Math Dept signature:

Stand Alone FORM
chgs

ADD AGENDA:
1. program creation

College Curriculum Committee
Meeting Minutes
Tuesday, October 15, 2013
2:09 p.m. – 2:57 p.m.
President's Conference Room

Item	Discussion
1. Minutes: October 1, 2013	Correction to Susan Gutkind's last name in the distribution list. Moved to approve the minutes as written with one correction (Armstrong/Hanning) **M/S. Approved**
2. Announcements: a. New Course Proposals b. Report Out from Divisions c. Other Announcements	**Speaker: Isaac Escoto, Cori Nunez, Curr Reps** a. Escoto introduced New Course Proposals for MUS 11D, 11E, 84B, 84C, PHT 63, RSPT 82, 83, 84, 85, 86, 87A, 87B, 88 and SPAN 31. b. Division Reports: • BH: allied health programs are working on removing program prereqs and working on new course prereqs. • LA: SPAN ADT is in the works and should be done as soon as tomorrow. • Escoto reminded everyone that distribution of the Communiqué is a great way to keep all faculty informed about the items being discussed at CCC. c. Other Announcements: • Nuñez introduced Shawna Aced as the interim Curriculum & Scheduling Assistant. • the new Curriculum Committee web page is up and can be found under "Faculty & Staff" heading at www.foothill.edu/staff/Curriculum. • After a suggestion in CCC, if any comments are written in the comment box on the bottom of the CORs by the reviewer in submissions, the comments will now appear in the auto-email that notifies the owner/editor that the COR has moved from one approval status to the next. Thank you Holcroft for the suggestion.
3. Consent Calendar a. Stand Alone Forms b. Transfer Degrees (ADTs)	**Speaker: Isaac Escoto** a. SA forms- GIST course clarification: what program are they supporting? The Need statement should have some CTE statistics. Pull GIST SA forms for more work. Cellilo suggested that the courses might want to change the titles as well. b. Barry Russell has strongly urged all colleges to get all our ADT applications in by the end of December. **Motion** to approve the following ADT applications: Computer Science, Geography, Physics and Studio Arts (Hartwell/Francisco) M/S. **Approved.** **Note:** Nuñez will forward these applications to the FHDA Board for approval on the next available agenda.
4. CCC Working Topics for 2013-14	**Speaker: Isaac Escoto** Escoto introduced the working topics document and discussed suggestions for future items. Svetich suggested possibly reviewing the GE forms with possible revisions. There was discussion last year that these forms were problematic. Another suggested topic is a discussion about realigning our local GE with IGETC for FH use. Day: commented that some difficulties might be that the IGETC & CSU GE calendar is different from FH.
5. Division CC Processes	**Speaker: Isaac Escoto**

	The CCC had discussions last year about the pros and cons of continuing our current process for curriculum approval. To that end, the CCC Team has suggested that each division provide a short presentation about their division's processes. Information regarding the participants, how often the meetings occur, how the minutes are recorded, how interdisciplinary courses are handled, etc. Escoto will send email with these suggestions to all the reps for reference. Please be prepared to provide your division presentation at the Nov. 5th CCC meeting. Escoto will be asking someone to provide a presentation regarding the Brown Act requirements. At the Curriculum Institute in July, the adherence to the requirements seemed to be a hot topic. It has been suggested that we might be able to get someone from the State Academic Senate to present the information but assist us is finding the best way to incorporate the guidelines into our process. By presenting our division cc information while the presenter is with us, they might be able to contribute other ideas or make suggestions on how we might improve what we do. The suggestion was made that we compose a list of questions and/or topics for them to cover.
6. Other:	Murray suggested that we might want to have someone come in to speak to the transfer issues that our students are facing. He has heard that students are being admitted to campuses but are not able to take "core" courses as the programs are impacted.

Atendees: Shawna Aced (Curr & Scheduling), Michaela Agyare (LIBR), Kathy Armstrong (PSME), Rachelle Campbell (BH), Bea Cashmore (ALD), Jerry Cellilo (CNSL), Dolores Davison (AS President), Bernie Day (Articulation Officer), Teresa de la Cruz (Articulation), Isaac Escoto (Faculty Co-Chair), Konnilyn Feig (BSS), Marnie Francisco (PSME), Stephanie Franco (Evaluations), Hilary Gomes (FA), Susan Gutkind (Dean, KA), Brenda Hanning (BH), Robert Hartwell (FA), Kay Jones (LIBR), Marc Knobel (PSME), Allison Lenkeit Meezan (BSS), Peter Murray (Dean, PSME), Barbara Shewfelt (P E), Paul Starer (Dean, L A), Kella Svetich (L A)
Recorded by: C. Nuñez

Foothill College
College Curriculum Committee
New Course Proposal

This form should be completed by the faculty author as preparation to writing a new course. Your division CC rep can assist you in completing it appropriately, and will forward it to the Office of Instruction for inclusion as an announcement at the next available CCC meeting. The purpose of this form is ***interdisciplinary communication****. The responsibility to rigorously review and approve new courses remains with the divisional curriculum committees.*

Date Proposal Given to Division CCC Rep: October 23, 2013
Faculty Author: Phyllis Spragge

Proposed Number: AHS 50B
Proposed Transferability: CSU
Proposed Title: Interprofessional Patient Competencies

Proposed Catalog Description: Intended for students currently enrolled in one of the Allied Health Programs at Foothill College, this is the second in a series of three courses focusing on interprofessional education (IPE). This course will include an overview on the pediatric patient, the geriatric patient, communication issues in healthcare settings and understanding the skills and scope of practice of other healthcare professionals.

Proposed Disciplines: Allied Health Sciences, or Dental Hygiene, or Respiratory Therapy, Paramedic, or Dental Assisting, or Diagnostic Medical Sonography, or Radiologic Technology, or Pharmacy Technician
Proposed Need/Justification Statement: The course is proposed as a restricted support course for the A.S. or Certificate of Achievement in the allied health programs, including: Dental Hygiene, Respiratory Therapy, Paramedic, Dental Assisting, Diagnostic Medical Sonography, Radiologic Technology, Pharmacy Technician

To which Degree(s) or Certificate(s) would this course potentially be added? The course is proposed as a restricted support course for the A.S. or Certificate of Achievement in the allied health programs, including: Dental Hygiene, Respiratory Therapy, Paramedic, Dental Assisting, Diagnostic Medical Sonography, Radiologic Technology, Pharmacy Technician

Comments & Other Relevant Information for Discussion: Currently, the transformation of health professions education is attracting widespread interest. The transformation envisioned would enable opportunities for health professions students to engage in interactive learning with those outside their profession as a routine part of their education. The goal of this series of interprofessional courses (AHS 50A, B, C) is to prepare all health professions students for ***deliberatively working together*** with the common goal of building a safer and better patient-centered and community/population oriented U.S. health care system.

The focus on workforce retraining to build interprofessional teamwork and team-based care continues, particularly in the context of improving institutional quality (effectiveness) and safety (Agency for Healthcare Research and Quality, 2008; Baker et al., 2005a, 2005b; King et al., 2008). Growing evidence supports the importance of better teamwork and team-based care delivery and the competencies needed to provide that kind of care. Accreditation standards for allied health programs are requiring inclusion of IPE and patient competencies as part of the curriculum for degrees and certificates.

Instruction Office:
Date presented at CCC:
Number assigned:
Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep: October 23, 2013
Faculty Author: Phyllis Spragge

Proposed Number: AHS 50C
Proposed Transferability: CSU
Proposed Title: Interprofessional Competencies for Collaborative Practice

Proposed Catalog Description: Intended for students currently enrolled in one of the Allied Health Programs at Foothill College, this is the third in a series of three courses focusing on interprofessional education (IPE). This course will include an overview on the healthcare team, professional communication issues in healthcare settings and values and ethics for interprofessional practice.

Proposed Disciplines: Allied Health Sciences, or Dental Hygiene, or Respiratory Therapy, or Paramedic, or Dental Assisting, Diagnostic Medical Sonography, or Radiologic Technology, or Pharmacy Technician

Proposed Need/Justification Statement: The course is proposed as a restricted support course for the A.S. or Certificate of Achievement in the allied health programs, including: Dental Hygiene, Respiratory Therapy, Paramedic, Dental Assisting, Diagnostic Medical Sonography, Radiologic Technology, Pharmacy Technician

To which Degree(s) or Certificate(s) would this course potentially be added? The course is proposed as a restricted support course for the A.S. or Certificate of Achievement in the allied health programs, including: Dental Hygiene, Respiratory Therapy, Paramedic, Dental Assisting, Diagnostic Medical Sonography, Radiologic Technology, Pharmacy Technician

Comments & Other Relevant Information for Discussion: Interprofessional values and related ethics are an important, new part of crafting a professional identity, one that is both professional and interprofessional in nature. These values and ethics are patient centered with a community/population orientation, grounded in a sense of shared purpose to support the common good in health care, and reflect a shared commitment to creating safer, more efficient, and more effective systems of care. They build on a separate, profession-specific, core competency in patient-centeredness. Teamwork adds value by bringing about patient/family and community/population outcomes that promote overall

health and wellness, prevent illness, provide comprehensive care for disease, rehabilitate patients, and facilitate effective care during the last stages of life, at an affordable cost.

The focus on workforce retraining to build interprofessional teamwork and team-based care continues, particularly in the context of improving institutional quality (effectiveness) and safety (Agency for Healthcare Research and Quality, 2008; Baker et al., 2005a, 2005b; King et al., 2008). Growing evidence supports the importance of better teamwork and team-based care delivery and the competencies needed to provide that kind of care. Accreditation standards for allied health programs are requiring inclusion of IPE and patient competencies as part of the curriculum for degrees and certificates.

Instruction Office:
Date presented at CCC:
Number assigned:
Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep: September 24, 2013
Faculty Author: Phyllis Spragge

Proposed Number: AHS 55
Proposed Transferability: CSU
Proposed Title: Community Health Promotion

Proposed Catalog Description: Introduction to community approaches to disease prevention and health promotion with an emphasis on a holistic approach, risk and resilience, social capital, and social change to promote community health. Supervised field experience in an official health care facility or voluntary health agency: short-term projects, observation of agency or facility dynamics and individual skills development. Intended for students pursuing an allied health or medical career.

Proposed Discipline: Allied Health Sciences (also considering the possibility of adding Health &/or Biology disciplines as minimum qualifications)

Proposed Need/Justification Statement:
The course is proposed as a restricted support course for the A.S. in Dental Hygiene and for the A.S. in Biology.

To which Degree(s) or Certificate(s) would this course potentially be added?
Propose to add to the A.S. in Dental Hygiene and the A.S. in Biology (as restricted support courses). Any allied health program, a health sciences degree and it would be beneficial for pre-med students who need patient care experience to apply to medical school.. I will be asking other allied health directors if they want to add this course as support course as well. This course is responding to the need to provide students with clinical experiences in the medical and dental fields in underserved populations.

Comments & Other Relevant Information for Discussion:
Didactic and field experience with an emphasis is on identifying and utilizing community resources to facilitate wellness in a community who are underserved. The skills that would be taught include: (1) holistic approaches to disease & health, (2) basic patient assessment procedures and (3) multicultural issues in health (4) infection control and prevention of disease transmission. This course would allow students participating in Medical/Dental brigades to receive credit for their project and educational experience.

Instruction Office:
Date presented at CCC:

Number assigned:
Date number assigned/notification:

Foothill College

College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep:
Faculty Author: LaDawn Meade

Proposed Number: C S 31B
Proposed Transferability: CSU/UC
Proposed Title: Database-Driven Web Application Development

Proposed Catalog Description:
Upon completion of this course, students will be able to evolve simple static websites into dynamic, database-driven web applications. Students learn how to use the popular LAMP framework (Linux, Apache, MySQL, and PHP), in combination with JavaScript, CSS, and HTML5.

Advisory: C S 31A, C S 49 and GID 57 or equivalent

Proposed Discipline: Computer Science

Proposed Need/Justification Statement: Web application development is a growing part of application development and as a result is a critical skill for computer science students. This course will be a restricted support course for the AS Degree in Computer Science.

To which Degree(s) or Certificate(s) would this course potentially be added? Computer Science Associates Degree (elective)

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:
Date number assigned/notification:

Foothill College

College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep:
Faculty Author: LaDawn Meade

Proposed Number: C S 31C
Transferability: UC/CSU
Title: Distributed Databases

Proposed Catalog Description:

This course offers an introduction to distributed data management including distributed database design, implementation techniques including concurrency control, query processing and optimization, data replication, and integration. Peer-to-peer systems and distributed database solutions are also presented, including data management systems for cloud computing.
Advisory: CS 31A or equivalent

Proposed Discipline: Computer Science

Proposed Need/Justification Statement: This course is a restricted support course for the AS Degree in Computer Science.

To which Degree(s) or Certificate(s) would this course potentially be added? Computer Science

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:
Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep: October 28, 2013
Faculty Author: Mike Murphy

Proposed Number: C S 54D
Proposed Transferability: UC/CSU
Proposed Title: Cloud Computing

Proposed Catalog Description: Upon completion of this course, the student should be able to understand the transition from a Classic Data Center environment to Virtual Data Center. The student will be understand Cloud virtualization at each layer – compute, storage, network, desktop, and application – along with business continuity in a Virtual Data Center (VDC) environment. The student will also be able to explain and discuss Cloud computing basics, infrastructure components, service management activities, security concerns, and considerations for Cloud adoption.

Proposed Discipline: Computer Science

Proposed Need/Justification Statement: Knowledge of cloud computing is a requirement for most Information Technology jobs. This will be a restricted support course for the AS degree in Enterprise Networking.

To which Degree(s) or Certificate(s) would this course potentially be added?
Enterprise Networking

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:
Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep: October 28, 2013
Faculty Author: Michael Loceff

Proposed Number: C S 83B
Proposed Transferability: CSU
Proposed Title: Quantum Computing II: Formalism & Theory

Proposed Catalog Description: This course is the second in the quantum computing sequence. It covers the theoretical foundations of the field including a rigorous mathematical presentation of the quantum mechanics on which quantum algorithms and logic design are based. Topics include tensor algebra, positive operator-valued measures, purifications, quantum entanglement, teleportation, non-orthogonal measurement operators, density operators and their relevance to quantum logic design.

Proposed Discipline: Computer Science

Proposed Need/Justification Statement: This course will be a restricted support course for the AS degree in Computer Science.

To which Degree(s) or Certificate(s) would this course potentially be added?
Computer Science AS degree

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:
Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep: October 28, 2013
Faculty Author: Michael Loceff

Proposed Number: C S 83C
Proposed Transferability: CSU
Proposed Title: Quantum Computing III: Advanced Logic & Algorithm Design

Proposed Catalog Description: This course is the third in the quantum computing sequence. It applies the principles and foundations of quantum information theory to the design of new algorithms and logic circuits intended for quantum computer platforms. Students will be directed toward current research articles and given the opportunity to design their own algorithms and quantum circuits.

Proposed Discipline: Computer Science

Proposed Need/Justification Statement: This course is a restricted support course for the AS degree in Computer Science.

To which Degree(s) or Certificate(s) would this course potentially be added?
This will be a restricted support course for the AS degree in Computer Science

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:
Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep: October 28, 2013
Faculty Author: Jordana Finnegan

Proposed Number: ENGL 49
Proposed Title: California Literature: Cultures, Geographies, and Histories of the Golden State, 1920 to the Present.

Proposed Catalog Description:
Introduction to modern literature written by and about Californians, including contemporary poetry, fiction, drama, essays, and autobiographical narratives. Emphasis on important literary contributions by authors from a range of ethnic, socio-economic, and regional communities representing the cultural complexity of California. Emphasis on the influence of ecology, geography, political and social developments, ethnicity, gender, and class on the formation of distinctive yet interconnected California cultures, as represented in literary texts from 1920 to the present.

Proposed Discipline: English

Proposed Need/Justification Statement:
This course would fulfill a support course requirement for the Foothill AA and ADT in English; it will also be submitted for Foothill GE Area I-Humanities and Area VI-U.S. Cultures and Communities.

To which Degree(s) or Certificate(s) would this course potentially be added?
English AA, English ADT

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:
Date number assigned/notification:

Foothill College
Content Review Process & Forms for Prerequisites and Co-requisites ("Requisites")

In order to ensure that limitations on enrollment are both appropriate and necessary for student success, Title 5 requires faculty to complete a rigorous content review whenever new pre- or co-requisites ("requisites") are being considered for a course. Rigorous content review of requisites must also be completed during the regular Title 5 compliance review cycle. **It is imperative that discipline faculty work with their college curriculum committee reps during this process**.

Faculty will use one or more of the following three forms, as appropriate. These are:

A. Content Review Addendum for Mathematics Requisites – to be completed for each math pre- or co-requisite that is placed on a course in a discipline other than math (e.g. a chemistry class requires a math requisite);
B. Content Review Addendum for English Requisites – to be completed for each English or ESLL pre- or co-requisite that is placed on a course in a discipline other than English/ESLL (e.g. a history class requires an English requisite); and
C. Content Review Addendum for Requisites in Disciplines other than Mathematics or English– to be completed when a pre- or co-requisite is placed on a course in the same discipline (e.g. BIOL 40A is a requisite for BIOL 40B) or in a discipline other than English or Math (e.g. CHEM 25 is a requisite for BIOL 45)

Note: A separate form **must** be completed and approved for each pre- or co-requisite.

Note: If baccalaureate institutions require a particular requisite for articulation, or if the requisite is imposed by statute or regulation, faculty are **not** required to complete the content review process. Content review is also unnecessary if the course is part of a closely related lecture-lab pairing within a discipline (e.g. anatomy laboratory course is co-requisite with anatomy lecture course). **The presence of a requisite on a C-ID descriptor *does not* remove the requirement for content review**.

Please mark the exception type:

____ Baccalaureate institution requisite.

____ Required by statute

Please cite the institution and requisite OR the regulatory authority and the statute:

For guidance regarding how to identify a course that may need a requisite review the document, "How to Identify Courses that May Need Pre- or Co-requisites."

FORM A: Content Review Addendum for Mathematics Requisites

Number & Title of Target Course*:

*The "Target Course" is the one that has or will have the requisite.

Faculty participants in this content review process**:

***(*The content review process must include at least two faculty in the target course discipline. In the event that there is only one discipline faculty member at Foothill, the second reviewer(s) may be from another related discipline in the division.*)

Considerations to address <u>before</u> you begin content review:

- Do baccalaureate institutions require a particular requisite for articulation? If so, attach the documentation from ASSIST to this form, and you're done! (Ask the Articulation Officer for assistance if necessary.) You do NOT need to complete content review.
- Is a particular requisite required by statute or regulation? If so, attach the documentation to this form, and you're done! You don't need to complete content review.
- Does De Anza College offer an equivalent course?
  a. If so, what is the De Anza course number?
  b. If so, does their equivalent course have a requisite*? What is it?

  **If an appropriate pre- or co-requisite course is identified and supported by institutional research via the content review process outlined below, discipline faculty are strongly encouraged to consult with De Anza discipline faculty, as implementing a prerequisite on a course at one college and not the other may have unintended consequences on enrollment.*
- Is there a C-ID descriptor for the target course? If yes, what's the C-ID number?
- If there is a C-ID descriptor, does it require a requisite? If yes, what is it? (*If the C-ID descriptor requires a requisite, faculty should consider possible ramifications of adding the requisite to the equivalent Foothill course*)

Once you've decided to explore implementing a requisite, OR if you're completing content review of an already established requisite:

Using the Target Course's COR, identify the mathematical skills and knowledge students must have prior to enrolling in the target course and indicate here:

_____ Identify place values for whole numbers and round whole numbers.
_____ Identify place values for decimals and round decimals.
_____ Estimate sums, differences, products, and quotients of whole numbers.
_____ Estimate sums, differences, products, and quotients of decimals.
_____ Find the perimeter and area of a rectangle.
_____ Add, subtract, multiply, and divide whole numbers, fractions, and decimals.
_____ Graph whole numbers and fractions on a number line.
_____ Use the order of operations to evaluate numerical expressions.
_____ Perform conversions between decimals, fractions, and mixed numbers.
_____ Find the prime factorization of a whole number.
_____ Find the least common multiple of a set of whole numbers.
_____ Add, subtract, multiply, and divide with integers.

_____ Graph integers and fractions on a number line.
_____ Estimate sums, differences, products, and quotients using rounding.
_____ Solve problems involving ratios, rates, proportions, and percentages.
_____ Simplify algebraic expressions.
_____ Solve linear equations in one variable.
_____ Demonstrate an understanding of the concepts of perimeter, area, and volume.
_____ Read and interpret graphs and tables of data.
_____ Simplify exponential expressions involving integer exponents.
_____ Evaluate geometric formulas and solve an equation for a variable.
_____ Solve linear equations and inequalities in one variable.
_____ Graph linear inequalities in one variable.
_____ Graph linear equations in two variables and find the equation of a line.
_____ Solve problems involving ratio and proportion.
_____ Solve systems of equations by graphing, substitution, and elimination.
_____ Add, subtract, multiply, and factor polynomials.
_____ Use linear equations to solve various application problems.
_____ Conversions: American to American, metric to metric, & American to metric.
_____ Use functions and function notation.
_____ Graph linear and nonlinear functions.
_____ Solve systems of linear equations in two and three variables.
_____ Simplify quadratic, rational, radical, polynomial, logarithmic, and exponential expressions.
_____ Solve equations involving quadratic, rational, radical, polynomial, logarithmic, and exponential expressions.
_____ Evaluate numerical expressions involving quadratic, rational, radical, polynomial, logarithmic, and exponential expressions.
_____ Perform basic operations with complex numbers.
_____ Other Mathematical concepts not listed above:

Review course syllabi (at least one from each faculty who taught a section in the previous year) and artifacts such as exams, assignments and grading criteria. Use the following space to document which of these provides explicit evidence that the identified requisite skills are necessary in ALL sections being offered.

***Note**: If you cannot find evidence that the requisite skills are necessary in every section of the course, the requisite cannot be imposed. If the requisite is to remain in place, discipline faculty must collaborate with their CCC reps and their dean to agree on a plan to ensure that all sections are held to the same rigor that necessitates the requisite.*

Confer with PSME Curriculum Reps to recommend a math faculty member to assist you. Contact them to identify whether an entire requisite course is truly needed, or whether there's another viable alternative (e.g. small unit "booster" courses, designating a short period of class time for math faculty to visit and teach the concepts, etc.). If these are not viable options, explain rationale here:

If no viable alternative exists, consult with the math faculty to identify/validate the most appropriate math requisite here:

Recommended Prerequisite/Co-requisite (circle one):

List the name(s) of the math faculty who collaborated in this effort:

Now that you have identified the appropriate requisite:
Contact your Division Curriculum Rep to ensure they announce the proposal to implement the math requisite at the next CCC meeting. This is to ensure faculty in other divisions/departments are made aware of the proposed requisite and have time to register feedback/concerns BEFORE the requisite is fully adopted. Document the date of the CCC meeting here:

If you are completing content review in preparation to implement a NEW requisite, complete the following:
Contact the Institutional Researcher to gather and analyze data comparing success rates for students who have completed versus those that have not yet completed the identified requisite and document here:

If you are completing content review of a previously implemented requisite, complete the following:
Contact the Institutional Researcher to gather and analyze student success data disaggregated according to race, ethnicity, gender, age, economic circumstances and disability. Document methodology and findings here:

Once the content review process is complete, you must provide this form and appropriate attachments to your Division Curriculum Committee for review and approval.

- If the Division CC determines that the identified requisite is necessary and appropriate for student success, the Division Curriculum Committee will consult with the Division Dean, Vice President of Instruction and Institutional Researcher to assure that the college is offering sufficient numbers of courses, with or without requisites, to accommodate the educational needs of our students.
- The Division CCC rep(s) will notify the CCC of the new requisite at the next CCC meeting.

Submit this completed form and appropriate attachments to your Division Curriculum Committee for review and approval.

Discipline Faculty Signature:		Date:	
Discipline Faculty Signature:		Date:	
Articulation Officer Signature:		Date:	
Math Faculty Signature:		Date:	
Math Faculty Signature:		Date:	
CCC Notification occurred on (date):			
Division CC Review & Date of Approval:			
Division Dean Signature (Target COR):		Date:	
Division Dean Signature (Req COR):		Date:	

FOOTHILL COLLEGE
Stand-Alone Credit Course Approval Request

If a Foothill credit course is NOT part of a State approved associate's degree, certificate of achievement, or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and that there is sufficient need and resources for the course.

In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Credit Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Course #: KINS 52
Course Title: FITNESS ASSESSMENTS TECHNIQUES FOR THE PERSONAL TRAINER

Catalog Description:

This course covers the mechanics of fitness training, including strength, endurance and flexibility as well as provides students the necessary knowledge base to select appropriate fitness assessments. Discussion regarding training techniques, optimal workout environments, safety, contraindications, equipment and existing certification programs will prepare the student to work in the fitness industry. Students will evaluate existing standardized assessment batteries for cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition, blood pressure and cholesterol.

Are you requesting Stand Alone Approval for the course on a temporary, or permanent basis?

- _____ The course will be **permanently** stand alone; there are no plans to add it to a degree or certificate of achievement, nor to the Foothill GE pattern.
- _XXX_ The course will only be stand alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

  Personal Training Certificate of Achievement Level II

  - What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

    Plan to submit application Fall 2013

  NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following five criteria:

Criteria A. -- Appropriateness to Mission

- California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:
  1. Primary: offer academic and vocational instruction at the lower division level; and
  2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
  3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level.

Briefly explain how this course is consistent with one (or more) of these missions:

This course will be part of the Certificate of Achievement in Personal Training, which is designed to

FOOTHILL COLLEGE
Stand-Alone Credit Course Approval Request

This course will be part of the Certificate of Achievement in Personal Training, which is designed to provide practical skills and knowledge for those interested in a career in health and fitness fields, working with healthy normal adults. Graduates of the program will be qualified to work as paraprofessionals in the following fields: activity leader, coach, director, teacher, personal trainer, and group exercise leader, thus the program/course contributes to California's work force development and improvement.

Note: Courses must address a valid transfer, occupational, or basic skills purpose, rather than primarily a vocational or recreational. Courses must not provide only an activity or service, without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Criteria B. – Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

- If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

For courses that are primarily occupational, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

Please attach appropriate evidence to this application form.

FOOTHILL COLLEGE
Stand-Alone Credit Course Approval Request

_____ Non-degree applicable basic skills course
_____ Course enables students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)
_____ Pre-collegiate career technical preparation course designed to provide foundation skills for students preparing for entry into degree-applicable credit courses

Criteria D. -- Adequate Resources (please initial as appropriate)
XXXX This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. – Compliance (please initial as appropriate)
XXXX The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: DON MAC NEIL _____ **Date: 6/13/2013**

Division Curriculum Representative: Barbara Sherman **Date:** 6/13/13

Date of Approval by Division Curriculum Committee: 6/13/13

College Curriculum Co-Chairperson: _____ **Date:** _____

FOOTHILL COLLEGE

12345 El Monte Road
Los Altos Hills, California 94022
650.949.7777

Personal Trainer Report
For Greater South Bay and Peninsula Region
(Santa Clara and San Mateo Counties)

Physical Fitness Technician

CIP 2010: A program that prepares individuals for employment in health and fitness clubs, wellness centers, public and private recreation facilities, hospitals and corporate fitness programs where they will perform a variety of instructional and administrative duties. Includes instruction in human anatomy and physiology, fitness techniques, exercise science, personal training, nutrition, and customer service.

Target Occupations‡

Athletic Trainers

Fitness Trainers and Aerobics Instructors

‡Based on EMSI crosswalk of the Classification of Instructional Programs (CIP) codes with Standard Occupational Classification (SOC) codes as published by the U.S. Department of Education.

In 2011, the number of physical fitness technician jobs in the target occupations in Santa Clara and San Mateo Counties totaled 3,114. The Bureau of Labor Statistics (BLS) expects the total number of positions to increase by 51.3% from 2010 to 2020. Regional openings in 2011, which included created jobs and turnover, totaled 275. Completions in physical fitness technician programs totaled 12 from ten institutions, with an additional 168 completions from other related programs. These additional programs are linked to multiple occupations and not all those who complete will enter the target occupations indicated in this report.

Target Occupation Performance

3,114*	51.3%*	$23.09/hr
Jobs (2011)	Growth (2010-2020)	Median Earnings
Nation Location Quotient: 1.05†	Nation: 25.3%	Nation: $15.62/hr

*Based on total number of jobs for target occupations in Santa Clara and San Mateo Counties.
†Represents occupation density as compared to national average (national average=1).

Regional Openings (2011)**	275
Regional Program Completions (2011)	12
All Regional Completions for Target Occupations (2011) ††	180

**Openings include created jobs and turnover.
†† Includes all regional programs applicable to target occupations.

Physical Fitness Technician Occupations Performance

Target Occupations	Regional Openings (2011)	Median Hourly Earnings	Growth (2010-2020)	Job Postings§ As of 05/03/13
Fitness Trainers and Aerobics Instructors	266	$23.10	52.0%	118
Athletic Trainers	9	$22.94	31.6%	4

Regional Breakdown for Physical Fitness Technician Occupations

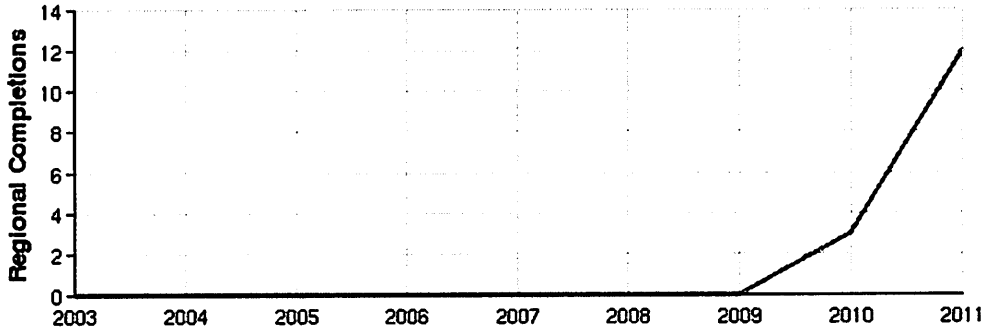
County Name	2010 Jobs	2020 Jobs	2013 Annual Openings	Median Hourly Earnings	2010 National Location Quotient
Santa Clara	1,771	2,838	103	$22.50	0.88
San Mateo	1,093	1,494	55	$24.09	1.31
Total	2,864	4,332	158	$23.09	

§ Current Job Postings as of 05/03/13.

Training Providers

2	12*
Institutions	Completions (2011)

*Based on IPEDS data



Institution	Degrees	Certificates	Total Completions
Canada College	1	10	11
Mission College	0	1	1

Other regional programs may train individuals eligible for the targeted physical fitness technician occupations, which are based on an occupation-program crosswalk developed by the Department of Education. These additional programs are offered at San Jose State University, West Valley College, and Gavilan College. As noted earlier, many postsecondary programs are linked to multiple occupations and not all those who complete the program will enter the target occupation.

Related Regional Programs Allowing Entry to Physical Fitness Technician

2	168
Programs (2011)	Completions (2011)

Program	2007	2008	2009	2010	2011
Health and Physical Education/Fitness, General	120	149	165	199	166
Athletic Training/Trainer	4	2	0	0	2

Target Occupations Demographics

The demographics among those employed in the target physical fitness technician occupations in Santa Clara and San Mateo Counties for 2012 show that nearly two-thirds are women (63.7%) and nearly half are between the ages of 19-34 (48.8%).

Gender Demographics (Regional)

Gender	Jobs (2013)	% of Total
Male	1,369	36.3%
Female	2,408	63.7%

Age Demographics (Regional)

Age	Jobs (2013)	% of Total
14-18 Years	325	8.6%
19-21 Years	563	14.9%
22-24 Years	462	12.2%
25-34 Years	819	21.7%
35-44 Years	657	17.4%
45-54 Years	538	14.2%
55-64 Years	280	7.4%
65+ Years	134	3.5%

Industries Employing Physical Fitness Technician Occupations

A number of industries in Santa Clara and San Mateo Counties employ those trained as physical fitness technicians and its related occupations. The following table represents a regional industry breakdown of the number of physical fitness technicians employed, the percentage of physical fitness technician jobs employed by industry and the percentage physical fitness technician jobs represent within all jobs by each industry. While fitness and recreational sports centers employed nearly two-thirds (64.3%) of all regional physical fitness technicians in 2012, physical fitness technicians and its related occupations represent approximately one-fourth of the total jobs in that industry (27.2%).

Inverse Staffing Patterns

Top Five Industry	Occupation Group Jobs in Industry (2013)	% of Occupation Group in Industry (2013)	% of Total Jobs in Industry (2013)
Fitness and Recreational Sports Centers	2,428	64.3%	27.2%
Civic and Social Organizations	299	7.9%	8.4%
Sports and Recreation Instruction (Private)	114	3.0%	2.7%
All Other Amusement and Recreation Industries	114	3.0%	4.6%
Exam Preparation and Tutoring (Private)	101	2.7%	2.6%

Compatible Occupations for Physical Fitness Technician

Individuals completing a physical fitness technician program share many skills and abilities with other occupations. The Occupational Information Network (O*Net) identifies compatible occupations based on an analysis of overlapping knowledge, skills and ability. Additional education required for transition can range from short on-site training to advanced post secondary degrees. The following tables show how much education might be needed to be employed in these compatible occupations.

Compatible Occupations* for Physical Fitness Technician: Associate's Degree or Less

Rank	Occupation	Median Hourly Earnings	2013 Jobs	2010-2020 Change	2010-2020 Estimated Annual Openings
1	Physical Therapist Assistants	$28.13	316	78	12
2	Licensed Practical and Licensed Vocational Nurses	$28.32	3,170	741	151
3	Occupational Therapy Aides	$19.56	78	15	3
4	Cardiovascular Technologists and Technicians	$28.08	247	37	7
5	Respiratory Therapy Technicians	$22.05	35	0	1
6	Occupational Therapy Assistants	$27.46	111	31	4
7	Physical Therapist Aides	$13.86	443	67	13
8	Medical Assistants	$18.81	6,003	770	165
9	Psychiatric Technicians	$22.49	148	0	3
10	Massage Therapists	$14.62	2,644	747	110
11	Home Health Aides	$11.08	7,729	4,168	482
12	Childcare Workers	$10.28	19,364	5,682	1,135
13	Preschool Teachers, Except Special Education	$16.21	4,263	748	178
14	Self-Enrichment Education Teachers	$17.87	7,407	2,504	343

Compatible Occupations* for Physical Fitness Technician: Bachelor's Degree or More

Rank	Occupation	Median Hourly Earnings	2013 Jobs	2010-2020 Change	2010-2020 Estimated Annual Openings
1	Physical Therapists	$41.29	1,367	266	39
2	Adapted Physical Education Specialists	$20.02	6,718	1,618	248
3	Chiropractors	$36.24	748	(9)	21
4	Athletes and Sports Competitors	$32.59	277	102	16
5	Occupational Therapists	$42.63	723	118	24
6	Physician Assistants	$52.12	511	110	20
7	Acupuncturists	$29.91	1,088	194	38
8	Recreational Therapists	$26.65	104	11	5
9	Clinical Nurse Specialists	$57.96	18,699	2,649	566
10	Recreation Workers	$12.22	3,541	1,049	150

* Compatible occupations are based on O*Net compatibility index values over 90.

Data Sources and Calculations

Location Quotient
Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Completers Data
The completers data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Institution Data
The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Data Sources
This report uses employment data from the Quarterly Census of Employment and Wages (QCEW) reported by the US Bureau of Labor Statistics (BLS) and includes self-employed workers who count their self-employed work as their primary source of income. Non-QCEW workers such as railroad, military and some non-QCEW government employees are not included.

O*Net Compatibility Index
The Occupational Information Network (O*NET) is being developed under the sponsorship of the US Department of Labor/Employment and Training Administration (USDOL/ETA) through a grant to the North Carolina Department of Commerce.

Each descriptor in O*NET OnLine is associated with a scale, such as Importance, Level, Context and Extent of the activity. Each scale has a minimum and maximum value. Because each of these scales covers a different numerical range, a descriptor mean of 3.0 signifies something different in each scale.

The equation for conversion of original ratings to standardized scores is: S =((O - L) / (H - L)) * 100, where S is the standardized score, O is the original rating score on one of the three scales, L is the lowest possible score on the rating scale used, and H is the highest possible score on the rating scale used. For example, an original Importance rating score of 3 is converted to a standardized score of 50 (50 = [[3 - 1] / [5 - 1]] * 100). For another example, an original Level rating score of 5 is converted to a standardized score of 71 (71 = [[5 - 0] / [7 - 0]] * 100).

Criteria C. -- Curriculum Standards (please initial as appropriate)

XXXX The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

_____ This is a non-degree applicable credit course (specify which one, below)

FOOTHILL COLLEGE
Stand-Alone Credit Course Approval Request

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In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Credit Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Course #: KINS 53
Course Title: CURRENT TOPICS IN PERSONAL TRAINING

Catalog Description:

This course is designed for the student in the Personal Trainer certification program. Students will discuss current issues in the fitness field, insurance, liability, standard business practices and national certifications. Emphasis is placed on client assessment, program design, teaching strategies and professional responsibility. Students apply knowledge of basic anatomy, exercise physiology, kinesiology, personal information gathering and exercise testing.

Are you requesting Stand Alone Approval for the course on a temporary, or permanent basis?

- _____ The course will be **permanently** stand alone; there are no plans to add it to a degree or certificate of achievement, nor to the Foothill GE pattern.
- _XXX_ The course will only be stand alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

  Personal Training Certificate of Achievement Level II

  - What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

    Plan to submit application Fall 2013

  NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following five criteria:

Criteria A. -- Appropriateness to Mission

- California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:
  1. Primary: offer academic and vocational instruction at the lower division level; and
  2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
  3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level.

Briefly explain how this course is consistent with one (or more) of these missions:

This course will be part of the Certificate of Achievement in Personal Training, which is designed to provide practical skills and knowledge for those interested in a career in health and fitness fields, working with healthy normal adults. Graduates of the program will be qualified to work as

paraprofessionals in the following fields: activity leader, coach, director, teacher, personal trainer, and group exercise leader, thus the program/course contributes to California's work force development and improvement.

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Criteria B. – Need
A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

- If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

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FOOTHILL COLLEGE
Stand-Alone Credit Course Approval Request

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Criteria D. -- Adequate Resources (please initial as appropriate)
XXXX This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. – Compliance (please initial as appropriate)
XXXX The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: Don Mac Neil_____ **Date: June 06, 2013**

Division Curriculum Representative: Barbara Shyer _____ **Date:** 9/30/13

Date of Approval by Division Curriculum Committee: 6/13/13

College Curriculum Co-Chairperson: _____ **Date:** _____

FOOTHILL COLLEGE

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Personal Trainer Report
For Greater South Bay and Peninsula Region
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Physical Fitness Technician

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Fitness Trainers and Aerobics Instructors

‡Based on EMSI crosswalk of the Classification of Instructional Programs (CIP) codes with Standard Occupational Classification (SOC) codes as published by the U.S. Department of Education.

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Target Occupation Performance

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Nation Location Quotient: 1.05†	Nation: 25.3%	Nation: $15.62/hr

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Physical Fitness Technician Occupations Performance

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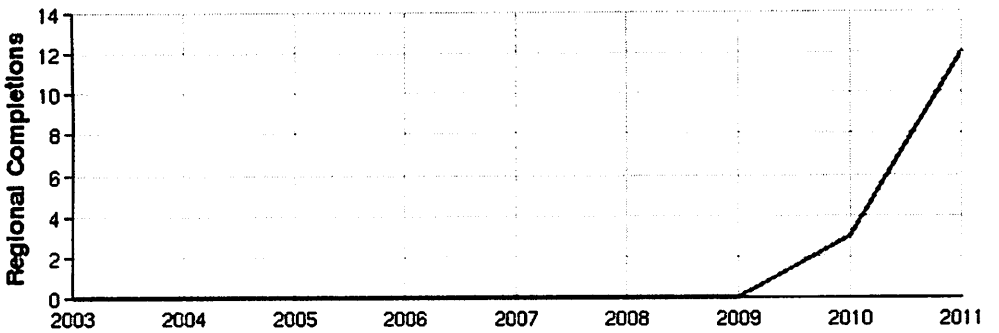
Training Providers

2	12*
Institutions	Completions (2011)

*Based on IPEDS data



Institution	Degrees	Certificates	Total Completions
Canada College	1	10	11
Mission College	0	1	1

Other regional programs may train individuals eligible for the targeted physical fitness technician occupations, which are based on an occupation-program crosswalk developed by the Department of Education. These additional programs are offered at San Jose State University, West Valley College, and Gavilan College. As noted earlier, many postsecondary programs are linked to multiple occupations and not all those who complete the program will enter the target occupation.

Related Regional Programs Allowing Entry to Physical Fitness Technician

2	168
Programs (2011)	Completions (2011)

Program	2007	2008	2009	2010	2011
Health and Physical Education/Fitness, General	120	149	165	199	166
Athletic Training/Trainer	4	2	0	0	2

Target Occupations Demographics

The demographics among those employed in the target physical fitness technician occupations in Santa Clara and San Mateo Counties for 2012 show that nearly two-thirds are women (63.7%) and nearly half are between the ages of 19-34 (48.8%).

Gender Demographics (Regional)

Gender	Jobs (2013)	% of Total
Male	1,369	36.3%
Female	2,408	63.7%

Age Demographics (Regional)

Age	Jobs (2013)	% of Total
14-18 Years	325	8.6%
19-21 Years	563	14.9%
22-24 Years	462	12.2%
25-34 Years	819	21.7%
35-44 Years	657	17.4%
45-54 Years	538	14.2%
55-64 Years	280	7.4%
65+ Years	134	3.5%

Industries Employing Physical Fitness Technician Occupations

A number of industries in Santa Clara and San Mateo Counties employ those trained as physical fitness technicians and its related occupations. The following table represents a regional industry breakdown of the number of physical fitness technicians employed, the percentage of physical fitness technician jobs employed by industry and the percentage physical fitness technician jobs represent within all jobs by each industry. While fitness and recreational sports centers employed nearly two-thirds (64.3%) of all regional physical fitness technicians in 2012, physical fitness technicians and its related occupations represent approximately one-fourth of the total jobs in that industry (27.2%).

Inverse Staffing Patterns

Top Five Industry	Occupation Group Jobs in Industry (2013)	% of Occupation Group in Industry (2013)	% of Total Jobs in Industry (2013)
Fitness and Recreational Sports Centers	2,428	64.3%	27.2%
Civic and Social Organizations	299	7.9%	8.4%
Sports and Recreation Instruction (Private)	114	3.0%	2.7%
All Other Amusement and Recreation Industries	114	3.0%	4.6%
Exam Preparation and Tutoring (Private)	101	2.7%	2.6%

Compatible Occupations for Physical Fitness Technician

Individuals completing a physical fitness technician program share many skills and abilities with other occupations. The Occupational Information Network (O*Net) identifies compatible occupations based on an analysis of overlapping knowledge, skills and ability. Additional education required for transition can range from short on-site training to advanced post secondary degrees. The following tables show how much education might be needed to be employed in these compatible occupations.

Compatible Occupations* for Physical Fitness Technician: Associate's Degree or Less

Rank	Occupation	Median Hourly Earnings	2013 Jobs	2010-2020 Change	2010-2020 Estimated Annual Openings
1	Physical Therapist Assistants	$28.13	316	78	12
2	Licensed Practical and Licensed Vocational Nurses	$28.32	3,170	741	151
3	Occupational Therapy Aides	$19.56	78	15	3
4	Cardiovascular Technologists and Technicians	$28.08	247	37	7
5	Respiratory Therapy Technicians	$22.05	35	0	1
6	Occupational Therapy Assistants	$27.46	111	31	4
7	Physical Therapist Aides	$13.86	443	67	13
8	Medical Assistants	$18.81	6,003	770	165
9	Psychiatric Technicians	$22.49	148	0	3
10	Massage Therapists	$14.62	2,644	747	110
11	Home Health Aides	$11.08	7,729	4,168	482
12	Childcare Workers	$10.28	19,364	5,682	1,135
13	Preschool Teachers, Except Special Education	$16.21	4,263	748	178
14	Self-Enrichment Education Teachers	$17.87	7,407	2,504	343

Compatible Occupations* for Physical Fitness Technician: Bachelor's Degree or More

Rank	Occupation	Median Hourly Earnings	2013 Jobs	2010-2020 Change	2010-2020 Estimated Annual Openings
1	Physical Therapists	$41.29	1,367	266	39
2	Adapted Physical Education Specialists	$20.02	6,718	1,618	248
3	Chiropractors	$36.24	748	(9)	21
4	Athletes and Sports Competitors	$32.59	277	102	16
5	Occupational Therapists	$42.63	723	118	24
6	Physician Assistants	$52.12	511	110	20
7	Acupuncturists	$29.91	1,088	194	38
8	Recreational Therapists	$26.65	104	11	5
9	Clinical Nurse Specialists	$57.96	18,699	2,649	566
10	Recreation Workers	$12.22	3,541	1,049	150

* Compatible occupations are based on O*Net compatibility index values over 90.

Data Sources and Calculations

Location Quotient
Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Completers Data
The completers data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Institution Data
The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Data Sources
This report uses employment data from the Quarterly Census of Employment and Wages (QCEW) reported by the US Bureau of Labor Statistics (BLS) and includes self-employed workers who count their self-employed work as their primary source of income. Non-QCEW workers such as railroad, military and some non-QCEW government employees are not included.

O*Net Compatibility Index
The Occupational Information Network (O*NET) is being developed under the sponsorship of the US Department of Labor/Employment and Training Administration (USDOL/ETA) through a grant to the North Carolina Department of Commerce.

Each descriptor in O*NET OnLine is associated with a scale, such as Importance, Level, Context and Extent of the activity. Each scale has a minimum and maximum value. Because each of these scales covers a different numerical range, a descriptor mean of 3.0 signifies something different in each scale.

The equation for conversion of original ratings to standardized scores is: S =((O - L) / (H - L)) * 100, where S is the standardized score, O is the original rating score on one of the three scales, L is the lowest possible score on the rating scale used, and H is the highest possible score on the rating scale used. For example, an original Importance rating score of 3 is converted to a standardized score of 50 (50 = [[3 - 1] / [5 - 1]] * 100). For another example, an original Level rating score of 5 is converted to a standardized score of 71 (71 = [[5 - 0] / [7 - 0]] * 100).

Criteria C. -- Curriculum Standards (please initial as appropriate)

XXXX The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

_____ This is a non-degree applicable credit course (specify which one, below)

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Course #: SPED 65

Course Title: Fundamentals of Attention Deficit Disorders

Catalog Description:

An overview of attention deficit disorders, subtypes, etiology, presenting symptoms, interventions and management, classroom teaching strategies, medical treatments, workplace and educational accommodations, and disability law ramifications. Intended for educators, individuals with ADD and their families, or any interested student.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

X The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

_____ The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

- What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

NOTE: *If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

The Curriculum Committee must evaluate this application based on the following five criteria:

Criteria A. -- Appropriateness to Mission

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. <u>Secondary</u>: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

Briefly explain how this course is consistent with one (or more) of these missions:

This course is a support service for students whose matriculation is adversely affected by attention deficits and the difficulties they encounter with organization, retention, motivation, time management, and self confidence. The class also becomes a community of students who can provide validation, support and resources to one another. It additionally serves to sensitize educators about the medical realities of Attention Deficit Disorders and provides classroom strategies and solutions for all age levels. Students with ADHD represent a significant percentage (approx. 15-20%) of the

population seen in community college DRC service programs.

NOTE: *Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).*

Criteria B. – Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

Please attach appropriate evidence to this application form.

Criteria C. -- Curriculum Standards (please initial as appropriate)

BJC ___ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

_____ This is a non-degree applicable credit course (specify which one, below)

_____ non-degree applicable basic skills course.

_____ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

_____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

Criteria D. -- Adequate Resources (please initial as appropriate)

BJC ___ This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. – Compliance (please initial as appropriate)

BJC ___ The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: Beatrix J Cashmore **Date: 10/14/13**

Division Curriculum Representative: K. Allison Lenkeit Meezan Date: Oct. 22, 2013

Date of Approval by Division Curriculum Committee: Date: Oct. 22, 2013

College Curriculum Co-Chairperson: _____ **Date:** _____

CSU Baccalaureate Level Course List by Department
Foothill College
13-14

Course	Title	Quarter Units
	==== Special Education ====	
SPED 52	Intergenerational Adult Health and Development	3
CSU GE: E		
SPED 57A	Teaching Adult Learners	3
SPED 61	Introduction to Disabilities	4
SPED 62	Psychological Aspects of Disability	4
CSU GE: D7, E		
SPED 63	Learning Disabilities	4
SPED 64	Disability and the Law	4
CSU GE: D8		
SPED 65	Fundamentals of Attention Deficit Disorders	4
SPED 80	Introduction to College and Accommodations	1

END OF REPORT

Transfer Model Curriculum (TMC) Template for Business Administration
CCC Major or Area of Emphasis: Business Administration
TOP Code: 050500
CSU Major(s): Business Administration
Total Units: 23-24 *(all units are semester units)*

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the TMC. If the course may be double-counted with either CSU-GE or IGETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx

or the ASSIST website:

http://web1.assist.org/web-assist/help/help-csu_ge.html.

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. At a minimum, where there is an indicated **C-ID Descriptor** in the **REQUIRED CORE and LIST A**, the course must have been submitted to C-ID prior to completing the Associate Degree for Transfer (ADT) proposal for Chancellor's Office approval.

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the TMC at:

http://www.c-id.net/degreereview.html

and attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major* (***AAM***) demonstrating lower division preparation in the major at a CSU;
- *CSU Baccalaureate Level Course List by Department* (***BCT***) for the transfer courses; and/or,
- *CSU GE Certification Course List by Area* (***GECC***).

The acronyms ***AAM, BCT,*** and ***GECC*** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to http://www.assist.org.

Associate in Science in Business Administration for Transfer Degree College Name: Foothill College					
TRANSFER MODEL CURRICULUM (TMC)		**COLLEGE PROGRAM REQUIREMENTS**			
Course Title (units)	**C-ID Descriptor**	**Course ID**	**Course Title**	**Units**	**CSU GE/ IGETC Area**
REQUIRED CORE: Select 5 (15 units)					
Financial Accounting (3)	ACCT 110	ACTG 1A and ACTG 1B	Financial Accounting I Financial Accounting II	5 5	
Managerial Accounting (3)	ACCT 120	ACTG 1C	Managerial Accounting	5	
Principles of Microeconomics (3)	ECON 201	ECON 1B	Principles of Microeconomics	5	X
Principles of Macroeconomics (3)	ECON 202	ECON 1A	Principles of Macroeconomics	5	X
Business Law (3) **OR** Legal Environment of Business (3)	BUS 125 BUS 120	BUSI 18	Business Law I	5	
LIST A: Select one (3 units)					
Business Calculus (3)	MATH 140	MATH 12	Calculus for Business & Economics	5	X
Introduction to Statistics (3)	MATH 110	MATH 10 or PSYC 7/SOC 7	Elementary Statistics Statistics for the Behaviorl Sciences	5 5	X

Finite Math (3)	MATH 130				
LIST B: Select two (5-6 units) Any course from **LIST A** not already used.					
Business Information Systems (3) **OR** Computer Skills (2-3)	BUS 140 / ITIS 120 ***AAM***	BUSI 11	Introduction to Information Systems	5	
Introduction to Business (3) **OR** Business Communication (3)	BUS 110 BUS 115	BUSI 22	Principles of Business	4	
Total Units for the Major:	**23-24**		**Total Units for the Major:**	44-45	
			Total Units that may be double-counted (***Ensure that the total for each Area does not exceed the limit for the specific Area)***		15
			General Education (CSU GE or IGETC) Units		
			Elective (CSU Transferable) Units		sum
			Total Degree Units (maximum)		**60**

Foothill College
Program Application
Associate in Science Degree in Business Administration for Transfer

Item 1. Statement of Program Goals and Objectives

The Associate in Science in Business Administration for Transfer Degree program prepares students for transfer to upper-division status at four-year educational institutions. This program provides the student with the basic courses necessary to pursue studies in specialized business fields such as international business, finance, advertising, marketing, management, accounting, and banking.

The Associate in Science in Business Administration for Transfer Degree also challenges a diverse student body to achieve academic excellence by developing their critical thinking and communicative skills along with a global understanding of the interaction of economic, corporate governance, and entrepreneurship themes through the study of the topics in business.

The Associate in Science in Business Administration for Transfer Degree meets the requirements set forth by Education Code section 66746 to prepare students to transfer to local California State Universities (CSUs). Students who complete the Associate in Science in Business Administration for Transfer Degree will be ensured preferential and seamless transfer status to local CSUs for Business Administration majors and majors in related disciplines. The Associate in Science in Business Administration for Transfer Degree requirements will fulfill the lower division major requirements at many local CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific local CSUs and to validate which CSUs are considered local.

Item 2. Catalog Description

The Associate in Science in Business Administration for Transfer Degree prepares students to transfer to local California State Universities (CSUs). Students who complete the Associate in Science in Business Administration for Transfer Degree will be ensured preferential transfer status to local CSUs for Business Administration majors and/or majors in related disciplines. The Associate in Science in Business Administration for Transfer Degree requirements will fulfill the lower division major requirements at many local CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific local CSUs and to validate which CSUs are considered local.

The Associate in Science in Business Administration for Transfer Degree will enable students to develop theoretical and functional skills specific to many of the primary functions in business such as marketing, accounting, finance, and management. Additionally, students will learn communication, interpersonal, collaboration, research, critical thinking, and leadership skills through hands-on projects.

In addition, the student must complete the following:
The student will be required to meet both of the following requirements:

(1) Completion of 90 quarter units that are eligible for transfer to the California State University, including both of the following:
   (a) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.
   (b) A minimum of 27 quarter units in a major or area of emphasis.
   (c) all courses required for the major or area of emphasis must be completed with a grade of "C" or better.

(2) Obtainment of a minimum grade point average of 2.0.

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

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In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Course #: SPED 80

Course Title: Introduction to College and Accommodations

Catalog Description:

Orientation to college for the first time college student who will require accommodations for specific disabilities. Includes Foothill College academic policies, resources, campus programs and services; transition concerns from high school to post-secondary with regard to disability access laws; California system of higher education; educational goals and program planning. Includes creation of student academic plan.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?

X The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

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2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. <u>Secondary</u>: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

Briefly explain how this course is consistent with one (or more) of these missions:

This course combines all of the information provided in a standard freshman college orientation class plus focusing on college level disability accommodation, relevant disability laws, student rights and responsibilities, examination of study skills and compensatory strategies, and the development of a viable education plan that includes utilization of supportive accommodations as appropriate. It was created in collaboration with high school special educators and has successfully transitioned 99% of

the students who complete the course to enrolling in college classes.

NOTE: *Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).*

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- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
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Please attach appropriate evidence to this application form.

Criteria C. -- Curriculum Standards (please initial as appropriate)

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Faculty Requestor: Beatrix J. Cashmore **Date: 10/14/13**

Division Curriculum Representative: K. Allison Lenkeit Meezan Date: Oct. 22, 2013

Date of Approval by Division Curriculum Committee: Date: Oct. 22, 2013

College Curriculum Co-Chairperson: _____ **Date:** _____