



# Distance Education Handbook

Compton College

2018-2019

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# I. Introduction to Distance Education

Welcome to the Distance Education Department at Compton College! We offer access to higher education and learning opportunities via Distance Education. Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.

The purpose of this handbook is to guide faculty, students and staff towards understanding the policies, procedures, surrounding Compton College Distance Education. This manual is organized as an online document to provide information in an accessible format that can easily allow for supplementation, revision as policies and procedures develop and change. The handbook has been developed based on the collective recommendations of the Compton College Distance Education Advisory Committee.

## Mission

The mission of the Distance Education Department is to serve the diverse needs of the faculty and student populations at Compton College by providing high-quality educational experiences that utilize the latest technologies in electronic course delivery methods.

To achieve this mission, the Distance Education Department will:

- Provide services to support the technological requirements of the faculty and student body.
- Ensure that student instruction, services and support comply with accessibility standards and requirements.
- Support the development and assessment of learner-centered online and hybrid Certificate, Associate Degree, Transfer, Career and Technical Education (CTE) and Continuing Education courses.
- Create opportunities for faculty training and development which focuses on new trends and effective practices for online technology and pedagogy.
- Serve as a liaison between the Division Departments and other campus stakeholders regarding Distance Education policies and procedures.

## Vision

The vision of the Distance Education Department is to be a global leader of educational excellence, innovation, training, delivery and support of online, hybrid and web-enhanced instructional modalities within and beyond the Compton Community College District.

The Distance Education Department will

- Offer greater access to education via alternative delivery approaches to the present student population, local school districts and businesses, and currently underserved communities within the College's district.
- Broaden the College's outreach beyond the District to include out of state and international markets.
- Foster lifelong learning opportunities to meet the changing needs of students throughout their academic and working careers.
- Enhance, maintain and promote extensive online academic student services to support student retention and success.

## Values

The Distance Education Department is guided by the following values:

- **Leadership** technological and instructional innovation
- **Commitment** to best practices in Distance Education for student success
- **Dedication** to open communication and collaboration among key stakeholders
- **Transparency** in the decision-making shared governance process
- **Professionalism** and integrity
- **Excellence** in support services
- **Cultivation** of lifelong learning and development

## Definitions

According to [Title 3 Education Code](#), “Distance Education” means transmission of instruction to students at a location separate from the institution. Additionally, Distance Education is an approach to learning where instruction takes place outside of the traditional classroom setting. Instead of teaching face-to-face, instructors use a blend of face-to-face and electronic delivery methods to develop and furnish content for instruction and regular, substantive and effective interaction with students. Within Distance Education there are two standard types of courses known as online and hybrid.

**Online Courses:** An online course is offered 100% online via the internet using a campus supported Learning Management System (LMS) such as Canvas. No campus meetings are required, for example, students cannot be required to come to campus to meet for office hours, orientations, homework, exams, distribution of resource materials, or any other course component. Students are required to use a computer with internet access as the primary technology and may be required to use other available technologies to acquire and learn course content. Through regular and substantive contact, instructor and student interact to complete assignments and assessments to demonstrate Student Learning Outcomes.

**Hybrid Courses:** A hybrid Distance Education course replaces some face-to-face class time with online instructional time. Any Distance Education course that requires students to attend on-campus orientations, assessments, scheduled class meetings, or other required activities is a hybrid course. A campus support LMS is used to provide course content replacing face-to-face time. Students must have access to a computer and internet.

Other Distance Education course types include satellite courses and telecourses which are currently not offered.

Web Enhanced Courses, Flipped Classrooms and Correspondence Courses do not fall under the Distance Education classification and their definitions can be found in the glossary. These modalities must also meet state and federal accessibility standards stated by the Chancellor’s Office Information and Communication Technology and Instructional Material Standard.

## Distance Education Handbook Goals

The goals of this handbook are to:

Compton College Distance Education Handbook 2018-2019  
Approved by the Distance Education Advisory Committee on November 13, 2018  
Approved by the Curriculum Committee on December 4, 2018  
Approved by the Compton College Academic Senate on February 21, 2019

- Articulate the mission and goals of the Distance Education Department as they relate to the Compton College Educational Master Plan.
- Provide technical and pedagogical support and resources for faculty teaching online and hybrid courses.
- Furnish information about training and mentoring for online and hybrid course delivery methods.
- Inform faculty about the mandatory policies and procedures that relate to Distance Education courses.
- Define best practices in Distance Education and how those should be incorporated into course design and delivery.
- Offer comprehensive resources for ongoing faculty development.

## II. Faculty Handbook

### Compliance Training to Teach Distance Education Courses

According to Ed Code, all faculty course shells must meet compliance, therefore it is recommended that faculty complete training in the following areas. There are three areas of training recommended before a faculty member is eligible to teach online. It is recommended that faculty complete the [Canvas Learning Management System training](#). It is also recommended that faculty complete the Introduction to Teaching and Learning Online course provided by @ONE. It is also recommended that faculty also complete the @ONE Accessibility training which relates directly to the [OEI Rubric](#) Section D-Accessibility. These trainings are recommended to be on file with the Distance Education Department before a faculty member teaches the course. A demonstration of skills learned is recommended prior to teaching with the LMS.

### Compliance Training to Use the LMS For On Ground Courses

According to Ed Code, all faculty course shells must meet compliance, therefore it is recommended that faculty complete training in the following areas. Since the federal and state laws require that any material that is administered online be in compliance with the latest laws and standards, faculty who wish to teach on ground using the LMS are recommended to be certified in two areas. Faculty are recommended to complete the [Canvas Learning Management System training](#). Faculty are also recommended to complete the @ONE Accessibility training which relates directly to the [OEI Rubric](#) Section D-Accessibility. These trainings are recommended to be on file with the Distance Education Department before teaching with the LMS. A demonstration of skills learned is recommended prior to teaching with the LMS.

### Alternative Training Process

Faculty who have certification to teach online from another institution would need to go through the process of certification review with the Distance Education department prior to being eligible to teach at Compton College. After filling out the [certification equivalency form](#), a demonstration of capability would be completed before the form is signed.

### Laws and Codes

#### State

Title 5 Distance Education Guidelines were developed to describe best practices for quality distance education in the California Community College system. These include: instructor contact, course design and approval, faculty training and workload and class size caps.

The following sections of Title 5 are most applicable to distance education courses at Compton College.



## 55200

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. s 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. s 794d).

## 55202

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.

In sum, notwithstanding some modifications in assignment delivery, distance education classes and face-to-face classes are the same in rigor, quality, and content, and therefore, making them equal. Students deserve the same quality education, whether in the distant education format or face-to-face format.

## 55204

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

- Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.
- Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

## 55206

If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures.

## 55208

- Instructors of course sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls, in accordance with article 2 (commencing with section 53410) of subchapter 4 of chapter 4, and with the list of discipline definitions and requirements adopted by the Board of Governors to implement that article, as such list may be amended from time to time.

- The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty assignment. Procedures for determining the number of students assigned to a course section offered in whole or in part by distance education may include a review by the curriculum committee established pursuant to section 55002(a)(1).
- Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards.

Title V Distance Education Guidelines Link

[https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=ICD714E20D48411DEBC02831C6D6C108E&originationContext=documenttoc&transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=ICD714E20D48411DEBC02831C6D6C108E&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default))

## Federal

American Disabilities Act (ADA) and Section 508 compliance are federal laws governing access for those with disabilities. The Department of Justice (DOJ) published the ADA standards for accessible Design in September 2010. These standards state that all electronic information technology must be accessible to people with disabilities.

The ADA differs from Section 508 regulations, which are an amendment to the Rehabilitation Act of 1973 and apply to information technology, including computer hardware, software and documentation. For more information refer to Distance Education Accreditation and the Law.

ADA Website Link

<https://www.ada.gov/508/>

Federal law also states that no FSA funds can be used for correspondence courses.

<https://ifap.ed.gov/fsahandbook/attachments/0910FSAHbkVol2Ch8DistanceEd.pdf>

In Distance Education courses, the course content needs to be accessible to students with varying abilities.

Designing accessible online/hybrid courses means, among other things:

- Ensuring that documents and content pages can be read by screen readers, which are used by students with visual impairments. Part of this includes providing alt text for all images used.
- Ensuring that videos are captioned for students who are hard of hearing. Employing Resources for Ensuring Accessible/Section 508 Compliant Online and Hybrid Courses.
- Resources from the Online Education Initiative (OEI): The OEI has created a really helpful site that includes documents and videos that explain how to create accessible Canvas pages, documents, and media. The information is housed in a Canvas course, Online Accessibility Resource Documents, that you can access by going to: <https://ccconlineed.instructure.com/courses/98>
- [Web Accessibility Guidelines](#) document that explains how to create accessible Canvas pages, Word documents, PDFs, and more.
- The California Community Colleges Chancellor's Office provides an [Accessibility Center](#) as a resource.

## California Community College Chancellor's Office (CCCCO)

[Information and Communication Technology \(ICT\)](#) and Instructional Materials Accessibility Standard Statement

CCC is committed to ensuring equal access to instructional materials and ICT for all, and particularly for individuals with disabilities in a timely manner. In accordance with California Government Code §7405, Government Code §11135, Government Code §11546.7 and best practices, the CCCCCO and CCC will comply with the accessibility requirements of Section 508 of the Federal Rehabilitation Act of 1973. CCCCCO expects that all CCC districts comply with state and federal law by:

- Developing, purchasing and/or acquiring, to the extent feasible, instructional materials and ICT products that are accessible to individuals with disabilities;
- Using and maintaining instructional materials and ICT that is consistent with this Standard; and
- Promoting awareness of the Standard to all relevant CCC parties, particularly those in roles that are responsible for creating, selecting or maintaining electronic content and applications.
- All products officially used by Compton College will need to provide a [Product Accessibility Statement](#) showing compliance with all state and federal laws

## Preventing Financial Aid Fraud

### [Financial Aid Guidelines to Preventing Financial Aid Fraud](#)

It is recommended by DEAC that all 100% online course shells have a syllabus quiz or a check-in assignment within the first 24-48 hours of a course beginning. This is to address the “Preventing Financial Aid Fraud” issue while proving that the student has actively attended, and plans to participate in class during the stated term. Lastly, this is also directly related to the drop policy which states that the student can be dropped for non attendance in the first 48 hours of an online course if they do not log in and participate.

## [ACCJC](#)

The Accreditation Commission for Community College and Junior Colleges (ACCJC) determines the accredited status of an institution and sets Distance Education requirements.

The ACCJC requires that all classes follow the Course Outline of Record (COR). The means of instruction varies between online and face-to-face, but the Method of Instruction, Outside Class Assignments, and Methods of Evaluation are the same.

All instructors assess SLO’s and discuss the results with colleagues to identify improvements to courses.

Online/hybrid instructors are to maintain regular and substantive contact in online/hybrid courses.

Distance Education instructors are expected to follow good teaching practices, including those identified by our accrediting commission.

Regular and substantive contact was previously referred to as regular and effective contact.

Establishing and maintaining regular effective/substantive contact is an important aspect of delivering an online and hybrid course. It is not only a Title 5 requirement, but is also a practice that encourages and facilitates student-centered instruction and increases student learning outcomes.

## Distance Education Guiding Principles

The following 6 principles guide the understanding that Distance Education faculty prioritize the needs of the online student first when considering how to create course material and how to facilitate the teaching of said material.

#### Principle 1:

**Regular effective/substantive contact** is a California requirement for distance learning which states that instructors must keep in contact with students on a regular and timely basis both to ensure the quality of instruction and to verify performance and participation status.

#### Principle 2:

In Distance Education, instead of being the sole source of content knowledge, the role of the instructor is as a **facilitator**. Students should be encouraged to interact not only with the content and instructor but also with each other in order to understand, research and come to their own conclusions about the course material.

#### Principle 3:

The activities in Distance Education courses should be **authentic**, that is, based on tasks that students would have to perform in various setting outside the classroom. Students should also have chances to enhance their knowledge about the world through critical thinking and reasoning skills. Students should be given formative and summative assessments to monitor and evaluate student learning and to document student learning outcomes.

#### Principle 4:

Distance Education **instructors should engage all types of learners** by providing content and assessments that respect and accommodate the different needs, learning styles and strategies of each student. In addition, instructors should provide support for students in time management and academic skill development.

#### Principle 5:

Instructors should make certain that their courses meet all the necessary **accessibility requirements** (508 compliance). They should also create course content and assessments that are user-friendly in terms of technology and provide alternate means of access to the course material should there be problems with the Learning Management System.

#### Principle 6:

Instructors should make every effort to understand the needs of the online student and facilitate the development of their coursework to employ [Universal Design \(UD\)](#) components with the students best interest in mind. Faculty should implement UD concepts in the course for student success and consider the factors that motivate a student to take an online course such as convenient availability to interact with Accessible content on a weekly basis. Research shows that utilizing UD principles improves student-centered pedagogical practice and student outcomes and is supported by the CCCCO.

## Types of Regular Effective/Substantive Contact

Interaction in the Distance Education classroom takes place in four ways:

### Instructor-Student Examples:

- Course announcements
- Messaging via the LMS
- Personalized feedback
- Discussion boards
- Chat/IM
- Videoconferencing/Skype
- Phone/voicemail

### Student-Student Examples:

- Messaging via the LMS
- Discussion boards
- Chat/IM
- Collaborative projects: group blogs, wikis

### Student-Content Examples:

- Modules on the LMS
- Lectures (recorded/streaming)
- Podcasts/webinars/screencasts
- Videoconferencing/CCCConfer
- Discussion boards

### Student-Interface Examples:

- Computer hardware
- Internet browsers
- Software applications
- Modules on the LMS
- Discussion boards

## Types of Regular Effective/Substantive Contact Related to Student-Centered Pedagogy

Creating courses with the needs of the online student in mind is a best practice of distance education.

1. Begin class with a Welcome Letter introducing yourself as the instructor and giving important informational links to your students. The standard template can be personalized to fit the faculty's needs for their course.
2. Begin class with the Distance Education orientation video provided by DE in the first module of your class .
3. Begin class with instructor guided introductions, Canvas tutorial and Online Readiness Assessment.
4. Design weekly assignments and projects that promote collaboration among students.
5. Pose questions in the discussion boards which encourage critical thinking skills, promote interaction among all participants and engage students with course content material.
6. Participate regularly in discussion activities with students to ensure that the discussion remains on topic and monitor student activity to ensure that students participate fully.

7. Create a specific method or forum for questions regarding course assignments.
8. Ask students for feedback about the course on a regular basis and revise content as needed.
9. Include means for varied types of interaction in the course design with formative and summative assessments.
10. Establish guidelines of contact that are the same as in a face-to-face classroom. For example, if the f2f class meets for three hours a week as a 3 unit class, then the online class should have three hours of synchronous or asynchronous instructor content and contact on a weekly basis.
11. Declare response time for students questions and assignment feedback in hour form. (i.e. 24 hours, 48 hours etc.)
12. Maintain an active presence, participating during the beginning weeks of the course.
13. Give frequent and substantive feedback throughout the class which helps students engage with class material.
14. Give clear expectations for interactions specified in the syllabus regarding frequency of all contact initiated by the instructor.
15. Explain course policy regarding student initiated contact and where to post questions and assignments in the LMS.
16. Clarify important dates such as, assignments and assessment deadlines in the beginning of the class as well as continually throughout the class.

## Online Teaching Readiness

### Faculty Resources

Faculty Resources are listed below for assistance with online teaching. The college also offers a number of trainings on becoming certified to teach using our LMS on ground or online.

- [Compton College Distance Education Faculty Resource Website](#)
- [@ONE: @ONE Standards For Quality Online Teaching](#)
- [Distance Education 101 Canvas Course by CCC OnlineEd](#)
- [Educational Technology Resources and Tutorials](#)
- [CCCCO Distance Education](#)
- [CCCCO Accessibility Center](#)
- [Grackle: Making Google Drive Accessible for free](#)
- [Faculty Support Document](#)
- [Measurable Objective Builder](#)

### Accessibility

Faculty compliance resources relate directly to state laws which require accessibility standards for all information posted on the internet. There are a few tools to help faculty with [accessibility, Universal Design, ADA/508/504](#) state and federal requirements and attending a training to become accessibility certified is recommended before a faculty member can teach using the LMS regardless of teaching on ground or online. Professional Development has a number of trainings on various subjects throughout the year such as using YouTube to caption videos as well as how to create accessible Word Documents, PDFs, Powerpoints and Excel Spreadsheets. The following is a brief list of resources for faculty to begin understanding what is required for meeting compliance when putting class

information into the LMS. Compton College is researching the best Accessibility checker for html code within Canvas such as [UDOIT or Ally](#).

### 3CMedia Closed Captioning

[Caption all your videos for FREE](#) using [3C Media](#)! 3C Media Solutions is an organization that supports the media needs of the California Community Colleges. One service they offer is [video captioning](#). If you submit a video file, a real person will caption your video for you for free as long as the video will be used for a community college class.

To use this service:

- Create a 3C Media Solutions account and log in at <http://www.3cm mediasolutions.org/>
- Click "Media" and upload your video (once the video has been uploaded then proceed)
- Click "Details & Options" for that video
- Click "DECT Captioning Grant" to request captioning

### DECT: Distance Education Captioning and Transcription Grant

<https://www.canyons.edu/offices/distancelearning/captioning/pages/faq.aspx>

The DECT Program represents a commitment by the California Community Colleges to expand access to distance education to all students. Further, DECT provides a means for colleges to promote faculty innovation in the use of audio, video and multimedia content in distance education classes.

Services will be provided to colleges through a process whereby the grantee contracts with outside captioning vendors to provide assistance to any community college that elects to use those vendors as well as establish policies and procedures to reimburse colleges that contract these services directly with a captioning vendor not under contract.

- [Captioning third party videos with the DECT Grant](#)
- [Canvas LTI Application](#)
- [3cMedia Solutions Closed Captioning](#)

### Closed Captioned Options

- [Intelicom: Videos for educational use that are closed captioned](#)

### Helpful Cheat Sheets

- Here is a [few cheat sheets of Word, Pdf, PPT, and Excel examples and solutions](#) for compliance.
- Also, please refer to this fantastic 'Cheat Sheet' for creating accessible materials: [Web Accessibility Guidelines](#) document that explains how to create accessible Canvas pages, Word documents, PDFs, and more.

### Additional Resources

- [OEI: Accessibility Training Course](#)
- [OEI: Course Design Resource](#)
- [OEI: ABC's of Online Course Design](#)
- [How to make accessible Word documents](#)
- [PPT accessibility Checklist](#)
- [Alternative text for images](#)

- [Table headers](#)
- [Color contrast web checker](#)
- [How to make audio descriptions](#)
- [Canvas Accessibility Guide](#)
- [Instructional Design Tips For Online Learning-GCC](#)
- [Wave Extension for html Accessibility Check](#)
- [Accessibility Cheat Sheet Website NCDAAE](#)
- [OER](#), [Open Stacks](#), [Merlot](#), [Open Textbooks](#), [CSU/UC/CCC-Cool4Ed](#), [OER Tools](#) and [Canvas Commons](#) are resources for faculty to retrieve free electronic subject specific content and books for course use.

## Documenting Student Learning Outcomes Through Online Assessments

Assessments give students a way to demonstrate their learning and for faculty to document student learning outcomes. **Formative** assessments *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. The goal of **summative** assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark. It is recommended by DEAC that both types of assessments be used in the online learning environment to support student success. It is a best practice to design assessments that measure learning objectives, then build course content that leads directly to students' success with the assessments. The use of standard detailed rubrics is essential in this process and should be included in all online learning environments.



# III. Student Handbook

## Preparation

We offer a wide variety of courses in different subject areas. Some Distance Education courses are offered in eight-week sessions, but primarily in 16 weeks with the exception of summer courses. There are more courses that have been approved for Distance Education delivery; however, all approved Distance Education courses are not offered each semester. Distance Education students are entitled to all of the support services available to traditional students. Many of these services are provided to students online.

- AS 60 course: The Academic Strategies 60 course titled “Strategies for Success in Distance Education” prepares students for taking Distance Education classes. This course covers the basics of taking an interactive, asynchronous Distance Education course via the internet. Use of email, online class interactions such as discussion groups, internet access, equipment needs and differences between online and on ground courses will be covered.
- Distance Education Website: [The Distance Education website provides a myriad of resources for students.](#)
- Student Handbook: [This is the current student handbook for Distance Education Courses.](#)
- Student Orientations: [OEI Readiness Modules have a great set of modules for students to complete to prepare for online learning.](#)
- College Catalog: [The current and past college catalogs can be found at this link.](#)
- College Schedule: [The current college schedule can be found at this link.](#)
- College Website: [The Compton Community College website can be found at this link.](#)
- Help Desk Website: [For help with logging into MyECC, click on this Help Desk Link.](#)
- Faculty Web Pages: [This is the link to the faculty web page directory.](#)
- Faculty contact information for [Distance Education courses.](#)

## Student Rights

- Student Rights in Distance Education Courses:
  - Access a course shell on the first day of the term; the shell should be published on the first day of the term.
  - Access a course syllabus on the first day of the term; the syllabus should be posted on the first day of the term in the orientation module or under the Syllabus tab in Canvas on the first day of the term.

## FAQ

- Frequently Asked Questions:
  - How do I register and add an online class?
  - [How do I log onto Canvas?](#)
  - [How do I access NetTutor?](#)

## IV. Distance Education Policies and Guidelines

### Distance Education Policies and Guidelines Handbook (CCCO Website)

[DE Policies and Guidelines Handbook \(CCCO website\)](#)

#### Distance Education Advisory Committee

In support of the institution's Mission, Vision, Quality Focused Essay (QFE) and Master Plan, Compton Colleges' Distance Education Advisory Committee (DEAC) will work with the Deans, the Distance Education Faculty Coordinator (DEFC), Curriculum Committee, Academic Senate as instructional program leaders to facilitate and improve online teaching, learning and technology.

With the understanding that faculty should have the primary responsibility for developing policies and promoting Distance Education practices, DEAC will support a learner-centered program designed to further student success by making recommendations to Curriculum and reporting to Academic Senate. Each DEAC member will represent his/her division/department and act as a resource to all faculty and staff members within their division regarding exploration, development and implementation of robust pedagogical online strategies in the Distance Education environment. Also, departments such as the library and student services etc. will collaborate with DEAC to strategize ways to enhance the online experience for our students.

DEAC, co-chaired by DEFC and the division Dean, is a Senate subcommittee and operates under Senate authority. In this context specifically, the DEFC has a reporting responsibility to Academic Senate and sits on the Curriculum Committee as a voting member.

DEAC recommends that the DE Handbook be reviewed and updated every two years.

#### Regular and Effective/Substantive Contact Policy

Have contact with the online/hybrid instructor at least once per week in at least one of the following four ways in order to established regular and effective/substantive contact:

1. Instructor-Student
2. Student-Student
3. Student-Content
4. Student-Interface

The following are examples of ways to implement *weekly* interaction in the Distance Education classroom:

### Instructor-Student Examples:

- Personalized feedback (within 7-10 days)
- Synchronous contact in a chat/instant messenger
- Instructor response to student work in progress
- Synchronous video-conferencing
- Regular, weekly, virtual office hours
- Flipped Classroom Content Instruction
- Face-to-face informal meetings on-campus
- Twitter feeds/social media interaction
- Graded discussion boards within Canvas
- Email contact (24-48 hours, M-F, response)
- Orientation materials/welcome letter/welcome video
- Weekly announcements in Canvas/written or video
- Instructor created Podcasts/webinars/screencasts
- Telephone/texting/voicemail/USPS mail/Q&A board
- Peer review group collaboration grading/evaluating

### Student-Student Examples:

- Messaging via the LMS (Canvas)
- Discussion boards with content/videos/media
- Synchronous contact in a chat room/instant messenger
- Synchronous contact through web-conferencing
- Synchronous or Asynchronous document editing
- Participation in online group collaboration projects
- Participation in online collaboration with wikis/blogs

### Student-Content Examples:

- Modules on the LMS (Canvas)
- Lectures (recorded/streaming)
- Podcasts/webinars/screencasts
- Video-conferencing/CCCConfer
- Discussion boards with content/videos/media
- PowerPoint/Prezi type presentations
- Online quizzes/exams/tests/midterm/final

### Student-Interface Examples (within Canvas):

- Computer hardware
- Internet browsers
- Website access

- Software applications
- Modules on the LMS (Canvas)
- Discussion boards

## Welcome Letter Policy

The Distance Education Advisory Committee recommends that a Welcome Letter and the class syllabus be provided to Distance Education students. It is a best practice to send these documents to students prior to the start of the class. Faculty are encouraged to personalize the template to accommodate their academic freedom.

- [Welcome Letter Template Link](#)
- [Sample Welcome Letter](#)

## OEI Rubric Policy

The Distance Education Advisory Committee recommends that the college adopt the OEI rubric as a standard for providing quality Distance Education courses to our students in conjunction with the [CCC Distance Education Accessibility Guidelines](#). The Distance Education Advisory Committee recommends that the college adopt the OEI Rubric Section D as the standard for providing accessible Distance Education courses.

### OEI Rubric Section D: Accessibility Policy

The 23 elements in this section are reviewed to determine if a student using assistive technologies will be able to access course content as required by Section 508 of the Rehabilitation Act of 1973 (also known as “508 Compliance”).

## Student Authentication and Integrity Guidelines Policy

[DEAC Recommended Document for Student Authentication and Integrity Guidelines](#)

## DEAC Recommended Standardized DE Ticket Note Policy and Title 5

### Title 5 Considerations and Ticket Notes

A letter sent in October 2011 by the Department of Education calls upon postsecondary Distance Education programs to put more stringent measures into place to make certain that students are not just enrolled in courses, but also actively participate:

“...institutions [need] to take steps necessary to ensure that students are academically engaged prior to disbursing Title IV student aid funds. If students do not begin attendance, Title IV funds must be returned” (34 CFR 668.21(a))(Runcie & Ocha).

Recent Federal and ACCJC guidelines to prevent financial aid fraud mean that initial student logins to Distance Education courses no longer count as student participation. Several online programs in the community college system have recently been targeted by financial aid fraud schemes in which a ‘student’ registers for an online

course, logs in, and then drops the course after financial aid funds have been dispersed.

PLEASE NOTE: It is imperative that instructor's drop all non-participating Distance Education Students by the Compton College Census Date. To confirm participation, best practices require that Distance Education Online courses have a Course Check-In Assignment with a firm due date during the first week of instruction.

Furthermore, it is recommended by DEAC that the schedule of classes be altered to reflect the designation of "hybrid" for hybrid courses. Presently, the schedule refers to hybrid course as "online."

Webenhanced ticket note is outside of the purview of Distance Education since webenhanced is not Distance Education. DEAC recommends that the appropriate entities on campus discuss and approve a web enhanced ticket note in order to better prepare students to understand various course requirements prior to registration.

### Standardized Ticket Notes

1. Demonstrates Compton College's compliance with Federal, State and ACCJC guidelines for online instruction.
2. Establishes a comprehensive college-wide protocol for logging in to all Distance Education course sections.
3. Makes it easier for students to understand what is required for them to login and complete their initial coursework.

### Compton College Standard 100% Online Course Ticket Note

Section XXXX is a Distance Education online course and requires no face-to-face meetings. Registered students must login to the Canvas course site and follow the instructions at \_\_\_\_\_ before the start of the semester or you may be dropped from the course. Students are required to have basic computer skills and have access to the internet. Please visit the Distance Education website at <http://www.compton.edu/academics/distance-ed/> for specific course information and the Student Handbook for Distance Education Courses.

### Compton College 1-99% Hybrid Course Ticket Notes

Section XXXX is a Distance Education Hybrid course that includes both online instruction and weekly on-campus meetings. You must attend the first class meeting on XXXXday, Month Date, Year, from TIMEXX to TIMEXX., in RM ### or you will be dropped from the course. Please visit the Distance Education website at <http://www.compton.edu/academics/distance-ed/> for specific course information and the Student Handbook for Distance Education Courses.

*Note: Additional scheduling notes that will be used.*

## Intellectual Property Rights and Copyright Policy

### [Federation Contract Language](#)

The 2014-2017 Federation Contract states the following:

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Approved by the Distance Education Advisory Committee on November 13, 2018  
Approved by the Curriculum Committee on December 4, 2018  
Approved by the Compton College Academic Senate on February 21, 2019

Developing the class and materials for internet readiness:

1. Materials developed on the faculty member's own time:
  - a. All regular full-time and part-time members of the faculty may propose online courses.
  - b. Instructional materials developed by faculty members on their own time without use of college materials or facilities are the property of the individual faculty member. No restriction on their use will be set by the District with the understanding that faculty members will profit on sales at the Center only in cases where the instructional materials are approved by the department and curriculum committee.
  - c. The individual faculty member is responsible for obtaining copyright of the materials developed.
2. Materials developed on a released-time basis:
  - a. A faculty member approved by the Office of Academic Affairs to develop an online course shall receive 20% reassigned time for one semester to develop the course.
  - b. Any materials developed during this reassigned time assignment shall remain the property of the District.
3. In order to protect against the use of obsolete materials, the faculty member shall have the right to review and/or update material of which the Center has internal free use. The institution may agree to use the updated material.
4. Materials developed as a primary or sole purpose of employment by non-divisional staff, such as consultants:
  - a. When a District employee is hired or assigned specifically to develop instructional or course materials, then all the rights to such materials belong exclusively to the Center, including the right to copyright and/or sell the materials for profit.
5. The District shall have the right to come to agreements with employees concerning the rights belonging exclusively to them only in consultation with the Division Chair and a Federation representative.
6. The necessity for regular and part-time faculty to review, update, and change an online course remains consistent with the duties of faculty in all areas of the curriculum.

[Compton Community College 2014-2017 Federation Certificated Contract](#)

# V. Curriculum Development Process

## Approval of a New Distance Education Course

### [California Community College Curriculum - Title 5](#)

#### [§ 55206. Separate Course Approval](#)

If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures.

Any course that provides a learning experience via distance education must be separately approved by the Distance Education Advisory Committee (DEAC) and reviewed by the College Curriculum Committee (CCC). The College Curriculum Committee (CCC) is responsible for the development and review of the college's curriculum and for ensuring that all curriculum meets local and state standards as outlined in the Chancellor's Office's *Program and Course Approval Handbook* (PCAH). The CCC is a standing committee of the Academic Senate as provided by the California Code of Regulations, Title 5, Section 55002. Review of curriculum proposals is based upon state regulations, local requirements, and the mission and objectives of the college.

The College Curriculum Committee also works with DEAC to revise the [Distance Education CurricUNET Course Outline of Record Addendum](#) as needed to ensure the quality of online courses is as rigorous as any other curriculum passed through Academic Senate.



## VI. Course Review and Recommendations

### Peer Review Process For New Faculty

The new faculty member who wishes to teach online will first complete the three trainings listed above in section two. Once training is complete, the faculty would request from the Distance Education Faculty Coordinator and their respective Dean to have a Faculty Peer Mentor who has taught the subject online before. The purpose of the peer review process, is to guide new faculty towards a compliant robust Canvas shell from the beginning of their planning and implementation process. The two faculty members will organize a planned timeline to have the course shell ready for review after recommendations have been made from the faculty mentor. The second peer review should happen when the course shell is 50%-75% complete. The new faculty member will then contact the Distance Education Faculty Coordinator 4 months prior to the beginning of the term in which the course would hypothetically begin for a "course review." The CCC Chancellor's Office [OEI Rubric](#) will be used to guide appropriate content creation for the course shell.

### Course Review Recommendations For New Faculty

After completing Distance Education course trainings listed above in section two, and being assigned by their Dean to teach a Distance Education course, the new faculty member would then prepare their online course. Upon full completion of course creation and 4 months before the start of the term for the online course, the faculty member would contact the Distance Education Faculty Coordinator to schedule a presentation time with the respective Dean, Division Chair, Distance Education Faculty Coordinator, Faculty Peer Mentor in the subject area (optional), and the faculty member. Recommendations will be made if necessary regarding the federal and state standards of course shell Distance Education compliance with the understanding that the faculty member would take the remaining time to address any recommendations generated at the course review meeting. The CCC Chancellor's Office [OEI Rubric](#) will be used to guide appropriate content creation for the course shell.

### Ongoing Peer Review Process For Continuing Faculty

Regarding the continual need to maintain Distance Education quality course standards given the fact that laws change and technology consistently improves, the Distance Education Advisory Committee recommends that all Distance Education courses be reviewed every three years. This would be a continual peer review process wherein all Distance Education courses being taught in Division 1 would be reviewed in the first year, all Distance Education courses being taught in Division 2 would be reviewed in the second year and all Distance Education courses being taught in Division 3 would be reviewed in the third year. The recommended DEAC process for ongoing peer review would be to have the Distance Education Faculty Coordinator and the faculty's respective Dean along with a Faculty Peer Mentor, who has taught the subject online before, schedule a meeting to review the course shell with the faculty member via the OEI Rubric. Recommendations will be made at the meeting.

## VII. License Agreements

### Canvas

Canvas is the current Learning Management System (LMS) approved by the Chancellor's Office which we have adopted as Compton Community College District's LMS. The Institutional Partnership Agreement is scheduled to go to the Board and to be signed by the CEO. The state has proposed fully funding Canvas for the next 4-5 years for community colleges and

### CVC-OEI

The Online Education Initiative (OEI) which has partnered with the California Virtual College (CVC) has also been supported by the California Chancellor's Office to support the initiative of improving Distance Education in the state of California. The Online Education Initiative (OEI) is a collaborative effort among California Community Colleges (CCCs) to ensure that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses. The OEI is sponsored by the Foothill-De Anza Community College District as the recipient of a \$56.9 million five-year grant disbursed by the California Community College Chancellor's Office (CCCCO). The OEI represents a comprehensive and collaborative program that leverages effective practices and technology to significantly increase the opportunity for higher education degree attainment in California.

The OEI is composed of high-quality online courses, resources for online students, and technology resources. The Online Education Initiative strives to make all services and applications accessible to everyone, including individuals with disabilities. California Community Colleges may choose to participate in OEI activities by taking advantage of:

- Shared resources such as the OEI Course Design Rubric, Online Learner Readiness Tutorials and @ONE workshops OR
- Shared resources and adopt Canvas as their course management system OR
- Shared resources, adopt Canvas, and coming soon, participate in the OEI Consortium along with the Course Exchange.

It is recommended by DEAC that Compton College begin efforts to officially join the OEI Consortium for all of the above mentioned support and assistance for our faculty and students.

### Microsoft Office 365

Faculty, staff and students will have Microsoft Office 365 available for them to use.

### Tutoring

The license with NetTutor is integrated into Canvas. Tutoring is provided through Canvas for our Distance Education students in a multitude of subjects.

## Other

Other licenses that are being considered for integration with Canvas include TurnItIn, Vericite, Ally, UDOIT, Adjust-All, CourseEval HQ, NetTutor, Worldwide Whiteboard, Name Coach, Note Bowl, Connex Ed, Proctorio and Quest Readiness to comply with state standard of offering student support services to our online students with the goal of increasing retention in our Distance Education courses.

## VIII. Appendices

### Appendix A: Compton College Distance Education Curriculum Addendum

[Distance Education CurricUNET Course Outline of Record Addendum](#)

Compton College Curriculum Committee is in the process of updating their Distance Education Addendum form.

### Appendix B: OEI Rubric

[2016 Version Online Education Initiative Rubric](#)

[Online Education Initiative Principles for Quality For Online Teaching](#)

[Adoption of the OEI Rubric](#)

[2018 Online Education Initiative Rubric](#)

### Appendix C: Distance Education Chancellor's Guidelines

[Distance Education Guidelines](#)

### Appendix D: Distance Education Chancellor's Accessibility Guidelines

[Distance Education Accessibility Guidelines](#)

### Appendix E: Compton College Distance Education Student Handbook

[Distance Education Student Handbook](#)

### Appendix F: Compton College Distance Education Faculty Handbook

[Distance Education Faculty Handbook](#)

### Appendix G: Compton College Distance Education Program Standards, Procedures and Policies

Distance Education Program Standards, Procedures and Policies

## Appendix H: Compton College Distance Education Welcome Letter Template

[Distance Education Welcome Letter Template](#)

## Appendix I: Distance Education Online Teaching Training Waiver

[Distance Education Online Teaching Training Policy](#)

[Distance Education Online Training Equivalency Waiver Approval](#)

[Faculty Online Training Equivalency Electronic Form](#)

## Appendix J: Distance Education Regular and Effective/Substantive Contact

[Regular and Effective/Substantive Contact](#)

## Appendix K: Student Authentication Guidelines

[Student Authentication Guidelines](#)

## Appendix L: Inherently Inaccessible Learning Object Form

[Inherently Inaccessible Learning Object Form](#)

## Appendix M: Glossary

### Glossary

**Correspondence Courses:** Correspondence courses are not considered Distance Education because they by definition do not require instruction online. Correspondence courses are defined as a home-study course provided by a school under which the school provides instructional materials, including examinations on the materials, to students who are not physically attending classes at the school. When a student completes a portion of the instructional materials, the student takes the examination that relates to that portion of the materials and returns the examinations to the school for grading. There is no instruction involved and therefore this is not a Distance Education course.

**Flipped Courses:** A flipped classroom is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom. A flipped course would be considered a hybrid course if any of the class face-to-face hours were replaced with instructional content online.

Web Enhanced Courses: A web-enhanced course is a traditional face-to-face course, in the classroom, with an instructor, at the regularly scheduled day, time and location printed in the college schedule. The instructor of the course uses resources via online such as a learning management system (LMS) to post course materials, supplementary course content, integrate assignments and assessments. No instructional course time can be submitted by using the LMS. For example, in a three unit course, the instructor of a web-enhanced course still meets with the students for three hours a week in class as stated in the published college schedule of classes.

On Ground Courses: The term On Ground course is synonymous with traditional course and/or face-to-face (f2f) course. This is a class where distance does not separate the instructor and the student. All class hours of instruction are administered in the classroom f2f with the instructor.

## Appendix N: Distance Education Accreditation and the Law

### Distance Education Accreditation and the Law

#### [California Community College Curriculum - Title 5](#)

##### § 55200. Definition and Application

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, 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).

##### § 55202. Course Quality Standards

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.

##### § 55204. Instructor Contact

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

(a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.

(b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to [Section 409](#) of the Procedures and Standing Orders of the Board of Governors.

#### § 55206. Separate Course Approval

If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures.

#### § 55208. Faculty Selection and Workload

(a) Instructors of course sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls, in accordance with article 2 (commencing with section 53410) of subchapter 4 of chapter 4, and with the list of discipline definitions and requirements adopted by the Board of Governors to implement that article, as such list may be amended from time to time.

(b) The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty assignment. Procedures for determining the number of students assigned to a course section offered in whole or in part by distance education may include a review by the curriculum committee established pursuant to section 55002(a)(1).

(c) Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards.

#### § 55210. Ongoing Responsibility of Districts

If a district offers one or more courses or course sections in which instruction is provided through distance education for at least 51 percent of the hours of instruction in the course or course section, the district shall:

(a) maintain records and report data through the Chancellor's Office Management Information System on the number of students and faculty participating in new courses or sections of established courses offered through distance education;

(b) provide to the local governing board, no later than August 31st of each year, a report on all distance education activity;

(c) provide other information consistent with reporting guidelines developed by the Chancellor pursuant to [Section 409](#) of the Procedures and Standing Orders of the Board of Governors.

### [GOV Laws and Codes](#)

#### GOV §7405

(a) In order to improve accessibility of existing technology, and therefore increase the successful employment of individuals with disabilities, particularly blind and visually impaired and deaf and hard-of-hearing persons, state governmental entities, in developing, procuring, maintaining, or using electronic or information technology, either indirectly or through the use of state funds by other entities, shall comply with the accessibility requirements of Section 508 of the federal Rehabilitation Act of 1973, as amended ( 29 U.S.C. Sec. 794d ), and regulations implementing that act as set forth in Part 1194 of Title 36 of the Federal Code of Regulations.

(b) Any entity that contracts with a state or local entity subject to Section 11135 for the provision of electronic or information technology or for the provision of related services shall agree to respond to, and resolve any complaint regarding accessibility of, its products or services that is brought to the attention of the entity.

GOV §11135

(a) No person in the State of California shall, on the basis of sex, race, color, religion, ancestry, national origin, ethnic group identification, age, mental disability, physical disability, medical condition, genetic information, marital status, or sexual orientation, be unlawfully denied full and equal access to the benefits of, or be unlawfully subjected to discrimination under, any program or activity that is conducted, operated, or administered by the state or by any state agency, is funded directly by the state, or receives any financial assistance from the state. Notwithstanding Section 11000 , this section applies to the California State University.

(b) With respect to discrimination on the basis of disability, programs and activities subject to subdivision (a) shall meet the protections and prohibitions contained in Section 202 of the federal Americans with Disabilities Act of 1990 ( 42 U.S.C. Sec. 12132 ), and the federal rules and regulations adopted in implementation thereof, except that if the laws of this state prescribe stronger protections and prohibitions, the programs and activities subject to subdivision (a) shall be subject to the stronger protections and prohibitions.

(c) The protected bases referenced in this section have the same meanings as those terms are defined in Section 12926.

(d) The protected bases used in this section include a perception that a person has any of those characteristics or that the person is associated with a person who has, or is perceived to have, any of those characteristics.

GOV §11546.7

(a) Before July 1, 2019, and before July 1 biennially thereafter, the director of each state agency or state entity, as defined in subdivision (e) of Section 11546.1 , and each chief information officer appointed under Section 11546.1 , shall post on the homepage of the state agency's or state entity's Internet Web site a signed certification from the state agency's or state entity's director and chief information officer that they have determined that the Internet Web site is in compliance with Sections 7405 and 11135 , and the Web Content Accessibility Guidelines 2.0, or a subsequent version, published by the Web Accessibility Initiative of the World Wide Web Consortium at a minimum Level AA success criteria.

(b) The Director of Technology shall create a standard form that each state agency's or state entity's chief information officer shall use to determine whether the state agency's or state entity's Internet Web site is in compliance with the accessibility standards specified in subdivision (a).

[United States Department of Education Federal Regulation Code 34 \(CFR\) §602.3](#)

Distance Education means education that uses one or more of the technologies listed in paragraphs (1) through (4) to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously.

The technologies may include-- (1) The internet; (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (3) Audioconferencing; or (4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).



Correspondence education means: (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. (2) Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. (3) Correspondence courses are typically self-paced. (4) Correspondence education is not Distance Education.

## The Accrediting Commission for Community and Junior Colleges (ACCJC)

Distance Education is defined, for the purpose of accreditation review as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously. Distance Education often incorporates technologies such as the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CDROMs, in conjunction with any of the other technologies (ACCJC, 2017).

## ACCJC Accreditation Requirements

The Accreditation Commission for Community and Junior Colleges (ACCJC) determines the accredited status of an institution. Part of the evaluation process includes an evaluation of a college's Distance Education program and courses. More than a third of the ACCJC's [Guide to Evaluating and Improving Institutions](#) (May, 2017) accreditation standards include requirements for Distance Education ([Accreditation Reference Handbook](#), July, 2016).

● [https://accjc.org/wp-content/uploads/Guide-to-Evaluating-and-Improving-Institutions\\_May2017.pdf](https://accjc.org/wp-content/uploads/Guide-to-Evaluating-and-Improving-Institutions_May2017.pdf)

● [http://accjc.org/wp-content/uploads/Accreditation-Reference-Handbook\\_Jul2016.pdf](http://accjc.org/wp-content/uploads/Accreditation-Reference-Handbook_Jul2016.pdf)

## ACCJC Requirements for Online/Hybrid Instructors

Many of the Distance Education requirements are the responsibility of the institution and are beyond the responsibility of an individual instructor, but there are requirements that are instructor-specific:

- Online/hybrid instructors are to maintain regular and effective/substantive contact in online/hybrid courses;
- All instructors assess SLOs and discuss the results with colleagues to identify improvements to courses;
- All classes follow the Course Outline of Record (COR). The means of instruction varies between online and face-to-face, but the Methods of Instruction, Outside Class Assignments and Methods of Evaluation are the same;
- Federal ADA/508 Law requires that we serve all students. An instructor can help make students aware of the many services available to them online;
- Distance Education instructors are expected to follow good teaching practices, including those identified by our accrediting commission.

## Distance Education Class Size Caps – According to AFT

Article 40 of the American Federation of Teachers (AFT) Contract states, “[Distance Learning] DL class size shall be consistent with Article 12. DL class size shall not exceed 40. Class size limits shall only be raised with the prior

approval of the assigned faculty member in consultation with the department/division chair and the appropriate vice president or designee. Beginning at the point a class reaches its enrollment limits, students may only be added with the permission of the course's assigned faculty member."

For any concerns about course enrollment, please contact your division or department chair.

## American Disabilities Act (ADA) and Section 508 Compliance

The Department of Justice (DOJ) published the Americans with Disabilities Act (ADA) Standards for Accessible Design in September 2010. These standards state that all electronic and information technology must be accessible to people with disabilities.

The ADA differs from Section 508 regulations, which are an amendment to the Rehabilitation Act of 1973 and apply to all information technology, including computer hardware, software and documentation.

The ADA standards apply to commercial and public entities that have "places of public accommodation" which includes the Internet [Interactive Accessibility](#):

- <http://www.interactiveaccessibility.com/services/ada-compliance>.

## Appendix O: [DE Program Plan 18-19](#)

## Appendix P: [DE Organizational and Relationship Chart](#)

## Appendix Q: [Distance Education Standardized Ticket Notes](#)

[Current Ticket Notes Used](#)

## Appendix R: [CCC Chancellor's Distance Education Survey 2016-2017](#)

## Appendix S: [2017-2018 Distance Education Success and Retention Rates](#)

## Appendix T: [Faculty Support Document](#)

## Thank You

Thank you to all who participated in creating this document especially the Distance Education Advisory Committee, the Curriculum Committee and Academic Senate for their input, time, and energy that went toward creating this Distance Education Handbook. A special thanks goes out to areas on campus for their specialized input such as the Special Resource Center, the Library, and the Distance Education Department. The mentorship and support from DECO and the Distance Education coordinators across the state was essential to the thoroughness of this

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document.

This handbook will be posted on the [CC DE website](#) after it is approved by Academic Senate.

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