Academic Senate Agenda

Facilitator: Dr. Minodora Moldoveanu, President **Recorder:** Jennifer Hill, Secretary
Date: May 20th, 2021 **Time:** 12:30-2:00 p.m. **Location:** Zoom Conference
https://cccconfer.zoom.us/j/92956610403

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

Guests
__ Berger, Sheri (VP Ac. Aff.)
__ Gillis, Amber (Past Pres.)
__ Schumacher, Holly (Ex Officio Voting Member, Union Pres.)
__ Johnson, Susan (DE Chair)

Agenda

(Public comment will be allowed on each agenda item).

1. **Call to Order**
2. **Approval of Agenda**
3. **Review and Approval of Minutes from May 6th, 2021**
4. **Reports**
    a. President's Report
    b. ASB President's Report
    c. Vice President's Report
    d. Faculty Board Representative Report
    e. Accreditation Faculty Coordinator Report
    f. Academic Affairs Report
    g. Curriculum Report
    h. Distance Education Report
    i. Faculty Development Report
5. **Presentations**
    - eLumen Overview & Training Guide
6. **Unfinished Business**
    a. Second Read & Vote: BP 4021
    b. Second Read & Vote: AR 4021
    c. Second Read & Vote: BP 4070
    d. Second Read & Vote: AR 4070
    e. Second Read & Vote: BP 5050
    f. Second Read & Vote: College-Level Examination Program
    g. Second Read & Vote: International Baccalaureate
    h. Second Read & Vote: Distance Education Handbook
    i. Second Read & Vote: DE - Grade Grievance Policy
7. **Consent Agenda**
    a. *Course Inactivation:* PHIL 106 - Introduction to Symbolic Logic; SLAN 114 - American Sign Language IV; and SLAN 115 - American Sign Language V.
    b. *2-Year CTE Course Review*: ACRP 106 - Automotive Collision Repair for Non-Majors; ACRP 140 - Beginning Automotive Collision Repair I; ACRP 154 - Intermediate Automotive Refinishing I; ETEC 110B - Principles of Engineering Technology II; ETEC 112B - Introduction to Engineering Design II; ETEC 118B - Engineering Design and Development II; and NURS 238 - Nursing Skills Practicum II.
    c. *6-Year Course Review*: DANC 164 - World Dance; FILM 113 - Screenplay Analysis; MUSI 101 - Music Fundamentals; and MUSI 284 - Commercial Music Business Studies.
    d. *Expedited Course Review - Revise Objectives and Resubmit for Area F*: ESTU 101 - Introduction to Ethnic Studies; and ESTU 105 - Chicano Culture.
    e. Reinstated Item(s):
    f. *New Courses: ESL 22B - Reading and Vocabulary- Level; and ESL 22C - Reading and Vocabulary- Level 3.*
8. **New Business**
    a. First/Second Read & Vote: Curriculum Committee Handbook Edits
    b. Senate Officer Elections
        i. President Elect
        ii. Vice President
        iii. Secretary
    c. BP/AR 4100

d. BP 4106
e. BP/AR 4250
f. Accessibility Standard
g. 504/508 Committee Recommendation
h. Student Success – New Position – Director of Men of Color Success – Recommendation
i. Adoption of Badger at Compton College - Recommendation

9. Discussion Items

a. Fall Flex – Key-Note Speaker
b. OER Goals
c. ISER Completion Timeline

10. Informational Items

11. Future Agenda Items

12. Adjournment

Next Scheduled Meeting: May 20th, 2021, at 12:30 pm
Zoom Link: https://cccconfer.zoom.us/j/92956610403

COMPTON COLLEGE ACADEMIC SENATE MEETING DATES AND LOCATIONS (1st & 3rd Thursday)

FALL 2020	LOCATION	SPRING 2021	LOCATION
~~September 3~~	zoom	~~February 25~~	zoom
~~September 17~~	zoom	~~March 4~~	zoom
~~October 1~~	zoom	~~March 18~~	zoom
~~October 15~~	zoom	~~April 1~~	zoom
~~October 29~~	zoom	April 22	zoom
~~November 19~~	zoom	May 6	zoom
~~December 3~~	zoom	May 20	zoom
		June 3	zoom

Per the *Brown Act*, all votes must be recorded by name. Only Nos and Abstentions will be recorded by name in the minutes. If a senator was signed in to the meeting and did not vote No/Abstain, their vote will be assumed to be a Yes.

CCC Academic Senate Roster 2020-2021 (26 Senators)

Officers:

President/Chairperson	Minodora Moldoveanu (20-22)
Vice President/Vice Chairperson	Carlos Maruri (20-21)
Secretary/Secretary	Jennifer Hill (20-21)
Curriculum/Curriculum Representative	Sean Moore (20-22)
Adjunct Representative	Mahbub Khan (20-21)
Board Representative	Jasmine Phillips
Distance Education Representative	Susan Johnson (20-22)

Members:

Fine Arts, Communication and Humanities (5)
Charles Hobbs (21-24)
Vanessa Madrid (21-23)
Harvey Estrada (20-23)
Jennifer Hill (20-23)
David Maruyama (20-23)

Counseling (5)
Noemi Monterroso (21-24)
Carlos Maruri (21-24)
Theresa Barragan-Echeverria (20-23)
Citlali Gonzales (20-23)
Janette Morales (20-23)

Social Sciences (3)
Jesse Mills (20-21)
Vacant (20-23)
David McPatchell (20-23)

Business and Industrial Studies (3)
Vacant (20-21)
Sean Moore (20-23)
Michael Van Overbeck (20-23)

Science, Technology, Engineering and Mathematics (5)
Kent Schwitkis (20-23)
Jose Villalobos (20-23)
Jose Manuel Martinez (20-23)
Rajinder Sidhu (20-23)
Evan Skorka (20-23)

Health and Public Services (3)
Don Mason (20-23)
Shirley Thomas (21-24)
Jasmine Phillips (20-23)

Adjunct Faculty (2)
Mahbub Kahn (20-21)
Victoria Martinez (20-23)

Ex Officio Voting Members
Holly Schumacher – Union President

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:
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Senators		Guests
X Barragan-Echeverria, Theresa	X Mills, Jesse	X Berger, Sheri (VP.)
X Estrada, Harvey	X Moldoveanu, Minodora	X Schumacher, Holly (Ex Officio Voting Member, Union Pres.)
X Gonzalez, Citlali	X Monterroso, Noemi	X Johnson, Susan (DE Chair)
X Hill, Jennifer	X Moore, Sean	
X Hobbs, Charles	X Morales, Janette	
_ X Kahn, Mahbub	X Phillips, Jasmine	
X Madrid, Vanessa	X Schwitkis, Kent	
X Mason, Don	X Sidhu, Rajinder	
Martinez, Jose Manuel	__ Skorka, Evan	
X Martinez, Victoria	X Thomas, Shirley	
X Maruri, Carlos	X Van Overbeck, Michael	
X Maruyama, David	Villalobos, Jose	
X McPatchell, David		

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.

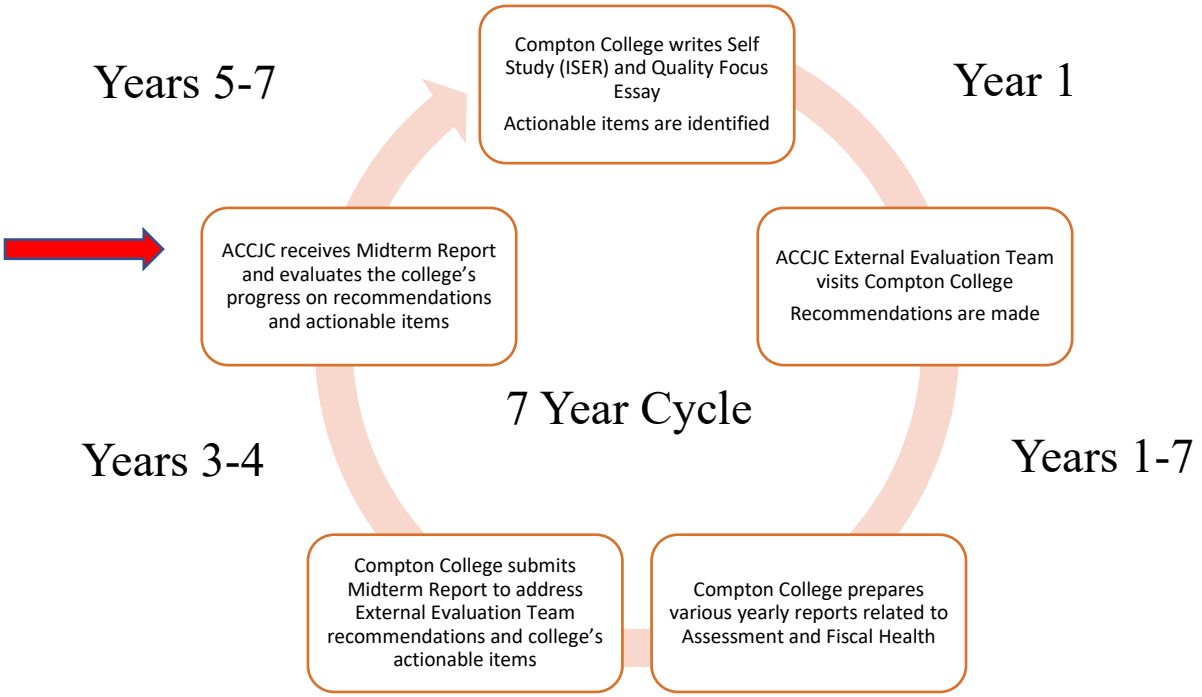

Figure 1. Compton College Accreditation Cycle

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 exceeds, 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

Commented [SLB1]: Incorporated into the first bullet.

Commented [SLB2]: Incorporated below.

Commented [SLB3]: Incorporated into new sentence below.

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

Commented [CM5]: keep? change promote to "ensure"

APPENDIX D

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

References:
Title 5 *Sections* §~~s~~ 55021 and §~~s~~ 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 ~~f~~ 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 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

Commented [CM2]: link

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Commented [CM3]: On our webpage- BP 4220 and 4222 are the same, word for word.

Compton College
All Fields
New Course Proposal: PE 188 - Intercollegiate Esports

Basic Course Information

Course Discipline *

Physical Education Series

Course Number *

Course Title *

Intercollegiate Esports

Is this a Special Topics course? *

Justification for Proposing Non-Course or Revision to Course

Esports is an emerging intercollegiate sport recognized by most colleges and universities. The event provide opportunities to each our students interested in participating in competitive esports at the collegiate level.

Catalog Description

Intercollegiate esports competition for teams that consist of a roster approved and enrolled students to the same Socio-Economic Area of 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 Department guidelines.

Class Schedule Description

Intercollegiate esports competition.

Course Resource Requirement

Does the course have classroom and/or other 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 appropriate, have the Library and learning resource been determined to be adequate for the proposed course?

Yes

Teaching Disciplines, Minimum Qualifications

Is the course interdisciplinary? *

Yes

Explain

Physical education is a prime context area for interdisciplinary learning. In order to integrate different subject areas into Physical Education lessons, the basic aim and objectives of each subject area must be identified. Interdisciplinary subjects that can be integrated into Physical Education are kinesiology, exercise physiology, mathematics, literature, health, science, and education.

Minimum Qualifications

- Physical Education
  - Condition
  - AND
- Coaching
  - Condition

Cross Listed Course

Cross Listed Course

Co-Curricular(s)

Co-Curricular(s)

Co-Curricular(s)

Course Standards

Title 5 or CB Course ID *

This is a non-credit course. *

No

This course has variable units *

This course is variable units. *

No

This course is for credit. *

Application required if field trips do not equal the Calculated Total Min Units

Min Units *

1.00

Lab Hours (Lec/Lab, Lec/Other) *

Total Contact Hours (Lec/Lab, Lec/Other) *

	Lecture	Lab
Activity Hours, Semester, service, and unpaid work	0	0
Activity Hours, Semester, service, and unpaid work	0	0
Min Contact Hours per Week	0	3
Min Contact Hours per Semester	0	54

Total Units/Hours

Min

Total Units *

1.00

Total Units Variable (Y/N)

Total Hours *

54.00

Grading Method

Grading Method

Special Characteristics

CAN Pending Code

N - Non-Designated

Repeatability

This course is repeatable for *

No - Not Repeatable

Max Repeatability *

0

Prerequisite, Corequisite, or Recommended Preparation

Does this course have a prerequisite, corequisite, or recommended preparation? *

No

Pre-Co-Rec Enforcement Method

Pre-Co-Rec Validation Method

Course Limitations

This course is subject to special class for disabled students *

No

This is a non-participating course only applies to the following: *

Limits Hours Tracked

Limits Hours Tracked only applies to the ENGL, ESL, MATH, READ disciplines

N - Non-applicable Selection Made

Credit By Examination

This course is eligible for credit by examination. *

No

Content

Lecture and Lab Hours

Lecture Hours

18.00 - 36.00

Content

- Lab
  - Content
    - Instruction in Team evaluation fit, Rules and requirements of Esports competition
    - Approximate Time in Hours
    - 18.00
  - Lab
    - Content
      - Practice for competition
      - Approximate Time in Hours
      - 36.00

Activity

In Class Activity, Communication techniques & Mental approach 2. Teamwork sporting training 3. High precision position acting

Approximate Time in Hours

18.00

Activity

Lab

Supervised Esport Training and Drills, 6. Physical Conditioning 8. Tactical preparation 2. Technique preparation 3.Training Environment 4. Emotions preparation

Approximate Time in Hours

36.00

Course Objectives

Please list each objective individually.

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

Objectives

- Lab
  - Objective
    - Demonstrate technique of technical skills in applying theoretical and empirical research in sports psychology to develop a psychological skills training that can be played effectively
    - Measure Critical Thinking: Lab
    - Yes
  - Objective
    - Analyze the responsibilities of each defensive gaming position
    - Measure Critical Thinking: Lab
    - Yes
  - Objective
    - Demonstrate and accept the rules of intercollegiate eSports
    - Measure Critical Thinking: Lab
    - Yes
  - Objective
    - Develop a sustaining program specific to the demands of different gaming techniques
    - Measure Critical Thinking: Lab
    - Yes
  - Objective
    - Demonstrate the tactics and skills within the sport of esports training
    - Measure Critical Thinking: Lab
    - Yes

Please list each objective individually.

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

Objectives

- Lab
  - Objective
    - Measure Critical Thinking: Lab
    - Yes

Student Learning Outcomes

Please list each outcome individually.

Upon successful completion of the 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 regular, distinct competitors.

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

- 1. Critical Thinking: Students apply critical, creative and analytical skills to identify and use problem, analysis, information, synthesize and evaluate ideas, and assessments using data and facts.
- 2. Communication: Students communicate effectively in a variety of formats using appropriate technology, audience, purpose, and structure.
- 3. Community and Personal Development: Students set procedures and appropriate standards of events, demonstrating personal responsibility, and participate in activities that promote personal growth, self-awareness, and well-being.
- 4. Information Literacy: Students identify, locate, evaluate and effectively use information to meet an issue or gap, and understand the economic, legal, and social issues surrounding the use of information.

2. SLO#2 Students will be able to demonstrate concepts of effective and/or ineffective strategic decision making competitions, adjusting as dictated by competitive situations.

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

- 1. Critical Thinking: Students apply critical, creative and analytical skills to identify and use problem, analysis, information, synthesize and evaluate ideas, and assessments using data and facts.
- 2. Communication: Students communicate effectively in a variety of formats using appropriate technology, audience, purpose, and structure.
- 3. Community and Personal Development: Students set procedures and appropriate standards of events, demonstrating personal responsibility, and participate in activities that promote personal growth, self-awareness, and well-being.
- 4. Information Literacy: Students determine an information need and use various media and formats to develop a research strategy and focus, accessing, evaluating, and effectively using information to meet an issue or gap, and understand the economic, legal, and social issues surrounding the use of information.

3. SLO#3 Students will be able to diagnose and apply concepts of effective coaches in strategic decision making competitions, adjusting as dictated by competitive situations.

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

- 1. Critical Thinking: Students apply critical, creative and analytical skills to identify and use problem, analysis, information, synthesize and evaluate ideas, and assessments using data and facts.
- 2. Communication: Students communicate effectively in a variety of formats using appropriate technology, audience, purpose, and structure.
- 3. Community and Personal Development: Students set procedures and appropriate standards of events, demonstrating personal responsibility, and participate in activities that promote personal growth, self-awareness, and well-being.
- 4. Information Literacy: Students determine an information need and use various media and formats to develop a research strategy and focus, accessing, evaluating, and effectively using information to meet an issue or gap, and understand the economic, legal, and social issues surrounding the use of information.

Methods of Evaluation and Examination

Evaluation Method

- Objective testing demonstrations (competitive) or non-competitive)
- Skill Demonstrations
- Term Papers

Special Assignments

Some assignments require critical thinking *

Critical Thinking Assignments *

Writing Assignments *

Other Assignments *

Yes

Physical demonstrations in mental and physical program that would improve gaming skills.

Attached Files

Please attach any supporting documents here. Supported file types include Word, PDF, Excel, and other similar file types.

Attached File

Course Materials

Have you listed the materials needed for the course? *

Textbook Minimum 2 Recommended

Author(s)	Title	Edition	Publisher	ISBN-10	Year	Rationale for other textbook	Or Equivalent
	The Esport of Gaming	1st	Routledge	9781844651573	2019		Or Equivalent
							Or Equivalent

Manual

Author	Author(s)	Title	Title	Edition	Edition	ISBN-10/ISBN-13	ISBN-10/ISBN-13	Publisher	Publisher	Year	Year

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 enrollment class?

Yes

Course Requisites

Does this course have course requisites?

No

Requisite Removal

Can students remove requisite from this course record?

No

Requirement Exam

Does this course have a placement exam section?

No

Requisites

Course Requisites

- Other
  - Course Requirements
  - Compliance with gaming requirements
  - Condition
  - Compliance

Content Review

This course requires content review.

No

Prerequisite/Corequisite Validation

Corequisite No

Methods of Instruction

Check all that apply:

- Demonstration
  - Describe
  - Demonstration and lecture on the importance of all aspects of gaming
- Discussion
  - Describe
  - Discussion and lecture on the specific gaming factors 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 tactical knowledge of advanced gaming roles and proficiency skills, including increased longitudinal focus and skill specific training.

Distance Education

Does our skills this course have a lab component? *Yes*

Does your Distance Education course have: *

- Synchronous Interaction
- Computer Lab Training (Web Application)

Is this course part of a Program Learning Assessment Statement

Is this course part of a Program Learning Assessment Statement that an instructor can add to an SLO assessment? The SLO assessment is "update" type of assessment. Please select the program that this course belongs to from the drop-down menu and then they will be notified to add this course to the SLO assessment.

Please note: If the program learning assessment statement is not yet created, please do not select any program.

Statistics of online class communication

- Discussion Board Posts
- Discussion Word Count
- Phone Text / App Text Sessions
- Phone Call / App Call Sessions
- Live Video Conferencing Sessions (Synchronous Meeting Time)
- Recorded Lecture Video Sessions (Asynchronous Meeting Time)
- Published (provided) Software Maps
- Published (provided) Software Maps, Virtual Reality Immersive Software

Please note: If the assignment is applicable to the course of course modality, including online, hybrid, synchronous, audio, and virtual, we made accessible to students with disabilities as required by section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135. (see AB 386)

Yes

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

Course Objectives *

Yes

Assignments *

Yes

Methods of Evaluation *

Yes

General Information

Name of faculty in department been notified of the DE proposal?

Yes

Where is the course proposed to be offered? Consider the pedagogical, practical, and technical benefits.

Please be aware that the Distance Education Committee recommends that all courses be offered both via the web (i.e., asynchronous distance learning) for some students and physically present (either face-to-face meeting, synchronous distance learning, classroom, gaming center, etc.) for other students. Synchronous distance learning is the real-time delivery of instruction to students who are separated from each other and the instructor by time and/or location. Synchronous distance learning technologies include two-way interactive video, two-way audio, computer conferencing, and chat sessions. Asynchronous distance learning is the delivery of instruction in which students and instructors are separated by time and location, interacting intermittently, rather than in real time. Examples of asynchronous distance learning technologies include Internet-based courses, print-based correspondence courses, and videotaped courses. Asynchronous distance learning is the delivery of instruction in which students and instructors are separated by time and location, interacting intermittently, rather than in real time. Examples of asynchronous distance learning technologies include Internet-based courses, print-based correspondence courses, and videotaped courses.

Please note: If the assignment is applicable to the course of course modality, including online, hybrid, synchronous, audio, and virtual, we made accessible to students with disabilities as required by section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135. (see AB 386)

Yes

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

Assignments *

Yes

Methods of Evaluation *

Yes

General Information

Name of faculty in department been notified of the DE proposal? *

Yes

Where is the course proposed to be offered? Consider the pedagogical, practical, and technical benefits. *

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Describe how students will demonstrate regular effective contact with instructor and student-initiated contact. *

Instructor-Initiated Contact

- Instructor-student contact with students via e-mail, phone, or LMS messaging:
  - Daily M-F? *No*
  - Weekly *Yes*
  - Periodically *No*
- Assessing/evaluating virtual small groups:
  - Daily M-F? *No*
  - Weekly *No*
  - Periodically *No*
- Facilitating student-to-student virtual contact (chat, discussion, groups, etc.):
  - Daily M-F? *No*
  - Weekly *No*
  - Periodically *No*
- Instructor-prepared voice multimedia (lectures, handouts, etc.):
  - Daily M-F? *No*
  - Weekly *No*
  - Periodically *No*
- Leading/monitoring discussions:
  - Daily M-F? *No*
  - Weekly *No*
  - Periodically *No*
- Virtual office hours (e-face, phone, virtual):
  - Daily M-F? *No*
  - Weekly *No*
  - Periodically *No*
- Posting announcements (written, audio, or video):
  - Daily M-F? *No*
  - Weekly *No*
  - Periodically *No*
- Timely feedback on student work:
  - Daily M-F? *No*
  - Weekly *No*
  - Periodically *No*

Also will students receive feedback on their work? Check all that apply.

Student-Initiated Contact

- E-mail
- Phone calls
- Virtual office hours
- Discussion boards/Chat Room
- Telephone/Audio Board
- Text
- U.S. Mail
- Other *No*

Have at least selected one of the checkboxes above. *Yes*

General Education/Transfer

Receiving Site *

No

General Education

CSU GE *

No

IGETC *

No

Transfer and Articulation

Transfer *

No

Course Articulation

Submit for Course to Course Articulation *

No

Material Fees

Does this course require a materials fee *

No

Material Fee Amount

Check one *

The materials fee is a fee charged to cover the instructional costs 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 fees through the bookstore.

The materials fee is required of the student to take the class, but is for purchased other organizations. It is typically included as information on the class syllabus.

The materials fee is an amount the students who wish to provide their own materials. *

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

The materials used must be of sufficient quantity to enhance the teaching outcomes of a course. All items need to be able to identify specific instructional supplies that are consumed in the course of instruction. *Yes*

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

The materials must be of sufficient quantity and value to justify the expenditure of funds for the charge(s). *

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

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

The material is not solely available from the District. *

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. *

The material is not a commonly used material for which students should normally be charged, such as pencils, paper, and notebooks, only should the students be charged for the use of the material. *

The material is required for a student to participate in a class activity or to complete a class assignment, such as a required calculator or kit is applied to achieving the learning outcomes of a course. *

Describe how students will understand what is included in the fee. *

Supporting Documents

Attached File

Codes and Dates

Dates

Course Origination Date 8/17/2021

Last Approved Date 8/17/2021

Implementation Date

Effective Term Term

Codes

CB01 CIP Code 31.0505 - Intercollegiate Athletics *

Current Credit Number

CB03 Credit Status *C* - Credit - Degree Applicable

CB04 Transfer Status *A*

CB05 Basic Skills Status *N* - Not Basic Skills

CB08 Special Class Status *N* - Not Special Class

CB09 Classification Code *E* - Physical Education

CB10 Course Classification Status *C* - Credit Course

CB11 Course Transfer Status *A* - Transferable to CSU and UC

CB13 Funding Agency Category *Y* - Not Applicable/Not used to develop excess

CB08 Program Status *1* - Not Program Applicable

CB21 Prior to College Level Indicator *Y*

Y - Not Applicable

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

CB27 Allow

ASSIST

Search for

Last Request From Source

Last Request Date

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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Commented [CM2]: bring back for a 4th reading- look into fees

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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 Achievement 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 implement~~eding~~ed 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.

Commented [CM2]: Does this encompass 78210-78222?

Commented [SLB3R2]: yes

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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 "Details & Options" for that video
- 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
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Distance Education Guidelines

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Distance Education Accessibility Guidelines

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Distance Education Student Handbook

Appendix F: Compton College Distance Education Faculty Handbook

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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
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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
Distance Education Faculty Coordinator 2020-2022
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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.

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

DRAFT

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.

DRAFT

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)

DRAFT

Training Guide
Spring 2021

About this Guide

This eLumen Training Guide provides you with general navigation directions within eLumen and will assist you in entering assessment data for the students in your courses. As the Office of Institutional Effectiveness and the Outcomes Committee continue the College's eLumen implementation and begin using additional features, such as the Canvas integration tool, the Outcomes Committee will expand this guide to include instruction on these features.

Please note that this Training Guide is for internal use only and is subject to change. If you are unsure about the version, please contact your SLO Facilitator or the Outcomes Committee to ensure that you are using the most current version.

For additional support, questions, or to report an error with this training guide, please contact your SLO Facilitator.

Thank you.

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Logging into eLumen

Logging into eLumen can be done one of two ways. The first way is through your MyCompton portal. Simply click on the “eLumen” tile pictured below (Figure 1).

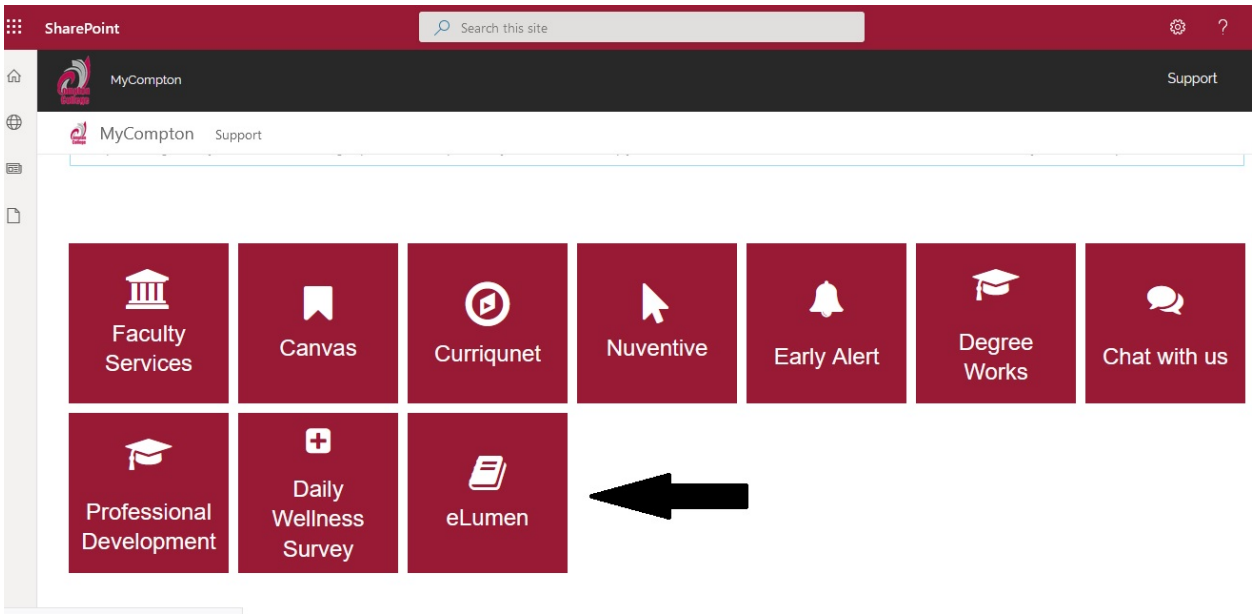

Figure 1

The second way to log in is via your web browser at the following link:

https://compton.elumenapp.com

If you encounter an error through MyCompton for any reason, please contact your SLO Facilitator.

eLumen Homepage

Once you have accessed the eLumen application, you will automatically be taken to your homepage. This homepage will contain the following information (Figure 2):

- Each class that you are teaching for that term, along with CRN.
- Buttons to add or complete an assessment.
- Scorecard Tiles that take you to different views of assessment scoring/data entry.
- Other tabs that will be used at a later date, depending on your desire to create additional assessments or rubrics for your courses.
- Results Explorer tab which will generate data reports and graphics that you can use to track SLO Assessment data by semester or semester over semester.

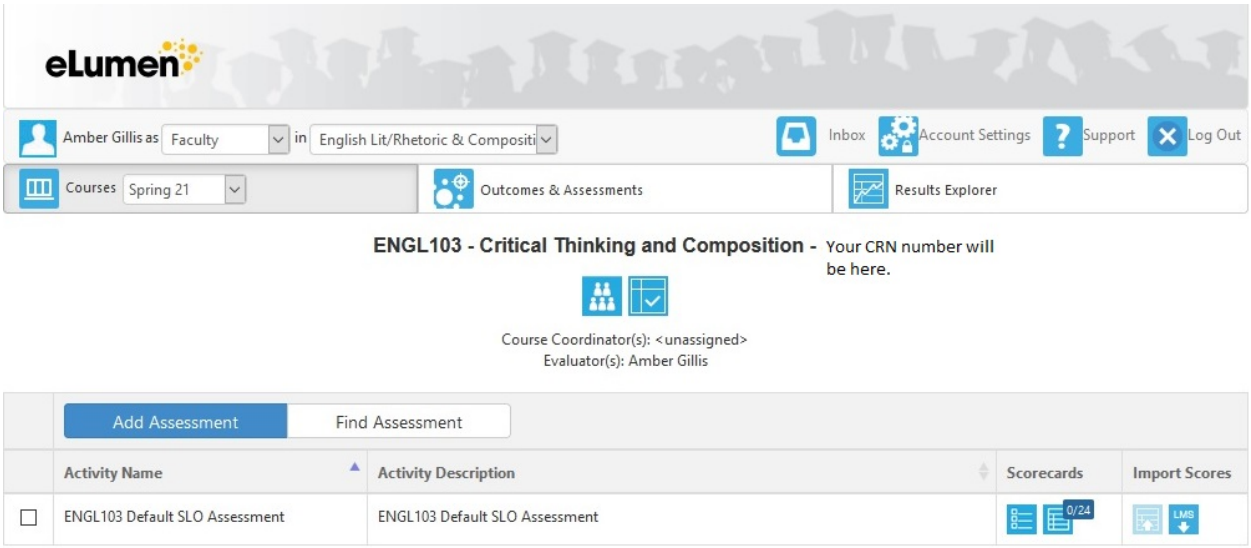

Figure 2

Entering an Assessment (Using Rubric View)

1. From the homepage, click on the course for which you want to enter assessment data. Please note that if you teach in more than one discipline, you will need to click on the drop-down arrow next to your name and faculty designation (Figure 3).

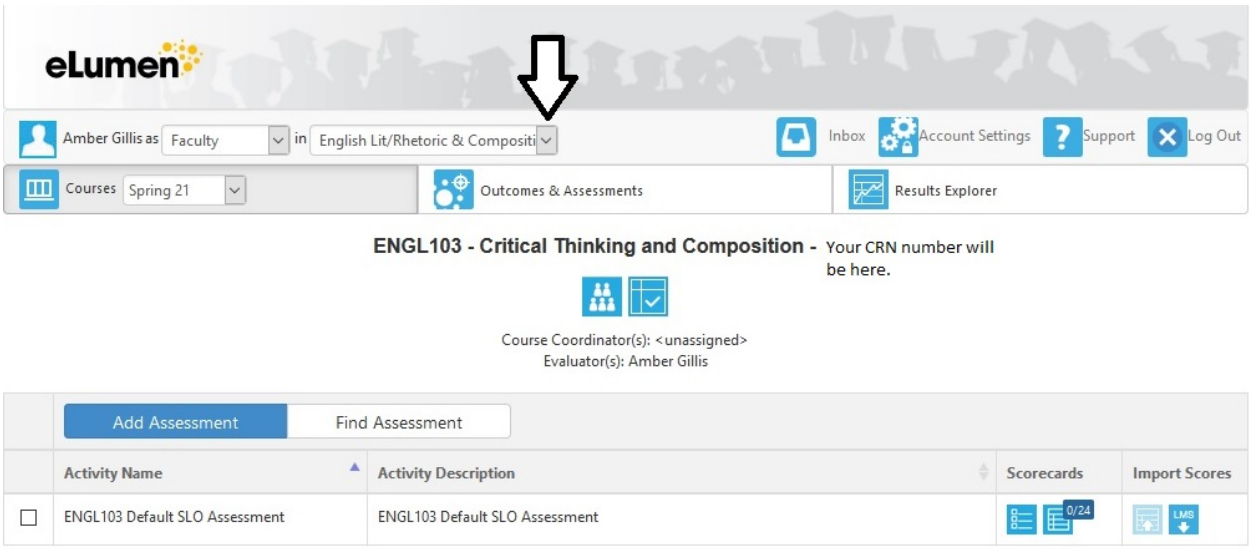

Figure 3

2. Select the class that you would like to enter assessment data for by clicking on the bold course header (“Engl 103 – Critical Thinking and Composition” in the image below). Keep in mind that each section will have its own header. Once you click on a course to enter data into, you will see your class title followed by “Default SLO Assessment” (Figure 4). This is the assessment that you will be entering data under.

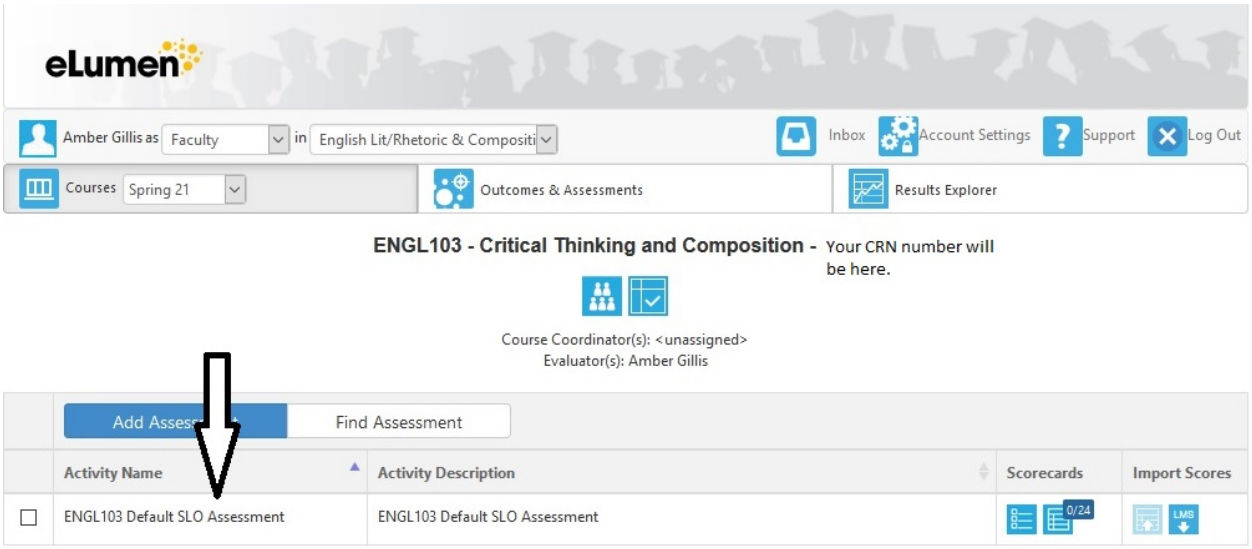

Figure 4

3. On the right, you will see “Scorecards.” Click on either tile to enter your assessment data. Both options will allow you to enter data for each student; however, there are two views available to you. One view is called the “rubric” view and the other is called “scorecard” view (Figure 5). The “rubric view” tile will always be the tile with the number of assessments needing to be completed. Please see the separate section on scorecard view further down in this training guide, beginning on page 10.

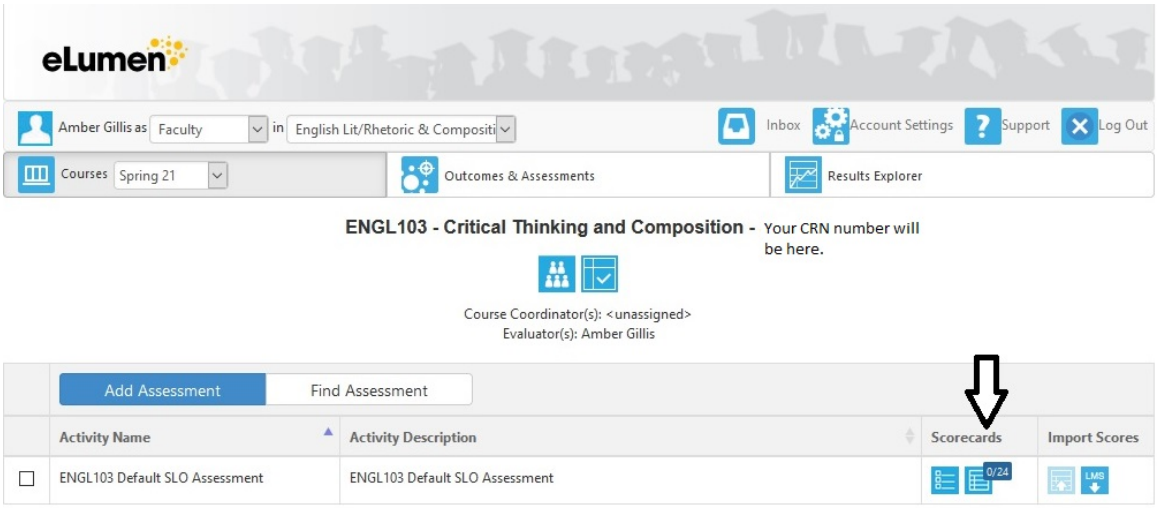

Figure 5

The rubric view allows you to see each SLO statement next to each student name, along with default rubric descriptors (called “Performance Ds”). Student names (hidden in the image below) will appear on the left-hand side of the screen (Figure 6).

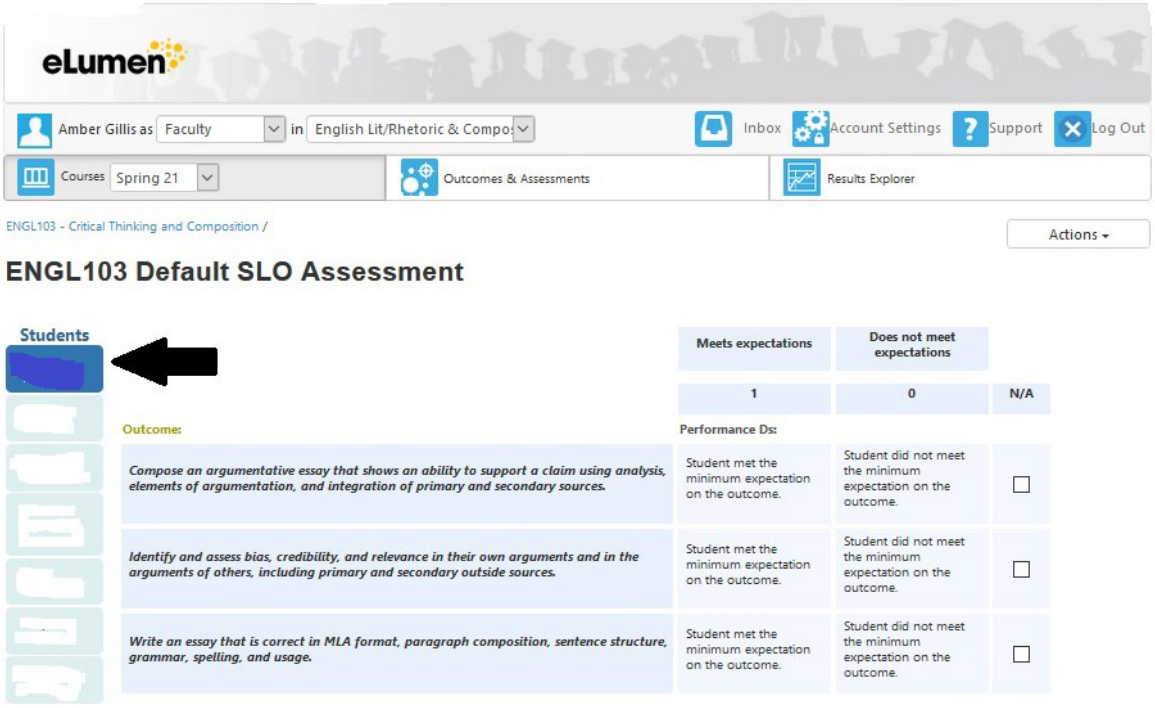

Figure 6

4. Enter data by clicking on the appropriate tile for each SLO for each student (Figure 7). **Select N/A if the student withdrew or was dropped from the course.**

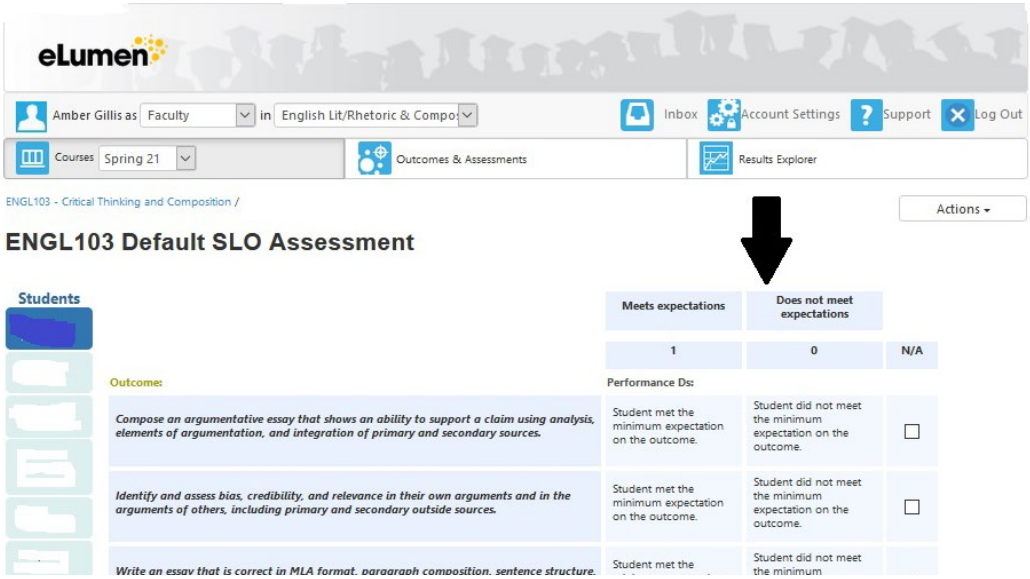

Figure 7

5. As you begin to enter your assessment data, the student tile will switch from light blue to dark blue. To enter assessment data for another student, click on "Next Student" (Figure 8).

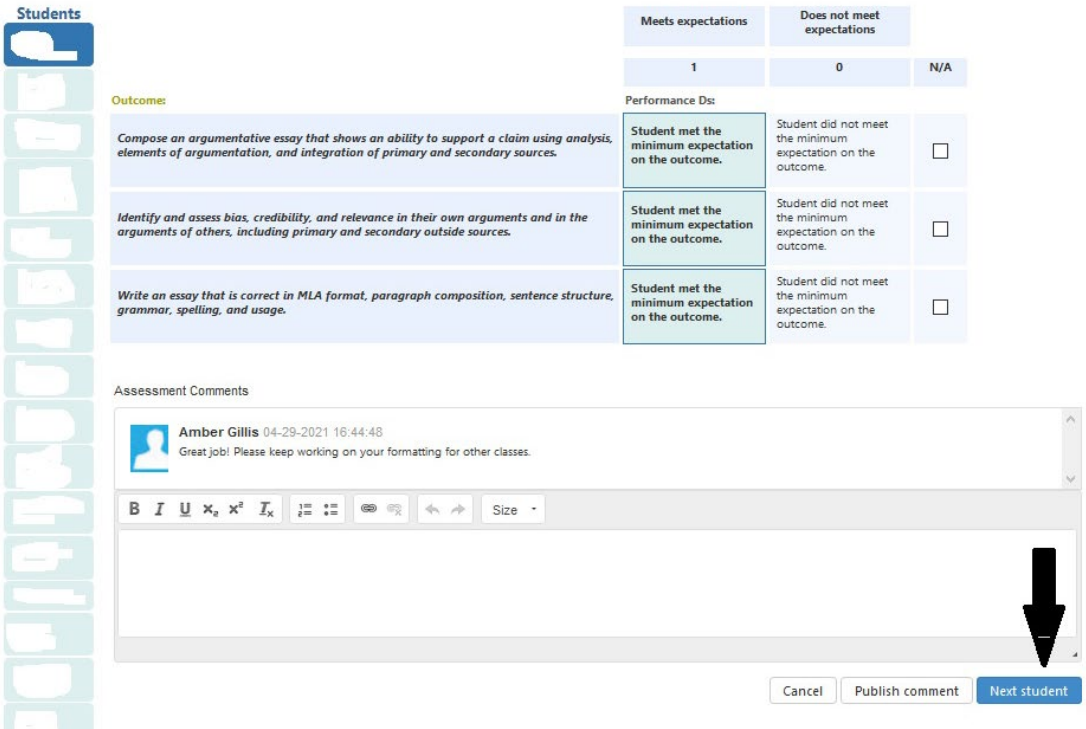

Figure 8

NOTE: When you are in either the rubric view or scorecard view, you might notice a light “faculty annotation” button. Please keep in mind that this comment is forward-facing and viewable to a student if you hit “Publish comment” (Figure 8 above). You can use this feature to provide a note in the future; however, please do not enter anything into this field at this time while training in the test site.

6. When you get to the last student on your roster, the blue “Next Student” button will convert to a blue “Save” button. Press it to complete your assessment. Once you click “Save,” eLumen will give you some navigation options (Figure 9).

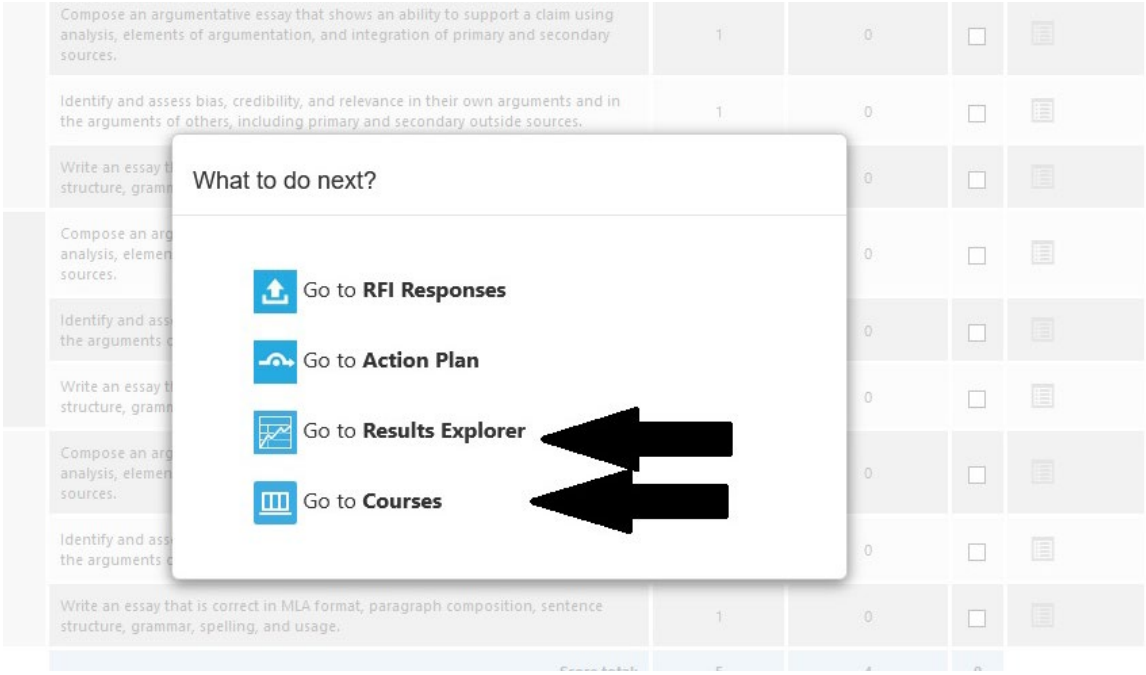

Figure 9

NOTE: If you are in rubric view and entering assessment data for a single student (perhaps you missed a student), you still need to scroll down to the last student and click on their name to change the “next student” option to the “save” option.

If you need to enter more assessment data, click on “Go to Courses.” If you have entered all of your data for a given section and want to view your quantitative data in graph format, click on “Results Explorer.” As you can see in Figure 10, the Results Explorer allows you to view your individual data. As you enter more data, you will be able to see semester over semester trends, and you will be able to disaggregate student data by preset demographic markers in the near future.

Figure 10

Entering an Assessment (Using Scorecard View)

1. From the homepage, click on the course for which you want to enter assessment data. Please note that if you teach in more than one discipline, you will need to click on the drop-down arrow next to your name and faculty designation (Figure 12).

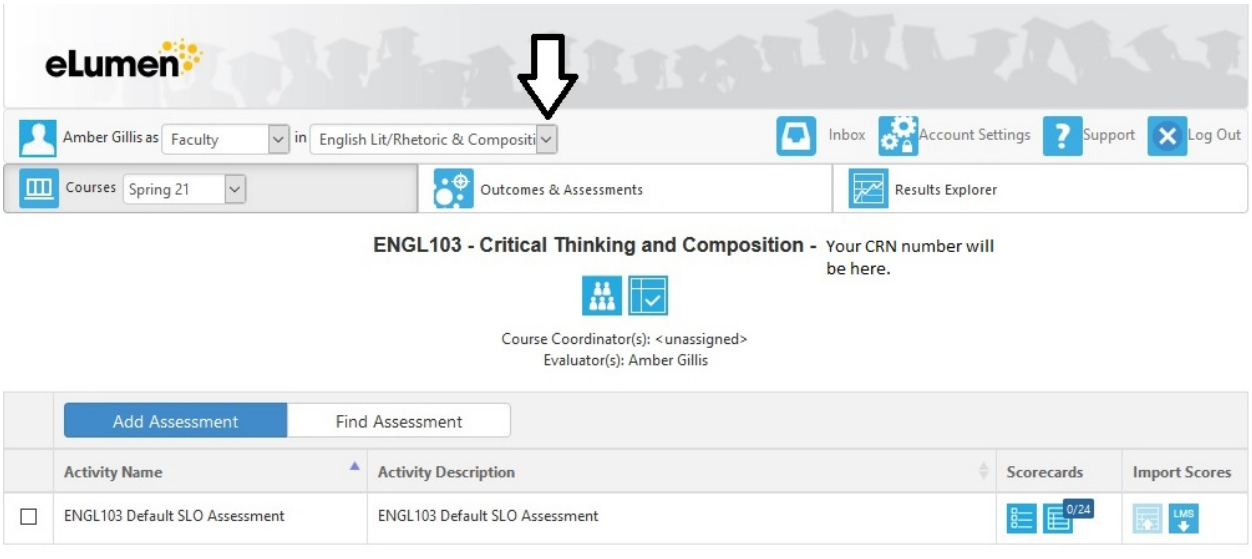

Figure 12

7. Select the class that you would like to enter assessment data for by clicking on the bold course header (“Engl 103 – Critical Thinking and Composition” in the image below). Keep in mind that each section will have its own header. Once you click on a course to enter data into, you will see your class title followed by “Default SLO Assessment” (Figure 13). This is the assessment that you will be entering data under.

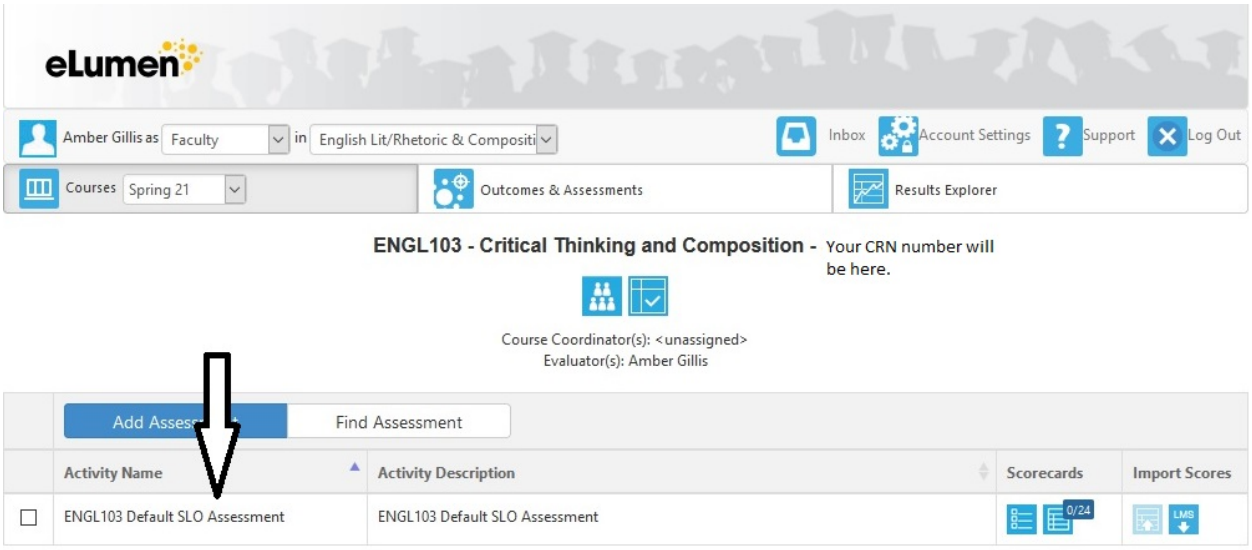

Figure 13

2. On the right, you will see “Scorecards.” Click on the tile on the left to enter your assessment data in “scorecard” view (Figure 14).

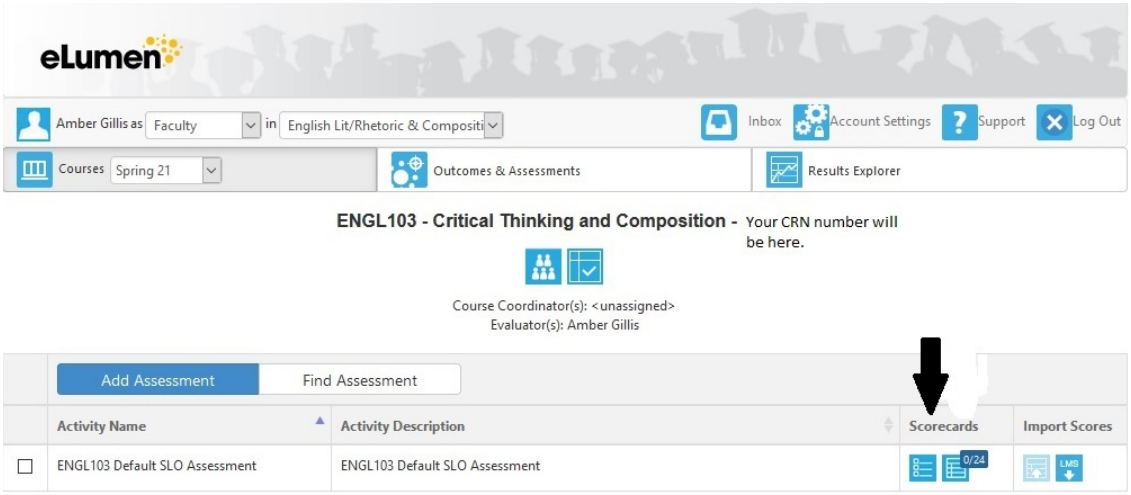

Figure 14

While entering assessment data in the scorecard view does allow you to see the SLO statement beside each student name, the rubric descriptors are not present (Figure 15). Since we are using a default rubric at this time, you might find this option slightly faster.

Please note that the student names have been removed from the image below. Your student names will appear on the left-hand side column.

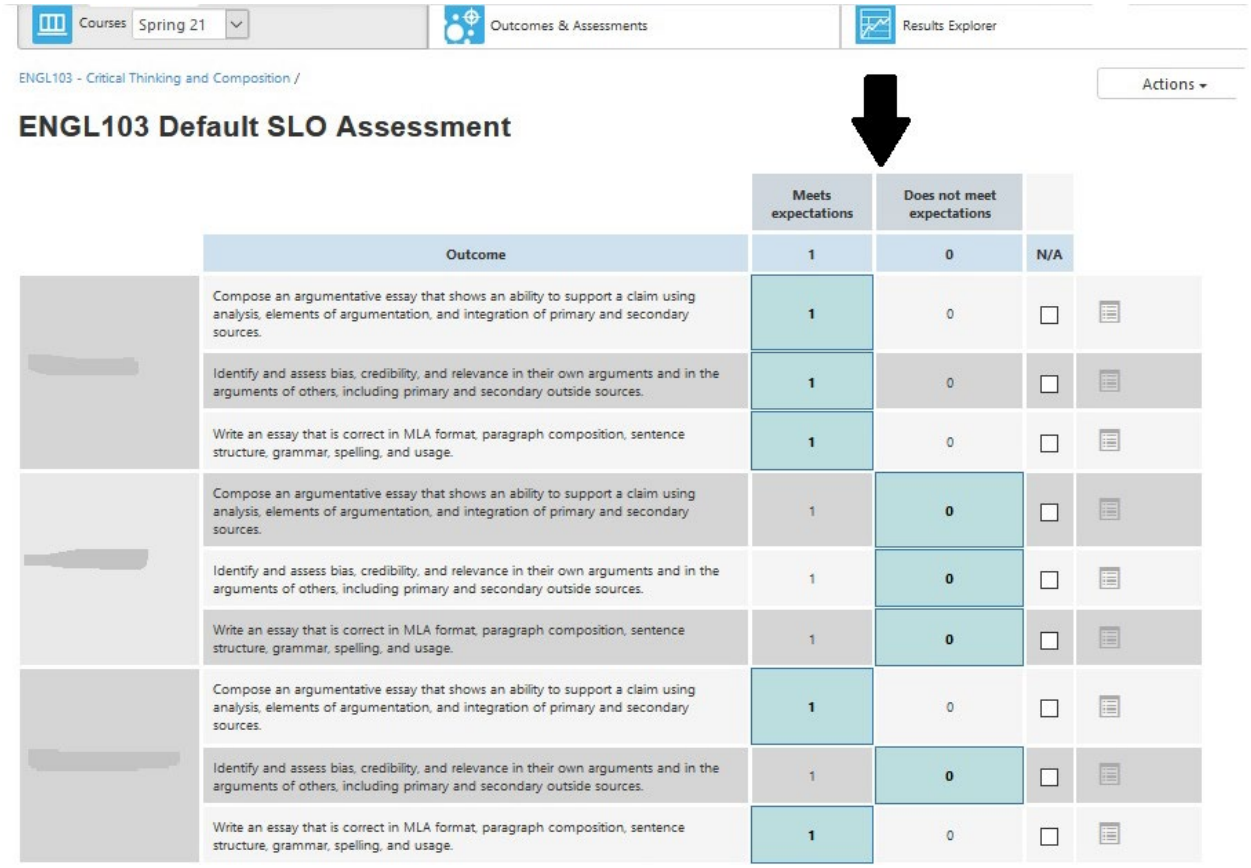

Figure 15

3. Begin entering your assessment data for each student. Once you have finished, select “save” at the bottom of the page (Figure 16).

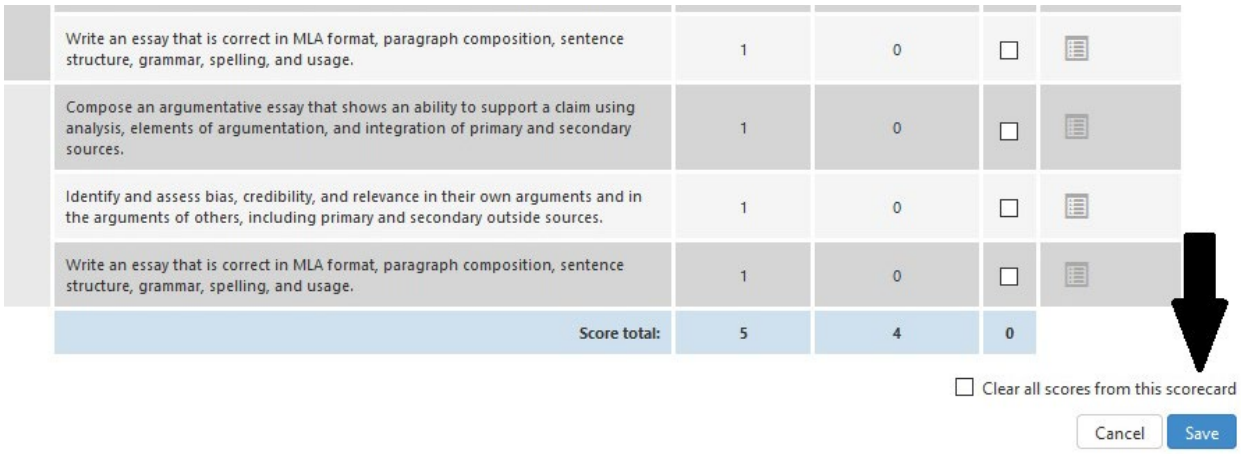

Figure 16

4. If you need to enter more assessment data, click on “Go to Courses.” If you have entered all of your data for a given section and want to view your quantitative data in graph format, click on “Results Explorer” (Figure 17).

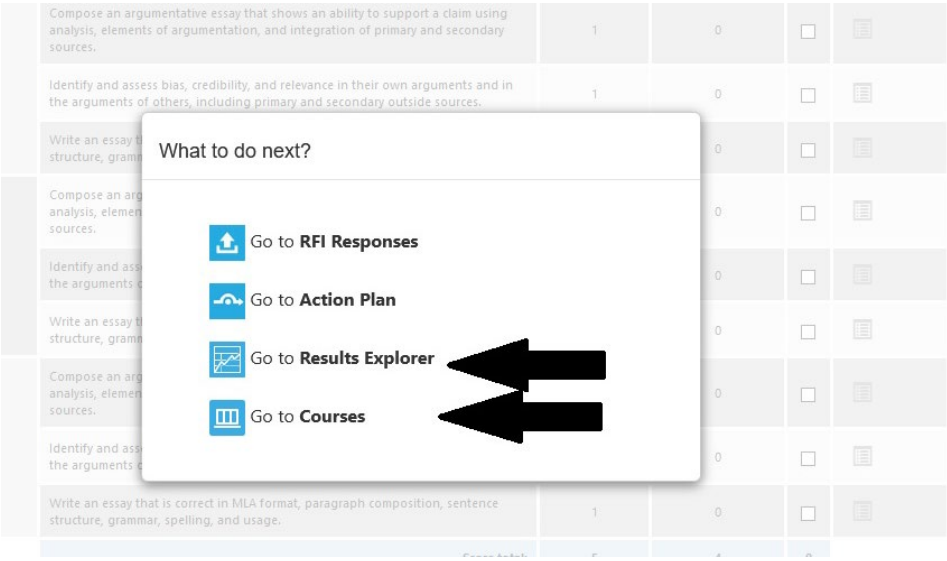

Figure 17

Switching Between Rubric View and Scorecard View

Switching between assessment data scoring views is possible by clicking on the "Actions" drop-down tab (Figure 18).

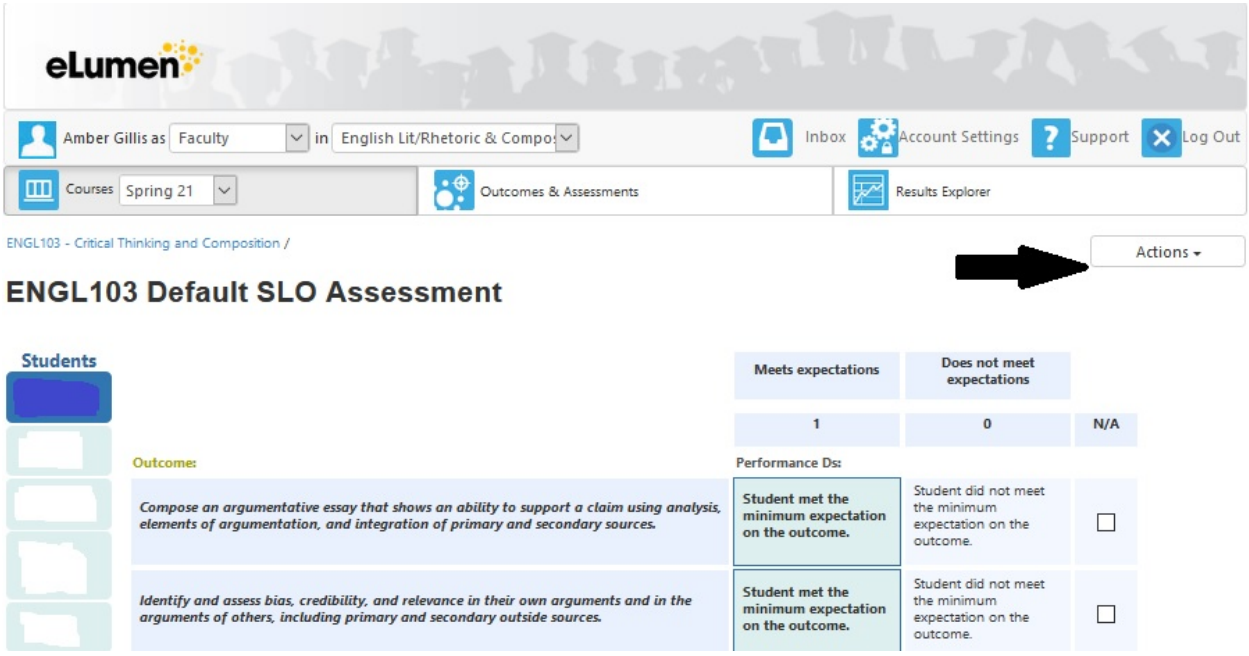

Figure 18

Once the drop-down menu appears, click on "Switch to Scorecard View" (Figure 19). If you are already in scorecard view the option to select will be "Switch to Rubric View."

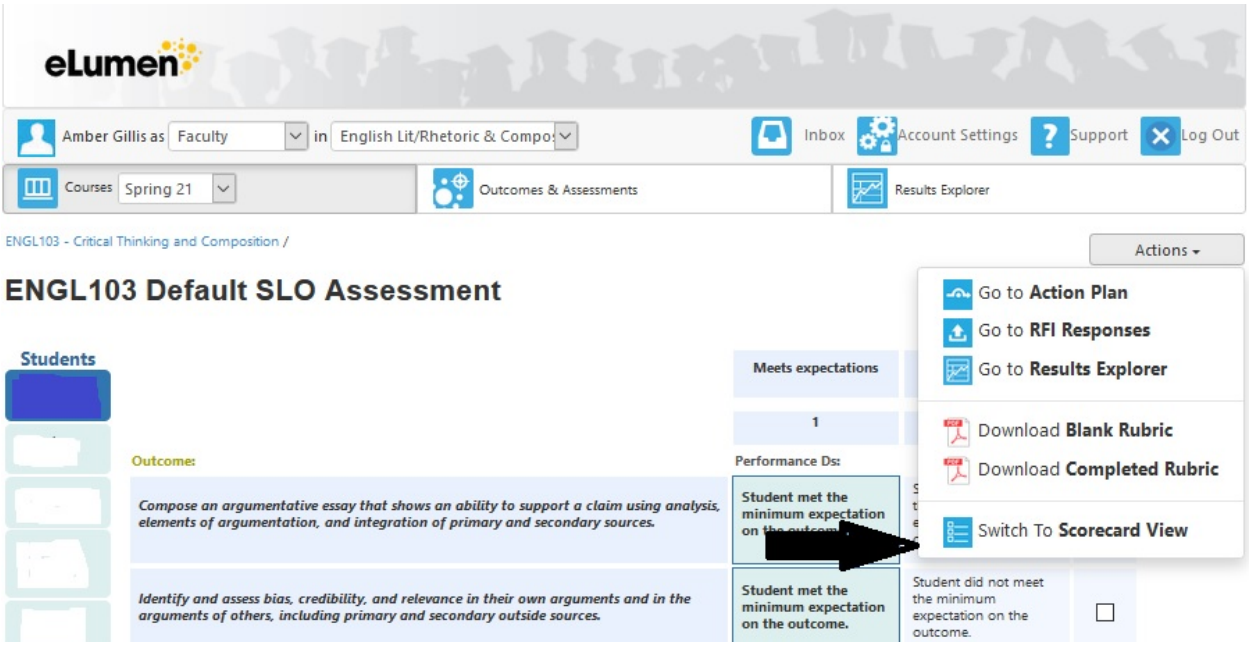

Figure 19

Continue working as necessary.

Although eLumen is supposed to auto-save your work, the Outcomes Committee recommends that you please save your work before navigating to another page.

Frequently Asked Questions

Q: What should I enter if a student is on my eLumen roster but not on my official class roster?
A: Select N/A. Please do not enter “Did not Meet Expectations,” as this can affect scoring and data collection efforts. Student rosters have to be entered every semester and this occurs after census but before the drop date, so you will likely have some students on your eLumen roster that are not on your official class roster.

Q: What does entering “N/A” do to my results?
A: Entering N/A means that this student will not be included in your assessment data collection and will therefore not be counted when it’s time to complete an SLO assessment in a future semester.

Q. How do I know to enter “Met Expectations” or “Did not Meet Expectations”?
A: Historically, most programs have used the 70% mark as the threshold for deciding as to whether or not a student has met the SLO or not. This is the threshold that has been set in eLumen for the College at this time.

Q: I see a green checkmark next in my scorecard area. What does this mean?
A: A green checkmark tells you that you successfully entered assessment data for each student. That’s a symbol you want to see!

Q: Do I have to enter my assessment data in both the scorecard view and in the rubric view?
A: No. Using one or the other will record assessment data; no need to do double work.

Q: Not all of the classes I am teaching come up on my eLumen homepage. What do I do?
A: If you notice that you are missing a class, please let your SLO Facilitator and SLO Coordinator know immediately so they can correct the error. Please include the CRN and name of the course.

Q: There are classes on my eLumen homepage that I am not teaching. What do I do?
A: If you notice that you have classes that do not belong to you, please let your SLO Facilitator and SLO Coordinator know immediately so they can correct the error. Please include the CRN and name of the course that is incorrect.

Q: My SLOs or PLOs are wrong, they are misnumbered, out of order, or contain a typo. What do I do?
A: If you notice any errors in your statements, including ordination or typos, please let your SLO Facilitator know immediately so they can schedule an appointment with you to correct the error.

Q: My SLOs or PLOs are missing. What do I do?
A: We are still inputting some SLOs into the system, so they might not be present during training. If your SLOs or PLOs are missing entirely, please contact your SLO Coordinator to correct the problem immediately.

Q: I'm struggling with eLumen and need one-on-one help. Where can I find it?
A: The Outcomes Committee will be hosting a series of open labs/office hours to help you navigate eLumen and to walk you through entering your assessment data. Please check your email for more information soon.

Q: What is my eLumen login and password information?
A: Your login is your username@compton.edu, and your password is your MyCompton password.

Q: I can't log in. What should I do?
A: If you cannot log in, please send an email to your SLO Facilitator so they can assist you. Please keep in mind that while we can check eLumen profiles and permission settings, we cannot view or change your password for you; however, we can assist with making sure that your permissions are accurate and connect you to Compton or eLumen IT support.

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

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.~~

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~~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.

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

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.*

Commented [CM1]: If issue with business office and/or banner, will revert to $15. Change to "term" if reverted to 15

Commented [CM2]: bring back for a 4th reading- look into fees

Commented [CM3]: should a student drop below 10 units, will they have to pay for audit?

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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 Achievement 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 implement~~eding~~ed 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.

Commented [CM2]: Does this encompass 78210-78222?

Commented [SLB3R2]: yes

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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

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.

Distance Education Handbook

Compton College

2021-2023

Contact Information

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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 "Details & Options" for that video
- 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

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Appendix G: Compton College Distance Education Welcome Letter Policy

Welcome Letter Policy
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Appendix H: Distance Education Online Teaching Training Waiver

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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.

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Distance Education Faculty Coordinator 2020-2022
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	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

Compton College Curriculum Handbook

November 17,2020

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The handbook provides College Curriculum Committee (CCC) representatives with information to assist them in understanding and fulfilling their responsibilities. The Curriculum Committee exists for the purpose of advising the Chief Instructional Officer and Board of Trustees on recommendations pertaining to the programs and courses offered by the college. It evaluates and makes recommendations on matters related to the credit and noncredit curriculum. The committee must act upon course and program additions, deletions, or significant changes in program requirements or in course outlines. It also serves to guide Curriculum Committee members so they can review and approve curriculum in accordance with state regulations as well as local policies and procedures.

With adherence to the guidelines and procedures contained in this handbook, Compton College will continually develop curriculum which is consistent with its mission to meet the educational needs of its diverse community and ensure student success by offering quality comprehensive educational opportunities.

Compton Community College

Mission

Compton College is a welcoming environment where the diversity of our students is supported to pursue and attain academic and professional excellence. Compton College promotes solutions to challenges, utilizes the latest techniques for preparing the workforce, and provides clear pathways for transfer, completion, and lifelong learning."

Vision

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

Values

Compton College values are grounded on the following principles:

- Student Centeredness in the focus of providing students the opportunities for success.
- Excellence as a premier learning institution recognized for outstanding educational programs, services, and facilities.
- Support and Nurture in providing guidance in a professional and caring environment.
- Dedication in our commitment to our diverse community through partnerships with local K-12 schools, universities, and businesses.
- Innovation in adapting new ideas, methods, and techniques to further student learning and achievement.

- Fiscal Integrity in the transparent and efficient use of financial resources to support student success.

Strategic Initiatives

In order to fulfill the mission and make progress toward the vision, Compton College will focus on the following Strategic initiatives:

- GOAL 1: Improve recruitment, enrollment, retention, and completion rates for our students.
- GOAL 2: Support the success of all students to meet their education and career goals.
- GOAL 3: Support the success of students through the use of technology.
- GOAL 4: Offer excellent programs that lead to degrees and certificates in allied health and technical fields.
- GOAL 5: Establish partnerships in the community and with the K-12 schools.

Institutional Learning Outcomes (ILOs)

Upon transfer or graduation, Compton College students will have the following skills:

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.

Communication

Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.

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.

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.

Board Policy BP 2520 Academic Senate

Issued: May 19, 2015

Reference: Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq Accreditation Standard IV.A Board Policy 2510 Participation in Local Decision Making

The Academic Senate is organized under the provisions of the California Code of Regulations, Title 5, shall represent the faculty and make recommendations to the administration and to the Board with respect to academic and professional matters, so long as the exercise of such functions does not conflict with the lawful collective bargaining agreement. The "academic and professional matters" means the policy development and implementation matters listed in this policy.

The Board or its designee will consult collegially with the Academic Senate when adopting policies and procedures. The Board will rely primarily on faculty expertise on academic and professional matters as defined by Sub-Chapter 2, Section 53200, et seq., California Administrative Code, Title 5, and as listed below:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards and policies regarding student preparation and success;
6. District and College governance structures as related to faculty roles;
7. Faculty roles and involvement in accreditation process, including self-study and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.

The Academic Senates' organization, membership functions and committee structure shall be developed by the Academic Senate.

Board Policy BP 4020 Program, Curriculum, and Course Development

Issued: November 21, 2016

References: Education Code Sections 70901(b), 70902(b), and 78016; Title 5 Sections 51000, 51022, 55100, 55130 and 55150; U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended; 34 Code of Federal Regulations Sections 600.2, 602.24, 603.24, and 668.8; ACCJC Accreditation Standards II.A and II.A.9

The programs and curricula of the District shall be of high quality, relevant to our mission, community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Chief Executive Officer (CEO) shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

The CEO delegates to the Chief Instructional Officer (CIO) the development of procedures to initiate and review curriculum and program development. These procedures are developed jointly by the Academic Senate and the CIO or designee. The procedures are located in the College Curriculum Handbook.

Furthermore, these procedures shall include:

- appropriate involvement of the faculty and Academic Senate in all processes;
- regular review and justification of programs and course descriptions;
- Opportunities for training for persons involved in aspects of curriculum development.
- Consideration of job market and other related information for vocational and occupational programs.

All new programs and program deletions shall be approved by the Board.

All new programs shall be submitted to the California Community Colleges Chancellors Office for approval as required.

Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board. Non-degree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board.

Credit Hour

Consistent with federal regulations applicable to federal financial aid eligibility, the District shall assess and designate each of its programs as either a “credit hour” program or a “clock hour” program.

The CEO will establish procedures which prescribe the definition of "credit hour" consistent with applicable federal regulations, as they apply to community college districts.

The CEO shall establish procedures to assure that curriculum at the District complies with the definition of "credit hour" or "clock hour," where applicable. The CEO shall also establish procedure for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

The CEO delegates to CIO the development of procedures regarding the "credit hour" and "clock hour". These procedures are developed jointly by the Academic Senate and the CIO. The procedures are located in the College Curriculum Handbook.

Chapter Two: Role and Responsibilities in the curriculum Review Process

Composition of the College Curriculum Committee

Voting representatives shall be two full-time tenured or probationary faculty members from each academic division, one dean, one division chair, one full-time faculty counselor, one Student Learning Outcomes (SLO) coordinator, one Distance Education Faculty Coordinator (DEFC), one at large adjunct faculty member, and one full-time librarian. Representatives who serve on the College Curriculum Committee (CCC) who are non-voting members shall include, but are not limited to, the Articulation Officer, Chief Instructional Officer (CIO)/Vice President of Academic Affairs (VPAA), curriculum analyst, evaluator and student representative. The CCC chair is a non-voting member, except to break a tie vote.

- The CCC faculty members shall be appointed accordance with the Constitution and Bylaws of the Academic Senate of the Compton Community College District in Article VIII: Committees, Section 1. Sub-Committees. See appendix II.
- CCC faculty member shall serve 3-year terms and all CCC faculty members, with the exception of the division chairs and deans, have the option of serving another 3-year term. Their tenure shall not exceed two consecutive terms.
- Deans shall be appointed by the VPAA or district designee for a term of 3-years.
- In the event that a CCC faculty member is unable to fulfill their term for one semester, the Academic respective division chair shall assign a proxy. If the CCC faculty member is unable to fulfill their second consecutive term, they will be replaced using the process defined within the Bylaws of the Academic Senate of the Compton Community College District in Article VIII: Committees, Section 1. Sub-Committees. See appendix II.

Faculty

Curriculum development is faculty driven within their area of expertise and teaching discipline. With guidelines from Title 5 and local standards, faculty develop a Course Outline of Record (COR), which includes items such as: (e.g. course title and description, course objectives, outline

of subject matter) and provides representative textbooks, assignments and modes of assessment. The COR provides the community, students, and faculty information on the course outline, objectives and goals regarding content and rigor. Faculty who propose a distance education version of an existing course or a new distance education course should consult with the Distance Education Advisory Committee. Consultation with program directors and deans is necessary for faculty selection and course scheduling.

Faculty responsibilities for new course or program proposals must:

1. Propose course or program revisions including special topics.
2. Make courses or program proposals for inactive status.
3. Ensure that course outlines (and the conditions on enrollment, if they apply) are updated at least once every six years or two years for CTE courses.
4. Ensure that the division reviews and verifies the accuracy of all course and program information listed in the catalog and in CurricUNET META prior to the spring catalog publication date.
5. Archive courses that the division has not been able to offer at least once every two years.
6. Ensure appropriate discipline assignments for every proposal.
7. Review all proposals for accuracy.

Division Chair

1. In consultation with the dean, recommends scheduling and assigning and/or canceling classes after faculty consultation in conformance with the college's standards and practices.
2. Recommends curriculum development, modification and deletions, and supervise the selection and development of course materials in accordance with student learning outcomes and other objectives approved by the CCC.
3. Consults with faculty in the various disciplines, appropriate experts, and others to coordinate curriculum development or service improvement efforts within the Division and with other Divisions.

Student Learning Outcomes and Assessment (SLO) Coordinator

1. Conducts SLO review to ensure compliance with program and institutional SLOs for every course and program reviewed by the Curriculum Committee.
2. Acts as a liaison between the Curriculum Committee and the SLO and Assessment Committee.
3. Provides input and expertise on all issues related to SLOs.

Librarian

1. The CCC librarian representative serves as a liaison between the CCC and the Library.
2. The representative is responsible for thorough study and review of all curriculum proposals to assess stated course needs for textbooks, periodicals, or new library resources or acquisitions.
3. In addition, the librarian may recommend additional information resources to faculty authors.

Distance Education Faculty Coordinator

1. Reviews all curriculum proposals with Distance Education components and conducts DE subcommittee review.
2. Reviews all curriculum proposals for technical accuracy and compliance with current regulatory, writing, and content standards related to Distance Education.
3. Functions as a liaison between the curriculum committee and the Distance Education faculty subcommittee.

Division Dean

Each Division Dean in conjunction with the Division Chair is responsible for coordinating the development of all division curriculum. They serve as a part of the technical review committee and are responsible for the thorough review and approval of all division curriculum. The Division Dean submits the proposed course or program to the Chief Instructional Officer.

Curriculum Analyst

1. Maintains all curriculum files.
2. Submits curriculum materials for local and state approval.
3. Maintains the curriculum database and forms in CurricUNET META.
4. Facilitates CurricUNET META and related technology training for all committee members and faculty authors.
5. Provides advice and guidance to the Chief Instructional Officer and to the College. Curriculum Committee on curriculum related issues, such as: Education Code regulations, Title 5 compliance, course numbering sequence, and prerequisite regulations.
6. Maintains the curriculum handbook and develops recommended procedures and forms for the processing of curriculum materials.
7. Prepares and submits an annual report of committee activities for the Academic Senate.
8. Records College Curriculum Committee meeting minutes.
9. Distributes minutes to all committee members within two weeks following a meeting, but no later than two days before the next scheduled meeting.

10. Compiles agendas and materials and posts them, preferably by the Friday prior to the scheduled meeting but no later than three days prior to the scheduled meeting.
11. Works with the Curriculum Committee chair to prepare and distribute committee documents and reports.
12. Works with the Chief Instructional Officer to prepare the curriculum items to submit to the Board of Trustees.

Chief Instructional Officer

1. Provides leadership in developing and maintaining curriculum.
2. Reviews all curriculum proposals to ensure congruence with the mission, need, quality, feasibility and compliance requirements of Title 5.
3. Approves all changes in academic courses and curricula.
4. Authorizes courses and/or programs to be offered.
5. Approves all selected topics.
6. Works with Curriculum Chair to carry out committee responsibilities.
7. Prepares the necessary board items to ensure that all curriculum is board approved in a timely manner.

College Curriculum Committee Chair

The College Curriculum Committee (Curriculum Committee) chair is a faculty member who is responsible for overseeing all curriculum proposals through the curriculum review process, including review of courses and programs. The chair also acts as the liaison between the Curriculum Committee and the Academic Senate (both at the college and statewide). The chair works closely with the Curriculum Analyst and the Articulation Officer to make sure curriculum

The Curriculum Committee Chair shall be elected according to the Constitution and Bylaws of the Academic Senate of the Compton Community College District in Article VI, sections 1 – 6. See appendix I.

The curriculum chair receives reassigned time and secretarial support to complete the following duties and responsibilities:

1. Serves as a resource person to assist faculty in the development of curriculum proposals.
2. Reviews all curriculum proposals for technical accuracy and discipline assignment.
3. Works with department chairs and course authors to make necessary corrections.
4. Develops a recommended curriculum committee schedule for the year.
5. Schedules and conducts the pre-curriculum review meetings.
6. Prepares curriculum committee agendas and conducts committee meetings.

7. Works with the Curriculum Analyst.
8. Reports at the regular Academic Senate meetings on actions of the Curriculum Committee and curriculum issues.
9. Attends meetings with the VPAA or designee, Curriculum Analyst and others as appropriate.
10. Functions as a liaison with the Distance Education Advisory Committee and other committees as appropriate.
11. Attends curriculum workshops at the local, regional, and state levels.
12. Participates in developing the annual curriculum calendar.
13. Performs additional duties as mutually agreed upon by the Curriculum Committee and Chief Instructional Officer or designee.

College Curriculum Committee (CCC)

1. The Curriculum Committee 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 Curriculum Committee 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.
2. The Curriculum Committee will operate under its bylaws, relevant board policies, and the Academic Senate constitution. The chair will regularly report the committee's activities to the Senate.
3. The Curriculum Committee chair may convene ad hoc committees to formulate specific curriculum procedures or address specific curriculum concerns. Ad hoc committees will report their findings to the Curriculum Committee. If a report to the Senate is deemed advisable, the chair shall provide a report and any recommendations. The Senate may also recommend that the chair form ad hoc committees to address Senate curricular issues.

Articulation Officer

1. Facilitates articulation with public and independent colleges, universities, and other community colleges.
2. Develops, updates, and maintains all articulation agreements and related materials used to advise students on academic majors, degrees, and transfer requirements.
3. Serves as a consultant to counselors and instructional faculty on issues related to articulation.
4. Facilitates participation in the Course Identification (C-ID) Numbering System.
5. Participates in statewide meetings pertaining to articulation and transfer.
6. Keeps counselors and instructional faculty informed on matters related to articulation.

7. Serves as a consultant to Admissions and Records staff in evaluating transcripts and certifying students for graduation.
8. Assists the curriculum analyst with editing the transfer and graduation information in the schedule of classes, the college catalog, and the catalog supplements.
9. Works with the appropriate college personnel to maintain an accurate Master Course File database.
10. Maintains and regularly updates the ASSIST database.
11. Ensures that required ASSIST reports are filed accurately and on time.

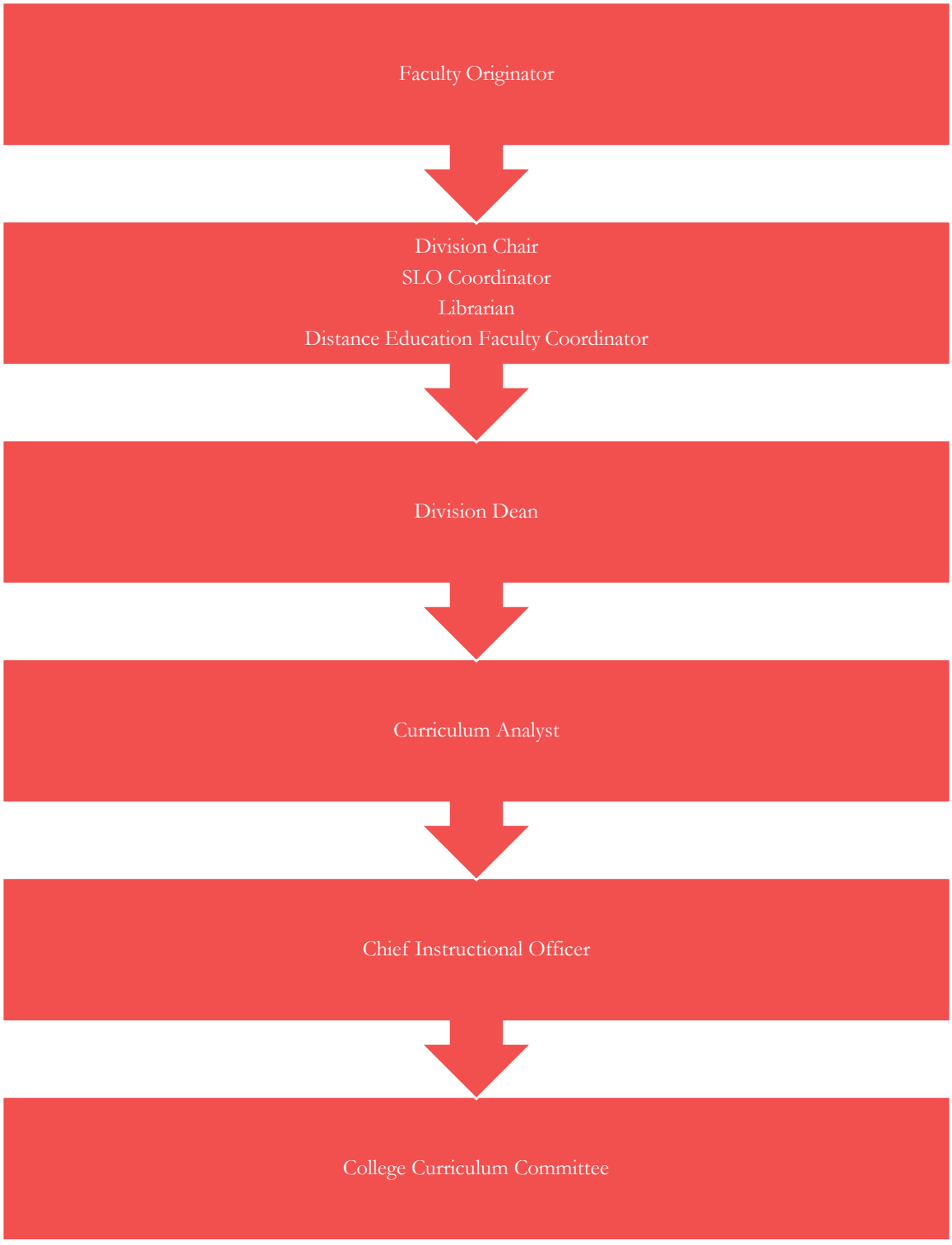
Academic Senate Secretary

1. Checks for all recording of Curriculum Committee minutes.
2. Works with the Curriculum Chair to prepare and distribute committee documents and reports.

Counselor

1. Serves as a resource person for the department in such matters as transfer, associate degree, certificates, and student needs.

Curriculum Review Flowchart



Overview

The regulatory and statutory criteria for curriculum approval is contained in the Title 5 California Code of Regulations and the State Education Code. The Course Outline of Record (COR) should contain sufficient information to permit the curriculum committee to correctly determine whether the course should be recommended for approval and classified as degree applicable credit, non-degree applicable credit, non-credit or community services offering under title 5 section 55002.

Curriculum Committee

As described in title 5 section 55002(a)(1), the Compton College Curriculum Committee (Curriculum Committee) recommending the course shall be established by the mutual agreement of the Curriculum Committee and the academic senate. The Curriculum Committee is a committee of the academic senate that includes faculty and is otherwise comprised in a way that is mutually agreeable to Compton College District and the academic senate.

Standards and Criteria for Courses

(Adapted from title 5 section 55002)

These standards and criteria guide the work of the curriculum committee in creating local curriculum forms and approval processes for:

- Degree applicable credit course
- Non-degree applicable credit course
- Non-credit courses
- Community services offering

Degree Applicable Credit Courses

A. A degree applicable credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of Title 5 Section 55062, has been recommended by the Curriculum Committee and has been approved by the district governing board as a collegiate course meeting the needs of the students.

(1) Standards for Approval. The Curriculum Committee shall recommend approval of the course for associate degree credit if it meets the following standards:

(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with Title 5 Section 55023. The grade is based on demonstrated

proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the Curriculum Committee deems them to be appropriate, by problem solving exercises or skills demonstrated by students.

(B) Units. The course grants units of credit in a manner consistent with the provisions of Title 5 Section 55002. The Course Outline of Record (COR) shall record the total number of hours in each instructional category specified in governing board policy, the total number of expected outside-of-class hours, and the total student learning hours used to calculate the award of credit.

(C) Intensity. The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.

(D) Prerequisites and Corequisites. When the Curriculum Committee determines, based on a review of the COR, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of this article.

(E) Basic Skills Requirements. If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, prerequisites or corequisites that are eligible for associate degree for credit courses in English and/or mathematics, respectively.

(F) Difficulty. The course work calls for critical thinking and the understanding and application of concepts determined by the Curriculum Committee to be at college level.

(G) Level. The course requires learning skills and a vocabulary that the Curriculum Committee deems appropriate for a college course.

(2) Course Outline of Record. The course is described in a COR that shall be maintained in the official college files and made available to each instructor. The COR shall specify the unit value, the expected number of contact hours, outside of class hours, and total student learning hours for the course as a whole; the prerequisites, corequisites, or advisories on recommended preparation (if any) for the course; the

catalog description, objectives, and content in terms of a specific body of knowledge. The COR shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation. required/recommended textbooks/supplements/ laboratory manual and/or other resource material, content in terms of a specific body of knowledge, and student learning outcomes (SLOs).

(3) Conduct of Course. Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the COR.

(4) Repetition. Repeated enrollment is allowed only in accordance with the provisions of Title 5 section 58161.

Non-degree Applicable Credit Courses

A. A credit course designated by the governing board as not applicable to the associate degree is a course which, at a minimum, is recommended by the Curriculum Committee and is approved by the district governing board.

(1) Non-degree applicable credit courses are:

(A) Non-degree applicable basic skills courses as defined in Subdivision (b) of Title 5 Section 55002;

(B) Courses designed to enable students to succeed in degree applicable credit courses (including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory courses such as biology, history, or electronics) that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills;

(C) Pre-collegiate career technical preparation courses designed to provide foundation skills for students preparing for entry into degree applicable credit career technical courses or programs;

(D) Essential career technical instruction for which meeting the standards of Subdivision (a) in Title 5 section 55002 is neither necessary nor required.

(2) Standards for Approval. Curriculum Committee shall recommend approval of the course on the basis of the standards which follow.

(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with Title 5 Section 55023. The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the Curriculum Committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

(B) Units. The course grants units of credit in a manner consistent with the provisions of Title 5 Section 55002.5. The COR shall record the total number of hours in each instructional category specified in governing board policy, the total number of expected outside of class hours, and the total student learning hours used to calculate the award of credit.

(C) Intensity. The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepares students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students successfully completing each such course, or sequence of required courses, will have acquired the skills necessary to successfully complete degree applicable work.

(D) Prerequisites and corequisites. When the Curriculum Committee deems appropriate, the course may require prerequisites or corequisites for the course that are established, reviewed, and applied in accordance with this article.

(3) Course Outline of Record. The course is described in a COR that shall be maintained in the official college files and made available to each instructor. The COR shall specify the unit value, the expected number of contact hours, outside of class hours, and total student learning hours for the course as a whole; the prerequisites, corequisites, or advisories on recommended preparation (if any) for the course; the catalog description, objectives, required/recommended textbooks/supplements/ laboratory manual and/or other resource material, content

in terms of a specific body of knowledge, and student learning outcomes (SLOs). The COR shall also specify types or provide examples of required reading and writing assignments, other outside of class assignments, instructional methodology, and methods of evaluation.

(4) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the COR.

(5) Repetition. Repeated enrollment is allowed only in accordance with the provisions of Title 5 Section 58161.

Non-credit Courses

A. A non-credit course is a course which, at a minimum, is recommended by the Curriculum Committee (the committee described and established under subdivision (a)(1) of section 55002 of title 5 and approved by the district governing board as a course meeting the needs of enrolled students.

(1) Standards for Approval. The Curriculum Committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students. In order to be eligible for state apportionment, such courses must be approved pursuant to sections 5502 and 55150 of Title 5 and fall into one of the statutory categories under Title 5 section 58160(a).

(2) Course Outline of Record. The course described in a COR that shall be maintained in the official college files and made available to each instructor. The COR shall specify the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, contents in terms of a specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation.

(3) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with the set of objectives and other specifications defined in the COR.

(4) Repetition. Repeated enrollment is allowed only in accordance with provisions of Title 5 Section 58161.

Community Services Offering

A. Community Services Offering. A community services offering must meet the following minimum requirements:

(1) is approved by the district governing board;

(2) is designed for the physical, mental, moral, economic, or civic development of persons enrolled therein;

(3) provides subject matter content, resource materials, and teaching methods which the district governing board deems appropriate for the enrolled students;

(4) is conducted in accordance with a predetermined strategy or plan;

(5) is open to all members of the community willing to pay fees to cover the cost of the offering; and

(6) may not be claimed for apportionment purposes.

Note: Authority cited: Education Code EDC Sections 66700 and 7090.1.

Degree Programs and Certificates

New degree and certificate programs must be conform to the following standards as set forth in Title 5: Course Outlines of Record (COR)

- The content and scope of each course in a degree or certificate program proposal must be recorded in an official COR in compliance with all relevant state and local policies. The connection between the course and program level objectives must be clear.
- The objectives in the COR for each required course should clearly show how they support the objectives of the program. Further, the objectives in each course must demonstrate why the course is required and why the program course is sequenced as proposed. If this relationship is not evident for a given course, its relationship should be fully explained in the rationale.
- The course content and set of requirements in any associate degree program should emphasize principles, providing not only the skill to engage in current practices but also the critical perspective to evaluate and improve upon these practices.

Mission
The objectives of the proposed program must be consistent with the mission of the community college.

Need
There must be a demonstrable need at the time and in the region the college proposes to serve with the program in order for a program to meet the objectives as stated.

Quality
The objectives of each required course should be clearly necessary and sufficient to meet the stated goals and objective of the program. Successful completion of the work as laid out in the outlines of record submitted for each course required in the program, and in the required sequence, must be sufficient to enable students to fulfill the program goals and meet the stated program objectives. The CORs for each course must be complete, rigorous, current, and effective.

Completeness
The standard format for CORs used by the college should encourage complete information, as required by Title 5 Section 55002(A)(3) with specific examples of textbooks, teaching methods, assignments and evaluation of sufficient substance.

Rigor
The stated objectives of the constituent courses must meet the standards of Title 5 Section 55002(A) regarding critical thinking, writing, evaluation and grading at the college level. The course objectives must include critical thinking and should be linked to subsequent areas of the COR to make clear how critical thinking will be taught and evaluated.

Currency
The content, textbooks, software, and other materials, including library assignments, for each constituent course must represent current or emerging knowledge and practice for that subject or occupation.

Effectiveness
The course objectives should be comprehensive enough that it is possible to trace the reason for each of the course specifications by reference to at least one course objective.

Feasibility
The college must be able to commit the resources necessary to support the program at the level of quality presupposed in the program design, for the proposed numbers of students, and offer it with sufficient frequency to meet the program objectives and enrollment projections.

Compliance
Programs must comply with any other applicable laws, including federal regulations, licensing requirements, and the particular legal requirements.

Non-credit Courses
The Course Outline of Record (COR) should contain sufficient information to permit the Curriculum Committee to correctly determine whether the course should be recommended for approval and classified as Degree Credit, Non- Degree Credit, or Non-Credit under Title 5 of the California Administrative Code.

Criteria
A Non-Credit course must fall under one of the nine areas covered by the Education Code, Section 84757(a) items 1 through 9. These courses may or may not be designed to prepare students to succeed in degree applicable courses.

Standards
In addition to meeting the criteria above, a Non-Credit course must conform to the following standards specified in Title 5 Section 55002(c):

(a) A Non-Credit course is a course which, at a minimum, is recommended by the Compton College Curriculum Committee and approved by the district governing board as a course meeting the needs of enrolled students.

(1) Standards for Approval. The Curriculum Committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students. In order to be eligible for state apportionment, such courses must be approved by the Chancellor pursuant to Article 2 (commencing with Title 5 Section 55150) of Subchapter 2 and satisfy the requirements of Title 5 Section 58160 and other applicable provisions of Chapter 9 (commencing with Title 5 Section 58000) of this division.

(2) Course Outline of Record. The course is described in a COR that shall be maintained in the official college files and made available to each instructor. The COR shall specify the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, contents in terms of a specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation for determining whether the stated objectives have been met.

(3) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with the set of objectives and other specifications defined in the COR.

(4) Repetition. Repeated enrollment is allowed only in accordance with provisions of Title 5 Section 58161.

Chapter Four: The Curriculum Process

The following section provides a broad overview of the curriculum proposal, submission, and approval process, detailing specific timelines and procedures for:

- Credit Course Development and Revision
- Non-credit Course Development and Revision
- Credit Program Development and Revision

Committee Timelines

The section establishes a standard timeline and procedure for curriculum submission. The Curriculum Committee will broadly adhere to the following schedules, but may alter it in response to each year's workload or emerging needs.

Standard Meeting Schedule

The Curriculum Committee typically meets from 2:30pm to 4:00 pm on the first and third Tuesday of each month during the Fall and Spring terms. Meetings for each academic year will begin on the third Tuesday of the first month and continue through the first Tuesday of the last month of the Academic year. The Committee Chair may schedule additional meetings when needed.

Quorum

To transact business at a committee or subcommittee meeting, a quorum shall consist of 50% plus one (1) of the faculty membership of that committee or subcommittee.

Agenda

Agendas will be distributed to each member of the committee at least three days prior to the day the committee is scheduled to meet.

Minutes

The Curriculum Analyst will see that minutes are kept at all meetings. The Academic Senate Secretary will be the backup of taking the notes. The minutes will include all actions taken and make note of all significant discussions. Minutes will be distributed to all members of the committee, within two weeks of the meeting. In addition, minutes must be distributed at least two days before the next meeting of the committee.

Proposal Submission Timeline

Course proposals are considered on a rolling basis. The Curriculum Committee reviews and approves proposals for new courses and changes to existing ones on an ongoing basis during the academic year.

Proposals for new course or programs, and course or program revisions that are submitted in the Fall term will be implemented in Fall of the following academic year after publication in either the Catalog or Catalog Supplement. The Curriculum Committee reserves the right to implement changes on an expedited time- scale in exigent circumstances by special vote and subsequent approval of the Academic Senate and BOT.

Proposals for new courses or programs will require two readings and approval votes from the Curriculum Committee prior to submission for approval to the BOT. Course or program revisions require one reading and vote of approval from the committee.

Selected Topics courses must be submitted for approval with the first draft of the schedule for the semester for which they are being proposed.

Expedited Approvals

Expedited approval of curriculum proposals will be considered for the following reasons:

- Demonstrated Emergent Community Need
- Response to changes in Title 5 or the Education Code
- Response to Regional or Vocational accrediting agencies
- Error correction for catalog publication
- Response to recommendations from ACCJC
- Response to grant mandates or other time-sensitive Funding
- Other circumstances as approved by both the Faculty and Administrative Chairs

Implementation of Approved Proposals

Proposals approved by the Curriculum Committee are forwarded to the Academic Senate. Academic Senate is required to conduct solely a first read and vote to approve each course proposal (e.g. new courses, course review, discontinued courses, distance education course offerings, etc.). After the Academic Senate's approval, the courses are sent to the Board of Trustees for final approval.

Distance Education Addendum Approval Process

The Distance Education Curriculum Subcommittee (DECS) representatives notify the faculty member (designated as the "originator") in their division that they are the responsible party for

reviewing the course outline of record in Curriqunet AND completing the DE Addendum. Faculty will attend the Distance Education Open Lab Workshops where the DEFC will explain how to fill out the addendum and the faculty member will receive one-on-one assistance in Curriqunet. The faculty members addendum will be placed on the subcommittee agenda for review upon completion by the DEFC. The course will not move forwarded in the Curriqunet approval process until this technical review has been completed and the subcommittee has voted to approve sending the course forward.

Credit Courses

Credit course proposals that are approved by the Curriculum Committee are presented by the Curriculum Chair to the Academic Senate. The Curriculum Analyst drafts the board agenda and submits to the Chief Instructional Officers. The Chief Instructional Officers submits the board agenda for approval by the BOT. Approved courses are entered into the Chancellor's Office Curriculum Inventory database for approval by the Curriculum Analyst. The Curriculum Analyst receives notification of approval in Curriculum Inventory and notifies the division; course gets put into the registration system, class schedules and college catalog.

Credit Programs

All credit degrees and certificates must be approved through the regular curriculum process described in this handbook. All new or substantive changes to degrees and most certificates must first be submitted to the Curriculum Analyst for review to determine if the course meets requirements as outlined in the document from the Chancellor's Office for review and approval along with all requisite state documents. Once approved by the Chancellor's Office, all programs and certificates must be published in the catalog or catalog supplement prior to offering.

Non-Credit Courses

All non-credit course proposals must be approved by the Curriculum Committee, the Academic Senate, the BOT prior to being scheduled; however, they do not need to be published prior to offering.

Selected Topics Courses

Selected Topic courses approved may be scheduled the semester after they are approved. These courses cover topics not offered by the established curriculum and are not intended to meet program or general education requirements (AA/AS, CSU or IGETC) or to provide for course repetition beyond Education Code regulations. Selected topics courses must receive approval from the Curriculum Committee.

Selected Topics Course Submission and Approval Process

Approved Selected Topics courses may be offered two times. Selected Topics courses successfully offered twice can then be submitted through the regular credit course submission process for approval as permanent credit courses.

Course Change Approval Process

Courses submitted to the Curriculum Committee for review will be placed on the agenda in one of the following categories depending on the nature of the changes or proposal:

Course modifications must undergo the 9 step approval process (see chart below) for all changes, including, but not limited to the following:

- Catalog description
- Objectives or content
- Units or hours
- Number of repetitions
- Course number
- Credit/no credit status
- Prerequisites
- Course title
- Length in term
- Text and/or instructional material
- Methods of instruction, assignments or methods of evaluation,
- Addition of distance education mode or addition of SLOs,
- Adding or dropping from an AA/AS degree or certificate program, AA/AS degree GE list, CSU GE, IGETC or TCA lists.

Chapter 5: Course Outline of Record

Overview

The components and standards for the Course Outline of Record for all credit courses:

Reference Program and Course Approval Handbook, fifth edition, September 2013, published by the Chancellor's Office

- The Purpose of the Course Outline of Record
- Course Discipline Assignment
- Required Components of the Credit Course Outline of Record
- Standards for the Major Components of the Course Outline of Record

The Purpose of the Course Outline of Record

The Course Outline of Record (COR) is a document with defined legal standing that plays a central role in the curriculum of all California community colleges. The COR has both internal and external influences, detailing expected course content and learning objectives as well as

providing guidance for faculty. The COR offers students, the community, and other educational institutions information about courses and programs, playing an integral role in program evaluation and accreditation review. The COR is also the primary vehicle for individual programs and departments to outline the scope, rigor and direction of their curriculum.

Function of the Course Outline of Record

The COR clearly identifies course standards and content, playing a critical role in the ongoing process of program review, by which a college seeks to keep its curriculum relevant and to allocate its resources effectively. New programs are evaluated to ensure they meet specific student needs through the selection of courses and construction of course outlines.

The COR and a class syllabus are not the same. While the COR is a contract between the college and the student containing the requirements and components of a course, whereas the syllabus describes how an individual instructor will carry out the terms of that contract through specific assignments. Syllabi can provide specific dates, grading standards, and other guidelines required by the individual instructor. The COR outlines the universal components of a specific course, whereas a syllabus includes instructional methods and topics which go beyond the COR. (California State Academic Senate Curriculum Committee, Stylistic Considerations in Writing Course Outlines of Record / Purposes of the Course Outline of Record 1999).

Course Double Coding

If a course covers material common to more than one subject area, it may be appropriate to list the course under both subjects. An example is Psychology 9A (Introduction to Elementary Statistical Methods for the Study of Behavior) and Sociology 109 (Introduction to Elementary Statistical Methods for the Study of Behavior). This practice is referred to as double-coding. Courses proposed for double-coding must meet the following criteria for consideration by the Curriculum Committee:

- The course must be recorded in two separate, but identical CORs.
- To ensure collaboration and agreement between departments on all proposed courses, faculty members from the proposed subject areas must author the COR for their area. Using the example above, this means that a Psychology faculty member will write and propose the PSYC 9A COR and a Sociology faculty member will write and propose the SOCI 109 COR. In cases where the subject-area faculty cannot agree to identical CORs, the Curriculum Committee Faculty Chair may be called upon to arbitrate the disagreement. If faculty authors are still unable to reach consensus after arbitration, the course will not be considered for double-coding.
- Double-coded courses must also be cross-listed in both disciplines or designated as interdisciplinary.

- Cross-listed example: PSYC 9A – Psychology must list both Psychology 9A and SOCI 109 must list both Sociology and Psychology in the same section. This enables faculty from either discipline to teach the course under both subject codes.
- Interdisciplinary example: Both PSYC 9A and SOCI 109 ~Psychology lists the following in Section A2 of their CORs: "Interdisciplinary: Psychology and Sociology." This requires faculty to meet minimum qualifications for both Psychology and Sociology as described on the Board of Governors (BOG) Disciplines List under Interdisciplinary Studies.

Course Discipline Assignment

Each course reviewed and recommended for approval by the Curriculum Committee must be assigned to the appropriate discipline(s) from the BOG Disciplines List, indicating that the minimum qualifications for service on the list provide appropriate academic or vocational training to teach a particular course. This information is recorded in Section A2 of the Compton College COR. While Title 5 does not specify that course disciplines be listed on the Course Outline of Record, this is the logical repository for discipline data as it allows review and approval through the regular curriculum process and provides easy access to this information. The process of placing courses within disciplines is a local Academic Senate responsibility spelled out in Title 5 §53200.

Courses may be assigned to disciplines as follows:

- Single Discipline
- Cross-listed (Multiple Disciplines): Course content is common to all listed disciplines
- Interdisciplinary: Course content requires preparation in two or more of the listed disciplines

Courses assigned to more than one discipline or assigned as Interdisciplinary may be considered for double-coding as previously described. Double-coding cross-listed courses is not required. The Curriculum Committee will consider the professional judgment of the originating faculty author on this matter.

The following text, taken from the "COR: Curriculum Reference Guide" published by the ASCCC in 2008, clarifies the process and recommends that discipline assignation be a stated duty of the Curriculum Committee as it is functionally related to other CC decisions.

Components of the Credit Course Outline of Record

Required Components

Title 5, §55002(a)(3) requires that specific course information be contained in a Course Outline of Record. All CORs shall be maintained in the official college files and made available to each instructor. The COR shall specify the unit value, scope, objectives, and content in terms of a specific body of knowledge. The COR shall also specify types or provide examples of required reading and writing assignments, other assignments required outside of class, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met.

This is true for all credit courses, degree-applicable, non-degree-applicable, and stand-alone courses. Items to be included are:

- Taxonomy of Programs (TOP) code
- Course Identification Number
- Course Title
- Credit status
- Transfer status
- Basic skills status
- SAM code (occupational status)
- Course classification code (CB11 – required by SB361 and AB1943)
- Special class status (CB13 – for disabled students Title 5 §56029)
- Prior to college level (CB21 – English/ESL courses prior to college level)
- Funding agency category (CB23 – funding for course development was an Economic Development Grant)
- Program status (CB24 – stand alone or in a program, AB1943)

Course Repeatability

Some courses may be repeated for credit up to three times provided that the COR contains a clear explanation for repeatability. Courses may be designated as repeatable under the following specific conditions described in Title 5 § 55041.

The college policy and procedures on course repetition adopted pursuant to Titles section 55040 may designate as repeatable courses only those courses described in this section.

If a district permits repetition of courses regardless of whether substandard academic work has been recorded, repetition shall be permitted without petition. For instances, when such repetition is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment, such courses must conform to all attendance

accounting, course approval, and other requirements imposed by applicable provisions of law. Such courses may be repeated for credit any number of times. The governing board of a district may establish policies and procedures requiring students to certify or document that course repetition is necessary to complete legally mandated training pursuant to this subdivision.

The district policy adopted pursuant to Title 5 section 55040 may also designate courses of the types described in this subdivision as repeatable courses, subject to the following conditions:

- The district must identify the courses which are to be repeatable and designate such courses in its catalog.
- The district must determine and certify that each identified course is one in which either:

    1. The course content differs each time it is offered or

    2. The course is an activity course where the student meets course objectives by repeating a similar primary educational activity and the student gains an expanded educational experience each time the course is repeated for one of the following reasons:

        a. Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or

        b. Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.

Courses which may qualify as repeatable include but are not limited to the following:

- Physical education courses; or
- Visual or performing arts courses in music, fine arts, theater or dance.

Foreign language courses, ESL courses and non-degree-applicable basic skills courses are not considered "activity courses" for purposes of repeatability. The district must develop and implement a mechanism for the proper monitoring of such repetition.

Students may repeat a course pursuant to this section for not more than three semesters including summer and winter intersessions.

When a college establishes several levels of courses which consist of similar educational activities, the repetition limitation applies to all levels of courses that involve a similar primary

educational activity regardless of whether the repetitions reflect multiple enrollments in a single course or in multiple courses involving the same primary activity.

When a course is repeated pursuant to this section, the grade received each time shall be included for purposes of calculating the student's grade point average (GPA).

Conditions on Enrollment
Courses with prerequisites, co-requisites, recommended preparations, or any other limitations on enrollment are required to have Form A attached to the COR explaining and documenting the data supporting the condition on enrollment. The following text from the State Academic Senate Handbook explains the regulatory and practical considerations for this form.

Standards
All courses with requisites and/or advisories must document those requisite skills which have been developed through content review in a separate section of the course outline. The primary goal of identifying requisites and providing advisories is to facilitate student success. Content review should document that pathway by showing how the skills achieved in the requisite courses are fundamental to success for most students taking the “required” course. The writing style of the prerequisite skills section is the same as that for the objectives. The section usually begins with a phrase such as "Upon entering this course the student should be able to" with a list of those entry skills following, expressed using active learning verbs following Bloom's taxonomy. In its simplest form a content review consists of comparing the entry skills list with the exiting skills of one or more courses to identify courses which would be appropriate requisites. This list of entry skills is also very useful in determining articulation pathways for students coming from other institutions or life experiences.

Justification of prerequisites requires documentation and colleges have generally developed forms for the various types of evidence. This evidence can take many forms: equivalent prerequisites at UC and/or CSU, content review, legal codes mandating the requisite, or data collection and analysis. While these forms are not required to be part of the course outline they are often attached as documentation of the process having been completed. Subdivision I.C.3, A, 2(a) VII of the Model District Policy on Requisites (CCCCO, 1993) strongly advises that districts “maintain documentation that the above steps were taken.” A simple method for achieving this is to retain the content skills scrutiny documents for each requisite course Title 5 §55003(b) & (e), which require requisites be based upon “data collected using sound research practices” for the skills of communication and computation when they are being required outside of those respective programs. This requirement does not affect the general requisite “content review” requirement for those programs specializing in communication and computation. An English course having a prerequisite of a lower level English course must validate this need

through content review, but a business course requiring that same lower level English course is additionally required to base this need upon "data collected using sound research practices."

Some common limitations on enrollment are: a requirement to pass a tryout prior to being enrolled in an athletic course or team, or physical requirement where the student's safety would be compromised by an inability to meet specific physical capabilities. While the specific criteria of the limitation does not have to be in the COR, such should be well defined and be as measurably objective as possible. A sight acuity limitation might include specific vision parameters and list any medical conditions that impose or exacerbate the limitation. If it is a tryout for athletics, the criteria should be very specific and realistic to the needs. For instance, be able to swim ten laps in a standard competition pool in under eight minutes" would be reasonable for a water polo tryout, but requiring this to be done in less than one minute would be considered extreme.

Regulatory Requirements – Title 5 Prerequisites and Co-requisites §55002(a)2D
When the college and/or district Curriculum Committee determines, based on a review of the COR, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or co-requisites that are established, reviewed, and applied in accordance with the requirements of this article.

Title 5 provides the rules for requisites to be implemented and enforced in any credit courses, degree applicable or non-degree applicable, and specifically gives the determination for this need to the college Curriculum Committee. In integrating an outline, the objectives, content, learning materials, methods of instruction and evaluation should all reflect the need for the required entry skills. The relationship is in that an objective may or may not have an entry requirement, but every entry requirement must be reflected by at least one of the objectives, content, learning materials, methods of instruction or methods of evaluation.

Basic Skills Requirements §55002(a) 2E
If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or co-requisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.

This standard mandates the requisites of communication and computation skills if the likelihood for success is dependent upon them. It sets the level at that which is required for eligibility into degree- applicable credit courses. This does not, however, eliminate the need for requisite validation as provided for in §55003 in the communication and computation areas.

Distance Education Status

Courses proposed for fully online or hybrid status, must undergo separate course approval process and be attached to the course outline of record according to Title 5 § 55206 Separate Course Approval. A hybrid course is one in which, any percent of instruction is moved online in lieu of face-to-face interaction. A course that is approved for 100% online instruction is also approved for any hybrid configuration.

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.

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

The Curriculum Committee adheres to all Title 5 regulations and Chancellor's Office regulations relative to Distance Education offerings.

Writing and Review Standards for the Major Components

This section establishes the content and writing standards for the major components of the Course Outline of Record.

These elements of the COR express both the particulars of a given course and the broader instructional mission of the college. With this in mind, it is essential that faculty authors develop courses and programs consistent with the mission, values, institutional Student Learning Outcomes, and the academic freedom policy of Compton College. The Curriculum Committee will honor the discipline expertise of course authors and other discipline faculty by remaining open to multiple approaches and perspectives in all areas of curriculum development. The committee will work collegially with faculty authors in all discussions of course content or pedagogy while ensuring the high quality and rigor of curricula.

Developing Inclusive Curricula

Where appropriate, faculty authors will provide specific evidence of how cultural diversity is addressed through course content, assignments, Student Learning Outcomes, course assessments, or teaching methods. While the language and extent to which these elements are included in individual courses will vary to reflect theories and practices particular to each discipline, faculty authors are expected to develop inclusive curricula in a manner consistent with current and emerging in their field.

Course Description

The course description is a summary of the major topics covered in a course and should accurately reflect course content and objectives. Because they address a broad audience that includes students and the general public, course descriptions should be written in clear language and provide a summary of the course, including how it meets major, degree, certificate, or transfer requirements. For example, "Meets general education laboratory science requirement."

Prerequisites, Co-requisites, and/or Advisories

Indicate if the course is graded using Credit/No Credit grading, varies as to teaching method, or is repeatable.

Student Learning Outcomes

Student Learning Outcomes are defined as the knowledge, skills, abilities, and attitudes that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate experiences (Accrediting Commission for Community and Junior Colleges, 2002). Student Learning Outcomes have the following characteristics:

- Represent culminating performances
- Express an integration of knowledge/concepts/skills/abilities/attitudes
- Describe performances that are essential
- Refer to learning that transfers beyond the classroom
- Stress the application of knowledge and skills
- State clear expectation in terms students can understand
- Have sufficient substance to drive decision about what students should learn
- Are realistic and achievable within a reasonable time frame
- Are verifiable/measurable using qualitative or quantitative methods

Course Objectives

Course objectives define the skills and knowledge a student gains upon successful completion of a course and should integrate course content, methods of instruction, methods of assessment, and typical assignments. All instructors who teach these courses are contractually bound to fulfill the objectives as stated. It is recommend that objectives be broad and introductory in scope as to preclude individual instructors from interpreting the course according to their own expertise or the needs of the class.

<u>Course Objectives:</u>

- Contain more than five and fewer than 10 objectives for most three-unit courses

- Broadly state the expectations for the course while adequately covering theory, principles, and concepts
- Use skills and applications to reinforce and develop concepts, rather than adding concepts to supplement skills
- Are expressed in measurable terms
- Indicate higher-level performance, critical thinking and developmental complexity commensurate with a college-level course by utilizing course-level-appropriate critical thinking and performance verbs
- Not all objectives need to reflect critical thinking; recognizing, describing, and comprehension are valuable skills. It should be clear that higher thinking skills are an essential component of the course.

Course Content

Course content outlines the major concepts and topics of the course. When writing or reviewing content, keep in mind that the COR will be the basis for all sections of the course, which may be taught by any discipline faculty. Consequently, this outline should focus on major topics of study that would be covered by any instructor teaching this course while providing enough detail to take out the broad scope of the course. Remember that while all faculty are obligated to teach every point of content contained in this section of the COR, an individual instructor may go beyond this list in any given section of the course.

- Outline the main topics and subtopics commonly included in a course, with enough detail to allow for consistency of instruction whenever new faculty are assigned to this course
- Present in outline format with major topics and sub-headings.
- Provide a detailed-enough list of content to give direction to a new instructor but leave some room for individual instructors to interpret the subject matter according to their area of expertise.
- Adequately support and reflect the course objectives.

Methods of Instruction

The Methods of Instruction section should provide a detailed description of all instructional methods that may be used in the course, drawing clear and specific connections between the methods and the course content. When considering the writing style of this section, keep in mind that the assignments and methods of instruction should support the stated objectives. In particular, because the learning experiences must either include critical thinking or experiences leading to this capability, the methods of instruction must effectively teach critical thinking appropriate to the nature and academic level of the course.

Methods of Instruction may include: lab, demonstrations, group discussion, critique, lecture, in-class student performances or reading, simulations, experiments, collaborative group work, project or portfolio presentations, multimedia presentations, guest lecturers, case study reviews, field trips, student presentations, or peer teaching and review.

Chapter Six: Course Review Guidelines and Checklist

COMPTON COLLEGE

COURSE REVIEW GUIDELINES & CHECKLIST

This worksheet assists faculty in course review and is not submitted for approval.

Instead this document should be filed in course file in the Division Office.

*Division/Department:*_____ *Date:*_____

Date Course Submitted to CCC

*Course:*_____

Subject & Number Descriptive Title

*Originator:*_____

Faculty in Charge of Course Review

Course review has four steps. We recommend a read-through of the entire process below before beginning. Systematically undergoing the first two steps will simplify the last two steps considerably.

Step 1: Discuss the course and review course materials	Before using CurricUNET META
Step 2: Decide on necessary modifications and the review type	Before using CurricUNET META
Step 3: Modify course documents (in CurricUNET META)	Using CurricUNET META
Step 4: Obtain CCC approval	Using CurricUNET META

Step 1: Discuss the course and review course materials
Proposal originates from discipline faculty author. Course review should be done by an appropriate group of faculty (not an individual faculty member), in consultation with the dean and division CCC representative. In course review, step back and think about the course holistically. Examine SLO assessment reports, program review documents, the current Course Outline of Record, sample syllabi, examinations, course schedules, and instructional material. There is no particular order to discussion points listed below and changes may not be necessary. Questions should be directed to the division CCC Representative, the Curriculum Analyst, or the Dean.

A checked box indicates completion.

Examine recent course offerings and delivery methods. Consider inactivating any course that has not been offered in two or more years. If a distance education version exists, it must be updated. If a distance education version is appropriate, it should be developed.

Estimate the independent work hours outside of class and ask if there are sufficient contact hours (lecture and laboratory) to ensure that the course units accurately reflect the hours of work the average successful student requires to succeed. Changes here may affect faculty load.

Contact the articulation officer for recommendations regarding the general education and transfer status of the course. Contact the curriculum advisor with questions about the discipline or credit status of the course (degree-applicable credit, non-degree-applicable credit, or noncredit). Credit status rarely changes.

Reconsider the justification for any conditions of enrollment the course may have, in order to ensure that these conditions are justified in accordance with Title 5 regulations.

In the current course outline of record:

Reconsider the descriptive title and catalog description in order to ensure that the descriptive title is current and appropriate and that the catalog description reflects the content and purpose of the course. In most cases changes are not necessary.

Reexamine the course objectives in order to ensure that the outcomes and objectives are appropriate and attainable, and that a representative assessment type has been identified for each one.

Revisit the outline of subject matter in order to ensure that the content is current and appropriate, that each course topic is given sufficient time, and that sufficient detail is provided for each. When the course has both lecture and laboratory hours, major topics in the outline of subject matter must be separated by lecture and laboratory.

Review the methods of evaluation, typical assignment, critical thinking assignments, work outside of class, and instructional methods, in order to ensure that these are current and appropriate.

Update the materials for the course, including textbooks, in order to ensure that all materials are as current as possible and appropriate. For courses that satisfy CSU Breadth GE or IGETC, a textbook with a publication date within 5 years or open stacks is necessary. However, this does not mean that the textbook listed must be used for the course.

Step 2: Decide on necessary modifications

Create a list of proposed changes. Based on the type and extent of the changes proposed, the review will be classified as either Standard Review or a Full Review, in order to streamline the approval process. The only substantive difference between a standard and a full review is the number of members of the CCC who will examine the proposed changes. Use your expertise and best judgment to check the nature of the changes needed in each area. If any of the changes fall in the Full Review column, the course review will undergo Full Review in the CCC; otherwise it will undergo Standard Review. The Curriculum Analyst and the College Curriculum Committee Chair make the final decision of the review type. In each row of the table below, if nothing is checked, then no changes are being proposed.

Proposed Changes	Standard Review	Full Review
Contacts	➢ Faculty Contact/Originator/Author	➢ Faculty contact/originator/Author ➢ Curriculum Chair and Curriculum Analyst
Inactivation or Reactivation	➢ Inactivation	➢ Reactivation
Distance Education	➢ Update Existing DE version	➢ New DE version proposed
Discipline	➢ Changes proposed	
General Education		➢ Changes proposed
Transfer Status		➢ Changes proposed

Proposed Changes	Standard Review	Full Review
Credit Status		➢ Changes proposed
Lecture, Lab and Independent Work Hours Course Units	➢ Proposed changes with no change in course units	➢ Changes to course units
Faculty Load	➢ No changes or decrease in faculty load	➢ Any increase in faculty load (prior administrative approval required)
Grading Method	➢ Changes proposed	
Descriptive Title	➢ Changes proposed	
Subject		➢ Changes proposed
Course Number	➢ Changes needed	
Catalog Description	➢ Changes needed	
Course Objectives	➢ Changes needed	
Outline of Subject Matter	➢ Changes needed	
Required Texts and Materials	➢ Updated current representative textbook ➢ Other changes to required material	
Primary Method of Evaluation	➢ Changes needed	
Assignments	➢ Changes needed	
Conditions of Enrollment	➢ Only minor editorial changes needed	➢ Substantive changes requiring new justifications

Step 3: Modify course documents (in CurricUNET META)

One faculty member serves as the Faculty Contact Person (or *Originator or Course Author)*, who is responsible for creating the course review proposal in CurricUNET META. Contact the Division CCC Representative with any questions.

Step 4: Obtain DCC and CCC approval

After a final review of the material, the *Originator* launches the course review proposal approval process. The *Originator* must be available for consultation throughout the approval process and will make requested changes in CurricUNET META, contacting fellow faculty about any requested changes, if appropriate.

Additional Information:

Course Units, Contact Hours, Faculty Load, and Independent Work Hours Outside of Class

Course units are intended to award students for the hours they spend mastering the knowledge and skills of the target course. At Compton College, we define one *course unit* as 54 hours of student work hours, including the *total contact hours* and the *total independent work hours*.

Weekly contact hours include both weekly lecture and lab hours.

Total contact hours are based on weekly lecture hours and weekly lab hours and the number of weeks a course has in a regular term.

Independent work hours are the hours successful students spend learning outside of contact hours.

Total independent work hours are an estimate of an unknowable average and should be determined using the best judgment of instructors and any data which may be collected.

In order to calculate the course units, you need the number of weeks the course lasts in a regular semester, the weekly contact hours, and the weekly independent study hours. Compton College will utilize a full term 18 weeks in length. Most transfer-level lecture courses assume that a successful student needs two hours of independent work for every hour of lecture. Consider the example below:

Example:	Math 120	
Regular Semester Course Weeks:	18 weeks	
Course Units:	3 units	x 54 hours = 162 total hours
Weekly Lecture Hours:	3 hours	x 18 weeks = 54 total lecture hours

Weekly Laboratory Hours:	0 hours	x 18 weeks = 0 total lab hours
Weekly Independent Work Hours:	6 hours	x 18 weeks = 108 total independent work hours
Justification: The sum of total lecture and total independent work hours is 162. 162 hours ÷ 54 hours/unit = 3 course units.		

Some believe this 2-to-1 ratio originated in date with the standardization of the 1910 definition of the "Carnegie unit" used by secondary institutions. However, the Title 5 definition of the course unit is much more flexible. The examples below illustrate this flexibility:

Example:	ATEC 33	
Regular Semester Course Weeks:	18 weeks	
Course Units:	8 units	x 54 hours = 432 total hours
Weekly Lecture Hours:	5 hours	x 18 weeks = 90 total lecture hours
Weekly Laboratory Hours:	10 hours	x 18 weeks = 180 total lab hours
Weekly Independent Work Hours:	9 hours	x 18 weeks = 162 total independent work hours
Justification: With 8 course units assigned to this course, there is an expectation that the student needs an average of 432 total hours in an 18-week semester in order to succeed. The 270 total contact hours leaves 162 total independent work hours. This works out to 9 weekly independent work hours.		
Example:	French 1	
Regular Semester Course Weeks:	18 weeks	
Course Units:	4 units	x 54 hours = 216 total hours

Weekly Lecture Hours:	5 hours	x 18 weeks = 90	total lecture hours
Weekly Laboratory Hours:	0 hours	x 18 weeks = 0	total lab hours
Weekly Independent Work Hours:	7 hours	x 18 weeks = 126	total independent work hours
Justification: The set up for this course suggests that the student needs an average of 126 total independent work hours, or 7 weekly independent work hours, in order to succeed.			

Common practice has dictated that faculty decide weekly lecture hours, weekly lab hours, and course units. They then calculate the total and weekly independent work hours and ask if the results are reasonable estimates of the average time a successful student needs to complete the necessary work.

Occasionally, course review reveals a course that is no longer in compliance with Title 5 regulations, as we see in the example below. Courses no longer in compliance, need to be identified and corrected.

Example:	PE 80abc		
Regular Semester Course Weeks:	18 weeks		
Course Units:	3 units	x 54 hours = 162	total hours
Weekly Lecture Hours:	0 hours	x 18 weeks = 0	total lecture hours
Weekly Laboratory Hours:	10 hours	x 18 weeks = 180	total lab hours
Weekly Independent Work Hours:	0 hours	x 18 weeks = 0	total independent work hours
Problem: As described, this course is out of compliance with Title 5 regulations. Dividing the 180 total student work hours by 54 hours/unit suggests the course should be assigned 3.33 course units. Title 5 requires that units be awarded in half-unit increments, but allows local standards to determine rounding rules. This course is a 3-unit course.			

Changes to weekly lecture and lab hours can affect *faculty load*, which is based on total contact hours. In general, any increase in total contact hours increases faculty load. In order to determine faculty load, use the following formula:

$$\text{faculty load} = \frac{\text{lecture hours/week}}{15} + \frac{\text{laboratory hours/week}}{20} + \frac{\text{activity lab hours/week}}{22}$$

For example, a course with 2 lecture hours and 2 laboratory hours per week yields a faculty load of 0.2333, or 23.33% of a full load. A course with 4 lecture hours per week class yields a faculty load of 0.2667 or 26.67% of a full load. If the faculty load is increased, *written* approval from the Vice President of Academic Affairs is required before the course review approval process begins. Faculty and deans should consider the possibility of far-reaching effects of making changes to lecture and laboratory hours for a course. Hence, decreases in faculty load would be inadvisable from a scheduling perspective.

1. Conditions of Enrollment:

Establishing and *justifying* conditions of enrollment are two of the most important responsibilities the state has assigned faculty. We are required to review the justifications for conditions of enrollment every six years. There are three classes of enrollment conditions (prerequisites and co-requisites, recommended preparations, and enrollment limitations).

Categories: Type of Requisite or Recommended Preparation:	Sequential	Other Knowledge	Communication / Computational	Health and Safety	Statute or Regulation	Standard Requisite	Program Requirement

1. Enrollment limitations are allowed for courses like orchestra or school newspaper, and are not subject to the same justification procedures as other enrollment conditions. More information is available below.

2. Prerequisite and co-requisite courses, knowledge or skills are those without which a student is highly unlikely to succeed in the target course. These are required.

3. Recommended preparation courses, knowledge or skills are those which greatly enhance a student's ability to succeed in the target course. These are advisory.

Prerequisite Course	✓	✓	✓	✓	✓	✓	✓
Co-requisite Course	✓		✓		✓	✓	✓
Non-Course Prerequisite				✓	✓		✓
Non-Course Co-requisite					✓		✓
Recommended Preparation Course	✓		✓				
Non-Course Recommended Preparation		✓		✓			

There are multiple types and categories of prerequisites, co-requisites, and recommended preparations. The category of the condition determines how it is justified and what documentation is needed. Common categories for each type of requisite or recommended preparation are checked in the table above. If a box is left unchecked, such a combination is rare.

<u>CATEGORIES</u>

CATEGORY 1:

Sequential – Any course in the same department as the target course

CATEGORY 2:

Other Knowledge or Skills – Any course not in the department of the target course

CATEGORY 3:

Communication / Computational – Any reading, writing, mathematics, or ESL course not in the department of the target course

JUSTIFICATION and DOCUMENTATION: For these categories, *content review* (as defined in Title 5) is the process used to determine whether or not a proposed prerequisite, co-requisite, or recommended preparation course is appropriate. Here are the steps to *content review*:

A. Faculty members with appropriate expertise participates in the entire content review process.

B. The course Student Learning Outcomes and course objectives of the target course are established according to accreditation standards, Title 5, and local standards.

C. Course review resources and other data are considered in establishing the body of required or recommended knowledge or skills for student success in the target course.

   - For a prerequisite or co-requisite: The knowledge or skills required *prior to* enrollment in (or developed *concurrent with* the progress of) the target course are entered in the entry skills page of the target course's CurricUNET META file as required skills. Write a short paragraph explaining why a student would be *highly unlikely to succeed* (minimum grade of "C" or "Pass") without this set of knowledge or skills.

   - For a recommended preparation: The knowledge or skills recommended *prior to* enrollment in (or developed *concurrent with* the progress of) the target course have been entered in the entry skills page of the target course's CurricUNET META file as recommended skills. Write a short paragraph explaining why a student's chances of success (minimum grade of "C" or "Pass") would be *greatly enhanced* with this set of knowledge or skills.

D. For a prerequisite, co-requisite, or recommended preparation course, the knowledge and skills listed in the entry skills page of target course's CurricUNET META file are matched to the course Student Learning Outcomes and course objectives of the prerequisite, co-requisite or recommended course. This may be done on the CurricUNET META entry skills page.

E. CurricUNET META will automatically include the matching skills and content review information in the Course Outline of Record.

CATEGORY 4:

Communication / Computational – Any reading, writing, mathematics, or ESL course not in the department of the target course

JUSTIFICATION and DOCUMENTATION: Currently, data must be gathered to justify this category of requisite. Complete an Entrance Requirements Needing Data Collection (Form B) and place it on file in the division office. This is not available online.

CATEGORY 5:

Health and Safety

JUSTIFICATION and DOCUMENTATION: In CurricUNET META, justify health or safety requisites by listing the skills which students should have in order to avoid creating hazards to themselves or others. No additional documentation is necessary.

CATEGORY 6:

Statute or Regulation

Program Requirement

JUSTIFICATION and DOCUMENTATION: In CurricUNET META, cite the appropriate statute or regulation, or program requirement. No additional documentation is needed.

CATEGORY 7:

Standard Requisite

JUSTIFICATION and DOCUMENTATION: In CurricUNET META, list at least three UC or CSU examples of equivalent courses and requisite courses. Copies of the appropriate catalog pages of the UC or CSU examples should be uploaded on the attached files page in CurricUNET META.

3. Enrollment Limitations: Title 5 allows enrollment limitations in nine categories: Band/Orchestra, Theatre, Speech, Chorus, Journalism, Dance, Intercollegiate Athletics, Honors Courses, and Blocks of Courses. In CurricUNET META, provide details about how the enrollment limitation can be met. For example, an audition may be required, in which a student performs a solo on an instrument at an intermediate difficulty level. Consult the Curriculum Analyst for guidance writing these conditions. In addition, describe any degree or certificate requirements the target course satisfies. If they exist, alternate courses that satisfy

the same requirements, but do not have enrollment limitations, should be listed in CurricUNET META.

4. Course Student Learning Outcomes and Course Objectives

Enter course student learning outcomes and their assessment methods in the CurricUNET META SLOs & Assessments Module. This information will be incorporated automatically into the Complete Course Outline of Record, the Brief Course Outline of Record, and the Course Syllabus Information Report. Course Student Learning Outcomes are NOT subject to CCC approval and can be changed at any time. Student Learning Outcomes should meet minimum standards for quality and must be assessable. All courses submitted for course review must have a complete set of Student Learning Outcomes.

Enter course objectives and their assessment methods in the CurricUNET META Curriculum Module. Course objectives are subject to CCC approval and can only be changed through the process of course review. Course objectives must be behaviorally measurable and some course objectives must expect students to conduct critical thinking.

5. Methods of Evaluation and the Typical Assignment

The typical assignment must be evaluated using the primary method of evaluation for the course. The typical assignment should address students directly and should clearly indicate the product the instructor will evaluate, such as a paper or an oral presentation of a specific length, an art object or performance, or a quiz. The list of methods of evaluation should consist of those methods that are highly likely to be used by all instructors of the course. Instructors are not required to use the methods listed.

6. Critical Thinking Assignments

The critical thinking assignments must have clear products and must clearly involve critical thinking skills. The critical thinking assignments should address students directly and should clearly indicate the product the instructor will evaluate, such as a paper or an oral presentation of a specific length, an art object or performance, or a quiz. Critical thinking assignments are now required by Title 5 for all credit courses, whether degree applicable or not. Local standards encourage noncredit courses to include critical thinking assignments.

7. Work Outside of Class and Instructional Methods

For both of these areas, the lists should include everything that is highly likely to occur in all course offerings. Occasionally, faculty confuse instructional methods with work outside of class,

so double-check these. Finally, only check "Field Trips" under instructional methods if these are trips that must receive prior Board of Trustees approval. (For more information about field trips and alternate class sites, contact your dean.)

8. Textbooks/Materials

Textbooks/Material should only include items that students may be asked to purchase. If there is doubt about a particular item, please contact the Curriculum Analyst.

Articulation is greatly facilitated when a course has at least one representative textbook with a recent publication date. When the appropriate textbook has no recent edition or printing, the faculty can justify the textbook by indicating that it is an "industry standard" or "discipline standard" or the "most recent edition available". Textbooks are inappropriate for some courses. There is no requirement that a course must have a textbook. However, faculty should consult with the Articulation Officer regarding any articulation issues that may arise as a result of requiring no textbook.

In CurricUNET META, textbooks and alternate texts should be entered under texts only if the title, edition, author, publisher, and date of publication are available. Otherwise, list other required readings under supplemental readings or materials. Using these other options allows faculty to list more general items, such as "Six Shakespeare plays, any version", "The Iliad, any translation", or "Students select four plays written in the last five years".

Proposal Submission Timeline

Curriculum proposals for each academic year must be submitted to the Curriculum Analyst for initial review no later than the third week in October. Exceptions will be made for exigent circumstances. Proposals will be reviewed through the stated curriculum process in the Fall term and submitted for Academic Senate and Board of Trustees (BOT) approval in December.

Proposals may be carried over for review and approval into the Spring term depending on the proposal load of any given academic year.

Proposals for new courses or programs, and course or program revisions that are submitted in the Fall term will be implemented in Fall of the following academic year after publication in either the Catalog or Catalog Supplement. The Curriculum Committee reserves the right to implement changes on an expedited time-scale in exigent circumstances by special vote and subsequent approval of the Academic Senate and BOT.

Proposals for new courses or programs will require two readings and approval votes from the Curriculum Committee prior to submission for approval to the BOT. Course or program revisions require one reading and vote of approval from the committee.

Selected Topics Courses must be submitted for approval with the first draft of the schedule for the semester for which they are being proposed.

Expedited Approvals

Expedited approval of curriculum proposals will be considered for the following reasons:

- Demonstrated Emergent Community Need
- Response to changes in Title 5 or the Education Code
- Response to Regional or Vocational accrediting agencies
- Error correction for catalog publication
- Response to recommendations from ACCJC
- Response to Grant mandates or other time-sensitive funding
- Other circumstances as approved by both the Faculty and Administrative Chairs

Implementation of Approved Proposals

Proposals approved by the Curriculum Committee are forwarded to the Academic Senate and then to the Board of Trustees (BOT) for final review and approval in December and May of each academic year. The implementation policies for all proposals is as follows:

Credit Courses

Credit course proposals approved by the Curriculum Committee are presented by the Curriculum chair at the December and May meetings of the Academic Senate. The Curriculum Analyst drafts the board agenda and submits to the Chief Instructional Officer. The Chief Instructional Officer submits the board agenda for approval by the BOT. Approved courses are entered into the Chancellor's Office Curriculum Inventory Database for approval by the Curriculum Analyst. The Curriculum Analyst receives notification of approval in Curriculum Inventory and notifies the division; course gets put into the registration system, class schedules and college catalog.

Credit Programs

All credit degrees and certificates must be approved through the regular curriculum process described in this handbook. All new or substantive changes to degrees and most certificates must first be submitted to the Curriculum Analyst for review to determine if the course meets requirements as outlined in the document from the Chancellor's Office for review and approval along with all requisite state documents. Once approved by the Chancellor's Office, all programs and certificates must be published in the catalog or catalog supplement prior to offering.

Non-Credit Courses

All non-credit course proposals must be approved by the Curriculum Committee, the Academic Senate, and the BOT and the Chancellor's Office prior to being scheduled; however, they do not need to be published prior to offering.

Selected Topics Courses

Selected Topics Courses approved may be scheduled the semester after they are approved. These courses cover topics not offered by the established curriculum and are not intended to meet program, or general education requirements (AA/AS, CSU or IGETC) or to provide for course repetition beyond Education Code regulations. Selected Topics Courses must receive approval from the Curriculum Committee.

Credit Course Proposal Submission and Approval Process

Step 1: Proposal originates from discipline faculty author

Step 2: Review by division chair, SLO Coordinator, Librarian, and Distance Education Faculty Coordinator

Step 3: Division Dean reviews proposal to ensure compliance with all curricular and institutional standards and ensures Division-level review of all proposals

Step 4: Curriculum Analyst reviews for:

- Compliance with writing standards.
- Completeness
- Course discipline assignment(s)
- Correct Supplemental Forms
- Chancellor's Office compliance

Step 5: Chief Instructional Officer reviews the course proposal

Step 6: Curriculum Committee review and approval

Step 7: Curriculum Analyst drafts the Board agenda and submits to Chief Instructional Officer

Step 8: Chief Instructional Officer represents the Curriculum Committee at the monthly Board meeting and Board approves curricular actions as recommended by the Curriculum Committee

Step 9: Curriculum Analyst submits course into Chancellor's Office Curriculum Inventory database for approval

Step 10: Upon notification of approval in Curriculum Inventory, the course is published in the catalog and schedule of classes

Selected Topics Course Submission and Approval Process

Selected Topics Courses cover topics not offered by the established curriculum. As they are experimental in nature, these courses are not intended to meet program, or general education requirements (AA/AS, CSU or IGETC) or to provide for course repetition beyond Education Code regulations.

Approved Selected Topics Courses may be offered two times. Selected Topics Courses successfully offered twice can then be submitted through the regular credit course submission process for approval as permanent credit courses.

Agenda Format

Courses submitted to the Curriculum Committee for review will be placed on the agenda in one of the following categories depending on the nature of the changes or proposal:

Full review for substantive changes

- Major changes in catalog description, objectives or content
- Changes in units or hours
- Changes in the number of repetitions
- Changes in Credit/No Credit status
- Changes to Prerequisites
- Major changes in the sections on Methods of Instruction, Assignments or Methods of Evaluation
- Addition of Distance Education mode
- Determination of imminent need to initiate expedited approval

Consent Agenda for minor changes

- Non-substantive changes in catalog description, objectives or content
- Changes in course number
- Changes in course title
- Minor changes in the sections on Methods of Instruction, Assignments or Methods of Evaluation
- Added or dropped from an AA/AS degree or certificate program
- Added or dropped from AA/AS degree GE list
- Added or dropped from CSU GE, IGETC or TCA lists
- Addition of SLOs

Information items for minor technical changes to courses or the approval of Selected Topics courses

- Changes in term length
- Changes in the text and/or instructional material
- Addition of a focus area to a special topics list for the next letter in the sequence
- Notification of approval of Selected Topics Courses by the Vice President of Instruction

Chapter Seven: General Education Requirements

Overview

A student has three options to complete the General Education Requirements:

- Option 1 is designed for students completing the Associate degree major.
- Option 2 is designed for students completing the CSU GE Breadth transfer requirements.
- Option 3 is designed for students completing CSU/UC (IGETC) transfer requirements.

Option 1: Associate Degree Requirements

Complete the specified number of units in categories 1-6 or 7.

Definition of Associate Degree

The associate degree leads students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think critically and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; to find, evaluate, use, and communicate information in various formats; and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

An Associate of Arts degree is granted in a discipline in which behavioral sciences, fine arts, human movement, humanities, public affairs, or social sciences are integral within the academic area.

An Associate of Science degree is granted in a discipline in which scientific thought and investigation are integral within the academic area or where there is emphasis on the application of mathematics, science, or technology.

1. Natural Sciences

Courses in natural science are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific methods, and encourage an understanding of the relationships between science and other human activities.

This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines that emphasize experimental methodology, the testing of hypotheses, and the power of systematic questioning, rather than only the recall of facts.

2. Social and Behavioral Sciences

Courses in the social and behavioral sciences promote an appreciation and understanding of how members of diverse societies operate or have operated as individuals and social groups. To satisfy the general education requirement in social and behavioral sciences, a course shall develop an awareness of the methods of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

3. Humanities

Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in humanities, a course shall be designed to help the student develop an awareness of the ways in which people through the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign language, literature, philosophy, and religion.

4. Language and Rationality

Courses in language and rationality are those that develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses.

A. English Composition

Courses that fulfill the written composition requirement shall focus primarily on both expository and argumentative writing.

B. Communication and Analytical Thinking

Courses fulfilling the communication and analytical thinking requirement include oral communication, logic, computer languages and programming, and related disciplines.

5. Health Education and Physical Education Course

Courses in Health Education or Physical Education promote lifelong understanding of the basic human need for development and maintenance of good personal health and fitness. To satisfy the general education requirement in health education, a course shall help the student develop knowledge of personal health through the examination of health-related social problems, potential preventative strategies, and medicating actions. A physical education course shall establish a foundation for regular life-long physical activity and provide opportunities for a student to develop competencies in activities that promote movement, reduce disease risk, and improve overall quality of life.

6. Mathematics Competency

A course satisfies the Mathematics Competency requirement if it integrates numeric, symbolic, functional, and spatial reasoning concepts, and enables students to apply their knowledge of mathematics to solve mathematical problems and to judge the reasonableness of their results in meaningful and authentic applications. A course satisfying the Mathematics Competency must have the same rigor and be at or above the level of difficulty of intermediate algebra.

7. American Institutions and California Government

A course in American Institutions and California government is required for Associate of Arts degrees but not Associate of Science degrees. A course proposed to meet American

Institution and California government requirement must satisfy the requirements CSU executive order # 167 if the course is intended to meet the California State University graduation requirement as well as the Associate Degree requirement.

Associate Degrees for Transfer

California Community Colleges offer associate degrees for transfer to the CSU. These may include Associate of Arts (AA-T) or Associate of Science (AS-T) transfer degrees. These degrees are designed to provide a clear pathway to a CSU major and baccalaureate degree. California Community College students who are awarded an AA-T or AS-T degree are given priority admission consideration to a CSU campus or to a program that is deemed similar to their community college major. This priority does not guarantee admission to specific majors or campuses. If the AA-T or AS-T is deemed a similar degree by the CSU, students will be able to complete their remaining units for the bachelor's degree within 60 units.

Option 2. California State University (CSU) General Education

If a course is proposed for areas of CSU GE (Executive Order No. 595) (Title 5, Sections 40405.1), it must satisfy the following criteria:

Area A. Communication in the English Language and Critical Thinking

Instruction approved for fulfillment of the requirement in communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable course(s) should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include active participation and practice in written communication and oral communication.

Instruction in critical thinking is designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the demonstration of skills in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought, and the ability to distinguish matters of fact from issues of judgment or opinion.

- A1. Oral Communication

- A2. Written Communication
- A3. Critical Thinking

Area B. Physical Universe and its Life Forms
Instruction approved for the fulfillment of this requirement is intended to impact knowledge of the facts and principles that form the foundations of living and non-living systems. Such studies should promote understanding and appreciation of the methodologies of science as investigative tools, the limitations of scientific endeavors; namely, what is the evidence and how was it derived? In addition, particular attention should be given to the influence which the acquisition of scientific knowledge has had on the development of the world's civilizations, not only as expressed in the past but also in present times. The nature and extent of laboratory experience is to be determined by each campus through its established curricular procedures. In specifying inquiry into mathematical concepts and quantitative reasoning and their application, the intention is not to imply merely basic computational skills, but to encourage as well the understanding of basic mathematical concepts.

- B1. Physical Science
- B2. Life Science
- B3. Laboratory Activity
- B4. Mathematics/Quantitative Reasoning

Area C. Arts, Literature, Philosophy and Foreign Languages
Instruction approved for the fulfillment of this requirement should cultivate intellect, imagination, sensibility and sensitivity. It is meant in part to encourage students to respond subjectively as well as objectively to experience and to develop a sense of the integrity of emotional and intellectual response. Students should be motivated to cultivate and refine their affective as well as cognitive and physical faculties through studying great works of the human imagination, which could include active participation in individual esthetic, creative experience.

Equally important is the intellectual examination of the subjective response, thereby increasing awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature and music. The requirement should result in the student's better understanding of the interrelationship between the creative arts, the humanities and self. Studies in these areas should include exposure to both Western cultures and non-Western cultures.

Foreign language courses may be included in this requirement because of their implications for cultures both in their linguistic structures and in their use in literature; but foreign language courses which are approved to meet a portion of this requirement are to contain a cultural component and not be solely skills acquisition courses. Campus provisions for fulfillment of this

requirement must include a reasonable distribution among the categories specified as opposed to the completion of the entire number of units required in one category.

- C1. Arts
- C2. Humanities

Area D. Social, Political, and Economic Institutions and Behavior, Historical Background
Instruction approved for the fulfillment of this requirement should reflect the fact that human social, political, and economic institutions and behavior are inextricably interwoven. Problems and issues in these areas should be examined in their contemporary as well as historical setting, including both Western and non-Western contexts. Campus provisions for fulfillment of this requirement must include a reasonable distribution among the categories specified as opposed to completion of the entire number of units required in one category.

- D1. Anthropology and archeology
- D2. Economics
- D3. Ethnic Studies
- D4. Gender Studies
- D5. Geography
- D6. History
- D7. Interdisciplinary Social or Behavioral Science
- D8. Political Science, Government, and Legal Institutions
- D9. Psychology
- D10. Sociology and Criminology

Area E. Lifelong Understanding and Self Development
Instruction approved for fulfillment of this requirement should facilitate understanding of the human being as an integrated physiological, social, and psychological organism. Courses developed to meet this requirement are intended to include selective consideration of such matters as human behavior, sexuality, nutrition, health, stress, key relationships of humankind to the social and physical environment, and implications of death and dying. Physical activity could be included, provided that it is an integral part of the study.

Option 3. Intersegmental General Education Transfer Curriculum (IGETC)

If a course is proposed for IGETC (Title 5, Section 40405.2), it must satisfy the following criteria:

- Requirements prior to submission for IGETC
- Course must be listed on the UC Transfer Course Agreement (TCA) list and
- Course must be transferable for CSU baccalaureate elective credit/baccalaureate list
- Course complies with Intersegmental General Education Transfer Curriculum requirements in Title 5, Section 40405.2.

Area 1. English Communication
English as a Second Language courses cannot be used to fulfill the English composition requirement. Writing courses designed to meet the needs of a particular major, e.g., Writing for Accountants, cannot be used to meet the composition requirement.

The English Communication subject area includes a requirement for a combined course in critical thinking-English composition. The IGETC curriculum states that the course must have a prerequisite of a first-semester reading and composition course. The course must provide "as a major component, instruction in the composition of substantial essays and require students to write a sequence of such essays." Written work shall be evaluated for both composition and critical thinking.

- Group A: English Communication
- Group B: Critical Thinking-English Composition

Area 2. Mathematical Concepts and Quantitative Reasoning
Courses approved to fulfill this requirement must focus on quantitative analysis and the ability to use and criticize quantitative arguments. Symbolic Logic, Computer Programming, and survey math/quantitative reasoning requirement.

Area 3: Arts and Humanities
Arts - The IGETC requires that courses meeting this requirement have as their major emphasis the integration of history, theory, aesthetics, and criticism. Courses which focus on technique or performance were not approved to meet this requirement (e.g., Beginning Drawing, Beginning Painting, and Readers Theatre and Oral Interpretation courses focusing primarily on performance.)

Humanities - Acceptable humanities courses are those that encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. The faculty of the two segments determined that courses such as English composition, Logic, Speech, Creative Writing, Oral Interpretation, Readers Theatre, Spanish for Spanish Speakers, and all other elementary foreign language courses were skills or performance courses that do not meet the specifications for IGETC. Advanced foreign language courses were approved if they were

taught with emphasis on historical, literary, or cultural aspects. The segments will also accept Logic courses as long as the focus is not solely on technique but includes the role of logic in humanities disciplines.

- Arts
- Humanities

Area 4: Social and Behavioral Sciences
Only courses which are taught from the perspective of a social or behavioral science were approved. Consequently, courses such as Physical Geography and Statistics did not meet the IGETC specifications for this area and were not approved. Community colleges may resubmit these courses in a more appropriate area. Courses with a practical, personal, or applied focus were not approved.

Administration of Justice courses may be approved on an individual basis if they focus on core concepts of the social and behavioral sciences.

- Anthropology and Archaeology
- Economics
- Ethnic Studies
- Gender Studies
- Geography
- History
- Interdisciplinary, Social & Behavioral Sciences
- Political Science, Government & Legal Institutions
- Psychology
- Sociology & Criminology

Area 5: Physical and Biological Sciences
Biological Sciences - Acceptable courses must focus on teaching the basic concepts of biological sciences. Human Nutrition, Horticulture, Forestry, Health, and Human Environment courses were determined to have a narrow or applied focus and therefore unacceptable for this area. Courses which emphasize the major concepts of the discipline, including biochemical and physiological principles, will be considered.

Physical Sciences - Courses which do not focus on the core concepts of a physical science discipline, such as Energy and the Way we live, are not acceptable.

- Physical Science with lab or Physical Science lab only (non-sequence)

- Physical Science lecture only (non-sequence)
- Physical Science lecture course
- Physical Science with lab or Biological Science lab only (non-sequence)
- Biological Science lecture only (non-sequence)
- Biological Science lecture course
- Biological Science lab course
- First Science course is a special sequence
- Second Science course in a special sequence

Appendix

Appendix I.

ARTICLE VI: OFFICERS

SECTION 1.

The Academic Senate shall choose its President, Vice President, President-Elect, Secretary, Board Representative, Treasurer, from among the members of the Academic Senate. Senate sub-committee chairs shall be officers of the Senate Executive Board. All Senate officers must be tenured members of the full-time faculty when they take office.

SECTION 2.

Nominations: At the second meeting in April, the Vice President shall issue a call for nominations. The Vice President is responsible for processing nominations and for verifying the eligibility of each nominee. Nominees must be members of the Senate. Nominations for office are made from the floor by Senators. At the time of nomination, the nominees must indicate whether they wish to be considered for the position nominated. The order of nomination of offices shall be President, President-Elect when applicable, Vice President, Secretary, Treasurer, Board Representative. Presentation of Candidates: At the first meeting in May, the nominees shall

be presented to the Senate. A statement of candidacy shall be distributed.

Elections: The Vice President shall be responsible for conducting the election by secret

ballot vote. To be elected, a candidate must receive a vote from a plurality of those senators voting. If election voting should be deemed necessary due to campus closure because of an Executive Order, the voting process shall follow the guidelines laid out in Article IIV,

SECTION 2: Electronic Voting.

Announcement of Election Results: The Vice President shall report the election results to the Senate President immediately and to the body of the Senate at the next scheduled meeting.

SECTION 3.

The Academic Senate shall elect its Senate Subcommittee Chairs from tenured members of the full-time faculty. The Vice President shall issue a call for nominations. The Vice President is responsible for processing nominations and for verifying the eligibility of each nominee. Nominations for chair positions are made from the floor by Senators. At the time of nomination, the nominees must indicate whether they wish to be considered for the position nominated. The Vice President shall be responsible for conducting the election by secret ballot vote. To be elected, a candidate must receive a vote from a plurality of those senators voting.

When applicable, the elected Subcommittee Chair will subsequently apply for the chair position through the District application process.

SECTION 4.

The term of officers, with the exception of the President-Elect which is one year, shall be 2 years from July 1 to June 30. Officers shall assume responsibilities on July 1 of his/her

election.

SECTION 5.

The term of each officer shall be for two years, with the exception of the President-Elect, who will serve for one year as President-Elect and two years as President which is cumulatively three years. This shall not preclude an individual holding a given office at another point in time. Officers may be elected to subsequent terms. The President may be elected to a subsequent term with a term limit of two terms consecutively. The President may run again following two consecutive terms after there is a minimum of a one term break.

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SECTION 6.

If the President cannot or does not complete the term of office, the Vice President shall serve as President. The Executive Board shall meet to determine if an election needs to be held.

If an officer, other than the President, cannot or does not complete the term of office, the Executive Board may appoint a replacement for the remainder of the term.

Appendix II.

ARTICLE VIII: COMMITTEES SECTION 1. SUB-COMMITTEES

a. The Senate shall have the power to create such standing or temporary committees as it deems necessary. Such committees shall be known as “Senate Sub-Committees.” Faculty Senate Committee members shall be appointed by the Senate President in consultation with the Executive Board. The membership of any Faculty Senate Committee may be changed by majority vote of the Senate Sub-Committee.

b. Standing Senate Sub-Committees shall adopt a Constitution which includes a mission and purpose statement, roles and responsibilities, and goals.

BP 4100 Graduation Requirement for Degrees and Certificates **Issued: June 19, 2018** **Reviewed: May 18, 2021**

References:
Education Code Section 70902(b)(3); Title 5, Sections 55060 et seq.

The District grants the degrees of Associate ~~in~~ of Arts, Associate ~~in~~ of Science, Associate in Arts for Transfer (AA-T), and Associate in Science for Transfer (AS-T) to those students who have completed the subject requirements for graduation and who have maintained a 2.0 grade point average in subjects attempted. Students must also complete the general education residency and competency requirements set forth in Title 5 regulations. Students may be awarded multiple degrees provided that minimum requirements are satisfactorily met for each degree.

Students may be awarded Certificates of Achievement upon successful completion of a minimum of 16~~8~~ or more semester units of degree-applicable coursework designed as a pattern of learning experiences ~~designed~~ to develop certain capabilities that may be related to career or general education. Student may also be awarded a Certificate of Achievement upon successful completion of 8 or more semester units of degree-applicable coursework if such certificate is approved by the state Chancellor

~~ADD Certificates of Accomplishment~~ Students may be awarded a Certificate of Accomplishment upon successful completion fewer than 16 units of degree-applicable coursework designed as a pattern of learning experiences to develop certain capabilities that may be related to career. Note: Certificates of Accomplishments are not approved by the state Chancellor and are not noted on a student's transcript.

~~ADD Certificate of Completion/Competency (non-credit)~~ Students may be awarded a Certificate of Completion/Competency upon successful completion of a sequence of noncredit coursework designed to prepare students for employment or to be successful in college-level coursework. Certificates of Completion/Competency are approved by the state Chancellor and appear on the student's transcript.

~~The President/CEO shall establish procedures to determine degree and certificate requirements that include appropriate involvement of the Academic Senate~~. The President/CEO shall establish procedures to assure compliance with Title 5 regulations. Procedures for implementing this policy will be developed in collegial consultation with the Academic Senate. The procedures shall assure that graduation requirements are published in the College Catalog and included in other resources that are convenient for students.

Commented [CM1]: Pretty standard BP

Commented [HS2R1]: Add date for revision underneath.

Commented [CM3]: Replace with Associate Degrees for Transfer (ADT)?

Commented [CM4]: Mt. Sac. Has this added after: Students may be awarded multiple degrees provided that minimum requirements are satisfactorily met for each degree.

Commented [HS5R4]: I like this addition, Carlos.

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Commented [HS6]: "designed" twice in one sentence?

Commented [CM7]: SDCCD had this added after: Students may be awarded the Certificate of Performance (our version of accomplishment), consisting of less than 18 units, without California Community Colleges Chancellor's Office approval after approval by the colleges' curriculum committees, the Curriculum and Instruction Council, and the Board of Trustees. Certificates of Performance are department awards which do not imply that graduation requirements have been met and may not be listed on a student's transcript.

Commented [CM8]: SDCCD also addressed noncredit: Students may be awarded the noncredit Certificate of Completion and/or the noncredit Certificate of Competency for the completion of a pattern of noncredit courses approved by the Continuing Education curriculum committee, the Curriculum and Instruction Council, Board of Trustees, and California Community Colleges Chancellor's Office.

Commented [CM9R8]: Prof. Olayele just spoke about this in counseling

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Commented [HS11]: "designed" twice in one sentence?

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Commented [CM12]: frpm D&D

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Commented [HS13]: We should be consistent with our BPs in relation to the 10+1 purview. How about, "Procedures for implementing this policy will be developed in collegial consultation with the Academic Senate" in this spot instead?

Commented [CM14]: from D&D

AR 4100 Graduation Requirement for Degrees and Certificates **Issued: April 20, 2021** **Reviewed: May 18, 2021**

References:
Title 5 Sections 55060 et seq.

~~For the purposes of meeting degree or certificate requirements, students may elect to meet the requirements of either:~~

- ~~The catalog that was in effect at the time they began and maintained continuous enrollment at Compton College; or~~
- ~~The catalog that is in effect at the time they file an application for a degree or certificate~~

~~For degree and certificate purposes, continuous enrollment is defined as enrolling at Compton College at least one semester (fall or spring), each academic year and receiving a letter grade, "W" (Withdrawal), CR/NC (Credit/No Credit, or Pass/No Pass on the transcript.~~

1. Graduation requirements for Associate of Arts and Associate of Science degrees ~~include~~:
   a. Satisfactory completion of at least 60 semester units of college work. "College work" is defined as courses acceptable toward the associate degree including those that have been properly approved pursuant to Title 5, Section 55002(a) at a California Community College.
      i. Courses taken at a California Community College may be used to satisfy general education and/or major requirements.
      ii. If ~~the~~ a course is offered at Compton College, but the originating California Community College uses it in a different area than Compton College, the course will be used in the area that benefits the student.
      iii. If ~~the~~ a course is not offered at Compton College, the college will honor the course in the same general education area in which the originating California Community College places the course.
      iv. Courses taken at other than a California Community College may satisfy general education and/or major requirements if the institution is accredited by one of the regional accrediting associations and the scope and rigor of the course meets the guidelines set forth by the college.
      v. If there is doubt of the reasonable application, the course(s) must be approved by the discipline faculty ~~and/or the dean of the division~~ or deignee in which the course(s) in question would normally be placed.
   b. Completion of at least 18 semester units in general education and at least 18 semester units in which a grade of C or better has been earned in a major listed in the Community Colleges' "Taxonomy of Programs." The general education requirements must include a minimum number of units as specified in the college catalog in the natural sciences, social and behavioral sciences, humanities, and language and rationality. Ethnic studies must be integrated within general education offerings.
   c. Completion of at least 12 semester units of study in residence within requirements for either the general education and/or major. Students who meet the continuous enrollment requirement from El Camino College as specified in AB 1299 are not

Commented [CM1]: PCC's AR states it will confer degree/certificate without requiring student to first petition, they notify student of potential degree and allow them to decline by a specific deadline

Commented [CM2]: From D&D: BP 4100.1 addresses catalog rights, not needed here

Commented [HS3]: Seems like "a" would make more sense than "the" here.

Commented [HS4]: Recommend, "Courses take at other California Community Colleges..."

Commented [HS5]: I don't think we do this. I think A&R just decides right now.

Commented [CM6R5]: New course sub form requires "director of dvision" and A&R director signatures. Match repeat form and require dean's signature?

Commented [CM7]: check in with Felecia

Commented [CM8R7]: if not, what is process for challenge?

held to the 12-unit residence requirement but are required to complete one course at Compton College. This exemption is only through the 2021-2022 academic year.

d. Demonstrated competence in reading, written expression, and mathematics.

2. Graduation requirements for Associate Degrees for Transfer:
   Pursuant to the Student Transfer Achievement Reform Act, to obtain the Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) degree, students must meet the following requirements:

   a. Complete a minimum of 60 semester units or 90 quarter units that are eligible for transfer to the California State University (CSU), including both of the following:
      i. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth (CSU GE-B) Requirements.
   b. A minimum of 18-semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
   c. Obtainment of a minimum of a cumulative CSU transferable grade point average of 2.0.
   d. Complete a minimum of 12 semester units in residence at the college granting the degree.

~~2.~~3. Students may receive credit for knowledge or skills to be counted toward satisfaction of the requirements for an associate degree as defined in Policy 4235 – Credit ~~by Exam~~for Prior Learning. ~~Advanced Placement Exams with a score of 3, 4, or 5 may be used toward general education as approved by the Academic Senate for California Community Colleges document entitled "Standardized Template for Advanced Placement Examination Information." Credit may be used towards specific courses as determined by the faculty and listed in the college catalog~~.

~~3.~~4. District policies and procedures regarding general education and degree requirements are published in the college catalog and are filed with the ~~State~~ California Community Colleges Chancellor's Office.

~~4.~~5. Requirements for Certificates of Achievement ~~include~~:

   a. Successful completion of a course of study or curriculum that consists of ~~18~~ 16 or more semester units of degree-applicable credit coursework. The certificate of achievement shall be designed to demonstrate that the student has completed coursework and developed capabilities relating to career or general education.
      i. Individual certificates specifically state the required number of units that must be completed at Compton College in the Catalog.
   b. Successful completion of a course of study or curriculum that consists of 8 or more semester units of degree-applicable credit course coursework if such certificate is approved by the state Chancellor.
   ~~b.~~c. Content and assessment standards that ensure the certificate programs are consistent with the mission of the Compton Community College District.
   ~~c.~~d. ~~Shorter credit programs that lead to a certificate may be established by the District. Certificates for which the State Chancellor's approval is not sought may be given any name or designation deemed appropriate except for certificate of achievement, certificate of completion, or certificate of competency~~.

6. Requirements for Certificates of Accomplishment:
   a. Successful completion of a course of study or curriculum that consists of fewer than 16 units of degree-applicable credit coursework. The certificate of accomplishment shall be designed to demonstrate that the student has completed coursework and developed capabilities relating to career.

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Commented [CM10]: from D&D

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Commented [CM11]: S. Berger: This is in AR 4235 and AR 4236

Commented [CM12]: from D&D

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Commented [CM13]: from D&D

Commented [CM14]: PCC makes outline the CSU breadth and IGETC breadth specifically as a subsection here

Commented [CM15]: change to "16" to match BP

Commented [CM16]: from D&D

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Commented [CM17]: from D&D

i. Individual certificates specifically state the required number of units that must be completed at Compton College in the Catalog.

b. Certificates of Accomplishments are not approved by the state Chancellor and are not noted on a student's transcript.

7. Requirements for Certificates of Competency/Completion:

a. Successful completion of a sequence noncredit coursework designed prepare students for employment or to be successful in college-level coursework.

b. Certificates of Completion/Competency are approved by the state Chancellor and appear on the student's transcript

~~5.~~8. Students qualifying for more than one AA, AS, or ADT degree will receive each diploma and have them posted on their transcripts.

9. Students qualifying for more than one C~~c~~ertificate of A~~a~~chievement will receive each certificate and have them posted on their transcripts.

~~6.~~10. Students qualifying for more than one Certificate of Completion/Competence will received each certificate and have them posted on their transcripts.

~~7.~~11. A degree or certificate may be rescinded if it has been determined through a criminal or civil proceeding or through a violation of the student code of conduct that the degree or certificate was obtained through fraudulent means.

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Commented [CM18]: from D&D

Commented [CM19]: From D&D

BP 4106 Nursing Program **Issued: June 19, 2018**

References:
Education Code §§66055.8, 66055.9, 70101-70107, 70120, 70124,70125, 70128.578260, 78261, 78261.3, 78261.5, 87482, 89267, 89267.3, 92645
Title 5 §§55060, et seq., 55521
Health and Safety Code §128050

Nursing students who have already earned a baccalaureate or higher degree from a regionally accredited institution of higher learning are not required to complete any general education requirements that may be required for an associate degree. Instead, these students only need to complete the coursework necessary for licensing as a registered nurse. Prerequisite science courses must comply with the nursing program regency clause of not exceeding seven years. Required science courses that are older than seven years must be re-taken.

The District shall utilize criteria published on the nursing program's website and in the current college catalog in addition to the following when screening nursing students:

- Academic degrees or diplomas, or relevant certificates, held by the applicant;
- Grade point average in relevant coursework;
- Life experiences or special circumstances of an applicant;
- Any relevant work or volunteer experience; and
- Proficiency or advanced level coursework in languages other than English.
- Achievement of a successful passing score on the ATI TEAS examination.

Nursing students are subject to all policies, regulations, and guidelines outlined in the Associate Degree Nursing (ADN) Student Handbook published by the Compton College Nursing Program.

Commented [CM1]: Comment from Dr. Thomas: Could you please remove. This was incepted of El Camino College during our partnership. The Program Director agrees with this action to be fair to students without a second language. This has also been the discussion of the nursing faculty for a couple of years.

Commented [CM2R1]: Ed policy suggests to keep

BP 4250 Probation Dismissal and Readmission

Issued: June 19, 2018
Revised: December 8, 2020

References:
Education Code Section 70902(b)(3);
Title 5 Section 55030 through 55034

Probation

A student shall be placed on academic probation if the student has earned a cumulative grade point average below (2.0).

A student shall be placed on progress probation if the student has enrolled in a total of at least 12 semester units and the percentage of all units in which the student has enrolled, for which entries of "W," "I," ~~"NC~~," and "NP" were recorded reaches or exceeds 50 percent.

A student shall be removed from academic probation when the student's cumulative grade point average reaches or exceeds 2.0. A student shall be removed from progress probation when the percentage of units of "W," "I," ~~"NC~~," and "NP" drops below 50 percent.

A student who is placed on probation may submit an appeal in accordance with campus policy.

Dismissal

A student who is on academic probation shall be subject to dismissal if the student has earned a cumulative grade point average below 2.0 in all units attempted in each of three consecutive terms.

A student who is on progress probation shall be subject to dismissal if the percentage of cumulative units in which the student has enrolled for which entries of "W," "I," ~~"NC,"~~ and "NP~~/(NC)"~~ are recorded in three consecutive terms reaches or exceeds fifty percent.

A student who is placed on dismissal may submit an appeal in accordance with campus policy. Dismissal may be postponed and the student continued on probation if the student

Readmission

A student who has been dismissed may return to the College after "sitting out" one semester or based on documented extenuating circumstances may submit an appeal for reinstatement. The appeal process is contained in Administration Regulation ~~4255~~ 4250.

Commented [CM1]: Very similar to league template but template also has this: A student who is placed on probation may submit an appeal in accordance with procedures to be established by the [CEO].

Commented [CM2]: add, "if the student has enrolled in a total of at least 12 semester units and"

Commented [CM3]: Template also includes: A student who is subject to dismissal may submit a written appeal in compliance with administrative procedures. Dismissal may be postponed and the student continued on probation if the student [state the District's established criteria, such as evidence of extenuating circumstances or shows significant improvement in academic achievement.]

Commented [CM4R3]: this used to be like an "automatic" approved appeal if a student successfully completed a 2.0 semester or completed more than 50% of their coursework but their OVERALL GPA/progress was still below threshold for the third consecutive semester.

AR 4250 Probation, Dismissal, and Readmission **Issued: December 11, 2018**
Revised: December 8, 2020

Reference:
Title 5, Sections 55031, 55032, 55033, 55034

~~A student who is placed on Academic or Progress Probation or who is dismissed from Compton College will be notified in writing and will be informed of support services available.~~

~~A student who is on Academic or Progress Probation for two or more consecutive semesters is limited to no more than 12 units in any semester of 16 weeks or more, and no more than 5 units in any session shorter than 16 weeks (i.e. winter or summer session). Under special circumstances a student may petition for additional units through Admissions and Records.~~

~~A student who is on Academic or Progress Probation for two or more consecutive semesters or who is returning to Compton College after having been dismissed is required to see a counselor before registering for subsequent semesters. If the student has not attended for one or more semesters, an application for readmission is necessary.~~

~~The student has the right to appeal dismissal.~~

~~a. The student must file the written petition of appeal with Admissions and Records within the time limit noted on the dismissal letter. If the student fails to file a written petition within the specified period, the student waives all future rights to appeal the dismissal and must sit out that semester.~~

~~b. It is the student's responsibility to indicate on the petition a clear statement of the grounds on which continued enrollment should be granted and to provide evidence supporting the reasons.~~

~~c. Petitions will be reviewed by the Reinstatement Committee. The student will be notified of the Committee's action in a timely manner (usually within 7 business days).~~

~~d. The student may appeal the Committee's decision, in writing, to Admissions and Records within 21 calendar days of the date of notification. The decision of the Admissions and Records is final.~~

~~A readmitted student will remain on probation until the cumulative average is 2.0 or above and/or the percentage of "W," "I," and "NC/NP" entries are below 50%. A student who withdraws from Compton College voluntarily while on probation will be readmitted in the same status that existed at the time of withdrawal.~~

Academic and Progress Probation

A student shall be placed on academic probation if the student has earned a cumulative grade point average below (2.0). A student shall be placed on progress probation if the student has enrolled in a total of at least 12 semester units and the percentage of all units in which the student has enrolled, for which entries of "W" (Withdrawal), "I" (Incomplete), and "NP" (No Progress) were recorded reaches or exceeds 50 percent.

The district shall notify students placed on academic or progress probation of their status no more than 30 days after the end of the term that resulted in academic or progress probation. A student who is on academic or progress probation for two or more consecutive semesters is ~~limited~~ recommended to take no more than 12 units in any fall or spring semester, and no more than 5 units in any winter or summer session. ~~Under special circumstances a student may petition for additional units through Counseling Department There are two levels of probation, Probation Level 1 and Probation Level 2.~~

Commented [CM1]: Should we specify *how* student will be notified? The league template states we should also inform of the availability of college support services in the notification they receive

Commented [HS2]: Are we blocking registration? How is this enforced?

Placement of Academic Probation Level 1

- Academic Probation Level 1 occurs when a student has earned a cumulative grade point average (GPA) below a 2.0 for one semester.

Removal of Academic Probation Level 1

- A student will be removed from Academic Probation Level 1 when the cumulative grade point average (GPA) is 2.0 or higher.

Placement of Progress Probation Level 1

- Progress Probation Level 1 occurs when a student has not completed more than 50% of the courses attempted for one semester.

Removal of Progress Probation Level 1

- A student will be removed from Progress Probation Level when ~~student has completed more than 50% of the courses attempted for one semester~~ the cumulative completion is more than 50% of courses attempted.

Commented [HS3]: Should be cumulative 50% or higher.

All students on Probational Level 1 are strongly recommended to complete a Student Success Workshop, facilitated by a designated Counselor.

Placement of Academic Probation Level 2

- Academic Probation Level 2 occurs when you have earned a cumulative grade point average (GPA) below a 2.0 for two consecutive semesters.

Removal of Academic Probation Level 2

- A registration hold is placed on Academic Probation Level 2 students. All students are required to complete a Student Success Workshop, facilitated by a designated Counselor, meet with a Counselor to update their Student Educational Plan (SEP), and complete an Academic Resiliency Contract before the hold can be lifted. A student will be removed from Academic Probation Level 2 when the cumulative grade point average (GPA) is 2.0 or higher.

Commented [HS4]: Is the correct name of the document?

Placement of Progress Probation Level 2

- Progress Probation Level 2 occurs when you have not completed more than 50% of the courses you attempted for two consecutive semesters.

Removal of Progress Probation Level 2

- A registration hold is placed on ~~Academic~~ Progress Probation Level 2 students. All students are required to complete a Student Success Workshop, facilitated by a designated Counselor, meet with a Counselor to update their SEP, and complete an Academic Resiliency Contract before the hold can be lifted. A student will be removed from Progress Probation Level when the cumulative completion is 50% or higher of courses attempted.

Academic Dismissal

A student who is on academic probation shall be subject to academic dismissal if the student has earned a cumulative grade point average below 2.0 in all units attempted in each of three consecutive terms.

A student who is on progress probation shall be subject to academic dismissal if they have not completed more than 50% of the courses attempted for three consecutive semesters.
~~the percentage of cumulative units in which the student has enrolled for which entries of "W," "I," and "NP" are recorded in three consecutive terms reaches or exceeds fifty percent~~.

Readmission

A student who has been dismissed may return to the College after "sitting out" one semester or based on documented extenuating circumstances may submit an appeal for reinstatement. If the student has not attended for one or more semesters, an application for readmission is necessary.

The student has the right to appeal academic dismissal.

e. The student must file the appeal with the Counseling Department ~~within 30 days. If the student fails to file petition within the specified period, the student waives all future rights to appeal the academic dismissal and must sit out that semester.~~

f. It is the student's responsibility to indicate on the petition a clear statement of the grounds on which continued enrollment should be granted and to provide evidence supporting the reasons.

g. Petitions will be reviewed by the Reinstatement Committee. ~~The Reinstatement Committee will include a Counseling Department designee, Financial Aid Office designee, and Office of Admissions & Records designee.~~ The student will be notified of the Committee's action in a timely manner, within 10 business days.

h. The student may appeal the Committee's decision, in writing, to the Vice President of Student Services or designee within 30 calendar days of the date of notification. The decision of the Vice President of Student Services or designee is final.

A readmitted student ~~must~~ should meet with a counselor before registration and update their SEP. A readmitted student will remain on probation until the cumulative average is 2.0 or above and/or the percentage of attempted units are above ~~"W," "I," and "NP" entries are below~~ 50%.

A student who withdraws from Compton College voluntarily while on probation will be readmitted in the same status that existed at the time of withdrawal.

Commented [HS5]: Progress

Commented [HS6]: Should be cumulative 50% or higher.

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Commented [HS7]: We should be consistent and say when a student's completion is less than 50%. The reference to "exceeds "is confusing.

Commented [HS8]: This is not student friendly and it is a barrier to enrollment. We are an open enrollment institution and this deadline should be removed.

Commented [HS9]: Is this committee structure accurate?

Commented [CM10]: Ask A&R how long to remove dismissal hold

Commented [HS11]: Should we add a sentence here about students needing to file an appeal in Financial Aid, so they understand that there is another process when on probation?

Program Appeals

Students on probation participating in programs on campus (such as SRC, CalWORKS, EOPS/CARE, Financial Aid) may have to submit additional appeals for each program.

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STATE OF CALIFORNIA **ELOY ORTIZ OAKLEY, CHANCELLOR**

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE
1102 Q STREET, SUITE 4400
SACRAMENTO, CA 95811-6549
(916) 322-4005
http://www.cccco.edu

June 19, 2018

To: CEOs, CIOs, CBOs, and CSSOs
From: Eloy Ortiz Oakley, Chancellor California Community Colleges
Subject: Information and Communication Technology and Instructional Material Accessibility Standard

Dear Colleagues,

Ensuring educational accessibility is foundational to achieving the *Vision for Success* goal of creating an equitable system of higher education, and is a critical piece of student success and degree completion. Research shows that utilizing universal design principles, which is fundamental to ensuring accessibility, improves student-centered pedagogical practice and student outcomes. In support of the *Vision*, I am fully committed to extending the benefits of universal access throughout the system.

In 1998, the Office of Civil Rights issued a compliance review of the California Community Colleges and identified systemic deficiencies with how we meet the needs of students with disabilities. To remedy the situation, the state legislature and our system made significant investments to provide our districts and colleges with the resources necessary to make information and communication technology and instructional materials accessible. Despite these investments, we need to do more to meet the needs of our students with disabilities. Just last December, the California State Auditor issued an audit of our system's accessibility practices and found numerous instances of colleges and districts not meeting their institutional accessibility obligations.

As a first step in addressing this situation, the California Community Colleges has adopted a new Information and Communication Technology and Instructional Material Accessibility Standard (Standard), which reinforces the requirement that colleges within the system create, purchase, and utilize instructional materials that comply with the accessibility requirements of Section 508 of the Federal Rehabilitation Act of 1973, in accordance with California Government Code §7405, Government Code §11135, Government Code §11546.7, as well as with best practices.

Historically, our system has handled accessibility issues by siloing it in Disabled Student Programs and Services. This is untenable and ignores the fact that accessibility is an institutional responsibility insofar as it touches every aspect of our students' and the public's experiences with our system. Our office is collaborating across divisions to support this work; and I request that you as a system leader advance an effort to bring your campus community together to discuss and implement policies, procedures, and practices that meet your legal obligations and help our students access, persist, and succeed in our colleges.

In the coming year, the Chancellor's Office, through the Digital Innovation and Infrastructure Division and the Institutional Effectiveness and Partnership Initiative, will support local community college districts in implementing the Standard by developing and disseminating Section 508 Guidance, including FAQs, checklists, best practices, institutional support and structures for implementing the Standard, and a variety of online and in-person professional development trainings and workshops.

I encourage local districts to use these forthcoming resources to improve accessibility on campus, in order to provide equitable higher education for all students. For more information on the Standard and the resources, please see the Policy, Standards & FAQs page on the Accessibility Center website.

Sincerely,
Eloy Ortiz Oakley

Recommendation(s) to the President/CEO

Section 504/508 Committee Recommendations
5/14/2021

Background: Provide an overview and pertinent background information regarding the need for this recommendation. It is very important you provide relevant data to support the recommendation.

As part of the Compton College Goals for 2021-2022 the Section 504/508 Committee is submitting the recommendations to minimize Section 504/508 complaints/litigation and maximize compliance. The goal is to implement Universal Design across all institutional services campus wide.

Recommendation(s): Please provide your recommendation. How does it connect to the college mission, vision, and strategic initiatives? How does it connect to the Tartar Completion by Design?

Recommendation(s) Categorized by the Completion by Design Framework				
CONNECTION	**ENTRY**	**PROGRESS**	**COMPLETION**	**TRANSITION**
1. Define a grievance process and make this information available through the district website (Tina Kuperman/Heather Parnock)				
2. Create a process for procurement (VPAT) and review of the accessibility of ICT products and to inform vendors they are expected to meet WCAG 2.0, AA standards (Reuben James)- RFP for vendor to provide accessibility views of VPATS, OER and Canvas LTIs				
3. Perform a periodic ICT audit using both automated and manual accessibility evaluation tools (RFP for 3rd Party Vendor). Should be done in parallel with build out of new district website.				
4. Create an ICT accessibility policy establishing that ICT resources and District websites are expected to meet WCAG 2.0, AA standards				
5. Require all online instructional materials (ex OER, Syllabus) to meet WCAG 2.0, AA standards				
6. Provide accessibility training to faculty, staff, and administrators (Pilar Huffman) We will consider a mandatory professional development activity on accessibility for faculty, classified, and managers/supervisors.				

Timeline: What is the timeline for the implementation of the recommendation?
#1- Summer 2021
#2-Summer 2021
#3-Fall 2022
#4- Fall 2021
#5- Fall 2021
#6- Fall 2021

Recommendation(s) to the President/CEO

Action Item(s): Prioritize each of the action items associated with the recommendation and who is responsible for each. See below for the format.

Task	Person(s) Responsible	Deadline	Status
Create and Implement 504/508 Grievance process	Tina Kuperman/Heather Parnock	July 1,2021	Pending
Create and Implement ICT Accessibility procurement process	Reuben James		Pending
Accessibility PD	Pilar Huffman		Some PD delivered but needs to be enhanced to include OER and Universal Design
RFP for accessibility vendor to support procurement process (#2)			
RFP for accessibility vendor to support audit/testing process (#3)			
RFP for training vendor to support accessibility PD			

Budget Request: List each proposed expenditure and include the amount of funds requested, as well as the object code and object code description.

Object Code of Expenditure	Object Code Description	Project Funds Requested	Detailed Description of Proposed Expenditure
		???	#2- RFP for Vendor to provide VPAT reviews, accessibility testing of ICT purchases, OER and Canvas LTIs
		???	#3 RFP for vendor to perform periodic ICT audits using both automated and manual accessibility evaluation tools of public website and MyCompton porta;
			#6 RFP for vendor to provide advanced accessibility training for

Submit the completed Recommendation Form to your Administrator, Manager or Supervisor via email

Compton College Institutional Self-Evaluation Report Timeline 2021-2024	
June 2024	ACCJC Meeting on Compton College Accreditation Status
Spring 2024	External Evaluation Team Site Visit
Fall 2023	External Evaluation Team ISER Review
August 2023	Final Draft ISER Sent to CCCD Board of Trustees for Second Read and Approval Signature Page Completed ISER Submission to the ACCJC
July 2023	Final Draft ISER Submitted to CCCD Board of Trustees for First Read
June 2023	Feedback from Constituent Groups Integrated Final Draft ISER Sent to Constituent Groups for Second Read: • Academic Senate (June 8, 2023) • Classified Union • Consultative Council (June 12, 2023) • Associated Student Body
May 2023	Accreditation Steering Committee Reviews Final Draft for Approval Open House: ISER Final Draft Available for Public Commentary Final Draft ISER Sent to Constituent Groups for First Read and Additional Feedback: • Academic Senate (May 4, 2023 or May 18, 2023) • Classified Union • Consultative Council • Associated Student Body
March/April 2023	Final Editing and Evidence Linking Document Publication
February 2023	Third Draft of Writing Due for all Standards Accreditation Steering Committee Reviews Third Draft
November 2022	Feedback from Second Draft given to Writing Teams
October 2022	Second Draft of Writing Due for all Standards Accreditation Steering Committee Reviews Second Draft
Summer 2022	Feedback from First drafts to Writing Teams
June 2022	First Draft of Writing Due for all Standards Accreditation Steering Committee Reviews First Draft
April 2022	Writing of the ISER Begins
March 2022	Compton College Training on Writing
January 2022	First Round of Evidence Due in Sharepoint Folders
October/November 2021	Compton College Follow-up Training on Evidence Gathering
October 2021	ACCJC College Training
August/September 2021	Campus Callouts for Additional ISER Writing Team Members
May/June 2021	Standard Committee Leads Identified

	ISER Timeline Submitted to CCCD Board of Trustees Accreditation Steering Committee ISER Timeline Review and Feedback Draft ISER Timeline Sent to Constituent Groups for feedback, during which the Accreditation Steering Committee will review received feedback: • Academic Senate (May 20, 2021 & June 3, 2021) • Classified Union • Consultative Council • Associated Student Body The ASC to finalize and publish ISER timeline on the public Accreditation webpage
April 2021	ISER Timeline Created Accreditation Steering Committee ISER Timeline First Read