becoming a professional in this field, followed by completion of their education at a four-year college or university, followed by the supervised practice and national examination.

Within the Pre-Profession Degree are various programs in the health sciences, and nutrition is listed in the title of the description of the curriculum, but a thorough descriptive curriculum plan with courses outlined has not been developed until now. This degree revision was reviewed by the University of Illinois at Chicago and Dominican University in the area that have Nutrition and Dietetic Curricula, which enables students to transfer. The outcome of the review was very constructive and facilitated course selections. Various professionals, including health and psychology instructors, as well as nutritionists have reviewed the changes and accepted the curriculum revision to be beneficial within the academic setting for training future nutritionists and dieticians.

C336A  Personal Trainer Certificate  Effective Date: 5/27/2013
Proposal Type: Revised Curriculum
Summary: PED 159 from 4 to 3 (elective) credits
Rationale: Topical hours and credits of PED 159 were corrected to accurately reflect lab and lecture hours.

C536A  Clinical Exercise Specialist Certification
Proposal Type: New Curriculum
Summary: total credits 9
Rationale: Clinical Exercise Specialist Certificate aims to prepare students, who are either currently enrolled or have completed C336A, Personal Trainer Certificate program, and current fitness professionals the opportunity to educate themselves on training individuals within the community who present with special considerations and diseases. Students will learn to competently and professionally deliver high-quality and appropriate health and fitness training to the growing number of individuals suffering from diseases or specific conditions, such as handicapped, pregnant, or various ages and cognitive levels of functioning. This will be accomplished by providing the student with the necessary knowledge and skills regarding basic pathophysiology, disease symptomatology, treatment (both conventional and exercise-related) and special considerations regarding obesity, conditions and diseases in order to prepare the
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Effective Date</th>
<th>Proposal Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>HTH 104</td>
<td>Science of Personal Health</td>
<td>5/27/2012</td>
<td>Revised Course</td>
</tr>
<tr>
<td>HTH 110</td>
<td>Public Health and Wellness</td>
<td>5/27/2013</td>
<td>Revised Course</td>
</tr>
<tr>
<td>HTH 120</td>
<td>Principles of Nutrition</td>
<td>5/27/2013</td>
<td>Revised Course</td>
</tr>
<tr>
<td>HTH 150</td>
<td>Health &amp; Modern Life</td>
<td>5/27/2013</td>
<td>Revised Course</td>
</tr>
<tr>
<td>HTH 175</td>
<td>Drug and Alcohol Education</td>
<td>5/27/2013</td>
<td>Revised Course</td>
</tr>
<tr>
<td>HTH 210</td>
<td>Diet, Weight Control and Exercise</td>
<td>5/27/2013</td>
<td>Revised Course</td>
</tr>
<tr>
<td>HTH 215</td>
<td>Lifestyle Diseases</td>
<td>5/27/2013</td>
<td>Revised Course</td>
</tr>
<tr>
<td>HTH 216</td>
<td>Wellness and Exercise for Special Populations</td>
<td>5/27/2013</td>
<td>Revised Course</td>
</tr>
<tr>
<td>HTH 220</td>
<td>Athletic Training Techniques</td>
<td>5/27/2013</td>
<td>Revised Course</td>
</tr>
<tr>
<td>HTH 221</td>
<td>Sport Specific Training &amp; Rehabilitation</td>
<td>5/27/2013</td>
<td>Revised Course</td>
</tr>
<tr>
<td>HTH 296</td>
<td>Special Topics in Health and Wellness</td>
<td>5/27/2013</td>
<td>Revised Course</td>
</tr>
<tr>
<td>PED 108</td>
<td>Swimming for Fitness</td>
<td>5/27/2013</td>
<td>Revised Course</td>
</tr>
<tr>
<td>PED 117</td>
<td>Walking for Fitness</td>
<td>5/27/2013</td>
<td>Revised Course</td>
</tr>
<tr>
<td>PED 118</td>
<td>Wrestling</td>
<td>5/27/2013</td>
<td>Revised Course</td>
</tr>
<tr>
<td>PED 120</td>
<td>Personal Defense Activities</td>
<td>5/27/2013</td>
<td>Revised Course</td>
</tr>
<tr>
<td>PED 124</td>
<td>Zumba Fitness</td>
<td>5/27/2013</td>
<td>Revised Course</td>
</tr>
<tr>
<td>PED 127</td>
<td>Softball</td>
<td>5/27/2013</td>
<td>Revised Course</td>
</tr>
<tr>
<td>PED 128</td>
<td>Soccer Activities</td>
<td>5/27/2013</td>
<td>Revised Course</td>
</tr>
<tr>
<td>PED 129</td>
<td>Volleyball</td>
<td>5/27/2013</td>
<td>Revised Course</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Proposal Type</td>
<td>Effective Date</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>-------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>PED 130</td>
<td>Basketball</td>
<td>Revised Course</td>
<td>5/27/2013</td>
</tr>
<tr>
<td>PED 131</td>
<td>Aerobics I</td>
<td>Revised Course</td>
<td>5/27/2013</td>
</tr>
<tr>
<td>PED 132</td>
<td>Aerobics II</td>
<td>Delete Course</td>
<td>5/27/2013</td>
</tr>
<tr>
<td>PED 135</td>
<td>Tennis</td>
<td>Revised Course</td>
<td>5/27/2013</td>
</tr>
<tr>
<td>PED 138</td>
<td>Golf</td>
<td>Revised Course</td>
<td>5/27/2013</td>
</tr>
<tr>
<td>PED 151</td>
<td>Beginning Football</td>
<td>Delete Course</td>
<td>5/27/2013</td>
</tr>
<tr>
<td>PED 152</td>
<td>Beginning Basketball</td>
<td>Revised Course</td>
<td>5/27/2013</td>
</tr>
<tr>
<td>PED 156</td>
<td>Wrestling</td>
<td>Revised Course</td>
<td>5/27/2013</td>
</tr>
<tr>
<td>PED 158</td>
<td>Baseball</td>
<td>Revised Course</td>
<td>5/27/2013</td>
</tr>
<tr>
<td>PED 159</td>
<td>Selected Team and Recreation Sports</td>
<td>Revised Course</td>
<td>5/27/2013</td>
</tr>
<tr>
<td>PED 194</td>
<td>Principles of Coaching</td>
<td>Revised Course</td>
<td>5/27/2013</td>
</tr>
<tr>
<td>PED 195</td>
<td>Introduction to Sport Marketing</td>
<td>Revised Course</td>
<td>5/27/2013</td>
</tr>
<tr>
<td>PED 196</td>
<td>Sport and Exercise Psychology</td>
<td>Revised Course</td>
<td>5/27/2013</td>
</tr>
<tr>
<td>PED 197</td>
<td>Sociology of Sport</td>
<td>Delete Course</td>
<td>5/27/2013</td>
</tr>
<tr>
<td>PED 201</td>
<td>Sports Officiating</td>
<td>Revised Course</td>
<td>5/27/2013</td>
</tr>
<tr>
<td>PED 202</td>
<td>Sports Officiating</td>
<td>Delete Course</td>
<td>5/27/2013</td>
</tr>
<tr>
<td>PED 296</td>
<td>Special Topics in Physical Education</td>
<td>Revised Course</td>
<td>5/27/2013</td>
</tr>
<tr>
<td>C217B</td>
<td>Nuclear Medicine Technology</td>
<td>Revised Curriculum</td>
<td>8/25/2013</td>
</tr>
</tbody>
</table>

**Summary:** Revised NUM 280 from 3 to 4 credits; Humanities requirement from 1-3 to 1; program description change.

**Rationale:** In order to promote student success and adequately cover content an additional credit is needed to provide necessary time for presentation and student understanding. The procedure courses of NUM 260 and NUM 280 were reconfigured with topics moved from NUM 260 into NUM 280, which will allow for better management of the content considering the scope and sequence of topics.

While reviewing the course, the title for NUM 265 will be changed from 'Principles of PET in Nuclear Medicine' to 'Principles of PET for Nuclear Medicine'.

Lastly to align with other allied health program curricula, the Humanities elective, which was originally listed as 1-3 credits, will now be listed as 1 credit to correspond with the minimum requirement for the AAS degree and the guidelines.
of the program's accrediting agency, the Joint Review Commission on Educational Programs in Nuclear Medicine Technology. While reviewing the course, the title for NUM 265 will be changed.

NUM 100 Science of Nuclear Medicine
Proposal Type: Revised Course

NUM 103 Radiation Safety and Protection
Proposal Type: Revised Course

NUM 140 Instrumentation in Nuclear Medicine
Proposal Type: Revised Course

NUM 155 Patient Care in Nuclear Medicine
Proposal Type: Revised Course

NUM 160 Nuclear Medicine Procedures
Proposal Type: Revised Course

NUM 161 Applied Nuclear Medicine Technology I
Proposal Type: Revised Course

NUM 181 Applied Nuclear Medicine
Proposal Type: Revised Course

NUM 260 Nuclear Medicine Procedures
Proposal Type: Revised Course

Rationale: Course was reviewed and the course description was updated to

NUM 261 Applied Nuclear Medicine Technology
Proposal Type: Revised Course
Effective Date: 8/25/2013

NUM 262 Nuclear Medicine Pharmacy I
Proposal Type: Revised Course
Effective Date: 8/25/2013

NUM 265 Principles of PET in Nuclear Medicine
Proposal Type: Revised Course
Effective Date: 8/25/2013

NUM 280 Nuclear Medicine Procedures III
Proposal Type: Revised Course
Effective Date: 8/25/2013

NUM 281 Applied Nuclear Medicine Technology IV
Proposal Type: Revised Course
Effective Date: 8/25/2013

NUM 282 Nuclear Medicine Pharmacy II
Proposal Type: Revised Course
Effective Date: 8/25/2013

NUM 285 Principles of CT for Nuclear
Proposal Type: Revised Course
Effective Date: 8/25/2013

C448M Building Information Modeling Certificate
Proposal Type: Revised Curriculum
Effective Date: 1/22/2013

Summary: delete ARC109, ARC110, ARC189, ARC260, COT101; total credits from 23 to 9; program description change

Rationale: The Building Information Modeling Certificate is serving students who are professionals enrolled in the BIM program to update their skills for
current or future employment. These students are currently completing three classes but not the entire certificate because they already have a bachelor’s degree. CSS48M also serves the traditional Triton student who is seeking an associate’s degree. This revised certificate will be an addition to their associate’s degree in Architecture or Construction Management. This modification to the DIM Certificate was approved by the Advisory Committee in February 2012.

PED 101  Hatha Yoga  
Proposal Type: Revised Course  
Effective Date: 5/27/2013

Summary: course description change

Rationale: Course was revised to update to current electronic form. Topical hours were corrected and updated to reflect appropriate lab hours.

Printed: 10/11/2012
Academic Support Committee  
October 1, 2012, Minutes

Present: Mukesh George, Bill Nedrow, Lucy Smith, Leslie Wester, Ed Konstanty, Deborah Baness-King, Jackie Werner, Brianne Nichols, Pat Zinga, Corey Williams, Isabela Zurawska, Hanan Marheb, Bob Greenwald (chair)

I. We welcomed back old and welcomed new members.

II. The May minutes were approved (Nedrow/Nichols).

III. This year’s (or at least semester’s) focus:
- Review placement testing for all areas
- Review advisement and placement means

A lengthy discussion ensued. The following are questions that we are considering:
- Are we (committee members) taking the tests and determining if the tests are measuring and determining what we expect them to?
- Are we comparing what the test says is college ready to what actually is?
- Are we finding that the methods for alerting students to the importance of the test are insufficient?
- Are we really using multiple measures to assess, or is the ACT-generated COMPASS not really different than the ACT score?
- A team is currently reviewing cut-off scores and the need for additional test components. Is raising the scores adding an unnecessary roadblock?
- How well are voluntary review sessions attended? How well are they publicized?
- A team is meeting with high schools to discuss alignment. Where are the gaps?
- How does counseling fit in to the pre- and post-test advising process?
- If students do poorly on the test, do they have time to retest? If they do, are the classes that they become eligible to take now full?
- Is a paper copy of the placement test guide available?
- What impact does entering the developmental pipeline have on graduation, retention, and success?
- What number of students actually places into developmental courses?
- We identified three student populations who we would like to help: people out of school for more than summer, people who do not take the test seriously, and people who need developmental education but for a refresher, not an entire semester.
- We identified persons of interest who might be able to answer some questions: Brian Hayes, Emmanuel Esperanza, Amanda Turner, Renee Wright, Richard Brown, Chris Dewey, the AIT Data Team, and other teams and/or taskforces.
IV. Announcements:
- UIC is changing their transfer process, meeting with transfers, and moving towards the common application. Contact Tracy Wright or Lesley Wester with questions.
- The BlackBoard App is available.
- Lunch with TED dates (Oct 17, Nov 7, and Dec 5, from 1-2 in B138A)
- The Library is accepting donations for the book sale that will take place after Thanksgiving.

V. Adjournment- the meeting was called at 3:50 (Wester/Smith).

Next meeting: November 5, 2012, at 3pm in the CTE

**Academic and Scholastic Standards Committee Minutes**

*Oct 1, 2012-2:30pm*

Members in attendance- Julie Gilbert, David Haennicke, Tracey Johnson, Tracy Wright, Zach Zachariah, Marie-Ange Zicher, Amanda Turner

- Following Fall meetings to take place: November 5th, December 3rd.
- Minutes and schedule approved.
- Dr Flaherty has been notified of our need for 1 additional student representative and 2 additional faculty representatives.
- ASSC website has been updated by Marie-Ange Zicher. New members were added, members no longer with us have been removed.
- “Strengths and weaknesses: a summary of responses to selected policy and procedure areas” has been reviewed by attending members of today’s meeting. On the document, members agreed that Transfer Center should be changed to Transfer Services, as Triton no longer has an official Transfer Center. In academic planning, under weaknesses, “3. Lack of a cohesive comprehensive matriculation policy” should be removed from the list.
- Comparable credit/experiential education/ prior learning draft document has been reviewed by attending members, and will be voted on during Octobers senate meeting.
- “Future committee work ideas” has been tabled, to be discussed during the next meeting.
- “21st Century report” has been tabled, to be discussed during the next meeting.

Meeting Adjourned at 3:30pm.

Respectfully submitted, David Haennicke
Students who are seeking academic credit for courses completed at other institutions or through prior learning assessment in other formats must be currently enrolled in a degree or certificate program, consult with the Records Evaluator. Students must adhere to the Triton College residency requirements for graduation with a degree or certificate. To meet the residency requirements, students must complete 15 of the last 18 credit hours for a degree and 50% of the credit hours for a certificate, including the last 6 credit hours. The following conditions apply:

- Only those credits that are applicable to the student's curriculum at Triton College will be accepted.

- Transfer credit: Academic credit is generally accepted only from institutions that are accredited by one of the regional accrediting associations approved by the Council on Higher Education Accreditation.

- CLEP: Triton College follows the guidelines of the Illinois Community College Board in accepting credit from the general examinations of College Level Examination Program. Students may earn up to 30 hours of credit through such examinations.

- DSST: The College follows the recommendation of the American Council on Education in granting academic credit for each successful completion of each Dantes Subject Standardized Test. Students may earn up to 30 credit hours through such examinations.

- Advanced Placement: Students may be granted college credit through successful performance on any of the Advanced Placement Tests of the College Entrance Examination Board.

- Proficiency Examinations: Academic credit or advanced placement may be granted following either a review of the content of specific courses or proficiency examination in compliance with individual department policies and subject to approval by the department chairperson and the appropriate dean.

- Portfolio Development Program: The Portfolio Development Program allows students to identify and document college-level learning acquired through life and work experiences. Students with documented prior life or work experience that demonstrates college level learning and translates into having mastered the content of a Triton course for which there is no CLEP or DSST exam may apply to receive credit through the portfolio development program in accordance with departmental policy. The portfolio is reviewed by the appropriate academic instructor and/or department chairperson who assesses the information presented. The department chairperson may recommend:

  a) No credit awarded
  b) Credit for specific course to be awarded; or
  c) Credit for specific course awarded after specific conditions have been met.
Military: The College follows the recommendation of the American Council on Education in granting four semester hours of undergraduate credit in physical education and two semester hours of credit for health for education received in Basic Training. In addition, courses completed in training may also be accepted for college credit.

Sports participation: Two semester hours of credit may be granted in physical education to students for approved sports participation on college teams. Students must register for a class that corresponds to the varsity sport to receive credit. Credits for such sports participation may be only granted once for a given sport.

Students are responsible for submitting all required documentation the scores to the Records Evaluator’s Office and for petitions requesting the granting of such credit. Credit awarded in this manner will be added to the semester hours earned but not the semester hours attempted or the grade points. Students may be allowed to apply prior learning assessment through use credit-by-examination or portfolio development this evidence of prior learning for a maximum of 50% of the required credit hours for degree or certificate completion.

Acceptance of all prior learning assessment credits are subject to departmental approval. Triton College cannot guarantee that credits awarded through prior learning assessment will be accepted by another institution.
TRITON COLLEGE, District 504
Board of Trustees

Meeting of October 16, 2012

POLICY NO. 5206.1

First Reading  X

Second Reading __________

TITLE: REASONABLE ACCOMMODATION OF RELIGIOUS OBSERVANCES POLICY FOR STUDENTS AND STUDENT EMPLOYEES

PURPOSE: On August 20, 2012, an amendment to the Illinois’ University Religious Observances Act was signed into law recognizing religious accommodations for college and university students in Illinois. Institutions of higher education are required to excuse students who need to be absent from class, examinations, study or work requirements because of their religious beliefs, and provide students with make-up opportunity, unless to do so would reasonably burden the institution.

Submitted to Board by: (Vice President) Dr. Douglas Olson

Board Officers’ Signatures Required:

Mark R. Stephens
Chairman

Irene Moskal Del Giudice
Secretary

Date

Related forms requiring signature: Yes_______ No_______ X_______
Consistent with 110 ILCS 110/1 et seq., Triton College provides the appropriate "Reasonable Accommodation of Religious Observances" in regard to admissions, class attendance, and the scheduling of examinations and other academic work requirements.

A student who is unable, due to the observance of a religious holiday, to attend classes on a particular day or days or at a particular time of day shall be excused from attendance, taking any examination or completing any other academic work assignments on such days or times.

Students shall provide faculty, or administrative personnel, at least 5 school days advance notice of an absence due to the observance of religious holidays.

It is the responsibility of the faculty and administrative personnel to provide students an equivalent opportunity to make up the examinations, study, or other academic work requirements missed due to such religious observance absences without penalty or fee.

It is the responsibility of all students who also are employees of Triton College to make arrangements to fulfill their obligations to the College in advance of their absence due to religious observance, and/or to utilize accrued leave (if applicable) during the absence.

If a student believes she/he has been a victim of discrimination on grounds of religious observances, the student may seek redress under the existing Triton College Affirmative Action Complaint Policy and Procedures (see Board Policy 4102.1).

A student or employee who feels that he or she has been unreasonably denied an educational or employment benefit due to religious beliefs or practices should contact the Affirmative Action Officer.
(110 ILCS 110/1.5)

Sec. 1.5. Absence of student due to religious beliefs.

(a) In this Section, "institution of higher learning" has the meaning ascribed to that term in the Higher Education Student Assistance Act.

(b) Any student in an institution of higher learning, other than a religious or denominational institution of higher learning, who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination, study, or work requirement and shall be provided with an opportunity to make up the examination, study, or work requirement that he or she may have missed because of such absence on a particular day; provided that the student notifies the faculty member or instructor well in advance of any anticipated absence or a pending conflict between a scheduled class and the religious observance and provided that the make-up examination, study, or work does not create an unreasonable burden upon the institution. No fees of any kind shall be charged by the institution for making available to the student such an opportunity. No adverse or prejudicial effects shall result to any student because of his or her availing himself or herself of the provisions of this Section.

(c) A copy of this Section shall be published by each institution of higher learning in the catalog of the institution containing the list of available courses.

(Source: P.A. 97-1038, eff. 1-1-13.)
Triton College Student Learning Outcomes

Upon completing his or her course of education at Triton College, a student will have

- **demonstrated critical thinking** by seeing how knowledge and theories have been created, tested, and revised and by assembling evidence, evaluating its significance, and using it to address and/or solve the issue,
- **practiced analytic inquiry** by categorizing information, ideas, and concepts,
- **learned information literacy** by gathering, evaluating, and appropriately citing information,
- **practiced quantitative reasoning** by presenting accurate calculations and symbolic operations,
- **demonstrated communication fluency** by presenting substantially error-free prose in argumentative, informative, and narrative modes,
- **practiced technological fluency** by using technology appropriately and ethically to gather information and support his or her ideas,
- **engaged diverse perspectives and civic issues** by identifying and encountering various cultures and perspectives and by describing how they affect interpretation of information in terms of historic and contemporary assumptions,
- **encountered sustainable practices** by examining how theories of sustainable use and ecology affect environmental, social, and economic health,
- **acquired and applied knowledge specific to a field of study** by describing past and emerging practices, citing core theories, examining key issues, demonstrating competent use of current terminology, and applying these skills and specified knowledge to real-world scenarios.

Approved by the Academic Senate (11 September 2012) and President Granados (24 September 2012).
Important Assessment Information

- Visit our website at www.triton.edu/assessment.
- Handbook section III provides a general calendar of assessment activities, due dates, etc.
- Handbook section V gives ideas on how to create assessment plans
- Handbook section VI gives ideas on how to use assessment results (information that will be put on assessment implementation report)
- Three forms (plan, report, implementation report) are given under Assessment Forms
- Under Blank Forms, links to general education outcomes mapping and program mapping will be provided (forms will be revised as needed and approved at November meeting)
- Programs that have already submitted goals and outcomes can view this information under Program Information. This will be revised once the new forms are sent out.
- Archives section: minutes of meetings and past plans/reports that have been submitted. This section is still in the process of being complete.
Professional Development Committee Meeting
Summary Minutes for Academic Senate

Meeting Date: September 20, 2012
Meeting Time: 2:00pm

Attendees:
Liz Brindise, Jean M. Dugo, Peggy Murnighan, Maureen Musker, Preet Saluja, Lucy Smith,
Shelley Tiwari, Marie-Ange Zicher

The committee discussed the feedback received from the fall faculty workshop. We received a
total of 71 feedback forms.

Overall feedback demographics

<table>
<thead>
<tr>
<th>Forms Received</th>
<th>Faculty Members*</th>
<th>Less than 3 yrs</th>
<th>3 to 6</th>
<th>7 to 11</th>
<th>12 to 18</th>
<th>19 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>71</td>
<td>65</td>
<td>9</td>
<td>17</td>
<td>12</td>
<td>12</td>
<td>15</td>
</tr>
</tbody>
</table>

*Years of service broken down for faculty members only

The Likert Scale data was all positive or neutral other than the following:

1. The workshop was practical to my needs and interests. Somewhat disagree: 1
2. My understanding of the main concepts is better because of this Workshop Somewhat disagree: 1
5. The activities helped me to understand the concepts of the workshop Strongly disagree: 1
6. Time allocated to this workshop was appropriate Somewhat disagree: 2
   Strongly disagree: 1
8. The presenter(s) adequately answered the participants’ questions. Strongly disagree: 1
9. AV material / handouts enhanced the workshop. Somewhat disagree: 1

Planning has begun for the spring faculty workshop. Next meeting is scheduled for October 18
at 2pm in the J236.