College Curriculum Committee Meeting Agenda
Tuesday, June 9, 2020
2:30 p.m. – 3:30 p.m.
Meeting will be held virtually via ConferZoom

Item	Action	Attachment(s)	Presenter(s)
1. Resolution to Remove Honors Prerequisite Language	1st Read/Action	#6/9/20-1	Kuehnl
2. Update Distance Learning Application	Discussion	#6/9/20-2-4	Kuehnl
3. Revisiting Local Policy Requiring "C" Grade or Better for Major Courses	Discussion		Kuehnl
4. Good of the Order			Kuehnl
5. Adjournment			Kuehnl

Attachments:
#6/9/20-1   Resolution to Remove Honors Prerequisite Language draft
#6/9/20-2   Distance Learning Application
#6/9/20-3   Ohlone College Distance Education Addendum draft
#6/9/20-4   PSME Updated Distance Learning Application draft

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>6/9/20</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, Scott Lankford, Debbie Lee, Teresa Ong, Katy Ripp</u>

FOOTHILL COLLEGE
College Curriculum Committee
Resolution to Remove Honors Program Prerequisite Language

Whereas, Title 5 specifically states that all course prerequisites be skills based and validated by a community college before being implemented;

Whereas, the current honors program prerequisite language requiring a student to be an "Honors Institute participant" creates barriers to student access to the honors program that have negative implications for the college's equity efforts;

Whereas, state-wide trends in honors programs are moving in the direction of increasing access to honors programming for all students at a college;

Whereas, current prerequisite language for the honors program creates a bureaucratic obligation for faculty co-directors of the program that requires an inordinate amount of their time be spent clearing students for the program rather than on coordinating the program;

Resolved: The Foothill College Curriculum Committee approves the blanket removal of the "Honors Institute participant" prerequisite from all Foothill course outlines of record. This removal will be effective fall 2020 quarter and will be published in an addendum to the college catalog. Upon removal of the prerequisite, the college will cease its enforcement in Banner.

Resolved: The Foothill College Curriculum Committee approves the Articulation Officer submitting all of the updated course outlines for honors courses for UC consideration this June 2020, as well as for any other necessary articulation (e.g., CSU GE, IGETC, C-ID) under the appropriate deadlines.

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: _____

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."*

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

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

References:

[i] Roblyer, M.D. & Leticia Ekhami (2000, Spring), How Interactive are YOUR Distance Courses? A Rubric for Assessing Interaction in Distance Learning, Online Journal of Distance Learning Administration, Volume III, Number II, Retrieved from the World Wide Web April 4, 2001
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[ii] Slater, Timothy F. "Classroom Assessment Technique Portfolios." CL-1: Field-tested Learning Assessment Guide (FLAG) for science, math, engineering, and technology instructors. 1998.
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[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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[iv] Title 5 §55204

DISTANCE EDUCATION APPROVAL FORM

Course #:

Course Title:

Submitted by:

Date:

1. How will this course be offered?

Check those that apply	Format
	The discipline faculty agree that this course will only be offered in a **PARTIALLY ONLINE/HYBRID** format, where students will have a required in-person component and an online component.
	The discipline faculty agree that this course may be effectively delivered through a **FULLY ONLINE** format. Synchronous and asynchronous remote instruction is considered online instruction.
	FULLY ONLINE IN STATE OF EMERGENCY ONLY - The discipline faculty agree that this course will ONLY be offered in the online format in the instance of a State of Emergency as declared by the Ohlone College Board of Trustees.

2. Regular and Effective Contact

Any portion of the course that is taught online requires **regular** substantive contact. This includes the online portion of hybrid/PO coursework.

Regular and effective/substantive interaction includes timely and documented feedback for student work, as well as methods of student engagement such as regular announcements, discussion boards with appropriate instructor feedback, email, live chat, web conferencing, blogs/wikis, etc

Instructor-to-Student Contact

What tools and strategies will all instructors that teach this course use to initiate interaction with all students?

How many times per week will the instructors that teach this course initiate interaction with all students? ☐ 1-2 ☐ 3-4 ☐ 5 or more

Student-to-Student Contact

Regular and effective/substantive interaction between students may include discussion boards, web conferencing, live chat rooms, email, blogs/wikis, student groups, student collaborations, study forums, etc.

What tools and strategies will all instructors that teach this course use to facilitate student-to-student interaction?

How many times per week will the instructors that teach this course initiate interaction with all students?   ☐ 1-2   ☐ 3-4   ☐ 5 or more

3. Integrity of Student Work

What methods do all instructors that teach this course use to promote academic honesty and prevent cheating and plagiarism? Examples of plagiarism and cheating deterrents include plagiarism check software like TurnItIn, randomizing quiz and test questions, smaller assignments that allow instructors to identify uniqueness of student's voice, etc.

4. How will the Student Learning Outcomes/Objectives be met through an online format?

All course outcomes identified in the Course Outline of Record must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. (Examples of potential challenges include educational materials, labs, models, presentations, requirements to present in front of a live audience, field trips, requirements to attend a live performance, or other.)

Please list any uniquely challenging SLO and how it will be achieved in the online format.

Student Learning Outcome or Course Objective	What potential challenge exists in the online format?	How will you meet that challenge?

☐   Beyond maintaining regular and effective contact and adhering to accessibility requirements, this course does not present any unique challenges to meeting all course outcomes (no explanation needed).

5. Accessibility

In accordance with Title 5 and AP4105, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

Accessibility is built into the course using which of the following?

☐ Simple, logical, uncluttered course design (module structure)
☐ Use of Header and Paragraph styles on longer pages
☐ Font formatting, rather than color, for emphasis in text.
☐ Transcripts of audio clips
☐ Captions for video clips
☐ Alt tags on graphics
☐ Descriptive URL links
☐ Tables accessible to screen readers (tables should only be used for simple data and have row and column headers and tables should not be used for course layout).
☐ Directions for accessing support services available for students are clearly posted.
☐ Other, please specify:

6. Course Quality

As formerly stated, all DE courses are the "virtual equivalent" of the in-person sections of the course. Verify by clicking the box that the online section meets the same standard of course quality as the traditional face-to-face class in the following areas:

☐ Course objectives and content have not changed.
☐ Outside assignments and assessments meet the same standard of course quality.
☐ Method of instruction meets the same standard of course quality.
☐ Serves manageable number of students per section as determine by faculty in the department.
☐ Required texts meet the same standard of course quality.
☐ Specific expectations will be posted for students with respect to a minimum amount of time per week for student and homework assignments (1 unit = 3 hours of class and study time).
☐ Specific expectations will be posted regarding class policies and procedures, including logging in and completing work.
☐ Materials and images used in the course will reflect the cultural diversity of Ohlone College students.

7. Additional Resources

State if any additional college resources will be needed and/or additional costs will be incurred to implement Distance Education sections.

Distance Education Committee Comments:

Course Approved or Disapproved

Date forwarded to the Curriculum Committee:

Date of approval by the Curriculum Committee:

FOOTHILL COLLEGE
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_____ **New course in Submissions.**

_____ Online ONLY

_____ Hybrid ONLY

_____ Both Online and Hybrid

_____**Online Only in State of Emergency where the Board of Trustees has declared that the physical campus is closed due to a public health emergency or natural disaster, and hybrid otherwise.**

_____**Online Only in State of Emergency where the Board of Trustees has declared that the physical campus is closed due to a public health emergency or natural disaster, and in-person otherwise.**

_____**Cancelled in State of Emergency where the Board of Trustees has declared that the physical campus is closed due to a public health emergency or natural disaster, and in person otherwise.**

_____**Hybrid only in State of Emergency where the Board of Trustees has declared that the physical campus is closed due to a public health emergency or natural disaster, and in-person otherwise. Cancelled if hybrid delivery is not possible during the closure.**

Definition of Terms:
Online means either "online-fully asynchronous" (code W) or "fully virtual" (Code V) or "online hybrid" (Code Z) at the discretion of the faculty.

Hybrid means "a combination of on-campus scheduled days and times (with a room number will be held on campus) and asynchronous with online work"

Reference from Instruction Office

Code	Definition	Footnote	Example
W	Online-fully asynchronous (TBA hours)	This is a fully online asynchronous class, allowing the student to work according to their schedule to meet the weekly requirements outlined by the course instructor. After registering, find out how to log in to the course site.	ENGL 001A01W Tba, Tba, room = online
Y (**Used Only for the Few Exceptions for Fall**) (Allied Health Progs in Fall)	Hybrid – a combination of on-campus scheduled days and times (with a room number will be held on campus) and asynchronous with online work	This is a hybrid class requiring attendance, both on-campus and online. After registering, find out how to log in to the course site.	ENGL 001A01Y MW, 8-9:50am, room = 6505 Tba, Tba, room = online
V	Virtual – entirely synchronous live in-person online during scheduled days and times	This is a fully virtual online class. ALL scheduled meetings are live with the instructor (e.g., zoom) defined on specific days and times, as noted in the class schedule."	ENGL 001A01V MW, 8-9:50am, room = online F, 8-8:50am, room = online
Z	Online Hybrid – a combination of synchronous live online scheduled days and times and asynchronous online work	This is a fully online hybrid class, with SOME virtual meetings (e.g., by zoom) defined on specific days and times, as noted in the class schedule. The remaining part of the class is online asynchronous, allowing the student to work according to their schedule to meet the weekly requirements outlined by the course instructor. After registering, find out how to log in to the course site.	ENGL 001A01Z MW, 8-9:50am, room=online Tba, Tba, room=online

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- ☐ Other (please describe):

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