

College Curriculum Committee Meeting Agenda
Tuesday, November 18, 2014
2:00 p.m. - 3:30 p.m.
President's Conference Room

Item	Action	Attachment	Presenter
1. Minutes: November 4, 2014	Action	#11/18/14-1	Escoto
2. Announcements a. New Course Proposals b. GE Sub-Committee Membership		#11/18/14-2 thru 9 #11/18/14-10	Escoto
3. Certificate of Achievement, Personal Trainer	Action	#11/18/14-11	
4. Hybrid Course Follow-Up	Discussion	#11/18/14-12	Jordahl, Baker
5. Grade Option Publication	Discuss	#11/18/14-13	Escoto
6. GE Pathways	Feedback		Escoto

Attachment List:

- #11/18/14-1 Draft Minutes: November 4, 2014
- #11/18/14-2 New Course Proposal-C S 3A
- #11/18/14-3 New Course Proposal-C S 21B
- #11/18/14-4 New Course Proposal-ENGR 11
- #11/18/14-5 New Course Proposal-L A 151
- #11/18/14-6 New Course Proposal-PSE 151
- #11/18/14-7 New Course Proposal-SPAN 110
- #11/18/14-8 New Course Proposal-SPAN 111
- #11/18/14-9 New Course Proposal-SPAN 192
- #11/18/14-10 GE Sub-Committee Membership
- #11/18/14-11 Certificate of Achievement Personal Trainer Application Narrative
- #11/18/14-12 Hybrid Course Requirements
- #11/18/14-13 Grade Type Example

2014 -2015 Curriculum Committee Meetings

<u>Fall 2014 Quarter:</u>	<u>Winter 2015 Quarter</u>	<u>Spring 2015 Quarter</u>
10/7/14	1/20/15	4/21/15
10/21/14	2/3/15	5/5/15
11/4/14	2/17/15	5/19/15
11/18/14	3/3/15	6/2/15
12/2/14	3/17/15	6/16/15

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

2014-2015 Curriculum Deadlines

- 12/1/14 Deadline to submit courses to CSU for CSU GE approval.
- 12/1/14 Deadline to submit courses to UC/CSU for IGETC approval.
- 12/5/14 COR/Title 5 Updates for Summer 2015.
- 3/2/15 Curriculum Sheet Updates for 2015-16.
- 6/1/15 Deadline to submit new/revised courses to UCOP for UC transferability
- 6/19/15 COR/Title 5 Updates for Summer 2016.**
- Ongoing* Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities.

2014-2015 Professional Development Opportunities & Conferences of Interest

7/10-12/14 ASCCC Curriculum Institute, Hayes Mansion, San Jose CA
2/12-14/15 CSU Compass Project, Sacramento, CA

Distribution:

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

COLLEGE CURRICULUM COMMITTEE

Committee Members - 2014-15

Meeting Date: 11/18/14Co-Chairs (2)

<input checked="" type="checkbox"/>	Isaac Escoto	7350	Vice President, Academic Senate (tiebreaker vote only)	escotoisaac@foothill.edu
<input checked="" type="checkbox"/>	Andrew LaManque	7179	Associate Vice President, Instruction	lamanqueandrew@foothill.edu

Voting Membership-12 total; 1 vote per division

<input type="checkbox"/>	Micaela Agyare	7086	LIBR	agyaremicaela@foothill.edu
<input checked="" type="checkbox"/>	Kathy Armstrong	7487	PSME	armstrongkathy@foothill.edu
<input checked="" type="checkbox"/>	Rachelle Campbell	7469	BH	campbellrachelle@foothill.edu
<input checked="" type="checkbox"/>	Bernie Day	7225	Articulation	daybernie@foothill.edu
<input checked="" type="checkbox"/>	Brian Evans	7575	BSS	evansbrian@foothill.edu
<input type="checkbox"/>	Konnilyn Fieg	7430	BSS	feigkonnilyn@foothill.edu
<input type="checkbox"/>	Valerie Fong	7135	FA	fongvalerie@fhda.edu
<input checked="" type="checkbox"/>	Marnie Francisco	7420	PSME	franciscomarnie@foothill.edu
<input checked="" type="checkbox"/>	Hilary Gomes	7585	FA	gomeshilary@foothill.edu
<input checked="" type="checkbox"/>	Brenda Hanning	7466	BH	hanningbrenda@foothill.edu
<input checked="" type="checkbox"/>	Robert Hartwell	7016	FA	hartwellrobert@fhda.edu
<input checked="" type="checkbox"/>	Kay Jones	7602	LIBR	joneskay@foothill.edu
<input type="checkbox"/>	Marc Knobel	7049	PSME	knobelmarc@foothill.edu
<input checked="" type="checkbox"/>	Allison Lenkeit Meezan	7422	BSS	meezankaren@foothill.edu
<input checked="" type="checkbox"/>	Don MacNeil	6967	K A	macneildon@foothill.edu
<input type="checkbox"/>	Simon Pennington	7015	F A	penningtonsimon@fhda.edu
<input checked="" type="checkbox"/>	Lety Serna	7059	CNSL	sernaleticia@fhda.edu
<input type="checkbox"/>			K A	@foothill.edu
<input checked="" type="checkbox"/>	Kella Svetich	7924	L A	svetichkella@foothill.edu
<input checked="" type="checkbox"/>	Lan Truong	7291	CNSL	truonglan@fhda.edu
<input checked="" type="checkbox"/>	Kurt Hueg	7394	Dean	huegjurt@foothill.edu
<input type="checkbox"/>			Dean	@foothill.edu
<input type="checkbox"/>	Paul Starer	7227	Dean	starerpaul@foothill.edu

Non-Voting Members (4)

<input type="checkbox"/>	Teresa de la Cruz	7638	Articulation Assistant	delacruzteresa@foothill.edu
<input type="checkbox"/>	Stephanie Franco	7231	Evaluations	francostephanie@foothill.edu
<input checked="" type="checkbox"/>	Cori Nuñez	7439	Curr Coordinator	nunezcori@foothill.edu
<input type="checkbox"/>	Chris Ju		ASFC	

Visitors:

Kate Jardahl, Kimberla ~~Messina~~ Messina

**College Curriculum Committee
Meeting Minutes
Tuesday, November 4, 2014
2:00 p.m. - 3:33 p.m.
President's Conference Room**

<u>Item</u>	<u>Discussion</u>
1. Minutes: October 21, 2014	Armstrong asked to have comments regarding possible creation of a subcommittee to section 8 in reference to the GE Pathway discussion. Move to approve the minutes with the amendment M/S (Evans, Campbell) Approved . 3 abstentions.
2. Announcements a. New Course Proposals b. Notification of Proposed Requisites	Speaker: Isaac Escoto a. New course proposals - please share with your constituents. Suggestion made that perhaps the proposed unit value be added to the form. This would give an idea of the course impact on current programs. It was noted that there would be no prerequisites for the proposed ANTH courses, nor would any previous ANTH experience be necessary. The purpose of these courses is to give students the opportunity to have field experiences that may not be easily obtainable. b. Notification list presented. Question regarding honors course prerequisites that in the past have been listed as "Honors Institute participant." Though the previous message was that it was not appropriate to use "honors institute participant" as a prerequisite for an honors course, it was brought up that because of recent amended Administrative Policy (let's link this to the actual amended policy, I can help finding it) , we are able to continue to use the "Honors Institute Participant" as a prerequisite. Day will forward a list of courses for which this applies to to Nuñez and any course that has already passed the Curr Rep status will be changed in the Review status. Nuñez will make corrections also as the catalog is edited.
3. Certificate of Achievement, Personal Trainer	Speaker: Isaac Escoto BUSI 233A is a non-degree applicable course. Suggested that the faculty authors reconsider a degree-applicable business course replacement. Suggestion that KA speak with Jose Nava for assistance. The application will be brought back to the committee with the correction.
4. Cross-listing Courses	Speaker: Isaac Escoto, Gigi Gallagher No clear policy exists that describes the process by which to determine when/how cross-listing courses should occur. Reasons explored as to why we may or may not choose to cross-list a course. Concern over possible pursuit of cross-listing courses due to interest in FSA. Gigi Gallagher, Human Resources Technician, spoke to the committee to clarify the purpose and use of FSAs. Discussion about the value in considering how cross-listing a course would affect the student. Stressed the importance of considering articulation/transfer when looking at cross-listing courses. MATH 22 and C S 18 are an example of meeting content requirement in a specific department, for transfer purposes. Best practice and procedures will be researched and shared at a subsequent meeting.
5. Publishing Grade Options	Speaker: Isaac Escoto Currently, the registration process does not clearly note

	<p>grade options for a course (grade only, P/NP only etc.). Discussion about instructors not knowing if a student has selected the Pass/No Pass option. Discussion about how we may market to students our concern regarding the possible negative effects that can ensue when choosing the Pass/No Pass option. The idea was shared that this information could be helpful as a pop up screen during registration through Banner. Perhaps we can add the grade type to the course info in the Catalog and Schedule. CCC reps were encouraged to seek constituent feedback about the ramifications of the grade option they select. Discussion regarding ongoing efforts with creating a pop up window during registration to note course corequisites. Lamanque noted that he is willing to bring a demo to the group for a view of how it might work.</p>
<p>6. GE Applications for Honors Courses</p>	<p>Speaker: Isaac Escoto The question was posed regarding local GE applications: if a course is currently in a local GE area, is it necessary to complete another application for the honors version of that course? The committee was very quick to indicate that this would not be necessary, and CCC is okay with adding the honors version of a previously approved course to the list, upon request from the Curr Rep (for our local GE pattern only). Anyone with courses on the current local GE list that has a corresponding Honors version may email Nuñez and she will add it for the 2015-16 year.</p>
<p>7. GE Pathways</p>	<p>Speaker: Isaac Escoto Discussion about how a GE package can be viewed as a "cafeteria shopping list" by students. At some colleges, faculty are developing packages of GE courses that support a common theme across GE areas. Discussion amongst the group that the value to the student would be terrific but the amount of time and effort for the coordination of such a program could be problematic. Request to take this idea to constituency groups and gauge interest in pursuing this. Mention that it appears that the State is trying to direct us to a narrower and narrower focus, and concern about the usage of time and effort for this kind of pursuit. Discussion about the possible value in choosing courses for a GE path that may work for our local GE, CSU Breadth as well as IGETC. Discussion about how the more a course is focused on a single emphasis, this may lessen the inherent value of the GE experience/purpose. Mention of the benefit that GE supports, in terms of broadening subjects/content that students experience.</p>

Attendees: Micaela Agyare (LIBR), Kathy Armstrong (PSME), Rachelle Campbell (BH), Bernie Day (Articulation Officer), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Marnie Francisco (PSME), Hilary Gomes (FA), Brenda Hanning (BH), Kurt Hueg (Dean, BSS), Kay Jones (LIBR), Chris Ju (ASFC Student), Andrew LaManque (AVP Instruction, Administrator co-chair), Kathryn Mauer (ANTH faculty guest), Allison Lenkeit Meezan (BSS), Don MacNeil (KA), Simon Pennington (FA), Lety Serna (CNSL), Kella Svetich (L A), Lan Truong (CNSL)
Minutes Recorded by: C. Nuñez

Foothill College
College Curriculum Committee
New Course Proposal

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

Date Proposal Given to Division CCC Rep: Oct 27, 2014

Faculty Author: Biliana Kaneva

Proposed Number: C S 3A

Proposed Transferability: UC/CSU

Proposed Title: Object-Oriented Programming Methodologies In Python

Proposed Catalog Description: Systematic introduction to fundamental concepts of computer science through the study of the Python programming language. Coding topics include control structures, functions, classes, string processing, lists, tuples, dictionaries, files, and elementary graphics. Concept topics include algorithms, recursion, data abstraction, problem solving strategies, code style, documentation, debugging techniques and testing.

Proposed Discipline:

Computer Science

Proposed Need/Justification Statement:

This course is a restricted support course for the AS Degree in Computer Science..

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

Computer Science

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep: Oct 28, 2014

Faculty Author: Elaine Haight

Proposed Number: C S 21B

Proposed Transferability: CSU

Proposed Title: Intermediate Python Programming

Proposed Catalog Description: This course builds on the student's prior knowledge of the Python programming language by offering a more in-depth and advanced approach to building effective Python applications. Specific topics include user interfaces, networked applications, databases, multithreading and regular expressions. The course reinforces object oriented design, thorough documentation, testing and conventional programming style.

Proposed Discipline:

Computer Science

Proposed Need/Justification Statement:

This course is a restricted support course for the AS degree in Computer Science.

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

Computer Science

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep: Oct 31, 2014

Faculty Author: Sarah Parikh (author), Winnie Wong

Proposed Number: ENGR 11

Proposed Transferability: UC/CSU

Proposed Title: Programming & Problem-Solving in MATLAB

Proposed Catalog Description: This course utilizes the MATLAB environment to provide students with a working knowledge of computer-based problem-solving methods relevant to science and engineering. It introduces the fundamentals of procedural and object-oriented programming, numerical analysis, and data structures. Examples and assignments in the course are drawn from practical applications in engineering, physics, and mathematics.

Proposed Discipline:

Engineering, Math

Proposed Need/Justification Statement:

This course is a restricted support course for the AS Degree in Engineering.

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

Engineering

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep: November 3, 2014

Faculty Author: Natalia Menendez

Proposed Number: L A 151

Proposed Transferability: None

Proposed Title: English Reading & Composition Study Team Skills for Pass the Torch Members.

Proposed Catalog Description:

Individualized guidance to support students in the Pass the Torch Program. Topics include program expectations for English and ESLL study teams, utilizing campus resources, understanding how the brain learns, selecting a study environment, metacognition and learning styles, test/essay preparation, and coping with test anxiety. Intended for students matched in Pass the Torch English and ESLL study teams as a member for the first time.

Proposed Discipline:

Language Arts

Proposed Need/Justification Statement:

Students will be able to better utilize Pass the Torch tutoring sessions to strengthen their skills in the classes for which they are receiving tutoring.

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

None

Comments & Other Relevant Information for Discussion:

The Pass The Torch staff feel that a more discipline and program specific study skills course might better serve the needs of the students in the program than a general study skills course that is offered to both English and Math students combined.

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep: 10/31/14
Faculty Author: Nicole Gray

Proposed Number: PSE 151
Proposed Transferability: None
Proposed Title: Math Study Skills For Pass The Torch Members

Proposed Catalog Description: Individualized guidance to support students in the Pass the Torch Program. Topics include program expectations, utilizing campus resources, understanding how the brain learns, selecting a study environment, reading and studying using math text books, test preparation, and coping with test anxiety. Intended for students matched in Pass the Torch math study teams as a member for the first time.

Proposed Discipline:
Mathematics

Proposed Need/Justification Statement:
Students will be able to better utilize tutoring session and preform better in mathematics classes.

To which Degree(s) or Certificate(s) would this course potentially be added?
None

Comments & Other Relevant Information for Discussion:
The Pass The Torch staff feel that a more discipline specific study skills course might better serve the needs of the students in the program than a general study skills course that is offered to both English and Math students com

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

Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep: November 5, 2014

Faculty Author: Julio Rivera-Montanez

Proposed Number: SPAN 110

Proposed Transferability: None

Proposed Title: Elementary Spanish Conversation I

Proposed Catalog Description:

Practice of spoken Spanish with an emphasis on developing oral and listening communication skills. Attention will be given to pronunciation, vocabulary and accurate use of basic grammar.

Proposed Discipline: Spanish

Proposed Need/Justification Statement:

This is a beginner course designed for the community audience at large, with no prior knowledge of the language and interested in a basic introduction to practical spoken Spanish.

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

None

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep: November 5, 2014

Faculty Author: Julio Rivera-Montanez

Proposed Number: SPAN 111

Proposed Transferability: None

Proposed Title: Elementary Spanish Conversation II

Proposed Catalog Description:

This is the second of a two-part course sequence. Continued practice of spoken Spanish with an emphasis on developing oral and listening communication skills. Attention will be given to pronunciation, vocabulary and accurate use of basic grammar.

Proposed Discipline: Spanish

Proposed Need/Justification Statement:

Like the first part of this sequence (Spanish 110), this is a beginner course designed for the community audience at large, with no prior knowledge of the language and interested in a basic introduction to practical spoken Spanish.

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

None

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

**Foothill College
College Curriculum Committee
New Course Proposal**

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Date Proposal Given to Division CCC Rep: November 5, 2014

Faculty Author: Julio Rivera-Montanez

Proposed Number: SPAN 192

Proposed Transferability: None

Proposed Title: Training for Spanish Tutors

Proposed Catalog Description:

Course for students who are being trained to offer tutorial services in Spanish language at the Learning Center.

Proposed Discipline: Spanish

Proposed Need/Justification Statement:

This is a stand alone course, seminar style, which will enable advanced students of Spanish to be effective tutors should they wish to work at the campus Learning Center. It is a one-unit course and part of the **Learning Center tutoring program** at Foothill College.

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

None

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

General Education Review Sub-Committees

Area I - Humanities -

Hilary Gomes
Kay Thornton

Area II - English -

Scott Lankford
Simon Pennington

Area III - Natural Sciences -

Kathy Armstrong
Gillian Schultz

Area IV - Social & Behavioral Sciences -

Roseann Berg
Kay Thornton

Area V - Communication & Analytical Thinking -

Marnie Francisco
Simon Pennington

Area VI - United States Cultures & Communities -

Scott Lankford
Lety Serna

Area VII - Lifelong Learning -

Bernie Day
Bruce McLeod
Lety Serna

FOOTHILL COLLEGE
Credit Program Narrative
Certificate of Achievement Personal Trainer

Item 1. Program Goals and Objectives

This program will provide practical skills and knowledge for those interested in a career in the health and fitness fields, working with healthy adults. Graduates of the program will be qualified to work as paraprofessionals in the following fields; activity leader, coach, director, teacher, personal trainer and group exercise leader.

The program emphasizes real world industry applications and work-based learning to ensure that students develop marketable skills using the most current technology. Students receive the most up-to-date theoretical and technical knowledge regarding exercise science, fitness assessment, exercise prescription, program design and implementation, fitness and sports nutrition, injury prevention and rehabilitation, exercise physiology, training facility and small business administration.

In addition to demonstrating competency in required course work, graduates will have important job skills in the areas of interpersonal interaction, communication, creativity, honesty, leadership and motivation, teamwork, patience, enthusiasm, and the ability to work with a diversity of people and run a business. As this rapidly growing industry becomes increasingly diverse, the program's offerings may be adapted to prepare students to pursue other specialized careers as well in the health and fitness industry. The certificate includes a small business start-up course for those students interested in owning their own business or being self-employed and can be completed in one year.

Item 2. Catalog Description

The Personal Trainer Certificate of Achievement program is a multi-disciplinary educational experience. Instruction emphasizes assessment, program development and proper mechanics through the principles of anatomy and exercise physiology, psychology and small business practices and how to start and run a small business. Hands-on experience is available to the student intern through an array of fitness industry professional internships. Through the program, students will intern with small businesses and or corporate gyms, working with potential employers.

Students interested in being self employed or owning their own businesses in the health and fitness industry, personal training, group exercise, nutrition, or other allied health fields are candidates for this program. Graduates will gain the knowledge needed to prepare them to take industry standard national certifications such as NASM (National Academy of Sports Medicine), ACE(American Council on Exercise), and ACSM (American College of Sports Medicine).

Item 3. Program Requirements

Certificate of Achievement in Personal Trainer						
Requirements	Crse #	Title	Units	CSU-GE	IGETC	Sequence
Required Core	KINS 8A	Theory & Concepts of Exercise Physiology I	4			Yr 1, Fall
	KINS 8B	Theory & Concepts of Exercise Physiology II	4			Yr 1, Winter
	KINS 9	Basic Nutrition for Sports & Fitness	4			Yr 1, Fall
	KINS 52	Fitness Assessment Techniques for the Personal Trainer	4			Yr 1, Winter
	KINS 53	Current Topics in Personal Training	2			Yr 1, Spring
	KINS 65A	PNF: Introduction to the Upper Body Extremity	3			Yr 1, Fall
	KINS 65B	PNF: Introduction to the Lower Body Extremity	3			Yr 1, Winter
	KINS 81	Introduction to Adaptive Fitness	4			Yr 1, Spring
	BUSI 95	Entrepreneurship-Small Business Management	4			Yr 1, Spring

Personal Trainer

	ITRN 50	Internship	1			Yr 1, Spring
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TOTAL UNITS

33 units

Proposed Sequence:

Year 1, Fall = 11 units

Year 1, Winter = 11 units

Year 1, Spring = 11 units

TOTAL UNITS: 33 units

Item 4. Master Planning

During the academic year 2011-2012, the Kinesiology Division responded to the job opportunities in the fast-growing field of fitness and health need by enlisting the active participation of its industry and community advisory board to develop a Personal Trainer Certificate of Achievement program. A comprehensive labor market survey was undertaken in the Bay Area to determine employment potential, earnings and high growth career fields in the fitness industry. The survey revealed that because the industry is growing so rapidly, the number of opportunities was at an all time high and, certified personnel earned higher wages.

Over the course of two years, a series of meetings took place between industry leaders, faculty and administrators to discuss, design and develop core curriculum classes. In developing this program, emphasis was placed on making this a comprehensive and effective program for students wishing to work in the field or to offer additional training and certification to those currently working in the field. Students earning a certificate of achievement would acquire the education, knowledge, training and experience that are highly sought after in the industry. This curriculum will also attract certified trainers or instructors wishing to enhance their education and career pathways by enabling them to pursue additional certifications through national organizations. The courses are scheduled to allow students to complete the program in one-year allowing students maximum efficiency when planning their course work.

Interest in a Personal Trainer Certificate of Achievement program has been high on the part of students and prospective employers. Health clubs and fitness facilities that were contacted have expressed support for the education, knowledge, training, and experience the certificate will deliver. Industry contacts have also indicated the inclination to hire students with whom they have partnered in the educational program at a local college. Students in need of additional job placement or transfer assistance may work with the college Career Center or a counselor. Within the region, community support for this program is growing. We surveyed local personal training studios and corporate gyms; the feedback was favorable for allowing our students to both intern and potentially be hired upon completion. The surveys also demonstrated an increased demand for personal trainers.

Employment may also be obtained in specialty market services such as strength coaching, lifestyle and weight management consulting, and program designing for special populations. Never before has there been such a wide variety of options for fitness professionals.

This program neither replaces nor causes undue competition with existing programs. There is only one other program in our service area.

Item 5. Enrollment and Completer Projections

Course #	Course Title	Year 1		Year 2	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
KINS 8A	Theory & Concepts of Exercise Physiology I	2	80		
KINS 8B	Theory & Concepts of Exercise Physiology II	2	80		
KINS 9	Basic Nutrition for Sports & Fitness	4	210		
KINS 65A	PNF: Introduction to Upper Body Extremity	2	20		
KINS 65B	PNF: Introduction to Lower Body Extremity	2	20		

Personal Trainer

KINS 52	Fitness Assessment Techniques for the Personal Trainer	1	20		
KINS 53	Current Topics in Personal Training	1	20		
KINS 81	Introduction to Adaptive Fitness	1	20		
BUSI 95	Entrepreneurship-Small Business Management	1	20		
ITRN 50	Internship	1	20		

Item 6. Place of Program in Curriculum/Similar Programs

The Personal Trainer Certificate of Achievement is the most comprehensive of the certificate programs within the Kinesiology Division. It complements the A.S. degree in Athletic Injury Care and the A.A. degree in Physical Education by providing the student another track under physical education. The Personal Trainer program courses utilize existing college facilities. However, this program neither replaces nor competes with existing programs.

Item 7. Similar Programs at Other Colleges in Service Area

There are two other community colleges in Foothill's service area that offer a personal training certificate or similar program. Each program has its unique strengths. Foothill's Personal Trainer Program offers a strong, comprehensive, applicable curriculum based on current industry standard information, technology and methodology. The internship opportunities and small business skill set distinguish the Foothill program from the others. Each faculty member has comprehensive experience in the health and fitness industry. The depth and scope of this program currently exceeds those of other community college personal training programs in Northern California.

Canada College, in Redwood City, offers a Physical Education Fitness Specialist program culminating in a 22-unit certificate or an associate degree. This program is a general fitness program and doesn't prepare the students for business applications. No students have completed this certificate in the past three years.

Although out of our services area, Ohlone College offers two different certificates within the personal training classification. Students earn a 14-15 unit Fitness Instructor Certificate of Achievement. With this certificate, students are prepared for a career in sports and fitness. The second certificate, Fitness Professional Certificate, is 18-19 units and students in this program are prepared for careers in the health and science profession.

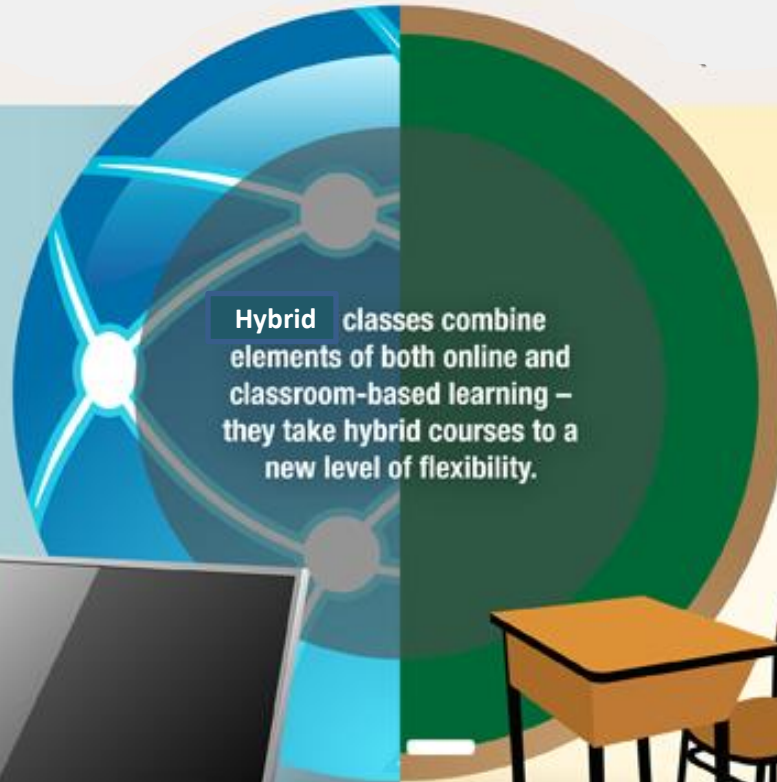
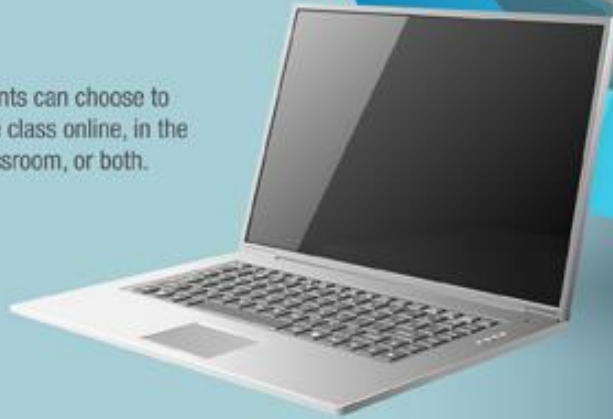
Hybrid Course Requirements





This gives students the freedom to study when and where they want to based on their own needs, desires, and preferences.

Students can choose to take the class online, in the classroom, or both.



Hybrid classes combine elements of both online and classroom-based learning – they take hybrid courses to a new level of flexibility.



Course material is offered in traditional and online formats.



Students can choose how they attend courses weekly, which can resolve many scheduling conflicts.

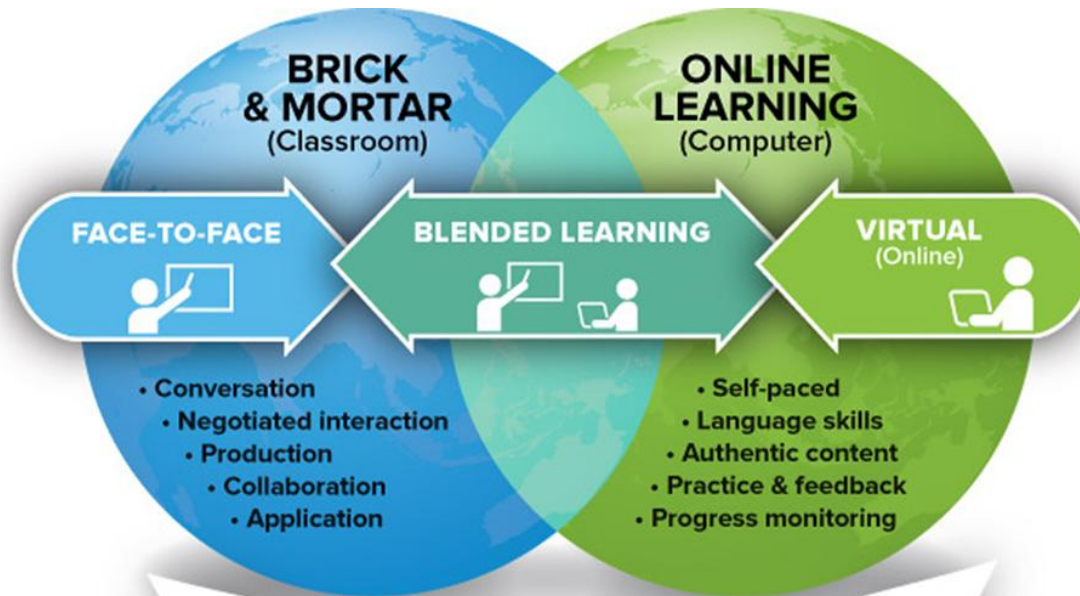


A word cloud featuring various course codes and abbreviations. The largest and most prominent text is '01Y' in a dark purple color. Other large text includes 'BUSI' in brown, 'PSYC' in dark blue, 'ACTG' in dark blue, and 'POLI' in dark blue. Smaller text includes 'PHIL', 'GEOG', 'SOCI', 'SPED', and 'SOCI'. Course numbers like '04Y', '03Y', '02Y', '01A', '01B', '01C', '05Y', '13Y', '07Y', '08Y', '09Y', '12Y', and '053A' are scattered throughout. The colors used are brown, dark blue, dark purple, and red.

BUSI
PSYC 04Y
01Y
PHIL 08Y
GEOG 13Y
POLI 001B
ACTG 001C
SOCI 03Y
SPED 05Y
07Y
02Y 001A
09Y 12Y 053A

Hybrid Courses

- Designated with a “Y” at the end of the section number
- Conducted via the Internet AND on campus in a classroom EACH WEEK



Hybrid Courses

- Must have:
 - Documentation of student participation in weekly hybrid hours
 - Separate DE approval from the division curriculum committee



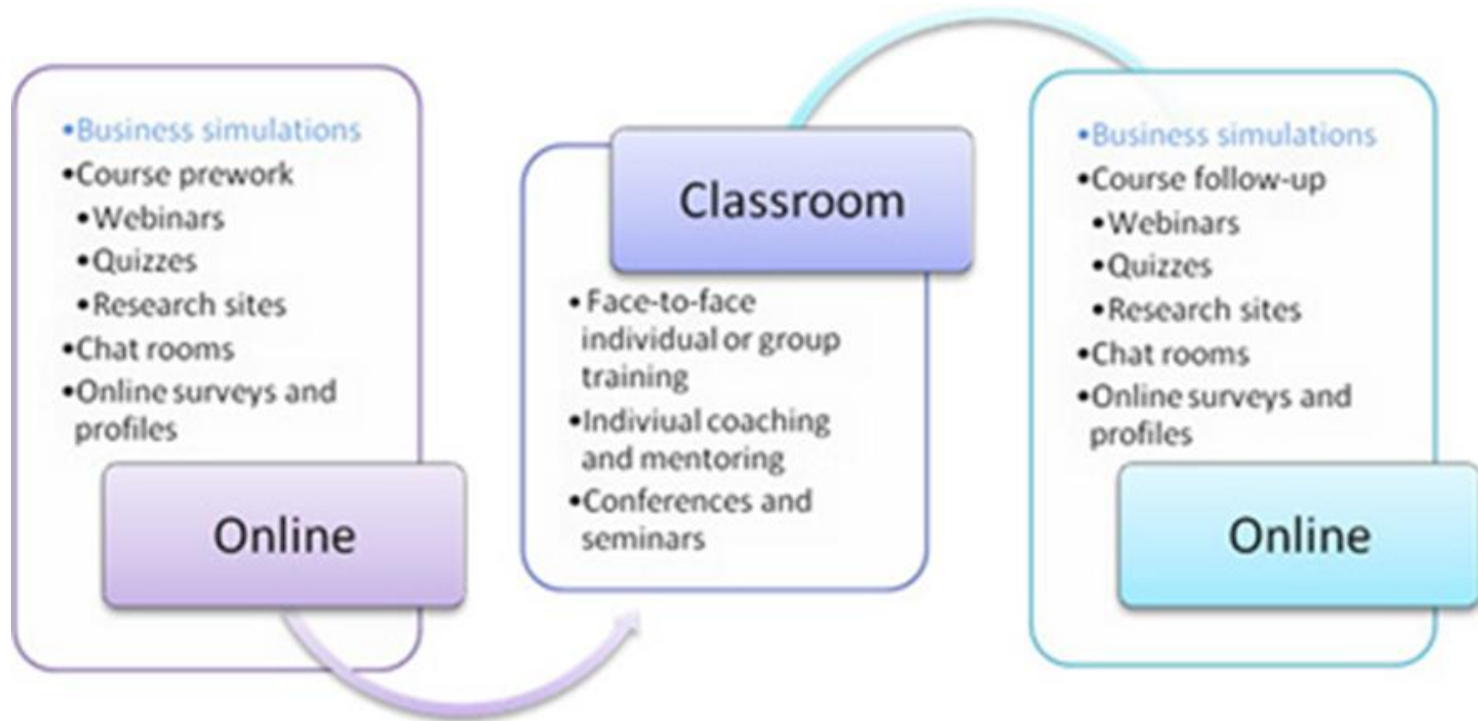
Hybrid Course Syllabus

- Syllabus must state:
 - The number of hours that are “hybrid” per week
 - Whether the “hybrid” hours are lecture, lab, or lecture-lab, as indicated in the Course Outline of Record
 - Student attendance/participation during the “hybrid” hour(s) is mandatory



Hybrid Hours

- Guidelines for Documentation of Hybrid Hours



Sample Syllabus Statement about Hybrid Hours

*This course includes [NUMBER FROM CURRICULUM SHEET] “hybrid” hour(s) per **week**.*

These “hybrid” hours are conducted via the Internet and not in a face-to-face class session on campus.

*In order to fulfill the participation requirements for these “hybrid” hours, students are expected to complete the following online activit(ies) **each week**: [LIST RELEVANT ACTIVIT(IES) HERE].*

Faculty Examples of “Hybrid” Hour Activities



Q: Do faculty need to follow the Hybrid Hour Guidelines for their fully online courses, too?

A: No.

However, faculty of both Hybrid and Online courses do need to follow guidelines from the Foothill College Academic Senate regarding:

1. Regular and Effective Contact
2. Attendance Documentation



Regular and Effective Contact

Faculty must provide substantive feedback within a reasonable time as outlined in the course syllabus.

Faculty/Student Communication Process including the timeframe for faculty response to student communications.

A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.

It must be clear whether or not the instructor will be available after hours or on weekends and holidays.

Attendance Documentation

In compliance with federal requirements to **document student attendance in online classes, faculty must record a weekly academically related activity** such as discussion forum posting, online quiz, reflection, assignment, exam, email, field trip, telephone call or electronic communication at least through week 7 or the drop with W deadline for each student in an online class.

Pop Quiz about Hybrid Courses

Go to <http://bit.ly/foothillhybrid>

Detailed Answers

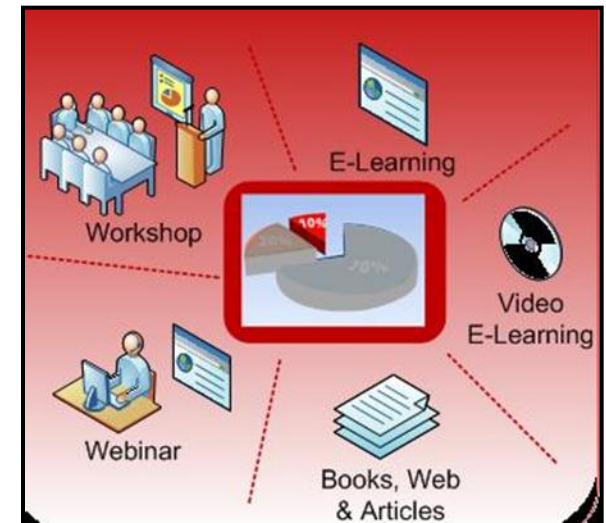
[www.foothill.edu/fga/
faculty_responsibilities.php#hybrid](http://www.foothill.edu/fga/faculty_responsibilities.php#hybrid)

Q: What are the differences between online hybrid hours for lecture, lab, lecture/lab, and homework?

- **Lecture**
 - The entire class is engaged in the academic activity (i.e., the dissemination of information) for every hour of class.
 - E.g., video or podcast of an instructor's presentation (live or archived) with student attendance documented via quiz on knowledge of presentation content
- **Lecture-Laboratory**
 - The entire class is uniformly engaged in an academic activity that integrates dissemination of information and guided hands-on experience.
 - E.g., Application sharing with students in webconference via CCC Confer
- **Lab**
 - Students work independently with individual guidance from an instructor on a need or request basis (not uniformly).
 - E.g., Student portfolio of assigned work
- **Homework**
 - Student work for a class that is unsupervised by an instructor and no attendance is required
 - Minimum of two hours of homework for every lecture hour
 - Expectation of one hour of outside homework for every two hours of lec/lab
 - No expectation of outside homework for lab hours

Q: Does the instructor need to be present with the students online during the week to answer questions related to the hybrid hour lecture?

A: The instructor needs to be present weekly online to answer questions about hybrid lecture-related activities. The weekly hybrid lecture hours can be asynchronous or synchronous.



Q: How do you know if the students are attending the lab for hybrid hours?

A: If the instructor is using online lab written instructions hours as part of the total on campus lab time, the instructor could give a quiz or an online assignment to make sure the student is participating online. Participating in an on-campus lab would not show evidence of online participation lab time.



Q: Is it okay to only post a PDF or written instructions as a lab for hybrid hours?

A: No.

- Only posting instructions on an online site does not create lab time for a student.
- The student must show evidence of lab online attendance and participation on an online site.
- The lab evidence should reflect the subject matter. Online the student should do an activity that relates to practice, observation, or testing.
- Examples of online sites would be Flickr, CCC Confer, Voicethread, or the Etudes site.
- The student must show evidence of weekly attendance online.

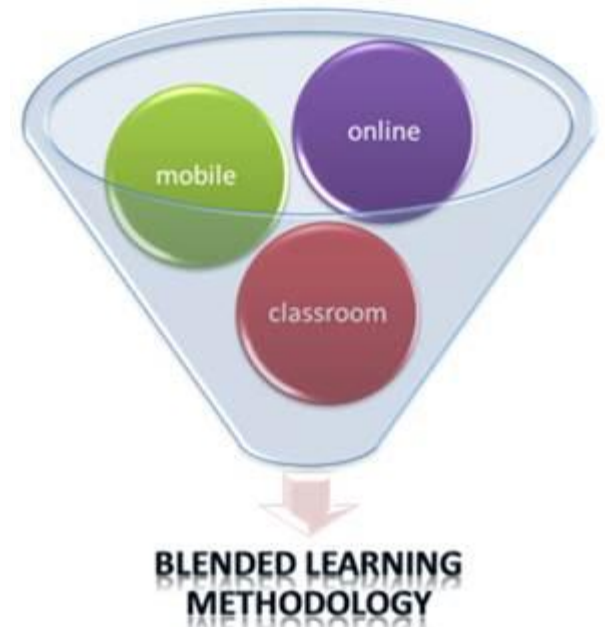
Q: Could a video be a lab for hybrid hours?

A: Showing a lab demonstration video during an online lab time is acceptable as long as evidence of students' participation during this online lab time is collected.

The student can take a graded quiz, write a paper, take notes, take a photograph of a lab activity progress or verbally discuss the video lab demonstration. All of these artifacts must be graded by the instructor on a weekly basis online.

Q: Would the lab activity online reflect the lab content from the course outline of record?

A: The instructor needs to create a series of online activities that reflect the course outline of record suggested lab activities.



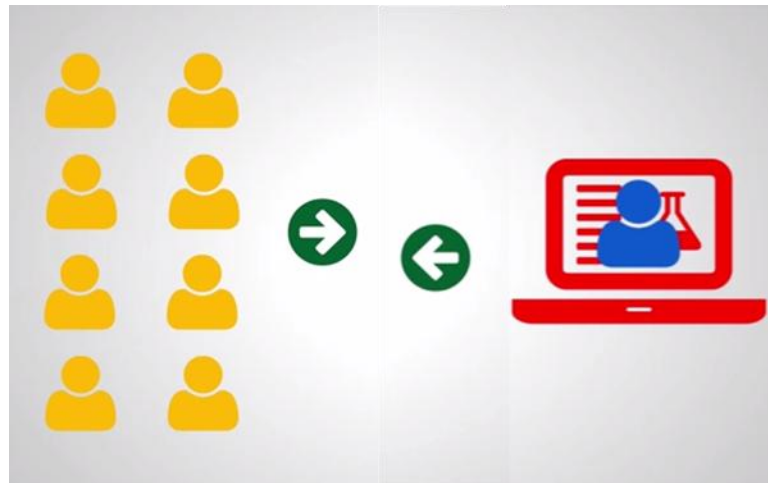
Q: Are videos allowed? Videos made by the instructor?

A: Instructor can use instructional videos for hybrid hours as long as **students show some evidence** of their participation and understanding of the content delivered and the instructor collects/monitors student participation.

- These instructional videos can be made by the instructor or others.
- For example, the student can take a quiz, participate in a class discussion, write a paper, take notes, make an art piece, or participate in a group discussion.

Q: Is an online quiz a lecture hour online?

A: An online quiz is evidence of participation in a lecture. Results of a timed quiz can be evidence of lecture time.



Q: Does the hybrid instructor need to be present live with the students during the online hybrid lab hours to answer lab related questions?

A: No.

- The instructor should be available to students for a total number of hybrid lab hours each week as stated in the course outline.
- The lab instruction could be synchronous (live) or asynchronous (not live).
- Ideally, the instructor would clearly state on the course syllabus how students can request individual guidance for lab hours (e.g., via Private Message, Discussion Forum or Chat in Etudes, email, phone).

DRAFT: Faculty Examples of Hybrid Course Hours

Faculty Examples of “Hybrid” Hour Activities

Joe Ragey

From ART 004A

TBA LAB HOURS: The 3 TBA lab hours required for this class are NOT the same as homework. The TBA LAB hours for this class are 3 weekly required lab hours that you will do from online instructions located only in ETUDES. You must log-in to ETUDES each and every week, read the lab assignment and complete the lab work before the next face to face - on campus class. Lab work is a graded portion of this class. A lab assignment will be posted in ETUDES each week that should take approximately 3 hours to complete.....I am available for assistance on your lab work through ETUDES contact, or phone as needed. If you need assistance with your lab work or have any questions about LAB hours or assignments, please contact me. I am online in ETUDES many hours a week to help you, as needed for lab questions. I normally respond within 12 - 24 hours and usually within the same day.

Kate Jordahl

From PHOT 005: Introduction to Photo

Each week, students earn hybrid hours by posting of weekly assignment photographs and comments on colleagues photos in Flickr.

EXAMPLE:

In the lecture, students are introduced to the life and work of Edward Steichen. One of his major accomplishments was organizing the "Family of Man" exhibition at the NY Museum of Modern Art. Inspired by this exhibition/book/life, students are assigned a project entitled "Myself and My World." They post the images and an essay in Flickr and are required to post comments about other students' work in Flickr based on the previous chapter's vocabulary of composition and design.

Simon Pennington

I use the following "academically-related" activities to document student contact online.

- Discussion (students are expected to post at least twice each week and respond to my comments and the posts of their peers)
- Students write assignment responses each week
- Students write two essay exams
- Students submit a written paper

I also email the whole class at least five times each week and provide written feedback to all their assignment and exam essays. In addition, I talk directly with students via phone and email.

DRAFT: Faculty Examples of Hybrid Course Hours

Allison Lenkeit Meezan

Excerpt from syllabus for GEOG01 hybrid:

Class Discussions – found in Discussions & Private Messages

There are 4 required forum discussions. Topics for discussions 1, 2, & 3 will be posted in the *Discussion Forum*. Directions for the Climate & Weather project discussion can be found in the Climate & Weather project handout in the Tests, Tasks and Surveys section of the course. Discussion 1 is worth 20 points, Discussion 2 & 3 are worth 25 points. Due dates are listed on the class calendar and in the discussion forum. *It is expected that you spend approximately 30 minutes per week on class discussions.*

Weekly Quizzes – found in Assignments, Tests & Surveys

Each week a 10 point quiz on the week's reading must be completed in the ETUDES online classroom. The quiz is open book, and is open for one week starting at 6:30AM on Mondays. Quizzes may not be made up. The quizzes are intended to serve as a learning tool. The quiz is not timed. Students are encouraged to review the quiz questions in conjunction with their reading before taking the quiz. Students may take the quiz two times. If a second submission is made, its score will count towards the final grade. *It is expected that you should spend approximately 30 minutes per week taking the tests, and as necessary additional time preparing for them.*

Laboratory Assignments – found in Assignments, Tests & Surveys

Lab 1 is worth 50 points. Lab 1 is **required**.

- Labs 2-5 are worth 100 points each. Your lowest score from labs 2-5 is dropped. (e.g. the 3 highest scores from these labs will count toward your final grade)
- The Weather & Climate lab is worth 150 points (125 points for the lab writeup, 25 points for the data discussion and posting). The Weather & Climate lab is **required**.
- *The student should spend approximately three hours each week working on lab materials.*

Jerry Cellilo

Another hybrid activity could be developing artifacts related to the specific course. The course outline could list any number of them:

- computer programming examples posted in a forum to class discussion
- a portfolio submitted for review
- a chart, graph, map, math examples, chemistry (physics, biology) experiment

In a career related class if I were to go to hybrid, I would assign an e-portfolio development for 1 hour a week for 12 weeks which would represent 25% of the grade. Students would be expected to provide a brief summary weekly of e-portfolio activity in addition to regular assignments.

DRAFT: Faculty Examples of Hybrid Course Hours

Hilary Ciment

From ART 004A

Lecture is asynchronous via Voicethreads involving instructor/student discussion about critiques, slideshows, and readings. These discussions are archived.

Lab is delivered synchronously as videos via Skype and Facetime. These labs are archived using screenshots of the conversation. Lab is also delivered via Google phone calls during daily instructor availability, Monday – Friday, 9 am – 10 am as well as asynchronous video links via Discussions and Private Messages.

Lecture/lab is delivered via Private Messages and attachments while the instructor is available online for 6 hours during the day.

Frequently Asked Questions about Hybrid Hours

Q: What are the definitions of Online, Hybrid, and Web-Enhanced courses?

A: Definitions -

- **Online Courses**
 - Conducted entirely via the Internet
 - Requires no student attendance on campus (with the exception of face-to-face examinations that can be proctored on campus or at remote locations)
 - Designated with a “W” at the end of the section number in the Schedule; Time/Days are listed as TBA, and Location is listed as ONLINE
 - Must have separate DE approval from the division curriculum committee (Addendum to the Course Outline of Record - Course Approval Application for Online/Distance Learning Delivery)
- **Hybrid Courses**
 - Conducted both via the Internet and on campus in a classroom
 - Requires some weekly student attendance via the Internet and some weekly attendance on campus
 - Designated with a “Y” at the end of the section number in the Schedule; Time/Days are listed as TBA, and Location is listed as ONLINE.
 - Must have separate DE approval from the division curriculum committee
 - Syllabus must indicate -
 - The number of hours that are “hybrid” per week
 - Whether the “hybrid” hour is lecture, lab, or lecture-lab.
 - Student attendance/participation for the “hybrid” hour is mandatory
- **Web-enhanced Courses**
 - Students attend all class hours on campus with face-to-face instruction
 - Some student participation in the class involves use of the Internet
 - Does not require separate DE approval
- **Distance Education**
 - Instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology (Distance Education Guidelines, 2008)
 - Any course that has any online attendance **required**, whether in lieu of on-campus, face-to-face attendance or not.

Q: What are the differences between online hybrid hours for lecture, lab, lecture/lab, and homework ?

A: Definitions –

- **Lecture**
 - The entire class is engaged in the academic activity (i.e., the dissemination of information) for every hour of class.

- E.g., video or podcast of an instructor's presentation (live or archived) with student attendance documented via quiz on knowledge of presentation content
- **Lecture-Laboratory**
 - The entire class is uniformly engaged in an academic activity that integrates dissemination of information and guided hands-on experience.
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- **Lab**
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 - Student work for a class that is unsupervised by an instructor and no attendance is required
 - Minimum of two hours of homework for every lecture hour
 - expectation of one hour of outside homework for every two hours of lec/lab
 - No expectation of outside homework for lab hours

Q: Does the hybrid instructor need to be present live with the students during the online hybrid lab hours to answer lab related questions?

A: No. The instructor should be available to students for a total number of hybrid lab hours each week as stated in the course outline. The lab instruction could be synchronous (live) or asynchronous (not live). Ideally, the instructor would clearly state on the course syllabus how students can request individual guidance for lab hours (e.g., via Private Message, Discussion Forum or Chat in Etudes, email, phone).

Q: How do you know if the students are attending the lab for hybrid hours?

A: If the instructor is using online lab written instructions hours as part of the total on campus lab time, the instructor could give a quiz or an online assignment to make sure the student is participating online. Participating in an on-campus lab would not show evidence of online participation lab time.

Q: Is it okay to only post a PDF or written instructions as a lab for hybrid hours?

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A: Showing a lab demonstration video during an online lab time is acceptable as long as evidence of students' participation during this online lab time is collected. The student can take a graded quiz, write a paper, take notes, take a photograph of a lab activity progress or verbally discuss the video lab demonstration. All of these artifacts must be graded by the instructor on a weekly basis online.

Q: Would the lab activity online reflect the lab content from the course outline of record?

A: The instructor needs to create a series of online activities that reflect the course outline of record suggested lab activities.

Q: Does the instructor need to be present with the students online during the week to answer questions related to the hybrid hour lecture?

A: The instructor needs to be present weekly online to answer questions about hybrid lecture-related activities. The weekly hybrid lecture hours can be asynchronous or synchronous.

Q: Are videos allowed? Videos made by the instructor?

A: Instructor can use instructional videos for hybrid hours as long as students show some evidence of their participation and understanding of the content delivered and the instructor collects/monitors student participation. These instructional videos can be made by the instructor or others. For example, the student can take a quiz, participate in a class discussion, write a paper, take notes, make an art piece, or participate in a group discussion.

Q: Is an online quiz a lecture hour online?

A: An online quiz is evidence of participation in a lecture. Results of a timed quiz can be evidence of lecture time.

Q: Do faculty need to follow the Hybrid Hour Guidelines for their fully online courses, too?

A: No. However, faculty of both Hybrid and Online courses do need to follow guidelines from the Foothill College Academic Senate regarding: 1) Regular and Effective Contact, and 2) Attendance Documentation -

- **Regular and Effective Contact**

"Faculty must provide substantive feedback within a reasonable time as outlined in the course syllabus. Faculty/Student Communication Process including the timeframe for faculty response to student communications. A **response time of 24-48 hours, Monday through Friday is desirable** but may vary based on course requirements and extenuating circumstances. It must be clear whether or not the instructor will be available after hours or on weekends and holidays."

- **Attendance Documentation**

"In compliance with federal requirements to **document student attendance in online classes, faculty must record a weekly academically related activity** such as discussion forum posting, online quiz, reflection, assignment, exam, email, field trip, telephone call or electronic communication at least through week 7 or the drop with W deadline for each student in an online class. This is in line with our commitment to best practices of Regular, Timely and Effective Student/Faculty Contact as approved by the Faculty Senate and submitted by faculty on the "Course Approval Application for Online/Distance Learning Delivery" and vital to students receiving financial aid."

Guidelines for Documentation of Hybrid Course Hours

Developed by Committee on Online Learning (COOL)

Ratified by the Foothill College Academic Senate, March 12, 2012

Hybrid courses are those scheduled with one or more **weekly** “hybrid” hours that are conducted via the Internet rather than in a face-to-face class session on campus. In the Schedule, these “hybrid” courses are designated with a “Y” at the end of the section number; Time/Days are listed as TBA, and Location is listed as ONLINE. Hybrid courses must have [separate DE approval](#) (*Course Outline of Record Course Approval Application for Online/Distance Learning Delivery*) from the division curriculum committee.

Faculty who teach “hybrid” courses need to document **weekly** student attendance/participation in “hybrid” hour activities. This documentation must be turned in to the Division office at the end of the Quarter.

Faculty teaching a hybrid course must submit the syllabus to the division office at the beginning of the Quarter. **The Syllabus must indicate:**

- The number of hours that are “hybrid” per **week**
- Whether the “hybrid” hour(s) is/are lecture, lab, or lecture-lab, as indicated in the [Course Outline of Record](#).
- Student attendance/participation during the “hybrid” hour(s) is mandatory

Sample Syllabus Statement about Hybrid Hours

Below is a sample statement in the syllabus that can be used to inform all enrolled students of “hybrid” instructional activities and expectations for completion.

*This course includes [NUMBER FROM CURRICULUM SHEET] “hybrid” hour(s) per **week**. These “hybrid” hours are conducted via the Internet and not in a face-to-face class session on campus. In order to fulfill the participation requirements for these “hybrid” hours, students are expected to complete the following online activit(ies) **each week**: [LIST RELEVANT ACTIVIT(IES) HERE].*

Sample Hybrid Hour Activities

Faculty use weekly “hybrid” hours in many different ways to provide instruction. Some examples include:

- Instructor-facilitated Discussions
- Private Messages
- Live Chat or Instant Messaging
- Lab Assignments, including student-created content
- Webconferencing of lecture or discussion*
- Collaborative group work *
- Portfolio submissions with instructor feedback
- Student peer-review postings *
- Quizzes with instructor feedback

*Webconferencing could include use of CCC Confer, Skype, Skrbl, Virtual Classroom with WizIQ, SketchCast, Writeboard, Twiddla and other software

*Collaborative group work could include the use of (e.g., Google docs, Crocodoc, WriteBoard, Classroom Salon, Typewith.me Etherpad, Sync.in, Pirate Pad and other online services.

*Student Peer-review postings could include Flickr, Voicethread, Blogger, youtube and other sharing forums.

Sample Hybrid Hour Documentation

Examples of ways that faculty can document **weekly** student attendance/participation in “hybrid” hours include:

- Discussion postings
- Email messages
- Chat transcripts
- Student-created content with instructor feedback
- Assignment submission of student performance with instructor feedback
- Attendance sheet for live (synchronous) activities such as webconferencing
- Quiz results

Addendum to the Course Outline of Record
Course Approval Application for Online/Distance Learning Delivery

Course #: _____ Course Title: _____

The above noted course is:
_____ Online
_____ Currently active, this is a new Distance Learning Application.
_____ Hybrid
_____ Currently active, changing the methods of delivery.
_____ Both Online and Hybrid
_____ New course in Submission.

I/We have read the full text of this document (pages 1 – 3) and have thoughtfully considered the educational value of offering the following course as a distance education course. I/We agree that this course will consistently utilize the following selected method(s) from the list of "Regular, Timely, and Effective Methods of Student/Faculty Contact" as recommended by the Foothill College Academic Senate:

Selected Methods*:

List of Senate Recommended Methods of Regular, Timely, & Effective Student/Faculty Contact (in no particular order)

- Private Messages within the Course Management System
Personal e-mail outside of the Course Management System
Telephone Contact
Weekly Announcements in the Course Management System
Chat Room within the Course Management System
Timely feedback and return of student work (tasks, tests, surveys, and discussions) in Course Management System by methods clarified in the syllabus.
Discussion Forums with appropriate facilitation and/or substantive instructor participation
E-Portfolios/Blogs/Wiki for sharing student works in progress; provide feedback from fellow students and faculty in a collaborative manner, and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts
Group or individual meetings
Orientation and review sessions
Supplemental seminar or study sessions
Library workshops
Field trips
Other (please describe):

Empty rectangular box for additional description of methods.

*Note: if your method(s) are not already on the list of recommended methods, please also include a description of how the method(s) will be a mechanism of "Regular, Timely and Effective Methods of Student/Faculty Contact"

Faculty Submitting Application: _____ Date: _____

Division Curr. Comm. Approval: _____ Date: _____

For Office Use Only:

Submitted to Instruction Office: _____

Entered in C3MS: _____

Entered in Banner: _____

Best Practices for Online/Distance Education Courses

In accordance with Title 5, discussions in the Faculty Academic Senate and the College Curriculum Committee, a survey of faculty, online discussions, and a review of the pertinent literature, the Foothill College Academic Senate has formulated the following best practices and guidelines for “Regular, Timely and Effective Student/Faculty Contact” in online/distance education courses:

Best Practices

- 1. Communication:** clear and comprehensive communication regarding online course policies is critical to student success and faculty effectiveness. ⁱⁱⁱ Accordingly, it’s imperative that the following are addressed explicitly in the course syllabus and/or introductory email/announcement.
These communication guidelines are the same for all teachers and are in accordance with J1 Evaluative Material (Section II.A.12) “*Provides students with a written explanation of the evaluation process, expectations and requirements, assignments, course content, relevant dates, and other information.*” and is the same requirement for all teachers. Communication must include but is not limited to:
 - **Relevant Dates, Course Schedule, and Deadlines.**
 - **Faculty Expectations and Requirements** for minimum student participation (quantity and quality) for all sections of the course.
 - **Evaluation Process** including the timeframe for faculty feedback on student works such as discussion posts, and assessments (quizzes, exams, assignments, projects, surveys) so that the student can gauge their progress. Faculty must provide substantive feedback within a reasonable time as outlined in the course syllabus.
 - **Faculty/Student Communication Process** including the timeframe for faculty response to student communications. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances. It must be clear whether or not the instructor will be available after hours or on weekends and holidays.
 - **Methods of regular, timely, and effective student/faculty contact** that will be employed in the course (as described below)
 - **A Contingency Plan** for when the instructor is unavoidably unavailable for a specific period. Faculty must provide the students with a plan for instances when they may not be available due to personal or technical emergencies. Announcing (in advance if possible) any absence of greater than two working days and providing clear options for students to continue their progress in the class until the instructor returns is essential.
- 2. Effective Student/Faculty Contact:** it has been clearly shown that lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Depending on class design and Instructor preference, the faculty shall employ one or more of the following methods of regular, timely, and effective student/faculty contact in all online, hybrid, and web-enhanced courses: (it is recognized that instructors of web-enhanced and Hybrid courses have more in-person contact with their students and would as such rely less on these methods.)
These effective contact guidelines are the same requirements for all teachers and are in accordance with J1.II.A.7: “*Maintains student-faculty relationship conducive to learning,*” as well as the following student evaluation criteria: J2.A. #11 *Motivated student interest and intellectual effort,* #12. *Encouraged students to ask questions and participate in class discussions,* #13. *Encouraged individual thinking and differences of opinion,* and #14. *Used full class time effectively.*”

List of Senate Recommended Methods of Regular, Timely, & Effective Student/Faculty Contact (in no particular order)

- Private Messages within the Course Management System
- Personal e-mail outside of the Course Management System
- Telephone Contact
- Weekly Announcements in the Course Management System
- Chat Room within the Course Management System
- Timely feedback and return of student work (tasks, tests, surveys, and discussions) in Course Management System by methods clarified in the syllabus.
- Discussion Forums with appropriate facilitation and/or substantive instructor participation^{iv}
- E-Portfolios/Blogs/Wiki for sharing student works in progress; provide feedback from fellow students and faculty in a collaborative manner, and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts.^v
- Group or individual meetings^{iv}
- Orientation and review sessions^{iv}
- Supplemental seminar or study sessions^{iv}
- Field trips^{iv}
- Library workshops^{iv}

If, for whatever reason, a faculty member is unable to comply with the regular, timely, and effective contact guidelines set forth in the Addendum to the Course Outline of Record and the course syllabus, students must be informed via e-mail or high priority announcement as to when they can expect regular, timely, and effective contact to resume.

References:

-
- ⁱ Roblyer, M.D. & Leticia Ekhami (2000, Spring), How Interactive are YOUR Distance Courses? A Rubric for Assessing Interaction in Distance Learning, Online Journal of Distance Learning Administration, Volume III, Number II, Retrieved from the World Wide Web April 4, 2001
<http://www.westga.edu/~distance/roblyer32.html>
- ⁱⁱ Slater, Timothy F. "Classroom Assessment Technique Portfolios." CL-1: Field-tested Learning Assessment Guide (FLAG) for science, math, engineering, and technology instructors. 1998.
<http://www.flaguide.org/cat/portfolios/portfolios7.php>
- ^{iv} Title 5 §55204
- ⁱⁱⁱ Waterhouse, S. & Rogers, R. (2004), The Importance of Policies in E-Learning Instruction, EDUCAUSE Quarterly, Vol. 27, No. 3, pp. 28-39.
- ^{iv} Roblyer, M.D. & Leticia Ekhami (2000, Spring), How Interactive are YOUR Distance Courses? A Rubric for Assessing Interaction in Distance Learning, Online Journal of Distance Learning Administration, Volume III, Number II, Retrieved from the World Wide Web April 4, 2001
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- ^v Slater, Timothy F. "Classroom Assessment Technique Portfolios." CL-1: Field-tested Learning Assessment Guide (FLAG) for science, math, engineering, and technology instructors. 1998.
<http://www.flaguide.org/cat/portfolios/portfolios7.php>
- ^{iv} Title 5 §55204

Pros and Cons of Designating Specific Courses as Hybrid and/or On-Campus ONLY

Possible Pros

- Clearer communication about course delivery with students
- Clearer communication about course delivery type among faculty, deans, Curriculum Committees, schedulers
- Easier to collect data and run reports for Program Reviews

Possible Cons

- Extra work for Division and College Curriculum Committees
- Technical challenges of making such designations
- Procedural issues
- Impact on Division enrollments and program marketing
- Need to modify existing Separate DE Approval form/process

Catalog Course Listing Example

ANTH 20 ANTHROPOLOGY FOR ALL

4 units

Formerly: ART 200

Prerequisite: ENGL 1A

Grade Type: Letter Grade only

4 hours lecture. (48 hours total per quarter)

This course is for those interested in comparing Art and Anthropology as a way to establish a view in social norms through a peoples art.

FHGE: Social & Behavioral Sciences; Transferable: UC/CSU

This could be any of the following:

Grade Type: Letter Grade, the student may select Pass/No Pass

Grade Type: Pass/No Pass only

Grade Type: No Credit course which receives no grade