

College Curriculum Committee Meeting Agenda

Tuesday, March 4, 2014

2:00 p.m. - 3:30 p.m.

President's Conference Room

Item	Action	Attachment	Presenter/Time
1. Minutes: February 18, 2014	Action	#3/4/14-1	Escoto - 3 min
2. Announcements: <ul style="list-style-type: none"> a. Notification of Proposed Requisites b. Communiqué Distribution c. Report Out from Divisions 	Information	#3/4/14-2	Escoto - 4 min Curr Reps - 7 min
3. Consent Calendar: <ul style="list-style-type: none"> a. General Education 		#3/4/14-3	Escoto - 3 min
4. Distance Learning Addendum	Action	#3/4/14-4	Escoto - 3 min
5. GE Conference Summary	Information		Escoto, Holcroft - 10 min
6. Content Review Form discussion	Discussion		Escoto - 10 min
7. Certificate Unit Residency Requirement	Discussion		Escoto - 10 min
8. Course Offering Cycles	Discussion	#3/4/14-5 & 6	Escoto, Messina - 10 min
9. Curricular Calendar	Feedback & Discussion		Escoto - 20 min

Consent Calendar:

FH General Education:

- *Area VI, US Cultures & Communities* (attachment #3): THTR 8

Attachment List:

- #3/4/14-1 Draft Minutes: February 18, 2014
- #3/4/14-2 CCC Notification of Proposed Prerequisites/Co-Requisites 2.27.14
- #3/4/14-4 DRAFT Distance Learning Addendum
- #3/4/14-5 Substantial vs. Non-Substantial COR Changes
- #3/4/14-6 CoR Title 5 Compliance Check List w/Substantial & Non-Substantial Notations

2013 -2014 Curriculum Committee Meetings

<u>Fall 2013 Quarter:</u>	<u>Winter 2014 Quarter</u>	<u>Spring 2014 Quarter</u>
10/1/13	1/21/14	4/15/14
10/15/13	2/4/14	5/6/14
11/5/13	2/18/14	5/20/14
11/19/13	3/4/14	6/3/14
12/3/13	3/18/14	6/17/14

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

2013-2014 Curriculum Deadlines

- ~~12/1/13 Deadline to submit courses to CSU for CSU GE approval.~~
- ~~12/1/13 Deadline to submit courses to UC/CSU for IGETC approval.~~
- ~~12/6/13 COR/Title 5 Updates for Fall 2013.~~
- ~~3/3/14 Curriculum Sheet Updates for 2013-14.~~
- 6/1/14 Deadline to submit new/revised courses to UCOP for UC transferability

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

2013-2014 Professional Development Opportunities & Conferences of Interest

7/11-13/13 [ASCCC Curriculum Institute](#), Sheraton Park Hotel, Anaheim.

11/7-9/13 [ASCCC Fall Plenary](#), Irvine Marriott

11/25/13 [Tips for Writing a Great Program Review - Professional Development workshop](#), 1:00-3:00, Toyon Rm

12/3/13 [Tips for Writing a Great Program Review - Professional Development workshop](#), 12:00-1:30, Toyon Rm

7/10-12/14 Curriculum Institute - Hayes Mansion, San Jose. Registration Deadline is May 28th.

Distribution:

Shawna Aced (Instr), Micaela Agyare (LIBR), Kathy Armstrong (PSME), Rachelle Campbell (BH), Bea Cashmore (ALD), Jerry Cellilo (CNSL), Dolores Davison (AS President), Bernie Day (Articulation Officer), Teresa de la Cruz (Articulation), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Marnie Francisco (PSME), Stephanie Franco (Evaluations), Konnilyn Fieg (BSS), Hilary Gomes (FA), Susan Gutkind (Dean, KA), Brenda Hanning (BH), Robert Hartwell (FA), Carolyn Holcroft (BH), Kay Jones (LIBR), Marc Knobel (PSME), Allison Lenkeit Meezan (BSS), Don MacNeil (KA), Kimberlee Messina (VP, Instruction, Administrator co-chair), Peter Murray (Dean, PSME), Simon Pennington (FA), Barbara Shewfelt (P E), Paul Starer (Dean, L A), Kella Svetich (L A)

COLLEGE CURRICULUM COMMITTEE

Committee Members - 2013-14

Meeting Date: 3/4/14Co-Chairs (2)

<input checked="" type="checkbox"/>	Isaac Escoto	7350	Vice President, Academic Senate (tiebreaker vote only)
<input checked="" type="checkbox"/>	Kimberlee Messina	7209	Vice President, Instruction

escotoisaac@foothill.edu
messinakimberlee@foothill.edu

Voting Membership-12 total; 1 vote per division

<input checked="" type="checkbox"/>	Micaela Agyare	7086	LIBR	agyaremicaela@foothill.edu
<input checked="" type="checkbox"/>	Kathy Armstrong	7487	PSME	armstrongkathy@foothill.edu
<input checked="" type="checkbox"/>	Rachelle Campbell	7469	BH	campbellrachelle@foothill.edu
<input checked="" type="checkbox"/>	Bea Cashmore	7094	ALD	cashmorebeatrix@foothill.edu
<input checked="" type="checkbox"/>	Jerry Cellilo	7224	CNSL	cellilojerry@fhda.edu
<input checked="" type="checkbox"/>	Bernie Day	7225	Articulation	daybernie@foothill.edu
<input checked="" type="checkbox"/>	Brian Evans	7575	BSS	evansbrian@foothill.edu
			CNSL	
<input checked="" type="checkbox"/>	Marnie Francisco	7420	PSME	franciscomarnie@foothill.edu
<input checked="" type="checkbox"/>	Konnilyn Fieg	7430	BSS	feigkonnilyn@foothill.edu
<input checked="" type="checkbox"/>	Hilary Gomes	7585	FA	gomeshilary@foothill.edu
<input checked="" type="checkbox"/>	Brenda Hanning	7466	BH	hanningbrenda@foothill.edu
<input checked="" type="checkbox"/>	Robert Hartwell	7016	FA	hartwellrobert@fhda.edu
<input checked="" type="checkbox"/>	Carlyon Holcroft	7429	BH	holcroftcarolyn@foothill.edu
<input checked="" type="checkbox"/>	Kay Jones	7602	LIBR	joneskay@foothill.edu
<input checked="" type="checkbox"/>	Marc Knobel	7049	PSME	knobelmarc@foothill.edu
<input checked="" type="checkbox"/>	Allison Lenkeit Meezan	7422	BSS	meezankaren@foothill.edu
<input checked="" type="checkbox"/>	Don MacNeil	6967	K A	macneildon@foothill.edu
<input checked="" type="checkbox"/>	Simon Pennington	7015	F A	penningtonsimon@fhda.edu
<input checked="" type="checkbox"/>	Barbara Shewfelt	7658	K A	shewfeltbarbara@foothill.edu
<input checked="" type="checkbox"/>	Kella Svetich	7924	L A	svetichkella@foothill.edu
<input checked="" type="checkbox"/>	Kurt Hueg	7394	Dean	huegjurt@foothill.edu
<input checked="" type="checkbox"/>	Peter Murray	7472	Dean	murraypeter@foothill.edu
<input checked="" type="checkbox"/>	Paul Starer	7227	Dean	starerpaul@foothill.edu

Non-Voting Members (4)

<input checked="" type="checkbox"/>	Teresa de la Cruz	7638	Articulation Assistant	delacruzteresa@foothill.edu
<input checked="" type="checkbox"/>	Stephanie Franco	7231	Evaluations	francostephanie@foothill.edu
<input checked="" type="checkbox"/>	Shawna Aced	7371	Curr/Schedule Asst.	acedshawna@foothill.edu
<input checked="" type="checkbox"/>	Cori Nuñez	7439	Curr Coordinator	nunezcori@foothill.edu
<input checked="" type="checkbox"/>	Chris Ju		ASFC	

Visitors:

Ken Horowitz, Bruce Tambling

College Curriculum Committee
 Meeting Minutes
 Tuesday, February 18, 2014
 2:11 p.m. - 3:11 p.m.
 President's Conference Room

<u>Item</u>	<u>Discussion</u>
1. Minutes: February 4, 2014	Minutes as written. M/S (Holcroft/Cellilo) Approved.
2. Announcements: <ul style="list-style-type: none"> a. New Course Proposals b. Notification of Proposed Prerequisites/Corequisites c. Report Out from Divisions d. Curriculum Sheet Information e. Other-Content Review Forms 	Speaker: Isaac Escoto <ul style="list-style-type: none"> a. New Course proposals were introduced. Please distribute to your constituency. b. Notification of Prereq/Coreqs for the 2014-15 Catalog had corrections from the copy sent with the agenda. The new version, with 2 adjustments, was emailed to the committee today. c. Report Outs: <ul style="list-style-type: none"> BSS: Faculty are discussing removing the American Studies major for the 2014-15 Catalog and are considering creation of a Global Studies major. They are currently looking at the transferability of such a degree. d. Curriculum Sheet info: Please remember to "keep it simple". The purpose of these sheets is to present the courses that are required for the degree/certificates. The curriculum sheets are not for the purpose of advertising or delivering any information other than required courses. e. Content Review Forms: The Curriculum Team is aware that there are challenges with the forms. Faculty have identified possible changes needed for the forms and the intention is that we will have discussions in CCC to make some modifications soon.
3. Consent Calendar <ul style="list-style-type: none"> a. Stand Alone Forms 	Speaker: Isaac Escoto <p>Hartwell drew the committee's attention to the LINC 68 application as it is missing a division signature. He confirmed that the form has received division approval. Hanning informed the committee that the RSPT Stand Alone forms are missing attachments, but that attachments were sent to Nuñez after the CCC meeting attachments had been sent out. Hanning stated that there is no back up data available, as this is a new program. The application for this program will require such information, so we need to do some further searching for labor market info of some kind. Move to approve as written with the corrections (LINC 68B, RSPT 82, 83, 85, 86, 87A, 87B, 88) M/S (Hartwell/Holcroft) Approved.</p>
4. Distance Ed Addendum	Speaker: Kate Jordahl, Co-Chair Distance Education Advisory Committee and Chair of COOL <p>After discussion with COOL and the Distance Ed committee, they are under the impression that there are some faculty that don't fully understand or are aware of the agreed upon delivery methods for classes that they teach. In addition, it has come to their attention that people are unaware of the importance of the form they are signing and that this should be seen by all faculty that are teaching this course. If a Online/Distance Learning Addendum exists for a course, all faculty teaching that course are bound by the methods identified. Since there is no public warehouse for the completed forms, a lot of faculty have not seen those associated with courses that</p>

	<p>they teach. To make this form more clear, Jordahl and the committees have made suggested modifications to the form. Jordahl highlighted that changes and asked the committee for feedback. She also informed the committee that once the document has been modified and confirmed through us that it's complete, the intention is to make the documentation of the forms public info so that any faculty member may access that info.</p> <p>There seemed to be some concern from the committee over the best practice of "regular and timely contact". Perhaps that topic will be discussed at a later date.</p>
5. Honors Follow-up	<p>Speaker: Isaac Escoto</p> <p>Francisco reported that there has been some interest from the Math department for creation of an Honors Calculus I (MATH 1A) course. There was general interest from the division but the questions were more logistical issues. Perhaps the faculty can speak to those that are currently teaching honors for more information. Chris Ju, our student rep, reported that in his conversations with other students, they would like to see more honors courses offered. Perhaps we should ask Day to perhaps provide more student info on the web page as advertising.</p>
6. GE Course Substitution Refresher	<p>Speaker: Isaac Escoto</p> <p>Escoto reviewed the process by which transferred courses might meet our local GE requirements. We were reminded that a course does not necessarily need to be exactly the same as a pre-existing local GE course, in order to meet the requirements for any given local GE area. Escoto walked the committee through one of the GE Application forms as an example of how we go about determining if a transferred course could satisfy our local GE.</p>
7. Curricular Calendar	<p>Speaker: Isaac Escoto</p> <p>Follow up to our last conversation regarding the curriculum calendar. FA (Fine Arts) is thinking that they like the direction that we are headed with regard to changing our deadline for CORs. The suggestion was made of perhaps splitting the deadlines to substantial vs. non-substantial changes to different times of year. Gomes suggested that moving to a Spring deadline would relieve the pressure in the Fall as there are multiple projects due at the same time. Please discuss this topic with your constituency groups as we would like to hear all suggestions.</p>

Attendees: Shawna Aced (Instr), Micaela Agyare (LIBR), Rachelle Campbell (BH), Bea Cashmore (ALD), Jerry Cellilo (CNSL), Isaac Escoto (Faculty Co-Chair), Marnie Francisco (PSME), Hilary Gomes (FA), Brenda Hanning (BH), Robert Hartwell (FA), Carolyn Holcroft (BH), Kurt Hueg (Dean, BSS), Kay Jones (LIBR), Chris Ju (ASFC Student), Marc Knobel (PSME), Allison Lenkeit Meezan (BSS), Kimberlee Messina (VP, Instruction, Administrator co-chair), Barbara Shewfelt (P E), Kella Svetich (L A)

Minutes Recorded by: C. Nuñez

CCC Notification of Proposed Prerequisites/Co-Requisites

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

Target Course Number & Title	Editor	Requisite Course Number & Title	IR Data (Y or N)
ACTG 64A-Computerized Accounting Practice Using QuickBooks	S. Seyedin, J. Nava, L. Drake	Prereq: ACTG 1A	
ACTG 64B-Computerized Accounting Practice Using Excel	S. Seyedin, J. Nava, L. Drake	Prereq: ACTG 1B	
AHS 50A-Introduction to Allied Health Programs	B. Hanning, P. Spragge	Prereq: ENGL 1A, ENGL 1T or ESLL 26	
ENGR 10-Introduction to Engineering	S. Parikh, K. Armstrong	Prereq: MATH 220	
ENGR 35_Statics	S. Parikh, K. Armstrong	Prereq: MATH 1B & PHYS 4A	
ESLL 250-Rhetorical Grammar for Second Language Learners	K. Pratt, K. Svetich	Prereq: ESLL 236 & ESLL 237	
PHT 54A-Dosage Calculations	A. Su,	Prereq: MATH 220	
R T 50-Orientation to Radiation Science Technologies	J. Key, R. Campbell	Prereq: AHS 200 & R T 200L	
R T 51B-Fundamentals of Radiologic Technology II	R. Campbell, J. Key	Prereq: R T 51A	
R T 51C-Fundamentals of Radiologic Technology III	R. Campbell, J. Key	Prereq: R T 51B	
R T 52B-Principles of Radiologic Technology II	R. Campbell, J. Key	Prereq: R T 52A	
R T 63A-Radiographic Clinical Practicum I	R. Campbell, J. Key	Prereq: R T 53D	
R T 63B-Radiographic Clinical Practicum II	R. Campbell, J. Key	Prereq: R T 63A	
R T 63C-Radiographic Clinical Practicum III	R. Campbell, J. Key	Prereq: R T 63B	
R T 52A-Principles of Radiologic Technology I	R. Campbell, J. Key	Prereq: CHEM 30A or CHEM 25, MATH 220, R T 50	
THTR 48C-Musical Theatre Repertoire for Singers	M. Carey, T. Gough	Prereq: THTR 48B	

General Education Review Request

AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: THTR 8 Multicultural

Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Performing Arts in America _____

Depth Criteria for Area VI -United States Cultures & Communities:

United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of United States history and culture, and the value of diverse cultural groups to American society.

Courses meeting the GE requirement in United States Cultures and Communities **must** include ***all of the following*** student learning outcomes:

- U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.
- U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.
- U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

In addition, courses meeting the GE requirement for United States Cultures and Communities **must include at least three** of the following student learning outcomes:

- U4. Critically examine the contributions of many groups to a particular aspect of United States culture;
- U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;
- U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;
- U7. Explain culture as a concept and how it can unite or divide people into various groups;
- U8. Apply information about groups presented in the class to contemporary social and cultural relations;
- U9. Analyze and interpret how culture shapes human development and behavior.

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: THTR 8 Multicultural Performing Arts in America

Please map each appropriate **Course Outcome/Objective** from the **Course Outline of Record** to the appropriate depth and breadth criteria.

Depth Map: Must include the following:

U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination;

Matching course objective(s):

From Course Objectives, Section 2:

A. compare and contrast at least 4 major theatrical traditions within the limits of the assigned time frame

From Course Content Section 4:

A. 1. Multicultural diversity and the global influence of performance in post-WWII America to the present (focus on theatre and dance theatre)

U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures;

Matching course objective(s):

From Course Objectives, Section 2:

G. assess the effects of art and performance as a vehicle for cultural assimilation and change

U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

Matching course objective(s):

From Course Objectives, Section 2:

C. correlate contemporary American performance with appropriate cultural specific performance foundations

Depth Map: Additionally, must include at least three of the following:

U4. Critically examine the contributions of many groups to a particular aspect of United States culture;

Matching course objective(s):

From Course Objectives, Section 2:

B. compare and contrast at least 4 major theatrical traditions within the limits of the assigned time frame

From Course Content Section 4:

A. 1. Multicultural diversity and the global influence of performance in post-WWII America to the present (focus on theatre and dance theatre)

U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;

Matching course objective(s):

From Course Objectives, Section 2:

G. assess the effects of art and performance as a vehicle for cultural assimilation and change

U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;

Matching course objective(s):

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

From Course Objectives, Section 2:

C. correlate contemporary American performance with appropriate cultural specific performance foundations

U7. Explain culture as a concept and how it can unite or divide people into various groups;

Matching course objective(s):

From Course Objectives, Section 2:

G. assess the effects of art and performance as a vehicle for cultural assimilation and change

U8. Apply information about groups presented in the class to contemporary social and cultural relations;

Matching course objective(s):

U9. Analyze and interpret how culture shapes human development and behavior.

Matching course objective(s):

Breadth Mapping: please indicate all that apply (if applicable)

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Matching course objective(s):

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

Matching course objective(s):

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course objective(s):

From Course Objectives, Section 2:

A. identify the roots of performance and use the language of global theatre

From Course Content Section 4:

2. The language of the theatre and specific vocabulary essential for understanding the evolving nature of modern multicultural performances

B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

Matching course objective(s):

From Course Objectives, Section 2:

G. assess the effects of art and performance as a vehicle for cultural assimilation and change

B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Matching course objective(s):

From Course Objectives, Section 2:

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

A. identify the roots of performance and speak the language of global theatre

From Course Content Section 4:

- 2. The language of the theatre and specific vocabulary essential for understanding the evolving nature of modern multicultural performances
 - a. Related to play production (including style, setting, lighting, costume, special effects) and the personnel involved (director, actors, producers, designers)
 - b. Terms used in examining dramatic literature (including style, climax, rising action, character, dialogue)
 - c. Terms used in relation to any type of public presentation (including performance space, marketing, demographics)

Requesting Faculty: Bruce McLeod

Date: 11-18-11 and 02/27/13

Division Curr Rep: Simon Pennington and Robert Hartwell

Date: 3.3.13

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Scott Lankford, Milissa Carey

Comments:

Recommend approval.

Approved: _____ Denied: _____ CCC Co-Chair Signature: _____ Date: _____

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 Submission.

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

Selected Methods*:

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

- Private Messages within the Course Management System
- Personal e-mail outside of the Course Management System
- Telephone Contact
- Weekly Announcements in the Course Management System
- Chat Room within the Course Management System
- Timely feedback and return of student work (tasks, tests, surveys, and discussions) in Course Management System by methods clarified in the syllabus.
- Discussion Forums with appropriate facilitation and/or substantive instructor participationⁱ
- 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.”*

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

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

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

References:

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

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

^{iv} Title 5 §55204

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

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

^v 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

Foothill College
College Curriculum Committee
Substantial vs. Non-Substantial Course Changes

Substantial Changes:

These changes trigger an outline to be resent to the State for *re-approval*. These outlines will be issued a new control number and must have this number before it may be scheduled.

Change	Action
TOP code	Rarely done -usually done in the Instruction Office
Credit Status	Rarely done -credit to non-credit or visa versa
Maximum Units	Faculty originated action
Minimum Units	Faculty originated action
Basic Skills Status	Faculty originated action
SAM Code	Rarely done -usually done in the Instruction Office
Prior to Transfer Level	Rarely done -usually changed only to correct on error
Non-Credit Category	Rarely done -usually done in the Instruction Office

Non-Substantial Changes:

These changes must be sent to the State as "notification" items. They do not trigger new control numbers and therefore, they can be scheduled for the next available quarter.

Change	Action
Course Numbering	Faculty originated action-could be the 4-letter indicator, number or both
Course Title	Faculty originated action
Transfer Status	Articulation correction- usually done in the Instruction Office
Program Status	Faculty originated action-usually a Stand Alone course is added to a program.

Course Outline of Record Title 5 Compliance Check List

1. Division and Department	<ul style="list-style-type: none"> • Use the pull-down to select the appropriate division. • The department is the same as the first four letters of the course number.
2. Course ID	<p>The course number must adhere to the established Foothill Course Numbering Guide:</p> <p>1-49: transferable to UC 1-99: transferable to CSU 1-199: FH AA/AS degree applicable 200-299: Prerequisite courses for required courses that lead to an AA/AS degree or non-degree applicable courses 300-399: Workshops, review and other courses offered to meet special collegiate needs of a community nature; not degree applicable. 400-499: Non-credit courses (specific requirements)</p> <p>Note: If you are unsure which category your course falls under, call Bernie Day at x7225.</p>
3. Former ID	<p>If this course has previously had a different number, list the old number here in the following format: "Formerly: SPAP 460"</p>
4. Title	<p>The title must be in all CAPITALS. This is the official title of the course and must be used in ALL documents.</p>
5. Is the Effective Quarter and Year correct?	<p>Outline changes affecting the <i>Catalog</i> go into effect SUMMER of the following year. If the proposed changes are minor and do not effect the printed <i>Catalog</i>, you may indicate the next available, not-yet-scheduled quarter. For a list of minor vs. major changes, see Appendix X.</p>
6. The number and type of Hours must equal the Unit value. (*COR guide pp. 16-17)	<p>1 hr lecture per week = 1 unit 2 hrs lec-lab per week = 1 unit 3 hrs lab per week = 1 unit</p> <p>Note: the course objectives must substantiate the hours and unit value.</p>
7. Hourly	<p>This must be a narrative statement expressing the number and type(s) of hours indicated in the previous boxes for: Weekly Lecture hours, Weekly Lab hours and Weekly Lec/Lab hours. This statement is what appears in the <i>Catalog</i>.</p> <p><u>Example:</u> "2 hours lecture, 3 hours laboratory."</p>
8. Repeatability Statement	<p>The only courses that are repeatable are ATHL (Intercollegiate athletics) courses. All others are NOT REPEATABLE.</p>
9. Repeatability Criteria	<p>This section is only completed for the repeatable ATHL courses and substantiates the enhanced</p>

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	<p>learning experience for the student when it's repeated.</p> <p><i>Example:</i> Repetition of this course gives the student opportunity to gain expanded educational experience through enhanced skills or proficiencies.</p>
10. Course Status	<p>If you intend to offer the course, it must be "Active". If this field says "Inactive", it will not appear in the Catalog or Schedules. If you are not sure of the status, call the Curriculum Coordinator at x7439.</p>
11. Degree Status	<p>Choose "Applicable" or "Non-Applicable".</p> <p>Degree-Applicable does not mean that it is part of a Foothill degree. Degree-Applicable courses are described as including any of the following:</p> <ul style="list-style-type: none"> • All lower division courses accepted toward the baccalaureate degree by CSU or UC systems or designed to be offered for transfer. • Courses that apply to a major or an area of emphasis in CTE fields. • English composition or reading courses not more than one level below the first transfer level in these areas. • All mathematics courses above and including Elementary Algebra. • Credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board, are comparable to required skills at a level equivalent to those necessary for degree-applicable English and mathematics courses. <p>There are four types of Non-Degree-Applicable courses:</p> <ul style="list-style-type: none"> • Non-degree-applicable basic skills courses. • Courses designed to prepare the students to succeed in degree-applicable credit courses that integrate basic skills instruction throughout the curriculum and assign grades partly upon demonstrated mastery of skills. Examples include: college orientation, guidance courses and discipline specific courses such as biology, history, business, etc. • Pre-collegiate career technical preparation courses that provide foundation skills for enrollment in credit degree-applicable career technical education programs. • Career technical courses for which meeting the standards for degree- applicable credit courses is neither necessary nor required. <p>Note: If you are unsure of the applicability, call Bernie Day at x7225.</p>
12. Grading	<p>There are four choices:</p> <p>Letter Grade only *</p> <p>Letter Grade (Request for P/NP) **</p> <p>Pass/No Pass only ***</p>

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	<p>No Credit **</p> <ul style="list-style-type: none"> * Required core courses for a State approved degree/certificate (FH Associate degrees or Certificates of Achievement) must be taken for a letter grade. In addition many transfer schools will not accept courses without a letter grade. If you are unsure, call Bernie Day at x7225. **This option allows the student the option of requesting a "Pass/No Pass" evaluation. ***The third and fourth options are self-explanatory.
13. Credit Status	<p>Choose one:</p> <p>Credit</p> <p>Non-Credit</p> <p>Basic Skills (with various levels below college-level)</p> <p>Credit Basic Skills courses are those courses in pre-college level reading, writing, computation and ESL which are designed to enable students to succeed in college level (degree-applicable) credit courses.</p> <p>These may also include 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 demonstrated mastery of those pre-collegiate skills.</p> <p>Note: If you have questions regarding the credit type, please contact your Curriculum Representative.</p>
14. Degree or Certificate Requirement	<p>In this section, you must check all titles that apply. If the course is NOT part of a State approved associate's degree, certificate of achievement or the Foothill College GE Requirements, there must be a completed and approved Stand Alone Form on file in the Office of Instruction.</p> <p>Stand Alone Course Approval forms should be completed and forwarded to your Division Curriculum Committee to begin the approval process.</p>
15. Foothill GE Status	<p>If the course has received FH GE approval, indicate the area(s). If it is not a Foothill GE course, please select "Non-GE applicable". If a course receives FH GE approval in the future, the Office of Instruction will make adjustments to the outline.</p> <p>Note: Checking a box in this section does not automatically trigger the approval process for GE. If you would like to request GE approval for the course, you may complete an application and forward to your Division Curriculum Committee to begin the approval process. The titles of each area, in this section of C3MS, are links to the correct application forms.</p>

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16. Online/Distance Education Approval Request	<p>If ANY portion of this course is delivered in a method "in lieu of" face-to-face contact between the instructor and student, it is considered a Distance Learning course and you must receive approval to use distance-learning modality. You begin the approval process by selecting the link in this section (a form will appear) and forwarding the completed application to your Division Curriculum Committee.</p>
17. Need/Justification	<p>Statement communicating the big picture practical reason(s) why we offer the course. That is, it's an explicit explanation about how the course helps students meet their educational goals and where it fits in our overall curricular offerings. For example:</p> <ul style="list-style-type: none"> • Is it part of one of our associate's degrees? If so, is it a core requirement or one of the support course options? • Is it part of a certificate of achievement? • Is it intended to serve as part of our general education package? • Do we offer it because it helps students fulfill their UC/CSU general education requirements? <p>Examples:</p> <ul style="list-style-type: none"> ○ This course is a required core course for the AA/AS degree in XX. ○ This course is a restricted support course for the AA/AS degree in XX. ○ This course is a required core course for the AA/AS degree and Certificate of Achievement in XX. ○ This course is a required core course for the AA/AS degree in XX and satisfies the Foothill GE Requirement for Area X. (if the course satisfies 2 GE areas, include both titles) <p>Note: If you're not sure where your course fits in our overall curriculum, contact your college curriculum committee representative and they will help you.</p>
18. Description (*COR Guide p. 20)	<p>Every course description must include the following:</p> <ul style="list-style-type: none"> • A brief summary of the course objectives/outcomes. • Essential info about the course, e.g. required field trips beyond "normal" class activities. • the intended student audience (e.g. "intended for students wishing to transfer" or "intended for students who need more practice with formal writing skills," etc.). <p>Optional: If part of a state approved degree/certificate, please communicate this in description (e.g. "completion of this course required for A.A. degree in Cake Baking").</p>
19. Prerequisites, Co-requisites & Advisories (*CoR Guide p. 18)	<p>You must specify any prerequisites, co-requisites or advisories here.</p> <p><u>Prerequisites:</u></p>

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	<ul style="list-style-type: none"> • The identified prerequisite course must have been successfully completed. • Will block registration in this course. • Adding/changing a prerequisite requires a CONTENT REVIEW form, Please contact your CCC Rep for assistance. • Established prerequisites must undergo content review process a minimum of every five years as part of the cyclical Title 5 compliance review. <p><u>Co-requisites:</u></p> <ul style="list-style-type: none"> • The student must be enrolled in both courses simultaneously. If the student drops one, they will be automatically dropped from the other. • Adding/changing a co-requisite requires a CONTENT REVIEW form. • Established co-requisites must undergo content review process a minimum of every five years as part of the cyclical Title 5 compliance review. <p><u>Advisories:</u></p> <ul style="list-style-type: none"> • Recommended to ensure student success. • Does NOT block enrollment in the parent course. • Established advisories must undergo content review process a minimum of every five years as part of the cyclical Title 5 compliance review.
20. Course Objectives (*CoR Guide p. 24)	<p>The course objectives must follow these criteria:</p> <ul style="list-style-type: none"> • Outline format (A, B, C, 1, 2, 3, a, b, c). • Full sentences, the section beginning with, "The student will be able to:". • Must clearly align with the course content (see your curriculum rep for assistance). • Objectives are the principle concepts, knowledge, skills and abilities (i.e. what will the student DO with the content?). • Must be objective & measurable, using Bloom's Taxonomy. • Most courses will have 3-10 specific learning objectives. These objectives must substantiate the hours and unit value. <p>Note: College courses are required to demonstrate the requirement for critical thinking. Faculty should utilize appropriate Bloom's terminology. (*CoR Guide p. 25)</p>
21. Special Facilities and/or Equipment	<ul style="list-style-type: none"> • Outline format (A, B, C, 1, 2, 3, a, b, c). • List only special purpose facilities and/or equipment used by all faculty teaching the course. • This section is where the "when taught via Foothill Global Access...." statement is housed. (and an Application for Online/Distance Learning Delivery must be completed. See # 16 above).

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22. Course Content (body of knowledge) (*CoR Guide p. 28)	<ul style="list-style-type: none"> • Outline format (A, B, C, 1, 2, 3, a, b, c). • A <u>list</u> of the <u>minimum</u> material to be included (<u>not</u> sentences). • Should CLEARLY align with Course Objectives. • Needs to align with course(s) that precede or will follow the course (avoid overlap).
23. Methods of Evaluation (*CoR Guide p. 34)	<ul style="list-style-type: none"> • Must <u>either</u> specify types or provide examples (or both): <ul style="list-style-type: none"> ◦ e.g. "Methods of evaluation will include Exams/homework/Papers". ◦ e.g. "Methods of evaluation of may include contributions to class discussions". • Be mindful of word choice, e.g. "WILL include" versus "MAY include" ("May" gives individual instructors more flexibility). • Should clearly align with the Course Objectives. • Must effectively evaluate student's mastery of critical thinking.
24. Representative Text(s) and other instructional materials (*CoR Guide p. 40)	<ul style="list-style-type: none"> • Must use MLA formatting. For assistance refer to the online "Help Me" in the C3MS. • Include supporting materials to augment teaching. <p>Should also reflect:</p> <ul style="list-style-type: none"> • Currency in content. To maintain most articulation, the text should be no older than five years old. • Appropriate reading level for course.
25. Authorized Discipline(s) (*CoR Guide p. 14)	<ul style="list-style-type: none"> • Must be from the approved Disciplines List. For assistance refer to the online "Help Me" in the C3MS or the list may be found on the College Curriculum Committee page at: http://www.foothill.edu/staff/irs/Curriculum/CCCdocuments/Minimum_Qualifications_2010.pdf • Must be in written-out form (not abbreviated) e.g. "Computer Information Systems" instead of "CIS".
26. Method of Instruction (*CoR Guide p. 30)	<ul style="list-style-type: none"> • Must be in narrative form, not list format. • Must specify types or provide examples of the instructional methods that could be used in the course. • Keep in mind that Methods of Instruction must be appropriate to the stated objectives.
27. Lab Content	<ul style="list-style-type: none"> • If the course lists "Laboratory" or "Lecture-Laboratory" as a method of instruction or type of hours, this area MUST be complete. • LIST topics and activities included in lab, (rather than sentences). This is not a list of objectives.
28. Examples of Required Reading & Writing	<ul style="list-style-type: none"> • Must reflect requirement for critical thinking rather than only rote memorization.

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Assignments & Outside of Class Assignments (*CoR Guide p. 37)	<i>Examples:</i> <ul style="list-style-type: none">• The student will write ten poems or four or five pieces of short fiction or a combination, or a longer, single, sustained writing project and seven to ten pages on a research topic. The written work in this course will be more advanced than the written work for ENGL 135.• Students may be required to write reports from one paragraph to several pages explaining concepts or explaining and interpreting solutions to non-routine or applied problems.
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This document is intended to be a self-help check sheet to assist in the preparation of Course Outlines of Record (CORs). Due to the nature of our approval process, **ALL** course outlines are reviewed by the Division Curriculum Committees and they must be completely **STATE COMPLIANT** to receive Division approval and to be submitted to the State Chancellor's Office to receive final approval.

Faculty must confer with your CCC Rep to review all outlines and additional documentation (Content Review forms, Stand Alone Approval Requests, Application for Online/Distance Learning and General Education Review Requests) before you submit them to your Division Curriculum Committee.

The **yellow** highlighted sections above indicate the items/areas that trigger re-sending to the State for **re-approval** if they are changed from the previously reported info. These outlines will be issued a new control number and must have this number before it may be scheduled.

The **teal** highlighted sections require State notification. They do not trigger new control numbers and therefore, they can be scheduled in the next available quarter.