Academic Senate Minutes

Facilitator: Dr. Minodora Moldoveanu, President
Recorder: Jennifer Hill, Secretary
Date: May 6, 2021
Time: 12:30-2:00 p.m.
Location: Zoom Conference https://cccconfer.zoom.us/j/96789908627

Vision:
Compton College will be the leading institution of student learning and success in higher education.

Mission Statement:
Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

Senators
X Barragan-Echeverria, Theresa
X Estrada, Harvey
X Gonzalez, Citlali
X Hill, Jennifer
X Hobbs, Charles
_ X Kahn, Mahbub
X Madrid, Vanessa
X Mason, Don
Martinez, Jose Manuel
X Martinez, Victoria
X Maruri, Carlos
X Maruyama, David
X McPatchell, David
X Mills, Jesse
X Moldoveanu, Minodora
X Monterroso, Noemi
X Moore, Sean
X Morales, Janette
X Phillips, Jasmine
X Schwitkis, Kent
X Sidhu, Rajinder
__ Skorka, Evan
X Thomas, Shirley
X Van Overbeck, Michael
Villalobos, Jose

Guests
X Berger, Sheri (VP.)
X Schumacher, Holly (Ex Officio Voting Member, Union Pres.)
X Johnson, Susan (DE Chair)

1. **Call to Order at 12:34 p.m.**
2. **Approval of Agenda**
   - David Mc. moved to approve agenda as amended. Kent seconded. Approved.
3. **Review and Approval of Minutes from April 22, 2021**
   - Michael moved to approve. Don seconded. Approved.
4. **Reports**
   a. President's Report
      - The Senate voted to approve our edited constitution just before spring break, and it was ratified by a 95 percent faculty approval.
      - Staff will begin returning to Canvas on May 24th on a limited schedule. On June 21st, the Library/Student Success Center will open.
      - Keith approves dedicating funds to implement and develop a Faculty Onboarding Process so that new instructors will have mentors and structured support as is the norm elsewhere.

   b. ASB Secretary Report
      - Sandy said that the past year has been about offering support for virtual and distance learning, especially students having issues with Wi-Fi hotspots, which has been a big problem.

- Starting next semester, the name of the ASB will be changed to ASG: Associated Student Government, along with a number of title changes.

- The Commission of Public Relations is working with EOPS to help ensure increased student involvement in ASB.

c. Vice President's Report

- Social Sciences elected Jesse Mills and Cassandra Washington to serve as senators. The BIS Division elected Pamela Richardson, and the HPS Division will hold their election on May 11.

- Carlos also announced the upcoming STEM Week event. (See Appendix A on page 6 for the flyer.)

d. Accreditation Report

- Amber said the Substantive Change document was submitted to the ACCJC.

- The committee is looking to make their membership more diverse in advance of the ISER, which is due at the end of 2023, and the Accreditation Team visit.

- See a detailed Accreditation Committee update in Appendix B on page 7.

e. Academic Affairs

- As mentioned, Dr. Curry committed $15K to developing the Faculty Onboarding Process.

- Watch parties are being planned for graduation on June 11th.

f. Curriculum Report

- Sean reported that Curriculum Open Labs are scheduled for faculty on 5/18 and 6/1.

- The college is looking into including institutional reviews within the program review template to help streamline these processes.

- On May 11th, the CCC Workgroup will meet to edit the Curriculum Handbook, including new course proposal guidelines and support for adjunct faculty.

- In addition, Sean has been working on a master list on upcoming COR updates.

g. Distance Education Report

- Susan reminded us that DE Addendums must be launched by tomorrow, May 7th, so they can be placed on the agenda and as many courses as possible can be approved by the committee at their May 10th meeting. Please spread the word. She encouraged faculty to submit as early as possible to help facilitate the process.

- Faculty must complete the FCRC competency demos by May 25th to teach asynchronous online courses in the summer, and by June 11th to be eligible to teach in the fall. Susan strongly encourages faculty to sign up early in the event of required changes. Extensive information is available on the DE website to explain each step.

h. Faculty Development Report

- The Faculty Development Committee will be meeting on May 18th to discuss the development of the new Faculty Onboarding Process, as well as increased support for BIPOC and LGBTQ faculty. See more details on the Faculty Development Committee website.

5. Unfinished Business

a. Second Read/Vote: *BP 3200 on Accreditation* (See Appendix C, page 10.) Michael made a motion to approve. Don seconded. Approved.

b. Second Read/Vote: *BP 4230 on Grading and Academic Symbols* (See Appendix D, page 11.) Michael moved to approve. Carlos seconded. Approved.

c. Second Read/Vote: *AR 4230 on Grading and Academic Symbols* (See Appendix D, continued, page 12.) Carlos moved to approve. Michael seconded. Approved.

d. Second Read/Vote: *BP 4222 on Remedial Coursework:* (See Appendix E, page 16.) We were going to repeat this policy because it is repetitive of 4220, so we had two identical board policies. We do not have an AR and Administration has changes. This has not yet been reviewed in the Educational Policy Group. Michael made a motion to repeal BP 4222. Carlos seconded. Moved.

6. Consent Items: Michael made a motion to approve the consent items; Sean seconded. Approved.

a. 2-Year CTE Course Review: CDEV 117 - Music and Movement for Young Children; ETEC 115B - Aerospace Engineering II; and WELD 101 - Introduction to Welding Process.

b. 6-Year Course Review: GEOG 101 - Physical Geography; SOCI 101 - Introduction to Sociology, SOCI 101H - Honors Introduction to Sociology, SOCI 102 - The Family, SOCI 104 - Social Problems; and SOCI 108 - Global Perspectives on Race and Ethnicity.

c. 6-Year Course Review – Revise Course Hours: ENGL 101S - Reading and Composition Support

d. DE Addendum: SOCI 101 - Introduction to Sociology; SOCI 101H - Honors Introduction to Sociology; SOCI 102 - The Family; SOCI 104 - Social Problems; and SOCI 108 - Global Perspectives on Race and Ethnicity.

e. New Course: PE 188 - Intercollegiate Esports. (See Appendix F, page 17.)

f. New Program: ESL- Basic Career Training Certificate of Completion. (See Appendix G, page 19.)

7. New Business:

a. Senate Officer Elections: Carlos moved to table the item for the next meeting to allow HPS to complete its elections. David M. seconded. Moved.

b. First/Second/Vote: Changing College Hour for Spring 2022 from 1pm to 2 pm. We went over this at length as a discussion item, but not an action item, so we are revisiting it again. Now we have to provide a formal recommendation to administration effective Spring 2222, since the Fall 2021 schedule has already gone to press. Carlos motioned to approve. David Mc. Seconded. Approved. Vanessa abstained.

c. First Read: BP 4021 (See Appendix H, page 20.) Minodora emphasized that this is a crucial policy that faculty must examine thoroughly, as it will impact what courses we offer, or perhaps lose, in the future. Carlos motioned to close. Jasmine seconded.

d. First Read: AR 4021 (See Appendix H, continued, page 21.) The AR has detailed all of the procedures and technicalities when a program is considered for changes or discontinuance. Minodora reiterated that

all must understand these policies to ensure we agree and that this reflects the will of the faculty. Carlos reported that Sheri made comments on a conflict of interest regarding the makeup of the committee, but Holly maintained that such an arrangement is commonplace at other colleges, adding that those who create, maintain, and produce said programs are most qualified to revitalize them to meet current needs. There was some discussion on timing, how long the process would take should action be recommended. Harvey felt that given our current extraordinary situation during the pandemic, no courses should be discontinued at present. Carlos suggested that we eliminate items 2C and 2H under "quantitative indicators". A number of instructors pointed out that faculty are responsible for retention and for recruitment *on campus* but not for outreach *off campus.* Others suggested that this language needs to be more clearly defined in the union contract in terms of faculty responsibilities. Holly made a motion to close. David M. seconded. Approved.

e. First Read: BP 4070 (See Appendix I, page 27.) Carlos said this is standard language for auditing courses. He motioned to close. Charles seconded. Approved.

f. First Read: AR 4070 (See Appendix I, continued, page 28.) Carlos reported that none of the neighboring colleges have a policy for intersession auditing fees to audit courses. We also can allow students to sign up for audit in the first week in Banner. Michael moved to close. Harvey seconded. Approved.

g. First Read: BP 5050 (See Appendix J, page 29.) The markups here have to do with name changes, but Title Five has retained the SSSP nomenclature, so we are as well for now. Most of the work has to do with the AR, which will come later. Carlos motioned to close. Teresa seconded. Approved.

h. First Read: College-Level Examination Program or CLEP (See Appendix K, page 30.) Theresa pointed out that we are not listed on the CLEP website as a college that accepts these exams. Minodora will look into this. Harvey moved to close. Michael seconded. Approved.

i. First Read: International Baccalaureate (See Appendix L, page 33.) Carlos moved to close. Michael seconded. Approved.

j. First Read: Distance Education Handbook (See Appendix M, page 36.) Carlos moved to close. Harvey seconded. Approved.

k. First Read: DE - Grade Grievance Policy (See Appendix N, page 80.) Don moved to close. Jasmine seconded. Approved.

8. Discussion Items

a. Requiring All Faculty Complete Online Certification:

- Dr. Sharoni Little, one of our BOT members, expressed the wish that all instructors become fully certified to teach online. Holly reminded the Senate that such requirements are a negotiated item in Article 23.3 of our union contract. We recently negotiated this item in December 2020, and the contract was ratified. Holly suggested that the Board refer to the union contract for details, as it is not something that can be changed unilaterally. Minodora noted that administration has not suggested that we need to adjust current requirements. Jasmine motioned to close. Michael seconded. Approved.

b. College Goals 2021-2022

- Minodora wanted to include these so that faculty have a chance to review. Carlos moved to close. Theresa seconded. (See Appendix O, page 82.)

c. Student Success

- A specific person will be hired to help increase success rates for men of color and Dr. Curry intends to provide funding to support this goal. It is a director-level position. Jasmine motioned to close. Carlos seconded. Approved.

d. Schedule a Campus Zoom-Free Day

- Dr. Curry proposed a 'Zoom-free" day, and wants suggestions for when to schedule it. Minodora asked senators to look at their schedules. Harvey made a motion to declare June 4th as the date. Holly seconded. Approved.

9. Informational Items

- Banner Update: David M. reported for the Technology Committee that the Banner update failed and will be attempted again this summer.

10. Adjournment

Holly made a motion to adjourn at 2:11. Jasmine seconded. Approved.

The next Academic Senate meeting is scheduled for May 20, 2021.

Spring 2021

APPENDIX A, PAGE 6

STEM Week

May 18-21 / 1-2 p.m.

FREE / Open to Everyone

Compton College

Tuesday

5.18

STEM Transfer Panel

Meet Compton College students who have transferred to four-year universities.

Wednesday

5.19

Professional Panel

STEM professionals will discuss STEM-related opportunities and what it's like to work in STEM fields.

Thursday

5.20

UCR

UC Riverside Virtual STEM Tour

Please join us for a virtual tour highlighting STEM programs at the University of California, Riverside.

Friday

5.21

Make It Happen Showcase

The closing event will highlight students' work based on the Make It Happen Spring 2021 Program.

Click here to attend the events via Zoom
Meeting ID: 920 1215 5821

For more information, contact: stemcenter@compton.edu

APPENDIX B

Accreditation Steering Committee Update Spring 2021

The Accreditation Steering Committee (ASC) has been working on a number of major projects over the 2020-2021 academic year, including the College's Midterm Report, Annual Plans, and the Distance Education Substantive Change Application.

At present, the ASC has three primary focuses:

1. The organizational structure of the ASC,
2. The Compton College 2024 Institutional Self Evaluation Report, and
3. The completion of ongoing Annual Reports to the Commission.

Organizational Structure of the Accreditation Steering Committee

Similar to various other Compton College Institutional Standing Committees, the ASC has had a unique composition where the committee membership has been made up of ACCJC Standards Writing Teams co-chairs that were established ahead of the 2017 Compton College ISER. The committee is chaired by three persons: the Accreditation Liaison Officer (ALO), the Vice President of Academic Affairs, and the Accreditation Faculty Coordinator. While writing teams historically have encompassed constituent groups campuswide, the ASC recognizes the need to include more campus constituent groups, such as classified staff to serve directly on the ASC. As such, the ASC has began discussing opportunities for a more equitable and diversified ASC where a greater number of campus constituent group voices are represented. The ASC will develop a proposal to submit to the District regarding a change in membership composition during the spring 2021 semester, as this will require a revision to *AR2511: Council and Committee Structure*.

In addition to proposed changes in ASC composition, the committee is also developing the following:

1. An ASC purpose statement
2. 2021-2022 Committee Goals that align with the College's Strategic Initiatives
3. Changes to the ASC Webpage that include:
    a. Professional development opportunities: accreditation-related webinars and conferences
    b. Regular updates on accreditation-related activities at the College
    c. Other resources for campus constituent groups such as ACCJC trainings

4. A Compton College Accreditation Handbook

Compton College 2024 Institutional Self Evaluation Report

The ACCJC Accreditation Cycle is a 7-year cycle, and Compton College is currently at the end of year 4. Now that the 2021 Compton College Midterm Report has been submitted to the ACCJC, the time has come to begin work on the Compton College 2024 ISER.

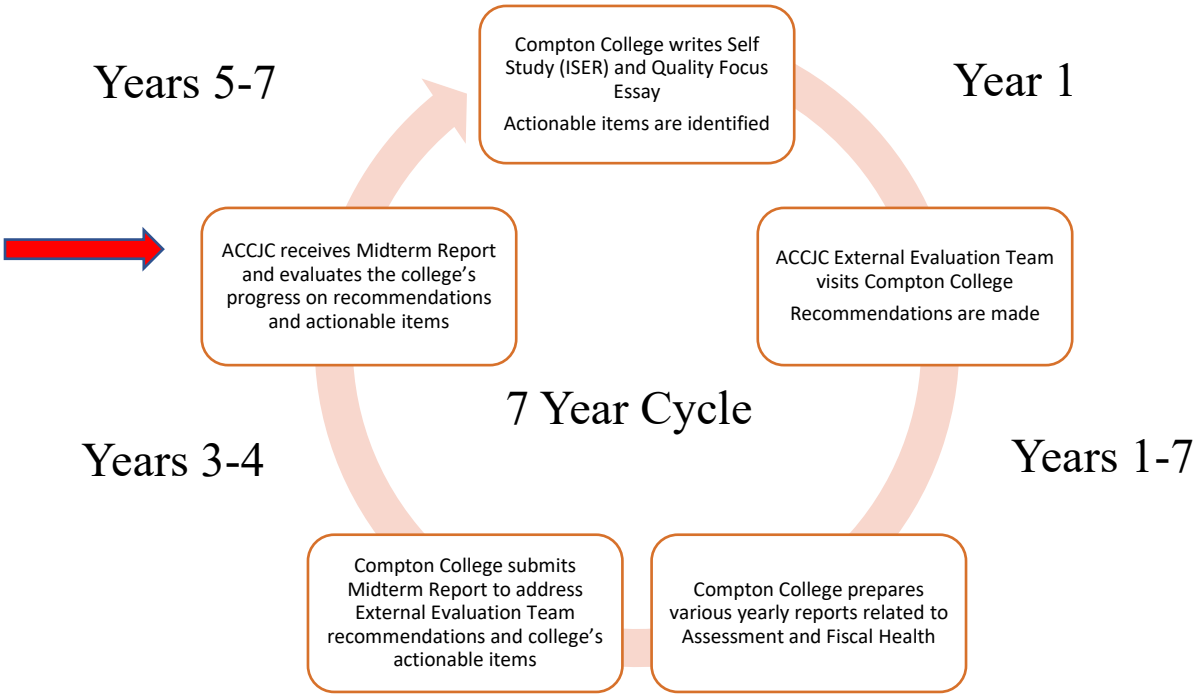

Figure 1. Compton College Accreditation Cycle

The ASC is currently collecting feedback from campus constituent groups regarding the last Compton College Institutional Self Evaluation Report (ISER) process that took place during 2015-2017 academic years. Preliminary work on the 2024 ISER process has already begun, and the ASC will rollout this plan to the campus community for the ISER process to officially kick off campuswide in fall 2021. The aforementioned preliminary work of the ASC in spring 2021 includes the following:

1. Developing the Compton College 2021-2024 Institutional Self-Evaluation Report Timeline,
2. Developing process for evidence gathering, cataloguing, and overall organization, and
3. Alignment of the ACCJC Standards to Compton College Institutional Standing Committees.

Annual Reporting to the Commission

The ACCJC requires colleges to complete an annual report that encompasses two areas: institutional data and financial data. Each spring, the College completes their annual report and

submits it to the Commission for their review and for their records. The ASC receives and reviews the trends in these reports each spring ahead of their approval at the Compton Community College District Board of Trustees and submission to the ACCJC.

APPENDIX C

COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

BP 3200 Accreditation ***Issued: April 20, 2021***

References:
Title 5 Section 51016;
ACCJC Accreditation Eligibility Requirement 21
ACCJC Accreditation Standards I.C.12 and 13

The Compton Community College District ~~shall meet and, where feasible, exceed the accreditation Standards established by the Western Association of Schools and Colleges (WASC), Accrediting Commission for Community and Junior Colleges (ACCJC). To that end, the College, through the consultation process, has established procedures to maximize the effectiveness of the accreditation process, and promote the participation of the campus community in that process.~~ provides quality educational programs and services to its community and demonstrates its commitment as an accredited institution of higher learning by ensuring the following:

The President/Chief Executive Officer (CEO) shall

- *~~confirm~~ ~~e~~Ensure that the District complies with, and ~~where feasible~~strive to exceed, the accreditation processes and standards of the Accrediting Commission of Community and Junior Colleges and of other District programs that seek special accreditation.*

- *~~keep~~ Keep the Board of Trustees informed of approved accrediting organizations and the status of accreditations of various programs at Compton College.*

- *~~ensure~~ Ensure that the Board of Trustees is involved in any accreditation process in which Board participation is required.*

- *~~provide~~ Provide the Board of Trustees with regular status updates and summaries of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report.*

~~Compton College will promote the participation of the campus community in the accreditation process.~~ Compton Community College District shall ensure the particitpation of the campus community in the accreditation process. Procedures for implementing the accreditation policy and to maximize the effectiveness of these procedures will be developed in collegial consultation with the Academic Senate and ~~in collegial consultation with the Academic Senate~~ through the collaborative governance process involving campus stakeholders.

Applicable Administrative Regulation:
AR 3200 – Accreditation

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Commented [CM4]: The Compton Community College District shall?

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APPENDIX D

BP 4230 Grading and Academic Record Symbols **Issued: June 19, 2018**
Revised: May 18, 2021

References:
Title 5 *Sections* §~~-~~55021 and §55023

Courses shall be graded using the grading system established by Title 5 ~~s~~*S*ection 55023. The grading system shall be published in the college catalog and made available to students.

Procedures for implementing this policy will be developed in collegial consultation with the Academic Senate.

Applicable Administrative Regulation:
AR 4230 Grading and Academic Record Symbols

COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS

AR 4230 Grading and Academic Record Symbols

Issued: June 19, 2018
Revised: March 19, 2020
Revised: April 20, 2021

References:
Title 5 §*Sections* 55021 and §55023

The grading practices of the Compton Community College District shall be as follows:

Semester Unit of Credit

College work at Compton College is measured in terms of semester units. One unit of credit is awarded for approximately 54 hours of lecture, study or laboratory work. The ~~amount~~ number of credits awarded shall be adjusted in proportion to the number of hours of lecture, study or laboratory work.

Grade Records

Instructors will maintain records required by the District and report grades in a timely manner based on District procedures. Instructors shall maintain a careful record of graded assignments and, to support the grade assigned for the course, the grade roster should have a minimum of three grades plus the final examination grade for each student.

Grades, Grade Points, and Grade Point Average

Grade points are numerical values which indicate the scholarship level of letter grades. The grade point average equals the total grade points divided by the total units attempted for-credit courses in which letter grades (evaluative symbols) have been assigned. Grade points are assigned according to the scale in the chart below and shall be published in the college catalog.

Evaluative Symbols

A	Excellent	4 points for each unit
B	Good	3 points for each unit
C	Satisfactory	2 points for each unit
D	~~Passing, I~~Less than satisfactory	1 point for each unit
F	Failing	0 points for each unit

P	Pass, at least satisfactory (formerly C*R* for Credit)	See Note 1
NP	No Pass, less than satisfactory (formerly NC for No Credit)	See Note 1
SP	*Satisfactory Progress towards completion of the course (Used for noncredit courses only and is not supplanted by any other symbol.)*	*See Note 1*

Non-Evaluative Symbols

I	Incomplete	See Note 2
IP	In Progress	See Note 3
W	Withdrawal	See Note 4
MW	Military Withdrawal	See Note 5
EW	Excused Withdrawal	See Note 6
RD	Report Delayed	See Note 7

Notes:

~~I.~~ ***1.*** **P/NP – Pass/No Pass and *SP – Satisfactory Progress* (formerly ~~Cr~~*CR*/NC for Credit/No Credit)**

A certain number of *credit* courses are offered only on a P/NP basis while some others are offered on a P/NP or letter grade option depending on which the student selects by the fourth week of a 16-week class or 25% of a class. A student earning a P grade will receive unit credit toward graduation if the course is degree-applicable. ~~Non-credit~~ *Noncredit* courses may also be offered P/*SP/*NP. Unit credit earned in P/NP courses will not be considered when calculating grade point average. Designation of P/NP or option P/NP grading is included in the course description. All grades in credit courses except W and P/NP will be considered in determining the grade point average. While NP and W grades are not used in grade point determination, a student with an excessive number of withdrawals or NPs is subject to course repetition limitations and probation or dismissal regulations.

~~II.~~ ***2.*** **I - Incomplete**

A student may receive a notation of “I” (Incomplete) and a default grade when a student did not complete his or her academic work for unforeseeable, emergency, and justifiable reasons. The Incomplete grade to be assigned by the instructor and designated on the student’s transcript will be IB, IC, ID, IF, or INP. Collectively, these grades will be referred to as an “I” grade. The written record containing the conditions for removal of the “I” will be held for the student in the Admissions and

Records Office through the ~~sixth week~~ *last day* of the next regular semester. If the student does not complete the required work by the end of the sixth week, the "I" will automatically be removed and the default grade will be assigned. Any extension of the time for completion of the required work must be approved by the division dean. The student should petition for the extension of time on a form provided by the Admissions and Records Office.

~~III.~~ *3.* IP - In Progress

The "IP" symbol shall be used only in those courses which extend beyond the normal end of an academic term. It indicates that work is "in progress," but that assignment of an evaluative symbol (grade) must await its completion. The "IP" symbol shall remain on the student's permanent record to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student's permanent record for the term in which the course is completed. The "IP" shall not be used in calculating grade point averages. If a student enrolled in an "open-entry, open-exit" course is assigned an "IP" at the end of an attendance period and does not re-enroll in that course during the subsequent attendance period, the appropriate faculty will assign an evaluative symbol (grade A through F, P, or NP) to be recorded on the student's permanent record for the course.

~~IV.~~ *4.* W - Withdrawal

It is the responsibility of the student to officially drop a class by the published withdrawal date. If a student fails to drop by that date, the student may be subject to a substandard grade. A student may also be dropped by the instructor if the student has been absent for more than 10% of the scheduled class meetings. Withdrawal from classes is authorized through the 12th week of instruction in a 16-week class, or 75% of a class, whichever is less. If a student remains in class beyond the published withdrawal date an evaluative symbol (grade A through F, P, or NP) or an "I" (Incomplete) shall be assigned. A student who must withdraw after the published withdrawal date due to extenuating circumstances may petition for the assignment of a "W." Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.

No notation ("W" or other) shall be made on the academic record of the student who withdraws prior to the close of the second week of a 16-week class, or 20% of a class, whichever is less. Any withdrawal occurring after the published No Notation date shall be recorded as a "W" on the student's record.

The "W" shall not be used in calculating grade point averages, but excessive "W's" shall be used as factors in course repetition and probation and dismissal procedures.

~~V.~~ *5.* MW – Military Withdrawal

Military Withdrawal occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Upon verification of such orders, the student may be assigned "MW." Military withdrawals shall not be counted in the limitation on excessive withdrawals nor in progress probation and dismissal calculations.

~~VI.~~ *6.* EW – Excused Withdrawal

An Excused Withdrawal (EW) occurs when a student is permitted to withdraw from a course(s) due to specific events beyond the control of the student affecting his or her ability to complete a course(s). Such events ~~and~~ may include a job transfer outside the geographical region, an illness in the family where the student is the primary caregiver, a pandemic event (e.g. Novel Coronavirus) when the student who is incarcerated in a California state prison or county jail is released from custody or involuntarily transferred before the end of the term when the student is the subject of an immigration action, or other extenuating circumstances making course completion impractical. In the case of an incarcerated student, an excused withdrawal cannot be applied if the failure to complete the course(s) was the result of a student's behavioral violation or if the student requested and was granted a mid-semester transfer.

Upon verification of these conditions by the Director of Admissions and Records or their designee and consistent with the district's required documentation substantiating the condition, an excused withdrawal symbol may be assigned at any time after the period established by the governing board during which no notation is made for withdrawals. The withdrawal symbol so assigned shall be an "EW."

An Excused Withdrawal shall not be counted in progress probation and dismissal calculations and shall not be counted toward the permitted number of withdrawals or counted as an enrollment attempt.

An Excused Withdrawal ~~will~~shall not be counted in the Satisfactory Academic Progress *(SAP)* calculation for Financial Aid purposes. *Students must petition with the Financial Aid Office to ensure the "EW" is not counted in the SAP calculation.*

~~VII.~~ *7.* RD – Report Delayed

The "RD" symbol may be assigned by the registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. "RD" shall not be used in calculating grade point averages.

APPENDIX E

COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

BP 4222 Limitation to Remedial Coursework **Issued: May 15, 2018**
Revised: April 20, 2021

Reference:

Title 5 Section 55035, ACCJC Accreditation Standard II.A.4

It is the policy of Compton Community College District that a student ~~should~~ shall not receive credit for more than 30 semester units of~~r~~ remedial coursework (nondegree-applicable basic skills courses) at Compton College. The limitation does not apply to the following:

a. A student enrolled in one or more course~~e~~se of English as a Second Language courses; or
~~b.~~ A student identified by the district as having a documented learning disability.

A student may be granted a waiver to the 30-unit limit. A waiver~~s~~ will be granted only if a student shows ~~signficant~~significant measurable progress towards the development of skills appropriate to enrollment in degree-applicable credit courses.

The President/CEO, in collegial consultation with the Academic Senate, as stated in Board Policy 2510, shall establish procedures that establish standards of scholarship and grading practice and symbols as established by Title 5.

~~The Board will determine a uniform grading practice for the District, based on sound academic principles.~~

~~Work in all courses acceptable in fulfillment of the requirements for an associate or baccalaureate degree, a certificate, diploma or license shall be graded in accordance with a grading scale adopted by the Board consistent with Section 55758. The grading system shall be published in the college catalogs and made available to students.~~

Applicable Administrative Regulation:
AR 4222 Limitation to Remedial Coursework

Commented [CM1]: recommended not to make significant changes to this policy. Because it reads exactly the same as BP 4220 I would suggest getting rid of BP 4222 altogether and include AR 4222 as an applicable AR to BP 4220

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APPENDIX F

All Fields

New Course Proposal: PE 188 - Intercollegiate Esports

Basic Course Information

Course Discipline PE

Division Health and Public Services

Course Number 188

Course Title Intercollegiate Esports

Short Title Intrcol Esports Team

Justification for Proposing New Course or Revision to Course

Esports is an emerging intercollegiate sport recognized by many colleges and universities. This would provide opportunities to reach our students interested in participating in esports as an intercollegiate esport student-athlete.

Catalog Description

This course is designed for a competitive esports team. Students will compete against other competitive electronic sports teams throughout the nation at the community college and university level. The team will operate and abide by the guidelines of the National Association of Collegiate Esports (NACE) and the Compton College Athletics policies and procedures.

Proposal Information

First Semester Intended to Offer Fall

Year 2021

Course Resource Requirement

Staffing/Faculty - Is the current faculty and staff adequate to support the offering of the course?

Yes

Facilities and Equipment

Are the facilities and equipment for teaching the course available?

Yes

Library/Learning Resources

In consultation with a Librarian representative, have the Library and learning resource been determined to be adequate for the proposed course?

Yes

Teaching Disciplines, Minimum Qualifications

Is this course interdisciplinary? No

Explain

Physical education is a prime content area for interdisciplinary learning. In order to integrate different subject areas into Physical Education lessons, the basic aim and purpose are to cultivate skills and values such as cooperatives, flexibility, adaptability, solidarity, but above all to provide basic knowledge, exploration, classification, selection, evaluation, resolution, and observation.

Minimum Qualification

1. **Physical Education**

   Condition

   Or

2. **Coaching**

   Condition

Cross Listed Course

Cross Listed Course

Co-Contributor(s)

Co-Contributor(s)

Course Standards

This is a CTE Course No

This is a noncredit course No

This course has variable units No

This course has lab content Yes

This course is lab only Yes

Explanation required if Total Units do not equal the Calculated Total Min Units

Lab Units/Hours

Min

Lab Hours (1 unit = 54 hours) 180.000

[instructions] Outside-of-class hours are determined by the following standard ratio. If you override the calculation, you must provide an explanation below. Keep in mind that deviation from this ratio can affect articulation agreements with other institutions.

Instructional Category	In-Class Hours	Outside-of-Class Hours
Lecture (lecture, discussion, seminar, and related work)	1	2
Activity (activity, lab w/homework, studio, and similar)	2	1
Laboratory (traditional lab, natural science lab, clinical, and similar)	3	0

Min Outside-of-Class Hours **Calculated** 0.00

Total Units/Hours

Min

Total Units 3.00

Total Units Override 3.000

Total Hours 180.00

Weeks 18

Grading Method

Grading Method

Letter

Special Characteristics

SAM Priority Code

E - Non-Occupational

Repeatability

This course is repeatable Yes

Number of Repeats Allowed

R2 - Repeatable x2

Justification for Repeatability

Skill Development: Since a student must fulfill the National Collegiate Athletic Association academic requirements to transfer to a 4 year institution, a local provision was made in order to allow these students to enhance their skills in an activity class setting. The curriculum is already in place to allow student athletes to repeat off-season training classes a 3rd time. This would provide an avenue for those students who may be behind in English and Math to take the appropriate classes and still be able to attend and compete at a 4 year NCAA institution.

Approved Special Class

This class is an approved special class for disabled students No

Active Participatory Course

This is an active participatory course (only applies for the ART, HUMAN, MUSIC, PE, THART disciplines) No

Levels Below Transfer

Levels Below Transfer (only applies for the ENGL, ESL, MATH, READ disciplines)

Y - Not applicable (transfer level)

Credit By Examination

This course is eligible for credit by examination. No

Content

Lecture and Lab Hours

Lecture Hours:
Lab Hours: 180.000

Content

1. **Lab**

   Outline

   I. Orientation A. Player evaluation B. Rules and regulations of intercollegiate esports

   Approximate Time In Hours

   15.00

2. **Lab**

   Outline

   II.Tactical skill training: installing the game, maintaining the operation system, managing internet connections

   Approximate Time In Hours

   20.00

3. **Lab**

   Outline

   III.Mental Training A.Practical information from the coach or discussion of strategy B. Concentration C. Conditioning D. Simultaneous processing of information E. Memory of game commands, functions and progressions

   Approximate Time In Hours

   70.00

4. **Lab**

   Outline

   IV. Offensive strategy A. Communication techniques B. Mental approach C. Teamwork gaming training D. High-pressure problem-solving

   Approximate Time In Hours

   50.00

5. **Lab**

   Outline

   V. Specialized Skill Training and Drills A. Physical Conditioning B. Tactical preparation C. Technical preparation D.Sensing/Concentration E. Emotions preparation

   Approximate Time In Hours

   25.00

Course Objectives

Please list each objective individually.

Upon successful completion of the course, the student will demonstrate the ability to

Objectives

1. **Lab**

   Objective

   Demonstrate proper technique of technical skills in applying theoretical and empirical research in sports psychology to develop a psychological skills training manual for eSports athletes.

   Requires Critical Thinking Yes

2. **Lab**

   Objective

   Analyze the responsibilities of each defensive gaming position.

   Requires Critical Thinking Yes

3. **Lab**

   Objective

   Comprehend and explain the rules of intercollegiate eSports.

   Requires Critical Thinking Yes

4. **Lab**

   Objective

   Develop a conditioning program specific to the demands of different gaming techniques.

   Requires Critical Thinking Yes

5. **Lab**

   Objective

   Demonstrate the tactical skills within the sport of electronic gaming.

   Requires Critical Thinking Yes

6. **Lab**

   Objective

   Communicate effectively with team members within the structure of team play.

   Requires Critical Thinking Yes

Student Learning Outcomes

Please list each outcome individually.

Upon completion of this course, the student should be able to:

Learning Outcomes

1. **SLO#1 Students will be able to demonstrate concepts of teamwork as they relate to the successful completion of multi-player games versus highly skilled opponents.**

   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - **1. Critical Thinking**: Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.
   - **2. Communication**: Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.
   - **3. Community and Personal Development**: Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.
   - **4. Information Literacy**: Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.

2. **SLO#2- Students will be able to demonstrate increased mastery of advanced gaming motor and processing skills, including increased longitudinal focus and skill-specific fitness.**

   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - **1. Critical Thinking**: Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.
   - **2. Communication**: Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.
   - **3. Community and Personal Development**: Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.
   - **4. Information Literacy**: Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.

3. **SLO#3 Students will be able to diagram and apply concepts of offensive and/or defensive strategies during competition, adjusting as dictated by situational data or opponents' decisions**

   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - **1. Critical Thinking**: Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.
   - **2. Communication**: Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.
   - **3. Community and Personal Development**: Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.
   - **4. Information Literacy**: Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.

Methods of Evaluation and Examination

Evaluation Method

- Problem solving demonstrations (computational or non-computational)
- Skills demonstrations
- Exams/Quizzes

Other No

Typical Assignments

Some assignments require critical thinking No

Reading Assignments No

Writing Assignments No

Other Assignments Yes

Sample

Design and demonstrate a mental and physical program that would improve gaming skills.

Attached Files

Attach any required or supporting documents here. Supported file types include Word, PDF, Excel, and other similar file types.

Attached File

Course Materials

Have you added the materials needed for this course? Yes

Textbook (Minimum 3 Recommended)

Author(s)	Title	Edition	Publisher	ISBN-13	Year	Rationale for older textbook	Or Equivalent
William Collis	The Book of Esports:	1st	Rosetta Books	9781948122573	2020		**Or Equivalent** No

Manual

Author:	Author(s)	Title	Title:	Edition	Edition:	ISBN-13:	ISBN-13	Publisher:	Publisher	Year:	Year	R fo m

Software

Title:	Title	Edition/Version	Edition/Version:	Publisher/Manufacturer:	Publisher/Manufacturer	Description:	Description

Other Learning Materials

Other

Conditions of Enrollment

Enrollment Fees

Does this course have additional enrollment fees?

No

Enrollment Conditions

Is this course an open entry/open exit?

No

Course Requisites

Does this course need course requisites?

Yes

Requisite Removal

Have you removed a requisite from this course record?

No

Placement Exam

Does this course have a placement exam option?

No

Requisites

Course Requisites

1. **Other**

   Non Course Requirements

   Competitive online gaming experience

   Condition

   Parenthesis

Content Review

This course requires content review

No

Prerequisite/Corequisite Validation

Comparable to

Methods of Instruction

Check all that apply:

- **Demonstration**

  Describe

  Instructor will give lecture on the importance of all aspect of gaming.

- **Discussion**

  Describe

  Students will be able to explain and apply rules for various governing bodies for student's intercollegiate esport.

- **Group Activities**

  Describe

  Students will be able to demonstrate concepts of teamwork as they relate to the successful completion of multi-player games versus highly skilled opponents

- **Laboratory**

  Describe

  Students will be able to demonstrate increased mastery of advanced gaming motor and processing skills, including increased longitudinal focus and skill-specific fitness.

Distance Education

Does (or will) this course have a DE component? Yes

Form of Distance Education

Mode of delivery

- Emergency Fully Online by Mutual Agreement

Emergency Fully Online by Mutual Agreement Statement

A course may be offered fully online when the president of the college issues a state of emergency. The dean and division chair shall rely primarily on the assigned faculty for a recommendation to provide the course(s) entirely online for the present and or subsequent semesters/terms. The District and the assigned faculty shall mutually agree upon the implementation of the fully online course(s).

If the course is Hybrid - Internet with 1% - 99% on-campus, please fill out the following information.

% face-to-face meetings

% online

Hours for Content Delivery and Interaction

Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.

Activity 180

Online Hours

Face-to-Face hours (hybrid only)

Total hours per semester 180

Need Justification

The reason(s) that this course is being considered for distance learning is/are:

Other reason Yes

Explanation:

Distance learners have the opportunity to work at their own pace. Conversely, distance learning students can devote adequate time and attention to more challenging skills without worrying about keeping up or falling behind. Accelerated distance programs allow students to progress more quickly toward their objectives

Instructor-Student Contact

Below are possible types of regular and effective instructor-student communication that an instructor could use with this curriculum. The instructor's *syllabi *and *effective communication *statement should reflect at least three of the examples below, and how they will be utilized in the course.

Examples of online class communication:

- **Annoucements Chat**
- **Discussion Board Email**
- **Phone Text / App Text Telephone**
- **Schedule face-to-face meetings Conferencing**
- **Facilitation of student-to-student contact Social Networking Sites**
- **Feedback on individual student work LMS wikis and blogs**
- **Publisher provided software Blogs**
- **Interactive instructor designed lecture videos. 3rd party interactive software**

Please note: it is the instructor's responsibility to ensure that all course materials, including videos, webcasts, podcasts, audio, and visual, are made accessible (with The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135). (see #5)

Do the following sections of the *Course Outline of Record* differ by offering this course via distance education?

Student Performance Objectives No

Assignments No

Assessment No

General Information

Have all faculty in department been notified of this DE petition/status?

Yes

What is the rationale for teaching this course via distance learning? Consider the pedagogical, practical, and technical benefits.

Hybrid learning is a specific type of blended learning where students are learning the same lesson in real-time (i.e., synchronous distance learning) but some students are physically present while others are learning remotely. Electronic games are rapidly emerging products, changing the way students play, think, and learn. Electronic games offer extraordinary opportunities to transform when, where, and how instructors might create new and more powerful ways to teach. Recently, educators have become increasingly interested in the potential of Esports as teaching and learning tools. Growing use of the Internet and computers by educators and students around the world has been rapidly growing. The introduction of both the Internet and computers has vastly changed education. Educators are now looked at electronic games as an opportunity to improve outcomes of teaching by seizing the intrinsic motivational aspects of electronic gaming.
Research shows that students that participate in organized electronic gaming have a far much better chance of navigating through complex psychological issues.
Finally, while new information and communication technologies are exciting developments in distance education, the potential of electronic gaming in distance education as a tool for teaching and learning has not been fully aware of by educators. However, recent studies show that electronic games are widely used as an educational tool in schools and becoming more a part of students' and adults' social lives.

What are the anticipated challenges with teaching this course via distance learning? Consider the pedagogical, practical, and technical challenges.

Some anticipated challenges may be some students may not have access to computers or sufficient internet or the self-directed nature of an asynchronous online course may be problematic for some students.

Section 508 Compliance

Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. Will the course:

1. Provide a text equivalent for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, enabling a screen reader to read the text equivalent?

Yes

Describe/explain

All course text equivalencies for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, screen reader will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's Canvas course shell.

2. Provide descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented?

Yes

Describe/explain

All descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's Canvas course shell.

3. Ensure that information conveyed by the use of color is also understandable without color. For example, a sight-impaired or color-blind student could understand a color-coded representation of DNA.

Yes

Describe/explain

The information conveyed by the use of color is also understandable without color, will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's Canvas course shell.

4. If you are using either more than one language or words which are "imported" from another language (such as faux pas), ensure that any changes in language be identified by using the HTML "lang" attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that "speak" multiple languages to generate the proper pronunciation?

Yes

Describe/explain

The information conveyed by the use of color is also understandable without color, will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's Canvas course shell.

5. Provide textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing?

Yes

Describe/explain

There will be textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's Canvas course shell.

6. Provide an alternative audio description for multimedia presentations to enable sight-impaired students to know what others are seeing?

Yes

Describe/explain

There will be alternative audio descriptions for multimedia presentations to enable sight-impaired students to know what others are seeing on the screen in accordance with the approved Distance Education Rubric the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's Canvas course shell.

7. Avoid flickering the screen and ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students with certain disabilities?

Yes

Describe/explain

Flickering will be avoided on the screen and faculty will ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's Canvas course shell.

8. Enable activation of page elements via keyboard or voice input, not just a pointing device (mouse) to provide students with mouse-dexterity problems an alternative to interact?

Yes

Describe/explain

Page elements via keyboard or voice input will provide an alternative for students with mouse-dexterity of varying abilities to interact with the instructor and students in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's Canvas course shell.

9. Identify, by labeling or other appropriate means, row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns?

Yes

Describe/explain

Course material will be identified by labeling or other appropriate means, as well as row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's Canvas course shell

10. Provide title frames and include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame?

Yes

Describe/explain

Title frames will include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's Canvas course shell.

DE Modality

Online: *A course that uses web-based tools and in which 100% of the instruction and interaction between instructor and student is done online.*

Hybrid: *A course that replaces some, but not all, face-to-face class time with web-based tools; see college DE Handbook for scheduling guidelines.- Streaming Video.*

For fully online classes, will proctored face-to-face tests be included?

Yes

I understand that students in fully online classes are not required to take proctored tests on the college campus; alternative locations must be arranged.

Yes

I understand that dates and times of exams must be listed in the Schedule of Classes.

Yes

Select the appropriate hybrid configuration(s) for this course:

Communication Methods and Frequency

Instructor-Initiated Contact: *Each section of the course that is delivered through distance education will include regular, effective contact between instructor and students (§ 55204). The use of the term "regular, effective contact" in this context suggests that students should have frequent opportunities to interact with the instructor of record.*

Frequency: *DE courses are considered the equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. Contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur, at the very least, the same number of instructor contact hours per week that would be available for face-to-face students. (Reference AP 4105)*

I acknowledge reading the definitions and guidelines above.

Yes

I understand that syllabi for DE classes must include methods of instructor- and student-initiated contact.

Yes

Instructor-Initiated Contact

- **Direct personal contact with students via e-mail, phone, or LMS messaging**

  Daily M-F Yes

  Weekly Yes

  Periodically Yes

- **Establishing/moderating virtual small groups**

  Daily M-F Yes

  Weekly Yes

  Periodically Yes

- **Facilitating student-to-student contact (chat, discussion, groups, etc.)**

  Daily M-F Yes

  Weekly Yes

  Periodically Yes

- **Instructor-prepared class materials (lecture, handouts, etc.)**

  Daily M-F Yes

  Weekly Yes

  Periodically Yes

- **Leading/moderating discussions**

  Daily M-F Yes

  Weekly Yes

  Periodically Yes

- **Office hours (face to face, phone, virtual)**

  Daily M-F Yes

  Weekly Yes

  Periodically Yes

- **Posting announcements (written, audio, or video)**

  Daily M-F Yes

  Weekly Yes

  Periodically Yes

- **Student polls/surveys**

  Daily M-F Yes

  Weekly Yes

  Periodically Yes

- **Timely feedback on student work**

  Daily M-F Yes

  Weekly Yes

  Periodically Yes

How will students receive feedback on their work? Check all that apply:

Student-Initiated Contact

- Online
- Email
- Listserv
- Chat Room
- Interactive Videoconferencing
- Website/Bulletin Board
- Telephone
- U.S. Mail
- On Campus

I have at least selected one of the checkboxes above. Yes

General Education/Transfer

Removing GE? No

General Education

Local GE No

CSU GE No

IGETC No

Transfer and Articulation

C-ID No

UC-TCA No

Course Articulation

Submit for Course-to-Course Articulation No

Material Fees

Course routinely requires a materials fee No

Material Fee Amount

Check one

This fee is to be charged to the student when he/she registers for a class, and it will be printed in the schedule of classes. If at all possible, it is preferable to handle all materials and their purchase through the Bookstore.

No

This material is to be required of the student to take the class, but is to be purchased after registration. It is typically included as information on the class syllabus.

No

A waiver is to be provided for students who wish to provide their own materials. No

All conditions addressed below must be met to charge a material fee.

The materials used must be required to achieve the learning outcomes of a course. We need to be able to identify specific outcomes that cannot be met without the use of the specific materials we are requiring.

Which learning outcomes for this course require the use of the materials listed?

The students receive tangible personal property (material) for the fee charged.

List all materials covered by the fee. (ex. 1, 2, 3, etc.)

The material is owned or primarily controlled by an individual student.

Describe how the material is in the control and ownership of the student:

The material is "solely available from the district", is provided at District cost OR there are health and safety reasons for the District being the sole provider OR The District is providing the material at lower cost than it is available elsewhere.

Describe how either of these two conditions is being met: If the college charges a fee, rather than have students furnish the materials, why should the students have to pay a fee to the college rather than supply the materials themselves?

The material can be taken from the classroom setting and is it not wholly consumed, used up, or rendered valueless as it is applied in achieving the learning outcomes of a course.

Describe how material has continued value outside of the classroom.

Supporting Documents

Attached File

Codes and Dates

Date

Course Origination Date 02/25/2021

Course Proposer Williams, Shannon

Implementation Date

Effective Term **Year**

C-ID Number

CB03: TOP Code 0835.50 - Intercollegiate Athletics

Course Control Number

CB04: Credit Status D - Credit - Degree Applicable

CB05: Transfer Status

CB08: Basic Skills Status N - Not Basic Skills

CB09: SAM Priority Code E - Non-Occupational

CB10: Cooperative Work Experience N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status Y - Credit Course

CB22: Non-Credit Category Y - Not Applicable, Credit course

CB23: Funding Agency Category Y - Not Applicable (funding not used to develop course)

CB24: Program Status 2 - Not Program Applicable

CB25 - Course General Education Status

Y. Not Applicable

CB26 - Course Support Course Status N - Course is not a support course

CID Code

ASSIST

Queue for Assist No

Last Request From Queue

Last Direct Request

ASSIST Preview

Prefix PE

Course Number 188

Lecture Content

Lab Content

1. I. Orientation A. Player evaluation B. Rules and regulations of intercollegiate esports
2. II.Tactical skill training: installing the game, maintaining the operation system, managing internet connections
3. III.Mental Training A.Practical information from the coach or discussion of strategy B. Concentration C. Conditioning D. Simultaneous processing of information E. Memory of game commands, functions and progressions
4. IV. Offensive strategy A. Communication techniques B. Mental approach C. Teamwork gaming training D. High-pressure problem-solving
5. V. Specialized Skill Training and Drills A. Physical Conditioning B. Tactical preparation C. Technical preparation D.Sensing/Concentration E. Emotions preparation

Course Description

This course is designed for a competitive esports team. Students will compete against other competitive electronic sports teams throughout the nation at the community college and university level. The team will operate and abide by the guidelines of the National Association of Collegiate Esports (NACE) and the Compton College Athletics policies and procedures.

Is Honors

false

Lecture Hours

0.000

Lab Hours

180.000

Outline Approval Date

Outline Effective Date

Prerequisites

Corequisites

Recommended Prep

Other

Other
Competitive online gaming experience

Objectives

1. Demonstrate proper technique of technical skills in applying theoretical and empirical research in sports psychology to develop a psychological skills training manual for eSports athletes. (Requires Critical Thinking)
2. Analyze the responsibilities of each defensive gaming position. (Requires Critical Thinking)
3. Comprehend and explain the rules of intercollegiate eSports. (Requires Critical Thinking)
4. Develop a conditioning program specific to the demands of different gaming techniques. (Requires Critical Thinking)
5. Demonstrate the tactical skills within the sport of electronic gaming. (Requires Critical Thinking)
6. Communicate effectively with team members within the structure of team play. (Requires Critical Thinking)

Instruction Methods

- **Demonstration**:
  Instructor will give lecture on the importance of all aspect of gaming.
- **Discussion**:
  Students will be able to explain and apply rules for various governing bodies for student's intercollegiate esport.
- **Group Activities**:
  Students will be able to demonstrate concepts of teamwork as they relate to the successful completion of multi-player games versus highly skilled opponents
- **Laboratory**:
  Students will be able to demonstrate increased mastery of advanced gaming motor and processing skills, including increased longitudinal focus and skill-specific fitness.

Evaluation Methods

- Problem solving demonstrations (computational or non-computational)
- Skills demonstrations

Other Texts

Assignments

- **Other Assignments**

No Sample Entered

APPENDIX G

All Fields

New Program: Basic Career Training - Certificate of Completion

Basic Program Information

Program Information

Degree/Certificate Name Basic Career Training

Division Fine Arts, Communication and Humanities

Discipline English as a Second Language

Award Type Certificate of Completion

Program Goal

Career Technical Education Yes

Transfer No

Other No

Proposal Information

Proposed Implementation Term

Spring

Year

2022

Rationale for Proposal

The ESL Department at Compton College would like to serve students who are interested in entering the job market or exploring new careers. The students in the Basic Career Training Program will take classes that support computer literacy, employability and job search skills.

Select all special characteristics that apply

What percentage of the program is approved to offer through Distance Education?

- 0%

Next Program Review (Month/Year)

2022

Originator

Olayele, Brittany

Extension

bolayele@compton.edu

Feasibility

Relationship to the mission of the college

This program is in direct support of Compton College's mission. "Compton College is a welcoming and inclusive environment where diverse students are supported to pursue and attain student success. "The ESL department will be able to support student success as they explore and hone their computer skills and employability skills by providing appropriate language and content- based skills instruction. Students will have the proper foundation to enter and thrive in work settings.

Place of program in curriculum/similar programs at college

Currently, Compton College does not offer any VESL programs. This program gives students the opportunity to explore career interests and prepare for a career of their choice.

Similar programs at other colleges in service area

N/A

Projected Annual Completers

15.00

Data Source for Completers

Adequacy of Resources

Staffing

Adequate staffing is available.

Estimated Full Time Faculty Workload

New Faculty Positions

0.00

Facilities and Equipment

There are adequate facilities and equipment available.

Estimated Cost of New Equipment ($)

Estimated Cost of New/Remodeled Facilities ($)

Library/Learning Resources

Estimated Cost of New Library Acquisitions ($)

0.00

Year 1

Annual # Sections 1.00

Annual Enrollment Total 15.00

Year 2

Annual # Sections 2.00

Annual Enrollment Total 20.00

Co-Contributor(s)

Co-Contributor(s)

Description

Catalog Description

The Compton College Basic Career Training Certificate is designed to prepare students for computer literacy and basic employability skills to successfully enter the workforce. Students enrolled in ESL 15, 16 or 17 are encouraged to take these courses.

ESL 6 Support for Career and Technical Programs (Basic Computer Skills) will focus on identifying the hardware and software on computer devices, navigating connectivity systems like Zoom and Canvas, understanding word processing programs like Microsoft Word and Google Docs and improving typing skills.

ESL 7 Career Exploration will focus on students' exploring careers that match their strengths through career assessments, job search skills, resume writing skills and employability skills.

Students who complete both classes will earn the Basic Career Training Certificate of Completion and job placement assistance through the Tartars at Work Network.

Program Goals and Objectives

- To create a student-centered learning environment
- Expand content- based vocabulary
- Enhance basic computer skills
- To prepare students for effective skills in the workplace

Noncredit Documentation

Is this Award noncredit? Yes

CTE Documentation

Gainful Employment Yes

Apprenticeship No

Labor Market Information (LMI) and Analysis

Data based on the Center of Excellence: March 2019

 The number of jobs for computer infrastructure and support occupations is projected to increase by 4% through 2023. More than 4,000 job openings will be available annually due to new job growth and replacement need.

 Over the past 12 months, there were 16,989 online job postings related to middle-skill computer infrastructure and support occupations in Los Angeles and Orange Counties.

 The typical entry-level education for the computer infrastructure and support occupations included in this report ranges from some college, no degree to bachelor's degree. The national-level educational attainment data indicates that between 34.7% and 41.1% of workers in the field have completed some college or an associate degree.

Net Annual Labor Demand 4,000

Advisory Committee Recommendations

Advisory Committee Members

N/A

Summary of Recommendations

N/A

Include Advisory Committee Minutes with Attachments No

Learning Outcomes (PLOs)

Outcomes

1. **Identify computer hardware and software accurately.**
   This program aligns to the following Institutional Outcomes (check all that apply):
   - **4. Information Literacy: Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.**
2. **Properly navigate Learning Management Systems and Connectivity Systems properly.**
   This program aligns to the following Institutional Outcomes (check all that apply):
   - **1. Critical Thinking: Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.**
3. **Understand basic commands for word processing programs.**
   This program aligns to the following Institutional Outcomes (check all that apply):
   - **4. Information Literacy: Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.**
4. **Practice job search and employability skills.**
   This program aligns to the following Institutional Outcomes (check all that apply):
   - **2. Communication: Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.**

Course Blocks

Course Blocks

1. **ESL 6**
   All units in this block will be calculated unless you override by entering a unit range below.
   Unit Min
   Unit Max
   54.00
   Courses in Block
   1. **Course**
      ESL 6 - ESL Support for Career and Technical Programs "Active"
      Non-Course Requirements
      Condition
      and
      Enrollment
      Year 1
      Annual # Sections
      2
      Annual Enrollment Total
      10
      Year 2
      Annual # Sections
      2
      Annual Enrollment Total
      12
      Subject
      ESL - English as a Second Language
      Course
      ESL 6 - ESL Support for Career and Technical Programs "Active"
      Unit Range
      Units Low
      Units High
2. **ESL 7**
   All units in this block will be calculated unless you override by entering a unit range below.
   Unit Min
   Unit Max
   36.00
   Courses in Block
   1. **Course**
      ESL 7 - Career Exploration "Active"
      Non-Course Requirements
      Condition
      Enrollment
      Year 1
      Annual # Sections
      2
      Annual Enrollment Total
      10
      Year 2
      Annual # Sections
      2
      Annual Enrollment Total
      12
      Subject
      ESL - English as a Second Language
      Course
      ESL 7 - Career Exploration "Active"
      Unit Range
      Units Low
      Units High

Attachments

Attached File

Computer_Infrastructure_Support_Labor_Data.pdf
Basic Career Training Program Narrative.docx

Codes and Dates

Approval Dates

- College Curriculum Committee Approval
  04/27/2021

Origination Date

Originator Olayele, Brittany

Implementation Date

Effective Term Spring **Year**

TOP Code 4931.00 - Vocational ESL*

Program Control Number

CDCP eligible Yes

CIP Code 32.0111: Workforce Development and Training.

Appendix H

COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

BP 4021 Program ~~Discontinuance~~ Viability **Issued: May 15, 2018**
Revised: ~~April 20~~May 18, 2021

Reference:
Education Code, Section 78016
Title 5, Sections 51022, 53200 and 55130
ACCJC Accreditation Standard II.A.15 & 16

Compton Community College District has established its Program Viability Policy in accordance with Title 5,
Section 51022. The purpose of this policy is to establish criteria and guidelines for a decision-making process; it is not intended to target programs for revitalization, suspension or discontinuance.

Program Review, the Educational & Facilities Master Plan, and other strategic planning activities shall be referenced and considered among sources of data and direction within the process. Program viability recommendations should be considered only after serious deliberation by all stakeholders. This policy should not be construed as an inducement to look for programs to revitalize, suspend or discontinue, or as a threat to honest participation in an academic process such as program review.

~~The purpose of this program discontinuance policy is to provide the District with a process to review its credit and non-credit educational programs on a systematic basis for institutional effectiveness and compliance with state and federal requirements. In response to realignment of educational or strategic objectives, fluctuations in program quality or demand, resource availability, budget constraints, and other external factors, the Board of Trustees may approve the discontinuance of an educational program identified as no longer appropriate to the mission and/or goals of the District in accord with Administrative Regulation 4021.~~

~~The District endorses the principle of collegial consultation with the Academic Senates regarding the establishment of a process for educational program discontinuance, which shall be consistent with the provisions of Education Code Section 78016 and the authority of the Board of Trustees to initiate and approve the discontinuance of the District's educational programs in accord with BP2510, Participation in Local Decision-Making.~~

~~A joint task force of faculty and administrators shall convene to develop the methodology, criteria and guidelines that will apply to evaluating educational programs. The task force, in its process of evaluation, shall consider data and other information, such as enrollment trends, degrees and certificates, success and retention, facility and equipment needs, and student outcomes, as well as indicators relevant to the review of the college's vocational and occupational training programs.~~

Commented [1]: This language does not belong in the BP. The process is delineated in AR 4021.

~~The discontinuance of any educational program is subject to approval by the Board.~~

Applicable Administrative Regulation:
AR 4021 Program ~~Discontinuance~~ Viability

Appendix H, continued

COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS

AR 4021 Program ~~Discontinuance~~ Viability **Issued: May 15, 2018**
Revised: May 18, 2021

Reference:
Title 5, Sections 51022, 55000, 55130
Program Discontinuance: A Faculty Perspective Revisited (ASCCC adopted Fall 2012)
ACCJC Accreditation Standard II.A.15 & 16

Purpose of Administrative Regulation 4021
~~This administrative regulation provides general principles and guidelines for the process of assessing program effectiveness to determine whether or not the college should discontinue an educational program. The discontinuance of an educational program means that the sequence of courses will no longer be offered in a form that will lead to the approved degree or certificate, although all or part of the curriculum may be retained.~~

For the purposes of this AR, programs at Compton College are groups of courses taught by faculty within a discipline; these courses may lead to one or more degrees, certificates, and/or transfer. Programs must support the California community college mission, as well as complete a program review report. Any program included in the instructional program review list as recommended and maintained ~~by the Program Review Committee~~ is subject to this procedure.

Commented [1]: Do we have a Program Review Committee under Senate?

For the purposes of this AR, *viability* outcomes may include revitalization, suspension, and discontinuance of a program.

~~**Definition of an Educational Program**~~
~~An educational program is an organized sequence of courses consisting of applicable coursework leading to a defined objective, degree, certificate, license, or diploma approved by the California Community Colleges Chancellor's Office; or leading to transfer to another institution of higher education.~~

Process for ~~Discontinuance~~ Review of Viability
~~Discontinuance is an academic and professional matter that requires consultation between the Office of the Vice President of Academic Affairs and the Academic Senate. Program discontinuance may be initiated by individual academic divisions or the Vice President of Academic Affairs. A consideration of program discontinuance is a process distinct from program improvement or academic program review. The Board will rely primarily on faculty expertise on academic and professional matters and the Academic Senate shall have a consultative role in all discussions of program discontinuance.~~

~~A program evaluation task force shall be formed as determined by the President of the Academic Senate and the Vice President of Academic Affairs to review any program under consideration for discontinuance. It will be co-chaired by the President of the Academic Senate and Vice President of Academic Affairs (or their designees).~~

~~Participants will include two academic deans designated by the Vice President of Academic Affairs and two faculty members appointed by the President of the Academic Senate. A representative from Institutional Research and Planning will serve as an advisory, non-voting member of the committee.~~

~~The committee may include additional members approved by both the President of the Academic Senate and the Vice President of Academic Affairs. Deans and faculty affiliated with the program under review may not serve on the task force but may be invited to provide relevant information.~~

Program viability discussions can begin in the Academic Senate as well as the following offices and/or departments: Academic Affairs, Student Services, and individual programs, disciplines, divisions, departments or advisory committees.

The Academic Senate and its committees, including the Curriculum Committee, must have a fundamental and integral role in any discussion of program viability, recognizing the District's legal requirement to rely primarily on the Academic Senate's advice in academic and professional matters.

Formation and Charge of a Program Viability Committee
When a formal discussion regarding the viability of a program is initiated, the Academic Senate will vote on the formation of a Program Viability Committee. If the Senate recommends formation of a Program Viability Committee, the Committee will be charged with:

1. Gathering all qualitative and quantitative evidence into a written report with the assistance of the offices of Academic Affairs and Institutional Research.
2. Conducting and participating in all public meetings and discussions as detailed in this procedure.
3. Recommending to the Academic Senate one of the three potential outcomes of the program viability process: revitalization, suspension, or discontinuation.

When a formal discussion is initiated, the Academic Senate will form an eleven (11) member Program Viability Committee which shall include:

1. Academic Senate President or designee - who shall chair the committee
2. Compton Community College Federation of Employees (CCCFE) President or designee
3. Curriculum Committee Faculty Chair
4. Distance Education Faculty Coordinator
5. Associated Student Body President or designee
6. Vice President of Academic Affairs
7. Program Dean
8. Program Division Chair
9. One full-time or adjunct faculty member from the program
10. One Counseling faculty member
11. One Classified staff member

Formal Discussion Criteria
Discussion concerning program viability must have two components: qualitative and quantitative data. Both qualitative indicators and quantitative indicators must be discussed in order to ensure a fair and complete review leading to a decision to revitalize, suspend, or discontinue a program. Indicators that directly impact success of students in the program should be most heavily weighted.

1. Qualitative indicators are based on the mission, vision, values, and goals of the institution, as well as access and equity for students. Program Review, the Comprehensive Master Plan, and other strategic planning documents shall be referenced and considered among sources of data and direction within these indicators. These indicators include, but are not limited to:
    a. The pedagogy of the discipline.

b. The balance of college curriculum.
c. The effect on students of discontinuing the program.
d. The potential for a disproportionate impact on diversity at Compton College.
e. The quality of the program and how it is perceived by students, articulating universities, local business and industry, advisory committees, and the community.
f. The ability of students to complete their degree or certificate or to transfer.
g. The duplication of programs in the region.
h. The regional effects of the program's discontinuance.
i. The effects on local businesses and in meeting workforce demand.
j. The ability of the program to meet standards of outside accrediting agencies, licensing boards, and governing bodies.

2. Quantitative indicators are based on the mission, ~~vision,values~~vision, values, and goals of the institution,~~;~~ as well as access and equity for students. These indicators include, but are not limited to:
   a. The projected future demand for the program.
   b. Student program completion.
   c. Enrollment trends over a sustained period.
   d. Change in graduation, transfer, or certificate requirements.
   e. Frequency of course section offerings.
   f. Term-to-term persistence of students within the program.
   g. Retention or success rates of students within the program.
   h. Productivity in terms of enrollment such as: FTES per FTEF ratio.
   i. Disproportionate impact on underrepresented students within the program.
   j. Disproportionate impact on student diversity.
   k. Service to other programs.
   l. Success rate of students passing state and national licensing exams and industry-based certification.
   m. Labor market demand.

3. Discussion Criteria for the Program Viability Committee
   a. The Committee must solicit feedback from all parties potentially affected by the decision. These include faculty, staff, administrators, students, the employing businesses and industries, and the community. Efforts must be made, if necessary, to ensure that student and community input is received.
   b. Discussion of program viability will culminate in public, open meetings organized and presided over by the Academic Senate. The dates, times and locations of these meetings will be published using all reasonable means of college communications.
   c. Discussions will include both qualitative and quantitative indicators. Sources of data for all indicators will be referenced and cited.
   d. A written record of all discussions and recommendations will be kept by the Academic Senate for review and will be published.
   e. Deliberations and conclusions shall rely primarily on the advice of the Academic Senate.

~~The task force will establish procedures, criteria, and guidelines and will collect data and conduct research necessary to evaluate the program's effectiveness in serving the community, the college, and its students. Areas for review should include achievement of the program's goals and objectives as they contribute effectively to the mission of the college and the comprehensive master plan, previous intervention strategies, program growth and enrollments, and student outcomes measures, such as success and persistence rates.~~

~~Factors such as the following may initiate this program discontinuance or reduction process and may be used by the task force in its deliberation:~~

- ~~Other community colleges in the area currently offering the program;~~
- ~~Other programs closely related to the program offered by the college;~~
- ~~Relation of the program to job market analysis, where applicable;~~
- ~~Enrollment projection for the program courses;~~
- ~~The need for and present adequacy of resources;~~
- ~~Recommendations of career technical education regional consortia and/or Compton College advisory committees, when applicable;~~
- ~~Facilities and equipment required to sustain the program;~~
- ~~Availability of adequate financial support; and~~
- ~~Availability of qualified faculty.~~

~~Vocational or occupational training programs must be reviewed and discontinued if they are no longer accomplishing the following statutory goals:~~

- ~~The program meets a documented labor market demand;~~
- ~~The program does not represent unnecessary duplication of other manpower training programs in the area; and~~
- ~~The program's demonstrated effectiveness can be measured by employment and completion rates of its students.~~

~~**Recommendation**~~
~~A recommendation to discontinue or reduce a program will occur when, after a full and open discussion, the members of the task force conclude that the program is unable to successfully achieve or make substantial progress towards its goals and objectives. The recommendation will be presented in a report that explains the decision and provides the relevant data.~~

~~The task force will forward its report to the President/Chief Executive Officer, who will review the report and make the final recommendation, if any, regarding discontinuance to the Board of Trustees.~~

~~If the Board of Trustees decides to discontinue a program, the college will make appropriate arrangements so that the program's enrolled students may complete their education in a timely manner with a minimum of disruption. The college will also address contractual obligations to program faculty and staff.~~

Possible Outcomes of Program Viability Discussion
The Program Viability Committee will make recommendations, which will be obtained through consensus. If consensus cannot be reached, a two-thirds majority vote of committee members will determine the recommendation.

The three possible recommendations are:

1. Revitalization
   A program undergoing revitalization will continue with qualifications. These qualifications shall include specific interventions designed to improve the viability and responsiveness of the program. A specific timeline will be provided during which these interventions will ~~occur~~occur, and expected outcomes will be outlined in advance; these interventions and outcomes will be called the Revitalization Plan and will be completed within two primary semesters. All interventions and timelines will be published in writing

by the Program Viability Committee, maintained by the Academic Senate. After the specified revitalization period is completed, the Program Viability Committee will review the program again.

The Dean, in good faith, will ensure assignment of appropriate resources to support the program during the revitalization, in particular assignment of adequate personnel.

The Revitalization Plan is developed by the Program Viability Committee in consultation with program or discipline faculty and is driven by practical, discussion-specific goals.

The plan must include any recommendations imposed by an external regulatory, governing or licensing body to which the program is subject.

The Revitalization Plan will address all facets of program performance, including Program Review recommendations, transfer rates or industry demand, student performance indicators, scheduling patterns and student access/equity issues. The use of the U.S. Department of Education "Five Step Process for Improving Performance," is recommended as a format for developing a Revitalization Plan. This five-step process involves:

a. Documenting program results.
b. Analyzing key performance indicators by a variety of comparisons.
c. Identifying direct or root causes of concerns.
d. Selecting best solutions to impact desired program performance.
e. Pilot-testing those solutions, evaluating impact, and then implementing tested solutions found to have significant impact.

2. Suspension
After all provisions of the aforementioned Formal Discussion Criteria have been met, a recommendation to suspend a program will occur when the committee concludes that the program cannot currently support student success due to a variety of factors. These factors may include, but are not limited to, inability to recruit qualified faculty, lack of sufficient fiscal resources, lack of sufficient physical resources, and/or insufficient enrollment. This recommendation will include a timeline to reevaluate the decision to suspend within three years, at which point a recommendation for either revitalization or discontinuance will be decided. Any recommendation for program suspension will include the following:

a. The criteria used to arrive at the recommendation.
b. A detailed plan and timeline during suspension of the program with the least impact to students, faculty, ~~staff~~staff, and community. Due consideration will be given to mechanisms to allow currently enrolled students to complete their course of study. Students' catalog rights will be maintained and accounted for in allowing them to finish the program.
c. A plan for the implementation of all requirements of collective bargaining for faculty and staff.

3. Discontinuance
After all provisions of the aforementioned Formal Discussion Criteria have been met, a recommendation to discontinue a program will occur when the committee concludes that the program falls outside the college's mission and/or the program's goals and objectives. The recommendation for a program to be discontinued shall be based upon the aforementioned qualitative and quantitative criteria and will be documented in writing by

Commented [2]: What do we think of this timeline?

the Program Viability Committee and maintained by the Academic Senate. A recommendation to discontinue may be mandated if so ordered by an external regulatory, governing, or licensing body to which the program is subject. No program will be recommended for discontinuation without first being given a Revitalization Plan and allowed implementation of that plan for two primary terms.

Any recommendation for program discontinuance will include the following:

a. The criteria used to arrive at the recommendation.
b. A detailed plan and timeline for phasing out the program with the least impact to students, faculty, staff, and community. Due consideration will be given to mechanisms to allow currently enrolled students to complete their course of study. Students' catalog rights will be maintained and accounted for in allowing them to finish the program.
c. A plan for the implementation of all requirements of collective bargaining for faculty and staff, including application of policies for reduction in force and opportunities to retrain.
d. The plan must include any recommendations imposed by an external regulatory, governing or licensing body to which the program is subject.
e. The final recommendation will be submitted to the Chancellor's office and accrediting bodies as needed.

Conclusion

The recommendations of the Program Viability Committee will be documented in writing and will include the signatures of the Vice President of Academic Affairs, the President/CEO, CCCFE President, and the Academic Senate President. The final recommendation will be maintained locally by the Academic Senate and presented to the Board of Trustees for approval.

Consideration of Collective Bargaining Rights

Nothing contained in this regulation is intended to infringe upon, diminish, or supersede any collective bargaining rights established for employees of the District. It is the intention of the District that consideration of issues appropriately under the scope of bargaining be addressed through the regular processes established for such consideration by the District and its collective bargaining units.

APPENDIX I

COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

BP 4070 Course Auditing and Auditing Fees **Issued: April 17, 2018**
Revised: April 20, 2021

Reference:
Education Code Section 76370

It is the policy of Compton Community College District to allow students to audit courses. The instructor of the course will determine whether to accept a student as an auditor and the manner in which the audit is to be conducted.

Students who are enrolling in a class for credit have enrollment priority over students intending to audit. ~~The fee for auditing courses shall be $15.00 per unit.~~ Students enrolled in classes to receive credit for ten or more semester credit units shall not be charged a fee to audit three or fewer semester units per semester.

Students who enroll in a class as an auditor cannot change their enrollment to receive credit for the course and cannot receive credit by examination for audited courses. Audited courses cannot be used to fulfill prerequisites.

Classroom attendance of students auditing a course shall not be included in computing the apportionment due ~~a community college district~~ the Compton Community College District.

Procedures for implementing the policy will be developed with collegial consultation with the Academic Senate, as defined in ~~CCR §~~Title 5 Section 53200 and as stated in Board Policy 2510.

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Applicable Administrative Regulation:
AR 4070 Course Auditing and Auditing Fees

APPENDIX I, CONTINUED

COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS

AR 4070 Course Auditing and Auditing Fees **Issued: April 20, 2021**

References:
Education Code Section 76370
Board Policy 4070 – Course Auditing and Auditing Fees

~~*Education Code Section 76370 permits the Board of Trustees to authorize a person to audit a community college course.*~~

A student may audit ~~selected~~ Compton College courses with the following provisions:

- *Priority in class enrollment shall be given to students desiring to take the course for credit.*
- *No student auditing a course shall be permitted to change their enrollment in that course to receive credit for the course. Students will not be permitted to earn Credit by Examination for audited courses. Audited courses cannot be used to meet course prerequisites requirements.*
- *Fee for auditing a class shall be $15 per unit per semester and $6 per unit during intersessions. Students enrolled in classes to receive credit for 10 or more semester credit units shall not be charged a fee to audit three or fewer semester units per term. Fees are to be paid ~~before attending~~ according to the class schedule and are non-refundable.*
- *A student wishing to audit a course must first obtain a Petition to Audit form from the Admissions and Records office.*
- *Auditing a course is on a space-available basis and is subject to the approval of the instructor. The instructor is not obligated to approve an audit.*
- *Registration for audit will be processed by Admissions and Records ~~occur~~ no sooner than the ~~second~~ ~~first~~ ~~second~~ first week of classes.*

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APPENDIX J

COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

BP 5050 Student sSuccess and sSupport pProgramsEquity and Achievement

Issued: December 13, 2016
Revised: April 21, 2020
Revised: April 20, 2021

References:
Educational Code Section 78210, et seq.
Title 5 Section *55500*
ACCJC Accreditation Standard II.C.2

The Compton Community College District shall provide Student Success and Support Equity and Achieveeivement Program (formerly Student Success and Support Program) services to students for the purpose of furthering *equity in* of educational opportunity and academic *success.*

The Board of Trustees' commitment to Student Equity and AcheivementAchievement *Success and Support Program services is to identify and close equity achievement gaps.*

The purpose of Student Equity and AcheivementAchievement Success and Support Program services is to bring the student and the District into agreement regarding the student's educational goals through the District's established programs, policies, and requirements. *The agreement is implementedinged activities and practices through the educational planning process guided pathways framework.*

The President/Chief Executive Officer shall establish procedures to assure implementation of Student Equity and AcheivementAchievement Success and Support Program services that comply with the Title 5 regulations. Academic Senate in collaboration

Applicable Administrative Regulation:
AR 5050 Student Equity and AcheivementAchievement Success and Support Program

Commented [SLB1]: This proposed change to Student Equity and Achievement does not align with the CCLC template. Title 5 Regulations address Student Success and Support Programs and have not been repealed. Per the CCLC districts are still required to comply. Therefore all changes proposed to SEA are reverted back to Student Success and Support Program.

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APPENDIX K

College-Level Examination Program (CLEP)

The College Board's College-Level Examination Program (CLEP) is a rigorous program allows students from a wide range of ages and backgrounds to demonstrate their mastery of introductory college-level material and earn college credit.

As part of Credit for Prior Learning (BP/AR 4235), the CLEP Exams may be used as a means for obtaining credit. To that end, CLEP Exams may earn credit toward meeting General Education requirements. Students must receive a minimum score as noted in the chart below.

Students who take an Advanced Placement (AP) exam, an International Baccalaureate (IB) exam, or College-Level Examination (CLEP) exam in the same topic area will receive credit for only one exam. (For example, if a student takes both the AP exam in Biology and the CLEP Biology exam, they will only receive credit for one exam because the topics are duplicative). The College will award credit for the exam that most benefits the student.

CLEP Exam	ACE Recommended Score	Total Semester Units Awarded Toward Associate Degree[1]	Semester Units Applied Toward Associate Degree GE Requirements	Associate Degree GE Area Fulfilled	CSU GE Breadth Applicability Source: CSU Systemwide Credit for External Examinations 4/20/2020[1]
American Government	50	3	3	Area 2	D8 3 semester units
American Literature	50	3	3	Area 3	C2 3 semester units
Analyzing and Interpreting Literature	50	3	3	Area 3	C2 3 semester units
Biology	50	6	3	Area 1	B2 3 semester units
Calculus	50	4	3	Area 4B AND Area 6	B4 3 semester units
Chemistry	50	6	3	Area 1	B1 3 semester units
College Algebra	50	3	3	Area 4B AND Area 6	B4 3 semester units
College Composition	50	6	3	Area 4A	

[1] The scores and credit hours that appear in this table are the credit-granting scores and semester hours recommended by the American Council on Education (ACE) Guidelines (https://www.acenet.edu/National-Guide/Pages/Organization.aspx?oid=e9089b28-9016-e811-810f-5065f38bf0e1). The scores listed above are equivalent to a grade of C in the corresponding course. Refer to Systemwide Credit for External Examinations 4/20/2020. Total semester units awarded include GE units if applied in an area as well as elective units towards the associate degree.

CLEP Exam	ACE Recommended Score	Total Semester Units Awarded Toward Associate Degree[1]	Semester Units Applied Toward Associate Degree GE Requirements	Associate Degree GE Area Fulfilled	CSU GE Breadth Applicability Source: CSU Systemwide Credit for External Examinations 4/20/2020[1]
College Composition Modular	50	3	3	Area 4A	
College Mathematics	50	6	3	Area 4B AND Area 6	
English Composition	50	6	3		
English Literature	50	3	3	Area 3	C2 3 semester units
Financial Accounting	50	3	NA		
French Language	50-58 59 or above	6 9	3 3	Area 3 Area 3	N/A C2 3 semester units
Freshmen College Composition	50	6	3	Area 4A	
German Language	50-59 60 or above	6 9	3 3	Area 3 Area 3	N/A C2 3 semester units
History of the United States I	50	3	3	Area 2	D6 & US1 3 semester units
History of the United States II	50	3	3	Area 2	D6 & US1 3 semester units
Human Growth and Development	50	3	3	Area 2	E 3 semester units
Humanities	50	3	3	Area 3	C2 3 semester units
Information Systems	50	3	3	Area 4B	
Introduction to Educational Psychology	50	3	3	Area 2	
Introductory Business Law	50	3	NA		
Introductory Psychology	50	3	3	Area 2	D9 3 semester units
Introductory Sociology	50	3	3	Area 2	D0 3 semester units
Natural Sciences	50	6	3	Area 1	B1 or B2 3 semester units
Precalculus	50	3	3	Area 4B AND Area 6	B4 3 semester units
Principles of Accounting	50	6			
Principles of Macroeconomics	50	3	3	Area 2	D2 3 semester units
Principles of Management	50	3	NA		
Principles of Marketing	50	3	NA		

CLEP Exam	ACE Recommended Score	Total Semester Units Awarded Toward Associate Degree[1]	Semester Units Applied Toward Associate Degree GE Requirements	Associate Degree GE Area Fulfilled	CSU GE Breadth Applicability Source: CSU Systemwide Credit for External Examinations 4/20/2020[1]
Principles of Microeconomics	50	3	3	Area 2	D2 3 semester units
Social Sciences and History	50	6	3	Area 2	
Spanish Language	50-62 63 or above	6 9	3 3	Area 3 Area 3	N/A C2 3 semester units
Spanish with Writing	50-64 65 or above	6 12	3 3	Area 3 Area 3	N/A C2 3 semester units
Trigonometry	50	3	3	Area 4B AND Area 6	B4 3 semester units
Western Civilization I: Ancient Near East to 1648	50	3	3	Area 2 OR Area 3	C2 or D6 3 semester units
Western Civilization II: 1648 to Present	50	3	3	Area 2	D6 3 semester units

APPENDIX L

International Baccalaureate® (IB)

The International Baccalaureate® (IB) is a challenging two-year curriculum, primarily aimed at students aged 16 to 19. The IB Diploma Program is a comprehensive and challenging pre-university course of study, leading to examinations that demand the best from motivated students and teachers. It is widely recognized for its high academic standards.

- The two-year curriculum is rigorous and intellectually coherent, encouraging critical thinking through the study of a wide range of subjects in the traditional academic disciplines while encouraging an international perspective.
- Beyond completing college-level courses and examinations, Diploma Program students are also required to engage in community service, individual research, and an inquiry into the nature of knowledge.
- The two-year course of study leads to final examinations in six subject areas.

The IB governance is composed of:

- An IB Board of Governors
- Six committees (access and advancement, audit, compensation, education, finance, and governance)

As part of Credit for Prior Learning (BP/AR 4235), the IB Exams may be used as a means for obtaining credit. To that end, IB Exams may earn credit toward meeting General Education requirements. Students must receive a minimum score of 5 on IB exams as noted in the chart below. Credit will only be given for Higher Level (HL) exams. No credit is given for Standard Level (SL) exams.

Students who take an Advanced Placement (AP) exam, an International Baccalaureate (IB) exam, or College-Level Examination (CLEP) exam in the same topic area will receive credit for only one exam. (For example, if a student takes both the AP exam in Biology and the IB Biology HL exam, they will only receive credit for one exam because the topics are duplicative). The College will award credit for the exam that most benefits the student.

IB Subject Area	Minimum Passing Score AA/AS CSU GE IGETC	Total Semester Units Awarded Toward Associate Degree[1]	Semester Units Applied Toward Associate Degree GE Requirements	Associate Degree GE Area Fulfilled	IGETC Applicability Source: IGETC Standards Version 2.1 June 2020	CSU GE Breadth Applicability Source: CSU Systemwide Credit for External Examinations 4/20/2020
IB Biology HL	5	6	3	Area 1: Natural Science	5B 3 semester units	B2 3 semester units
IB Chemistry HL	5	6	3	Area 1: Natural Science	5A 3 semester units	B1 3 semester units
IB Economics HL	5	6	3	Area 2: Social and Behavioral Sciences	4 3 semester units	D2 3 semester units
IB Geography HL	5	6	3	Area 2: Social and Behavioral Sciences	4 3 semester units	D5 3 semester units
IB History (any region) HL	5	6	3	Area 2: Social and Behavioral Sciences OR Area 3: Humanities	3B or 4* 3 semester units	C2 or D6 3 semester units
IB Language A: Literature HL (any language, except English	5	6	3	Area 3: Humanities	3B and 6A 3 semester units	
IB Language A: Language and Literature HL (any language, except English)	5	6	3	Area 3: Humanities	3B and 6A 3 semester units	
IB Language A: Literature (any language) HL	5	6	3	Area 3: Humanities	3B 3 semester units	C2 3 semester units
IB Language A: Language and Literature (any language) HL	5	6	3	Area 3: Humanities	3B 3 semester units	C2 3 semester units
IB Language B (any language) HL	5	6	3	Area 3: Humanities	3B 3 semester units	
IB Mathematics HL	5	6	3	Area 4B: Language & Rationality: AND Area 6. Mathematics Competency	2A 3 semester units	B4 3 semester units

[1] Total semester units awarded include GE units if applied in an area as well as elective units towards the associate degree.

IB Subject Area	Minimum Passing Score AA/AS CSU GE IGETC	Total Semester Units Awarded Toward Associate Degree[1]	Semester Units Applied Toward Associate Degree GE Requirements	Associate Degree GE Area Fulfilled	IGETC Applicability Source: IGETC Standards Version 2.1 June 2020	CSU GE Breadth Applicability Source: CSU Systemwide Credit for External Examinations 4/20/2020
IB Physics HL	5	6	3	Area 1: Natural Science	5A 3 semester units	B1 3 semester units
IB Psychology HL	5	6	3	Area 2: Social and Behavioral Sciences	4 3 semester units	D9 3 semester units
IB Theater HL	5	6	3	Area 3: Humanities	3A 3 semester units	C1 3 semester units

*IB exam may be used in either area.

APPENDIX M

Distance Education Handbook

Compton College

2021-2023

Contact Information

1111 East Artesia Blvd
Vocational Technology Building Room 150
Compton, CA. 90221
Phone: (310) 900-1600 ext 2554

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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, staff, administration, 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.
- 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

ASCCC: Support New Distance Education Definitions Policy
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.

FULLY ONLINE (FO)(also known as "100% online"):

Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contact hours, including online proctored assessments, are delivered through these online interactions. No in-person assessments are required.

PARTIALLY ONLINE (PO)(also known as "hybrid"):

Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. This would include periodic synchronously scheduled meetings for lecture, lab or testing where the instructor and student are together. Any portion of a class that is delivered online must follow a separate approval process. The approved online portion must meet the regular and effective contact regulation. The class schedule indicates when and where the in-person meetings occur and how many hours are to be completed online. Any scheduled or synchronous online meetings should also be included in the schedule of courses.

ONLINE WITH IN-PERSON PROCTORED ASSESSMENT: (OPA)

Instruction involving regular and effective online interaction in which all instruction takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, with in-person proctored assessments. All assessments are offered at approved locations proximal to the student and over a designated range of dates and times. No activities or assessments may be scheduled at a designated time or location.

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

Web Enhanced Courses, Remote Classes/Synchronous, 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 Class Size Caps

Article 23.2 of the CCCFE Faculty Contract states, "For purposes of delivering and maintaining online and hybrid course quality, online and hybrid courses shall be considered as a "restricted class" and shall follow the maximum student enrollment as defined in Article 14.3.a. in this Agreement." Article 14.3.a. in the CCCFE Faculty Contract notes that "The maximum class size for restricted classes shall be 30 students, unless there are fewer than 30 work stations available in a classroom; in such cases, the maximum class size shall be determined by the number of work stations available."

Distance Education Handbook Goals

The goals of this handbook are to:

- 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

Required Compliance Training to Teach Distance Education Courses

According to Ed Code, all faculty course shells must meet compliance, therefore it is required that faculty complete training in the following areas. There are three areas of training required before a faculty member is eligible to teach online. It is required that faculty complete the Canvas Learning Management System training. It is also required that faculty complete the Introduction to Teaching and Learning Online course provided by @ONE. It is also required that faculty also complete the @ONE Accessibility training which relates directly to the OEI Rubric Section D-Accessibility.

- Growing with Canvas (Facilitated by Compton College) **or** Introduction to Teaching with Canvas (Self-Paced and Facilitated by @ONE)
- Introduction to Teaching and Learning Online (May be facilitated by Compton College or @ONE)
- Creating Accessible Course Content (May be facilitated by Compton College or @ONE)

These trainings are required to be on file with the Distance Education Department before a faculty member can complete a course demonstration through the Faculty Course Review Committee and is approved to teach online. When the training courses are completed, please submit your badge/s of completion to Distance_ed.Compton.edu.

The final requirement is a demonstration of competency/skills. When faculty are assigned an online class, please sign up for a demonstration (you will be assigned a mentor to facilitate). Faculty will need to present a welcome module **and** a minimum of 3 modules/weeks of the online course that they are scheduled to teach.

If you have completed training at another institution, you may complete an equivalency. Please provide any relevant documentation about the training you completed (badges, certificates, syllabus, homepage screenshots, etc.). Please submit your documentation and completed form to the Distance Education Faculty Coordinator.

Compton College does offer reimbursement* for training. You can review the requirements and complete the paperwork on the Professional Development website.

*Note your division dean ***must*** approve your training request ***before*** you apply for reimbursement.
If you take these courses through @ONE you have the opportunity to earn units for salary advancement through Fresno Pacific University.

Required Compliance Training to Use the LMS For On Ground Courses

According to Ed Code, all faculty course shells must meet compliance; therefore, it is required 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 required to be certified in two areas. Faculty are required to complete Growing with Canvas (facilitated by Compton College) or Introduction to Teaching with Canvas (facilitated by @ONE). Faculty are also required to complete the @ONE Creating Accessible Course Content training which relates directly to the OEI

Rubric Section D-Accessibility. These trainings are required to be on file with the Distance Education Department before 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 doing their course demonstration and being eligible to teach online at Compton College. After filling out the certification equivalency form, a demonstration of competency would be completed after the DEFC processes the equivalency form.

Laws and Codes

California Community College Curriculum - Title 5: 55200- 55210.

§ 55200. Definition and Application

Distance education means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of 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 of 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 class conducted through distance education as are applied to in-person classes, 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, and among students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, 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 new or existing course or course section is designed to be provided through distance education, an addendum to the official course outline of record shall be required. In addition to addressing how course outcomes will be achieved in a distance education mode, the addendum shall at a minimum specify how the portion of instruction delivered via distance education meets:

(a) Regular and effective contact between instructors and students and among students as referenced in title 5, section 55204(a), and

(b) Requirements of 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. § 749d)

The addendum shall be separately reviewed and approved according to the district's adopted curriculum 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) Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements.

(c) 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).

(d) 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. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

§ 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.

§ 59400. Required Instructional Materials

(a) The governing board of a district may, consistent with the provisions of this subchapter, require students to provide instructional materials required for a credit or noncredit course, provided that such materials are of continuing value to a student outside of the classroom setting, and provided that such materials are not solely or exclusively available from the district.

(b) ***Required instructional materials shall not include materials used or designed primarily for administrative purposes, class management, course management or supervision.***

(c) Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years. The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase.

(d) Except as specifically authorized or required in the Education Code, the governing board of a community college district shall not require a student to pay a fee for any instructional materials required for a credit or noncredit course.

(e) The Chancellor's Office shall adopt guidelines for districts implementing this subchapter.

Note: Authority cited: Sections 66700, 70901 and 76365, Education Code. Reference: Sections 70901, 70902 and 76365, Education Code.

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 (Jan 2020). accreditation standards include requirements for distance education (Accreditation Reference Handbook, July 2016). See all ACCJC Guides and Manuals.

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 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.

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

(Federal Regulation Code 34 (CFR) §602.3).

Student Authentication & Fraud Prevention

The district will continue to provide a federally compliant authentication system through the use of a single LMS, Canvas, by all faculty, in accordance with the Higher Education Opportunity Act of 2008. Student authentication in Distance Education courses assures academic integrity and makes reasonable attempts to prevent fraudulent activity online.

Student authentication specifically requires that, "…institutions of higher education offering distance education programs have a process by which the institution of higher education establishes that a student registered for a distance education course is the same student that participates in, completes, and receives credit for the course." Thus, concerns regarding authentication impact student identification at various times during the semester, including "verifying the identity of students throughout the cycle of an online course: registration, participation, assessment, academic credit" (CCC Chancellor's Office, Distance Education Report, 2017).

There are currently three accepted approaches to authentication:

- secure credentialing/login and password
- test proctoring
- technology authentication systems

The Compton College Distance Education requires the current standard for authentication: all distance education course work must be accomplished through a secure course management system, with a unique username and password required each time a student engages in online coursework.

Syllabus Statement: Authentication: Many instructors choose to include a student authentication statement in each online/hybrid course syllabus; for example, "By enrolling in a distance education course, you agree that you are the person accessing and completing the work for this course and will not share your username and password with others."

Dept. of Education, Reg. 66952

Last Date of Attendance: The last date of academic attendance, commonly known as the Last Day of Attendance (LDA), is the date the college uses to determine the amount of financial aid, if any, that must be returned to the Department of Education due to student withdrawal. The Department of Education (DOE) specifically requires "using a last date of attendance at an academically related activity as a withdrawal date" and states that "it is up to the institution to ensure that accurate records are kept for purposes of identifying a student's last date of academic attendance or last date of attendance at an academically-related activity" (Dept. of Education, Reg. 66898).

For Distance Education purposes, the last login into a course management system is not accepted as the last day of attendance. Instead, the Department of Education refers to academic engagement as the activity-based standard for determining the last date of attendance. There is as yet no consensus within the California Community Colleges on how to handle attendance verification for financial aid purposes in an online environment; however, regulations include the following guidance: (7)(i) ''Academic

attendance'' and ''attendance at an academically-related activity'' include but are not limited to: (1) physically attending a class where there is an opportunity for direct interaction between the instructor and students; (2) submitting an academic assignment; (3) taking an exam, an interactive tutorial, or computer-assisted instruction; (4) attending a study group that is assigned by the institution; (5) participating in an online discussion about academic matters; and (6) initiating contact with a faculty member to ask a question about the academic subject studied in the course (Dept. of Education, Reg. 66952). Activities where students may be present but exhibit no evidence of academic engagement are excluded from determining Last Day of Attendance, for example, "(3) logging into an online class without active participation; or (4) participating in academic counseling or advisement" (Dept. of Education, Reg. 66952).

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 include the Internet Interactive Accessibility.

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 CCCCO and CCC will comply with the accessibility requirements of Section 508 of the Federal Rehabilitation Act of 1973. CCCCO 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

It is required 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.

Establishing and maintaining regular effective 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 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.
http://www.compton.edu/academics/distance-ed/DEPolicies.aspx

Types of Regular Effective/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/CCCConferzoom
- Discussion boards

Student-Interface Examples:

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

Types of Regular Effective 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 and 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.

Universal Design Resources

- TextHelp (tools and training for UD)
- The Center for Universal Design in Education
- Universal Design for Learning in Higher Education

Canvas Studio

Using the LTI Canvas Studio, faculty can caption their own videos quickly and easily. Canvas Studio allows faculty (and students) to create webcam videos as well as Screen-Cast-O-Matic videos. You can access a tutorial to caption your videos in the Canvas Toolbox

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.3cmediasolutions.org/
- Click "Media" and upload your video (once the video has been uploaded then proceed)
- Click "DECT Captioning Grant" to request captioning

DECT: Distance Education Captioning and Transcription Grant

Distance Education Captioning and Transcription Grant
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
- Intelecom Log in and set up

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. document that explains how to create accessible Canvas pages, Word documents, PDFs, and more.

Additional Resources

- OEI: Accessibility Training Course OEI: Accessibility Training Courses
- 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 NCDAE

- OER, Open Stacks, Merlot, Open Textbooks, CSU/UC/CCC-Cool4Ed, Libre Text and Canvas Commons are resources for faculty to retrieve free electronic subject specific content and books for course use. 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 MyCompton, click on this Help Desk Link.

- Faculty Web Pages: This is the link to the faculty web page directory.

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 (CCCCO 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 Academic Senate, the academic Deans, the Distance Education Faculty Coordinator (DEFC), the Faculty Instructional Designer, the Curriculum Committee, the Faculty Development Committee, the 504/508 Accessibility Committee and the Faculty Course Review Committee to ensure that quality online courses are offered at Compton College.

With the understanding that under the Academic Senate 10 + 1 purview, faculty who serve on the Senate subcommittee DEAC have the primary responsibility for developing policies and promoting Distance Education best practices. DEAC is faculty co-chaired by DEFC and the Faculty Instructional Designer and 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. Furthermore, the Faculty Course Review Committee reports to DEAC as a Senate subcommittee.

DEAC will support a learner-centered program designed to further student success by 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. Formal recommendations can be brought forward to DEAC by anyone in written form via the DAEC Formal Recommendation Form. The committee will review the proposal and formally vote on said recommendation. Approved written formal recommendations will be forwarded to Academic Senate and denied written formal recommendations will be returned to the originator.

DEAC Voting Members and Terms

As per the Academic Senate constitution and by-laws, the faculty Senate subcommittee faculty representatives shall be appointed by the Academic Senate President in consultation with the Senate Executive Board. The membership of any faculty Senate subcommittee may be changed by majority vote of the Senate subcommittee. DEAC faculty members shall serve for three years. Therefore, the faculty voting and nonvoting members of DEAC shall be as follows:

Non-Voting Members:

1. DEFC (co-chair)-non voting
2. Faculty Instructional Designer (co-chair)-non voting

Voting Members:

1. The faculty Curriculum Committee Chair
2. One faculty representative from each guided pathway division
3. One adjunct faculty representative
4. One faculty representative from Counseling
5. One faculty Union representative selected by the faculty Union E-Board
6. One faculty representative from the Library
7. One student representative nominated by the Associated Student Body
8. One representative from the Special Resource Center selected by the Classified union E-Board
9. The Student Success Center Coordinator
10. One representative from MIS/IT selected by the Technology Committee
11. One representative from the Office of the Vice President of Academic Affairs

DEAC's policy is that that the DE Handbook be reviewed and updated every two years.

Faculty Course Review Committee

The Distance Education Faculty Coordinator chairs the Faculty Course Review Committee (FCRC) which is a subcommittee of DEAC under the purview of Academic Senate. The faculty chair's responsibility is to diplomatically conduct the FCRC meetings according to the established purview of the committee and make recommendations on all proceedings to DEAC. The purpose of FCRC is to provide faculty mentorship while reviewing faculty's online course shells to determine competency of quality online teaching practices. This is the last step in the process for faculty to be approved to teach online at Compton College. Furthermore, all FCRC members must be Peer Online Course Reviewer (POCR) certified faculty members at Compton College. Additionally, FCRC makes recommendations to DEAC on establishing Compton College as a Local POCR campus with the CVC-OEI Consortium. Upon approval as a Local POCR campus, FCRC will mentor faculty through their POCR process.

Distance Education Curriculum Subcommittee

The Distance Education Faculty Coordinator chairs the Distance Education Curriculum Subcommittee (DECS) which is a subcommittee of the Curriculum Committee under the purview of Academic Senate. The faculty chair's responsibility is to oversee the technical review of all DE Addendums for legal accuracy and online course implementation. The DEFC trains the faculty on how to fill out the addenda correctly in CurriQunet. The DEFC then forwards the approved addenda to the Curriculum Committee for a formal vote of approval before sending them to Academic Senate who according to AB 1725 sends the approved courses directly to the Board of Trustees for ratification. The DEFC also works with the Curriculum Committee Chair to maintain a public list of approved distance education courses that is housed on the DEAC webpage under Academic Senate website, per accreditation standards.

Regular and Effective/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 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/CCCConferZoom
- 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. These and other resources are found in our Canvas Toolbox which is managed by the DEFC and the Faculty Instructional Designer.

- Welcome Letter Template
- Sample Welcome Letter

OEI Rubric Policy

As per DEAC's recommendation, the Academic Senate has adopted the OEI Rubric as the College's standard for providing quality Distance Education courses to our students in conjunction with the CCC Distance Education Accessibility Guidelines.

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

Approved Student Authentication and Integrity Guidelines

DE Instructional Material Fee and Access Code Policy

DE Instructional Material Fee and Access Code Policy

DE Publisher and Website Material Accessibility Policy

DE Publisher and Website Material Accessibility Policy

CCCFE Faculty Contract Language

ARTICLE XXIII: DISTANCE LEARNING AND ONLINE COURSES

23.1 Definitions:
For the purpose of this Article, according to Title 3 Educational 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 three standard types of courses known as online, hybrid and online with in-person proctored exams. Web Enhanced Courses, Flipped Classrooms and Correspondence Courses do not fall under the Distance Education classification.

23.2 Purpose:
Distance education provides educational access to students for whom traditional on-site education is inaccessible or limited. The same standards of course quality shall be applied to distance education courses. Responsibility for instructional quality and control shall rest with the faculty and shall be verified through the evaluation process by students, faculty peers, academic administrators, and self-evaluation, in accordance with the Faculty Evaluation Article contained in this Agreement. All courses offered through distance education shall receive both department and curriculum committee approval.

The number of students assigned to any one distance education course shall be consistent with the class size maximum set for regular course sections in that discipline. For purposes of delivering and maintaining online and hybrid course quality, online and hybrid courses shall be considered as a "restricted class" and shall follow the maximum student enrollment as defined in Article 14.3.a. in this Agreement. Per state laws, enrolled students shall have reasonable and adequate access to the range of services appropriate to support their learning in distance education courses.

23.3 Online Instruction and Support
A. Developing Course Materials for Online Readiness

1. The Distance Education Department will provide online and hybrid faculty with template resources listed in the Distance Education Handbook to standardize the resources given to students by faculty.
2. 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 Compton College only in

cases where the instructional materials are approved by the department and curriculum committee and not to be in violation of AR 3715 Intellectual Property.

c. The individual faculty member is responsible for obtaining copyright of the materials developed.

3. Materials developed on a released-time basis.
    a. A faculty member approved by the Dean 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.
4. 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 Compton College has internal free use. The institution may agree to use the updated material.

5. 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 Compton College, including the right to copyright and/or sell the materials for profit.

6. 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.

7. 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.

B. Teaching and Training Requirements for Online Courses

1. Training for Online Courses
    a. The training requirements for online, hybrid and on-ground teaching through the Learning Management System (LMS) are contained in the Distance Education Handbook.
    b. Faculty are expected to complete the specified training, turn in all proof of completion to the Distance Education Department and the Vice President of Academic Affairs or designee and complete the required demonstrations of competency before being approved to teach each online or hybrid in accordance with the Distance Education Handbook.
    c. Faculty are required to provide a student authentication statement in the first 48 hours of an online class to prevent financial aid fraud in adherence with BP 5500, AR5520 and the ACCJC.
    d. Faculty who have completed the Faculty Course Review Committee process and meet the Distance Education rubric criteria shall be eligible to teach, per course, online or hybrid courses. The Distance Education Faculty Coordinator will notify the appropriate Dean and Division Chair.

e. Faculty members who have been approved will follow the guidelines set by the Faculty Course Review Committee regarding the renewal certification process as found in the Distance Education Handbook.
f. Faculty are required to maintain all standards regarding Regular and Effective Contact set forth by the ACCJC and California Ed Code and the Distance Education Handbook.
g. Faculty are required to maintain all standards regarding accessible course content set forth by the ACCJC, California Ed Code, and Federal laws and the Distance Education Handbook.
    i. Verification of the accessibility of publishers' materials shall be completed through the 504/508 Technology Subcommittee for compliance with all ACCJC, California Ed Code and Federal laws.

2. Teaching Online Courses
    a. Online courses shall be considered as regular load because of the expected additional monitoring, supervising, grading, and communicating required to be aware of student progress in the class.
    b. Teaching of online courses shall be voluntary by the instructor as a part of load and shall not be imposed by the District or the division.
    c. Division Chairs shall be granted observer access for the purpose of content review of online courses to complete the evaluation process. Evaluation of faculty in online courses shall be in accordance with the evaluation guidelines set forth in Article IX.
    d. Division Chairs and Deans may have observer access for the purpose of state and regulatory compliance review, which shall not be associated with the evaluation guidelines set forth in Article IX.
    e. All class size limits, including those for restricted classes, set forth in Article 14.3 shall be maintained.
    f. No faculty member, full or part-time shall be displaced because of online courses.
    g. No more than two online courses and one hybrid course shall be taught by a faculty member at any time, except with prior written approval of the faculty member's Dean.
    h. Faculty members may meet their Distance Education class office hour obligation in part or whole by virtual office hours.
    i. To assure that both Distance Education proficiency and adjunct seniority requirements are met, faculty Distance Education proficiency shall be noted on all full time and part time seniority lists as referenced in Article 14.9 and verified by the Division Chair and Dean, in consultation with the Human Resources Department. Only instructors with such notation shall be offered Distance Education classes. If the faculty member so designated declines the DE assignment, that decline is counted as a refusal for the purposes of calculating seniority consistent with Article 14.9.1.c. Should a faculty member no longer desire to teach Distance Education classes, he/she may request in writing that such notation be removed from the seniority list. The request to change one's Distance Education designation will be

effective the next term. The Distance Education designation can be reinstated by written request of the faculty member, effective the next term.

3. Support for online courses:
    a. The District shall pay the cost of home Internet service to those instructors teaching an online course if the individual teachers do not have a computer in their individual offices for their specific use in teaching these courses. District payment of Internet connection fees shall be only for the semester in which an online course is being taught. The cost of such service shall not exceed $30.00 per month.
    b. The District shall provide an online teacher with 20% reassigned time per course the first semester that such a course is taught at the institution.
    c. The District shall enroll each online course requiring essays and research papers in www.turnitin.com and shall pay all costs of the program.
    d. The District shall provide each instructor teaching an online/hybrid course with access to a laptop that has a video conferencing camera, printer, e-mail and fax for that instructor's office and shall insure that such facilities are available to any part-time faculty member who teaches an online/hybrid course.
    e. The District, as it determines necessary, will provide ongoing training and technical and instructional design support including technological assistance regarding the college's LMS, services and equipment to assure successful delivery of the course in the college's Distance Education mode. When faculty are required to undertake additional Distance Education training in the teaching and learning of a new Distance Education platform in order to receive an assignment, the District, as it determines necessary, will provide such training as professional development (Flex) opportunities.
    f. Technical support will be provided for faculty in all distance education courses, to free teachers to teach.
4. Faculty Protections:
    a. No regular on-campus course will be cancelled for the purpose or with the effect of transferring or directing students into a distance learning class.
    b. Distance education courses will be used to supplement rather than to replace courses taught on-campus.
    c. Distance learning courses will not be used to eliminate or reduce faculty positions or to reduce the number of courses, which the District provides on campus.
    d. Distance learning courses shall not displace faculty bargaining unit members.

Compton Community College 2019-2022 Federation Certificated Contract
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 and the Distance Education Curriculum Subcommittee chaired by the DEFC to revise the Distance Education CurriQuNET 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. Any revisions to the DE Addendum must be voted on and approved by DEAC and Academic Senate.

VI. Course Review and Recommendations

Peer Review Process For Mentoring Faculty

The faculty member who wishes to teach online will first complete the three trainings listed above in section two Compliance Training. Once training is complete and badges of completion have been turned in, the faculty would request from the Distance Education Faculty Coordinator to have a Faculty Peer Mentor from the Faculty Course Review Committee. 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 remote competency demonstration to have the course shell ready for review. The CCC Chancellor's Office OEI Rubric has been used to guide appropriate content creation for the course demonstration via the Remote Demo Checklist. Faculty are encouraged to attend Open Labs with the Faculty Instructional Designer for assistance preparing for their course demonstration. Faculty will need to present a welcome module **and** a minimum of 3 modules/weeks of the online course that they are scheduled to teach. A demonstration is required for each course.

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 and the Faculty Course Review Committee recommend that all Distance Education courses be reviewed every three years. Faculty members who have been approved will follow the guidelines set by the Faculty Course Review Committee regarding the renewal certification process as found in the Distance Education Handbook. (Refer to DEAC for the current recertification process.)

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 *President/*CEO. The state has proposed fully funding Canvas for the next 4-5 years for community colleges.

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.

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.

Learning Technology Integrations

Other licenses that are being considered for integration with Canvas are submitted to DEAC via a formal recommendation for committee review and approval by a formal DEAC vote. All formal recommendations are then sent to Senate for a formal vote. These LTIs include but are not limited to TurnItIn, Ally, CourseEval HQ, NetTutor, Worldwide Whiteboard, Connex Ed, Proctorio and 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

The Distance Education Addendum is located in Curriqunet.

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 Welcome Letter Template

Distance Education Welcome Letter Template

Appendix H: 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 I: Distance Education Regular and Effective~~/Substantive~~ Contact

Regular and Effective Contact

Appendix J: Student Authentication Guidelines

Student Authentication Guidelines

Appendix K: Glossary

Glossary

ASCCC: Support New Distance Education Definitions Policy
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.

FULLY ONLINE (FO)(also known as "100% online"):

Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contact hours, including online proctored assessments, are delivered through these online interactions. No in-person assessments are required.

PARTIALLY ONLINE (PO)(also known as "hybrid"):

Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. This would include periodic synchronously scheduled meetings for lecture, lab or testing where the instructor and student are together. Any portion of a class that is delivered online must follow a separate approval process. The approved online portion must meet the regular and effective contact regulation. The class schedule indicates when and where the in-person meetings occur and how many hours are to be completed online. Any scheduled or synchronous online meetings should also be included in the schedule of courses.

ONLINE WITH IN-PERSON PROCTORED ASSESSMENT: (OPA)

Instruction involving regular and effective online interaction in which all instruction takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, with in-person proctored assessments. All assessments are offered at approved locations proximal to the student and over a designated range of dates and times. No activities or assessments may be scheduled at a designated time or location.

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

Web Enhanced Courses, Remote Classes/Synchronous, 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.

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 L: Distance Education Accreditation and the Law

Distance Education Accreditation and the Law

California Community College Curriculum - Title 5: 55200- 55210.

§ 55200. Definition and Application

Distance education means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of 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 of 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 class conducted through distance education as are applied to in-person classes, 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, and among students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, 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 new or existing course or course section is designed to be provided through distance education, an addendum to the official course outline of record shall be required. In addition to addressing how course outcomes will be achieved in a distance education mode, the addendum shall at a minimum specify how the portion of instruction delivered via distance education meets:

(a) Regular and effective contact between instructors and students and among students as referenced in title 5, section 55204(a), and

(b) Requirements of 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. § 749d)

The addendum shall be separately reviewed and approved according to the district's adopted curriculum 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) Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements.

(bc) 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).

(cd) 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.
Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

§ 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.

§ 59400. Required Instructional Materials

(f) The governing board of a district may, consistent with the provisions of this subchapter, require students to provide instructional materials required for a credit or noncredit course, provided that such materials are of continuing value to a student outside of the classroom setting, and provided that such materials are not solely or exclusively available from the district.

(g) ***Required instructional materials shall not include materials used or designed primarily for administrative purposes, class management, course management or supervision.***

(h) Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years. The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase.

(i) Except as specifically authorized or required in the Education Code, the governing board of a community college district shall not require a student to pay a fee for any instructional materials required for a credit or noncredit course.

(j) The Chancellor's Office shall adopt guidelines for districts implementing this subchapter.

Note: Authority cited: Sections 66700, 70901 and 76365, Education Code. Reference: Sections 70901, 70902 and 76365, Education Code.

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 (Jan 2020). accreditation standards include requirements for distance education (Accreditation Reference Handbook, July 2016). See all ACCJC Guides and Manuals.

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 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.

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

(Federal Regulation Code 34 (CFR) §602.3).

Student Authentication & Fraud Prevention

The district will continue to provide a federally compliant authentication system through the use of a single LMS, Canvas, by all faculty, in accordance with the Higher Education Opportunity Act of 2008. Student authentication in Distance Education courses assures academic integrity and makes reasonable attempts to prevent fraudulent activity online.

Student authentication specifically requires that, "…institutions of higher education offering distance education programs have a process by which the institution of higher education establishes that a student registered for a distance education course is the same student that participates in, completes, and receives credit for the course." Thus, concerns regarding authentication impact student identification at various times during the semester, including "verifying the identity of students throughout the cycle of an online course: registration, participation, assessment, academic credit" (CCC Chancellor's Office, Distance Education Report, 2017).

There are currently three accepted approaches to authentication:

• secure credentialing/login and password

• test proctoring

• technology authentication systems

The Compton College Distance Education requires the current standard for authentication: all distance education course work must be accomplished through a secure course management system, with a unique username and password required each time a student engages in online coursework.

Syllabus Statement: Authentication: Many instructors choose to include a student authentication statement in each online/hybrid course syllabus; for example, "By enrolling in a distance education course, you agree that you are the person accessing and completing the work for this course and will not share your username and password with others."

Dept. of Education, Reg. 66952

Last Date of Attendance: The last date of academic attendance, commonly known as the Last Day of Attendance (LDA), is the date the college uses to determine the amount of financial aid, if any, that must be returned to the Department of Education due to student withdrawal. The Department of Education (DOE) specifically requires "using a last date of attendance at an academically related activity as a withdrawal date" and states that "it is up to the institution to ensure that accurate records are kept for purposes of identifying a student's last date of academic attendance or last date of attendance at an academically-related activity" (Dept. of Education, Reg. 66898).

For Distance Education purposes, the last login into a course management system is not accepted as the last day of attendance. Instead, the Department of Education refers to academic engagement as the activity-based standard for determining the last date of attendance. There is as yet no consensus within the California Community Colleges on how to handle attendance verification for financial aid purposes in an online environment; however, regulations include the following guidance: (7)(i) ''Academic attendance'' and ''attendance at an academically-related activity'' include but are not limited to: (1) physically attending a class where there is an opportunity for direct interaction between the instructor and students; (2) submitting an academic assignment; (3) taking an exam, an interactive tutorial, or computer-assisted instruction; (4) attending a study group that is assigned by the institution; (5) participating in an online discussion about academic matters; and (6) initiating contact with a faculty member to ask a question about the academic subject studied in the course (Dept. of Education, Reg. 66952). Activities where students may be present but exhibit no evidence of academic engagement are excluded from determining Last Day of Attendance, for example, "(3) logging into an online class without active participation; or (4) participating in academic counseling or advisement" (Dept. of Education, Reg. 66952).

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 include the Internet Interactive Accessibility.

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

Appendix M: DE Program Plan 18-19

Appendix N: CCC Chancellor's Distance Education Survey 2016-2017

Appendix O: 2017-2018 Distance Education Success and Retention Rates

Appendix P: Faculty Support Document

Appendix Q: Distance Education 508 Accessibility Statement for Syllabi

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 document.

This handbook will be posted on the CC DE website and on the Senate DEAC website after it is approved by DEAC and Academic Senate.

Susan Johnson
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APPENDIX N

	Distance Education Document Title: Distance Education Faculty Grade Grievance Policy and Form Approved by: DEAC on 1st read March 23, 21 2nd: April 27, 2021 and Senate on __ Draft: X Final:

Distance Education Faculty Grade Grievance Policy

Purpose

The purpose of this policy is to provide clarity on the faculty grade grievance process. This applies to faculty who complete training by the Distance Education Department that results in a grade or badge of completion being issued.

Procedure

The open time period for faculty to grieve their course grade is up to five business days after final grades are posted. The following reasons are allowed for filing a faculty grade grievance:

1. Facilitator Incompetence: the facilitators lack of knowledge in the subject matter being taught
2. Bad faith: discrimination from the facilitator or an act to deceive

When filling out the Distance Education Faculty Grade Grievance Form, faculty are to attach evidence of incompetence or bad faith of the facilitator.

Process for Grieving

The process for grieving is to seek resolution by the faculty member speaking with the facilitator first. Then, if no resolution is reached the faculty member has the right to fill out the Distance Education Faculty Grade Grievance Form, collect evidence and submit it to the Academic Senate executive body.

The Academic Senate executive body will then assign the packet to two Faculty Course Review Committee members to review the packet and course material if necessary. The two faculty course reviewers would then review and forward their recommendation to the Academic Senate executive body. In the event that the two faculty course reviewers disagree, the Academic Senate executive body will choose a third faculty course reviewer to review the packet and course materials to make a final recommendation. The Academic Senate executive body would accept the decision and inform the grieving faculty member and the Distance Education Faculty Coordinator.

Distance Education Faculty Grade Grievance Form

Faculty Name		Date	
Faculty Email			

Course Title		Course End Date	
Course Instructor		Semester	

Faculty will provide a narrative of your grievance and what remedy is sought. Please attach evidence of incompetence or bad faith of the facilitator.

Faculty Signature		Date	

FCRC Faculty Name	Faculty Signature	Decision	Date
FCRC Faculty Name	Faculty Signature	Decision	Date
FCRC Faculty Name	Faculty Signature	Decision	Date

Final Decision	• Grade Change	• No Grade Change

APPENDIX O

2021-2022 COMPTON COLLEGE GOALS

1. **Implement Tartar Completion by Design to ensure all students complete more quickly with fewer units, transfer, or are employed in their field of study[1].**
   a. Partner with Achieving the Dream, Inc. to support improved teaching and learning through professional development and improved data use, including disaggregated data used to inform equity-minded practices campuswide.
   b. Increase capacity and skill level among all faculty for online/remote instruction; strengthen and evaluate the Distance Education program at Compton College.
   c. Enhance online student support services for Compton College students.
   d. Monitor 504/508 concerns and implement Universal Design across all institutional services campuswide.
   e. Implement and support the AB-705 Seymour-Campbell Student Success Act of 2012: matriculation: assessment at Compton College. Create new and innovative ways to support student success in math and English.
   f. Implement and evaluate Directed and Focused Pathways to Completion (Guided Pathways).
   g. Coordinate and evaluate student success activities as they relate to the Student-Centered Funding Formula.
   h. Enhance basic needs resources (e.g., housing, food, mental health, technology, and transportation) for Compton College students through the Tartar Support Network.
   i. Implement a Cooperative Work Experience Plan for Compton College.
   j. Develop courses specific to careers, such as math for nurses.
   k. Implement eLumen as the learning outcome and planning repository for the college. Disaggregate learning outcomes.

   Outcomes: Implement a plan for accessibility; More faculty certified to teach Distance Education; More faculty report that SLO findings result in changes in teaching practice; Employees report reduced silos; Increase in count of students who complete math and English in one year, earn Associate Degrees for Transfer (ADTs), associate

[1] Outcomes are aligned with the Vision for Success goals from the California Community Colleges Chancellor's Office.

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degrees, certificates, or 9+ Career Technical Education (CTE) units, transfer, or enter employment in their field of study

2. **Grow enrollment to 4,518 Full-Time Equivalent Students (FTES) for the 2021-2022 year.**

   a. Grow enrollment through the implementation of the Compton College 2024 Enrollment Management Plan.

   b. Offer 1,389 course sections during the 2021-2022 year.

   Outcome: 4,518 FTES

3. **Complete all Compton College Accreditation efforts.**

   a. Fully implement and sunset Compton College Quality Focus Essay recommendations.

   b. Implement the items cited in the plans section of the 2017 ECC Compton Center Self-Evaluation Report and implement the recommendations for improvement cited in the 2017 External Evaluation Report. Sunset these action items.

   c. Create a new accreditation system that reflects collaborative governance to complete the Institutional Self-Evaluation Report (ISER) and refine a process to collect and house Compton College Accreditation evidence.

   d. Establish ISER timeline and start activities by fall 2021 for report due spring 2024.

   Outcome: Compton College maintains accreditation

4. **Continue to improve facilities to support student learning and success.**

   a. Prioritize scheduled maintenance/site improvements for Compton College to ensure health and safety of students and employees.

   b. Establish, implement, and monitor a COVID-19 Safe Return to Campus Plan.

   c. Complete capital outlay construction projects: Instructional Building 2 and the Student Services Building.

   d. Monitor the planning for the Vocational Technology Building Renovation, the Math/Science Building Renovation, the new Physical Education Complex, and the new Performing Arts Complex.

   e. Continue to explore potential student residential housing options on the Compton College campus.

   f. Increase responsiveness to day-to-day facility needs.

   Outcomes: Completion of Instructional Building 2 and the Student Services Building projects; Employees and students report satisfaction with the learning environment; Employees and students report feeling safe on campus

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5. **Continue to develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce training, and economic development need.**

   a. Establish partnerships with businesses and community partners to support Compton College program development in high-demand areas.

   b. Continue to implement the College Futures Foundation funding that supports guided pathways, dual enrollment, opt-out scheduling, block scheduling, and aligned associate degree for transfer pathways at Compton College.

   c. Have a fully operational Foundation for the Compton Community College District that meets the needs of Compton College and Compton College students.

   d. Increase participation among the College Promise programs with Lynwood, Paramount, and Compton unified school districts.

   e. Maintain dual enrollment with our high school partners and explore dual enrollment options with local charter schools.

   f. Increase faculty voice in communication with dual enrollment partners, including faculty-to-faculty dialogues and the development and modification of program maps.

   g. Develop employment opportunities, paid internships, and apprenticeships for Compton College students through business partnerships.

   h. Establish and/or enhance partnerships with four-year colleges/universities, including University of California, California State Universities, historically black colleges and universities (HBCUs), Hispanic-serving institutions (HSIs), and private colleges/universities.

   i. Establish and fortify relationships with the adult schools in Lynwood, Paramount, and Compton unified school districts.

   j. Establish the Community College Center for Educational Justice and Transformation.

   Outcome: Maintain dual enrollment student count; Increase in count of students transferring to university partners (e.g., UCI, CSUDH, CSULB); Establish the Community College Center for Educational Justice and Transformation

6. **Create a stronger sense of connection among employees, students, college, and the community.**

   a. Implement the *Collaborative Governance* document and recommendations to ensure multistakeholder participation in collaborative governance at Compton College.

   b. Implement and evaluate Diversity, Equity, and Inclusion (DEI) activities, including the Compton College Response to the Chancellor's Call to Action.

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c. Support and champion equity-minded practices designed to engage traditionally marginalized groups, including but not limited to, men of color, LGBTQ+, persons with disabilities, and foster youth.
d. Increase student engagement in campus events and programs among all students.
e. Continue to enhance communication with students, employees, and the community in alignment with the Achieving the Dream, Inc. partnership.
f. Focus Professional Development Days on activities designed to increase community engagement and camaraderie, inclusive of staff, faculty, and administration.
g. Conduct annual needs assessment about faculty and staff professional development, including technology needs.
h. Continue to develop and be responsive to the Compton College employees' professional development needs in alignment with the Achieving the Dream, Inc. partnership.

Outcome: Increase response rate on school climate survey; Increase in positive responses by employees and students who report being connected to the college; Increase in student use of college services; Establish baseline measures from the National Assessment of Collegiate Campus Climates (NACCC)

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