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FOOTHILL COLLEGE
Credit Program Narrative
Certificate of Achievement Personal Trainer

Item 1. Program Goals and Objectives

This program will provide practical skills and knowledge for those interested in a career in the health and fitness fields, working with healthy adults. Graduates of the program will be qualified to work as paraprofessionals in the following fields; activity leader, coach, director, teacher, personal trainer and group exercise leader.

The program emphasizes real world industry applications and work-based learning to ensure that students develop marketable skills using the most current technology. Students receive the most up-to-date theoretical and technical knowledge regarding exercise science, fitness assessment, exercise prescription, program design and implementation, fitness and sports nutrition, injury prevention and rehabilitation, exercise physiology, training facility and small business administration.

In addition to demonstrating competency in required course work, graduates will have important job skills in the areas of interpersonal interaction, communication,

Personal Trainer

	ITRN 50	Internship	1			Yr 1, Spring
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TOTAL UNITS

33 units

Proposed Sequence:

Year 1, Fall = 11 units

Year 1, Winter = 11 units

Year 1, Spring = 11 units

TOTAL UNITS: 33 units

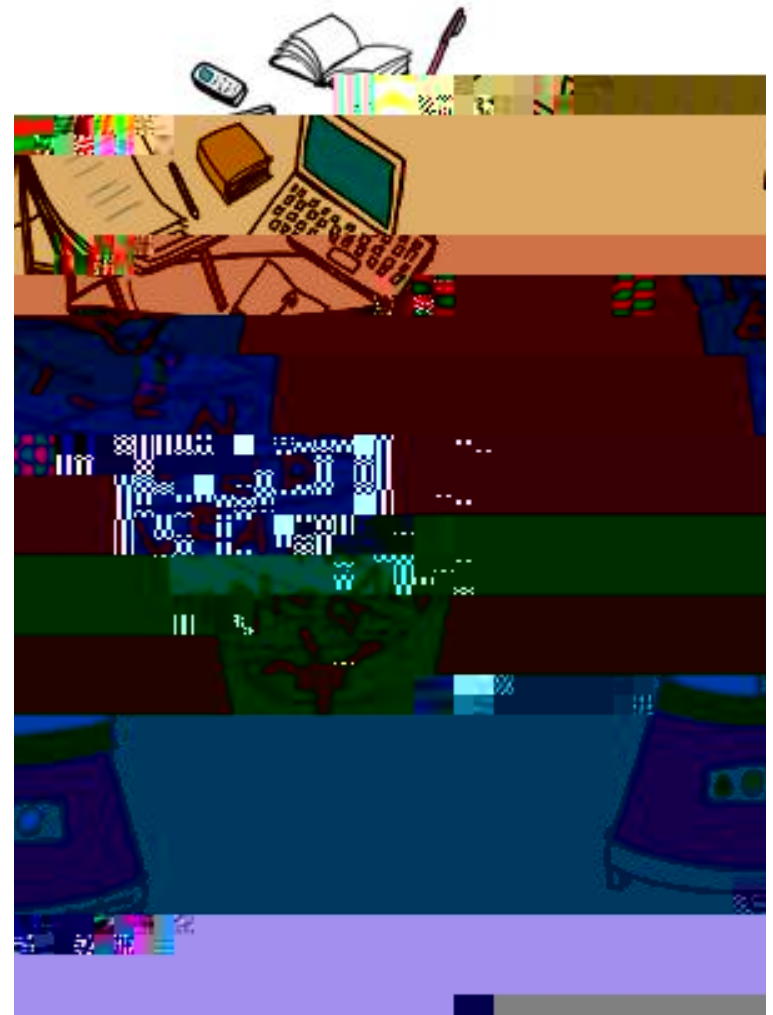
Item 4. Master Planning

During the 2023-24 academic year, the following courses are required for completion of the Personal Trainer program:

Personal Trainer

KINS 52	Fitness Assessment Techniques for the Personal Trainer	1	20		
KINS 53	Current Topics in Personal Training	1	20		
KINS 81	Introduction to Adaptive Fitness	1	20		
BUSI 95	Entrepreneurship-Small Business Management	1	20		
ITRN 50	Internship	1	20		

Hybrid Cost Reimbursements



Students can choose where they want to be based on their learning style and needs.

classroom-based learning – they take hybrid courses to a new level of flexibility.

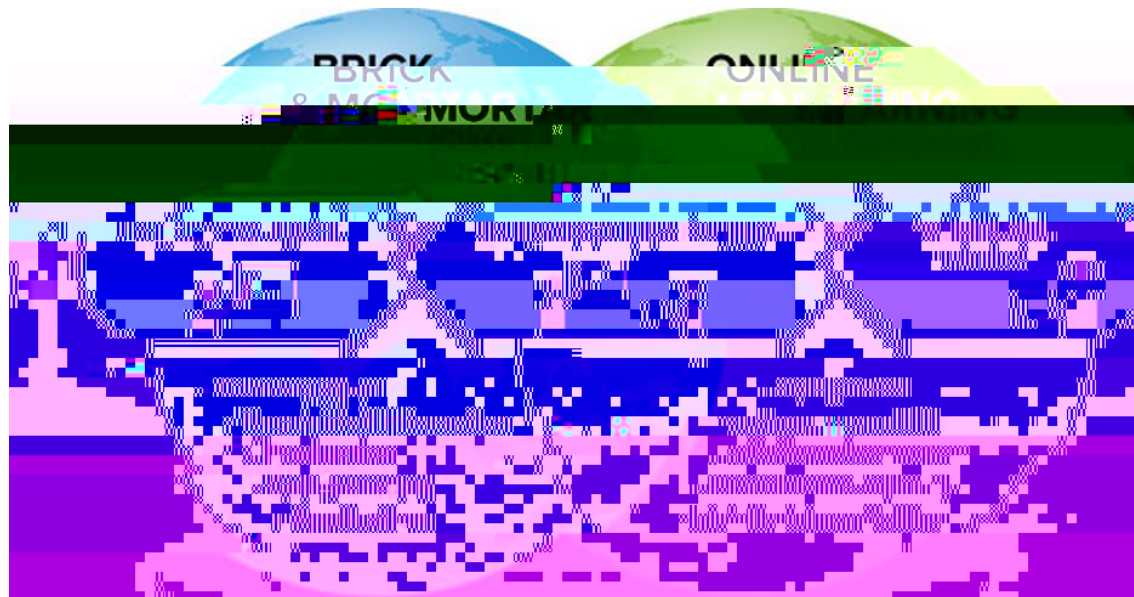
Students can choose where they want to be based on their learning style and needs.



Hybrid Courses

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‡ Conducted via the Internet AND in campus a class EACH WEEK



Hybrid Courses

Methods:

- ± Documentation of student participation in weekly hybrid hours
- ± Separate DE approval from the division curriculum committee



Hybrid Course Syllabus

± Syllabus:

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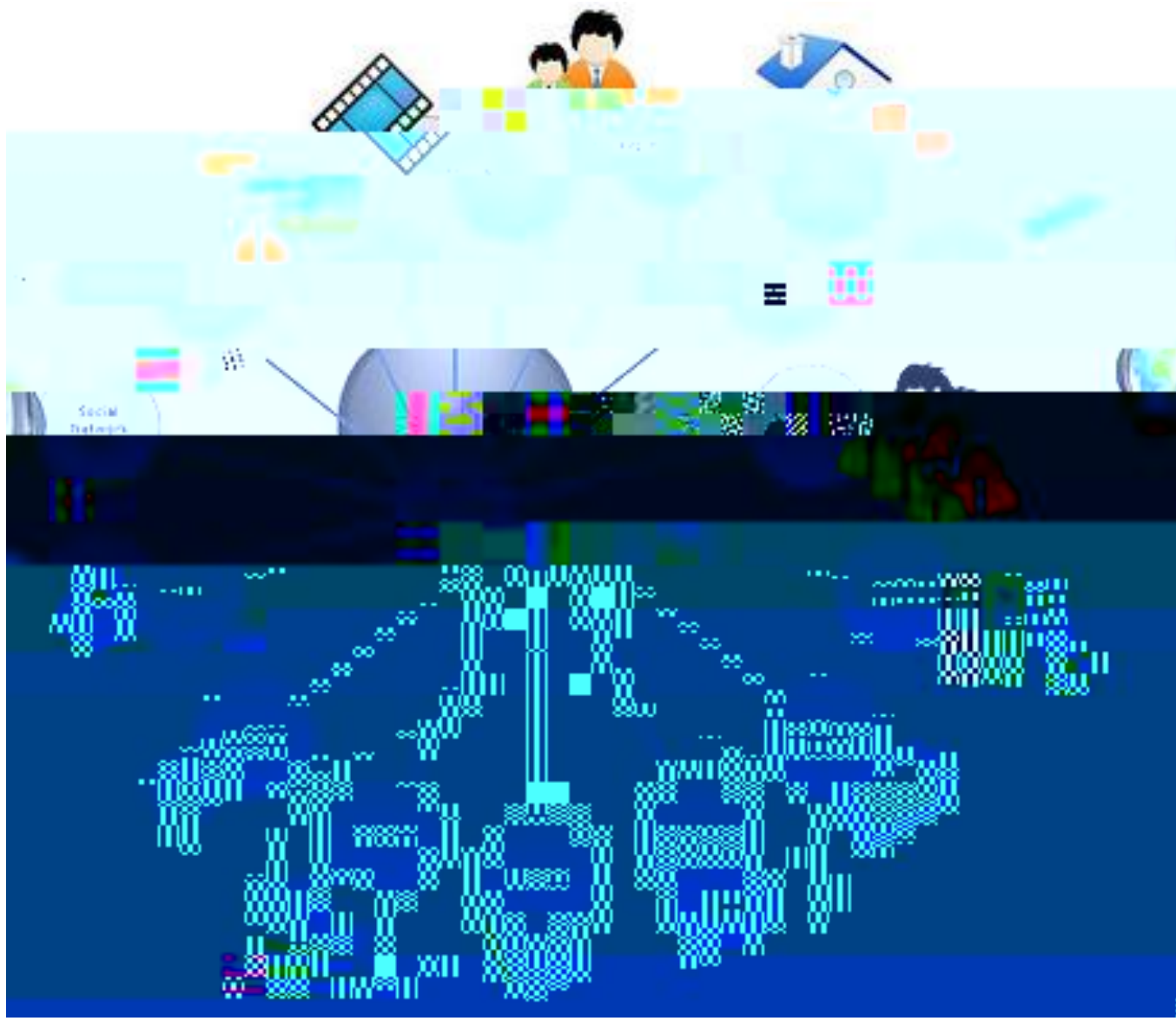


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Hybrid Hours

‡

Faculty Examples (, ^C OE] _ , } μ OE š



Q: Do faculty need to follow the Hybrid Hour Guidelines for their fully online courses, too?

A: No .

However, faculty for both Hybrid and Online courses do need to follow guidelines from the Fall College Academic Senate regarding:

- 1.

Regular and Effective Contact

Faculty provide written feedback in a reasonable time as defined in the catalog

Faculty/Student Communication Process including the timeframe for faculty response to student communications

A response time of 24

Attendance Documentation

In compliance with federal elements, document student attendance in online classes, faculty must record a weekly academically related activity such as discussion, online reflection, assignment, exam, email, field trip, telephone call, or electronic communication at least by the end of the week (by the following Wednesday) deadline for each student in an online class.

Pop Quiz about Hybrid Courses

Go to <http://bit.ly/fhillhybrid>

Detailed Answers

www.fhill.edu/fga/faculty/epobilita/#hybrid

Q: What are the differences between online hybrid hours for lecture, lab, lecture/lab, and homework?

‡ Lecture

- ± The entire class engaged in the academic activity (i.e., the dissemination of information) for each hour of class
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‡ Lecture Laboratory

- ± The entire class actively engaged in an academic activity that requires dissemination of information and guided hands-on experience.
- ± E.g., Application being discussed in a conference via CCC Confer

‡ Lab

- ± Students work independently with individual guidance from an instructor as a need or requirement.
- ± E.g., Student of assigned lab

‡ Homework

- ± Student work is assigned by an instructor and no attendance is required
- ± Minimum of two homework projects per hour
- ± Expectation of one hour of homework per hour of lecture/lab
- ± No expectation of homework for lab hours

Q: Does the instructor need to be present with the students online during the week to answer questions related to the hybrid hour lecture?

A: The instructor needs to be present weekly online to answer questions about hybrid lecture related activities. The weekly hybrid lecture hour can be asynchronous.



Q: How do you know if the students are attending the lab for hybrid hours?

A: If the instructor is using online lab time instead of in-class time, the instructor should give a quiz or an online assignment to make sure the students are participating online. Participating in an online lab is not the same as attending in-class lab time.



Q: Could a video be a lab for hybrid hours?

A: Showing a lab demonstration is an online

activity. Participation in this online lab time is collected.

The student can take a graded quiz or a paper take
home, take a paper of a lab activity or
electronically submit the lab demonstration. All of
these artifacts can be graded by the instructor on a
weekly basis online.

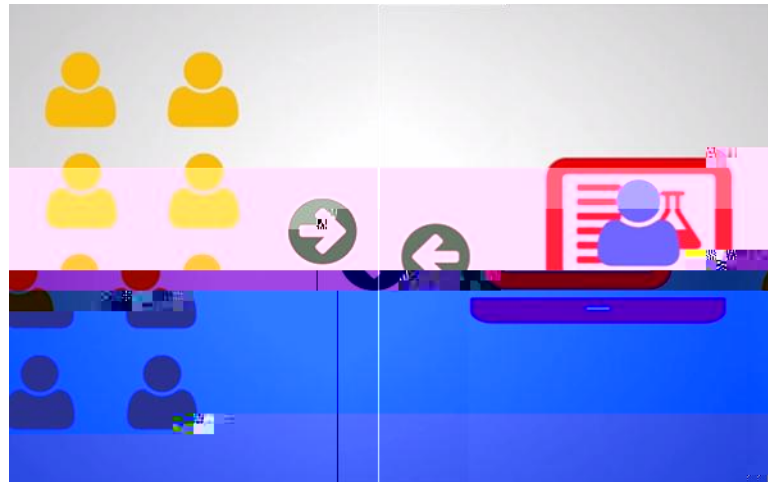
Q: Would the lab activity online reflect the lab content from the course outline of record?

A: The instructor needs to create a series of online activities that reflect the content of recorded lab activities



Q: Is an online quiz a lecture hour online?

A: An online quiz is evidence of participation in a lecture. Receiving a timed quiz can be evidence of lecture time.



Q: Does the hybrid instructor need to be present live with the students during the online hybrid lab hours to answer lab related questions?

DRAFT: Faculty Examples of Hybrid Course Hours

Faculty Examples of Hybrid Hour Activities

Joe Ragey
From ART 004A

TBA LAB HOURS: The 3 TBA lab hours required for this course are NOT the same as the 3 TBA lab hours required for the other courses. The 3 TBA lab hours required for this course are NOT the same as the 3 TBA lab hours required for the other courses.

DRAFT:

DRAFT: Faculty Examples of Hybrid Course Hours

Hilary Ciment
From ART 004A

Lecture is asynchronous via Voicethreads involving instructor/student discussion about critiques, slideshows, and readings. These discussions are archived.

Lab is delivered synchronously as videos via Skype and Facetime. These labs are archived using screenshots of the conversation. Lab is also delivered via Google phone calls during daily instructor availability, Monday-Friday, 9 am-10 am as well as asynchronous video links via Discussions and Private Messages.

Lecture/lab is delivered via Private Messages and attachments while the instructor is available online for 6 hours during the day.

Frequently Asked Questions about Hybrid Hours

Q: What are the definitions of Online, Hybrid, and Web-Enhanced courses?

A: Definitions-

- Online Courses
 - o Conducted entirely via the Internet
 - o Requires no student attendance on campus (with the exception of face-to-face examinations that can be proctored on campus or at remote locations)
 - o 'HVLJQDWHG ZLWK D 3:' DW WKH HQG RI WKH VHFWLR are listed as TBA, and Location listed as ONLINE
 - o Must have separate DE approval from the division curriculum committee (Addendum to the Course Outline of Record Course Approval Application for Online/Distance Learning Delivery)
- Hybrid Courses
 - o Conducted both via the Internet and on campus in a classroom
 - o Requires some weekly student attendance via the Internet and some weekly attendance on campus
 - o 'HVLJQDWHG ZLWK D 3<' DW WKH HQG RI WKH VHFWLR are listed as TBA, and Location is listed as ONLINE.
 - o Must have separate DE approval from the division curriculum committee
 - o Syllabus must indicate
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- Web-enhanced Courses
 - o Students attend all class hours on campus with face-to-face instruction
 - o Some student participation in the class involves use of the Internet
 - o Does not require separate DE approval
- Distance Education
 - o Instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology (Distance Education Guidelines, 2008)
 - o Any course that has any online attendance required, whether in lieu of on-campus, face-to-face attendance or not.

Q: What are the differences between online hybrid hours for lecture, lab, lecture/lab, and homework?

A: Definitions ±

- Lecture
 - o

Q: Would the lab activity online reflect the lab content from the course outline of record?

A: The instructor needs to create a series of online activities that reflect the course outline of record suggested lab activities.

Q: Does the instructor need to be present with the students online during the week to answer questions related to the hybrid hour lecture?

A: The instructor needs to be present weekly online to answer questions related to hybrid lecture activities. The weekly hybrid lecture hours can be asynchronous or synchronous.

Q: Are videos allowed? Videos made by the instructor?

A: Instructor can use instructional videos for hybrid hours as long as students show some evidence of their participation and understanding of the content delivered and the instructor collects/monitors student participation. These instructional videos can be made by the instructor or others. For example, the student can take a quiz, participate in a class discussion, write a paper, take notes, make an art piece, or participate in a group discussion.

Q: Is an online quiz a lecture hour online?

A: An online quiz is evidence of participation in a lecture. Results of a timed quiz can be evidence of lecture time.

Q: Do faculty need to follow the Hybrid Hour Guidelines for their fully online courses, too?

A: No. However, faculty of both Hybrid and Online courses need to follow guidelines from the Foothill College Academic Senate regarding 1) Regular and Effective Contact, and 2) Attendance Documentation

- Regular and Effective Contact

"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. Faculty must be clear whether or not the instructor will be available after hours or on weekends and holidays.

- Attendance Documentation

"In compliance with federal requirements to document student attendance in online classes, faculty must record a weekly academically related activity, such as discussion forum posting, online quiz, reflection, assignment, exam, email, flip, telephone call or electronic communication at least through week 7 or the drop with W deadline for a student in an online class. This is in line with our commitment to best practices of Regular, Timely and Effective Student/Faculty Contact as approved by the Faculty Senate and submitted by faculty on the "Course Approval Application for Online/Distance Learning Delivery" and vital to students receiving financial aid."

Guidelines for Documentation of Hybrid Course Hours

Guidelines for Documentation of Hybrid Course Hours

Developed by Committee on Online Learning (COOL)

Ratified by the Foothill College Academic Senate, March 12, 2012

Hybrid courses are those scheduled with one or more weekly "hybrid" hours that are conducted via the Internet rather than in a face-face class session on campus. In the Schedule, these

Guidelines for Documentation of Hybrid Course Hours

Sample Hybrid Hour Documentation

Examples of ways that faculty can document weekly student attendance/participation in hybrid hours include:

- ¥ Discussion postings
- ¥ Email messages
- ¥ Chat transcripts
- ¥

Best Practices for Online/Distance Education Courses

In accordance with Title 5, discussions in the Faculty Academic Senate and the 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. Accordingly, it is 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 the 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. 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-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 our 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 on-campus, hybrid, and web-enhanced courses: (it is recognized that instructors of on-campus 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. Encourages 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 email 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
- ¥ 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.

Pros and Cons of Designating Specific Courses as Hybrid and/or ~~C~~ampus ONLY

PossiblePros

- ¥ Clearer communication about course delivery with students
- ¥ Clearer communication about course delivery type among faculty, deans, Curriculum Committees, schedulers
- ¥ Easier to collect data and run reports for Program Reviews

PossibleCons

- ¥ Extra work for Division and College Curriculum Committees
- ¥ Technical challenges of making such designations
- ¥ Procedural issues
- ¥ Impact on Division enrollments and program marketing
- ¥ Need to modify existing Separate DE Approval form/process

