College Curriculum Committee Meeting Agenda
Tuesday, May 19, 2020
2:00 p.m. – 3:30 p.m.
Meeting will be held virtually via ConferZoom

Item	Action	Attachment(s)	Presenter(s)
1. Minutes: April 30, 2020	Action	#5/19/20-1	Kuehnl
2. Minutes: May 5, 2020	Action	#5/19/20-2	Kuehnl
3. Report Out from Division Reps	Discussion		All

4. Announcements
   a. New Course Proposals
   b. New Program Approvals: GID Certificates, Bridge to College Level English Noncredit Certificate, Environmental Science ADT
   c. CCC Priorities for 2019-20—Survey Results
	Information	#5/19/20-3-5
		
		#5/19/20-6
			CCC Team

5. Update Distance Learning Application	Discussion	#5/19/20-7	Kuehnl
6. Revisiting Local Policy Requiring "C" Grade or Better for Major Courses	Discussion		Kuehnl
7. Requisite Recency	Discussion		Kuehnl
8. Good of the Order			Kuehnl
9. Adjournment			Kuehnl

Attachments:
#5/19/20-1   Draft Minutes: April 30, 2020
#5/19/20-2   Draft Minutes: May 5, 2020
#5/19/20-3   New Course Proposal: LINC 57A
#5/19/20-4   New Course Proposal: LINC 57B
#5/19/20-5   New Course Proposal: LINC 84C
#5/19/20-6   CCC Priorities Survey Results
#5/19/20-7   Distance Learning Application

2019-2020 Curriculum Committee Meetings:

Fall 2019 Quarter	Winter 2020 Quarter	Spring 2020 Quarter
~~10/8/19~~	~~1/21/20~~	~~4/21/20~~
~~10/22/19~~	~~2/4/20~~	~~5/5/20~~
~~11/5/19~~	~~2/18/20~~	5/19/20
~~11/19/19~~	~~3/3/20~~	6/2/20
~~12/3/19~~	~~3/17/20~~	6/16/20

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

2019-2020 Curriculum Deadlines:
~~12/1/19~~   Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
~~12/1/19~~   Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
~~2/18/20~~   Deadline to submit local GE applications for 2020-21 catalog (Faculty/Divisions).
~~2/18/20~~   Curriculum Sheet updates for 2020-21 catalog (Faculty/Divisions).

6/1/20   Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).

6/19/20   COR/Title 5 updates for 2021-22 catalog (Faculty/Divisions).

Ongoing   Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:

Micaela Agyare (LIBR), Ben Armerding (LA), Rachelle Campbell (BH), Zachary Cembellin (PSME), Anthony Cervantes (Dean, Enrollment Services), Stephanie Chan (LA), Isaac Escoto (AS President), Mark Ferrer (SRC), Valerie Fong (Acting Dean, LA), Marnie Francisco (PSME), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA), Kurt Hueg (Dean, BSS), Marc Knobel (PSME), Eric Kuehnl (Faculty Co-Chair), Debbie Lee (Acting Dean, FA & KA), Kristy Lisle (VP Instruction), Kent McGee (Evaluations), Dokesha Meacham (CNSL), Allison Meezan (BSS), Ché Meneses (FA), Brian Murphy (APPR), Teresa Ong (AVP Workforce), Ron Painter (PSME), Katy Ripp (KA), Lisa Schultheis (BH), Lety Serna (CNSL), Matt Stanley (KA), Paul Starer (Administrator Co-Chair), Ram Subramaniam (Dean, BH & PSME), Nick Tuttle (BSS), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

COLLEGE CURRICULUM COMMITTEE
Committee Members – 2019-20

Meeting Date: <u>5/19/20</u>

<u>Co-Chairs (2)</u>

✔	Eric Kuehnl	7479	Vice President, Academic Senate (tiebreaker vote only) kuehnleric@fhda.edu
✔	Paul Starer	7179	Interim Associate Vice-President of Instruction starerpaul@fhda.edu

<u>Voting Membership (12 total; 1 vote per division)</u>

✔	Micaela Agyare	7086	Library	agyaremicaela@fhda.edu
	Ben Armerding	7453	LA	armerdingbenjamin@fhda.edu
	Rachelle Campbell	7469	BH	campbellrachelle@fhda.edu
	Zachary Cembellin	7383	PSME	cembellinzachary@fhda.edu
✔	Stephanie Chan		LA	chanstephanie@fhda.edu
✔	Mark Ferrer		SRC	ferrermark@fhda.edu
✔	Valerie Fong	7135	Acting Dean—LA	fongvalerie@fhda.edu
✔	Marnie Francisco	7420	PSME	franciscomarnie@fhda.edu
✔	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
✔	Hilary Gomes	7585	FA	gomeshilary@fhda.edu
✔	Allison Herman	7460	LA	hermanallison@fhda.edu
✔	Kurt Hueg	7394	Dean—BSS	huegkurt@fhda.edu
✔	Marc Knobel	7049	PSME	knobelmarc@fhda.edu
✔	Dokesha Meacham	7211	CNSL	meachamdokesha@fhda.edu
✔	Allison Meezan	7166	BSS	meezankaren@fhda.edu
✔	Ché Meneses	7015	FA	menesesche@fhda.edu
	Brian Murphy		APPR	brian@pttc.edu
✔	Ron Painter		PSME	painterron@fhda.edu
✔	Lisa Schultheis	7780	BH	schultheislisa@fhda.edu
✔	Lety Serna	7059	CNSL	sernaleticia@fhda.edu
✔	Matt Stanley	7222	KA	stanleymatthew@fhda.edu
✔	Ram Subramaniam	7472	Dean—BH & PSME	subramaniamram@fhda.edu
✔	Nick Tuttle	7056	BSS	tuttlenick@fhda.edu
✔	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu

<u>Non-Voting Membership (4)</u>

			ASFC Rep.	
✔	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
	Kent McGee	7298	Evaluations	mcgeekent@fhda.edu
			SLO Coordinator	

<u>Visitors</u>

<u>Chris Allen, Debbie Lee, Teresa Ong, Katy Ripp, Lené Whitley-Putz</u>

College Curriculum Committee
Meeting Minutes
Thursday, April 30, 2020
Meeting held virtually via email

Item	Discussion
1. Resolution to Support Extending Blanket Distance Education Addendum to Fall 2020	**Speaker: Eric Kuehnl** Kuehnl sent the following email to the CCC distribution list on April 30th: On Tuesday I had a lengthy discussion with Kristy Lisle about the time needed for our schedulers to modify and publish the fall 2020 schedule. As you are all well aware, the fall schedule must be modified to move most face-to-face courses to hybrid or online delivery modalities. Our antiquated scheduling system makes this a herculean task; a task that must begin as soon as possible if we are to avoid delays in publishing the schedule and opening student registration. Because of how our local curriculum process works, there's really no way for the schedulers to begin work on the modified schedule until after CCC extends the emergency blanket DE addendum. As a result, I'm asking CCC representatives to vote to approve the attached resolution by 5PM today. I wish there were time for CCC to review the updated schedule, give feedback, and then extend the resolution. However, it's simply not possible given the timing constraints. Going forward, I assure you that we will remain involved in this process and continue to deliberate the larger issues of our scheduling and distance education policies. In this same email, Kuehnl included the draft resolution, which is an extension of the two resolutions CCC approved for winter/spring quarters and summer quarter. CCC members voted by email. Voting concluded at 5:00 PM on April 30th: YES - 15; NO - 0; ABSTAIN - 0. **Approved.**

Attendees: Micaela Agyare (LIBR), Chris Allen (Dean, APPR), Ben Armerding (LA), Rachelle Campbell (BH), Zachary Cembellin (PSME), Anthony Cervantes (Dean, Enrollment Services), Stephanie Chan (LA), Isaac Escoto (AS President), Mark Ferrer (SRC), Owen Flannery (KA), Valerie Fong (Acting Dean, LA), Marnie Francisco (PSME), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA), Kurt Hueg (Dean, BSS), Marc Knobel (PSME), Eric Kuehnl (Faculty Co-Chair), Debbie Lee (Acting Dean, FA & KA), Kristy Lisle (VP Instruction), Kent McGee (Evaluations), Dokesha Meacham (CNSL), Allison Meezan (BSS), Ché Meneses (FA), Brian Murphy (APPR), Thuy Nguyen (Foothill President), Ron Painter (PSME), Katy Ripp (KA), Lisa Schultheis (BH), Lety Serna (CNSL), Sara Seyedin (Acting Dean, BSS), Matt Stanley (KA), Paul Starer (Administrator Co-Chair), Ben Stefonik (Chair, Committee on Online Learning), Ram Subramaniam (Dean, BH & PSME), Nick Tuttle (BSS), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

Minutes Recorded by: M. Vanatta

College Curriculum Committee
Meeting Minutes
Tuesday, May 5, 2020
2:00 p.m. – 3:30 p.m.
Meeting held virtually via ConferZoom

Item	Discussion
1. Minutes: April 21, 2020	**Approved by consensus.**
2. Report Out from Division Reps	**Speaker: All** Articulation: Recently attended webinars re: ensuring transfer success (put on by UC). These UC campuses will accept Pass grade for major prep courses, for spring 2020 term: Berkeley, Davis, Irvine, Riverside, San Diego, Merced, Santa Barbara. Some will also accept Pass for winter and/or summer—depends on campus. UCLA will accept Pass for spring term, for students applying for fall 2020, but for admissions purposes only (faculty has not yet reached consensus re: transferability of such grades). UC Santa Cruz: all majors will accept Pass, except psychology and cognitive science majors. No official update yet re: UCs going virtual for fall. PSME: Working on Title 5 updates; Computer Science dept. working on new certificates. Language Arts: Updating CORs for a few honors courses to address inconsistencies; discussing Distance Ed for ESLL courses; working on Title 5 updates. BSS: LINC dept. creating courses related to online learning environments. Counseling: No updates to report. Asked reps to let students know that counselors are available via Zoom and phone appointments. Library: Evaluating subscribing to an electronic reserves product, to allow for seamless integration w/ library mgmt. system and Canvas. Will be sending out additional information and asking for feedback from faculty. Kinesiology: Katy Ripp joining as additional rep; will be the rep next year. A number of faculty working to increase Distance Ed offerings, even beyond current situation, to try to increase enrollment. Fine Arts: Faculty interested in details regarding transition from C3MS to CourseLeaf and associated deadlines. Apprenticeship: Dean Chris Allen provided update. Some programs primarily focused on graduating 5th year students, while others working to deliver virtual instruction to all students. Some apprentices will be returning to work soon, with new safety protocols in place.
3. Announcements a. Articulation Office Update	**Speakers: CCC Team** Gilstrap provided updates related to recent conversations within articulation community. Could see an increase in students at community colleges due to COVID-19—if many universities continuing virtual instruction in fall, students might opt to take classes at CCs to save tuition. Re: COVID-19 impact on lab courses, have discussed offering lecture portion of course in the fall, with the lab delayed until the following term—shouldn't affect articulation, but raises questions regarding how it looks on student's transcript, and how it might affect admissions decisions for transfer students. Idea still in exploration phase.

b. Advisory Mismatches on Honors Courses	Vanatta informed the group of discovery that some honors courses don't list the same Advisory statements as their corresponding non-honors course—all are related to English proficiency. Until recently, not an issue due to program prerequisites for Honors students, but now that Honors Institute has removed program prereqs, no English proficiency requirement enforced for students to take an honors course. Noted that two ENGL courses do have prereq mismatches—English dept. already addressing/correcting.
c. CCC Priorities for Remainder of Year	Kuehnl shared updated list of topics discussed at first CCC meeting of this academic year, which includes current status of each and any relevant notes. A few new topics have been added. Kuehnl planning to survey the reps to vote on the priority of the topics, noting that there are only a few meetings left for the year. Asked reps to suggest additional topics to include in the survey. Hoping to have time to address some by the end of this year, but list will more likely inform next year's work.
d. Cut-off Date for COR Edits in C3MS	Vanatta shared that, related to upcoming transition to CourseLeaf, we need to implement a cut-off date for COR edits in C3MS. This date will be Monday, June 22nd—the Monday following this year's COR deadline. Cut-off means faculty will no longer be able to initiate COR edits or work on in-progress edits, create new CORs or work on new CORs that are in progress; CORs will no longer be able to move through C3MS steps. Furthermore, any new/updated CORs that are in progress (and have not been submitted in Instruction/Review1 status) will not be moved into CourseLeaf. Stressed importance that faculty/divisions get their CORs submitted by the June 19th deadline. In-progress CORs will still be visible in C3MS, following the cut-off date, so if faculty miss the cut-off they will still be able to view any edits they had saved. For CORs that don't make the cut-off, faculty will need to restart edits/process in CourseLeaf. Vanatta will create a report of current in-progress CORs in C3MS and distribute to reps via email.
4. New Program Application: Bio-Health Diversity and Inclusion Leadership Certificate of Achievement	**Speaker: Eric Kuehnl** Second read of new Bio-Health Diversity and Inclusion Leadership Certificate of Achievement. No comments. Motion to approve **M/S** (Subramaniam, Serna). **Approved.**
5. Ad Hoc Groups	**Speaker: Eric Kuehnl** Third read of two Proposals to Create New Ad Hoc Committees: Curriculum Best Practices, Foothill General Education Process. Proposals have been updated to extend timelines, per comments/suggestions from second read. Honors ad hoc group met Friday; Scott Lankford, English faculty, elected chair. Plan is for group to meet weekly on Fridays. Re: Foothill GE group, Gilstrap noted recent discussions regarding moving course substitution process online, for tracking purposes; suggested ad hoc group consider consulting with Kent McGee from Evaluations dept. as part of their process. Motion to approve **M/S** (Venkataraman, Gomes). **Approved.** Kuehnl would like to begin to recruit ad hoc group members, even if no meaningful work will likely occur before end of spring quarter; would be good to have groups established so that work may begin promptly in fall.
6. Fall Quarter Distance Education Planning	**Speaker: Eric Kuehnl** Last week, CCC voted electronically to approve Distance Education resolution for fall quarter. Would still like the group to discuss general topic of planning for continuation of virtual instruction in fall quarter. Starer stated

that administration anticipating and planning for the need to be all-virtual for fall; has heard no indication of non-virtual instruction for fall. Agreed with Kuehnl that discussion still useful, despite resolution for fall already approved. Kuehnl noted and acknowledged that some reps expressed frustration with last week's vote occurring without first discussing at CCC. Noted that planning for fall still ongoing, for example, topic of if/which classes may be held in-person and how such a list would be prioritized.

Hueg agreed with unlikelihood of in-person classes in fall; hoping that perhaps certain services (e.g., library, psychological) may be available on campus. Noted that we're still unable to get certain necessary supplies. Kuehnl and Starer noted that only exception that has really been discussed is Allied Health classes; Starer noted that Chancellor Miner appears to be taking a very conservative approach.

Library rep asked about conversations re: library being open in the fall; hadn't heard that. Starer noted these weren't formal discussions, but there has been brainstorming about what types of services would be needed if some students are present on campus—very nascent stages of discussion and absolutely no decisions have been made. Stressed that conversations would occur with faculty/staff if services might open up in their area. Subramaniam asked about transferability-related exceptions for lab science classes, for spring quarter—Gilstrap confirmed that as long as the course content, etc., is met, the method of delivery does not matter. Clarified that the lab discussions he mentioned earlier were among articulation group, and not a lot of university campuses have weighed in; at this point, cautioned against offering a "stretch course" (e.g., lecture in fall, lab in winter/spring) because currently unclear how universities would review those for admissions/transfer. Also noted that delaying lab could delay student's ability to register for courses that include it as a prereq.

Fine Arts rep asked about facilities for ceramics classes and how to handle situations in which students don't gain the proper skills related to using the equipment—could they enroll in next-level class? Also passed on question from faculty regarding students' ability to use kiln in fall quarter. Hueg on Revenue & Resources committee; noted likelihood that President Nguyen will task R&R to help devise a plan for a return to campus. Noted that kiln usage question part of the larger question of what a partially-functioning campus looks like—no way to address until discussions have occurred. Kuehnl broached topic of whether CCC wants to play a part in discussing how to prioritize which classes would be held in-person. Noted that other groups might not prioritize (for example) ceramics over other types of courses, so might be useful for CCC to be involved.

Kuehnl attended recent ASCCC meeting which included sharing of several different plans that colleges have devised for fall. One involved splitting the term up into multiple, shorter terms—would likely not work for Foothill due to our short term length. Will forward presentation info to the group.

Starer noted that, although the decision to reopen campus rests with Miner, faculty's thoughts and involvement important to include in discussions, due to the expertise that faculty have. Agreed that administration might not consider, for example, ceramics courses. Encouraged faculty to think about their programs and needs, because administration may not know all of the nuances across campus. Wants to help ensure that Miner has as much relevant information as possible. Kinesiology rep asked what best forum for faculty to voice concerns—Starer stated that, while curricular matters do need to be discussed, unsure if CCC is ideal for the larger discussion (outside of curricular concerns); perhaps could be brought to Academic

	Senate. Important to not delay discussing how things will look "on the other side" of COVID-19; encouraged faculty determine best forum for discussion of curricular and other issues. Kuehnl noted that even if it feels like discussions won't have any impact right now, they are important. Kuehnl can report concerns/issues to Senate. Kuehnl mentioned our local Distance Ed approval process; CCCCO encouraging colleges to approve DE for all courses in case of future Shelter-in-Place situations, so campuses are prepared and don't have to go through the hoops we went through this time. Lee mentioned Academic Senate's scheduling subgroup as potential forum for faculty's concerns; Kuehnl involved in that group, and noted that it currently doesn't have wide campus participation, but will be increasing its size soon.
7. Revisiting Local Policy Requiring "C" Grade or Better for Major Courses	**Speaker: Eric Kuehnl** Starer mentioned that this issue arose years ago due to faculty's desire to ensure that students had earned a C or better in their major, which resulted in policy being adopted. Haven't been many issues, over the years, regarding the policy, but now that students have the ability to switch classes to Pass/No Pass at any point during the term (due to COVID-19), topic of revisiting this policy has arisen. Noted that faculty aren't even aware of students' selected grading option, as grading software converts letter grade to P/NP (when applicable). Also mentioned issue of needing to counsel students about the choice to take a class P/NP, as they may not consider the ramifications of doing so—not just a curricular matter. Stressed that there is no mandate to change this policy. Kuehnl noted research into Title 5 has confirmed that this is a local decision; noted De Anza has programs that allow P/NP for major courses. Stressed that we don't need to make a change just because of current circumstances, but topic is coming up due to current circumstances. Starer asked Counseling reps if they've heard anything—one rep hasn't heard about any issues with students, and has heard no discussion about it. Will bring topic back to division for discussion. Other Counseling rep noted importance of not confusing students; mentioned process for students who accidentally take a class P/NP but need a letter grade. Rep believes it best to keep policy as it is and use our established processes when situations arise. Starer suggested bringing ASFC reps into discussion. Gilstrap noted that, from transferability standpoint, best for students to take major prep courses for letter grade. Noted that for ADTs, Pass can be used for MP courses (stated in most recent edition of PCAH). Counseling rep agreed with idea to involve ASFC students, both to hear what students are thinking and to clarify communication for them to pass on to student body. Kuehnl agreed of importance of simplifying things for students. Purpose of discussion is to ensure policy doesn't continue to be in place simply due to the fact that it's a legacy policy. Will reach out to ASFC to be involved in continued discussion. Will continue to discuss at upcoming meetings.
8. Requisite Recency	**Speaker: Eric Kuehnl** Topic delayed to future meeting, due to time constraint.
9. Good of the Order	
10. Adjournment	**3:24 PM**

Attendees: Micaela Agyare (LIBR), Chris Allen (Dean, APPR), Stephanie Chan (LA), Valerie Fong (Acting Dean, LA), Marnie Francisco (PSME), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Katie Ha (LA), Allison Herman (LA), Kurt Hueg (Dean, BSS), Marc Knobel (PSME), Eric Kuehnl (Faculty Co-Chair), Debbie Lee (Acting Dean, FA & KA), Dokesha Meacham (CNSL), Ché Meneses (FA), Teresa Ong (AVP Workforce), Ron Painter (PSME), Katy Ripp (KA), Lety Serna (CNSL), Matt Stanley (KA), Paul Starer (Administrator Co-Chair), Ram Subramaniam (Dean, BH & PSME), Nick Tuttle (BSS), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)
Minutes Recorded by: M. Vanatta

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: Cassandra Pereira

Proposed Number: LINC 57A   **Proposed Units:** 2
Proposed Hours: 2 hours lecture
Proposed Transferability: CSU
Proposed Title: Welcoming & Engaging Students in the Online Environment

Proposed Catalog Description & Requisites:
This course focuses on methods for setting students up for success in an online or blended learning environment. With an understanding of issues of equity and access that affect online participation, students will create dynamic and welcoming introductions to their learning management systems, support systems integrated throughout their virtual classrooms, and ongoing activities to support student engagement in asynchronous settings. Special emphasis is provided on identifying and overcoming barriers to online student success, virtual course and user interface design with an awareness of cognitive load, developing engaging and supportive course home pages, introduction and community building activities, and establishing equity-based expectations for participation and teamwork.

Advisory: Basic computer skills and knowledge of Macintosh or Windows operating systems; familiarity with Web browsers, email, downloading, and uploading; familiarity with online learning management systems.

Proposed Discipline: Instructional Design/Technology

To which Degree(s) or Certificate(s) would this course potentially be added?
C.A. in Online and Blended Instruction (currently in development)

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect: None

Comments & Other Relevant Information for Discussion:
Given the ways in which COVID-19 is changing education systems, it is anticipated that there will be great need for a course of this kind in the near future, especially as it relates to issues of equity and access.

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Cassandra Pereira

Proposed Number: LINC 57B   **Proposed Units:** 2
Proposed Hours: 2 hours lecture
Proposed Transferability: CSU
Proposed Title: Creating Community in the Online Environment

Proposed Catalog Description & Requisites:
This course focuses on methods for establishing and maintaining a sense of classroom community in an online environment, with a special focus on equity and cultural responsiveness. Students will practice strategies for supporting the success of online students, including developing a sense of presence in a virtual environment, humanizing communication, celebrating student diversity, developing clear and consistent policies, and managing discussions and group assignments. Special emphasis will be placed on developing an action plan for building equity and culturally responsive teaching practices in the online environment. Identifying and understanding federal and state regulations, as they apply to online teaching and learning, will also be a part of this course.

Advisory: Basic computer skills and knowledge of Macintosh or Windows operating systems; familiarity with Web browsers, email, downloading, and uploading; familiarity with online learning management systems.

Proposed Discipline: Instructional Design/Technology

To which Degree(s) or Certificate(s) would this course potentially be added?
C.A. in Online and Blended Instruction (currently in development)

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect: None

Comments & Other Relevant Information for Discussion:
Given the ways in which COVID-19 is changing education systems, it is anticipated that there will be great need for a course of this kind in the near future, especially as it relates to issues of equity and cultural responsiveness.

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: Cassandra Pereira

Proposed Number: LINC 84C   **Proposed Units:** 2
Proposed Hours: 2 hours lecture
Proposed Transferability: CSU
Proposed Title: Designing Creative Learning Experiences

Proposed Catalog Description & Requisites:
Intended for educators and makerspace instructors who want to increase creative learning in makerspace settings, this course provides an overview of the relationship between creativity and learning from a research-based pedagogical standpoint. Participants will identify and analyze barriers to creativity in education, design learning experiences that promote opportunities for creative and divergent thinking, develop assessments to measure creative learning outcomes, and formulate action plans for establishing environments that allow for creative risk-taking. Special emphasis is placed on the interrelationship between makerspaces, tinkering, collaboration, and play as supportive structures for creative learning.

Advisory: Basic computer skills and internet-based technologies.

Proposed Discipline:
Education

To which Degree(s) or Certificate(s) would this course potentially be added?
C.A. in Makerspace Coordinator

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
None

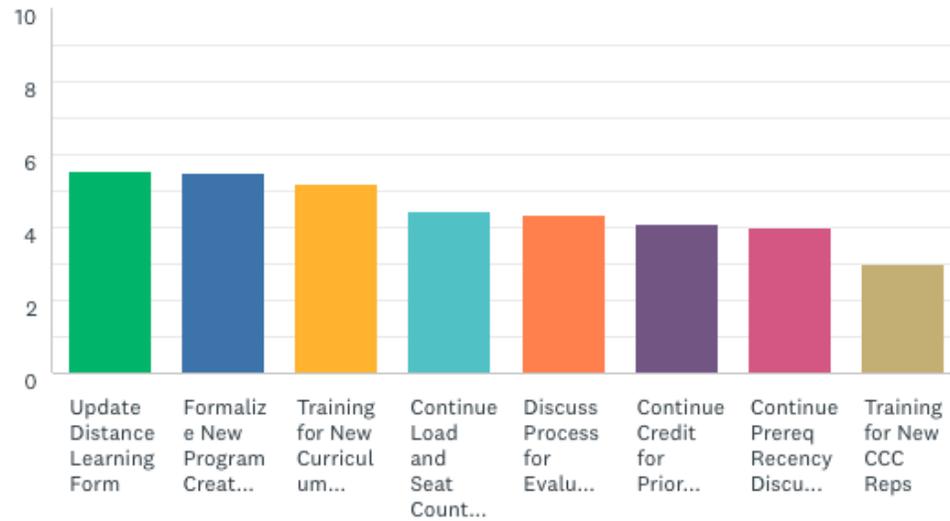**Comments & Other Relevant Information for Discussion:**

Instruction Office:
Date presented at CCC:
Number assigned:

Please rank the following topics in the order of priority:

Answered: 10   Skipped: 0

	1	2	3	4	5	6	7	8	TOTAL	SCORE
▼ Update Distance Learning Form	33.33% 3	0.00% 0	11.11% 1	11.11% 1	33.33% 3	11.11% 1	0.00% 0	0.00% 0	9	5.56
▼ Formalize New Program Creation Process	30.00% 3	10.00% 1	30.00% 3	0.00% 0	0.00% 0	10.00% 1	10.00% 1	10.00% 1	10	5.50
▼ Training for New Curriculum System	10.00% 1	30.00% 3	0.00% 0	30.00% 3	10.00% 1	0.00% 0	20.00% 2	0.00% 0	10	5.20
▼ Continue Load and Seat Count Discussion	11.11% 1	22.22% 2	11.11% 1	0.00% 0	11.11% 1	11.11% 1	22.22% 2	11.11% 1	9	4.44
▼ Discuss Process for Evaluation New Programs	11.11% 1	11.11% 1	22.22% 2	11.11% 1	11.11% 1	0.00% 0	0.00% 0	33.33% 3	9	4.33
▼ Continue Credit for Prior Learning Discussion	0.00% 0	20.00% 2	10.00% 1	10.00% 1	10.00% 1	30.00% 3	10.00% 1	10.00% 1	10	4.10
▼ Continue Prereq Recency Discussion	0.00% 0	11.11% 1	11.11% 1	33.33% 3	11.11% 1	0.00% 0	11.11% 1	22.22% 2	9	4.00
▼ Training for New CCC Reps	11.11% 1	0.00% 0	0.00% 0	0.00% 0	11.11% 1	33.33% 3	22.22% 2	22.22% 2	9	3.00

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

Course #: _____ **Course Title:** _____

The above noted course is:

_____ **Currently active, this is a new Distance Learning Application.**

_____ **Currently active, changing the methods of delivery.**

_____ **New course in Submissions.**

_____ Online ONLY

_____ Hybrid ONLY

_____ Both Online and Hybrid

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

Selected Methods*:

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

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

_____

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

Faculty Submitting Application: _____ Date: _____

Division Curr. Comm. Approval: _____ Date: _____

For Office Use Only:

Submitted to Instruction Office: _____

Entered in C3MS: _____   Entered in Banner: _____

Revised 4/27/2017

Best Practices for Online/Distance Education Courses

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

Best Practices

1. **Communication:** clear and comprehensive communication regarding online course policies is critical to student success and faculty effectiveness. [iii] Accordingly, it's imperative that the following are addressed explicitly in the course syllabus and/or introductory email/announcement.

   These communication guidelines are the same for all teachers and are in accordance with J1 Evaluative Material (Section II.A.12) *"Provides students with a written explanation of the evaluation process, expectations and requirements, assignments, course content, relevant dates, and other information."* and is the same requirement for all teachers. Communication must include but is not limited to:

   - **Relevant Dates, Course Schedule, and Deadlines.**
   - **Faculty Expectations and Requirements** for minimum student participation (quantity and quality) for all sections of the course.
   - **Evaluation Process** including the timeframe for faculty feedback on student works such as discussion posts, and assessments (quizzes, exams, assignments, projects, surveys) so that the student can gauge their progress. Faculty must provide substantive feedback within a reasonable time as outlined in the course syllabus.
   - **Faculty/Student Communication Process** including the timeframe for faculty response to student communications. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances. It must be clear whether or not the instructor will be available after hours or on weekends and holidays.
   - **Methods of regular, timely, and effective student/faculty contact** that will be employed in the course (as described below)
   - **A Contingency Plan** for when the instructor is unavoidably unavailable for a specific period. Faculty must provide the students with a plan for instances when they may not be available due to personal or technical emergencies. Announcing (in advance if possible) any absence of greater than two working days and providing clear options for students to continue their progress in the class until the instructor returns is essential.

2. **Effective Student/Faculty Contact:** it has been clearly shown that lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Depending on class design and Instructor preference, the faculty shall employ one or more of the following methods of regular, timely, and effective student/faculty contact in all online, hybrid, and web-enhanced courses: (it is recognized that instructors of web-enhanced and Hybrid courses have more in-person contact with their students and would as such rely less on these methods.)

   These effective contact guidelines are the same requirements for all teachers and are in accordance with J1.II.A.7: *"Maintains student-faculty relationship conducive to learning,"* as well as the following student evaluation criteria: J2.A. *#11 Motivated student interest and intellectual effort, #12. Encouraged students to ask questions and participate in class discussions, #13. Encouraged individual thinking and differences of opinion, and #14. Used full class time effectively."*

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

- Private Messages within the Course Management System
- Personal e-mail outside of the Course Management System
- Telephone Contact
- Weekly Announcements in the Course Management System
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- E-Portfolios/Blogs/Wiki for sharing student works in progress; provide feedback from fellow students and faculty in a collaborative manner, and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts. [v]
- Group or individual meetings [iv]
- Orientation and review sessions [iv]
- Supplemental seminar or study sessions [iv]
- Field trips [iv]
- Library workshops [iv]

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

References:

[i] Roblyer, M.D. & Leticia Ekhami (2000, Spring), How Interactive are YOUR Distance Courses? A Rubric for Assessing Interaction in Distance Learning, Online Journal of Distance Learning Administration, Volume III, Number II, Retrieved from the World Wide Web April 4, 2001
http://www.westga.edu/~distance/roblyer32.html

[ii] Slater, Timothy F. "Classroom Assessment Technique Portfolios." CL-1: Field-tested Learning Assessment Guide (FLAG) for science, math, engineering, and technology instructors. 1998.
http://www.flaguide.org/cat/portfolios/portfolios7.php

[iv] Title 5 §55204

[iii] Waterhouse, S. & Rogers, R. (2004), The Importance of Policies in E-Learning Instruction, EDUCAUSE Quarterly, Vol. 27, No. 3, pp. 28-39.

[iv] Roblyer, M.D. & Leticia Ekhami (2000, Spring), How Interactive are YOUR Distance Courses? A Rubric for Assessing Interaction in Distance Learning, Online Journal of Distance Learning Administration, Volume III, Number II, Retrieved from the World Wide Web April 4, 2001 http://www.westga.edu/~distance/roblyer32.html

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http://www.flaguide.org/cat/portfolios/portfolios7.php

[iv] Title 5 §55204