

Foothill College
Credit Program Narrative
Certificate of Achievement in Online and Blended Instruction

Item 1. Program Goals and Objectives

What are the academic and vocational goals of this certificate? What are the general program objectives?

Program Learning Outcomes:

- Students will be able to demonstrate professional responsibilities in keeping with the best practices of online instruction.
- Students will be able to support learning and facilitate presence (teacher, social, and learner) with digital pedagogy.
- Students will be able to facilitate interactions and collaboration to build a supportive online community that fosters active learning.
- Students will be able to promote learner success through interactions with learners and other stakeholders and by facilitating meaningful learner engagement in learning activities.
- Students will be able to model, guide, and encourage legal, ethical, and safe behavior related to technology use.
- Students will be able to personalize instruction based on the learner's diverse academic, social, and emotional needs.
- Students will be able to create and/or implement assessments in online learning environments in ways that ensure the validity and reliability of the instruments and procedures.
- Students will be able to measure learner progress through assessments, projects, and assignments that meet standards-based learning goals, and evaluate learner understanding of how these assessments measure achievement of the learning objectives.
- Students will be able to curate and create instructional materials, tools, strategies, and resources to engage all learners and ensure achievement of academic goals.

What knowledge and skills will students acquire as part of their participation in the program?

The Certificate of Achievement in Online and Blended Instruction is designed for students working in or planning for a career in online human resource training and development or education; in-service and pre-service teachers; educators at any level; and those working as trainers for any market sector. The certificate program focuses on the design and development of online coursework through the use of a learning management system, with a focus on the key areas of content presentation, interaction, assessment, and accessibility. The content includes current best practices in instructional design, student engagement, socio-emotional learning, differentiation, equity, collaboration, assessment, and professional responsibilities, all through the lens of online teaching and learning. Skills learned include the ability to develop online courses in learning management systems, design and assess meaningful learning objectives, monitor student progress and engagement, build virtual communities that embrace diversity, create learning materials that are accessible to diverse learners, develop activities to promote engagement, and create interactive multimedia to support learning. Upon completion of the program, students will be prepared to develop and successfully facilitate courses, workshops, and trainings in an online or blended environment.

Item 2. Catalog Description

This should include program requirements, prerequisite skills or enrollment limitations, and information relevant to program goals.

The Certificate of Achievement in Online and Blended Instruction is designed for students working in or planning for a career in online human resource training and development or education; in-service and pre-service teachers; educators at any level; and those working as trainers for any market sector. The program provides 23 units of instruction and support for developing online courses in learning management systems, designing and assessing meaningful learning objectives, monitoring student progress and engagement, building virtual communities that embrace diversity, developing learning materials that are accessible to diverse audiences, developing activities to promote engagement, and creating interactive multimedia to support learning. Upon completion of the program, students will be prepared to develop and successfully facilitate courses, workshops, and trainings in an online or blended environment.

Item 3. Program Requirements

Update the table, below, to include all core and support courses for the program (note that support courses are called “Restricted Electives” by the state). In the Requirements column, list the total units for core courses and the total units for support courses. In the Sequence column, list the typical year and quarter during which the student will take the course. List the total units for the program requirements (core and support courses combined) beneath the table.

Requirements	Course #	Title	Units	Sequence
Core Courses (11 Units)	LINC 75A	Introduction to Instructional Design and Technology	3	Year 1, Fall
	LINC 75C	Designing Online Instruction	3	Year 1, Winter
	LINC 93B	Assistive Technology and Universal Access	1	Year 1, Winter
	LINC 57	Designing Learner Centered Instruction	1	Year 1, Spring
	LINC 91B	Evaluating Technology Based Learning Outcomes	3	Year 1 Spring
Restricted Electives (4 Units)	LINC 66C	Searching and Researching the Internet	2	Year 1, Fall
	LINC 70	Web Page Design Overview	1	Year 1, Fall
	LINC 98	Teaching and Learning in the Digital Age	1	Year 1, Fall
	LINC 95B	Technology Ethics and Educational Law	1	Year 1, Fall
	LINC 90A	Webinars	1	Year 1, Winter
	LINC 80	Multimedia Overview	1	Year 1, Winter
	LINC 81	Using Digital Images	1	Year 1, Winter
	LINC 83F	Intro to Digital Video Editing	1	Year 1, Spring
LINC 58	Global Project-Based Learning	2	Year 1, Spring	

	LINC 67	Designing Web-Based Learning Projects	2	Year 1, Spring
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TOTAL UNITS: # of units

Update the list, below, to identify the number of units the student will likely take each quarter (program courses only).

Proposed Sequence:

Year 1, Fall = 5 units

Year 1, Winter = 5 units

Year 1, Spring = 5 units

TOTAL UNITS: 23

Item 4. Master Planning

How does the program align with the Foothill College Mission Statement? How does the program fit the curriculum and master planning of Foothill College, as well as higher education in California?

Foothill’s mission is to offer equitable programs and services that empower students to achieve their goals and become productive global citizens. By offering an Online and Blended Instruction Certificate, Foothill will provide an invaluable service to current and future educators and trainers by teaching them to create high quality learning programs in a virtual environment, with a focus on access and equity. By modeling best practices in online education students in the program will experience a real-life example of successful online learning, and they will be able to apply these skills to their own online learning projects.

Foothill’s 2019-2020 Annual College Strategic Objectives recognizes that classes are being moved from face-to-face to hybrid and/or online; however, the document also recognizes that not all students are equipped with the tools to be successful in an online environment. In this Certificate program, students will learn best practices and equity-driven strategies to help ALL students find success in online classes. This will enable K-12 educators to scaffold online learning strategies in traditional and blended classrooms, empowering younger students to become successful learners and leaders in higher-ed virtual environments.

The 2019 California Community College State of the System Report highlighted the California Online College that is helping the needs of stranded workers looking for an opportunity to boost their skills and marketability. Additionally, there is a push to expand the online opportunities for all students so that access is equitable and flexible for the diverse needs of adult learners. Upon completion of the Online and Blended Instruction Program, students will be able to offer all learners a high-quality education anywhere in the world.

Item 5. Enrollment and Completer Projections

How many students are projected to complete the program after the initial year? After five years? List and explain the projections.

During its initial year, one cohort of 30 students is projected to complete the program. After the first year, the program will increase its cohort size to 50 students. The intention is to conduct two cohorts of 50 students per year, or 100 students per year. After five years, approximately 400 students are projected to complete the program (accounting for attrition). Events related to COVID-19 and shelter-in-place orders have highlighted the extremely pressing need for a program of this nature. There is expected to be an increased demand for quality online and blended educational models, both as a safeguard against another shelter-in-place event, and as an opportunity to promote more flexible learning opportunities for a variety of educational institutions and workplaces. Because this program can be taught entirely online, there is the potential for a greater reach to students beyond the local area.

*Additionally, update the table, below, to include all courses for the program (core and support), and provide **historical** enrollment data from the past two years. Foothill’s Institutional Research department can help provide this data; [visit their website](#) to submit a request. If a course is new or has not been offered in the past two years, enter N/A for the annual sections and annual enrollment.*

Course #	Course Title	Year 1		Year 2	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
LINC 57	Designing Learner Centered Instruction	1	30	1	35
LINC 58	Global Project-Based Learning	1	36	2	59
LINC 66C	Searching and Researching The Internet	N/A	N/A	N/A	N/A
LINC 67	Designing Web-Based Learning Projects	1	37	1	36
LINC 70	Web Page Design Overview	1	60	3	136
LINC 75A	Introduction to Instructional Design and Technology	4	99	3	81
LINC 75C	Designing Online Instruction	N/A	N/A	N/A	N/A
LINC 80	Multimedia Overview	2	107	3	132
LINC 81	Using Digital Images	2	100	1	64
LINC 83F	Intro to Digital Video Editing	2	126	2	96
LINC 90A	Webinars	***	***	N/A	N/A

LINC 90C	Online Collaboration Tools	1***	34***	1	35
LINC 91B	Evaluating Technology Based Learning Outcomes	1	32	1	25
LINC 93B	Assistive Technology and Universal Access	N/A	N/A	N/A	N/A
LINC 95B	Technology Ethics and Educational Law	1	17	1	17
LINC 98	Teaching and Learning in the Digital Age	***	***	2	73

***- Course is currently planned for Spring 2020, so sections and enrollment will likely increase

Item 6. Place of Program in Curriculum/Similar Programs

How does the program fit in Foothill College's existing program inventory?

This program is a natural outcome of the Learning in New Media Classes department's focus, and reflects the Krause Center for Innovation's mission to empower teachers and transform the learning experience through innovation and effective practices. The foundational courses of the program connect to the LINC Certificate in Instructional Design and Technology program before branching into the realm of online-specific instruction. The curriculum sequence is designed to address the key themes and outcomes provided by the CVC-OEI initiative, bringing this excellent model of online instruction to a wider-ranging audience.

Item 7. Similar Programs at Other Colleges in Service Area

Are there other programs similar to this one already in place offered in Foothill's service area?

There are no similar programs at other colleges in Foothill's service area. However, there are some similarities between this program and programs at other organizations that are connected with educational institutions.

The curricular themes for this program are founded in the CCC California Virtual Campus-Online Education Initiative (CVC-OEI) program for CCC employees. This initiative runs multiple successful programs related to online instruction, but program participation is limited to employees of the California Community College system, so it does not impact K-12 educators, non-CCC college educators, virtual tutors, and industry/corporate trainers and education development managers.

Leading Edge, through the Riverside County Office of Education, offers an Online and Blended Teacher Certification that includes 60 hours of learning and is adapted from CVC-OEI online certification programs. Of the organizations that impact Foothill's service area, the Santa Clara County Office of Education (SCCOE) and the New Tech Network are only ones that are

qualified to offer this program. The last time this program was offered through the SCCOE was June of 2018. This program has not been offered through the New Tech Network in the past 3 years. Currently, no upcoming programs of this kind are scheduled through Leading Edge anywhere in California through 2025.

Is the program similar to successful programs outside of the service area?

Leading Edge (above) has offered programs, which includes the Online and Blended Teacher Certification, several times over the past three years in the Southern California area, especially in San Bernardino and Riverside.

The University of California-San Diego Extension offers a 13-unit, \$1705 Online Teaching program that can be completed in 6-9 months. It is offered online exclusively.

There are also other for-cost programs related to online teaching that are not associated with any academic institution, such as the Online Learning Consortium's Online Teaching Certificate Program.

Additional Information Required for State Submission:

TOP Code: 0860.00- Education Technology

Annual Completers: 75

Net Annual Labor Demand: *Cannot be zero*

Faculty Workload: *PT Adjunct faculty load would be between .133 and .266 each quarter*

New Faculty Positions: 0

New Equipment: 0

New/Remodeled Facilities: 0

Library Acquisitions: 0

Gainful Employment: *Indicate if Yes or No*

Program Review Date: *Indicate the month and year of the first Program Review*

Distance Education: *This is the percentage of program courses conducted online; choose from the following:* 0% 1-49% 50-99% **100%**

Please note that significant lead time (one month or longer) may be necessary to obtain the following documents/approvals. Please work with the AVP of Instruction during the beginning stages of program creation to submit your requests for the following:

ATTACH THE FOLLOWING (non-Apprenticeship):

- 1. Labor Market Information and Analysis**
- 2. Advisory Committee Recommendation** (*includes advisory committee membership, minutes, and summary of recommendations*)
- 3. Regional Consortia Approval Meeting Minutes** (*showing program recommendation*)

ATTACH THE FOLLOWING (Apprenticeship only):

- 1. Labor Market Information and Analysis**
- 2. Approval Letter from the California Division of Apprenticeship Standards (DAS)**