



Los Angeles Community College District

COURSE OUTLINE

(Replaces PNCR and Course Outline)

SECTION I: BASIC COURSE INFORMATION

- 1. COLLEGE: LAVC
2. SUBJECT (DISCIPLINE) NAME (40 characters, no abbreviations): Psychology
3. COURSE NUMBER: 14
4. COURSE TITLE: Abnormal Psychology
5. UNITS: 3
6. CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:

Study of psychological disorders, including psychosis, anxiety disorders, disturbances of mood and personality, and behavioral problems of children (with diagnostic terminology of latest version of the Diagnostic and Statistical Manual of Mental Disorders), and modern methods of treatment.

- 7. CLASS SCHEDULE COURSE DESCRIPTION -- Provide a brief description of the course, including an overview of the topics covered:

Psychological and behavioral disorders including depression, schizophrenia, personality disorders and disorders of childhood. Risk factors, methods of classification, and treatment options.

- 8. COLLEGE APPROVAL DATE:

- 9. UPDATES (check all applicable boxes):

- Content Last Update: 2/2006
Objectives Last Update: 2/2006
College Specific Course Attributes/Data Elements Last Update:
Districtwide Course Attributes/Data Elements Last Update:
Other (describe) Last Update:

Empty rectangular box for additional information.

- 10. CLASS HOURS:

Table with 4 columns: Activity, Hours per week (based on 18 weeks), Total Hours per term (hrs per week x 18), Units. Rows include Lecture, Lab/activity (w/ homework), Lab/activity (w/o homework), and Total.

1 Underlined course attributes are the same for the course throughout the LACCD; all other course attributes are college specific.

**Note:** The Carnegie Rule and Title 5, section 55002 sets forth the following minimum standards: 1 unit = 1 hour lecture per week, 2 hours homework per week; **OR** 2 hours per week of lab with homework; **OR** 3 hours of lab per week without homework. The hours per week are based on a standard 18-week calendar. Lecture also includes discussion and/or demonstration hours, laboratory includes activity and/or studio hours.

## 11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT

**Note:** The LACCD's *Policy on Prerequisites, Corequisites and Advisories* requires that the curriculum committee take a separate action verifying that a course's prerequisite, corequisite or advisory is an "appropriate and rational measure of a student's readiness to enter the course or program" and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

Prerequisites: **Yes** (If yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (for official use only)
Psychology	1	General Psychology I	3	

Corequisite: **None** (If yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (for official use only)

Advisories: **None** (If yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (for official use only)

## 12. OTHER LIMITATIONS ON ENROLLMENT (see Title 5, section 58106 and Board Rule 6803 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

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## SECTION II: COURSE CONTENT AND OBJECTIVES

### 1. COURSE CONTENT AND OBJECTIVES:

<b>COURSE CONTENT AND SCOPE –Lecture:</b> If applicable, outline the topics included in the lecture portion of the course ( <i>Outline reflects course description, all topics covered in class</i> ).	Hours per topic	<b>COURSE OBJECTIVES - Lecture (If applicable):</b> upon successful completion of this course, the student will be able to... ( <i>Use action verbs – see Bloom's Taxonomy below for "action verbs requiring cognitive outcomes."</i> )
1. Historical views on abnormal behavior: (a) Demonology. (b) Views of the Ancient Greeks. (c) Humanitarian reforms of Pinel, Tuke and Dix. (d) Advances in medical understandings of abnormality -- general paresis. (e) Emergence of psychological views on causation -- Freud. (f) Establishment of psychological research tradition in understanding abnormality -- conditioning models.	6.0	1. Describe the views of abnormality as they have evolved from the time of the Ancient Greeks to modern times.
2. DSM: (a) History of the diagnostic system. (b) Definition of abnormality. (c) Operationally-defined criteria begin with DSM-III. (d) Multi-axial format. (e) Inclusionary and exclusionary criteria.	2.0	2. Express the major considerations in defining behavior as abnormal. Describe the current diagnostic system and demonstrate an understanding of its terminology.
3. Theoretical approaches. (a) Psychodynamic. (b) Behavioral. (c) Cognitive. (d) Family systems.	2.0	3. Describe the major theoretical approaches to understanding abnormality. Compare and contrast the approaches.
4. Schizophrenic disorders: phenomenology, epidemiology and risk factors. Subtypes. Treatment options.	4.0	4. Recognize major symptoms of a variety of categories of psychopathology, report epidemiological data, differentiate subtypes, identify risk factors, and evaluate treatments. The categories include schizophrenia, mood disorders, anxiety disorders, dissociative disorders, somatoform disorders, eating disorders, substance-related disorders, personality disorders, childhood disorders, and psychosexual disorders.
5. Mood disorders: phenomenology, epidemiology and risk factors. Unipolar and Bipolar disorders. Suicide risk factors. Treatment options.	8.0	
6. Anxiety disorders: phenomenology, epidemiology and risk factors. Subtypes. Treatment options.	6.0	
7. Dissociative disorders: phenomenology, epidemiology and risk factors. Subtypes. Treatment options.	2.0	

8. Somatoform disorders: phenomenology, epidemiology and risk factors. Subtypes. Treatment options.	2.0	
9. Eating disorders: phenomenology, epidemiology and risk factors. Subtypes. Treatment options.	4.0	
10. Substance-related disorders: phenomenology, epidemiology and risk factors. Subtypes. Treatment options.	6.0	
11. Personality disorders: phenomenology, epidemiology and risk factors. Subtypes. Treatment options.	6.0	
12. Disorders of childhood: phenomenology, epidemiology and risk factors. Subtypes. Treatment options.	4.0	
13. Psychosexual disorders and sexual abuse: phenomenology, epidemiology and risk factors. Subtypes. Treatment options.		
<b>Total lecture hours*</b>	54.0	

<b>COURSE CONTENT AND SCOPE -- Laboratory:</b> If applicable, outline the topics included in the laboratory portion of the course ( <i>Outline reflects course description, all topics covered in class</i> ).	Hours per topic	<b>COURSE OBJECTIVES - Laboratory</b> (If applicable): Upon successful completion of this course, the student will be able to... (Use action verbs – see Bloom's Taxonomy below for "action verbs requiring cognitive outcomes.") <sup>2</sup>
<b>Total lab hours*</b>		

\*Total lecture and laboratory hours (which includes the final examination) must equal totals on page 1.

### Bloom's Taxonomy

SIMPLE SKILLS <<----->> COMPLEX SKILLS					
			Critical Thinking		
<u>Knowledge</u>	<u>Comprehension</u>	<u>Application</u>	<u>Analysis</u>	<u>Synthesis</u>	<u>Evaluation</u>
define	translate	interpret	distinguish	compose	judge
repeat	restate	apply	analyze	plan	appraise
record	discuss	employ	differentiate	propose	evaluate
list	describe	use	appraise	design	rate
recall	recognize	demonstrate	calculate	formulate	compare
name	explain	dramatize	experiment	arrange	value
relate	express	practice	test	assemble	revise
underline	identify	illustrate	compare	collect	score
				construct	select
				create	

<sup>2</sup> In general "activity" courses or portions of courses are classified a "laboratory."

	locate report review tell	operate schedule shop sketch	contrast criticize diagram inspect debate inventory question relate solve examine categorize	set up organize prepare	choose assess estimate measure
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**2. REQUIRED TEXTS:**

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

Meyer, R.G. (2005 or latest). Case Studies in Abnormal Behavior. Allyn & Bacon Publishing.  
Comer, R.J. (2005 or latest). Fundamentals of Abnormal Psychology. Worth Publishing.

**3. SUPPLEMENTARY READINGS:**

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

Handouts copied from current journal articles as appropriate.

**4. WRITING ASSIGNMENTS:**

Title 5, section 55002 requires grades to be "based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students." Writing assignments in this course may include, but are not limited to the following:

Essay examinations.

**5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:**

Out of class assignments may include, but are not limited to the following:

**6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:**

Title 5, section 55002(a) requires that a degree applicable course have a level of rigor that includes "critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level". Critical thinking may include, but is not limited to analysis, synthesis, and evaluation. Provide examples of assignments that demonstrate critical thinking.

Example Essay Question:

1. Regarding the cases of the "three little boys," (Little Hans, Little Albert, Little Peter), describe their cases in detail, and provide analyses of their cases from at least two different theoretical perspectives. Contrast those theoretical perspectives. Point out compatibilities between the approaches.

**7. METHODS OF EVALUATION:**

Title 5, section 55002 requires grades to be "based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students." Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed "Course Objectives" at the beginning of Section II):

Objective tests of symptoms, epidemiology, and etiology; Essay examinations requiring demonstration of understanding through analysis, synthesis, comparison,

and contrast.

### 8. METHODS OF INSTRUCTION:

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

- Lecture
- Discussion
- Laboratory
- Activity
- Field Experience
- Independent Study
- Other (explain)

Video material. Group study outside the classroom is strongly encouraged.

### 9. SUPPLIES:

List of supplies the student must provide.

n/a

### 10. COMPUTER COMPETENCY:

If applicable, explain how computer competency is included in the course.

n/a

### 11. INFORMATION COMPETENCY:

Information competency is the ability to find, evaluate use, and communicate information in all its various formats. It combines aspects of library literacy, research methods and technological literacy, Information competency includes consideration of the ethical and legal implications and requires the application of both critical thinking and communications skills. If applicable, explain how information competency is included in the course.

n/a

### 12. DIVERSITY:

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

Students are made aware through lecture and reading about the judgment of abnormality necessarily being culture-bound. Care is taken to evaluate an individual's behavior in the context of his or her cultural or sub-cultural context. Pitfalls of the failure to appreciate the culture-bound nature of most psychological disorders are discussed.

### 13. SCANS COMPETENCIES (required for all courses with vocational TOP Codes; recommended for all courses):

SCANS (**S**ecretary's **C**ommission on **N**ecessary **S**kills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

*RESOURCES*

- Managing Time:** Selecting relevant goal-related activities, ranks them in order of importance, allocating time to activities, and understanding, preparing and following schedules.
- Managing Money:** Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.
- Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

*INTERPERSONAL*

- Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.
- Teaching Others New Skills:** Helping others learn needed knowledge and skills.
- Exercising Leadership:** Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.
- Negotiating:** Working toward agreement that may involve exchanging specific resources or resolving divergent interests.
- Working with Cultural Diversity:** Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

*INFORMATION*

- Acquiring and Evaluating Information:** Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.
- Organizing and Maintaining Information:** Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.
- Interpreting and Communicating Information:** Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.
- Using Computers to Process Information:** Employing computers to acquire, organize, analyze and communicate information.

*SYSTEMS*

- Understanding Systems:** Knowing how social, organizational and technological systems work and operating effectively with them.
- Monitoring and Correcting Performance:** Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.
- Improving or Designs Systems:** Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

*TECHNOLOGY*

- Selecting Technology:** Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.

- Applying Technology to Tasks:** Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.
- Maintaining and Troubleshooting Equipment:** Preventing, identifying, or solving problems with equipment, including computers and other technologies.

## Section III: RELATIONSHIP TO COLLEGE PROGRAMS

### 1. THIS COURSE WILL BE AN APPROVED REQUIREMENT<sup>3</sup> FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: **Yes**

If yes, the course will be a **"restricted" elective** portion of the "approved program" listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at <http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm>).

AA Psychology

Note: In order for a course to be approved as a requirement for an associate degree or certificate program, the program must be listed on the State Chancellor's Office *Inventory of Approved Programs* AND the course must be listed in the college catalog as either a requirement or an elective for the program. If course is not part of an approved program at the college adopting the course, it will be considered to be a "stand-alone" course, and is subject to the State Chancellor's approval criteria and the college must complete and submit the Chancellor's Office "APPLICATION FOR APPROVAL OF CREDIT" form. Certain courses are granted "blanket approval" by the State Chancellor's Office and do not require approval. See the Chancellor's Office *Program and Course Approval Handbook* for details. LACCD Skills Certificates are **not State** approved programs listed on the Chancellor's Office *Inventory of Approved Programs*.

### 2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:

Area requested: **b(2) Social Science**      **Approval** date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas – *Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education* -- contained in Board Rule 6201.14 -General Education Requirements  
[http://marlin.laccd.edu/district/BoardRules\\_AdmsRegs/boardrules.htm](http://marlin.laccd.edu/district/BoardRules_AdmsRegs/boardrules.htm)

2<sup>nd</sup> Area requested: **none**      **Approval** date:

If applicable, provide an explanation of how the course meets General Education parameters for an additional general education area – *Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education* -- contained in Board Rule 6201.14 -General Education Requirements  
[http://marlin.laccd.edu/district/BoardRules\\_AdmsRegs/boardrules.htm](http://marlin.laccd.edu/district/BoardRules_AdmsRegs/boardrules.htm)

### Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

#### 1. TRANSFER STATUS:

University of California:

California State University:

UC approval date:

College approval date:

#### 2. GENERAL EDUCATION FOR TRANSFER:

##### IGETC Certification:

Area requested: 4: Social Behavioral Sciences

Date requested:

IGETC approval date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

##### CSU Certification:

Area requested:

D: Social, Political, Economic Institutions

Date requested:

CSU approval date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

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2<sup>nd</sup> Area requested: none

Date requested:

IGETC approval date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

2<sup>nd</sup> Area requested: none

Date requested:

CSU approval date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

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#### 3. MAJOR REQUIREMENT FOR TRANSFER – Will this course be articulated to meet lower division major requirements? NO

CAN NUMBER:

CAN SEQUENCE NUMBER:

CAN Approval -- Date requested:

Date approved:

## Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPARTMENT/DIVISION NAME:** Psychology
2. **DEPARTMENT/DIVISION CODE:** 84
3. **SUBJECT CODE** -- 3 characters, assigned by District Office: 825
4. **SUBJECT ABBREVIATION** -- 7 characters, assigned by District Office: Psych
5. **SPC CODE** -- 3 characters, assigned by District Office: 0
6. **ABBREVIATION FOR TRANSCRIPTS** -- 20 characters, assigned by District Office: Abnormal Psychology
7. **DEGREE CREDIT:** Indicate whether the course meet the "standards for approval" for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity", difficulty, and vocabulary that the curriculum committee has determined to be at the college level :

This courses is Degree Applicable

8. **CREDIT/NO CREDIT GRADING:** Option
9. **REPETITIONS** -- Number of times course may be repeated for credit (three maximum): 0

How does the repetition of this course meet Title 5, section 58161 requirements? A course may be repeatable when, "course content differs each time it is offered, and that the student who repeats it is gaining an expanded educational experience for one of the following reasons: (A) Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or (B) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained."

10. **PRIOR TO TRANSFERABLE LEVEL** – This course attribute applies to *English, writing, ESL, reading* and *mathematics* courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed:

Not applicable

11. **CREDIT BASIC SKILLS** -- Title 5, section 55502(d) defines basic skills as "courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b)."

No If yes, course must be non-degree applicable

12. **CROSS REFERENCE** -- Is this course listed as equivalent in content to existing College/District courses in another discipline?

No If yes, list courses: (documentation of cross-discipline agreement must be provided)

13. **COURSE SPECIFICALLY DESIGNED FOR STUDENTS WITH DISABILITIES** -- Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an "approved special class" for students with disabilities?

No

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029.

**14. COOPERATIVE EDUCATION STATUS** -- Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education -- i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program, according to?

No

**15. COURSE CLASSIFICATION:**

Liberal Arts Scineces

Note: A course's Classification, TOP Code and SAM code must be aligned – e.g., Courses with an "Occupational" Course Classification must have an "Occupational" TOP Code **and** a SAM Code of A, B, C, or D; courses that do not have an "Occupational" Course Classification cannot have an Occupational TOP Code **and** must have an "E" SAM Code. Courses coded as "basic skills" in #11 should be coded "Adult and Secondary Basic Skills."

**16. TOP CODE – (6 digits XXXX.XX) 2001.00**

Course content should match discipline description in Taxonomy of Programs found at [www.cccco.edu/ccco/esed/curric/curriculum.htm](http://www.cccco.edu/ccco/esed/curric/curriculum.htm).

**17. SAM CODE (Student Accountability Model)**

E – Non-Occupational

SAM Codes (see CCC Chancellor's Office *Student Accountability Model Operations Manual*, 1984) should be assigned as follows:

**Priority "A" – Apprenticeship:** Courses designed for an indentured apprentice must have the approval of the State of California, Department of Industrial Relations Department, Division of Apprenticeship Standards.

**Priority "B" – Advanced Occupational:** Courses taken by students in the advanced stages of their occupational programs. Courses should be offered in one specific occupational area only. Priority letter "B" should be assigned sparingly; in most cases, no more than two courses in any one program should be labeled "B." "B"-level courses must have Priority "C" prerequisites in the same program area.

**Priority "C" – Clearly Occupational:** Courses generally taken by students in the middle stages of their programs should have a difficulty level sufficient to detract "drop-ins." Courses may be offered in several occupational programs within a broad area. The "C" priority, however, should also be used for courses within a specific program area when the criteria for "B" classification are not met. A "C"-level course should provide the student with entry-level job skills.

**Priority "D" – Possibly Occupational:** "D" courses are those taken by students in the beginning stages of their occupational programs. The "D" priority can also be used for service (or survey) courses for other occupational programs.

**Priority "E" – Non-occupational.**

### SECTION VI: APPROVAL STATUS

1. APPROVAL STATUS:

- |   |                        |                     |
|---|------------------------|---------------------|
| <input type="checkbox"/> New Course                           | Board Approval Date:   | Effective Semester: |
| <input type="checkbox"/> Addition of Existing District Course | College Approval Date: | Effective Semester: |
| <input type="checkbox"/> Course Change*                       | College Approval Date: |                     |
| <input checked="" type="checkbox"/> Outline Update            | College Approval Date: |                     |
|   | 2/6/2006               |                     |

\* Changes to a course require the completion of a "Course Change Request" form and approval by the Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.

### SECTION VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(Complete in consultation with Department Chair and the appropriate Academic Administrator)

1. IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:

By additional funds. Describe:

By deleting courses from the college catalog and course database. List specific courses to be deleted:

By deleting sections of existing courses: List courses and number of sections to be deleted:

First year:                      Second year:                      Third year:

By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

2. IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus?

No (If yes, briefly explain how)

3. METHOD OF SUPPORT -- Indicate how the college plans to support the proposed course:

Additional staff- List additional staff needed:

Classroom- List classroom type needed:

Equipment- List new equipment needed and indicate funding source for any new equipment:

Supplies- List supplies and indicate dollar value:

Library/Learning Resources- The course initiator shall consult with the College Librarian and review the college library, book, periodical, and electronic resource collections relevant to this course. List additional titles and resources to be considered for purchase as funding permits:

## CERTIFICATION AND RECOMMENDATION

This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate of Arts Degree.

This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

We certify that the information and answers above properly represent this course.

<b>Originator</b>	<b>Date</b>
<b>Department/Cluster Chairperson</b>	<b>Date</b>
<b>Articulation Officer</b>	<b>Date</b>
<b>Librarian</b>	<b>Date</b>
<b>Dean (if applicable)</b>	<b>Date</b>
<b>Curriculum Committee Chairperson</b>	<b>Date</b>
<b>Academic Senate President</b>	<b>Date</b>
<b>Vice President, Academic Affairs</b>	<b>Date</b>
<b>College President</b>	<b>Date</b>