College Curriculum Committee Meeting Agenda
Tuesday, October 25, 2016
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Action	Attachment(s)	Presenter
1. Minutes: October 11, 2016	Action	#10/25/16-1	Escoto
2. Announcements a. Notification of Proposed Requisites b. IDS 406 Follow-up c. Apprenticeship Update d. C-ID October 2016 Newsletter e. ASCCC Fall Plenary Resolutions f. Division CC Meeting Minutes	Information	 #10/25/16-2 #10/25/16-3 #10/25/16-4 #10/25/16-5 #10/25/16-6	Escoto
3. Course Repeatability	Discussion	#10/25/16-7	Escoto
4. New Department Code: PARA	Information	#10/25/16-8	Escoto
5. New Program Application: Instructional Design & Technology Certificate of Achievement	1st Read	#10/25/16-9	Escoto
6. Stand Alone Process	Discussion	#10/25/16-10	Escoto
7. Cross-Listed Course Approval Request Form	1st Read	#10/25/16-11	Escoto
8. Curriculum Sheet Review Process	Discussion		Escoto
9. Report Out from Division Reps	Discussion		All
10. Good of the Order			Escoto
11. Adjournment			Escoto

Attachments:

#10/25/16-1 Draft Minutes: October 11, 2016
#10/25/16-2 CCC Notification of Proposed Requisites
#10/25/16-3 IDS 406 COR
#10/25/16-4 C-ID October 2016 Newsletter
#10/25/16-5 ASCCC 48th Fall Session Resolutions for Discussion
#10/25/16-6 Division Curriculum Committee Meeting Report
#10/25/16-7 ASCCC The Concept of Credit Courses: Another Look at Course Repetition and Repeatability
#10/25/16-8 New Department Code: PARA
#10/25/16-9 Instructional Design & Technology Certificate of Achievement Narrative and Supporting Documentation
#10/25/16-10 55002. Standards and Criteria for Courses
#10/25/16-11 Cross-Listed Course Approval Request (draft)

2016-2017 Curriculum Committee Meetings:

Fall 2016 Quarter	Winter 2017 Quarter	Spring 2017 Quarter
~~10/11/16~~	1/24/17	4/25/17
10/25/16	2/7/17	5/9/17
11/8/16	2/21/17	5/23/17
11/22/16	3/7/17	6/6/17
12/6/16	3/21/17	6/20/17

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

2016-2017 Curriculum Deadlines:

12/1/16	Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
12/1/16	Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
TBD	Curriculum Sheet updates for 2017-18 catalog (Faculty/Divisions).
TBD	Deadline to submit local GE applications (Faculty/Divisions).
6/1/17	Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
6/23/17	COR/Title 5 updates for 2018-19 catalog (Faculty/Divisions).
Ongoing	Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

2016-2017 Professional Development Opportunities & Conferences of Interest:

ASCCC Fall 2016 Curriculum Regional Meeting (North) - 10/21/16 - Skyline College
ASCCC MQ and Equivalency Regional Meeting (North) - 10/28/16 - Woodland College
ASCCC Fall Plenary Session - 11/3-5/16 - Westin South Coast Plaza, Costa Mesa
ASCCC Formerly Incarcerated Student Regional Meeting (North) - 11/18/16 - San Joaquin Delta College, Stockton
ASCCC C-ID: Discipline Input Group (DIG) Meeting - 11/18/16 - Double Tree by Hilton Hotel Anaheim, Orange
ASCCC Contextualized Teaching and Learning Meeting (North) - 12/2/16 - Skyline College
ASCCC C-ID: Discipline Input Group (DIG) Meeting - 12/9/16 - Grand Sheraton Hotel Sacramento
ASCCC 2017 Curriculum Institute - 7/12-15/17 - Riverside Convention Center

Distribution:
Mark Anderson (FA), Ben Armerding (LA), Kathy Armstrong (PSME), Rachelle Campbell (BH), Milissa Carey (FA), Sara Cooper (BH), Bernie Day (Articulation Officer), Leticia Delgado (CNSL), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Basil Farooq (ASFC), Valerie Fong (LA), Marnie Francisco (PSME), Carolyn Holcroft (AS President), Kurt Hueg (Dean, BSS), Kay Jones (LIBR), Marc Knobel (PSME), Andrew LaManque (Interim VP Instruction, Administrator Co-Chair), Don MacNeil (KA), Kent McGee (Evaluations), Gillian Schultz (BH), Lety Serna (CNSL), Barbara Shewfelt (KA), Paul Starer (Dean, LA), Lori Silverman (Interim Dean, PSME), Mary Vanatta (Curriculum Coordinator), Bill Ziegenhorn (BSS)

Updated 10/18/16

COLLEGE CURRICULUM COMMITTEE

Committee Members - 2016-17

Meeting Date: 10/25/16

Co-Chairs (2)

✓	Isaac Escoto	7350	Vice President, Academic Senate (tiebreaker vote only)	escotoisaac@fhda.edu
✓	Andrew LaManque	7179	Interim Vice President of Instruction and Institutional Research	lamanqueandrew@fhda.edu

Voting Membership (12 total; 1 vote per division)

✓	Mark Anderson	7156	F A	andersonmark@fhda.edu
✓	Benjamin Armerding	7453	L A	armerdingbenjamin@fhda.edu
✓	Kathy Armstrong	7487	PSME	armstrongkathy@fhda.edu
✓	Rachelle Campbell	7469	BH—CTE	campbellrachelle@fhda.edu
✓	Milissa Carey (F & W)	7582	F A	careymilissa@fhda.edu
✓	Sara Cooper		BH	coopersara@fhda.edu
✓	Bernie Day	7225	Articulation	daybernie@fhda.edu
✓	Leticia Delgado (F)	7045	CNSL	delgadoleticia@fhda.edu
✓	Brian Evans (F & W)	7575	BSS	evansbrian@fhda.edu
___	Valerie Fong	7135	L A	fongvalerie@fhda.edu
✓	Marnie Francisco	7420	PSME	franciscomarnie@fhda.edu
✓	Kurt Hueg	7394	Dean—BSS	huegkurt@fhda.edu
✓	Kay Jones	7602	LIBR	joneskay@fhda.edu
___	Marc Knobel (W & S)	7049	PSME	knobelmarc@fhda.edu
✓	Don MacNeil	6967	K A	macneildon@fhda.edu
✓	Gillian Schultz	7292	BH	schultzgillian@fhda.edu
✓	Lety Serna	7059	CNSL	sernaleticia@fhda.edu
___	Barbara Shewfelt	7658	K A	shewfeltbarbara@fhda.edu
___	Paul Starer	7227	Dean—L A	starerpaul@fhda.edu
___	Lori Silverman	7455	Dean—PSME	silvermanlori@fhda.edu
✓	Bill Ziegenhorn	7799	BSS	ziegenhornbill@fhda.edu

Non-Voting Membership (4)

✓	Basil Farooq	7231	ASFC Rep.	
✓	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
___	Kent McGee	7298	Evaluations	mcgeekent@fhda.edu
___			SLO Coordinator	

Visitors

Elizabeth Brumbaugh, Gay Krause, Steve McGriff, Katie Ha

College Curriculum Committee
Meeting Minutes
Tuesday, October 11, 2016
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Discussion
1. CCC Orientation	**Speaker: Isaac Escoto** Welcome to the first CCC meeting of 2016-17. Thank you to continuing reps for another year of service, and a special welcome to new reps. Introductions by all present. Escoto shared presentation to provide overview of the role of CCC and its importance. Faculty "own" curriculum, but a course is not owned by one person—curriculum is a collaborative effort, and CCC provides an overarching view of college curriculum. A college curriculum committee is mandated by Title 5, and meetings are open to all. Voting occurs to approve minutes, new policies and resolutions, new programs, Stand Alone courses, various aspects of courses, etc. CCC collaborates with Academic Senate to establish practices and processes for curriculum development. CCC does not approve new courses, which occurs at the division curriculum committees. Escoto clarified that this does not mean that it is unimportant to discuss new courses at CCC—on the contrary, discussion is important for reasons such as preventing unnecessary duplication of curriculum. CCC reps have an important job, serving as a resource to constituents, navigating Foothill's curriculum development and approval process, establishing guidelines for local GE patterns, and reviewing course outlines of record (CORs). Escoto noted that Foothill is unique in using division CCs, which were established here in 1992. Strong division CCs are imperative, in order for CCC to continue to focus on campus-wide issues. Outline of the C3MS COR review/approval steps provided. Escoto noted that, although the CCC website is currently in the process of being updated, C3MS will remain the same. The possibility of replacing C3MS with a different system is an ongoing discussion. Escoto shared the CCC website and noted the "CCC Responsibilities" document, which can further clarify the roles of CCC and the division CCs.
2. Minutes: June 14, 2016	Comment regarding list of CCC reps for 2016-17, which has changed for some divisions since the previous meeting *[note: a clarifying note has been added to the June 14, 2016 minutes]*. Motion to approve **M/S** (Cooper, Anderson). **Approved**.
3. Announcements a. New Course Proposals	**Speaker: Isaac Escoto** The following proposals were presented: GID 55, IDS 406 (within the division of Language Arts), MTEC 84D. Escoto noted that, although courses are not approved at CCC, it is important for all to be aware of what new courses are being developed. Discussion is encouraged. Comment regarding IDS 406 and its resemblance to PSE 61A, Tutor Training. PSE 61A used to be specifically for students in

	Pass the Torch program but is now open to all students. Language Arts division noted that IDS 406 will be broader, to train students in disciplines other than English and Math (which are the focus of L A/PSE 61A); belief is that, although there is some overlap, it is a broader course. Note that the state requires students who will be tutoring to go through training. Day noted the difference in PSE 61A being CSU transferable and IDS 406 being non-credit; mentioned the importance of specifying on the COR what is required, to distinguish between the two types of courses and clarify why one is degree-applicable and transferable, whereas the other is not. Suggestion that the course description be expanded to note that the course does not focus on only English/Math. Comment that course is being developed to try to ensure that tutors receive more robust training; note from faculty who previously had a student tutor—student had done Pass the Torch training and found that, while helpful, it was not as applicable to imbedded tutoring as had hoped. Comment that, even if course focus is on imbedded training, course cannot explicitly state that it is only for students in that program, as it must be open to all. Concern expressed that description is unclear—Escoto will follow up with faculty author for clarification.
b. Notification of Proposed Requisites	Prerequisites and co-requisites for new CHEM, RSPT, and R T courses for 2017-18; also listed are ongoing requisites, for which a Content Review form was not on file. Escoto noted importance of sharing this document, to inform the campus of new or changing requisites. Please share with your constituents, so that any concerns or questions can be brought back to the group for discussion. Vanatta noted difference between new and ongoing requisites, which is noted on document—ongoing means that the prereq/coreq is already listed on the course but the Instruction Office does not have a copy of the Content Review form on file, and has asked the division to submit a new copy. Language Arts division inquired about coreq of "ENGL 209 or ESLL 25" on CHEM 1AH & 1BH. PSME division noted need to ensure that students have a certain level of English to safely take the course. Note that non-honors versions (CHEM 1A & 1B) list this coreq as an Advisory and not a required requisite. Comment that ESLL 249 might be more appropriate course to list. Farooq noted that, as honors courses, students will need to be enrolled in the Honors program to take the course, and that the Honors program itself has an English proficiency requirement, thus making this coreq moot. PSME reps will follow up with COR owner.
c. GE Course Applications	Faculty can begin to turn in Foothill GE applications. Division CCs approve applications, which are then forwarded to the GE subcommittees (via Vanatta), and then on to CCC for final approval. Escoto encouraged group to serve on a GE subcommittee and spread the invitation to serve to constituents. Many current members have been serving for multiple years. Francisco noted that Simon Pennington, now dean, can no longer serve on Communications & Analytical Thinking subcommittee. Anderson volunteered to serve on Humanities subcommittee. Comment that expertise in a discipline is helpful when serving; Escoto agreed but also noted that it can also be beneficial for those outside of a discipline to provide input. Question regarding whether part-time faculty can serve—yes. Question regarding time

	commitment—depends on number of proposals, but usually small. Escoto will send out list of current subcommittee members. Day noted helpfulness of complementing subcommittee with member(s) outside of the area of expertise, to provide a broad view of subject; noted that the IGETC and CSU GE committees include members outside of area.
d. CCC Priorities for 2016-17	List was developed in June, to help the CCC Team determine topics to focus on for 2016-17. CCC selected priorities: student preparedness (e.g., can a prereq time out?, what can we do to assist students who come to a course unprepared?); equity across our curriculum (e.g., looking at syllabi and other documents sent to students); academic integrity. Escoto noted that Academic Senate has a group focused on academic integrity, with which CCC would work closely. Counseling division noted the importance, especially for counselors, of knowing when courses are going to be offered and how often. Suggestion of adding coding in course catalog to note anticipated quarter(s) course will be offered.
4. New Stand Alone Process	**Speaker: Isaac Escoto** A Stand Alone course is one that is not part of a state-approved degree or certificate, or the Foothill GE pattern. The Board of Governors recently approved a change to the current process, so that Stand Alone courses will now be approved at the local level, and simply sent to the state to be entered into their inventory system (but will not need to be separately approved by the state). Our current Stand Alone form is already comprehensive; Escoto will work with Andrew LaManque to review the language and discuss the need for changes/clarification to current process and form. Clarification that if a new course is intended to be added to an already-approved program, it does not need Stand Alone approval.
5. ADT Creation Process	**Speaker: Isaac Escoto** When ADTs were introduced, legislation mandated colleges create an ADT when a local associate degree existed with the same TOP code. We have a local program creation process that is used for new degrees and certificates, but we have not required those mandated ADTs to follow the local process. Now that we are developing ADTs that are not mandated by the state, we need to clarify that our local program creation process must be followed. Note need to adjust our current program creation documents, to note the difference between the process for a state-mandated ADT and one that we are not required to create. Question regarding who serves on Transfer Work Group. Current tri-chairs are Lan Truong, Kent McGee, and Cleve Freeman; group also includes staff and faculty across campus.
6. Report on Degrees Awarded	**Speaker: Isaac Escoto** Note that the data listed is free from context that might affect changes, year over year, in number of students completing certain programs. Consider possibility of outside factors when reviewing the numbers. Day noted that number of ADTs has increased, but that number of certificates of achievement for transfer (IGETC & CSU GE) has decreased, even though those students completing an ADT (with a few exceptions) automatically receive the corresponding certificate. Day followed up to discover that certificate numbers listed on the report are one year behind numbers for degrees, which explains the disconnect.

7. Report Out from Division Reps	**Speaker: All** Escoto noted curriculum deadlines listed on CCC agenda. Question regarding 12/1 deadlines and whose deadline those are—Vanatta will clarify on agendas, going forward, that 12/1 deadlines are for Articulation Officer. Question regarding need for early curriculum deadline, in June, and its being tied to the printed catalog. Escoto noted that, in prior discussion of the curriculum review cycle and the decision to move the deadline from December to June, that the printed catalog was not the only consideration. Question regarding why new courses cannot be offered immediately, upon state approval. Comment that the difference between substantial and non-substantial changes be included in discussion, as well as the possibility of accepting certain types of changes on a rolling basis. Escoto shared attachment of COR issues for 2017-18; Vanatta noted that CORs are not always "ready to go" when submitted to her. Suggestion for faculty training on CORs—Escoto noted training in previous years and will attempt to work in small training at CCC throughout the year, on areas of the most interest. BSS: Work on Social Justice ADT—at the beginning of the program creation process. Global Studies ADT also in development—SOSC 1 & 2 are new courses created to offer degree. LA: ESLL department will be discussing ESLL 26 in the fall and whether or not to continue to offer course. No longer getting same level of enrollment as in the past. Encouraged others to share information and let division know of any concerns.
8. Good of the Order	
9. Adjournment	**3:33 PM**

Attendees: Mark Anderson (FA), Ben Armerding (LA), Kathy Armstrong (PSME), Kyle Brumbaugh (guest—KCI), Rachelle Campbell (BH), Milissa Carey (FA), Sara Cooper (BH), Bernie Day (Articulation Officer), Leticia Delgado (CNSL), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Basil Farooq (ASFC Representative), Valerie Fong (LA), Marnie Francisco (PSME), Kay Jones (LIBR), Thuy Nguyen (guest—Foothill College President), Lety Serna (CNSL), Barbara Shewfelt (KA), Paul Starer (Dean, LA), Lori Silverman (Interim Dean, PSME), Bill Ziegenhorn (BSS)

Minutes Recorded by: M. Vanatta

CCC Notification of Proposed Prerequisites/Co-Requisites

The following courses are currently undergoing review for requisite additions or changes. Please contact the Division Curriculum Rep if you have any questions or comments.

Target Course Number & Title	Editor(s)	Requisite Course Number & Title	New/Ongoing
EMT 51: Emergency Medical Technician: Basic Part B	D. Huseman, T. Villanueva	Prereq: EMT 50 (Emergency Medical Technician: Basic Part A)	Ongoing
ESLL 236: Advanced Grammar	R. Morasci, K. Pratt	Prereq: ESLL 226 (High-Intermediate Grammar) & 227 (High-Intermediate Reading Skills)	Ongoing
ESLL 248: Advanced Grammar Review	K. Pratt, R. Morasci	Prereq: ESLL 236 (Advanced Grammar)	Ongoing
MATH 44: Math for the Liberal Arts	M. Francisco, M. Knobel	Prereq: MATH 105 (Intermediate Algebra) or 108 (Accelerated Algebra)	Ongoing
SPAN 2: Elementary Spanish II	P. Crespo-Martin	Prereq: SPAN 1 (Elementary Spanish I)	Ongoing
SPAN 3: Elementary Spanish III	P. Crespo-Martin	Prereq: SPAN 2 (Elementary Spanish II)	Ongoing

Foothill College
Submission Course Outlines

For Faculty and Staff use only

Language Arts

IDS 406 SUPERVISED TUTORING **Summer 2017**

60 to 360 hours total. **0 Units**

Total Contact Hours: 0 *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 0 *(Total of All Lecture, Lab hours and Out of Class X 12)*

Lecture Hours: **Lab Hours:**

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: Unlimited Repeatability.

Criteria: This course is non-credit and has unlimited repeatability.

Status -

Course Status: Active **Grading:** no-credit

Degree Status: Non-Applicable **Credit Status:** Non-Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: **Validation:** 6/15/16

Division Dean Information -

Seat Count:	Load Factor:	FOAP Code:
999	.000	11400015007161000

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

1. Description -

This course is designed to increase the probability of a student's academic success through self-paced, one-to-one, small group tutoring and/or other appropriately supervised assistance. Topics addressed include reading, writing, mathematics, speaking, decision making, and problem-solving skills necessary for academic and technical training success.

2. Course Objectives -

The student will be able to:

A. Assess and interpret challenging course content from academic classes.
B. Apply study strategies and computer skills toward mastery of academic course material.
C. Apply reading, writing, ESL and/or mathematics skills to specific academic courses.
D. Develop a study plan to succeed in quarter-long academic courses.
E. Explain the importance of self-confidence in the learning process.

3. Special Facilities and/or Equipment -

Internet access and computers.

4. Course Content (Body of knowledge) -

A. Academic course material interpretation
    1. Specific topics related to academic course content
    2. Specific materials related to academic course
B. Study and computer-related strategies
    1. Goal setting
    2. Textbook studying
    3. Problem-solving techniques
    4. Note-taking
    5. Test-taking techniques
    6. Websites related to academic course material
    7. Websites related to studying academic course material
    8. Research websites related to in-depth study of course material
    9. Homework assignments created on the computer
C. Reading, writing, ESL and mathematics assignment support
    1. Active reading strategies
    2. Strategies for completing writing assignments
    3. Strategies for interpreting course material for ESL students
    4. Algebraic equation strategies
D. Elements of a study plan
    1. Time management plan
    2. Textbook reading plan
    3. Test preparation plan
E. Self-confidence
    1. Importance of success in coursework
    2. Importance of success in college

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Completion of homework as assigned by parent course instructor.
B. Completion of additional exercises beyond those assigned by parent course instructor.

7. Representative Text(s) -

Straus, Jane. The Blue Book of Grammar and Punctuation: An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes. San Francisco, CA: Wiley, 2014.
Hacker, Diane. A Pocket Style Manual. 7th ed. Bedford/St. Martin's, 2014.
Textbook(s) from the referring course(s).

8. Disciplines -

Student tutors will be supervised by either a faculty member with minimum qualifications in the parent course discipline and/or a faculty member with minimum qualifications in Supplemental Instruction.

9. Method of Instruction -

A. Work in groups
B. Individualized instruction
C. Work on computer

10. Lab Content -

A. Practice and explore multiple strategies for reading and annotating.
B. Practice and explore multiple strategies for writing and organizing essays.
C. Practice and explore multiple strategies for developing study and critical thinking skills.
D. Practice and explore multiple strategies for solving mathematical equations.

11. Honors Description - No longer used. Integrated into main description section.

12. Examples of Required Reading and Writing and Outside of Class Assignments -

A. Homework assignments:
    1. Topics are assigned by course instructor
    2. Completion of assignments both online and hand-written/word documents
B. Laboratory assignments:
    1. Topics are assigned by course instructor
    2. Completion of assignments both online and hand-written/word documents
C. Additional coursework:
    1. Practice work provided by tutor that showcases basic and more challenging usage and application of needed skills
    2. Reading and annotating assigned articles and texts

13. Need/Justification -

This is a support course to provide supervised tutoring for parent courses with a heavy focus on mathematics, reading, and writing skills.

Course status: *Active*

Development status: Review2

Owner-Editor: **hakatie@fhda.edu**

Edit History:
User: Administrator - ID: vanattamary@fhda.edu - Modified: 2016-07-28 09:51:06
User: Curriculum Rep ID: fongvalerie@foothill.edu Modified: 2016-06-17 14:30:16
User: Curriculum Rep ID: fongvalerie@foothill.edu Modified: 2016-06-17 14:30:00
User: Curriculum Rep ID: fongvalerie@foothill.edu Modified: 2016-06-16 15:29:17
User: Administrator - ID: vanattamary@fhda.edu - Modified: 2016-06-16 15:03:17
User: Dean - ID: starerpaul@foothill.edu - Modified: 2016-06-16 14:48:29
User: Administrator - ID: vanattamary@fhda.edu - Modified: 2016-06-16 14:40:10
User: Administrator - ID: vanattamary@fhda.edu - Modified: 2016-06-16 14:19:50
User: Administrator - ID: vanattamary@fhda.edu - Modified: 2016-06-16 14:17:27
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User: Dean - ID: starerpaul@foothill.edu - Modified: 2016-06-16 13:06:59
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Comments:	2016-06-16 15:03:17 : vanattamary@fhda.edu wrote: Moved to Curriculum Rep, per COR owner. 2016-06-16 14:17:27 : vanattamary@fhda.edu wrote: Moved back to Dean's Review. 2016-06-16 09:42:15 : vanattamary@fhda.edu wrote: Changed division to Language Arts
Last updated:	2016-07-28 09:51:06

Submission Course Outlines

OCTOBER 2016

Course Identification Numbering System (C-ID)

ANNOUNCEMENTS:

C-ID Curriculum Development Team
We are pleased to welcome Professor Emeritus John Carpenter (Bakersfield College) as the new C-ID Data and Research Director. In this capacity, John will help conduct research on C-ID data in order to assess the effectiveness of the system. Together, the faculty members Amanda, Robert, and John comprise the C-ID Curriculum Development Team. Please help us welcome them to the C-ID community! We ask that you send email communications to support@c-id.net so we can route it to the appropriate people.

NEW! Discipline Input Group (DIG) Meetings- Nov/Dec:
C-ID is hosting additional discipline input group (DIG) meetings this fall (South – Nov 18 | North – Oct 7 & Dec 9). The focus is on the following CTE areas to determine the possibility of creating descriptors and model curriculum:

- Digital Media Technology (North 10/7 | South 11/18)
- Marketing and Distribution (North 10/7 | South 11/18)
- Dental Hygienist (North 10/7 | South 11/18)
- Civil and Construction Management (South 11/18 | North 12/9)
- Electronics and Electrical Technology (South 11/18 | North 12/9)
- Electrical (South 11/18 | North 12/9)

Please notify your faculty who teach in the above disciplines of the DIGs, as this is their opportunity to provide input and feedback. To find more information and to register for the events, visit the C-ID.net website, and click under "DIG Meetings". We are also in need of AOs with CTE experience to volunteer for the meetings. Email Krystinne@asccc.org if you are interested in this volunteer opportunity.

CTE Disciplines Currently Vetting:
The following CTE disciplines are currently vetting descriptors. Please encourage your faculty to participate in the vetting by going to https://c-id.net/forum.html and leaving comments and feedback on the draft descriptors.

- Licensed Vocational Nursing (2) – due October 10

Change to Conditional Approval Deadline
The C-ID Advisory Committee approved a change to the deadline dates for Conditionally Approved courses. The new submission deadlines for courses that receive a Conditional Approval will now fall on one of the two dates - February 1 and September 1. The goal is to allow for easier tracking by Articulation Officers of when resubmits are due to C-ID.

Courses that have existing Conditional Approval in the C-ID system should now reflect one of the two dates, depending on when the course received the determination:

- Courses that were Conditionally Approved between Feb 2 – Sept 1 will have a Sept 1 due date for the following year (e.g. if your course received a Conditional Approval on March 1, 2016, it would have a Sept 1, 2017 due date).
- Courses that receive Conditional Approval between Sept 2 – Feb 1, will have a Feb 1 due date for the following year (e.g. if your course received a Conditional Approval on Sept 30 2016, it would have a Feb 1, 2018 due date).

Articulation Officers are encouraged to check their college's C-ID submission queue to ensure that dates reflected are correct. Please contact us if you see any discrepancies – support@c-id.net.

NEW! Model Curriculum Webpage
C-ID recently added a new Model Curriculum page on the C-ID website that contains information related to model curriculum not under the umbrella of SB 1440 and SB 440 legislation. You can visit the new website here: https://c-id.net/model_curriculum.html. Make sure to visit the new webpage frequently as we work to update the information.

New Date and Time! AO Open Forum – Fall Semester
The C-ID AO Subgroup is hosting its fall semester AO Open Forum on **Tuesday, November 8 from 10:30 am – 12:00 pm**. The open forum is held to provide the greater articulation community the opportunity to speak with members of the AO Subgroup, ask questions related to C-ID, and hear important updates. The agenda will be distributed on the CIAC listserv by Monday, October 31, 2016. No need to pre-register - just use the conference number and passcode to join the call!

Meeting phone number: (719) 785-4469 or toll free (888) 450-4821
Participant Passcode: 463294

5-Year Review: Complete
The following disciplines have completed the five-year review from Fall 2015: Administration of Justice, Early Childhood Education, Geology, and Studio Arts. Please visit the C-ID Descriptors and C-ID TMC pages to access the summary documents.

CSU CORE RECRUITMENT:

While we welcome and would benefit from additional CSU reviewers in most disciplines, we urgently need additional CSU reviewers to review the indicated descriptors:

Agriculture:
AS 104: Introduction to Animal Science
AS 108L: Beef Cattle Science
AS 112L: Dairy Cattle Industry/ Dairy Cattle Science
AS 116L: Equine Science
AS 120L: Poultry Science
AS 124L: Small Ruminant Science
AS 128L: Swine Science
AS 132L: Livestock Feeding and Nutrition
AS 136L: Animal Health and Sanitation

Film/TV/Electronic Media:
FTVE 100: Introduction to Electronic Media
FTVE 105: Introduction to Media Aesthetics and Cinematic Arts
FTVE 110: Introduction to Media Writing
FTVE 120: Beginning Audio Production
FTVE 125: Beginning Radio Production
FTVE 135: Beginning TV Studio Production

Global Studies:
GLST 101: Introduction to Global Studies
GLST 102: Global Issues

Social Justice:
SJS 110: Introduction to Social Justice
SJS 120: Introduction to Women's Studies
SJS 130: Introduction to LGBTQ Studies

Please email support@c-id.net if you have CCC/CSU faculty recommendations, or are interested in serving!

DISCIPLINE UPDATE:

Engineering Technology:
C-ID recently hosted a Discipline Input Group (DIG) meeting for Engineering Technology faculty to discuss the creation of model curricula and descriptors for the discipline. The faculty convened at El Camino College, where they were able to draft several descriptors and four model curricula. The next step for the discipline is to bring the drafts to the Northern, CA meeting on October 7 for input from faculty in the north. Stay tuned for additional information and the call for faculty to participate in the Faculty Discipline Review Group (FDRG) for the discipline!

Environmental Science:
The Environmental Science FDRG is currently meeting to discuss the draft TMC and descriptors for the discipline. We anticipate that a TMC and descriptors will be available for vetting in the very near future – please encourage your discipline faculty to sign up on the Environmental Studies Listserv to find out the latest information on the discipline! https://c-id.net/listserv.html

Social Work – Area of Emphasis
The Social Work FDRG recently met to discuss the draft AOE TMC and descriptors for the discipline. We anticipate that a TMC will be available for vetting in the very near future – please encourage your discipline faculty to sign up on the Social Work Listserv to find out the latest information on the discipline! https://c-id.net/listserv.html

Public Policy, Law, and Society – Area of Emphasis:
The Public Policy, Law, and Society FDRG recently met to discuss the draft AOE TMC and descriptors for the discipline. We anticipate that a TMC and descriptors will be available for vetting in the very near future – please encourage your discipline faculty to sign up on the Law and Public Policy Listserv to find out the latest information on the discipline! https://c-id.net/listserv.html

Mathematics:
The Mathematics FDRG is convening in mid-October to review the vetting results of the most recent revision of the MATH 110 descriptor. As soon as the FDRG finalizes the descriptor changes, C-ID will send a notification to the public and instructions on next steps for any courses submitted in to the system.

COURSES BY DISCIPLINE

As of September 26, 2016, over 18,278 courses have received determinations (total for approved, conditional, and not approved columns), with 15,804 courses receiving a C-ID designation (86% approval rate).

Disciplines with < 10 courses in-progress or submitted	Disciplines with 11 – 20 courses in-progress or submitted	Disciplines with 21 – 40 courses in-progress or submitted	Disciplines with > 41 courses in-progress or submitted

Discipline	# Courses	# Approved	# Submitted	# In Progress	Total Submitted & In-Progress Sept 26, 2016	Total Submitted & In-Progress Aug 2016	# Conditional	# Not Approved	# Not Approved COR (incorrect submission)
English	1263	1148	0	0	0	0	41	73	1
Nutrition/Dietetics	84	58	0	0	0	5	19	5	2
Accounting	237	221	0	1	1	1	9	6	0
Biotechnology - CCC	18	12	0	1	1	2	2	3	0
Political Science	473	443	1	0	1	3	21	6	2
Psychology	791	701	0	1	1	6	66	10	3
Administration of Justice	803	692	1	1	2	1	45	43	7
Education	72	56	1	1	2	1	11	3	0
Business	460	341	0	3	3	3	71	41	1

Geology	501	411	1	2	3	3	40	28	19
Journalism	444	395	1	2	3	6	26	20	0
Child Development	229	218	0	4	4	5	1	1	5
Anthropology	455	333	3	3	6	14	97	15	0
Communication Studies	798	702	1	5	6	4	51	8	5
Economics	251	232	2	4	6	6	7	4	2
Physics	664	604	3	3	6	1	34	19	1
Philosophy	433	366	0	7	7	5	27	33	0
Spanish	507	467	5	3	8	4	30	1	0
Early Childhood Education	626	583	1	8	9	9	29	4	1
Computer Science	415	341	4	6	10	5	37	26	1
Public Health Science	55	30	5	5	10	6	13	1	0
History	720	575	7	4	11	1	98	29	2
Chemistry	591	462	5	7	12	13	32	42	20
Biology	500	384	7	6	13	13	39	54	9
Kinesiology	189	149	5	10	15	15	8	12	2
Emergency Medical Services - CCC	16	0	10	6	16	16	0	0	0
Sociology	749	626	5	13	18	13	46	24	3
Geography	623	570	3	19	22	21	9	21	1
Commercial Music - CCC	26	0	18	8	26	25	0	0	0
Global Studies - AOE	26	0	9	17	26	21	0	0	0
Music	1679	1450	2	26	28	17	124	56	16
Social Justice Studies - AOE	28	0	28	0	28	27	0	0	0
Theatre	1310	1106	14	23	37	34	96	69	2
Art History	555	319	5	44	49	49	95	37	14
Mathematics	1370	796	25	54	79	88	284	120	20
Agriculture	292	153	14	77	91	100	33	8	0
Information Technology and Information Systems	211	85	61	47	108	90	9	7	2
Engineering	262	84	20	135	155	147	13	5	5
Film, Television and Electronic Media	237	26	99	99	198	191	7	4	1
Studio Arts	1202	665	49	372	421	450	44	22	8
Total	**20165**	**15804**	**415**	**1027**	**1442**	**1421**	**1614**	**860**	**155**

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

48th FALL SESSION RESOLUTIONS

FOR DISCUSSION ON THURSDAY, NOVEMBER 3, 2016

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Academic Senate Fall Plenary Session held November 3 – 5, 2016.

Resolutions Committee 2016-2017
John Randy Beach, Executive Committee, Chair
Julie Adams, ASCCC, Executive Director
Virginia May, ASCCC, North Representative, Area A
Eric Thompson, Santa Rosa Junior College, Area B
Rebecca Eikey, College of the Canyons, Area C
Donna Greene, College of the Desert, Area D

RESOLUTIONS PROCESS OVERVIEW

In order to assure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the Pre-Session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- Members of the Senate meet during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
- After all Session presentations are finished each day, members meet during the resolution breakouts to discuss the need for new resolutions and/or amendments. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, or amending resolutions.
- New resolutions submitted on the second day of session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session.
- All appendices are available on the ASCCC website.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities
- Plenary Session Resolution Procedures
- Resolution Writing and General Advice

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning prior to the first breakout session.

CONSENT CALENDAR

The resolutions that have been placed on the Consent `Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolution Procedures for the Plenary Session*.

Consent calendar resolutions in the packet are marked with a *
Additions added by Area meetings are marked with a +

2.01	F16	Local Recruitment and Nomination Processes for Accreditation Teams
+2.03	F16	Faculty Positions on the Accrediting Commission for Community and Junior Colleges
+9.01.01	F16	Amend Resolution 9.01
9.02	F16	Faculty Involvement in the Creation of Dual Enrollment Programs
+9.02.01	F16	Amend Resolution 9.01
+9.02.02	F16	Amend Resolution 9.01
15.01	F16	California State University Quantitative Reasoning Task Force Report
+16.01	F16	Resolution in Support of a Statewide Integrated Library System
+16.02	F16	Modification of the CCCapply Standard Application
+17.01.01	F16	Amend Resolution 17.01
18.01	F16	Local Senate Approval for Participation in Multiple Measures Assessment Project (MMAP)
18.02	F16	Validation of Statewide Multiple Measures
21.01	F16	Faculty Participation in Career Technical Education Regional Consortia Governance
21.02	F16	Develop a Paper on Effective Practices for Career Technical Education Advisory Committees

TABLE OF CONTENTS

2.0 ACCREDITATION

*2.01 F16 Local Recruitment and Nomination Processes for Accreditation Teams

Whereas, The Chief Executive Officers' Workgroup I on Accreditation document *A Preliminary Report to the Accrediting Commission for Community and Junior Colleges*[1] recommended that the Accrediting Commission for Community and Junior Colleges revise specific processes for visiting team member nomination and selection;

Whereas, Conversations about accreditation processes have on many occasions noted the need for more faculty participation on accreditation visiting teams;

Whereas, One frequently noted issue regarding the nomination of faculty members is that the only avenue for nomination is through recommendation of the college's chief executive officer (CEO), so faculty service on visiting teams is often solely dependent on the individual's relationship with his or her CEO; and

Whereas, Accreditation is most effective when it is a collaborative endeavor, and thus institutions could benefit from establishing local procedures for recruiting, screening, and nominating faculty members and others through a collegial process that includes the leadership of faculty, administration, and other constituencies;

Resolved, That the Academic Senate for California Community Colleges work with the Community College League of California and other appropriate constituencies to encourage colleges to establish collaborative local processes for recruiting, screening, and nominating faculty and other college employees to serve on accreditation visiting teams; and

Resolved, That the Academic Senate for California Community Colleges work with the Community College League of California and other appropriate constituencies to identify effective practices and provide guidance for colleges to help them establish collaborative local processes for recruiting, screening, and nominating faculty and other college employees to serve on accreditation visiting teams.

Contact: Executive Committee

2.02 F16 Evaluation of the Accrediting Commission for Community and Junior Colleges

Whereas, In its January 2014 findings, The National Advisory Committee on Institutional Quality and Integrity, (NACIQI) and the United States Department of Education concluded under 34 C.F.R. §602.13(a) that the Accrediting Commission for Colleges and Junior Colleges (ACCJC) does not have wide acceptance by educators for whom it serves as the regional accrediting body because "some of its supporting documents constituted letter of gratitude not 'letters of support' and almost none of the letters of support were from 'educators'" and those conclusions were reaffirmed by the United States Department of Education in January 2016[1];

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1 *Preliminary Report to the Accrediting Commission for Community and Junior Colleges,* http://www.accjc.org/wp-content/uploads/2016/08/CA_CC_CEOs_Work_Group_1_Preliminary_Report_June_2016.pdf

Whereas, Since January 2014 the Academic Senate for California Community Colleges (ASCCC), a body recognized by the California Legislature to represent the 56,000 faculty of the California Community Colleges in all academic and professional matters including accreditation processes, has passed resolutions critical of ACCJC, such as Resolution 2.02 S15 which supports the California Community Colleges Chancellor's Office Task Force recommendations which state, "The structure of accreditation in this region no longer meets the current and anticipated needs of the California Community College system and its member institutions have lost confidence in the ACCJC" and has not seen tangible signs of progress by ACCJC in addressing the issues previously identified in the California Community Colleges Chancellor's Office Task Force;

Whereas, Efforts to interact collegially with ACCJC regarding the parameters of the California Community College baccalaureate degree program, as detailed in an April 13, 2016 letter to the Commission signed by many of the pilot colleges involved in the Baccalaureate Degree Pilot Program, have been disregarded by the Commission, which has resulted in a policy that is significantly more stringent and proscriptive than those of regional accreditors; and

Whereas, ACCJC, after repeated requests from the task force assembled to provide guidance to colleges involved in the Baccalaureate Degree Pilot Program, has not provided evidence to support its claim that its policy on baccalaureate degree programs is a result of direction from the Department of Education;

Resolved, That the Academic Senate for California Community Colleges communicates its position to the National Advisory Committee on Institutional Quality and Integrity (NACIQI) and the Department of Education prior to their consideration of the Accrediting Commission of Community and Junior College's (ACCJC) progress toward compliance with its §602.13(a) and its responsibilities as a regional accreditor.

Appendix A: "ACCJC Office of Postsecondary Department of Education Letter"

Contact: Executive Committee

***+2.03 F16 Faculty Positions on the Accrediting Commission for Community and Junior Colleges**

Whereas, A workgroup formed by the chief executive officers of the California community colleges is currently working with the Accrediting Commission for Community and Junior Colleges (ACCJC) to improve the relationship between ACCJC and the community college system by addressing issues with the processes and policies of the ACCJC;

Whereas, Section 2 of the ACCJC bylaws states that "At least five of the Commission members shall be elected as academic representatives who are faculty," but the bylaws further state, "A Commissioner who held the status of faculty may be allowed to complete their term if they continue to meet the requirements of an academic representative," which allows commissioners who were elected to represent faculty to continue to serve as faculty representatives even after they become administrators;

Whereas, Currently two of the five faculty representatives serving on the ACCJC hold administrative positions, and thus 40% of the intended faculty representation on the commission are not filled by faculty members; and

Whereas, Administrators, even those who recently held faculty positions, due to the obligations of their administrative roles, have many perspectives, priorities, and pressures that differ from those of faculty, and thus administrators, no matter how capable and faculty-friendly they may be, are not appropriate representatives of the faculty voice;

Resolved, That the Academic Senate for California Community Colleges work with the chief executive officers workgroup on accreditation and the Accrediting Commission for Community and Junior Colleges (ACCJC) to ensure that when faculty serving on ACCJC take administrative positions, they are replaced as expeditiously as possible with active faculty members.

Contact: David Morse, Long Beach City College, Area D

7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE

7.01 F16 Apprenticeship Programs

Whereas, Apprenticeship programs have been referenced in the Strong Workforce Program and Adult Education Program since they provide unique opportunities for students to gain both paid, on-the-job experiences as well as college level curriculum pertaining to their chosen career;

Whereas, Common components of registered apprenticeship programs include at least 2,000 hours of paid, structured, and supervised on-the-job training and 144 hours of related instruction and training provided for college credit[2]; and

Whereas, College credit is awarded for courses placed in a discipline in a program of study leading to a certificate or degree award and may include apprenticeship hours, work experience, or other credit or noncredit requirements related to the program of study;

Resolved, That the Academic Senate for California Community Colleges urge local curriculum committees to ensure that degrees and certificates are not comprised solely of apprenticeship units, but are grounded in one or more disciplines related to the program of study;

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellor's Office and system partners to review the regulations and clarify the procedures and policies for implementing apprenticeships in programs of study including those that lead to certificate and degree awards; and

Resolved, That the Academic Senate for California Community Colleges work with system partners and external agencies to collect and disseminate effective practices

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[2] Ginsberg, Laura. 2016. "Apprenticeship USA: New Developments in Registered Apprenticeship" [PowerPoint slides]. Retrieved from U.S. Department of Labor

for the inclusion of apprenticeship in programs of study in the California community colleges.

Contact: Executive Committee

9.0 CURRICULUM

9.01 F16 Single Process for Local Curriculum Approval

Whereas, Curriculum is an area under the purview of local academic senates, as codified in AB 1725 (1988);

Whereas, Per Title 5 §55002, the development of curriculum, including courses and programs, should be directed primarily by faculty and, prior to being approved by the Board of Trustees and certified by the California Community Colleges Chancellor's Office, must be approved by local curriculum committees under the purview of the academic senate or comprised primarily of faculty;

Whereas, The Board of Governor's Task Force on Workforce, Job Creation, and a Strong Economy[3] recommended that system partners, including faculty, evaluate the curriculum approval process to ensure timely, responsive, and streamlined curriculum approval for career technical education (CTE) programs; and

Whereas, Any efforts based on that evaluation that lead to the creation of a separate approval process to address CTE curriculum, or any type of curriculum, could lead to confusion and inequities, perceived or real, between curriculum in key areas identified by Title 5 §55002 Standards and Criteria for Courses, such as grading policies, unit calculations, prerequisites, and other standards of scholarship;

Resolved, That the Academic Senate for California Community Colleges urge faculty, administrators, and other stakeholders to recognize that curriculum and educational program development are areas of faculty; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to ensure that approval of all curriculum should follow a single process, regardless of the modality or discipline of the curriculum being approved.

Contact: Michelle Sampat, Mt. San Antonio College, ASCCC Curriculum Committee

*+9.01.01 F16 Amend Resolution 9.01 F16

Amend the first resolved:

Resolved, That the Academic Senate for California Community Colleges ~~urge~~ remind faculty, administrators, and other stakeholders ~~to recognize~~ that curriculum and educational program development are areas of faculty primacy according to established law; and

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[3] Board Of Governors Task Force on Workforce, Job Creation, and a Strong Economy Report and Recommendations
http://doingwhatmatters.cccco.edu/portals/6/docs/sw/BOG_TaskForce_Report_v12_web.pdf

Contact: Jeff Burdick, Clovis Community College, Area A

***9.02 F16 Faculty Involvement in the Creation of Dual Enrollment Programs**
Whereas, AB 288 (Holden, 2015)[4] created new regulations for the creation and implementation of dual enrollment programs designed to reach students previously excluded from dual enrollment agreements, including students who struggle academically or who are at risk of dropping out;

Whereas, Dual enrollment programs have the potential to provide underperforming students a pathway to engage in college-level work prior to graduation from high school;

Whereas, Some administrators may view dual enrollment programs as a means by which to increase Full Time Equivalent Student without considering the implications of these programs for both faculty and students involved; and

Whereas, Any dual enrollment program that is developed without significant involvement of the faculty who meet the minimum qualifications in the disciplines that are included in the program may not take into account academic and professional matters, such as curriculum development and grading standards, that are critical to student success in the program;

Resolved, That the Academic Senate for California Community Colleges urge local senates to engage in discussions with their administrations to ensure that the development and implementation of dual enrollment programs occur with endorsement through collegial consultation with the academic senate;

Resolved, That the Academic Senate for California Community Colleges urge local senates to consult with their administrations to assure dual enrollment course offerings are within the capacity of the college to maintain without adversely affecting local programs; and

Resolved, That the Academic Senate for California Community Colleges work with the Career Ladders Project, the Research and Planning Group for California Community Colleges, and other interested stakeholders to ensure that dual enrollment programs are created for the benefit of students and not solely for the benefit of a college's fiscal growth.

Contact: Michael Wyly, Solano College, ASCCC Curriculum Committee

***+9.02.01 F16 Amend Resolution 9.01 F16**
Amend the fourth whereas:

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[4] The text of the bill is found at
https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB288

Whereas, Any dual enrollment program that is developed without significant involvement of the faculty who meet the minimum qualifications in the disciplines that are included in the program may not take into account academic and professional matters, such as curriculum development, assessment of student learning, and grading standards, that are critical to student success in the program;

Contact: Christie Trolinger, Butte College

***+9.02.02 F16 Amend Resolution 9.01 F16**
Amend the second resolved:

Resolved, That the Academic Senate for California Community Colleges work with the Career Ladders Project, the Research and Planning Group for California Community Colleges, and other interested stakeholders to ensure that dual enrollment programs are created for the benefit of students and not ~~solely~~ primarily for the benefit of a college's fiscal growth.

Contact: Christie Trolinger, Butte College

10.0 DISCIPLINES LIST
10.01 F16 Annual Consideration of the Disciplines List Proposals
Whereas, The Academic Senate for California Community Colleges (ASCCC) Disciplines List Process has been established in accordance with the requirements of Education Code §87357, which states that the Board of Governors will establish a process for reviewing faculty minimum qualifications at least every three years and that they rely primarily on the advice and judgment of the ASCCC to establish that process;

Whereas, Resolution 10.01 F05 recognized the need for shortening the time between Disciplines List revisions from three years, with the time subsequently shortened to two years;

Whereas, The Disciplines List Process was revised in Spring 2014 to allow for the year-round submission of proposals to revise the Disciplines List while maintaining the requirement that proposals be considered for action by the ASCCC every two years; and

Whereas, The establishment of the Strong Workforce Program in 2016 has resulted in calls for a more nimble and responsive Disciplines List Process;

Resolved, That the Academic Senate for California Community Colleges revise the Disciplines List Process to allow Disciplines List revisions to be considered for action at least annually and to amend the Disciplines List Handbook accordingly; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to publish annually the *Minimum Qualifications for Faculty and Administrators in the California Community Colleges*.

Contact: Executive Committee

10.02 F16 Collaborate with System Partners to Relocate Minimum Qualifications from Title 5 to the Discipline's List

Whereas, Faculty minimum qualifications for health services professionals, noncredit instructors, Disabled Students Programs and Services (DSP&S), Extended Opportunity Programs and Services (EOPS), and learning assistance/learning skills/tutoring services are established in Title 5 and not the Disciplines List, and therefore revisions to those minimum qualifications require regulatory changes;

Whereas, Resolution 10.03 S10 called for removing faculty minimum qualifications from Title 5 and placing them in the Disciplines List so that all revisions to faculty minimum qualifications would occur through the same process; and

Whereas, Consultation and collaboration with the organizations that represent these disciplines of health services professionals, noncredit instructors, Disabled Students Programs and Services (DSP&S), Extended Opportunity Programs and Services (EOPS) and learning assistance/learning skills/tutoring services will ensure an effective approach to resolve any challenges in removing minimum qualifications from Title 5 and raise awareness of the Academic Senate for California Community College Disciplines List process with faculty in these disciplines as is necessary for the success of such efforts;

Resolved, That the Academic Senate for California Community Colleges collaborate with the Chancellor's Office and the organizations representing health services professionals; noncredit instruction; Disabled Students Programs and Services (DSP&S); Extended Opportunity Programs and Services (EOPS); and learning assistance, learning skills, and tutoring services to determine the most effective means to place these specific faculty minimum qualifications in the Disciplines List; and

Resolved, That the Academic Senate for California Community Colleges collaborate with the organizations representing health services professionals; noncredit instruction; Disabled Students Programs and Services (DSP&S); Extended Opportunity Programs and Services (EOPS); and learning assistance, learning skills, and tutoring services to raise awareness of the Disciplines List process and ensure that faculty in these specific faculty minimum qualification areas are able to engage effectively in the Disciplines List process.

Contact: John Freitas, Los Angeles City College, Standards and Practices Committee

10.03 F16 Explore Establishing a More Flexible Discipline for Emerging Career and Technical Education Fields

Whereas, In order to be assigned duties as faculty, individuals must meet the minimum qualifications for disciplines stated in the Disciplines List, and those defined in other sections of Title 5;

Whereas, The rapidly evolving needs of industry and the workforce often put pressure on colleges to develop new career and technical education curriculum to respond to such needs;

Whereas, The creation of new curriculum in emerging career and technical fields may be hindered by difficulties in determining which disciplines on the Disciplines List to assign new courses because existing, specific disciplines may not align well with the emerging fields; and

Whereas, The existence of a discipline on the list of disciplines for which a master's degree is not expected or generally available, and which requires any bachelor's degree or associate's degree and requisite professional experience that is analogous to the Interdisciplinary Studies discipline on the list of disciplines requiring a master's degree, may provide colleges the ability to respond more readily to industry and workforce needs in the development and delivery of new curriculum in emerging career and technical fields;

Resolved, That the Academic Senate for California Community Colleges explore establishing a discipline on the list of disciplines for which a master's degree is not expected or generally available, which requires a bachelor's degree or associate's degree and requisite professional experience, and which is analogous to the Interdisciplinary Studies discipline on the list of disciplines requiring a master's degree, to provide colleges flexibility in creating curriculum in emerging career and technical education fields, and report its findings and any recommendations by Spring 2017.

Contact: John Freitas, Los Angeles City College, Standards and Practices Committee

12.0 FACULTY DEVELOPMENT

12.01 F16 Use of Professional Learning Network (PLN) Resources to Satisfy Flex Requirements

Whereas, Many faculty are required to complete a minimum number of professional development or Flex hours each semester;

Whereas, The Professional Learning Network (PLN) is an online professional development repository that provides access to professional development activities provided by vendors like Lynda.com, as well as resources that have been developed and reviewed by community college faculty, administrators, and classified staff that cover many of the same topics that are presented during on campus Flex sessions; and

Whereas, Allowing the use of professional development resources available through the PLN to meet Flex obligations will allow full- and part-time faculty to choose from a wide array of materials that can be covered whenever it is convenient, instead of only having professional development options during designated professional development or Flex days;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office for California Community Colleges to evaluate the permissible activities in the *Guidelines for the Implementation of the Flexible Calendar Program* to potentially include activities on the Professional Learning Network (PLN); and

Resolved, That the Academic Senate for California Community Colleges urge local senates to work through their local process to consider allowing faculty to use

professional development activities available through the Professional Learning Network (PLN) to satisfy their required Flex obligation.

Contact: Craig Rutan, Santiago Canyon College, IEPI Professional Development Workgroup

15.0 INTERSEGMENTAL ISSUES

*15.01 F16 California State University Quantitative Reasoning Task Force Report

Whereas, The Academic Senate of the California State University appointed a Quantitative Reasoning Task Force with broad representation from the California State University, the Academic Senate for California Community Colleges (ASCCC), the California Acceleration Project (CAP), and the University of California Office of the President to address fundamental questions regarding the prerequisite content of the California State University General Education B4 (CSU GE B4) and potential pre-requisite or co-requisite content for quantitative reasoning and mathematical competency (CSU GE B4);

Whereas, The Academic Senate of California State University Quantitative Reasoning Task Force convened in February 2016 and finalized their report[1] in August 2016;

Whereas, *The Academic Senate of California State University Quantitative Reasoning Task Force Report* contains four recommendations regarding student proficiency in quantitative reasoning; and

Whereas, ASCCC has provided numerous breakout presentations and a *Rostrum* article to inform the body of the ASCCC about current issues surrounding quantitative reasoning requirements in California;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates and curriculum committees to disseminate the *Academic Senate of California State University Quantitative Reasoning Task Force Report*; and

Resolved, That the Academic Senate for California Community Colleges consult with local senates, discipline faculty, and other appropriate constituencies to determine an appropriate response to the *Academic Senate of California State University Quantitative Reasoning Task Force Report*.

Contact: Ginni May, Sacramento City College, Executive Committee

Appendix B: *Academic Senate of California State University Quantitative Reasoning Task Force Report.*

16.01 LIBRARY AND LEARNING RESOURCES

*+16.01 F16 Resolution in Support of a Statewide Integrated Library System

Whereas, The California Community College Student Success Task Force recognizes the importance of libraries in student persistence, retention, and successful achievement of goals and that a system-wide integrated library system (ILS) will allow each student in California's community colleges to access essential academic materials via a cloud-based library catalog that can be retrieved through a variety of

means, including mobile devices as well as through existing learning management systems, including Canvas, which has been adopted by more than 92 colleges as of September 22, 2016[5];

Whereas, The Board of Governors of the California Community Colleges has included a proposal for a system-wide ILS in the 2017-18 CCC System Budget Proposal, and that an August 2016 survey conducted by the Council of Chief Librarians, the statewide organization of faculty and administrative library leadership, had overwhelming support from the faculty respondents for a system-wide ILS;

Whereas, The ILS proposal is an opportunity in CCC library services to further strengthen student success and equity initiatives, enhance the development of the Online Education Initiative (OEI), and significantly reduce colleges' current and future library system costs by a transition to a statewide ILS; and

Whereas, The Academic Senate for California Community Colleges has papers and resolutions stating the importance of library resources and services for student success by CCC students;

Resolved That the Academic Senate for California Community Colleges supports a statewide integrated library system.

Contact: Dan Crump, American River College, Area A

***+16.02 F16 Modification of the CCCapply Standard Application**
Whereas, As part of the implementation of the Student Success and Support Program by the California Community Colleges Chancellor's Office, noncredit students will be required to use CCCApply as a point of entry to the community college system;

Whereas, the complexity of the CCCApply standard application could present significant obstacles to enrollment into noncredit programs (such as Adult Basic Education, Adult Secondary Education, Short-term Vocational, Workforce Preparation, ESL, VESL, and Older Adults) due to students' limited computer literacy and accessibility, language and literacy barriers, and a lack of clarity on the difference between the term "residency" and immigration status; and

Whereas, The CCCApply standard application[6] has the potential to exclude students from enrolling in noncredit courses which often serve as the first point of entry into college for immigrants, economically disadvantaged, and low-skilled adults;

Resolved, The Academic Senate for California Community Colleges supports the development of a modified CCCApply application for noncredit enrollment that identifies only the appropriate and required enrollment fields for community college noncredit program entry, and includes a paper option; and

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[5] U.S.D.E Decision of the Secretary Letter, January 4, 2016

[6] "OEI Updates: Resource Distance Ed Locally" Pat James. TechEDge Blog. http://ccctechedge.org/opinion/11-oei-updates/715-oei-updates-resource-distance-ed-locally

Resolved, The Academic Senate for California Community Colleges engages the Chancellor's Office in a dialogue, with noncredit faculty participation, regarding modification of the CCCApply standard application that reflects a commitment to promoting enrollment for students into noncredit programs.

Contact: Dana Miho and Donna Necke, Mt. San Antonio College, Area C

17.0 LOCAL SENATES

17.01 F16 Posting of Local Equivalency Processes on Websites

Whereas, Reviewing other local equivalency processes can be helpful to local senates when they are undergoing review and revision of their local equivalency processes; and

Whereas, Local senates across the state have adopted a wide range of differing procedures for establishing equivalency and having access to these procedures would help colleges establishing procedures of their own to compare effective practices;

Resolved, That the Academic Senate for California Community Colleges recommend to local senates that local faculty equivalency processes are posted on college and district websites in ways that are easily accessible to all interested parties.

Contact: Eric Narverson, Evergreen Valley College, Standards and Practices Committee

*+17.01.01 F16 Amend Resolution 17.01 F16

Amend the final resolved:

Resolved, That the Academic Senate for California Community Colleges recommend to local senates that local faculty equivalency processes are ~~posted on college and district websites in ways that are easily~~ publicly accessible to all interested parties.

Contact: Carrie Roberson, Butte College

18.0 MATRICULATION

*18.01 F16 Local Senate Approval for Participation in Multiple Measures Assessment Project (MMAP)

Whereas, The Multiple Measures Assessment Project (MMAP) has developed course placement models using high school transcript data including highest course taken, course grades, and overall grade point average (GPA), and these models have been shown to be at least as effective at predicting student success as approved assessment tests;

Whereas, Assessment and placement of students is an academic and professional matter that is the purview of local academic senates based on the review and input of discipline faculty; and

Whereas, The academic senate is best equipped to facilitate discussions on student placement decisions which result in wide-ranging impacts that go beyond impacting English, mathematics, reading, and English as a Second Language disciplines in such

a significant way that any modification to local placement models should include all effected disciplines;

Resolved, That the Academic Senate for California Community Colleges urge local senates to facilitate discussions among faculty about the use of multiple measures including high school transcript data used by the Multiple Measures Assessment Project (MMAP) and determine which measures will best serve the needs of students without creating barriers to courses outside of English, reading, English as a Second Language and mathematics; and

Resolved, That the Academic Senate for California Community Colleges work with representatives from the Multiple Measures Assessment Project (MMAP) to require that participation as an MMAP college must have local academic senate approval by including the signature of the academic senate president on any forms indicating a college's intent to participate.

Contact: Ginni May, Sacramento City College, Executive Committee

***18.02 F16 Validation of Statewide Multiple Measures**

Whereas, The use of multiple measures when placing students into courses in English, English as a Second Language, reading, and mathematics is required by §55522 of the California Code of Regulations;

Whereas, Many multiple measures that are currently used at community colleges have been developed locally and the data collection and validation of those measures is the responsibility of the college;

Whereas, Any assessment test that is used to place students is required to go through a rigorous review and approval process that includes pilot testing, field testing, demonstrating contentment validity, and showing that the test items and the test are free of bias; and

Whereas, The Common Assessment System will include multiple measures like the models created by the Multiple Measures Assessment Project using high school data such as courses taken, overall grade point average, and specific course grades, that will be available to all community colleges but these measures are not required to be validated like assessment tests;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office for California Community Colleges to develop validation standards, similar to those for assessment tests, for any multiple measures that are included in the Common Assessment System; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office for California Community Colleges to ensure that any multiple measures included in the Common Assessment System go through a statewide validation process prior to the full deployment of the common assessment to the California Community Colleges.

Contact: Cheryl Aschenbach, Lassen College, Executive Committee

21.0 CAREER TECHNICAL EDUCATION

*21.01 F16 Faculty Participation in Career Technical Education Regional Consortia Governance

Whereas, As a condition for receiving funding from the Strong Workforce Program, as defined in Education Code §§88820-88826, regional consortia must develop plans that enact the requirements of the Strong Workforce Program, including the establishment of governance models;

Whereas, The role of faculty in governance is an academic and professional matter under the purview of local senates, and thus local senates must be centrally involved in identifying faculty to serve on regional consortia governance bodies;

Whereas, Career and technical education (CTE) faculty participation in governance bodies established in the regional consortia governance models is essential to effective development and implementation of regional consortia plans, including regionalization of curriculum and allocation of resources such as funding to cover the cost of travel and paid substitute instructors that may be needed to allow CTE faculty to fully participate in the work of regional consortia governance bodies; and

Whereas, Information regarding CTE programs is often disseminated by the regional consortia to CTE administrators, resulting in the exclusion of faculty from regional consortium conversations, information, and decisions;

Resolved, That the Academic Senate for California Community Colleges assert that the career and technical education (CTE) regional consortium governance models required by the Strong Workforce Program must include faculty as active and voting members;

Resolved, That the Academic Senate for California Community Colleges assert that local senates should recommend the faculty identified to be potential members of CTE regional consortium governance bodies; and

Resolved, That the Academic Senate for California Community Colleges urge that the CTE regional consortia provide sufficient resources to enable faculty appointed by the local senates to participate fully in the activities of their governance bodies.

Contact: Lorraine Slattery-Farrell, Mt. San Jacinto College, CTE Leadership Committee

*21.02 F16 Identify and Disseminate Effective Practices for Career Technical Education Advisory Committees

Whereas, Practices for establishing and working with career and technical education (CTE) advisory committees, including the recruitment of members and the use of advisory committee recommendations in program development and improvement, vary between colleges and districts; and

Whereas, Successful implementation of the Strong Workforce Program established in Education Code §§88820-88826 will require that colleges establish CTE advisory

committees that are highly engaged and work effectively with CTE faculty in developing and improving CTE programs that meet the needs of students and industry;

Resolved, That the Academic Senate for California Community Colleges distribute a survey to the field by Spring 2017 to identify examples of effective practices for career and technical education (CTE) advisory committees used by CTE programs throughout California's community colleges; and

Resolved, That the Academic Senate for California Community Colleges identify and disseminate effective practices for career and technical education (CTE) advisory committees and present it at the Fall 2017 plenary session for adoption.

Contact: Lorraine Slattery-Farrell, Mt. San Jacinto College, CTE Leadership Committee

FOOTHILL COLLEGE
College Curriculum Committee
Division Curriculum Committee Meeting Report

Division: **Date of Meeting:**
Attendees:

Course Updates & Actions:
Examples:

Course #	Course Title	Action(s)
HORT 90J	*Growing Wine Grapes*	*changed hrs/units to 3 lec & 3 units; removed prereq; added advisory*
ART 1	*Intro to Art*	*deactivate*
PHOT 200	*Photography for the Community*	*new; Content Review form*

Course #	Course Title	Action(s)

Other Topics Discussed:

Actions *may include but are not limited to: general updates, substantial changes, changes for C-ID, updates to meet GE areas, number change, add distance learning addendum, etc.*

The Concept of Credit Courses: Another Look at Course Repetition and Repeatability

September 2014

David Morse, ASCCC President, Co-chair System Advisory Council on Curriculum 2011-13

Julie Bruno, ASCCC Vice-President, Co-chair System Advisory Council on Curriculum 2013-14

Michelle Grimes-Hillman, ASCCC Curriculum Chair, Co-chair System Advisory Council on Curriculum 2014-15

The changes to regulations regarding credit course repetition that were approved in 2011 have now been official for three years. The Academic Senate has offered numerous presentations at plenaries, institutes, and regional trainings to help local senates and faculty prepare and implement the 2011 regulation changes, and in November 2013 the California Community Colleges Chancellor's Office published the Credit Course Repetition Guidelines. Still, these regulations remain a cause for concern for some faculty, and various groups and individuals have continued to lobby for additional changes that would increase opportunities for course repetition. At the 2014 ASCCC Spring Plenary Session, Resolution 9.02 called for the Academic Senate to "work with the Consultation Council and the Board of Governors to increase repeatability options." This resolved clause was ultimately removed from the final resolution by majority vote of the delegates present.

The Academic Senate understands the concerns regarding course repetition and is working to implement options that would allow colleges to serve lifelong learners and other community members and to help students to gain the experiences they need to reach their educational goals. However, as the delegates at the plenary session realized, once again revising the regulations to allow for more course repetition is not a viable approach to the situation. The principles regarding the awarding of course credit, as well as fiscal and curricular responsibility, require that the California Community College System seek other solutions.

First, one must understand the difference between repeatability and course repetition. Course repetition implies that an individual student can take a course over again due to certain circumstances or the student's characteristics. Course repeatability means that any student can repeat the course regardless of the circumstances. Since the 2011 regulation changes, courses may be listed as repeatable for only three reasons: intercollegiate athletics, courses that

are required by the CSU or UC to be repeated for a major, and vocational and academic competition courses. In all other cases, courses may not be listed as repeatable, and individual students can be granted the opportunity to retake the course only under specific circumstances.

When discussing course repetition and repeatability, one should also understand the educational principles behind the regulations. The educational principle behind credit courses is based on achieving objectives and outcomes[1]. Discipline faculty, curriculum committees, and local senates need to have focused conversations to determine the appropriate objectives and outcomes for each course, after which most colleges list the course objectives and student learning outcomes on their course outlines of record. If the student achieves those objectives and outcomes, the student passes; if the student does not, the student should not pass. Given that principle, it is very difficult to explain to policy-makers in Sacramento why a student who passed a class, and therefore was judged to have done a satisfactory job of learning what the class was intended to teach, should take the class again—and, moreover, why the public should pay for a student to take a class that covers material which the student has already learned.

One can argue that students may pass a course and still benefit from more practice or experience, but that argument could apply to any course. A student in a public speaking course—which has never been repeatable—could benefit from taking the course over again and improving, but some limits on such experiences need to exist for the sake of the taxpayer. Title 5 regulations set that limit at the point at which the student has demonstrated a satisfactory level of achieving the objectives and outcomes by passing the course.

This limitation may make grading decisions more difficult. Some faculty and some institutions may need to reconsider their definition of a C grade. In some cases, a “C” seems to have meant "you did okay, and you worked hard and are improving, but you still need more work." But such a definition has never been the intended standard for a “C” grade. A “C” should mean that a student learned the material and achieved what he or she needed to in order to move forward to higher levels or to apply the knowledge. While such a standard is more difficult for faculty to apply because of the sympathy we may have for our students, it nevertheless is what a “C” is intended to signify and is the definition through which policy-makers view the curriculum.

Next, one must consider the accumulation of units that students attain during their time on community college campuses. Colleges should ensure that our students are able to have the experiences they need to be successful whether they transfer to a university, go straight into employment, or enrich their lives through learning, but students may not actually need all of the units they accrue to achieve their personal and educational goals. While the system should not limit reasonable and necessary student options, it also cannot promote the accumulation of truly excessive units.

The revision of the regulations in 2011 came about in large part due to abuses by local curriculum committees. Although they may have had good intentions, some colleges stretched the old regulations to such an unreasonable point that they drew attention that ended up forcing changes on all of our institutions. Those colleges bent and interpreted the old regulations in ways that they were never intended to be used, and as a result we all paid for it. That is why the Academic Senate has urged colleges to work within these new regulations, not to try to stretch them—because if the same thing happens again, this conversation will take place again in a few years with even more restrictive regulations.

However, not all aspects of the changes regarding course repetition are or have to be negative. Some faculty have suggested that that the Title 5 changes now create challenges for students who need to maintain licensure or meet legal mandates. Individual students were always able to repeat courses to meet such requirements, and this option

still exists through Title 5 §55040(8). In addition, under the previous regulations a student could only repeat a course if the repeat was mandated by law or policy. The new Title 5 language allows students to repeat a class due to "significant change in industry or licensure standard" in order to get or keep a job (Title 5 § 55040(b)(9)), and the documentation and verification of that need is determined by the local district. This change is actually a loosening of the regulations. The challenge is that local senates will need to look at the documentation and verification processes that they are using to ensure that students get into the courses they need to gain or maintain employment.

In addition, the System Advisory Committee on Curriculum (SACC) discovered a misalignment between the sections of Title 5 on work experience and course repeatability. Under Title 5 §55040, only occupational work experience courses are allowed to be repeatable, but general work experience courses are not. Therefore, SACC recently discussed and recommended proposed changes to §55040 (b) (6) that delete the word "occupational" and substitute the word "co-operative" throughout, thereby encompassing both occupational and general work experience. Title 5 §55253 (b) was also amended to align with §55040. No changes to apportionment regulations are required by this change. These recommended changes have been seen by the Board of Governors for first reading and should be approved by the end of the year.

The Academic Senate and SACC also continue to advocate for changes to the language on auditing in Education Code, as directed by ASCCC Resolution 6.02 F11. Such changes may allow more opportunities for those students who have completed a class to come back for a refresher in the content or more practice at a skill without receiving additional credit. The Chancellor's Office, at the urging of the Academic Senate and SACC, is also working on developing guidelines through which credit and community education students can be enrolled in the same class. These changes may help to address the issue of community members and other students who want to participate in performance classes but do not need to receive credit.

The Academic Senate remains committed to exploring options that will help colleges address student needs for additional experience in courses they have successfully completed but in which they may, for legitimate reasons, need more practice or instruction. In addition to the current work regarding auditing and community service courses, other possibilities may exist and could be proposed. Opportunities in noncredit instruction may also help to address some of the issues. The key is to uphold the system's educational principles and look for ways to serve students while minimizing instances in which they receive credit for the same thing more than once.

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[1] For a discussion on the difference between objectives and outcomes, please the document Guiding Principles for SLO Assessment (Fall, 2010) at http://asccc.org/sites/default/files/publications/SLO-paper-Fall2010_0.pdf (http://asccc.org/sites/default/files/publications/SLO-paper-Fall2010_0.pdf)

October 4, 2016

MEMO

Request: The four-letter designation for Paramedic be changed from EMTP to PARA.

Reason for Request: To reduce confusion for students attempting to differentiate between the paramedic and EMT course offerings.

The following courses would be affected by this change. The course numbers would remain the same.

60A
60B
61A
61B
62A
62B
63A
63B
64A
64B
200

Faculty Requestor: Dave Huseman

Approved by the BHS Division: 6/10/16

Instructional Design and Technology (IDT) Certificate of Achievement

Narrative and Supporting Documentation

Degree, Transfer and Certificate Programs
Fine Arts and Communications Division
Prepared by Steven McGriff, Ph.D., Krause Center for Innovation
9/29/2016

Item 1. Program Goals and Objectives

The goal of the certificate of achievement in Instructional Design & Technology (IDT) is Career Technical Education (CTE) to prepare students currently working in or planning for occupations as Training and Development Specialists (SOC 13-1151) or Instructional Coordinators/Instructional Designers and Technologists (SOC 25-9031) in any market segment.

The IDT certificate provides students both academic and vocational instruction consistent with the Foothill College Mission to provide programs that empower students to achieve their goals as members of the workforce. The program is also appropriate for community members interested in lifelong learning.

The IDT certificate enables the student to use knowledge and skill with instructional technology; to design and develop instructional resources, materials or learning experiences; and to design programs of learning for online and face-to-face settings.

The content of the certificate includes the foundational knowledge and skills of instructional technology, pedagogy, and training techniques that are currently used in schools, business, and industry.

Students develop the core competencies and skills to analyze, design, deliver, and evaluate instructional and informational content. They will be able to develop and create printed and online resources, multimedia, presentations, visual images, and information graphics that can be used for online instruction or in traditional classroom settings. They will know how to effectively design a lesson, unit of instruction, module of learning, an entire course, or any sequenced program of study.

The objectives of the 27-unit IDT certificate program are organized around the foundational knowledge of the field and three core competencies of instructional design and technology: analysis, design and development, and evaluation.

Specific objectives or student learning outcomes (SLOs) are:

Foundational Knowledge

A. Understand how the principles and processes of systematic instructional design can be applied in any business or education setting to create instruction
B. Use the three major theories of learning to design instruction
C. Identify the instructional methods and strategies used to create effective learning environments with technology-based instruction
D. Understand the techniques and strategies used to evaluate program and learner outcomes
E. Design and develop an instructional design solution for a real world scenario
F. Use effective visual and verbal communication skills

Analysis

A. Conduct program and learner needs analyses using standard survey, interview, and observation methods
B. Apply the results of an analysis to the design of an instructional solution

Design & Development

A. Design and develop a technology plan that includes the effective use and management of technology in a classroom setting
B. Apply Instructional Systems Design [ISD] principles to the design and delivery of classroom and online courses

C. Identify technology requirements and constraints for delivery of instruction in class or online

D. Develop instructional products and projects that align with the learning objectives, activities, and assessment methods.

Evaluation

A. Describe the basics of evaluation processes and research for instructional technology
B. Apply research strategies to measure outcomes for learners, instruction, and instructional programs
C. Create an assessment instrument
D. Use formative and summative assessment processes and instruments to evaluate the outcomes of program and student learning objectives

The need for this program at Foothill College is based on current market conditions and the California State Board of Education adoption of Common Core State Standards, ap-

proved on March 7, 2012. Common Core requires teachers and educators to effectively use technology to meet education standards in the K-12 system. The market conditions in the college service area show increasing use of technology in educational settings and business environments without corresponding increases in education and training programs designed to meet the need. Only one academic institution within the service area currently offers students a certificate in instructional design and technology and no college in the state offers an undergraduate degree.

Item 2. Catalog Description

The Instructional Design and Technology (IDT) certificate is designed for students working in or planning for a career in human resource training and development or education; in-service and pre-service teachers; educators at any level; and those working as trainers for any market sector. The 27-unit certificate program focuses on how to meld theoretical knowledge with practical skill for using technology to design and develop instructional resources or programs. The content includes the foundational skills of instructional technology, pedagogy, and training techniques that are currently used in real-world work environments. Skills learned include the ability to create printed and online resources, multimedia, and presentations that can be used online or in traditional classroom settings. Students will be able to design, deliver, and evaluate instructional and informational content in a variety of contexts such as, school or college classrooms, professional development programs, presentations, research, information graphic design, and business training environments.

Item 3. Program Requirements

The proposed certificate of achievement in Instructional Design & Technology (IDT) is a 27 unit program of study. The projected time to complete the certification is from three to five quarters.

Requirements	Dept / Course ID	Course Title	Units	Example Sequence
Required Core (12 units)	LINC 75A LINC 82A LINC 91A LINC 92[a]	Introduction to Instructional Design & Technology Introduction to Designing Instructional Technology Projects Introduction to Assessing Instructional Technology Seminar in Instructional Design & Technology	3 3 3 3	Yr 1, Fall Yr 1/2, Winter Yr 1/2, Spring Yr 2, Win/Spring
Required Strand Concentration (6 units)	LINC 75B LINC 82B LINC 91B	Instructional Technology Strategies Developing Instructional Materials Evaluating Technology-based Learning Outcomes	3 3 3	Yr 1/2, Win/Spr Yr 1/2, Fall/Win Yr 1/2, Win/Spr
Required Depth (3 units)	LINC 75C[b] LINC 82C[c] LINC 91C[d]	Instructional Design for Online Teaching Creating Interactive Media for Instruction Evaluating Instructional Design & Technology	3 3 3	Yr 1/2, Fall/Win Yr 1/2, Win/Spr Yr 2, Fall/Spring
Electives (6 units)		Choose additional LINC or other approved courses	1 - 3	

Requirements	Dept / Course ID	Course Title	Units	Example Sequence
Required Core Total: 21 units Total Units: 27 units				
Prerequisites		LINC 92[a] \ LINC 75A, 82A, 91A and (75B or 75C) and (82B or 82C) and (91B or 91C) LINC 75C[b] \ LINC 75A or 75B LINC 82C[c] \ LINC 82A or 82B LINC 91C[d] \ LINC 91A or 91B		

Proposed Sequence

Year 1 Fall	Year 1 Winter	Year 1 Spring	Total Units
6	6	6	18
Year 2 Fall	Year 2 Winter	Year 2 Spring	
6	3	0	9
			27 Total units

or

Year 1 Fall	Year 1 Winter	Year 1 Spring	Total Units
9	9	9	27
			27 Total units

Electives (Choose 6 units)

LINC 50F INTEGRATING TECHNOLOGY INTO A STANDARDS-BASED CURRICULUM I (2 units)
LINC 58 GLOBAL PROJECT-BASED LEARNING (2 units)
LINC 58B CHOOSING THE BEST MEDIA FOR PROJECTS (2 units)
LINC 76 CREATING EDUCATIONAL WEB SITES (2 units)
LINC 79 MULTIMEDIA PROJECT PRODUCTION (2 units)
LINC 87 Seminar in Educational Technology (5 units)

LINC 90C ONLINE COLLABORATION TOOLS (2 units)
GID 33 Graphic Design Studio I (4 Units)
GID 45 Digital Sound, Video & Animation (4 Units)
GID 56 Web Site Design (4 Units)
PHOT 5 Introduction to Photography (4 Units)
PHOT 70 Introduction to Color Photography (4 Units)

Item 4. Master Planning

The proposed Certificate of Achievement in Instructional Design and Technology is aligned with the mission of Foothill College to offer programs to students to achieve their goals as members of the workforce. Specifically, the college serves adult students who are in career transition, returning to the workforce, looking for new opportunities, or seeking to enhance their professional skills who would most likely benefit from earning the certificate.

The Certificate is designed to fit into the College curriculum as the envelope for all LINC (Learning in New Media Classroom) courses under the academic leadership of the Krause Center for Innovation in the Fine Arts and Communication Division. All LINC courses are designated as stand-alone courses without the advantage of being applied to an academic achievement goal, such as an associate arts, associate degree for transfer, or certificate of achievement. Many LINC courses are technology skills based courses that support student success in college and career, such as learning how to create collaborative documents, design web sites, conduct effective internet searching, managing computer-based hardware, and using online information systems.

The Certificate is aligned with three goals of the Educational Master Plan:

- Equity and Diversity
    - Enhance support for online quality and growth for instruction and student services.

- Collaboration/Partnerships
    - Collaborate with K-12, adult education, and four year colleges in ways that serve students and society.
    - Partner with business and industry to prepare students for the workforce.

The Certificate courses build confidence in students for handling technology used in college and career and offers opportunities for Foothill College faculty to learn the skills for developing effective online courses. The master plan goal for collaboration/partnerships parallels objectives of the Certificate curriculum. K-12 districts, adult education programs, and 4-year colleges are a significant source of jobs in the local market for instructional design and technology certificate holders. Collaborations and partnerships with these institutions are a planned aspect of the Certificate program and essential for es-

tablishing credibility and authenticity in course projects and the instructional processes taught to students.

The need for the Certificate in the local region was first realized in Fall 2009 after the department of Instructional Technology, College of Education, San Jose State University had closed and students seeking similar courses began contacting the Krause Center for Innovation. The nearest academic programs offering instructional technology courses are located at San Francisco State University, UC Monterey Bay, CSU East Bay, and UC Santa Cruz Extension in Silicon Valley, the closest program to Foothill College.

The proposed Certificate is unique in the region. The CSU and UC programs award a master's degree and the UC Santa Cruz program offers a certificate upon completion of 21 units, but it is not a transcriptable California approved certificate.

Item 5. Enrollment and Completer Projections

Courses included in the proposed certificate were approved for teaching by the State for the first time in Summer 2016. Two courses were offered with enrollment of 44 students, see table below.

It is estimated that 5 students in California will complete the IDT certificate of achievement each year.

Projections are based, in part, on the Educational Technology Certificate at Cerritos College, where the certificate was awarded in 2013-2014 to 4 students. The count for the three previous academic years are 1, 2, 2, respectively.

In addition, enrollment in the Educational Technology Certificate at Cerritos College program for Fall 2013 quarter included 14 credit sections with an average of 18.75 FTES for a total enrollment count of 338.

A significant factor to support the completer projection is that within the target region in the San Francisco Bay Area, nearly 45 teachers have each completed 10 units of Foothill College LINC course credits each year for the past 12 years. That is approximately 540 teachers in the target population who have already demonstrated a commitment to learning instructional technology. Six of the ten units could be counted as the six required elective units for the certificate program.

Item 6. Place of Program in Curriculum/Similar Programs

No active inventory records need to be made inactive or changed in connection with the approval of this IDT certificate program.

The IDT certificate program does not replace any existing program on the Foothill College inventory.

No related programs are offered by Foothill College.

Item 7. Similar Programs at Other Colleges in Service Area

A similar program is offered by University of California, Santa Cruz, Silicon Valley Extension (UCSC-X), *Instructional Design for Educators and Corporate Trainers certificate program,* as described by the program's online catalog, shown below. No other similar programs for undergraduates in the college service area were found. The only two programs found in California are outside the service area, but worth noting to demonstrate the viability of the proposed IDT program. California State University, Chico offers the Minor in Instructional Design, 24 units, shown below. The other program is from the California Community College, Cerritos College, located in Norwalk, CA which has an 18 unit Educational Technology Certificate, shown below.

SUPPORTING DOCUMENTATION

Course Outlines of Records

10 LINC Course Outlines of Record are appended to the end of this document

Advisory Committee Recommendation

Roster of KCI Advisory Board, April 1, 2015

Name	Association/position	Business
Barbara, Manny	VP Advocacy & Thought Leadership	Silicon Valley Education Foundation
Brown, Shelley	Community Volunteer, KCI Supporter	
Brumbaugh, Kyle	Director, Information Technology	Presentation High School, San Jose
Cates, Julie	Advisory Board President, KCI Supporter	A-Learn, Silicon Valley Social Ventures (SV2)
Chandler, Tess	Director	Foothill-De Anza College Foundation
Dalma, Gina	Grants Program Director	Silicon Valley Community Foundation
Fong, Bernadine	former Foothill President, current senior director at	Carnegie Foundation
Foster, David	SVI Math CEO	Silicon Valley Mathematics Initiative
Freeman, Liane	Director, Strategic Planning	Krause Center for Innovation
Grinalds, Andrew	College Student (senior), computer science entrepreneur	Stanford University
Hanson, Susan		
Hurley, Rushton	former MERIT program director; international speaker	
Kern, John	Executive	CISCO
Krause, Gay	Executive Director	Krause Center for Innovation
Lashman, Carol	Author, Grant Writer	
Lempert, Ted	CEO	Children Now
Lim, Margaret	MERIT teacher, Rambus Innovation award winner	
Martucci, Dean	Encore Fellow	Krause Center for Innovation
McGriff, Steve	Professor-in-Residence	Krause Center for Innovation
Miner, Judy	President	Foothill College
Moss, Linda	VP WW Education Services Juniper Networks (A.2071)	Juniper Networks
Mummert, John	VP Workforce Development	Foothill College

Nilsson, Thea		Microsoft Corporation
Pope, Kelly	Board Member and Partner	Silicon Valley Social Ventures (SV2)
Richie, Tim	CEO	The Tech Museum of Innovation
Swift, Art	Industry start-up CEO	
Tognetti, Gene	Vice Principal (and KCI Consultant)	St. Leo the Great School
Trilling, Bernie	Author, Consultant, 21st Century Living Advisor	
Vesuna, Sarosh	VP, Education and Healthcare	Meru Networks
Walker, Gretchen	VP, Education	The Tech Museum of Innovation

Agenda of the Meeting: KCI Advisory Boarding, April 1, 2015

KRAUSE CENTER for INNOVATION
FOOTHILL COLLEGE

KCI Advisory Board

Agenda

Wednesday, April 1, 2015
12:00 P.M. – 2:00 P.M.
Krause Center for Innovation
Foothill College
Room 4004

Lunch will be provided at 11:30 A.M.

Special Guest: Ellen Moir, CEO of New Teacher's Center

1. Figuring out its "widget" – the exact mix of products and services to offer client school districts (as well as the right fees to charge client school districts)
2. Growing geographically, while maintaining quality and a high functioning organization
3. Staffing a growing organization with new talent and experience
4. Identifying the right measures to track progress, success, and impact at each phase

Dr. Steven McGriff, KCI Instructional Technologist
Presentation of proposed state certificate of achievement in Instructional Design & Technology for review, revision, and approval [10 minutes]

Presentation and Documents about the IDT Certificate proposal given to the KCI Advisory Board Members at the Meeting, April 1, 2015

The Instructional Design and Technology (IDT) Proposed State Certificate of Achievement

The Instructional Design and Technology (IDT) certificate prepares:
- students interested in entering the field of instructional design or training,
- in-service and pre-service teachers,
- education professionals, and
- trainers in any field

to use technology to design and develop instruction.

The 27-unit program focuses on
- the fundamental technology, pedagogy, and training skills needed to
- work within today's instructional technology or training environments.

The certificate provides a foundation in
- software, online resources, and
- technology for curriculum development,
- multimedia, presentations, and
- other general instructional technology skills and
- strategies that would be used online or in traditional classroom settings.

The acquired skills and knowledge can be applied in a variety of contexts, including:
- school or college classrooms,
- professional development programs,
- presentations, research,
- information graphic design, and
- business training environments
- to enhance the delivery of instructional and informational content.

Proposal for a certificate of achievement

Instructional Design & Technology

presented to the KCI Advisory Board
April 1, 2015

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Curriculum

LINC Curriculum (college credit courses)

KRAUSE CENTER for INNOVATION
FOOTHILL COLLEGE

FOOTHILL-DE ANZA
Community College District

2

Curriculum

college credit is beneficial to teachers

student enrollments are good for Foothill College

LINC Curriculum (college credit courses)

3

California Certificate of Achievement:
Instructional Design & Technology

Currently Stand Alone Courses

LINC Curriculum (college credit courses)

4

California Certificate of Achievement:
Instructional Design & Technology

Stand Alone courses need a home

Stand Alone courses become electives for the certificate

LINC Curriculum (college credit courses)

5

Certificate Description

The Instructional Design and Technology (IDT) certificate prepares:

students interested in entering the field of instructional design or training,
in-service and pre-service teachers,
education professionals, and trainers in any field
to use technology to design and develop instruction.

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Certificate Description

The 27-unit program focuses on the fundamental technology, pedagogy, and training skills needed to work within today's instructional technology or training environments.

The certificate provides a foundation in software, online resources, and technology for curriculum development, multimedia, presentations, and other general instructional technology skills and strategies that would be used online or in traditional classroom settings.

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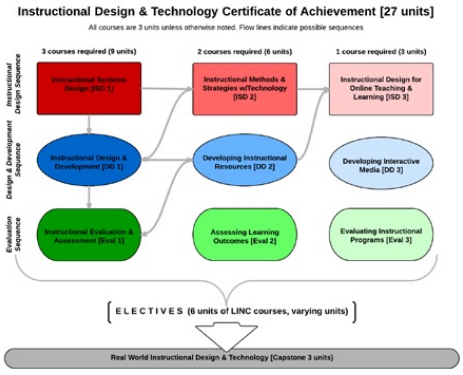
Certificate Description

The acquired skills and knowledge can be applied in a variety of contexts, including:

school or college classrooms,
professional development programs,
presentations, research,
information graphic design, and
business training environments
to enhance the delivery of instructional and informational content.

8



9

Instructional Design & Technology Certificate of Achievement

optional course sequences and corresponding timeline to completion

	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Quarter 5	Units
with emphasis on ISD sequence	ISD1	ISD2	DD2	ISD3	Capstone	15
		DD1	Eval1			6
	electives	electives	electives	electives	electives	6
with emphasis on Development (DD) sequence	ISD1	DD1	DD2	DD3	Capstone	15
		ISD2	Eval1			6
	electives	electives	electives	electives	electives	6
with emphasis on Evaluation (Eval) sequence	ISD1	Eval1	Eval2	Eval3	Capstone	15
		ISD2	DD1			6
	electives	electives	electives	electives	electives	6

Notes:
All courses are 3 units each except electives, which vary
27 units are required to earn certificate
Core courses total is 21 units + 6 elective units

Steven McCord, Hawaii Center for Innovation mccord@hcbe.edu last updated: 12/2/2014

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Advisory Group Feedback

Certificate Program Application

The goal selected is "Career Technical Education (CTE)," then the set of requirements must reflect the thinking of the advisory committee

So, what do you think?

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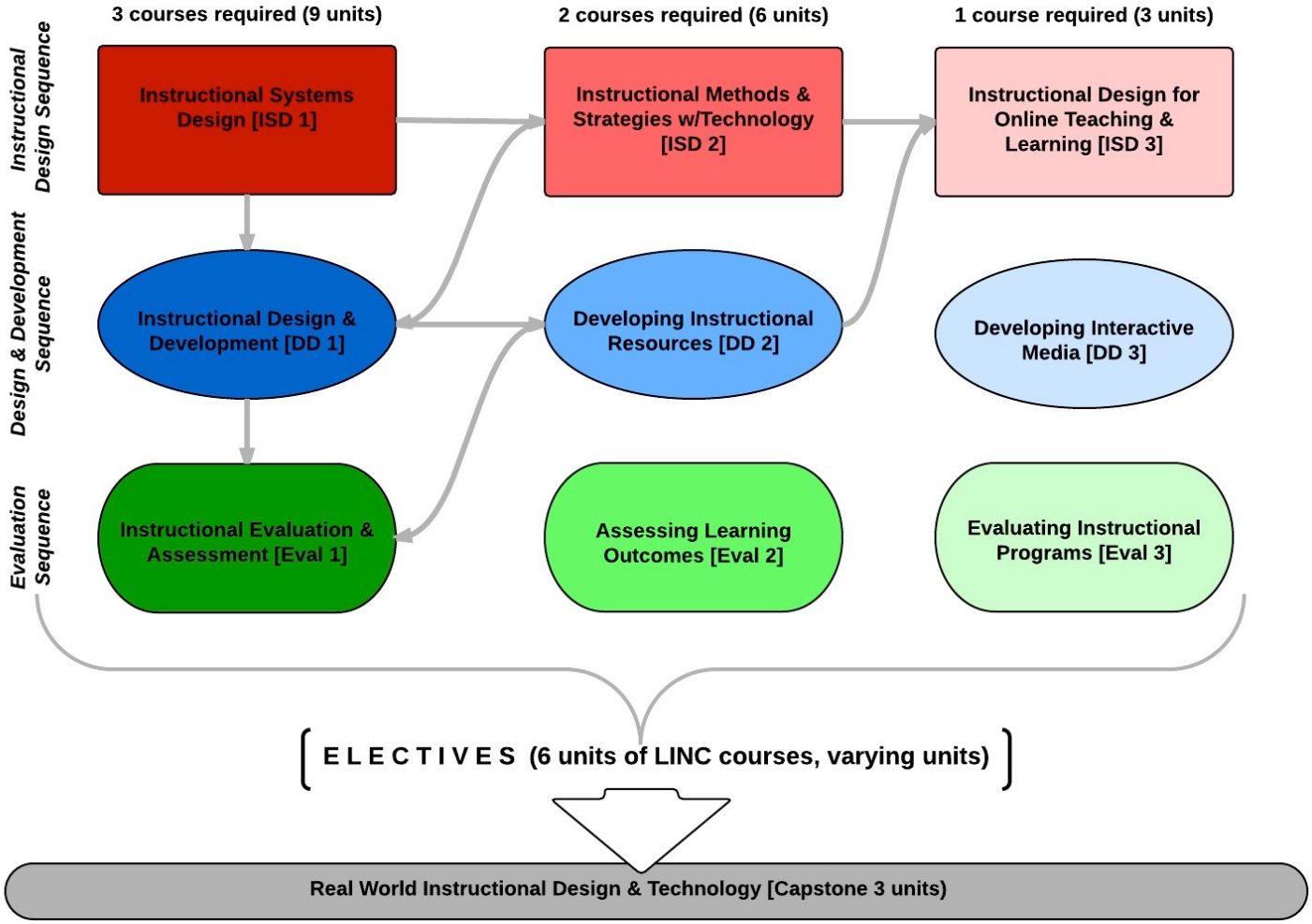
Instructional Design & Technology Certificate of Achievement [27 units]

All courses are 3 units unless otherwise noted. Flow lines indicate possible sequences



Minutes of the KCI Advisory Board Meeting, April 1, 2015

Advisory Meeting – Discussion of Proposal for a Certificate of Achievement in Instructional Design & Technology Notes

Notetaker: Melia Arken, Administrative Assistant, Krause Center for Innovation

April 1, 2015

Attendees:
Melia Arken
Kyle Brumbaugh
Julie Cates
Tess Chandler
Gina Dalma
Liane Freeman
Susan Hanson
Rushton Hurley
John Kern
Gay Krause
Dean Martucci
Steven McGriff
Thea Nilsson
Kelly Pope
Sarosh Vesuna
Gretchen Walker

Dr. Steven McGriff presented the proposal that is currently being submitted for a California Community College Certificate of Achievement in Instructional Design & Technology at Foothill College.

Currently, the KCI has short courses (0.5 - 2 units) under the LINC department that offer college credit to students. Currently, LINC is comprised of 59 stand-alone courses. By definition, a stand-alone course is not part of a degree or certificate program.

State of California says that in the near future, no college can offer stand-alone courses. For that reason the KCI is preparing a 27-unit Certificate of Achievement in Instructional Design & Technology, under which all current stand-alone courses will be included, thus removing the stand-alone designation. At the present time, only Cerritos College in Norwalk, CA offers a similar certificate, titled “Educational Technology,” for 18 units.

The current catalog of LINC courses does not include courses of depth and academic rigor to be included in the certificate. For the KCI, a significant component of the certificate application process is to create the new core courses. The curriculum plan underway is to create 10 core courses at 3 units each. 7 core courses are needed to earn 21 core units towards the 27-unit certificate requirement. The current LINC stand-alone courses and a few selected courses from other Fine Arts Division departments will be offered to fulfill the 6-unit elective requirement. The curriculum offerings include nine core courses and one program summation course. The certificate courses are designed within three different instructional design competencies, like themes: instructional design sequence, instructional development sequence, and an evaluation sequence. In summa-

ry, the proposed 27-unit certificate is comprised of 21 core units plus 6 elective units. The program of study can be completed in less than 2 years (6 quarters), more like 5 or 4 quarters.

The 27-unit program focuses on fundamental instructional technology, pedagogy and training skills needed to work within today's instructional technology or training environment. Students completing the certificate can find jobs as instructional technologists for curriculum developers. For example, in school districts as educational technology coordinators; in business as IT specialists who design training; in human resources as trainers; inside schools as teachers with specialized edtech training; and in non-profits where training or curriculum design is needed.

This certificate will be classified as Certificated Technical Education ("CTE") program at Foothill College and offered as part of the undergraduate program for students at Foothill college. The target population for the KCI is namely the teachers, educators, and community members interested in instructional design as a professional growth opportunity.

Discussion/questions/Comments:

Q: How does this affect MERIT & FAME programs?
A: Credit courses are imperative to MERT & FAME programs. Many of the teachers are very concerned about whether they get the credit for the classes and would not be as interested if the courses were non-credit. Every 15 units that a teacher receives credit for means an extra $2,000 in pay on their salary schedule.

Q: Is it the same content as the current LINC courses?
A: All of the courses are brand new content. They are not simply repackaging of same content but are new classes with new content; at 3-units each these have more academic rigor, held over the span of an academic quarter…not short courses any longer. Homework, projects are central to the learning experience.

Q: How will success be measured?
A: The certificate program will be provided with the intention of having the certificate be the same caliber as MERIT & FAME. The philosophy of how the classes are taught and the exemplary instructors will be upheld. As with all Foothill courses, success is measured by student completion rates, first by course, then by completion of the certificate.

Q: What does this mean to the MERIT teachers?
A: When joining the MERIT program, each accepted teacher will have to complete a 10-units of credit classes. Let's change the MERIT summer program to include 2 core certificate courses…that's 6 units towards the 27 or … other words, 2 core classes towards the 7 needed to complete the certificate, so there is incentive to have the MERIT people complete the certificate.

Q: How do we get the program to be accepted for transfer into the UC system?
A: There are not any undergraduate degree programs currently being offered in the UC system and the entire CSU system has only one minor degree (CSU Chico) on Instructional Design & Technology. While LINC courses are not approved for transfer to UC, they are transferrable to CSU! Once offered, the certificate courses will automatically tie into the current undergraduate program and therefore allow students to transfer the units to CSU. .

Q: What does this mean for the job market?

A: Better trained trainers! Here's what the KCI is learning…As part of the certification application process, school districts and corporations are being surveyed to see if they have a need for this type of certificate and have job openings. We expect that many local companies, use Instructional Designers in their Human Resources departments as part of the training of their employees. Sometimes the trainers are the best person on the job and tagged to lead instructing others in the company…that's who we want to get into this program. For school districts, we know that they are promoting or hiring people, some are teachers, who have skills in edtech, but not certification, to fulfill the kind of work that a certificated IDT professional would be qualified to do. This idea we have will allow for a certificate to be presented that meets the needs of the employers.

Q: What is the incentive for the KCI to get this certificate approved?
A: The immediate need is to preserve the access to credits we can now offer teachers with stand-alone courses. Teachers want salary increases for those credits and, without this certificate, the KCI will no longer be able to offer courses for credit. A new California law makes all credit courses have to apply toward some type of certificate or degree.

Q: Does the board recommend the KCI to complete the application for a 27-unit State approved Certificate in Instructional Design & Technology?
A: Yays all around, no nays. Unanimous support.

Summary of KCI Advisory Board Recommendations

- UC Transferrable
  - Cannot be incorporated, but CSU transferability is automatically included with the curriculum approval process.

- Use certificate effectively to maintain incentives for MERIT (and FAME) program participants
  - Future MERIT programs can use the certificate courses as the curriculum of learning for program participants, who are K-12 teachers. Invite FAME (mathematics focused curriculum program) to enroll in the certificate program.

- Measure success of the certificate program
  - The college course structure includes metrics for measuring class and program success. To go further, the KCI would need to use surveys to measure participant response to the curriculum and certificate program.

Decision process for designing the major components of the curriculum
Dr. Steven McGriff led the process of gathering feedback that would be used to inform the design of the certificate program.

Consulting with LINC part-time faculty in one-one meetings or small group discussions about the topics, themes, and structure of the 10 courses

Hiring Steven Caringella, a part-time LINC faculty, who holds a master's degree in Instructional Technology, to design and develop the curriculum with Dr. McGriff

Discussions with KCI staff to determine market projections, audience profile, and specific content topics

Discussions with MERIT program participants, who are K-12 teachers, about their need to understand the principles offered in the certificate

Discussions with a few school district administrators about the skills, knowledge and ability they felt were needed by teachers and edtech specialists in their own districts

Review the curriculum of degree programs in colleges around the country and locally to determine the most common topics

College faculty and administrators shaped the structure of units and made recommendations to increase the differentiation of content among the 10 courses through the college process of curriculum review

The college articulation officer reviewed the content to determine which CSU programs aligned with the proposed curriculum, and then advised changes to better align with already approved programs

Regional Consortia Approval Meeting Minutes

Pending a meeting of the Bay Area Community College Consortium (BACCC) to review the IDT Certificate program endorsement.

Upcoming Meeting Dates 2016-17

Friday, October 28, 2016 is the deadline to submit a request for Program Endorsement in time for the Thursday, November 17, 2016, BACCC Call, 9:30-10:45am

Friday, November 25, 2016 is the deadline to submit a request for Program Endorsement in time for the Thursday, December 15, 2016, BACCC Call, 9:30-10:45am

Friday, December 30, 2016 is the deadline to submit a request for Program Endorsement in time for the Thursday, January 19, 2017, BACCC Call, 9:30-10:45am

Friday, January 27, 2017 is the deadline to submit a request for Program Endorsement in time for the Thursday, February 16, 2017

Contacts

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Course Outline Editor

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Fine Arts and Communication

LINC 75A INTRODUCTION TO INSTRUCTIONAL DESIGN & TECHNOLOGY

Edit Course Outline

LINC 75A **INTRODUCTION TO INSTRUCTIONAL DESIGN & TECHNOLOGY** **Summer 2016**

3 hours lecture. **3 Units**

Total Contact Hours: 36 *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 108 *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 3 **Lab Hours:** **Weekly Out of Class Hours:** 6

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active **Grading:** Letter Grade with P/NP option

Degree Status: Applicable **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU **Validation:** 5/22/15

Division Dean Information -

Seat Count: 37 **Load Factor:** .067 **FOAP Code:** 114000151011086000

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: yes

Program Title:

Program TOPs Code:

Program Unique Code:

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13. Need/Justification -

This Workforce Education course provides specialized training in instructional design and technology for students, teachers, and those in work transition. The primary target audience include educators from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union and secondary regions of San

Mateo, Santa Clara, Santa Cruz, and Alameda counties. The course is relevant for current and future adult educators in university, community-college, and adult-education settings, as well as government and business trainers, consultants, and human-resource professionals.

1. Description -

This introductory course in instructional design and technology is for students, teachers, educators, and trainers who want to know how to create technology-based educational or training materials and resources for school, college, or business settings. Students will develop foundational knowledge and skills in systematic design processes that guide writing learning objectives, developing learning activities, applying best practices for using technology in instructional settings, and assessing learning outcomes. This is the first course in the Instructional Design & Technology program sequence.

Advisory: Basic skills using standard computer systems and internet-based technologies.

2. Course Objectives -

The student will be able to:

A. Understand the impact of instructional technology on the learning process (foundations)
B. Describe the principles and process of systematic instructional design in business and education settings (foundations)
C. Compare models of instructional design (foundations)
D. Understand major theories of learning (foundations)
E. Write instructional objectives using Bloom's Taxonomy and Mager's (design)
F. Apply instructional design within different learning environments (design)
G. Write an instructional design plan for a unit of instruction (design)
H. Examine best practices for using instructional technologies (evaluation)
I. Create an assessment plan that is aligned with instructional objectives (evaluation)

3. Special Facilities and/or Equipment -

A. When offered on/off campus: Lecture room equipped with computer projector system, whiteboard, and internet connectivity. Computer laboratories with internet connectivity and computers or internet enabled devices running standard operating systems (e.g., iOS, MacOS, Windows, Android, Linux)
B. When taught online via Foothill Global Access students must have current e-mail accounts and/or ongoing access to computers with e-mail and web browsing capability

4. Course Content (Body of knowledge) -

A. Educational technology foundations
    1. History
    2. Role in learning process
    3. Current trends
    4. Technical considerations
    5. Mediated learning
B. Principles and processes of instructional design
    1. Definition and background
    2. Intentional versus incidental learning
    3. Principles of instructional design
    4. Instructional design processes
C. Models of instructional design
    1. ADDIE
    2. Gagne's Nine Events of Instruction
    3. Kemp
    4. Dick and Carey Model
    5. Rapid Prototyping Model
    6. SAM model
    7. ARCS motivational model
D. Models of learning applied to instructional design
    1. Behaviorist
    2. Cognitivist
    3. Constructivist
E. Instructional objectives
    1. Determine intended outcomes
    2. Write effective measurable performance outcomes
    3. Aligned with assessment measures
    4. Bloom's Taxonomy
F. Learning environments

1. Instructor-led
2. Self-paced
3. Blended learning

G. Instructional design plan
1. Needs analysis: learner, environment, work
2. Goal analysis
3. Task analysis: job, content
4. Development strategy
5. Implementation plan
6. Designing instructional materials

H. Best practices for using instructional technology
1. Direct instruction and online settings
2. Discussion facilitation and feedback loops
3. Questioning and reflection
4. Cooperative learning and collaboration

I. Assessment plan
1. Formal and informal
2. Formative and summative evaluation
3. Alignment with learning objectives and instructional goal

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Designing and developing a systematic instructional design plan with a product or project
B. Presenting the product or project to peers, capturing feedback, and using it to revise the product or project
C. Making constructive contributions to class discussions and peer review feedback

7. Representative Text(s) -

Dirksen, Julie, Design for How People Learn, Berkeley, CA, New Riders, 2012.
Allen, Michael W., and Richard H. Sites, Leaving ADDIE for SAM: An Agile Model for Developing the Best Learning Experiences, Alexandria, VA, American Society for Training and Development, 2012.

8. Disciplines -

Instructional Design & Technology

9. Method of Instruction -

A. Writing notes, listening, and participating in lecture presentation
B. Observing an instructor-led demonstration and/or actively practicing the demonstrated skills
C. Presenting and communicating their ideas in discussion and/or participating in peer reviews

10. Lab Content -

Not applicable.

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

A. Writing assignments include a major course project and multiple developmental projects, online discussion response, and critical analysis of peer's educational projects.
B. Outside assignments include conducting project development, writing the instructional plan, reading, and developing the project through an iterative process.
C. When taught online these methods may take the form of video, audio, animation and web page presentations. Writing assignments are completed online.

Course status: *Active*

Development status: Edit
Owner-Editor: mcgriffsteven@fhda.edu
Last updated: 2016-03-09 13:27:26

LINC 75A INTRODUCTION TO INSTRUCTIONAL DESIGN & TECHNOLOGY

Edit Course Outline

Course Outline Editor

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LINC 75B INSTRUCTIONAL TECHNOLOGY STRATEGIES

Edit Course Outline

LINC 75B **INSTRUCTIONAL TECHNOLOGY STRATEGIES** **Summer 2016**

3 hours lecture. **3 Units**

Total Contact Hours: 36 *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 108 *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 3 **Lab Hours:** **Weekly Out of Class Hours:** 6

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active **Grading:** Letter Grade with P/NP option

Degree Status: Applicable **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU **Validation:** 5/22/15

Division Dean Information -

Seat Count: 37 **Load Factor:** .067 **FOAP Code:** 114000151011086000

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: yes

Program Title:

Program TOPs Code:

Program Unique Code:

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13. Need/Justification -

This Workforce Education course provides specialized training in instructional design and technology for students, teachers, and those in work transition. The primary target audience include educators from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union and secondary regions of San

Mateo, Santa Clara, Santa Cruz, and Alameda counties. The course is relevant for current and future adult educators in university, community-college, and adult-education settings, as well as government and business trainers, consultants, and human-resource professionals.

1. Description -

This instructional design and technology course builds on the coursework of LINC 75A and focuses on the specific strategies for using technology in the education or training environment. Students develop instructional plans that use technology to meet the needs of a variety of learners; plan for effective use and management of technology for teaching and learning (i.e., laptop carts, mobile devices, Bring Your Own Device [BYOD], classroom audio-visual, online technologies and learning systems); and learn to manage instructional design projects. This course is part of the Instructional Design & Technology program sequence.

Advisories: It is advised, but not required, that students have the background knowledge and skill taught in LINC 75A. Basic skills using standard computer systems and internet-based technologies.

2. Course Objectives -

The student will be able to:

A. Examine the relationship between Instructional Systems Design [ISD] models and effective classroom instruction
B. Identify the instructional methods and strategies used to create effective learning environments with technology-based instruction
C. Understand how ISD models are used to create instructional delivery and content that is differentiated for a wide range of learners
D. Compare instructor-centered learning methods to student-centered learning methods
E. Examine instructional systems design within non-traditional and emerging instructional methods
F. Understand the role of technology in supporting student learning in the classroom
G. Apply models of ISD to analyze an instructional problem in order to create a more effective learning environment
H. Utilize models of ISD to design an instructional plan that will effectively meet the needs of a diverse range of learners
I. Develop the instructional plan to include a component that is project-based, inquiry-based, or problem-based
J. Manage the instructional plan that will work with a blended or personalized learning environment
K. Design and develop a technology plan that includes the effective use and management of technology in a classroom setting

3. Special Facilities and/or Equipment -

A. When offered on/off campus: Lecture room equipped with computer projector system, whiteboard, and internet connectivity. Computer laboratories with internet connectivity and computers or internet enabled devices running standard operating systems (e.g., iOS, MacOS, Windows, Android, Linux)
B. When taught online via Foothill Global Access students must have current e-mail accounts and/or ongoing access to computers with e-mail and web browsing capability

4. Course Content (Body of knowledge) -

A. ISD models and effective classroom instruction
    1. Merril's First Principles of Instruction
    2. Dick and Carey Model
    3. Gagne's Nine Events of Instruction
    4. Bloom's Taxonomy
    5. Webb's Depth of Knowledge
B. Effective learning environments
    1. Application of learning models
    2. Instructional strategies
    3. Problem-solving and application of learning
    4. Authentic assessment
C. Differentiated instruction and content
    1. Content
    2. Process
    3. Product
    4. Diverse learning needs and styles
    5. English learners
D. Instructor-centered and student-centered learning methods
    1. Traditional instructional approaches
    2. Non-traditional, student-centered approaches
    3. Instructor's role in both approaches

4. Students' roles in both approaches

E. Non-traditional and emerging instructional methods.
   1. Project-based learning
   2. Inquiry-based learning
   3. Problem-based learning
   4. Blended learning models

F. Role of technology
   1. Instructional shifts using technology
   2. Differentiating with technology
   3. Personalized learning

G. Analyze an instructional problem
   1. Instructional problem related to learning environment
   2. Application of ISD models to understand and define problem

H. Design an instructional plan
   1. Synthesize ISD models to plan instruction
   2. Outcomes and objectives
   3. Instructional sequence
   4. Application of learning
   5. Assessment

I. Develop the instructional plan
   1. Application of learning
   2. Opportunities for complex problem-solving

J. Develop an alternate instructional plan
   1. Apply technology to blend learning
   2. Design plan within hybrid, blended, or personalized learning environment

K. Manage a technology plan
   1. Effective use of web-based technology
   2. Effective use of equipment
   3. Cost, technology constraints, technical condiderations
   4. Effective management at classroom, school, organizational levels

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Designing, developing and managing an instructional plan and product or project
B. Presenting the product or project to peers, capturing feedback, and using it to revise the product or project
C. Making constructive contributions to class discussions and peer review feedback

7. Representative Text(s) -

Dirksen, Julie, Design for How People Learn, Berkeley, CA, New Riders, 2012.
Allen, Michael W., and Richard H. Sites, Leaving ADDIE for SAM: An Agile Model for Developing the Best Learning Experiences, Alexandria, VA, American Society for Training and Development, 2012.

8. Disciplines -

Instructional Design & Technology

9. Method of Instruction -

A. Writing notes, listening, and participating in lecture presentation
B. Observing an instructor-led demonstration and/or actively practicing the demonstrated skills
C. Presenting and communicating their ideas in discussion and/or participating in peer reviews

10. Lab Content -

Not applicable.

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

A. Writing assignments include a major course project and multiple developmental projects, online discussion response, and critical analysis of peer's educational projects.
B. Outside assignments include conducting project development, writing the instructional plan, reading, and developing the project through an iterative process.
C. When taught online these methods may take the form of video, audio, animation and web page presentations. Writing assignments are completed online.

Course status: *Active*

Development status: Edit
Owner-Editor: **mcgriffsteven@fhda.edu**
Last updated: 2016-02-25 12:58:43

LINC 75B INSTRUCTIONAL TECHNOLOGY STRATEGIES Edit Course Outline

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Fine Arts and Communication

LINC 75C DESIGNING ONLINE INSTRUCTION

Edit Course Outline

LINC 75C **DESIGNING ONLINE INSTRUCTION** **Summer 2016**

3 hours lecture. **3 Units**

Total Contact Hours: 36 *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 108 *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 3 **Lab Hours:** **Weekly Out of Class Hours:** 6

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active **Grading:** Letter Grade with P/NP option

Degree Status: Applicable **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU **Validation:** 5/22/15

Division Dean Information -

Seat Count: 37 **Load Factor:** .067 **FOAP Code:** 114000151011086000

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: yes

Program Title:

Program TOPs Code:

Program Unique Code:

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13. Need/Justification -

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Mateo, Santa Clara, Santa Cruz, and Alameda counties. The course is relevant for current and future adult educators in university, community-college, and adult-education settings, as well as government and business trainers, consultants, and human-resource professionals.

1. Description -

This course advances the knowledge of instructional design and technology taught in LINC 75A and LINC 75B while focusing on the unique design challenges and delivery options of online education or training. Students apply the methods of instruction with web-based technologies to design online learning courses, lessons, activities, and resources. Special emphasis is provided for creating multimedia resources (e.g., screen casting and instructional videos) and for designing online learning with video conferencing, threaded discussions, shared documents and online collaboration used in learning management systems. This course is part of the Instructional Design & Technology program sequence.

Prerequisite: LINC 75A or 75B.

Advisory: Basic skills using standard computer systems and internet-based technologies.

2. Course Objectives -

The student will be able to:

A. Apply Instructional Systems Design [ISD] principles to the design and delivery of synchronous and asynchronous online courses
B. Compare synchronous and asynchronous instructional strategies for online delivery technology
C. Identify and describe the differences between online, hybrid, and face to face learning modules
D. Compare the interactive resources of online learning, blended learning, and self-paced, web-based learning
E. Survey multimedia and other web-based tools incorporated into online learning courses
F. Compare different methods for online communication
G. Synthesize ISD principles to design a synchronous or asynchronous online learning course
H. Develop online learning course for classroom or training environment
I. Select appropriate online multimedia tools to incorporate into the online learning environment
J. Incorporate methods for online communication and collaboration
K. Identify technology requirements and constraints for delivery of online learning

3. Special Facilities and/or Equipment -

A. When offered on/off campus: Lecture room equipped with computer projector system, whiteboard, and internet connectivity. Computer laboratories with internet connectivity and computers or internet enabled devices running standard operating systems (e.g., iOS, MacOS, Windows, Android, Linux)
B. When taught online via Foothill Global Access students must have current e-mail accounts and/or ongoing access to computers with e-mail and web browsing capability

4. Course Content (Body of knowledge) -

A. Synchronous and asynchronous online courses
    1. Relationship between ISD models and online course design
B. Compare and contrast uses and advantages of synchronous and asynchronous online delivery technology
C. Online, hybrid, and face to face learning
    1. Instructor's role
    2. Students' roles
    3. Instructional delivery
    4. Learning methods
    5. Assessment
    6. Communication
D. Online learning, blended learning, and self-paced, web-based learning modules
    1. Online learning models
    2. Blended learning models
    3. Self-paced, web-based learning modules
E. Multimedia and web-based tools
    1. Screen casting
    2. Online video
    3. Other web-based multimedia tools
F. Online communication tools
    1. Threaded discussions
    2. Videoconferencing
    3. Web-based collaboration tools
    4. Email and other messaing tools
G. Design online learning course

1. Needs assessment
2. Learning analysis
3. Performance analysis
4. Outcomes and objectives
5. Instructional tasks
6. Assessment methods

H. Develop online learning course
1. Method for online learning
2. Technology considerations
3. Learning modules
4. Multimedia and other web-based tools
5. Method for online communication

I. Select appropriate multimedia tools
1. Aligned with instructional objectives
2. Supported by technology platform

J. Online communication
1. Aligned with instructional objective
2. Synchronous or asynchronous

K. Technology requirements and constraints
1. Delivery platforms
2. Technical requirements for instructors
3. Technical requirements for end-users

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Designing and developing an online lesson or activity
B. Presenting the product or project to peers, capturing feedback, and using it to revise the product or project
C. Making constructive contributions to class discussions and peer review feedback

7. Representative Text(s) -

Allen, Michael W., and Richard H. Sites, Leaving ADDIE for SAM: An Agile Model for Developing the Best Learning Experiences, Alexandria, VA, American Society for Training and Development, 2012.
Arshavskiy, Marina, Instructional Design for ELearning: Essential Guide to Creating Successful ELearning Courses, Seattle, CreateSpace, 2013.

8. Disciplines -

Instructional Design & Technology

9. Method of Instruction -

A. Writing notes, listening, and participating in lecture presentation
B. Observing an instructor-led demonstration and/or actively practicing the demonstrated skills
C. Presenting and communicating their ideas in discussion and/or participating in peer reviews

10. Lab Content -

Not applicable.

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

A. Writing assignments include a major course project and multiple developmental projects, online discussion response, and critical analysis of peer's educational projects.
B. Outside assignments include conducting project development, writing the instructional plan, reading, and developing the project through an iterative process.
C. When taught online these methods may take the form of video, audio, animation and web page presentations. Writing assignments are completed online.

Course status: *Active*

Development status: Edit
Owner-Editor: **mcgriffsteven@fhda.edu**
Last updated: 2016-02-25 12:58:43

LINC 75C DESIGNING ONLINE INSTRUCTION Edit Course Outline

Course Outline Editor

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Course Outline Editor

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Fine Arts and Communication

LINC 82A INTRODUCTION TO DESIGNING INSTRUCTIONAL TECHNOLOGY PROJECTS

Edit Course Outline

LINC 82A	**INTRODUCTION TO DESIGNING INSTRUCTIONAL TECHNOLOGY PROJECTS**	**Summer 2016**
3 hours lecture.		**3 Units**

Total Contact Hours: 36 *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 108 *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 3 **Lab Hours:** **Weekly Out of Class Hours:** 6

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active **Grading:** Letter Grade with P/NP option

Degree Status: Applicable **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU **Validation:** 5/22/15

Division Dean Information -

Seat Count: 37 **Load Factor:** .067 **FOAP Code:** 114000151011086000

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: yes

Program Title:

Program TOPs Code:

Program Unique Code:

13. Need/Justification -

This Workforce Education course provides specialized training in instructional design and technology for students,

teachers, and those in work transition. The primary target audience include educators from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union and secondary regions of San Mateo, Santa Clara, Santa Cruz, and Alameda counties. The course is relevant for current and future adult educators in university, community-college, and adult-education settings, as well as government and business trainers, consultants, and human-resource professionals.

1. Description -

This introductory course in designing and developing instructional projects is for students, educators, and trainers interested in the planning of instructional design and technology projects. Students will acquire the knowledge and technology skills needed to lead the design, creation, and iteration of instructional materials, specifically, basic project management, applying instructional technology principles, and using rapid prototyping models to efficiently design, make, and evaluate instructional projects for education or business learning contexts. This course is part of the Instructional Design & Technology program sequence.

Advisories: Basic skills using standard computer systems and internet-based technologies.

2. Course Objectives -

The student will be able to:

A. Design and develop instruction and training projects for a unit or course in a classroom or training curriculum
B. Create an instructional project using a rapid prototyping method
C. Iterate design ideas of the instructional project
D. Managing project development
E. Design project assessment plan

3. Special Facilities and/or Equipment -

A. When offered on/off campus: Lecture room equipped with computer projector system, whiteboard, and internet connectivity. Computer laboratories with internet connectivity and computers or internet enabled devices running standard operating systems (e.g., iOS, MacOS, Windows, Android, Linux)
B. When taught online via Foothill Global Access students must have current e-mail accounts and/or ongoing access to computers with e-mail and web browsing capability

4. Course Content (Body of knowledge) -

A. Instruction and training materials and tools
    1. Review instructional technology tools to create product
        a. Presentations
        b. Web sites
        c. Video
        d. Screencast
        e. Poster
        f. Handout
        g. Information graphic
    2. Analyze application of each tool to project outcomes
B. Rapid prototype of instruction
    1. Successive Approximation Model (SAM)
    2. Preparation phase
    3. Protyping
    4. Constructing the prototype
    5. Iterative phase
    6. Review and evaluate the outcomes
C. Iterate design project ideas
    1. Revisit the project goal
    2. Review the learning audience
    3. Brainstorm new ideas
    4. Find new instructor activities
    5. Revise and update all learner activities
D. Managing course projects
    1. Instructional project planning matrix
    2. Instructional products
    3. Selecting and evaluating the technology
E. Assessment plan
    1. Formative and summative
    2. Aligned with project goals
    3. Implementation strategies

4. Getting feedback
5. Making changes

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Designing and developing an instructional plan and product or project
B. Presenting the product or project to peers, capturing feedback, and using it to revise the product or project
C. Making constructive contributions to class discussions and peer review feedback

7. Representative Text(s) -

Bean, Cammy, The Accidental Instructional Designer, Alexandria, VA, American Society for Training & Development (ASTD), 2014.
Hagen, Rebecca, and Kim Golombisky, WSINYE: White Space Is Not Your Enemy: A Beginner's Guide to Communicating Visually through Graphic, Web & Multimedia Design, New York, NY, Focal, 2013.
Vaughn, Tay, Multimedia: Making It Work, 9th ed. New York, McGraw-Hill, 2014.

8. Disciplines -

Instructional Design & Technology

9. Method of Instruction -

A. Writing notes, listening, and participating in lecture presentation
B. Observing an instructor-led demonstration and/or actively practicing the demonstrated skills
C. Presenting and communicating their ideas in discussion and/or participating in peer reviews

10. Lab Content -

Not applicable.

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

A. Writing assignments include a major course project and multiple developmental projects, online discussion response, and critical analysis of peer's educational projects.
B. Outside assignments include conducting project development, writing the instructional plan, reading, and developing the project through an iterative process.
C. When taught online these methods may take the form of video, audio, animation and web page presentations. Writing assignments are completed online.

Course status: *Active*

Development status: Edit
Owner-Editor: **mcgriffsteven@fhda.edu**
Last updated: 2016-03-09 13:28:03

LINC 82A INTRODUCTION TO DESIGNING INSTRUCTIONAL TECHNOLOGY PROJECTS

Edit Course Outline

Course Outline Editor

Return to Options

Course Outline Editor

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Fine Arts and Communication

LINC 82B DEVELOPING INSTRUCTIONAL MATERIALS

Edit Course Outline

LINC 82B **DEVELOPING INSTRUCTIONAL MATERIALS** **Summer 2016**

3 hours lecture. **3 Units**

Total Contact Hours: 36 *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 108 *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 3 **Lab Hours:** **Weekly Out of Class Hours:** 6

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active **Grading:** Letter Grade with P/NP option

Degree Status: Applicable **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU **Validation:** 5/22/15

Division Dean Information -

Seat Count: 37 **Load Factor:** .067 **FOAP Code:** 114000151011086000

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: yes

Program Title:

Program TOPs Code:

Program Unique Code:

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13. Need/Justification -

This Workforce Education course provides specialized training in instructional design and technology for students, teachers, and those in work transition. The primary target audience include educators from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union and secondary regions of San

Mateo, Santa Clara, Santa Cruz, and Alameda counties. The course is relevant for current and future adult educators in university, community-college, and adult-education settings, as well as government and business trainers, consultants, and human-resource professionals.

1. Description -

This instructional design and development course builds on the coursework of LINC 82A and focuses on refining the skills needed for making digital media for education or business learning contexts. Students interested in the study of instructional design will rapidly design, develop, and evaluate presentations, infographics, posters, digital resources, multimedia, and web sites for particular learning styles. Special emphasis is given for using collaborative tools to facilitate and manage group projects. This course is part of the Instructional Design & Technology program sequence.

Advisories: It is advised, but not required that students have the background knowledge and skill taught in LINC 82A. Basic skills using standard computer systems and internet-based technologies.

2. Course Objectives -

The student will be able to:

A. Apply Instructional Systems Design [ISD] principles to design and development of instructional resources
B. Analyze examples of effective instructional resources used in classroom and training settings
C. Ensure project alignment between objectives, instructor activity, learner activity, and assessment
D. Compare print, online, and computer media projects
E. Identify online instructional resources
F. Develop a variety of instructional print resources
G. Develop a variety of computer media instructional resources
H. Match learner profile with instructional project features
I. Develop project to align with objectives, activities, and assessment

3. Special Facilities and/or Equipment -

A. When offered on/off campus: Lecture room equipped with computer projector system, whiteboard, and internet connectivity. Computer laboratories with internet connectivity and computers or internet enabled devices running standard operating systems (e.g., iOS, MacOS, Windows, Android, Linux)
B. When taught online via Foothill Global Access students must have current e-mail accounts and/or ongoing access to computers with e-mail and web browsing capability

4. Course Content (Body of knowledge) -

A. Instructional resource design
    1. Revise existing materials or create new materials
    2. Method of delivery
    3. Best media to match instructional objectives
B. Effective instructional resources
    1. Best practices
    2. Examples of print and non-print materials
    3. Online resources
C. Alignment
    1. Learning objectives
    2. Instructor and learner activities
    3. Assessment
D. Comparison of print, online, and computer media resources
    1. Best media type for particular objectives and learning environments
E. Online instructional resources.
    1. Online resources already available
    2. Online tools for creation of online resources
F. Develop print resources.
    1. Job aids
    2. Handouts
    3. Manuals
G. Develop computer media resources
    1. Multimedia (infographics, posters)
    2. Video (screen casting)
    3. Web sites (interactive, information, survey)
H. Match learner needs with project features
    1. Which collaboration tools to use?
    2. Which web sites provide appropriate information?
    3. How do you build collaboration among students?
    4. Which forms of video are most effective?

5. How might interactive components facilitate learning?

I. Develop project alignment
   1. Learner needs
   2. Learning objectives
   3. Learning environment

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Designing and developing an instructional project that includes collaboration
B. Presenting the product or project to peers, capturing feedback, and using it to revise the product or project
C. Making constructive contributions to class discussions and peer review feedback

7. Representative Text(s) -

Bean, Cammy, The Accidental Instructional Designer, Alexandria, VA, American Society for Training & Development (ASTD), 2014.
Hagen, Rebecca, and Kim Golombisky, *WSINYE: White Space Is Not Your Enemy: A Beginner's Guide to Communicating Visually through Graphic, Web & Multimedia Design, New York, NY, Focal, 2013.*
Vaughn, Tay, Multimedia: Making It Work, 9th ed. New York, McGraw-Hill, 2014.

8. Disciplines -

Instructional Design & Technology

9. Method of Instruction -

A. Writing notes, listening, and participating in lecture presentation
B. Observing an instructor-led demonstration and/or actively practicing the demonstrated skills
C. Presenting and communicating their ideas in discussion and/or participating in peer reviews

10. Lab Content -

Not applicable.

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

A. Writing assignments include a major course project and multiple developmental projects, online discussion response, and critical analysis of peer's educational projects.
B. Outside assignments include conducting project development, writing the instructional plan, reading, and developing the project through an iterative process.
C. When taught online these methods may take the form of video, audio, animation and web page presentations. Writing assignments are completed online.

Course status: *Active*

Development status: Edit
Owner-Editor: mcgriffsteven@fhda.edu
Last updated: 2016-03-09 13:28:35

Course Outline Editor

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Fine Arts and Communication

LINC 82C CREATING INTERACTIVE MEDIA FOR INSTRUCTION

Edit Course Outline

LINC 82C **CREATING INTERACTIVE MEDIA FOR INSTRUCTION** **Summer 2016**

3 hours lecture. **3 Units**

Total Contact Hours: 36 *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 108 *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 3 **Lab Hours:** **Weekly Out of Class Hours:** 6

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active **Grading:** Letter Grade with P/NP option

Degree Status: Applicable **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU **Validation:** 5/22/15

Division Dean Information -

Seat Count: 37 **Load Factor:** .067 **FOAP Code:** 114000151011086000

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: yes

Program Title:

Program TOPs Code:

Program Unique Code:

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13. Need/Justification -

This Workforce Education course provides specialized training in instructional design and technology for students, teachers, and those in work transition. The primary target audience include educators from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union and secondary regions of San

Mateo, Santa Clara, Santa Cruz, and Alameda counties. The course is relevant for current and future adult educators in university, community-college, and adult-education settings, as well as government and business trainers, consultants, and human-resource professionals.

1. Description -

This advanced course in creating interactive media for instruction continues the coursework of LINC 82A and LINC 82B and provides the depth of skills and knowledge needed for making online learning media that includes interactive components, such as instructional video, multimedia, game-based learning, graphical user interface design, interactive tutorials, embedding collaborative elements in web sites or learning management systems. Students interested in the study of instructional design and technology will develop a project for either education or business learning contexts. This course is part of the Instructional Design & Technology program sequence.

Prerequisite: LINC 82A or 82B.

Advisory: Basic skills using standard computer systems and internet-based technologies.

2. Course Objectives -

The students will be able to:

A. Define levels of instructional interaction
B. Create online interactive games and activities for learners
C. Create online interactive assessments for learners
D. Utilize instructional design principles to create an instructional video
E. Apply the concept of flipped learning
F. Create a plan for flipped learning environment in the classroom
G. Embed interactive media in a website and collaborative online documents
H. Embed interactive media for use by learners in a learning management system
I. Explore the pedagogy behind game-based learning
J. Explore several tools for game-based learning

3. Special Facilities and/or Equipment -

A. When offered on/off campus: Lecture room equipped with computer projector system, whiteboard, and internet connectivity. Computer laboratories with internet connectivity and computers or internet enabled devices running standard operating systems (e.g., iOS, MacOS, Windows, Android, Linux)
B. When taught online via Foothill Global Access students must have current e-mail accounts and/or ongoing access to computers with e-mail and web browsing capability

4. Course Content (Body of knowledge) -

A. Levels of instructional interaction
    1. Level 1 Passive-no interaction
    2. Level 2 Limited interaction
    3. Level 3 Moderate interaction
    4. Level 4 Simulation and game-based learning
B. Online interactive games and activities
    1. Learner objectives
    2. Format
    3. Content
    4. Online tools - Flash, HTML5, other
    5. Hosting platform
C. Online interactive assessments
    1. Learner objectives
    2. Reliability and validity
    3. Format
    4. Content
    5. Online tool
    6. Hosting platform
D. Instructional video
    1. Learner objectives
    2. Instructional sequence of content
    3. Format
    4. Screencasting
    5. Screen shots and images
    6. Video
    7. Hosting platform and embedding
E. Understand flipped learning

1. Individualized/personalized learning
2. Interactive learning environment

F. Plan for flipped learning
1. Flexible environment
2. Instructor and student roles
3. Use of time
4. Technology
5. Instructional content
6. Ongoing assessment

G. Embed interactive media - website and documents
1. Enhanced instruction
2. Personalized learning
3. Technical aspects

H. Embed interactive media - learning management system
1. Enhanced instruction
2. Personalized learning
3. Technical aspects

I. Game-based learning - pedagogy
1. Collaborative problem-solving
2. Divergent thinking
3. Creativity

J. Game-based learning - tools
1. Print-based
2. Electronic
3. Online

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Designing and developing an interactive online instructional project
B. Presenting the product or project to peers, capturing feedback, and using it to revise the product or project
C. Making constructive contributions to class discussions and peer review feedback

7. Representative Text(s) -

Bean, Cammy, The Accidental Instructional Designer, Alexandria, VA, American Society for Training & Development (ASTD), 2014.
Hagen, Rebecca, and Kim Golombisky, WSINYE: White Space Is Not Your Enemy: A Beginner's Guide to Communicating Visually through Graphic, Web & Multimedia Design, New York, NY, Focal, 2013.
Vaughn, Tay, Multimedia: Making It Work, 9th ed. New York, McGraw-Hill, 2014.

8. Disciplines -

Instructional Design & Technology

9. Method of Instruction -

A. Writing notes, listening, and participating in lecture presentation
B. Observing an instructor-led demonstration and/or actively practicing the demonstrated skills
C. Presenting and communicating their ideas in discussion and/or participating in peer reviews

10. Lab Content -

Not applicable.

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

A. Writing assignments include a major course project and multiple developmental projects, online discussion response, and critical analysis of peer's educational projects.
B. Outside assignments include conducting project development, writing the instructional plan, reading, and developing the project through an iterative process.

C. When taught online these methods may take the form of video, audio, animation and web page presentations. Writing assignments are completed online.

Course status: *Active*

Development status: Edit
Owner-Editor: **mcgriffsteven@fhda.edu**
Last updated: 2016-03-09 13:29:14

LINC 82C CREATING INTERACTIVE MEDIA FOR INSTRUCTION Edit Course Outline

Course Outline Editor

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Fine Arts and Communication

LINC 91A INTRODUCTION TO ASSESSING INSTRUCTIONAL TECHNOLOGY

Edit Course Outline

LINC 91A **INTRODUCTION TO ASSESSING INSTRUCTIONAL TECHNOLOGY** **Summer 2016**

3 hours lecture. **3 Units**

Total Contact Hours: 36 *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 108 *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 3 **Lab Hours:** **Weekly Out of Class Hours:** 6

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active **Grading:** Letter Grade with P/NP option

Degree Status: Applicable **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU **Validation:** 5/22/15

Division Dean Information -

Seat Count: 37 **Load Factor:** .067 **FOAP Code:** 114000151011086000

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: yes

Program Title:

Program TOPs Code:

Program Unique Code:

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13. Need/Justification -

This Workforce Education course provides specialized training in instructional design and technology for students, teachers, and those in work transition. The primary target audience include educators from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union and secondary regions of San

Mateo, Santa Clara, Santa Cruz, and Alameda counties. The course is relevant for current and future adult educators in university, community-college, and adult-education settings, as well as government and business trainers, consultants, and human-resource professionals.

1. Description -

This introductory course in assessing instructional technologies is for students, educators, and trainers interested in instructional design and technology. Students develop critical thinking skills and use evaluation processes, resources, and instruments to select and evaluate instructional materials, technologies, resources, and programs that meet specific learning outcomes for educational and training contexts. Coursework includes using technology to conduct survey research and basic data analysis. This course is part of the Instructional Design & Technology program sequence.

Advisories: Basic skills using standard computer systems and internet-based technologies.

2. Course Objectives -

The student will be able to:

A. Describe the basics of evaluation processes and research for instructional technology
B. Apply critical thinking skills
C. Use quantitative evaluation strategies
D. Use qualitative evaluation strategies
E. Use action research
F. Describe application of research methodologies to instructional design and technology
G. Apply research strategies to measure outcomes for learners, instruction, and instructional programs
H. Assess and select instructional technology tools and resources for research
I. Create an assessment instrument
J. Analyze data for instructional design purposes
K. Explain the ethical standards of educational research

3. Special Facilities and/or Equipment -

A. When offered on/off campus: Lecture room equipped with computer projector system, whiteboard, and internet connectivity. Computer laboratories with internet connectivity and computers or internet enabled devices running standard operating systems (e.g., iOS, MacOS, Windows, Android, Linux)
B. When taught online via Foothill Global Access students must have current e-mail accounts and/or ongoing access to computers with e-mail and web browsing capability

4. Course Content (Body of knowledge) -

A. The basics of instructional technology evaluation
    1. Research problem
    2. Variables and hypotheses
    3. Sampling
    4. Instrumentation
    5. Validity and reliability
    6. Evaluation, assessment, and testing
B. Critical thinking
    1. Observation
    2. Compare and contrast items and topics
    3. Discuss and analyze items and topics
    4. Encourage collaboration in analysis process
    5. Facilitate open-ended discussion
    6. Practice Socratic method
    7. Use argument analysis
C. Quantitative evaluation strategies
    1. Experimental research
    2. Survey research
    3. How to use quantitative research in instructional technology
D. Qualitative evaluation strategies
    1. Observation, interviews, focus groups
    2. Content analysis
    3. How to use qualitative research in instructional technology
E. Action research
    1. Practical research methods and strategies
    2. How to use action research in instructional technology
F. Choosing a research methodology to evaluate instructional technology
    1. Formative and summative assessment

2. Kirkpatrick's Four Levels of Evaluation

G. Apply research strategies to measure outcomes for learners, instruction, and instructional programs
   1. Learner analysis techniques
   2. Assessing instructional outcomes for an activity, lesson, or unit of learning
   3. Evaluating outcomes of instructional programs

H. Assess and select instructional technology tools and resources for evaluation
   1. Paper survey instruments
   2. Online resources for data collection
   3. Computer-based methods

I. Create an assessment instrument
   1. Compare instruments and contexts for use
   2. Compare delivery media
   3. Collecting data

J. Analyze data for instructional design purposes
   1. Demographic data
   2. Preferences data
   3. Evaluative data

K. Explain the ethical standards of educational research
   1. Value of research
   2. Scientific validity
   3. Fair subject selection
   4. Informed consent
   5. Confidentiality

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Designing and developing an evaluation plan and instrument for instructional technologies
B. Presenting the evaluation instrument and plan to peers, capturing feedback, and using it to revise the product or project
C. Making constructive contributions to class discussions and peer review feedback

7. Representative Text(s) -

Fraenkel, Jack R., Norman Wallen, and Helen Hyun, How to Design and Evaluate Research in Education, 9th ed. New York, McGraw-Hill, 2014.
Greenstein, Laura, Assessing 21st Century Skills: A Guide to Evaluating Mastery and Authentic Learning, Thousand Oaks, Corwin, 2012.

8. Disciplines -

Instructional Design & Technology

9. Method of Instruction -

A. Writing notes, listening, and participating in lecture presentation
B. Observing an instructor-led demonstration and/or actively practicing the demonstrated skills
C. Presenting and communicating their ideas in discussion and/or participating in peer reviews

10. Lab Content -

Not applicable.

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

A. Writing assignments include a major course project and multiple developmental projects, online discussion response, and critical analysis of peer's educational projects.
B. Outside assignments include conducting project development, writing the instructional plan, reading, and developing the project through an iterative process.
C. When taught online these methods may take the form of video, audio, animation and web page presentations. Writing assignments are completed online.

Course status: *Active*

Development status: Edit
Owner-Editor: mcgriffsteven@fhda.edu
Last updated: 2016-03-09 13:39:22

LINC 91A INTRODUCTION TO ASSESSING INSTRUCTIONAL TECHNOLOGY Edit Course Outline

Course Outline Editor

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Fine Arts and Communication

LINC 91B EVALUATING TECHNOLOGY-BASED LEARNING OUTCOMES

Edit Course Outline

LINC 91B **EVALUATING TECHNOLOGY-BASED LEARNING OUTCOMES** **Summer 2016**

3 hours lecture. **3 Units**

Total Contact Hours: 36 *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 108 *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 3 **Lab Hours:** **Weekly Out of Class Hours:** 6

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active **Grading:** Letter Grade with P/NP option

Degree Status: Applicable **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU **Validation:** 5/22/15

Division Dean Information -

Seat Count: 37 **Load Factor:** .067 **FOAP Code:** 114000151011086000

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: yes

Program Title:

Program TOPs Code:

Program Unique Code:

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13. Need/Justification -

This Workforce Education course provides specialized training in instructional design and technology for students, teachers, and those in work transition. The primary target audience include educators from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union and secondary regions of San

Mateo, Santa Clara, Santa Cruz, and Alameda counties. The course is relevant for current and future adult educators in university, community-college, and adult-education settings, as well as government and business trainers, consultants, and human-resource professionals.

1. Description -

This instructional design and technology course builds on the coursework of LINC 91A and focuses on evaluating learning outcomes in educational and business training contexts. Students will design and develop technology-based authentic and performance-based assessments, rubrics, needs assessment plans, learner analysis instruments, adaptive testing, and surveys. Coursework includes managing data collection, analyzing results, and reporting findings. This course is part of the Instructional Design & Technology program sequence.

Advisory: It is advised, but not required that students have the background knowledge and skill taught in LINC 91A. Basic skills using standard computer systems and internet-based technologies.

2. Course Objectives -

The student will be able to:

A. Learning outcomes
B. Apply formative and summative assessment processes and instruments to evaluate the outcomes of instructional objectives
C. Use technology to create different evaluation and assessment tools
D. Managing the evaluation process
E. Explore techniques for creating conditional and adaptive tests
F. Designing an effective survey
G. Collect data
H. Conduct a data analysis
I. Report the results

3. Special Facilities and/or Equipment -

A. When offered on/off campus: Lecture room equipped with computer projector system, whiteboard, and internet connectivity. Computer laboratories with internet connectivity and computers or internet enabled devices running standard operating systems (e.g., iOS, MacOS, Windows, Android, Linux)
B. When taught online via Foothill Global Access students must have current e-mail accounts and/or ongoing access to computers with e-mail and web browsing capability

4. Course Content (Body of knowledge) -

A. Learning outcomes
    1. Goals and objectives analysis
    2. Task analysis
    3. Using Bloom's taxonomy to write learning outcomes
B. Evaluate the outcomes of instructional objectives
    1. Formative
    2. Summative
    3. Evaluation instruments
    4. Authentic assessments
    5. Performance-based assessments
    6. Rubrics
C. Use technology to create different evaluation and assessment tools
    1. Technology enabled observation tools
    2. Paper-based resources
D. Managing evaluation processes
    1. Project tracking tools and processes
    2. Finding evaluation instruments vs. making one
E. Conditional and adaptive tests
    1. Test content
    2. Adaptive software
    3. Use in personalization of learning
F. Effective surveys
    1. Objectives
    2. High quality questions
    3. Response choices
    4. Pilot
G. Data collection
    1. Questionnaires
    2. Focus groups

3. Interviews

H. Data analysis
   1. Review data
   2. Organize data
   3. Code data
   4. Conduct statistical analyses
   5. Interpret data

I. Data reporting
   1. Audience
   2. Format for presenting findings

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Writing learning outcomes and developing an evaluation method to measure the outcomes
B. Presenting the evaluation project and plan to peers, capturing feedback, and using it to revise the product or project
C. Making constructive contributions to class discussions and peer review feedback

7. Representative Text(s) -

Fraenkel, Jack R., Norman Wallen, and Helen Hyun, How to Design and Evaluate Research in Education, 9th ed. New York, McGraw-Hill, 2014.
Greenstein, Laura, Assessing 21st Century Skills: A Guide to Evaluating Mastery and Authentic Learning, Thousand Oaks, Corwin, 2012.

8. Disciplines -

Instructional Design & Technology

9. Method of Instruction -

A. Writing notes, listening, and participating in lecture presentation
B. Observing an instructor-led demonstration and/or actively practicing the demonstrated skills
C. Presenting and communicating their ideas in discussion and/or participating in peer reviews

10. Lab Content -

Not applicable.

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

A. Writing assignments include a major course project and multiple developmental projects, online discussion response, and critical analysis of peer's educational projects.
B. Outside assignments include conducting project development, writing the instructional plan, reading, and developing the project through an iterative process.
C. When taught online these methods may take the form of video, audio, animation and web page presentations. Writing assignments are completed online.

Course status: *Active*

Development status: Edit
Owner-Editor: mcgriffsteven@fhda.edu
Last updated: 2016-02-25 12:58:43

Course Outline Editor

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Fine Arts and Communication

LINC 91C EVALUATING INSTRUCTIONAL PROGRAMS

Edit Course Outline

LINC 91C **EVALUATING INSTRUCTIONAL PROGRAMS** **Summer 2016**

3 hours lecture. **3 Units**

Total Contact Hours: 36 *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 108 *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 3 **Lab Hours:** **Weekly Out of Class Hours:** 6

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active **Grading:** Letter Grade with P/NP option

Degree Status: Applicable **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU **Validation:** 5/22/15

Division Dean Information -

Seat Count: 37 **Load Factor:** .067 **FOAP Code:** 114000151011086000

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: yes

Program Title:

Program TOPs Code:

Program Unique Code:

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13. Need/Justification -

This Workforce Education course provides specialized training in instructional design and technology for students, teachers, and those in work transition. The primary target audience include educators from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union and secondary regions of San

Mateo, Santa Clara, Santa Cruz, and Alameda counties. The course is relevant for current and future adult educators in university, community-college, and adult-education settings, as well as government and business trainers, consultants, and human-resource professionals.

1. Description -

This advanced course in evaluating instructional technology programs continues the coursework of LINC 91A and LINC 91B and further develops the skills and knowledge students need to measure and evaluate the effectiveness of educational curriculum or training programs. Using analysis skills, students examine the entire process from program design to implementation. Students interested in the study of instructional design and technology will determine and report on the effectiveness of an instructional program or curriculum for either online or classroom delivery in terms of instructor preparation, planning, delivery medium, and effective use of technology. Skill development includes effective use of technology tools for writing, conducting, analyzing, and reporting an instructional program evaluation plan. This course is part of the Instructional Design & Technology program sequence.

Prerequisites: LINC 91A or 91B.

Advisories: Basic skills using standard computer systems and internet-based technologies.

2. Course Objectives -

The student will be able to:

A. Describe the processes of evaluation for an instructional curriculum or program
B. Utilize evaluation instruments in evaluation of an instructional technology program
C. Determine the effectiveness of a program in terms of content, instructor, technology
D. Use evaluation method to determine program's success over time
E. Write a program evaluation plan
F. Conduct the program evaluation plan of an instructional technology program

3. Special Facilities and/or Equipment -

A. When offered on/off campus: Lecture room equipped with computer projector system, whiteboard, and internet connectivity. Computer laboratories with computers running either Windows and /or Macintosh operating system and internet connectivity.
B. When taught via Foothill Global Access students must have current e-mail accounts and/or ongoing access to computers with e-mail software, and web browsing capability.

4. Course Content (Body of knowledge) -

A. Processes in evaluation of an instructional program
    1. Kirkpatrick's Four Levels of program evaluation
B. Utilize evaluation instruments for instructional programs
    1. Focus groups
    2. Surveys
    3. Pre- and post -tests
    4. Observations and interviews
C. Determine the program or curriculum effectiveness
    1. Content
        a. Learning objectives and outcomes
    2. Instructor effectiveness
        a. End of course surveys
        b. Observations
        c. Supervisor reports
    3. Use of technology
        a. Effectiveness and efficiency
        b. Technical considerations
        c. Cost considerations
D. Use evaluation method to determine program's success over time
    1. Surveys
    2. Focus group questions
    3. Interview questions
    4. Supervisor reports
E. Program evaluation plan
    1. Tailor plan to classroom or training environment
    2. Consider instructional problem
    3. Align with instructional sequence
    4. Create evaluation instruments
    5. Design evaluation data analysis routines

F. Conduct the program evaluation plan of an instructional technology program
    1. Implement in real world context
    2. Assess learner outcomes
    3. Assess program effectiveness
    4. Write evaluation report

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Designing and developing an instructional plan and data collection instrument
B. Presenting the product or project to peers, capturing feedback, and using it to revise the product or project
C. Making constructive contributions to class discussions and peer review feedback

7. Representative Text(s) -

Fraenkel, Jack R., Norman Wallen, and Helen Hyun, How to Design and Evaluate Research in Education, 9th ed. New York, McGraw-Hill, 2014.
Greenstein, Laura, Assessing 21st Century Skills: A Guide to Evaluating Mastery and Authentic Learning, Thousand Oaks, Corwin, 2012.
Handshaw, Dick, Training That Delivers Results: Instructional Design That Aligns with Business Goals, New York, American Management Association, 2014.

8. Disciplines -

Instructional Design & Technology

9. Method of Instruction -

A. Writing notes, listening, and participating in lecture presentation
B. Observing an instructor-led demonstration and/or actively practicing the demonstrated skills
C. Presenting and communicating their ideas in discussion and/or participating in peer reviews

10. Lab Content -

Not applicable.

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

A. Writing assignments include a major course project and multiple developmental projects, online discussion response, and critical analysis of peer's educational projects.
B. Outside assignments include conducting project development, writing the instructional plan, reading, and developing the project through an iterative process.
C. When taught online these methods may take the form of video, audio, animation and web page presentations. Writing assignments are completed online.

Course status: *Active*

Development status: Edit
Owner-Editor: **mcgriffsteven@fhda.edu**
Last updated: 2016-03-10 07:34:35

LINC 91C EVALUATING INSTRUCTIONAL PROGRAMS Edit Course Outline

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Fine Arts and Communication

LINC 92 SEMINAR IN INSTRUCTIONAL DESIGN & TECHNOLOGY

Edit Course Outline

LINC 92 **SEMINAR IN INSTRUCTIONAL DESIGN & TECHNOLOGY** **Summer 2016**

3 hours lecture. **3 Units**

Total Contact Hours: 36 *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 108 *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 3 **Lab Hours:** **Weekly Out of Class Hours:** 6

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active **Grading:** Letter Grade with P/NP option

Degree Status: Applicable **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU **Validation:** 5/22/15

Division Dean Information -

Seat Count: 37 **Load Factor:** .067 **FOAP Code:** 114000151011086000

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: yes

Program Title:

Program TOPs Code:

Program Unique Code:

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13. Need/Justification -

This Workforce Education course provides specialized training in instructional design and technology for students, teachers, and those in work transition. The primary target audience include educators from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union and secondary regions of San

Mateo, Santa Clara, Santa Cruz, and Alameda counties. The course is relevant for current and future adult educators in university, community-college, and adult-education settings, as well as government and business trainers, consultants, and human-resource professionals.

1. Description -

This seminar course is for teachers, educators, and trainers who have completed the pre-requisite coursework in the Instructional Design and Technology program sequence. Students demonstrate ability to apply knowledge, skills, and dispositions acquired through program coursework to the design, development, evaluation, and implementation of technology-based instructional and training projects in a "real-world" scenario. The seminar experience provides students the opportunity to act as consultants in a real, client-based case study to apply theories, concepts, and principles of instructional technology to solve an instructional or a training problem in authentic education or business settings.

Prerequisites: Completion of LINC 75A and (LINC 75B or 75C); LINC 82A and (LINC 82B or 82C); and LINC 91A and (LINC 91B or 91C).

Advisory: Basic skills using standard computer systems and internet-based technologies.

2. Course Objectives -

Students will be able to:

A. Design and develop an instructional design solution for a real world scenario
B. Apply knowledge and skills of instructional design and technology to a real-world context
C. Collaborate in consulting context to develop solution paths
D. Present the solution to the client
E. Maintain an online journal of the simulated learning experience
F. Assess the effectiveness of the instructional solution using Kirkpatrick's Four Levels of Evaluation

3. Special Facilities and/or Equipment -

A. When offered on/off campus: Lecture room equipped with computer projector system, whiteboard, and internet connectivity. Computer laboratories with internet connectivity and computers or internet enabled devices running standard operating systems (e.g., iOS, MacOS, Windows, Android, Linux)
B. When taught online via Foothill Global Access students must have current e-mail accounts and/or ongoing access to computers with e-mail and web browsing capability

4. Course Content (Body of knowledge) -

A. Instructional design solution development
    1. Understanding client - consultant relationships
    2. Client interview
    3. Needs assessment
B. Define the instructional problem in real-world context
    1. Identify instructional problem
    2. Write instructional analysis plan (including analysis, design, implementation, evaluation)
    3. Develop instructional tools and resources
    4. Implement solution path, process or project
    5. Evaluate outcomes and revise project
C. Consulting teams process
    1. Forming
    2. Storming
    3. Norming
    4. Performing
    5. Communication and collaboration strategies
D. Client presentation
    1. Description of instructional problem and client need
    2. Description of instructional solution
    3. Summary of process to create the project solution
    4. Self-assessment and reflection on learning
E. Consultant journal
    1. Weekly entries
    2. Collaborative dialogue between consulting teams and client
F. Project Evaluation (Kirkpatrick's Levels)
    1. Evaluation of project by client (Level 1)
    2. Evaluate knowledge and skills gained, and shifts in attitude (Level 2)
    3. Evaluate changes in behavior (Level 3)
    4. Evaluate overall results of solution program, project (Level 4)

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Designing and developing a real-world, authentic product or project for a case-study client
B. Presenting the product or project to peers, capturing feedback, and using it to revise the product or project
C. Making constructive contributions to class discussions and peer review feedback
D. Evaluation of solution by peers, instructor, and case-study client

7. Representative Text(s) -

Ertmer, Peggy A., James Quinn, and Krista D. Glazewski. The ID CaseBook: Case Studies in Instructional Design, 4th ed. Upper Saddle River, NJ: Pearson, 2013. Print.

Larson, Miriam B., and Barbara B. Lockee. Streamlined ID: A Practical Guide to Instructional Design. New York: Routledge, 2013. Print.

When course is taught on-line: Additional information, notes, handouts, syllabus, assignments, tests, and other relevant course material will be delivered by e-mail and on the World Wide Web, and discussion may be handled with internet communication tools.

8. Disciplines -

Instructional Design & Technology

9. Method of Instruction -

A. Writing notes, listening, and participating in lecture presentation
B. Observing an instructor-led demonstration and/or actively practicing the demonstrated skills
C. Presenting and communicating their ideas in discussion and/or participating in peer reviews

10. Lab Content -

Not applicable.

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

A. Writing assignments include a major course project and multiple developmental projects, online discussion response, and critical analysis of peer's educational projects.
B. Outside assignments include conducting project development, writing the instructional plan, reading, and developing the project through an iterative process.
C. When taught online these methods may take the form of video, audio, animation and web page presentations. Writing assignments are completed online.

Course status: *Active*

Development status: Edit
Owner-Editor: **mcgriffsteven@fhda.edu**
Last updated: 2016-03-09 13:41:37

LINC 92 SEMINAR IN INSTRUCTIONAL DESIGN & TECHNOLOGY Edit Course Outline

Course Outline Editor

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Labor Market Information (LMI) and Analysis

Certificate of Achievement in Instructional Design and Technology

Net Job Market

This occupation report, compiled by Elaine Kuo, Institutional Researcher, Foothill College, focuses on two occupational codes: Training and Development Specialists (SOC 13-1151) and Instructional Coordinators/Instructional Designers and Technologists (SOC 25-9031). For purposes of this report, these occupational groupings will be combined into one occupation, Instructional Design and Technology. The occupation summary data predicts there will be ongoing job growth in this area through 2020 (10%). In Santa Clara County, there were 3,533 full- and part-time jobs in 2015, most of these occupations are accounted for by Training and Development Specialists (2,703). It is projected that Santa Clara County will add 362 Instructional Design and Technology jobs by 2020 (10% or 3,895).

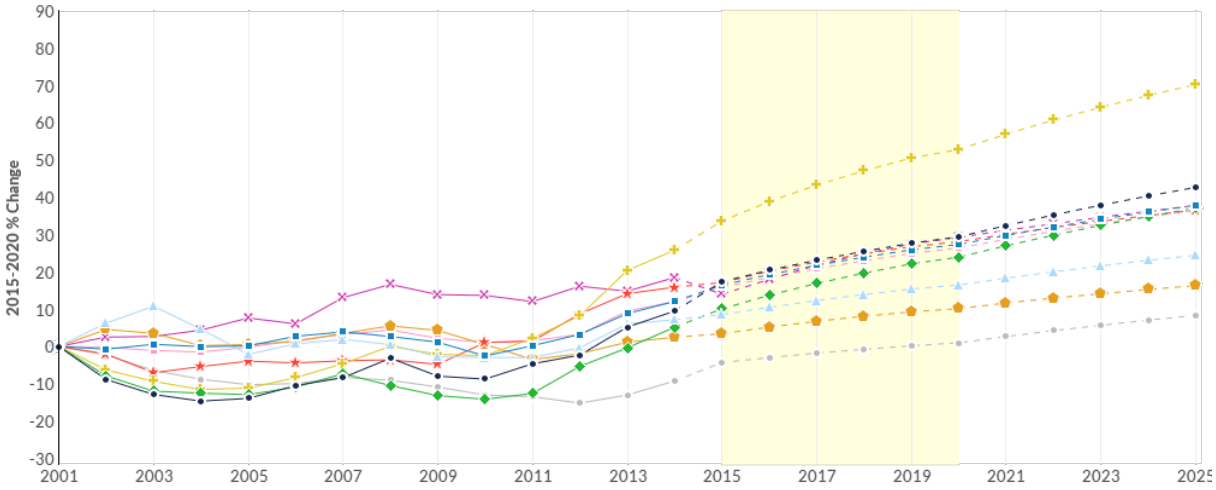
Occupation Summary for Instructional Design and Technology

3,533	10.2%	$40.50/hr
Jobs (2015)	**% Change (2015-2020)**	**Median Hourly Earnings**
23% above National average	Nation: 8.0%	Nation: $28.83/hr

Occupation	2015 Jobs	2020 Jobs	Change	% Change
Training and Development Specialists (13-1151)	2,703	2,962	259	10%
Instructional Coordinators (25-9031)	830	933	103	12%

An examination of the projected job growth among the nine counties in the Greater Bay Area region and at the state-level indicates the largest percentage rate change will be the highest In Santa Francisco County (14%), Napa (14%), San Mateo County (13%) and Santa Clara County (10%). Santa Clara County is projected to increase the most number of jobs by 2020 (362), followed by San Francisco (352), Alameda (210) and San Mateo (143) Counties.

Instructional Design and Technology Occupation Change Projections

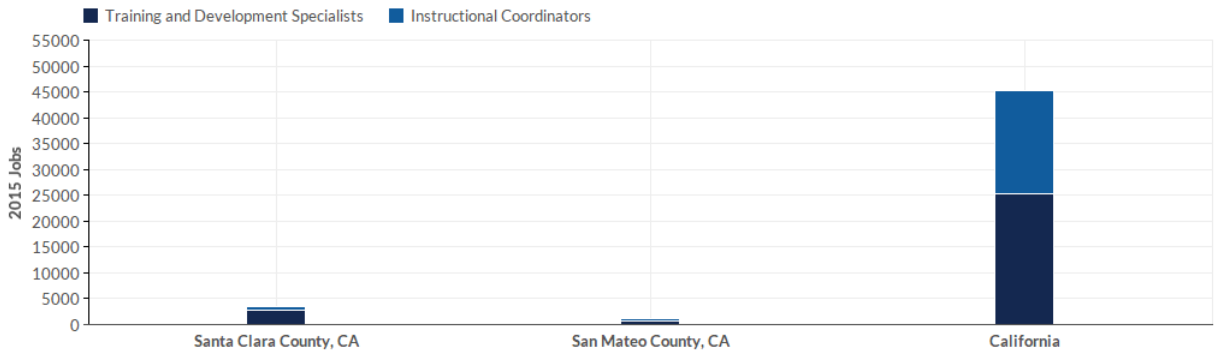


	Region	2015 Jobs	2020 Jobs	Change	% Change	Median Hourly Earnings
●	Santa Clara County, CA	3,533	3,895	362	10%	$40.50
●	Alameda County, CA	2,246	2,456	210	9%	$37.61
●	Contra Costa County, CA	1,004	1,077	73	7%	$36.76
●	San Mateo County, CA	1,140	1,283	143	13%	$35.47
●	San Francisco County, CA	2,447	2,799	352	14%	$35.16

	Region	2015 Jobs	2020 Jobs	Change	% Change	Median Hourly Earnings
●	Marin County, CA	402	439	37	9%	$33.04
●	Solano County, CA	360	383	23	6%	$32.27
●	Napa County, CA	162	184	22	14%	$31.69
●	Sonoma County, CA	460	485	25	5%	$31.63
●	California	45,261	49,397	4,136	9%	$33.43

The data and accompanying tables below show the number of jobs between 2015 and 2020, disaggregated by Santa Clara and San Mateo Counties.

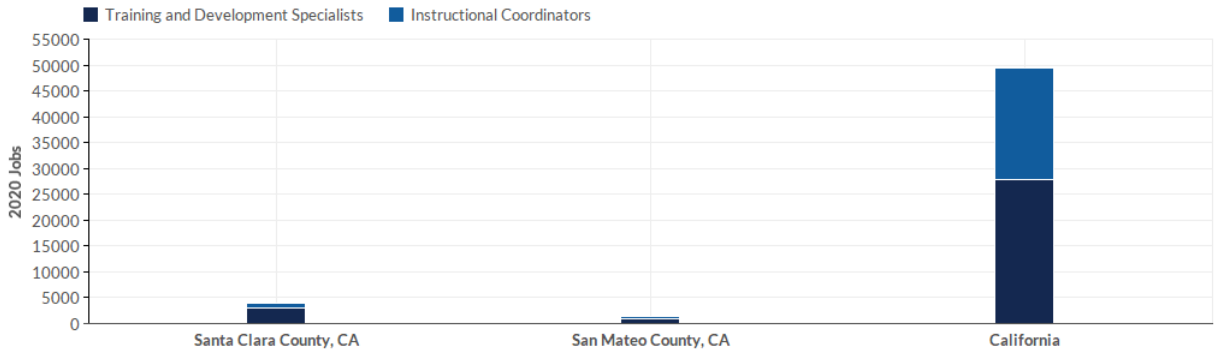
Instructional Design and Technology Occupation Breakdown - 2015 Jobs



Occupation	Description	Santa Clara County, CA	San Mateo County, CA	California
13-1151	Training and Development Specialists	2,703	778	25,267

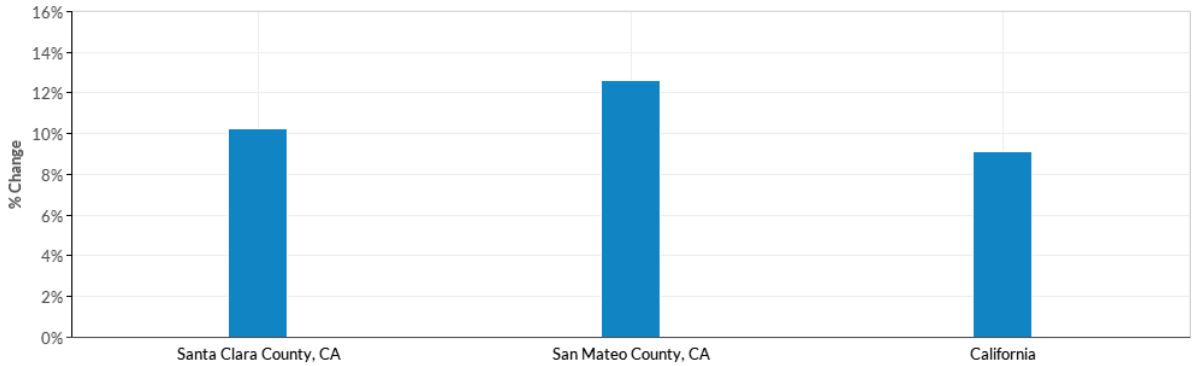
Occupation	Description	Santa Clara County, CA	San Mateo County, CA	California
25-9031	Instructional Coordinators	830	362	19,994
	Total	3,533	1,140	45,261

Instructional Design and Technology Occupation Breakdown - 2020 Jobs



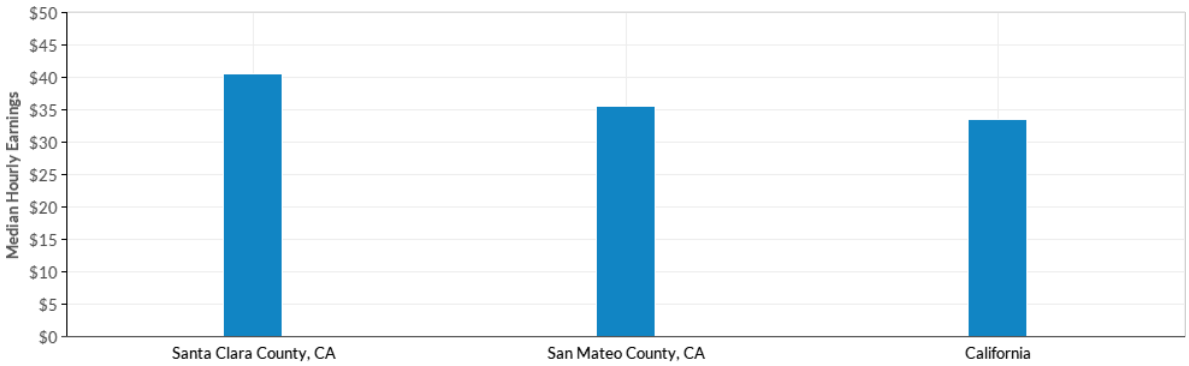
Occupa-tion	Description	Santa Clara County, CA	San Mateo County, CA	California
13-1151	Training and Development Specialists	2,962	882	27,881
25-9031	Instructional Coordinators	933	402	21,515
	Total	3,895	1,283	49,397

Occupation Breakdown - % Change



Occupation	Description	Santa Clara County, CA	San Mateo County, CA	California
25-9031	Instructional Coordinators	12%	11%	8%
13-1151	Training and Development Specialists	10%	13%	10%
	Total	10%	13%	9%

Occupation Breakdown - Median Hourly Earnings



Occupation	Description	Santa Clara County, CA	San Mateo County, CA	California
13-1151	Training and Development Specialists	$42.60	$37.05	$31.71
25-9031	Instructional Coordinators	$33.86	$32.20	$35.54
	Total	$40.50	$35.47	$33.43

Target Occupations Demographics

The demographics among those employed in Industrial Design and Technology occupations in Santa Clara County for 2015 show that a majority are female (64%) and about three-fourths are between the ages of 25-54 (73%) and White (59%).

Occupation Gender Breakdown

Gender	2015 Jobs	2015 Percent
Males	1,279	36.2%
Females	2,253	63.8%

Occupation Age Breakdown

Age	2015 Jobs	2015 Percent
14-18	9	0.2%
19-24	140	4.0%
25-34	785	22.2%
35-44	987	27.9%
45-54	837	23.7%
55-64	606	17.2%
65+	169	4.8%

Occupation Race/Ethnicity Breakdown

Race/Ethnicity	2015 Jobs	2015 Percent
White	2,093	59.2%
Asian	606	17.2%
Hispanic or Latino	516	14.6%
Black or African American	206	5.8%
Two or More Races	84	2.4%
Native Hawaiian or Other Pacific Islander	14	0.4%
American Indian or Alaska Native	14	0.4%

Industries Employing Instructional Design and Technology Occupations

A number of industries in Santa Clara County employ those trained in Instructional Design and Technology occupations. The following table represents a regional industry breakdown of the number of Industrial Design and Technology positions employed, the percentage of Industrial Design and Technology employed by industry and the percentage Industrial Design and Technology jobs represent within all jobs by each industry. While top five industries employed 28% of all regional Industrial Design and Technology positions in 2015, Industrial Design and Technology compose a minority of all jobs in that industry (3%).

Top Industries Employing Instructional Design and Technology Occupations

Industry	Occupation Group Jobs in Industry (2015)	% of Occupation Group in Industry (2015)	% of Total Jobs in Industry (2015)
Custom Computer Programming Services	242	6.9%	0.6%
Elementary and Secondary Schools (Local Government)	214	6.1%	0.7%
Colleges, Universities, and Professional Schools	190	5.4%	0.6%
Internet Publishing and Broadcasting and Web Search Portals	190	5.4%	0.5%
Computer Systems Design Services	178	5.0%	0.6%

* *Inverse Staffing Patterns - Settings*

Earning Potential

The range in earnings in Santa Clara County among Instructional Design and Technology show that while the median earnings are $40.50/hr, the top earning quartile earns $16.63 more an hour while the lowest quartile earns $10.12 less an hour. These data show that the range of earnings among Training and Development Specialists is higher than Instructional Coordinators/Instructional Designers and Technologists.

Instructional Design and Technology Percentile Earnings

$30.38/hr	$40.50/hr	$57.13/hr
25th Percentile Earnings	Median Earnings	75th Percentile Earnings

Occupation	25th Percentile Earnings	Median Earnings	75th Percentile Earnings
Training and Development Specialists (13-1151)	$31.60	$42.60	$59.34
Instructional Coordinators (25-9031)	$26.52	$33.86	$50.10

Data Sources and Calculations

Occupation Data

EMSI occupation employment data are based on final EMSI industry data and final EMSI staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates also affected by county-level EMSI earnings by industry.

Industry Data

EMSI industry data have various sources depending on the class of worker. (1) For QCEW Employees, EMSI primarily uses the QCEW (Quarterly Census of Employment and Wages), with supplemental estimates from County Business Patterns and Current Employment Statistics. (2) Non-QCEW employees data are based on a number of sources including QCEW, Current Employment Statistics, County Business Patterns, BEA State and Local Personal Income reports, the National Industry-Occupation Employment Matrix (NIOEM), the American Community Survey, and Railroad Retirement Board statistics. (3) Self-Employed and Extended Proprietor classes of worker data are primarily based on the American Community Survey, Nonemployer Statistics, and BEA State and Local Personal Income Reports. Projections for QCEW and Non-QCEW Employees are informed by NIOEM and long-term industry projections published by individual states.

Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

State Data Sources

This report uses state data from the following agencies: California Labor Market Information Department

Federal Data Sources

This report uses federal data from the following agencies: Quarterly Census of Employment and Wages (QCEW) from the Bureau of Labor Statistics (BLS) and the Bureau of Economic Analysis (BEA).

Additional Areas of Discussion Not Addressed in the LMI Report

The LMI report produced by Elaine Kuo, Institutional Researcher, Foothill College did not address two suggested topics for discussion. These topics are presented below for consideration and written by Dr. Steven McGriff, adjunct faculty, Foothill College and primary author of the certificate application.

Program Credibility/Career Potential

The certificate in instructional design and technology is designed for students who are currently working in or planning for a career as human resource training and development specialists or careers within the education field, such as teachers, instructional coordinators, and information technology technicians and trainers.

The certificate enables potential students who are situated in a career to remain current in their field and creates pathways for career advancement. Students who are entering the field will learn the foundational skills and knowledge with practical application to real-world training and learning contexts. The program is organized around the core knowledge domains of the field of instructional design and technology and immerses the student in an applied learning experience. At the end of the program, students with no prior knowledge of the field will have gained appropriate depth and breadth to be a viable candidate for any position that employs these skills.

The data on the occupation race/ethnicity breakdown shows a demographic distribution that closely matches the general population. The program prepares students to work in an ethnically diverse workforce in the local region.

Career Technical Education Skills

The proposed IDT certificate is designed for students who are either entry level learners or who are already employed. The courses are designed for online and blended-learning formats to increase the opportunity for course completion. When offered in blended or classroom-based formats, the courses will be scheduled for weekdays in the late afternoon and evening. The planned sequence of courses offered in the academic year seeks to accommodate the employed student's needs, such as prior experience and knowledge, to allow the most flexibility in choosing a pathway of courses that fulfills the certificate requirements.

Education Level Data for Occupations in Instructional Design and Technology

This section about education levels was compiled by Dr. Steven McGriff, Krause Center for Innovation, Foothill College, using data from O*NET Online. The reported education information details are for occupational codes: Training and Development Specialists (SOC 13-1151) and Instructional Coordinators/Instructional Designers and Technologists (SOC 25-9031).

13-1151.00 - Training and Development Specialists

Design and conduct training and development programs to improve individual and organizational performance. May analyze training needs.

Sample of reported job titles: Computer Training Specialist, Corporate Trainer, Learning Developer, Job Training Specialist, Management Development Specialist, Senior Instructor, Supervisory Training Specialist, Technical Trainer, Trainer, Training Specialist

Education: Most of these occupations require a four-year bachelor's degree, but some do not.

Percentage of Respondents	Education Level Required
58	Bachelor's degree
17	Master's degree
11	Post-baccalaureate certificate

25-9031.00 - Instructional Coordinators

Develop instructional material, coordinate educational content, and incorporate current technology in specialized fields that provide guidelines to educators and instructors for developing curricula and conducting courses. Include educational consultants and specialists, and instructional material directors.

Sample of reported job titles: Career Technical Supervisor, Curriculum and Assessment Director, Curriculum and Instruction Director, Curriculum Coordinator, Curriculum Director, Curriculum Specialist, Education Specialist, Instructional Systems Specialist, Program Administrator, School Standards Coach

Education: Employers are usually looking for candidates with a Master's degree.

Percentage of Respondents	Education Level Required
73	Master's degree
20	Post-master's certificate
4	Post-baccalaureate certificate

25-9031.01 - Instructional Designers and Technologists

Develop instructional materials and products and assist in the technology-based redesign of courses. Assist faculty in learning about, becoming proficient in, and applying instructional technology.

Sample of reported job titles: Chief Technology Officer; Director, Educational Research and Product Strategy; Instructional Designer; Instructional Technologist; IT Senior Analyst (Instructional Technology Senior Analyst); Lead Performance Support Analyst; Learning Development Specialist; Senior Instructional Designer; Team Lead, Teacher Support and Student Intervention

Education : Employers are usually looking for candidates with a Bachelor's degree.

Percentage of Respondents	Education Level Required
65	Master's degree
36	Post-master's certificate
4	Post-baccalaureate certificate

Employer Survey

Certificate of Achievement in Instructional Design and Technology

Methodology

Local employers were surveyed in May and July 2016 via online or telephone survey to explore whether students earning a certificate of achievement in Instructional Design and Technology will have the skills and experiences necessary to find employment, generally, and specifically within their respective organizations. The target list of employers who received the survey includes: directors of instructional technology in school districts and the county office of education; assistant superintendent of curriculum and instruction; education directors of non-profit technology museums and organizations; and higher education directors of technology.

See Appendix A, Instructional Design and Technology Employer Survey, for the online survey form and questions.

Additionally, the survey sought to gather data regarding the employment opportunities for these potential certificate earners.

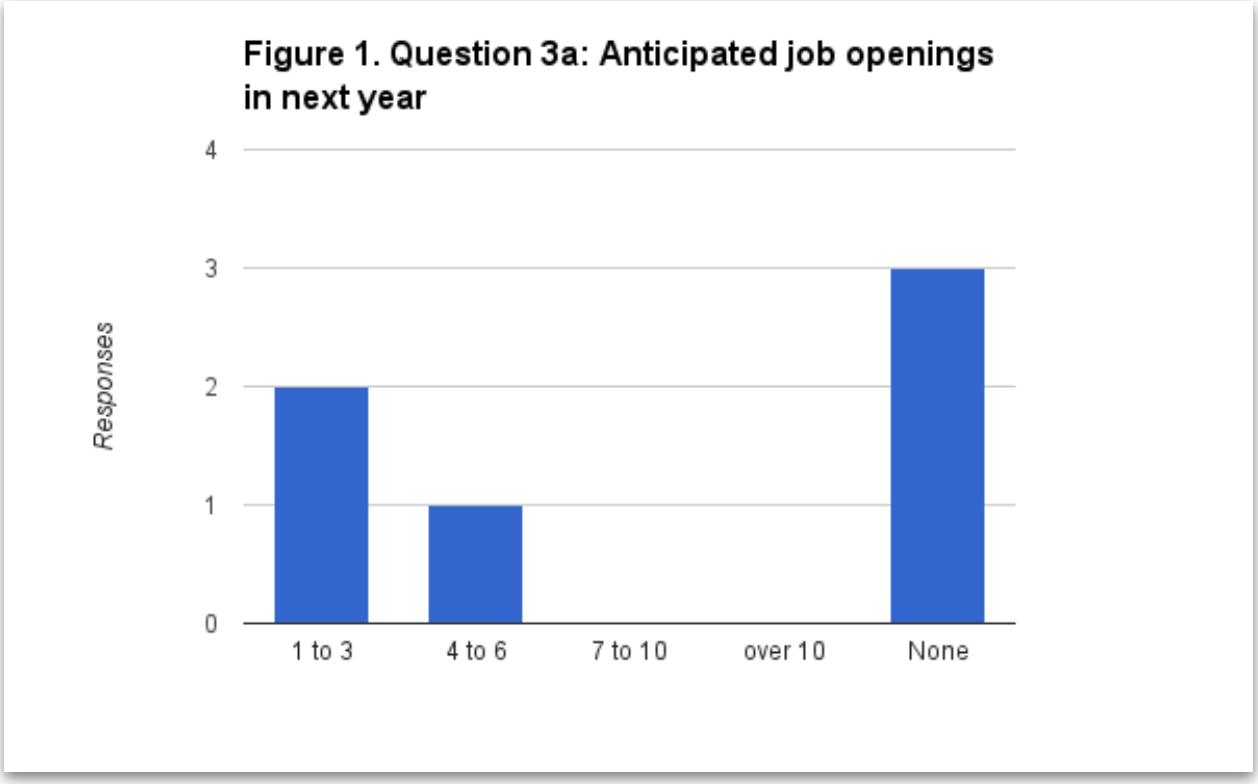
Response rate

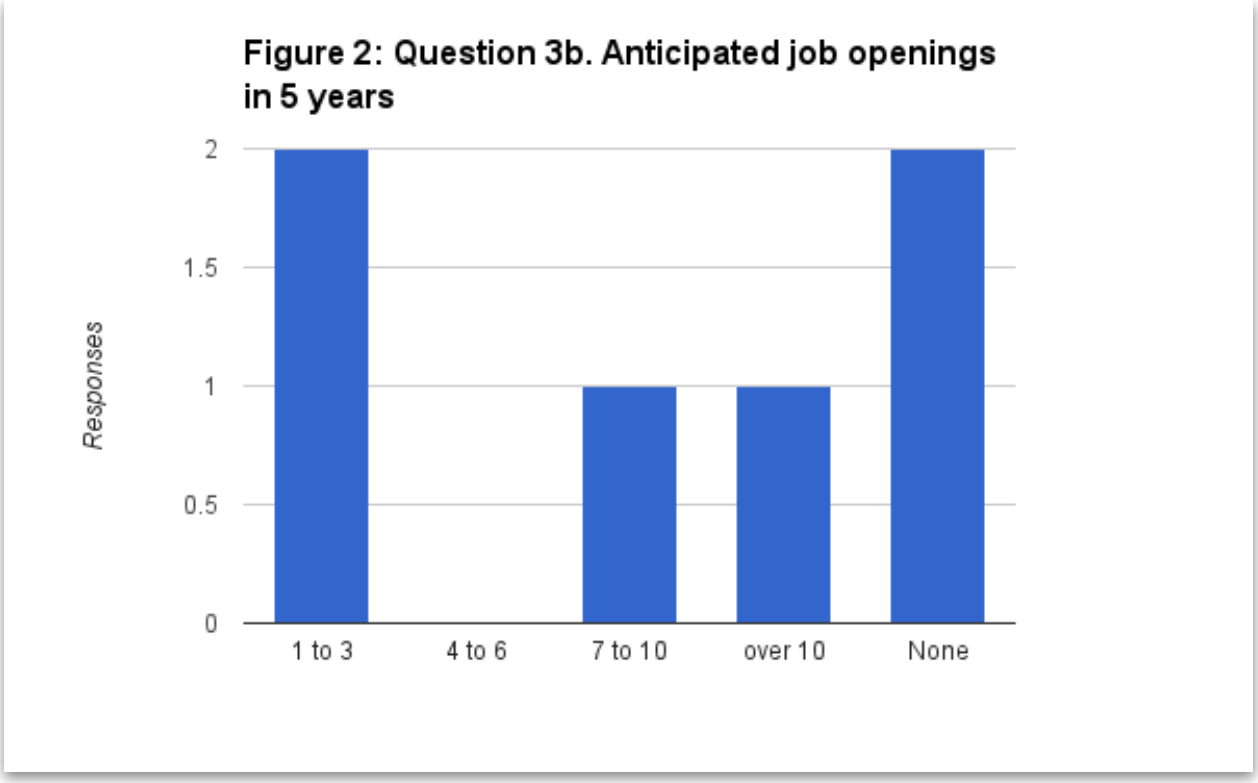
17 survey requests were sent by email and 6 responses were received (35% response rate).

Projections

Responses to question 3a show the potential for 6-12 total positions over the next year, see Figure 1, below. Two organizations expect to hire up to 3 people and one organization up to 6. Over the next five years, responses from question 3b show increasing rates of hiring with four organizations that anticipate hiring, see Figure 2. Among those, two are expecting to hire 7 or more employees to fill anticipated job openings due to both separation from service and job growth.

In response to question 1, “Does the program description reflect the education/training your organization looks for among potential employees?” the data shows an average rating of 2 on a 5-point scale, where 1 indicates “completely accurate” and 5 indicates “not accurate.” Respondents perceive the education and skills acquired in the certificate program accurately describes the type of employee they would likely hire.

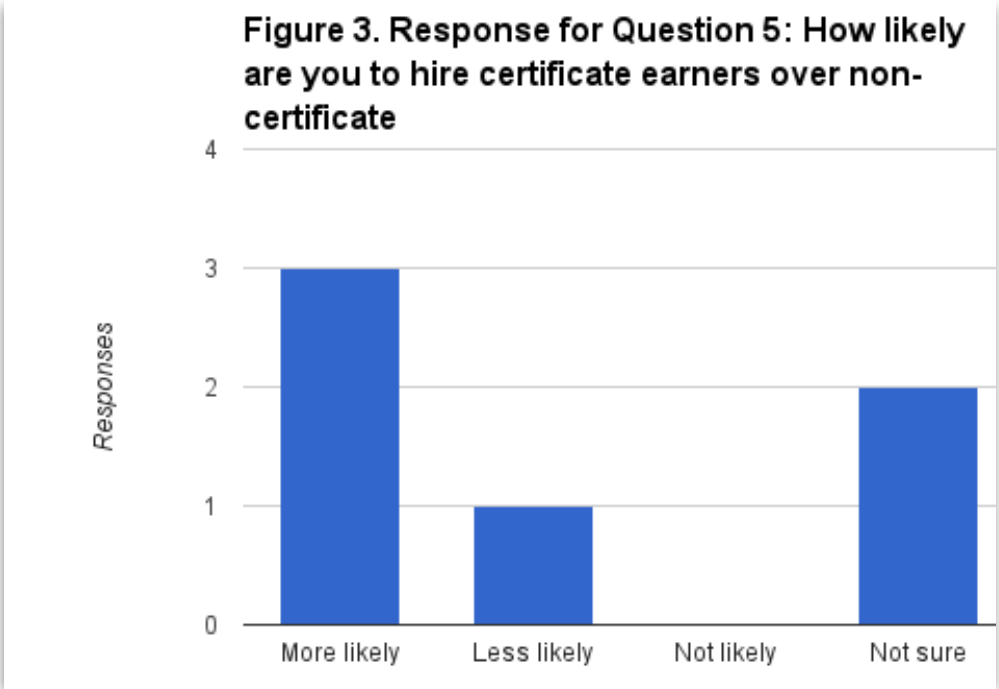




The job titles within the respondents' organizations for which the certificate would meet minimum qualifications include:

- teacher on special assignment/coach
- While we don't have a job for someone with just this certificate it would be great background for a teacher or teacher on special assignment
- Instructional designer
- teacher, Coordinator of Educational Technology, Coordinator of Professional Learning. Teachers on Special Assignment of various disciplines.
- Instructional tech coach, coordinator, specialist

In response to question 5, "How likely would you or your organization hire students who complete the certificate compared to other applicants who have not completed an equivalent certificate, if all other job considerations are equal?" Half of respondents indicated the highest response, "More likely," as shown in Figure 3.

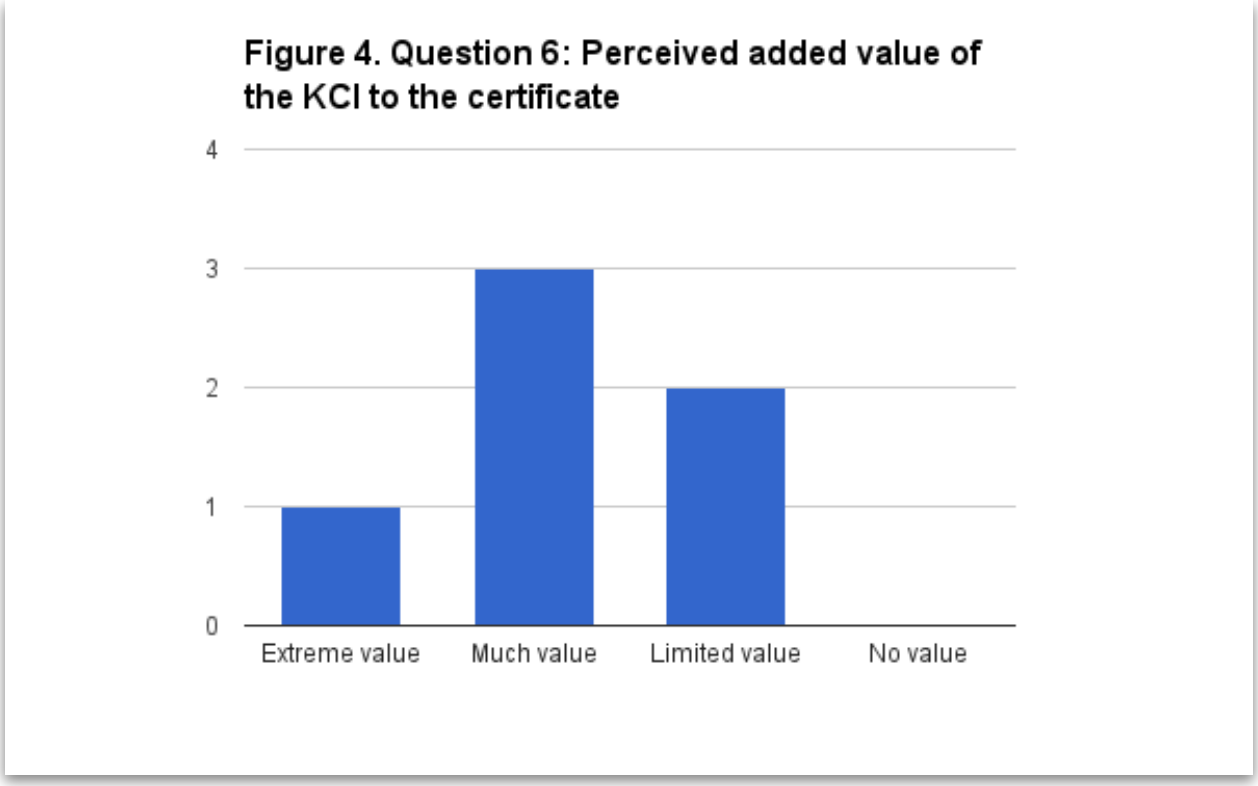


When asked if the reputation of the Krause Center for Innovation would add value to a certificate in instructional design and technology, 3 respondents replied, "Much value" and one indicated "Extreme value." See Figure 4, below. Optional open-ended elaboration responses to survey question six include:

> "I believe the reputation has grown over the years and the addition of a certificate is a great idea. Beyond tech use and into solid instructional design principles."

"They have created programs like Merit and mini Merit that help teachers get excited about using technology in their classrooms"

"The KCI is known for quality professional development and teachers who have gone through MERIT are highly regarded."



Question 7 asks about the prospects for mobility and career advancement. Figure 5, below, shows favorable possibilities with 3 responses of "good possibility" and 1 "very good possibility" ratings.

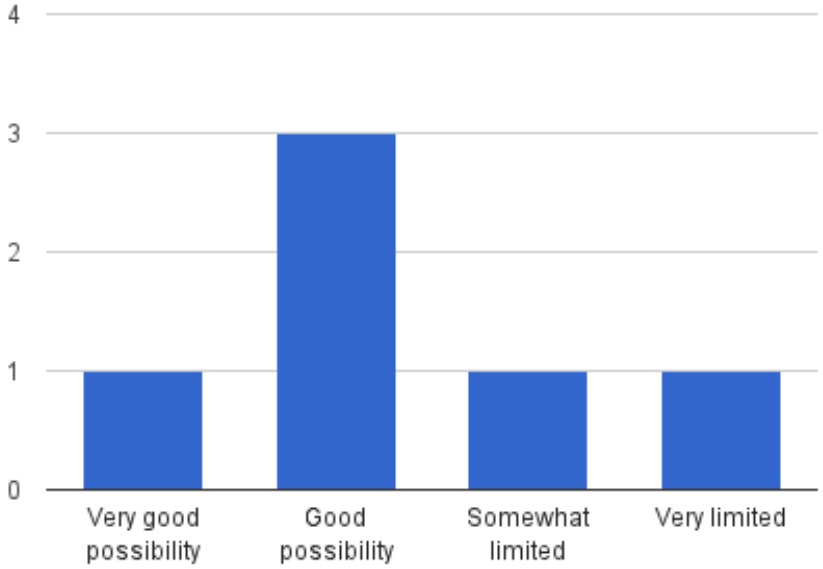
One respondent wrote an optional elaboration to their response to Question 7:

"While we [a unified school district] do not have a career ladder, there are possibilities to move, for example, from teacher, to TOSA [Teacher on Special Assignment], to Coordinator, to Director. Of course, there are fewer positions the higher it goes, but prospects are there. Also, depending on the time and need, new positions are created."

Another respondent stated,

"This type of certification also suggests an employee who likes to learn and will continue learning and thus the mobility and career advancement is quite likely and the certification will add extra chops."

Figure 5. Question 7: Certificate earner's prospects for mobility and advancement



Appendix A

Instructional Design & Technology Employer Survey

Instructional Design & Technology Employer Survey

Created by the Krause Center for Innovation at Foothill College, this survey is designed for employers who may hire professionals with certification in instructional design and technology.

* Required

KRAUSE CENTER for INNOVATION
FOOTHILL COLLEGE

Introduction

Foothill College located in Los Altos Hills, California plans to create a new Instructional Design & Technology program. Students will be able to earn a California Community Colleges authorized Certificate of Achievement on their transcript. We are surveying local employers to ensure that students who complete the certificate will have the skills and experiences to help them find employment. Additionally, your feedback can shape our new program so that the curriculum maintains its currency and relevancy.

Should you have any questions or comments regarding this survey or the development of the Certificate of Achievement in Instructional Design & Technology program at Foothill College, please contact Dr. Steven McGriff at mcgriffsteven@foothill.edu.

PROGRAM DESCRIPTION
The proposed certificate of achievement in Instructional Design & Technology (IDT) is a 27-unit program of study. The projected time to complete the certification is five quarters. The certificate is designed to meet the professional growth needs of a variety of students: those currently working in or planning for a career in human resource training and development or the education field; in-service and pre-service teachers; educators at any level; information technology professionals; and those already working as technical or soft skills trainers within any market sector.

The certificate program focuses on applying knowledge and skill for using technology to design and develop instructional resources or programs for online, as well as face-to-face learning settings.

The content includes the foundational knowledge and skills of instructional technology, pedagogy, and training techniques that are currently used in real-world work environments in schools, business, and industry.

Skills students learn include the ability to create printed and online resources, multimedia, and presentations that can be used for online instruction or in traditional classroom settings.

Upon completion of all program requirements, students will be able to design, deliver, and evaluate instructional and informational content in a variety of contexts such as, school or college classrooms, professional development programs, presentations, research, information graphic design (infographics), and business training environments.

Thank you for your time!

Additional questions or comments can be directed to
Dr. Steven McGriff, Instructional Designer and Professor in Residence
Krause Center for Innovation, Foothill College
mcgriffsteven@foothill.edu • (650) 949-7681

Questions

1. **1. Does the program description reflect the education/training your organization looks for among potential employees?** *
   Select your response using a scale of 1 to 5, where 1 = completely accurate and 5 = not accurate
   Mark only one oval.

	1	2	3	4	5	
Completely accurate	◯	◯	◯	◯	◯	Not accurate

2. **2. Identify the job titles in your organization for which students who completed the certificate in Instructional Design & Technology would meet minimum qualifications:** *
   Please list 1-4 job titles

3. **3a. How many job openings fitting the certificate description are anticipated by your organization in the next year?** *
   Mark only one oval.
   - ◯ 1 to 3
   - ◯ 4 to 6
   - ◯ 7 to 10
   - ◯ over 10
   - ◯ None

4. **3b. How many job openings fitting the certificate description are anticipated by your organization in the next 5 years?** *
   Mark only one oval.
   - ◯ 1 to 3
   - ◯ 4 to 6
   - ◯ 7 to 10
   - ◯ over 10
   - ◯ None

5. **4. Are the anticipated openings that fit the program description due primarily to separations (resignations/retirements) or new job growth?** *
   Mark only one oval.
   - ◯ Separations
   - ◯ Job growth
   - ◯ Both separation and job growth
   - ◯ Not applicable: No openings anticipated

6. **5. How likely would you or your organization hire students who complete the certificate compared to other applicants who have not completed an equivalent certificate, if all other job considerations are equal?** *

Mark only one oval.

- ◯ More likely
- ◯ Less likely
- ◯ Not likely
- ◯ Not sure

7. **6. How much value does the reputation of the Krause Center for Innovation at Foothill College add to a certificate in instructional design & technology?** *

Mark only one oval.

- ◯ Extreme value
- ◯ Much value
- ◯ Limited value
- ◯ No value

8. **6a. Please elaborate on your response to survey item 6:**

9. **7. For individuals hired by your organization with this certificate, what are the prospects for mobility and career advancement?** *

Mark only one oval.

- ◯ Very good possibility
- ◯ Good possibility
- ◯ Somewhat limited
- ◯ Very limited

10. **7a. Please elaborate on your response to survey item 7:**

Thank you, we appreciate your time

11. **If we can contact you for further information or clarification on your responses, please provide your name, title, organization, and email below:**

Powered by Google Forms

§ 55002. Standards and Criteria for Courses.
5 CA ADC § 55002
BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS

Barclays Official California Code of Regulations Currentness
Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 1. Programs, Courses and Classes
Article 1. Program, Course and Class Classification and Standards

5 CCR § 55002

§ 55002. Standards and Criteria for Courses.

(a) Degree-Applicable Credit Course. A degree-applicable credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of section 55062, and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students.

(1) Curriculum Committee. The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course for associate degree credit if it meets the following standards:

(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

(B) Units. The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended term, laboratory and/or activity courses.

(C) Intensity. The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.

(D) Prerequisites and Corequisites. When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of this article.

(E) Basic Skills Requirements. If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.

(F) Difficulty. The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.

(G) Level. The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.

(3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.

(4) Conduct of Course. Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.

(5) Repetition. Repeated enrollment is allowed only in accordance with the provisions of section 51002, article 4 (commencing with section 55040) of subchapter 1 of chapter 6, and section 58161.

(b) Nondegree-Applicable Credit Course. A credit course designated by the governing board as not applicable to the associate degree is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and is approved by the district governing board.

(1) Types of Courses. Nondegree-applicable credit courses are:

(A) nondegree-applicable basic skills courses as defined in subdivision (j) of section 55000;

(B) courses designed to enable students to succeed in degree-applicable credit courses (including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory courses such as biology, history, or electronics) that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills;

(C) precollegiate career technical preparation courses designed to provide foundation skills for students preparing for entry into degree-applicable credit career technical courses or programs;

(D) essential career technical instruction for which meeting the standards of subdivision (a) is neither necessary nor required.

(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course on the basis of the standards which follow.

(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

(B) Units. The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course requires a minimum of three hours of student work per week, per unit, including class time and/or demonstrated competency, for each unit of credit, prorated for short-term, extended term, laboratory, and/or activity courses.

(C) Intensity. The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepares students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students successfully completing each such course, or sequence of required courses, will have acquired the skills necessary to successfully complete degree-applicable work.

(D) Prerequisites and corequisites. When the college and/or district curriculum committee deems appropriate, the course may require prerequisites or corequisites for the course that are established, reviewed, and applied in accordance with this article.

(3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students. Taken together, these course specifications shall be such as to typically enable any student who successfully completes all of the assigned work prescribed in the outline of record to successfully meet the course objectives.

(4) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.

(5) Repetition. Repeated enrollment is allowed only in accordance with the provisions of section 51002, article 4 (commencing

with section 55040) of subchapter 1 of chapter 6, and section 58161.

(c) Noncredit Course. A noncredit course is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and approved by the district governing board as a course meeting the needs of enrolled students.

(1) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students. In order to be eligible for state apportionment, such courses must be approved by the Chancellor pursuant to article 2 (commencing with section 55150) of subchapter 2 of this chapter and satisfy the requirements of section 58160 and other applicable provisions of chapter 9 (commencing with section 58000) of this division.

(2) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, contents in terms of a specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation for determining whether the stated objectives have been met.

(3) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with the set of objectives and other specifications defined in the course outline of record.

(4) Repetition. Repeated enrollment is allowed only in accordance with provisions of section 58161.

(d) Community Services Offering. A community services offering must meet the following minimum requirements:

(1) is approved by the district governing board;

(2) is designed for the physical, mental, moral, economic, or civic development of persons enrolled therein;

(3) provides subject matter content, resource materials, and teaching methods which the district governing board deems appropriate for the enrolled students;

(4) is conducted in accordance with a predetermined strategy or plan;

(5) is open to all members of the community willing to pay fees to cover the cost of the offering; and

(6) may not be claimed for apportionment purposes.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

1. Amendment of subsection (a) filed 12-28-83; effective upon filing pursuant to Government Code section 11346.2(d) (Register 83, No. 53).

2. Amendment filed 5-18-84; effective thirtieth day thereafter (Register 84, No. 20).

3. Repealer and new section filed 10-7-88; operative 11-6-88 (Register 88, No. 42).

4. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).

5. Amendment filed 10-25-91; operative 11-24-91 (Register 92, No. 7).

6. Amendment filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5(b) (Register 93, No. 42).

7. Editorial correction of History 4 (Register 95, No. 20).

8. Amendment filed 3-15-2006; operative 4-14-2006. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2006, No. 17).

9. Amendment of subsection (c)(1) filed 1-17-2007; operative 1-17-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 8).

10. Amendment of section heading and section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

11. Amendment of subsections (a)(5) and (b)(5) filed 5-16-2008; operative 6-15-2008. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2008, No. 21).

This database is current through 5/9/14 Register 2014, No. 19

5 CCR § 55002, 5 CA ADC § 55002

END OF DOCUMENT

Foothill College
College Curriculum Committee
Cross-Listed Course Approval Request

Per the Cross-Listing Course Policy, approved by the College Curriculum Committee on June 14, 2016, courses to be considered for cross-listing are those of an interdisciplinary/multi-disciplinary nature. Faculty and deans from both departments/divisions involved must confirm that conversation has taken place, regarding the considerations stated on the policy.

Course A Information
Course Number:
Course Title:
Division:
This course is: _____ Already listed in the catalog _____ New

Course B Information
Course Number:
Course Title:
Division:
This course is: _____ Already listed in the catalog _____ New

Please briefly explain how the course content fits in the curriculum of each department:

Please briefly explain how the course content crosses over two disciplines:

Please briefly explain how cross-listing these courses will benefit our students:

Comments & other relevant information for discussion:

Course A Signatures

Faculty Requestor: _____ Date: _____

Division Dean: _____ Date: _____

Division Curriculum Representative: _____ Date: _____

Date of Approval by Division Curriculum Committee: _____

Course B Signatures

Faculty Requestor: _____ Date: _____

Division Dean: _____ Date: _____

Division Curriculum Representative: _____ Date: _____

Date of Approval by Division Curriculum Committee: _____