

# Skyline College

## *Physical Education*

### Program Review

### Executive Summary



### Short Summary of Findings

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The Physical Education Program serves a vital role on the Skyline College campus. The program is intent on spreading knowledge of the importance of physical activity and its relationship with life-long wellness.

The Physical Education Division at Skyline College has experienced tremendous success over the past few years. This is measured in growing class enrollment and retention, successful achievement of student learning objectives, and a huge impact on the overall health and fitness of our student body.

Although our load has decreased, it is still very high relative to other programs in the college. This is a direct result of hiring new full-time faculty, upgrading our facilities, purchasing state-of-the-art equipment, offering new curriculum which appeals to our particular student body, and increasing the course offerings which target our female student population.

The Physical Education Evaluation Program continues to serve a vital role in evaluating our student's progress towards life-long wellness. The program identifies and educates students with heightened risk factors. It also helps guide the development of new curriculum to meet our increasingly overweight student population.

### Three Strengths of the Program

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- A quantifiable method to measure fitness changes in our students each semester through the Physical Education Evaluation Program.
- Critical thinking and activity components of our curriculum combine to educate students on life-long benefits of physical activity.
- The program's faculty are extremely passionate about their particular fields of expertise. They stay on the cutting edge of any new developments in Physical Education through advanced certification, which in turn benefits our students by way of new curriculum development.

### Three Suggestions for Improvement

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- More emphasis on the Physical Education major at Skyline College.
- Addition of Physical Education certificate programs to offer students interested in careers in Physical Education, such as Personal Training and Athletic Training.
- Additional full-time faculty members to meet the need of increasing enrollment and the growing curriculum offered in the program.

Faculty members responsible for the Self-Study are: Justin Piergrossi, Jan Fosberg, and Kevin Corsiglia

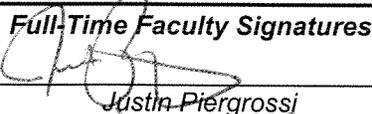
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#### Full-Time Faculty Signatures

  
Jan Fosberg

  
Chip Chandler

  
Justin Piergrossi

  
Mike Fitzgerald

  
Kevin Corsiglia

  
Dino Nomicos

Submitted on: October 3, 2005

**SKYLINE COLLEGE  
PHYSICAL EDUCATION  
PROGRAM REVIEW SELF STUDY**

**PART A: Overview of Program**

***1. State the goals/ focus of this program and how the program contributes to the mission and priorities of the College and District.***

The primary goal of the Physical Education program at Skyline College is to educate our students on the lifelong benefits of physical fitness. This is done through a wide variety of activity classes offered by the program. Over the last few years, the program has increased its focus on the national and local epidemic of obesity. As a result, the program has catered our curriculum to tackle this epidemic and assist our students.

The Physical Education program also focuses on developing critical thinking skills in our students. Students must not only be able to demonstrate various activity skills, but also understand the importance of physical activity and how it relates to their general health. Our students combine physical and mental skills daily in their physical activity.

The San Mateo County Community College District states in its mission statement that it will "Provide a breadth of educational opportunities and experiences which encourage students to develop their general understanding of human effort and achievement." This goal is also a cornerstone of our program's mission.

***2. Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.***

Each student is required to take two courses offered by the Physical Education program in order to receive their Associate's Degree. The ultimate goal is to spread the benefits of physical activity to every student on campus and positively impact their lives.

The Physical Education program has increased faculty and staff participation in fitness activities over the past few years. Numerous members of the faculty sit-in on or enroll in our activity classes. As a result, the program has increased wellness on campus. There have been numerous studies which have connected physical fitness with increased productivity, so the physical education program is helping to increase productivity among our staff on campus.

Other collaborations include making fitness presentations to health classes and athletic teams, and assessing the Physical Education Evaluation Program to all of our intercollegiate teams. We want the program to be as visible as possible so that our students and staff have the resources available to pursue their fitness and health goals.

***3. If the program utilizes advisory boards and/or professional organizations, describe their roles.***

One of the primary components of the Physical Education program is the Physical Education Evaluation Program (PEEP) used to assess each student actively enrolled in a physical education course. This test allows the department to track the progress of its students. The results of the test are shared with numerous agencies nationwide. It is one of the most comprehensive collections of data of its kind. As a result, we have developed a working relationship with the Center for Disease Control (CDC).

The Physical Education curriculum and course offerings are influenced by information and research collected from the American Association for Health, Physical Education/Recreation and Dance (AAHPERD), the American Heart Association, the California Association of Health, Physical

Education/Recreation and Dance (CAHPERD), and the Cooper Institute of Fitness Research. The information gathered from the aforementioned organizations is used to recommend health standards to our students in order to maintain healthy lifestyles.

Skyline physical education faculty are members of numerous organizations in the health, fitness, and athletic disciplines. These organizations help keep the faculty up to date on all of the latest changes in fitness. Some of them include: AAHPERD, CAHPERD, California Association for Postsecondary Education and Disability (C.A.P.E.D.), State Community Organization of Physical Education (SCOPE), United States Professional Tennis Association (USPTA), National Soccer Coaches Association of America (NSCAA), National Association of Basketball Coaches (NABC) and many others.

In addition, faculty members hold certifications in Spinning©, Golf, Pilates, Yoga, Kodokan Judo, and Personal Weight Training.

#### ***4. Explain how this program meets the needs of our diverse community.***

The program is intent on addressing the needs of our constantly changing and diverse student body. Our department makes it a priority to identify which programs of study would be attractive to our students. Currently we offer 58 different courses in our curriculum. These courses range from team to individual sports, from dance to weight lifting, from yoga to hiking. Our courses meet the needs of all students, no matter what shape or size. Our courses also serve the disabled community with course offerings geared towards those with special physical needs or differing abilities.

#### ***5. If the program has completed a previous self-study, evaluate the progress made toward previous goals.***

In the previous self-study the primary goal was to improve the instructional facilities. We are currently in the process of completing that goal. All of our outdoor facilities have been completely renovated and upgraded. These dramatic improvements will enhance our ability to deliver our curriculum to students.

Our indoor facilities are currently in the process of being renovated. Once Building 3 is completed we will have a new dance studio, mat room, and gymnasium. The expanded areas in Building 3 will provide more room for our Spinning© classes and weight training classes.

The improvements to our instructional facilities have also helped with another goal identified in the previous self-study, which was the overall maintenance of our instructional facilities. We have recently hired an instructional aide to the program whose primary responsibility is the maintenance of the Fitness Center. With the heavy usage of equipment by our students, this addition to our staff should help minimize any down time of equipment. The maintenance of our outdoor fields will require far less time and effort due to the durability of the field themselves.

Another goal of the program was to improve the appeal of our course offering to students. Over the past few years, the program has identified a number of trends in the fitness community and applied them to our program. The result has been very positive and contributed to a very healthy division load. The program has added Pilates, Yoga, Spinning©, and Sports Medicine. All of these classes are very popular among students. The program has also attracted a growing number of female students, a 51.6% increase from 2000 to 2004 after the facilities were modified to fit their needs more appropriately.

Since the last program review, a Physical Education major has been created. The program is now pursuing the creation of certificate programs in various physical education fields, such as Sports Medicine and Personal Training.

## **PART B: Curriculum**

### ***1. Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).***

The courses offered in the program meet the needs of the discipline and students as a result of the wide variety, varying level of instruction, diverse content, variable times and days, locations, course structure and unit requirements. Courses are offered in a graded or credit/no credit mode to allow for student choice and need. There is a selection of day and evening courses, as well as weekends. Short courses have also been added to the curriculum to attract more students and expose students to a healthy lifestyle.

Consistent evaluation of courses and their relationship to recent information about exercise physiology, diet, health, and fitness is integral to our constantly changing field of study. Each member of the faculty takes an active role in their field of expertise and relates those findings to the program and to their students.

In keeping with the data that we have accumulated on the students in our measurements of their fitness levels (50% of our students are overweight and obese) and the recommendations of the Surgeon General and most preventive medical agencies, our emphasis has moved from an emphasis on team sports and activities to more individual lifestyle changing activities, such as Yoga, Pilates, Stretching and Flexibility, and Weight Training.

### ***2. State how the program has remained current in the discipline(s).***

One way the program has remained current is through the continual evaluation of our students through the Physical Education Evaluation Program (PEEP). The evaluation program gives students and faculty information that assists in setting goals, program emphasis, and curriculum development. Course content incorporates results from the students' tests and faculty introduce information on diet, wellness, and risk factors and their relationship to maintaining and improving overall health and wellness.

PEEP has been an integral aspect of the Physical Education program at Skyline College for over twenty years and provides faculty with scientifically verifiable data used to understand our students' needs.

All students in the instructional program take a battery of tests to evaluate their fitness levels at the start of each semester and again at the end of the semester. The test includes: age, height, weight, body composition (measured with a pinch test), systolic and diastolic blood pressure, resting heart rate, crunches, flexibility, and an evaluation of body mass index (BMI). The first test results are compiled and a copy is given to each instructor and student to assist in goal development and fitness program planning. But most importantly, the test provides the faculty with an opportunity to teach the students about health and wellness. Within two weeks of the end of the semester, a second test is administered. The results are compared and students are evaluated on their pre- and post-test.

Faculty members develop new curriculum routinely to attract students and remain in the cutting edge of our discipline.

### ***3. If the student population has changed, state how the program is addressing these changes.***

The student population at Skyline is constantly changing; however, through our evaluation and analysis of our students we have determined a trend which is not changing. The prevalence of students who arrive to Skyline overweight continues to increase. The second is the growing rate year-to-year of students arriving to Skyline overweight. This can be attributed to a reduction in Physical Education requirements at the elementary and high school levels, as well as the increased

consumption of fast foods. The average student's body weight has risen approximately six pounds, their systolic and diastolic blood pressure, resting heart rate, and percent body fat continue to be on the rise, while their muscular and cardiovascular strengths have fallen.

Due to the rise in overweight students, the program has responded by offering more classes which address cardiovascular fitness. The program now offers, running, walking, Spinning©, and trail hiking which specifically target improving cardiovascular fitness levels. There has also been a shift in our course programming for our weight conditioning classes. We now require more cardiovascular activity in those classes. This modification took place by adding cardiovascular or aerobic machinery into the fitness center so faculty can focus on increasing cardiovascular endurance and lowering body fat compositions in our students.

After one semester of a Physical Education class, students understand what blood pressure, resting heart rate, and body composition are, how they are measured, and what results they should be looking for. Each faculty member is provided with a list of students enrolled in their course who present risk factors and need to be monitored closely. In extreme cases students are referred to a physician to evaluate indicators that are identified through our evaluation program and in a few instances, life threatening issues have been discovered and rectified.

***4. All courses in this program should be reviewed and, if appropriate, modified every six years. If this has not occurred, please list the courses and explain.***

The following courses will be inactivated: PE 100, PE 130, PE 201, PE 202, PE 801, TEAM 120, and TEAM 150.

***5. If external accreditation or certification is required, please state the certifying agency and status of the program.***

In order for our program to continue offering Spinning© courses, our faculty need to be certified. The program currently has four members who are Spinning© certified and who regularly attend courses to maintain their certification.

***6. Discuss plans for future review and program modification.***

The program currently offers a Physical Education major. The program goal is to increase options for students who wish to pursue a career in Physical Education or Athletics. In response to that, the program is in the midst of developing curriculum for an athletic training program and a personal training certification program.

The Physical Education faculty is also planning on pursuing interdisciplinary curriculum to address the role sport plays in our society, such as, Sports Psychology, Sociology of Sport, and Sport Management and Marketing. This will also allow for the expansion of our Physical Education major.

## **PART C: Faculty and Staff**

***1. List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.***

Faculty have completed Spinning© certification, personal trainer certification, Bronze Swing Dance Instructor Certification, and Level 3 Golf Teaching certification, among others.

**2. Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).**

New staff members are encouraged to attend new faculty orientation at Skyline College. They are also encouraged to attend all opening day activities at the district and at Skyline College, including division meetings. The staff assistant is also in the process of preparing a packet of information for new hires, which includes program policies and procedures.

Each new member of the faculty receives a manual for the Physical Education Evaluation Program, detailing testing procedures, guidelines, and rationale. New faculty members are also encouraged to meet with the testing director in order to become acquainted with administering the evaluation program.

**3. If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.**

The program has aggressively pursued ethnic diversity among our faculty in conjunction with the Human Resources department. We have achieved greater diversity over the past few years through the hiring of diverse adjunct faculty members.

**PART D: Facilities, Equipment, Materials and Maintenance**

**1. Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.**

Prior to 2001, the program received very few resources to upgrade the antiquated weight training and cardio equipment. The old equipment primarily catered to our male students as the facility was stocked with heavier weight training equipment and very little cardio equipment. In addition, the equipment contained within the facility was not designed to accommodate more than thirty students. As a result, the facility did not attract students and consequently, the program load was low. The instructional equipment in our classrooms was lacking and students sought out private health clubs to achieve their fitness goals. Since 2001, the Program has received modern, updated equipment necessary for the progressive development of our students. The main weight room and Field House have been furnished with new weight training equipment, flooring and cardio equipment. This much needed equipment was necessary and has contributed to the increase in load as students now receive professional instruction with functional equipment. The new equipment is also more functional for our adaptive physical education students.

The program has addressed and recently improved the handicap accessibility to our instructional facilities. An elevator was added to Building 3 around 1990, shortly thereafter a wheelchair ramp was installed in the fitness center, and a ramp is currently being constructed to allow wheelchair access from our lower field/track to the upper outdoor facilities.

**2. List projected needs.**

In the summer of 2006, the Program will relocate back to Building 3. The Fitness Center has been modified to include additional floor space for more equipment. The additional space will enable the program to create a more functional classroom and to add new equipment to the existing facility. The program is currently focused on adding to the inventory of cardio equipment to accommodate more students in that facility. It is difficult to determine at this time our immediate needs as relocation back to Building 3 will be difficult to assess.

**3. Describe the use of technology in the program and discuss if technology is current and comparable to other college and business or industry.**

The upgraded equipment has included many of the new cardio machines regularly seen in private health clubs. These machines incorporate the latest technology necessary for low-impact, high work rate cardiovascular exercise necessary for the increasing rate of over-weight students that come to us for instruction. Our studies have shown that in the 1970's and 1980's, our students were generally more fit and did not require a heavy focus on fat reduction exercises. The Program has responded to an increase in overweight students by developing more curricula catered towards the reduction of body fat (cardio-centered programs) as well as continuing with the traditional resistance training programs. The new machinery now found in our Fitness Center enables our instructors to focus on exercises which reduce body fat and use the latest technology to achieve those goals.

In addition, in administering the PEEP test, a unique database program has been developed to store, track and analyze the student data collected. This allows faculty to provide immediate feedback to our students and compare results to previous testing results. Skyline College is the only post-secondary educational institution in the nation that offers this service to its physical education students. The results not only serve to provide objective feedback to students indicating the results of an active lifestyle, but have in certain situations served to identify potential "at risk" issues in our students which require immediate medical attention.

**4. If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support? N/A**

**PART E: Budget Request**

**1. What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?**

The Physical Education program has identified Yoga and Pilates as the fastest growing course demands at Skyline. In order to meet that need, a general full-time faculty member with an emphasis in those fields will need to be hired.

Physical Education facilities and equipment are in constant need of replacement, repair, and upgrading. In addition, with a larger number of students attending our classes and using our equipment, the rate of depreciation will be more rapid. Additional resources will be necessary for the proper and safe upkeep of the equipment.

Also as we add a Sports Medicine certificate program, we will need additional faculty.

**2. If appropriate, discuss methods the program could share resources with other programs in the College and District.**

Our evaluation program is a tremendous resource to the college. As previously mentioned, Skyline is the only post-secondary school in the country which conducts such a test. The program could share our findings with our sister colleges. This may inspire other programs in the district to address the deteriorating health and fitness levels of our students.

There is potential for our program to create interdisciplinary curriculum with other programs in the college. For example, the cosmetology program offers Day Spa instruction. Our program could supply the Yoga portion of that package.

## Skyline College Program Review Worksheet for Enrollment, Performance and WSCH/FTE

### *Weekly Student Contact Hours – WSCH*

Report the 3 previous **Fall** semesters with the most recent on the right.

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<b>Year</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
WSCH	6620	4792	4141

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The Physical Education program is scheduled to relocate back to Building 3 in summer 2006 which will have a positive impact on all of the various indicators. The closure of Building 3 in fall 2004 necessitated the temporary elimination of a majority of the program's curricular offerings (primarily gym activities such as basketball, volleyball, and badminton). In addition, a majority of the athletic facilities were closed due to renovation and therefore could not be significantly included in the schedule. In order to adequately serve our student population, the program responded to these facilities limitations by adding additional sections of yoga and Pilates and also by adding courses to the curriculum such as Spinning and Sports Medicine. With all of these major changes in curriculum and scheduling the program's WSCH remained relatively stable and in fact increased from fall 2004 to fall 2005 (4141 to 5309). The modernization of Building 3 includes the development of an additional teaching station which will allow the program to offer many popular, high load activity courses simultaneously. In addition, the athletic facilities are fully functional and regularly scheduled for activity courses. The combination of Building 3 reopening, the athletic facilities being fully functional, new courses created within the curriculum and scheduling dynamics all will contribute to a significant increase in WSCH and load assuming that an increase in FTE occurs to support the additional classes and facilities in fall 2006. This request has been submitted in the form of a proposal to the Vice President of Instruction from the program as a component of the strategy to increase FTES.

<b><i>FTE and WSCH/FTE (LOAD)</i></b>
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Report the previous 3 Fall semesters with the most recent on the right

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	<b>2002</b>	<b>2003</b>	<b>2004</b>
P.E. FTE	7.23	5.55	5.2
<i>College FTE</i>	<i>164.8</i>	<i>139.4</i>	<i>143.8</i>
P.E.	915	863	800
WSCH/FTE			
College	585	640	608
WSCH/FTE			

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**Please comment on the comparison of this program to College trends.**

Although the Physical Education Program is considered to be the smallest in the college, it does pride itself on the fact that the productivity (load) is the highest. The load figure peaked at an all-time high of 915 in fall 2002. It is no surprise that there was an increase in sections, FTE was at its highest (7.23) and the program was enabled to serve more students and yet remain productive. Although many factors can be attributed to these high load figures, perhaps the greatest contributing factor was the amount of resources that were directed to the program. The lack of adequate facilities and equipment were the main factors as to why students were not previously enrolling in our courses. Students opted to spend their personal resources on private health club memberships as opposed to taking our courses. This fact was discovered after an informal survey of our students was conducted in 1999. Prior to that time, the equipment in our facilities was antiquated and primarily catered to our male students. There were no aerobic machines, weights were heavier, we lacked appropriate resistance training machinery and the majority of the equipment consisted of free weights. With the additional resources available to upgrade the existing equipment, the program designed a facility that was more functional and better able to serve our female students. The program also increased sections of very popular courses such as Pilates and yoga to attract students, especially females. This strategy seems to have worked as our female enrollment increased by 51.6% between fall 2000 and fall 2004.

Although the program's load has steadily declined over the past three years, it still remains highly productive. Between fall 2002 and fall 2003 the load fell from 919 to 871 as compared to the college load which grew from 585 in 2002 to 640 in 2003. This can primarily be attributed to the budget crisis that the district faced and the subsequent reduction in course offerings sustained by each college. In addition, two full-time faculty members retired having taken the retirement incentive offered by the district. The programs load also fell from fall 2003 to fall 2004 (871-771) as did the colleges load (640-608). Although the programs FTE reduction was not as substantial between 2003 and 2004 the load and WSCH did again decline. This can primarily be attributed to the shutdown of building 3 and the elimination of many of our outdoor teaching stations which were undergoing renovation. The lack of facilities forced the program to temporarily eliminate many of the curricular offerings thereby minimizing the balance in curriculum previously offered for our students.

The program will continually look for different ways to entice students to our program and will continue to monitor current trends in health and fitness. Fortunately our society is recognizing that the lack of mandated activity (Physical Education requirement) at the elementary school level is the major contributing factor to child obesity. This renewed focus on beginning and staying active should create more of a spotlight on our program and stimulate the pressure on us to keep with the demands placed upon us by our students. Our relocation back to building 3 next summer will allow the program to reinstate popular activity courses lost due to swing facilities which should have a positive impact on load and provide the college with a more comprehensive curriculum within our program.

***Retention and Success***

Report data on program retention and success rate with the most recent on the right.

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	2002	2003	2004
Retention	75%	77%	82%
Success	79%	72%	75%

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**Please comment on the programs success and retention rate. Include factors that affect the rates and how college services are used to provide multiple avenues for student success.**

The Physical Education Program has worked to revise the instructional component of our curriculum to incorporate more critical thinking into the courses. Although objective progressive skill development is vital to measuring and evaluating our students, the faculty have determined that as a program more weight would be placed on written examinations. The inherent difficulty in our discipline begins at the elementary and high school levels where evaluation in physical education is primarily determined by participation and objective measurement is almost non-existent. Consequently as students pursue their Physical Education requirements here at Skyline College, they are not aware of the practice that evaluation is primarily objective based. Our faculty spend countless hours preparing our students for an objective based evaluation but still find students unprepared to accept this form of evaluation in our discipline. Each course syllabus outlines the requirements as set forth by the particular faculty member which includes the specific objective evaluation methods. A typical syllabus handed out to each student at the beginning of the semester will highlight the components of evaluation used to measure the students' progress.

The success rate of our students for the past three fall semesters averaged between 72% and 75% and the retention rate between 75% and 82%. While the success rate did fluctuate, the retention steadily increased over the past three fall semesters. Success by gender and ethnicity are included in the table below:

*Table 2*

<b>Gender</b>	<b>Success</b>
Male	91%
Female	87%

As can be determined by this table, males and females have similar success rates in the program. Although 4% can be determined statistically significant, both genders do well in our courses. The discrepancy between the two tables is due to the fact that “withdrawals” were omitted from Table 2.

Success rate by ethnicity is broken down in the table below:

<b>Ethnicity</b>	<b>Success</b>
African American	88%
Asian	90%
Filipino	87%
Hispanic	86%
Native American	89%
White	91%

Again it can be determined by the table that our diverse student body experiences relatively high degrees of success in our courses. This is an important factor considering that the program has embarked on an increased focus on the critical thinking skills component of our curricula. When we examine the data more closely we see that our students of color average an 88% success rate as compared to our white students who average 91% success. Again although statistically significant, we are proud of the fact that the success rates are relatively high for all groups and feel that our instruction does not differentiate based on ethnicity or gender. The greater discrepancy obviously lies in the 4% differentiation between genders. This is an issue that the program will address and try to identify how we can increase the level of success of our female student body. One explanation might lie in the fact that the program recently removed gender specific courses from our curriculum based on low enrollment figures of women’s only fitness courses. At one time the program thought it important to offer courses that might be less intimidating to our female students and provide more specific instruction based on their specific needs. However as times changed, the program tried to focus on gender neutral courses as we felt that social norms were focused more on integration. The discrepancy in success between genders might prompt revisiting that discussion and research whether gender specific courses might increase the success rates of our female students.

Although data to support retention by gender and ethnicity was not requested in time to publish in this report, the general figures do support high retention rates within the program. Between fall 2001 and fall 2004, retention rates have fluctuated from 78% in fall 2001, 79% in fall 2002, 77% in fall 2003 and 82% in fall 2004. The lowest dip came in the fall of 2003 when budget cuts dramatically affected instruction. Although a correlation between budget cuts and retention might be a stretch, there is statistical evidence to support such a claim. As the impact of the cuts lessened in 2004, retention increased. This could also be correlated with an increase in offerings as students had more courses to choose from and were not forced to enroll in a course they might not have ordinarily taken.



## Program Review Course Outline & Prerequisite Checklist

Discipline: Physical Education

Semester: Fall 2005

**ALL COURSE OUTLINES MUST BE REVIEWED AND UPDATED DURING PROGRAM REVIEW!**

If there are no changes made to the course outline, use the Program Review date to update the course outline. **Please note that all course outlines must now include the title of a representational text with its publication or revision date and follow the current Title V format.** Refer to *Guidelines for Preparing a Course Outlines* for further assistance.

If it is determined that a course outline needs **substantial modification**, you must complete and submit **Form D – Course Modification** to the Curriculum Committee for approval well in **advance** of your Program Review due date. Please check with your Curriculum Committee representative or go to the Curriculum Committee web site for a list of meeting dates, submission deadlines, instructions and curriculum forms to update (or modify) a course outline. (<http://www.smccd.net/accounts/skycurr/>).

List all the courses in your **discipline** on the attached form. Complete the columns on the form for each course in your discipline using the instructions below:

- Column 1:** What is the course prefix and number?
- Column 2:** What is the course title?
- Column 3:** What date was the course outline last reviewed or updated?
- Column 4:** If this course transfers to either CSU or CSU and UC, place a check mark in the appropriate column.
- Column 5:** If this course satisfies a GE (General Education) requirement, place a check mark in the column.
- Column 6:** Please list all course prerequisites, corequisites, and/or recommendations.
- Column 7:** Please indicate that the course prerequisites, corequisites, and/or recommendations have been reviewed and validated by faculty by placing a check mark in the column.

Upon submission of your Program Review materials, all course outlines should have the current date in the upper right corner. Please submit a hard copy of **each** outline from your **discipline** listed on the form with your *Program Review* materials. Additionally, all course outline **files** should be e-mailed to the Instruction Office in care of Maria Norris ([norris@smccd.net](mailto:norris@smccd.net)).

Please have the faculty and division dean sign and date the certification on the last page.

## COURSE OUTLINE & PREREQUISITE CHECKLIST

1	2	3	4		5	6	7
Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Corequisites, Recommendations	Validated
			CSU	UC & CSU			
COMB 301	BEGINNING WRESTLING	10/3/05		X	X	PREREQUISITE: NONE	X
COMB 302	INTERMEDIATE WRESTLING	10/3/05		X	X	PREREQUISITE: COMB 301 OR EQUIVALENT	X
COMB 401	SELF DEFENSE	10/3/05		X	X	PREREQUISITE: NONE	X
COMB 404	BEGINNING SHOTOKAN KARATE	10/3/05		X	X	PREREQUISITE: NONE	X
COMB 405	INTERMEDIATE AND ADVANCED SHOTOKAN KARATE	10/3/05		X	X	PREREQUISITE: COMB 404	X
FITN 110	ADULT CONDITIONING	10/3/05		X	X	PREREQUISITE: NONE	X
FITN 116	BODY CONDITIONING	10/3/05		X	X	PREREQUISITE: NONE	X
FITN 160	WOMEN'S CONDITIONING	10/3/05		X	X	PREREQUISITE: NONE	X
FITN 201	MEN'S BEGINNING WEIGHT CONDITIONING	10/3/05		X	X	PREREQUISITE: NONE	X
FITN 202	MEN'S INTERMEDIATE WEIGHT CONDITIONING	10/3/05		X	X	PREREQUISITE: FITN 201 OR FITN 205 OR EQUIVALENT	X
FITN 205	WEIGHT CONDITIONING	10/3/05		X	X	PREREQUISITE: NONE	X
FITN 210	WOMEN'S INDIVIDUAL WEIGHT CONDITIONING	10/3/05		X	X	PREREQUISITE: NONE	X
FITN 301	SPINNING	10/3/05	X		X	PREREQUISITE: NONE	X
FITN 303	TRAIL HIKING	10/3/05		X	X	PREREQUISITE: NONE	X
FITN 304	WALKING FITNESS	10/3/05		X	X	PREREQUISITE: NONE	X
FITN 305	CARDIOVASCULAR DEVELOPMENT- RUNNING EMPHASIS, BEGINNING TO ADVANCED	10/3/05		X	X	PREREQUISITE: NONE	X
FITN 332	STRETCHING AND FLEXIBILITY	10/3/05		X	X	PREREQUISITE: NONE	X
FITN 334	YOGA	10/3/05		X	X	PREREQUISITE: NONE	X
FITN 335	PILATES	10/3/05		X	X	PREREQUISITE: NONE	X
FITN 349	FUNCTIONAL ADAPTED FITNESS ASSESSMENT	10/3/05		X	X	PREREQUISITE: CONCURRENT ENROLLMENT IN ADAPTIVE PHYSICAL EDUCATION AND PHYSICIAN'S APPROVAL	X
FITN 350	ADAPTIVE PHYSICAL EDUCATION	10/3/05		X	X	PREREQUISITE: PHYSICIAN'S RECOMMENDATION OR ASSIGNMENT BY THE COLLEGE HEALTH COUNSELOR OR DIVISION DEAN	X
FITN 400	FITNESS ACADEMY	10/3/05	X		X	PREREQUISITE: NONE	X

## COURSE OUTLINE & PREREQUISITE CHECKLIST

1	2	3	4		5	6	7
Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Corequisites, Recommendations	Validated
			CSU	UC & CSU			
INDV 101	BEGINNING ARCHERY	10/3/05		X	X	PREREQUISITE: NONE	X
INDV 105	INTERMEDIATE ARCHERY	10/3/05		X	X	PREREQUISITE: INDV 101 OR EQUIVALENT	X
INDV 121	BEGINNING BADMINTON	10/3/05		X	X	PREREQUISITE: NONE	X
INDV 125	ADVANCED BADMINTON	10/3/05		X	X	PREREQUISITE: INDV 121 OR EQUIVALENT	X
INDV 126	COED CLUB BADMINTON	10/3/05			X	PREREQUISITE: INDV 121 OR EQUIVALENT	X
INDV 160	GOLF	10/3/05		X	X	PREREQUISITE: NONE	X
INDV 165	GOLF: SHORT GAME	10/3/05		X	X	PREREQUISITE: NONE	X
INDV 167	GOLF COURSE STRATEGIES	10/3/05		X	X	PREREQUISITE: INDV 160 OR EQUIVALENT	X
INDV 168	TOURNAMENT GOLF	10/3/05	X		X	PREREQUISITE: INDV 160 OR INDV 165 OR INDV 167 OR EQUIVALENT	X
INDV 251	BEGINNING TENNIS	10/3/05		X	X	PREREQUISITE: NONE	X
INDV 253	INTERMEDIATE TENNIS	10/3/05		X	X	PREREQUISITE: INDV 251 OR EQUIVALENT	X
INDV 255	ADVANCED TENNIS	10/3/05		X	X	PREREQUISITE: INDV 253 OR EQUIVALENT	X
PE 203	SPORTS MEDICINE CLINICAL INTERNSHIP	10/3/05	X			PREREQUISITE: COMPLETION OF, OR CONCURRENT ENROLLMENT IN, PE 211 OR PE 212 OR EQUIVALENT	X
PE 211	PREVENTION AND CARE OF ATHLETIC INJURIES	10/3/05	X		X	COREQUISITE: PE 212	X
PE 212	PREVENTION AND CARE OF ATHLETIC INJURIES LAB	10/3/05	X		X	PREREQUISITE: SATISFACTORY COMPLETION OF, OR CONCURRENT ENROLLMENT IN, PE 211 OR EQUIVALENT	X
PE 213	SPORTS MEDICINE	10/3/05	X		X	PREREQUISITE: SATISFACTORY COMPLETION OF PE 211 AND PE 212 OR EQUIVALENT. COREQUISITE: PE 214	X
PE 214	SPORTS MEDICINE LAB	10/3/05	X		X	PREREQUISITE: SATISFACTORY COMPLETION OF PE 211 AND PE 212 OR EQUIVALENT; AND SATISFACTORY COMPLETION OF, OR CONCURRENT ENROLLMENT IN, PE 213	X
PE 801	SPORTS INJURY REHABILITATION	10/3/05				PREREQUISITE: NONE	X
TEAM 100	MEN'S BASEBALL	10/3/05		X	X	PREREQUISITE: NONE	X
TEAM 111	BEGINNING BASKETBALL	10/3/05		X	X	PREREQUISITE: NONE	X
TEAM 112	ADVANCED COMPETITION STRATEGIES	10/3/05			X	PREREQUISITE: TEAM 111 OR COMPETITIVE EXPERIENCE OR	X

## COURSE OUTLINE & PREREQUISITE CHECKLIST

1	2	3	4		5	6	7
Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Corequisites, Recommendations	Validated
			CSU	UC & CSU			
						EQUIVALENT	
TEAM 115	ADVANCED BASKETBALL	10/3/05		X	X	PREREQUISITE: TEAM 111 OR EQUIVALENT	X
TEAM 116	INDIVIDUAL SKILL DEVELOPMENT	10/3/05			X	PREREQUISITE: TEAM 111 OR TEAM 112 OR TEAM 115 OR EQUIVALENT	X
TEAM 117	TOURNAMENT BASKETBALL	10/3/05			X	PREREQUISITE: TEAM 111 OR TEAM 112 OR TEAM 115 OR TEAM 116 OR EQUIVALENT	X
TEAM 125	NON-TRADITIONAL OUTDOOR GAMES	10/3/05		X	X	PREREQUISITE: NONE	X
TEAM 132	FLAG FOOTBALL	10/3/05		X	X	PREREQUISITE: NONE	X
TEAM 141	BEGINNING SOCCER	10/3/05		X	X	PREREQUISITE: NONE	X
TEAM 145	ADVANCED SOCCER	10/3/05		X	X	PREREQUISITE: TEAM 141 OR EQUIVALENT	X
TEAM 146	MEN'S SOCCER THEORY	10/3/05		X	X	PREREQUISITE: TEAM 141 OR TEAM 145 OR TEAM 148 OR COMPETITIVE EXPERIENCE OR EQUIVALENT	X
TEAM 148	INDOOR SOCCER	10/3/05		X	X	PREREQUISITE: TEAM 141 OR EQUIVALENT	X
TEAM 149	WOMEN'S SOCCER THEORY	10/3/05		X	X	PREREQUISITE: TEAM 141 OR TEAM 145 OR COMPETITIVE EXPERIENCE OR EQUIVALENT	X
TEAM 171	BEGINNING VOLLEYBALL	10/3/05		X	X	PREREQUISITE: NONE	X
TEAM 173	INTERMEDIATE VOLLEYBALL	10/3/05		X	X	PREREQUISITE: TEAM 171 OR EQUIVALENT	X
TEAM 175	ADVANCED VOLLEYBALL	10/3/05		X	X	PREREQUISITE: TEAM 173 OR EQUIVALENT	X
TEAM 176	VOLLEYBALL THEORY	10/3/05		X	X	PREREQUISITE: TEAM 171 OR COMPETITIVE EXPERIENCE OR EQUIVALENT	X
TEAM 179	TOURNAMENT VOLLEYBALL	10/3/05		X	X	PREREQUISITE: TEAM 171 OR EQUIVALENT	X

**Skyline College Program Review  
Certification of Course Outline & Prerequisite Review**

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**Faculty Signatures**

Chip Chandler  
Chip Chandler

Mike Fitzgerald  
Mike Fitzgerald

Jan Fosberg  
Jan Fosberg

Bob Lualhati  
Bob Lualhati

Dino Nomicos  
Dino Nomicos

Justin Piergrossi  
Justin Piergrossi

Kevin Simmers  
Kevin Simmers

Jo Silken  
Jo Silken

Kevin Corsiglia  
Kevin Corsiglia

James Haddon  
James Haddon

Eric Larson  
Eric Larson

**Date Submitted:** October 3, 2005

**Division Dean:** Paul R. Wiley

(Additional faculty signature lines may be added to this form as needed.)

