



**Academic Senate Meeting Agenda Packet**

**Date:** February 20, 2025

**Modality:** In-Person

**Location:** IB1 - 106

**Time:** 2:00 p.m. – 3:30 p.m.

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### Academic Senate Membership Table

**Voting Membership Count for Quorum:** 24

**Faculty Attendance Needed to Make Quorum:** 13

**Note:** Excludes Vacancies

**Faculty Vacancies** 🌻: (a) BIST Two—2, (c) STEM One—1, and (d) Adjunct Faculty One—1.

#### Compton Community College Academic Senate Membership 2024-2025

##### Officers

Position	Name	Email	Term Fall/Spring	Vote
President	Sean Christopher Moore	smoore@compton.edu	2024/2026	To Break A Tie
Vice President	Minodora Moldoveanu	mmoldoveanu@compton.edu	2024/2025	No
Secretary	Michael Vanoverbeck	mvanoverbeck@compton.edu	2024/2027	No

##### Fine Arts, Communication and Humanities Count: 5

1. Senator	Mayela Rodriguez	mrodriguez36@compton.edu	2021/2024	Yes
2. Senator	Juan Tavaréz	jtavarez@compton.edu	2023/2026	Yes
3. Senator	Mandeda Uch	much@compton.edu	2023/2026	Yes
4. Senator	Andree Valdry	avaldry@compton.edu	2023/2026	Yes
5. Senator	Susan Johnson	sjohnson@compton.edu	2024/2027	Yes

##### Counselors Count: 5

6. Senator	Eckko Blake	eblake@compton.edu	2023/2026	Yes
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7. Senator	Carlos Maruri	cmaruri@compton.edu	2024/2027	Yes
8. Senator	Janette Morales	jmorales13@compton.edu	2024/2027	Yes
9. Senator	Liliana Cazares	lhuerta@compton.edu	2024/2027	Yes
10. Senator	Bria Roberts (Interim for Karina Lopez)	broberts2@compton.edu	2024/2027	Yes
<b>Social Sciences Count: 3</b>				
11. Senator	Nathan Lopez	nlopez11@compton.edu	2023/2026	Yes
12. Senator	Pam West	pwest@compton.edu	2023/2026	Yes
13. Senator	Jesse Mills	jmills@compton.edu	2023/2026	Yes
<b>Business and Industrial Studies Count: 3</b>				
14. Senator	Michael Vanoverbeck	mvanoverbeck@compton.edu	2023/2026	Yes
Senator 🌻	<b>Vacant</b>			Yes
Senator 🌻	<b>Vacant</b>			Yes
<b>Science, Technology, Engineering, and Mathematics Count: 5</b>				
15. Senator	Hassan Elfarissi	helfarissi@compton.edu	2023/2026	Yes
16. Senator	Jose Martinez	jvillalobos@compton.edu	2023/2026	Yes
17. Senator and Parliamentarian	Kent Schwitkis	kschwitkis@compton.edu	2023/2026	Yes
18. Senator	Jose Villalobos	jvillalobos@compton.edu	2023/2026	Yes
Senator 🌻	<b>Vacant</b>			Yes
<b>Health and Public Services Count: 3</b>				

19. Senator	Roza Ekimyan	rekimyan@compton.edu	2023/2026	Yes
20. Senator	Sophia Tse	stse@compton.edu	2024/2027	Yes
Senator	Vacant			Yes
<b>Adjunct Faculty Count: 2</b>				
Senator 🌻	Vacant			Yes
21. Senator	Victoria Martinez	vmartinez@compton.edu	2023/2026	Yes
<b>Ex Officio—Voting Members Count: 4</b>				
22. Union President	David Chavez	dchavez14@compton.edu	2023/2025	Yes
<b>Sub-Committee of AS</b>				
23. Curriculum Chair	Charles Hobbs	chobbs@compton.edu	2024/2026	Yes
<b>Sub-Committee of AS</b>				
Faculty Development Committee Chair (AS voted this position does not have to attend due to no release time)	Mayela Rodriguez	mrodriguez36@compton.edu	2024/2026	No
<b>Sub-Committee of AS</b>				
24. Distance Education Faculty Coordinator	Bradd Conn	bconn@compton.edu	2026	Yes
<b>Frequency</b>	<b>Day</b>	<b>Time</b>	<b>Modality</b>	
Every 1st and 3rd	Thursday	2:00 – 3:30 p.m.	In-Person—Brown Act Committee	

## 2024/2025 Academic Senate and College Curriculum Committee Meeting Schedule

Academic Senate	College Curriculum Committee
<b>Frequency</b> 1st & 3rd Thursday of Each Month	<b>Frequency</b> 2nd & 4th Tuesday of Each Month
<b>Time &amp; Location</b> 2:00 p.m. - 3:30 p.m.  <b>Room:</b> IB1 - 106	<b>Time</b> 2:00 p.m. - 3:30 p.m.  <b>Room:</b> VT - 124
<b>Semester</b> Spring 2025	<b>Semester</b> Spring 2025
02-20-2025	02-25-2025
03-06-2025	03-11-2025
03-20-2025	03-25-2025
04-03-2025	04-08-2025
Spring Recess	04-22-2025
05-01-2025	05-13-2025
05-15-2025	05-27-2025
06-05-2025	06-10-2025
<b>Key:</b> 1. Dates <i>italicized</i> in <b>red</b> indicate past meetings. 2. Dates in regular black font indicate future meetings.	
<b>Note:</b> Curriculum items approved on 5-27-2025 will be placed on the 06-05-2025 AS agenda. Curriculum items approved on 6-10-2025 will be approved on the first AS Fall 2025 meeting.	



## Academic Senate Agenda

**Facilitator:** Sean Moore—Academic Senate President

**Recorder:** Michael VanOverbeck—Secretary **Time Keeper:** Victoria Martinez

**Date:** February 20, 2025 / **Time:** 2:00 p.m. - 3:30 p.m.

### Vision:

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

### Mission Statement:

Compton College is an equity-driven, inclusive community resource dedicated to providing opportunities and support for historically underserved student populations, particularly students of color. We cultivate a sense of belonging to support students in achieving their academic goals. Compton College provides students with knowledge, strategies, and skills needed for workforce readiness and facilitates clear pathways for program completion and transfer to four-year institutions, all aimed at enhancing the well-being of our local community.

### Attendees

**Officers:** Sean Christopher Moore \_\_; Minodora Moldoveanu \_\_; and Michael VanOverbeck \_\_.

**Senators:** Mayela Rodriguez \_\_; Juan Tavaréz \_\_; Mandeda Uch \_\_; Andree Valdry \_\_; Susan Johnson \_\_; Eckko Blake \_\_; Carlos Maruri \_\_; Janette Morales \_\_; Liliana Cazares \_\_; Bria Roberts \_\_; Nathan Lopez \_\_; Pam West \_\_; Jesse Mills \_\_; Michael VanOverbeck \_\_; Hassan Elfarissi \_\_; Jose Martinez \_\_; Kent Schwitkis \_\_; Jose Villalobos \_\_; Roza Ekimyan \_\_; Sophia Tse \_\_; Karina Lopez \_\_; and Victoria Martinez \_\_.

**Ex Officio Voting Members:** David Chavez \_\_; Charles Hobbs \_\_; and Brad Conn \_\_.

**Nonvoting Attendees:** Sheri Berger \_\_;

### AGENDA:

1. **Approval of Agenda:** February 20, 2025.
2. **Approval of Minutes:** December 5, 2024.
3. **Reports and Follow-up Questions From Attendees:**
  - a) President, Academic Senate
    - Summary of Academic Senate December 5, 2024 Decisions Sent to the District.
    - District Response to Academic Senate November 21, 2025 and December 5, 2025 Approvals—Document Attached.
  - b) College Curriculum Committee Chair
  - c) Distance Education Faculty Coordinator
  - d) Faculty Development Chair
  - e) Vice President, Academic Affairs

#### 4. Curriculum Consent Agenda Items:

**Note:** Approved by the College Curriculum Committee on December 10, 2024.

- a) Course Review; Articulation/Transfer Review: CHEM 104 - Beginning Chemistry
- b) Course Review; CTE Two-Year Course Review; No proposed Changes: COSM 110 - Intermediate Cosmetology; COSM 112 - Advanced Cosmetology; COSM 118 - Preparation for the State Board of Barbering and Cosmetology Practical Exam; COSM 125 - Cosmetology Applications; and COSM 126 - Cosmetology Applications and Theory.

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**Tabled December 5, 2025**

#### 5. Action Items:

- a) First Read: AR 4025 Philosophy and Criteria for Associate Degree and General Education—Minodora Moldoveanu.
- b) First Read: DE Handbook—Brad Conn.

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#### 6. Action Items:

- a) ESL Hi-Set Preparation Courses—Brittany Olayele.
- b) Second Read: Draft of Combined Syllabi Mandatory, Mandated by Law, and Optional Checklist Items.
- c) First Read: 2024 Standard Crosswalk, Committees, & Offices—Dr. Berger
- d) First Read: High School Articulation Agreement.
- e) First Read: Procedure for High School Articulation Agreements.

#### 7. Academic Senate Senator Comments and/or Future Agenda Item Recommendation(s):

**Note:** Academic Senate Senators may provide a comment or future agenda item recommendation(s).

#### 8. Public Comment(s):

**Note:** Public comments may be presented.



## Academic Senate Minutes

**Facilitator:** Sean Moore—Academic Senate President

**Recorder:** Michael VanOverbeck—Secretary **Time Keeper:** Victoria Martinez

**Date:** December 5, 2024 / **Time:** 2:00 p.m. - 3:30 p.m.

### 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.

### Attendees

**Officers:** Sean Christopher Moore\_X\_; Minodora Moldoveanu\_X\_; and Michael VanOverbeck\_X\_.

**Senators:** Mayela Rodriguez\_X\_; Juan Tavarez\_X\_; Mandeda Uch\_X\_; Andree Valdry\_X\_; Susan Johnson\_X\_; Eckko Blake\_\_; Carlos Maruri\_X\_; Janette Morales\_\_; Liliana Cazares\_X\_; Bria Roberts\_X\_; Nathan Lopez\_X\_; Pam West\_X\_; Jesse Mills\_X\_; Michael VanOverbeck\_X\_; Hassan Elfarissi\_X\_; Jose Martinez\_\_; Kent Schwitkis\_X\_; Jose Villalobos\_\_; Roza Ekimyan\_\_; Sophia Tse\_\_; and Victoria Martinez\_X\_.

**Ex Officio Voting Members:** David Chavez\_X\_; Charles Hobbs\_X\_; and Brad Conn\_X\_.

**Nonvoting Attendees:** Sheri Berger\_X\_; Brittany Olayele\_X\_

### **AGENDA:**

**Meeting started at 2:07pm**

#### **9. Approval of Agenda: December 5, 2024.**

- **Victoria M. motioned to approve the agenda. Carlos M. seconded. Unanimously approved.**

#### **10. Approval of Minutes: November 21, 2024.**

- **Victoria M. motioned to approve the minutes. Liliana C. seconded. - Unanimously approved.**

#### **11. Reports and Follow-up Questions From Attendees:**

- **Victoria M. motioned to open reports 3a-f. Carlos M. seconded.**
- f) President, Academic Senate
  - Sent to the District—Summary of Decisions Approved by the Academic Senate at the November 21, 2024 Meeting.

- District Response—Summary of Decisions Approved by the Academic Senate at the November 7, 2024 Meeting.
- Revised—Compton College 2035 Comprehensive Master Plan.  
**Note:** The document is included as a separate attachment to maintain formatting.
- District Follow-Up Response to the Academic Senate – Summary of Decisions Made at the November 7, 2024—regarding Compton College 2035 Comprehensive Master Plan substantive edits.

**Note:** The document is included as a separate attachment to maintain formatting.

- g) Vice President, Academic Senate
- h) College Curriculum Committee Chair
  - Update about consent agenda items.
- i) Distance Education Faculty Coordinator
  - The DE Handbook was approved, and discussions on AI and plagiarism detection were highlighted as future topics.
- j) Faculty Development Chair
- k) Vice President, Academic Affairs
  - **Brad C. motioned to close reports 3a-f. David C. seconded.**

## 12. Curriculum Consent Agenda Items:

- **Bria R. motioned to approve consent agenda items 4a-f. Victoria M. seconded. Unanimously approved.**

**Note:** Approved by our College Curriculum Committee on November 26, 2024.

- c) Course Inactivation: ENGL 99 – Independent Study.
- d) Course Review; Update Course Hours; DE Addendum: ART 160 – Three Dimensional Design.
- e) Course Revisions; Course Description; Conditions of Enrollment; DE Addendum; Articulation/Transfer Review: CHEM 102- Fundamentals of Chemistry.
- f) Standard Course Review; Revise Conditions of Enrollment: SPAN 99 – Independent Study.
- g) Standard Course Review; No Proposed Changes: ESL 04A – ESL for Healthcare I; ESL 04B – ESL for Healthcare II; and ESL 51A – Introduction to English in Conversation.
- h) New Course: HIST 116- Chicana/o/x History: 1848 to the Present.

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**Tabled or Closed November 21, 2024—Academic Senate Action Items for Discussion/Vote 5a, b, and c; and Discussion Item 6a.**

## 13. Action Items for Discussion/Vote:

- **Michael V. motioned to open action item 5a. Charles H. seconded.**

- c) Academic Senate Goals (closed).

**Note:** Closed during discussion due to time—will pick up where senators left off.

- The Academic Senate goals were discussed and approved, with plans to connect them to the annual plan and budget.

- **Michael V. motioned to close action item 5a. Jesse M. seconded.**
- **Michael V. motioned to approve action item 5a. Bria R. seconded. Unanimously approved.**

- **Pam W. motioned to open action item 5b. Carlos M. seconded.**

- d) Recommendations from the Hiring Prioritization Committee (previously tabled).

**Note:** Correspondence documents included in packet.

- Recommendations for hiring prioritization were discussed, focusing on new programs and areas needing more full-time faculty.
- **Michael V. motioned to close action item 5b. Carlos M. seconded.**
- **Michael V. motioned to approve action item 5b. Victoria M. seconded. Unanimously approved.**

- **Jesse M. motioned to open action item 5c. Kent S. seconded.**

e) *First Read*—Draft of Combined Syllabi Mandatory and Optional Checklist Items (tabled).

**Note:** Spoke with Union President about the EOPS & Other Support Services being added as optional. Follow-up email sent 11-16-24 to Union President confirming/requesting the EOPS & Other Support Services optional statement be provided to add to the Syllabi Checklist. Once the statement is negotiated by the Union, the item may potentially be added as mandatory. If so, the document can be updated and brought back as informational. Resources Link: [Draft-Combined-Syllabus-Checklist.docx](#).

- Discussions on mandatory and optional syllabus statements took place, with a focus on aligning with legal requirements and union agreements.
- Discussion on consolidating mandatory and optional documents into one comprehensive document for easier access and understanding.
- Clarification on the absence policy for excused and unexcused absences, emphasizing instructor discretion and the need for a syllabus policy.
- **Bria R. motioned to close action item 5c. Victoria M. seconded.**

#### 14. Discussion Item:

- **David C. motioned to open discussion item 6a. Bria R. seconded.**

a) Faculty Evaluation Team Training for Probationary and Tenure (tabled).

**Note:** Union President requested.

- Union President Dr. David Chavez presented proposal for evaluation team training for probationary and tenured faculty, seeking input on training content and collaboration with the union.
- Unanimously favored by the committee.
- Would adjunct training also be available?
- **Brad C. motioned to close discussion item 6a. Pam W. seconded.**

### New Business

#### 15. Election/Vote:

- **Michael V. motioned to open 7a. Jesse M. Seconded.**

a) Academic Senate Bylaws Revision Team Members.

**Note:** The ADHOC-Academic Senate Bylaws Revision Team Membership and Process was approved by Academic Senate on November 21, 2024—the approved corresponding document is included in the packet.

- Selection of senators from each division to serve on a bylaw revision task force, with nominations and voting conducted.
- FACH

- Andree Valdry
    - **Unanimously approved**
  - Counseling
    - Janette Morales (If accepting)
    - Carlos M. (alternate, if Janette declines)
      - **Unanimously approved.**
  - Social Sciences
    - Jesse Mills
      - **Unanimously approved**
  - BIS
    - Michael VanOverbeck
      - **Unanimously approved**
  - STEM
    - Kent Schwitkis
      - **Unanimously approved**
  - HPS
    - \*Roza Ekimyan (if accepting)
      - **Approved**
- \*David Chavez voted nay “only because Roza is not present to accept nomination.”

- **Brad C. motioned to close 7a. Jesse M. seconded.**

#### 16. Presentation:

- **Charles H. motioned to open presentation 8a. Jesse M. seconded.**
- a) Professor Brittany Olayele: ESL Hi-Set Preparation Courses.
  - Brittany presented a proposal for an ESL High Set Preparation Course aimed at helping ESL students obtain their high school diploma equivalency through GED or HI SET exams. The program is designed to be under the ESL department to provide language support and a smooth transition for students. Feedback was sought for potential approval in February.
  - Discussion on the qualifications required for ESL instructors to teach the proposed courses. Concerns were raised about meeting the minimum qualifications for teaching math and science. Brittany plans to discuss this further with Dr. Berger to ensure compliance.
  - Brittany compared the proposed program with existing adult school programs in Compton, Linwood, and Paramount. She highlighted the need for a more convenient and integrated program at Compton College to better serve ESL students' needs.
- **Bria R. motioned to close presentation 8a. Victoria M. seconded.**

#### 17. Administrative Regulation(s):

- **Carlos M. motioned to open item 9a. Jesse M. seconded.**
- a) First Read: AR 4100 Graduation Requirement for Degrees and Certificates.
 

**Note:** The corresponding BP 4100 – Graduation Requirement for Degrees and Certificates was approved by the Academic Senate on November 7, 2024.
- **Jesse M. motioned to approve Administrative Regulation 4100. Kent S. seconded. Unanimously approved.**

Carlos M. motioned to table 9b and 10a. Jesse M. seconded.

b) *First Read*: AR 4025 Philosophy and Criteria for Associate Degree and General Education.

**18. Action Items for Discussion/Vote:**

a) *First Read*: DE Handbook.

**19. Academic Senate Senator Comments and/or Future Agenda Item Recommendation(s):**

**Note:** Academic Senate Senators may provide a comment or future agenda item recommendation(s).

**20. Public Comment(s):**

- **Michael V. motioned to open the floor for public comment. Carlos M. seconded.**

**Note:** Public comments may be presented.

- Union President Dr. David Chavez referenced the earlier presentation by Brittany Olayele on the proposal for an ESL High Set Preparation Course. He noted that, according to LA County data, there are over 50,000 potential students in the college's service area, with students aged 25 and older representing a significant portion of this group. Additionally, census data indicates that 30-40% of residents in the service area are born outside the United States, highlighting substantial community needs.

**Meeting ended at 3:32pm**

## Summary of Academic Senate December 5, 2024 Decisions Sent to the District



### Compton College Academic Senate

#### Summary of Decisions

Date: December 17, 2024

Dr. Curry,

The following items were approved by the Academic Senate on December 5, 2024:

#### 1) Curriculum Consent Agenda Items:

- a) Course Inactivation: ENGL 99 – Independent Study.
- b) Course Review; Update Course Hours; DE Addendum: ART 160 – Three Dimensional Design.
- c) Course Revisions; Course Description; Conditions of Enrollment; DE Addendum; Articulation/Transfer Review: CHEM 102- Fundamentals of Chemistry.
- d) Standard Course Review; Revise Conditions of Enrollment: SPAN 99 – Independent Study.
- e) Standard Course Review; No Proposed Changes: ESL 04A – ESL for Healthcare I; ESL 04B – ESL for Healthcare II; and ESL 51A – Introduction to English in Conversation.
- f) New Course: HIST 116- Chicana/o/x History: 1848 to the Present.

#### 2) Academic Senate Goals—Informational: Document attached.

#### 3) Recommendations from the Hiring Prioritization Committee: Document attached.

#### 4) AR 4100 Graduation Requirement for Degrees and Certificates: Document attached.

Thank you,

Sean Moore  
Academic Senate President  
Compton College

## **First Read—AR 4025 Philosophy and Criteria for Associate Degree and General**

### **Education**

#### **AR 4025 Philosophy and Criteria for Associate Degree and General Education**

**Issued: November 17, 2020**  
**Revised: June 27, 2022**  
**Revised: xxxx, 2024**

#### **References:**

Board Policy 4025 - Philosophy and Criteria for Associate Degree and General Education  
Title 5 Sections 55061 and 55063  
ACCJC Accreditation Standard 2

#### **Philosophy and Criteria for Associate Degree**

The philosophy and criteria for the associate degree and general education of the Compton Community College District address the considerations contained in the references listed above. These include, but are not limited to:

- The programs of the District are consistent with the College’s mission, purposes, demographics, and economics of the community.
- The philosophy and criteria regarding the associate degree reference the policy of the Board of Governors that the associate degree symbolizes a successful attempt to lead students through patterns of learning experiences designed to develop certain capabilities and insight, including the ability to:
  - think and to communicate clearly and effectively both orally and in writing;
  - use mathematics;
  - understand the modes of inquiry of the major disciplines;
  - be aware of other cultures and historical contexts;
  - achieve insights gained through experience in thinking about ethical problems;
  - develop the capacity for self-understanding; and
  - engage in lifelong learning.

The philosophy and criteria regarding general education references the policy of the Board of Governors that general education should lead to better self-understanding, including:

- General education is designed to introduce students to the variety of means through which people comprehend the modern world.
- General education introduces the content and methodology of the major areas of knowledge and provides an opportunity for students to develop intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity.

In addition to these, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest. Each associate degree offered by Compton College shall contain a pattern of general education and major courses selected to assure the college of experiences, capabilities, and insights.

### **Philosophy and Criteria for General Education**

Central to an associate degree, general education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of the College that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique and shared by the various disciplines. College-educated individuals must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, general education should lead to better self-understanding. Courses approved for inclusion in the general education requirements shall be evaluated as meeting this philosophy

The following general education requirements become effective for fall 2025.

#### **Courses Appropriate for General Education**

While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education requirement and a certificate, major, or area of emphasis requirement. For the purpose of providing general education, Compton College shall adopt courses that meet the following:

A minimum of 24 semester units of general education in the areas described below:

1. English Composition, Oral Communication, and Critical Thinking (minimum of 6 semester) including:
  - i. English Composition (minimum of 3 semester units). Courses fulfilling this requirement must be baccalaureate-level and include expository and argumentative writing.
  - ii. Oral Communication and Critical Thinking (minimum of 3 semester units). Courses fulfilling this requirement must be baccalaureate-level and may include oral communication and critical thinking courses.
2. Mathematical Concepts and Quantitative Reasoning (minimum of 3 semester units). Courses fulfilling this requirement must be at least college-level and may include mathematics or quantitative reasoning courses, including logic, statistics, computer languages, and related disciplines.
3. Arts and Humanities (minimum of 3 semester units). Courses in the humanities study the cultural activities and artistic expressions of human beings. Such courses develop students' awareness of how people throughout the ages and in different cultures respond to themselves and the world around them in artistic and cultural creation, and develop students' aesthetic understandings and abilities to make value judgments. Courses fulfilling this requirement may include



introductory or integrative baccalaureate-level courses in the visual and performing arts, art history, foreign languages, literature, philosophy, religion, and related disciplines.

4. Social and Behavioral Sciences (minimum of 3 semester units). Courses in the social and behavioral sciences focus on people as members of society and develop awareness of the methods of inquiry used by the social and behavioral sciences. They stimulate critical thinking about how people act and have acted in response to their societies and promote appreciation of how societies and social subgroups operate. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines.

5. Natural Sciences (minimum of 3 semester units). Courses in the natural sciences examine the physical universe, its life forms, and its natural phenomena, helping students appreciate and understand the scientific method and the relationships between science and other human activities. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.

6. Ethnic Studies (minimum of 3 semester units). Courses fulfilling this requirement may include baccalaureate-level courses in the four autonomous disciplines within Ethnic Studies: Black Studies; African American Studies; Africana Studies; Native American Studies; Chicano/a/x; Latino/a/x Studies/La Raza Studies; and Asian American Studies.

7. Health and Physical Education (minimum of 3 semester units). Courses in health and 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 mediating 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.

The following general education requirements are valid through summer 2025.

1. Natural Sciences: A minimum of 3 units.

Courses in the natural sciences 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 method 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. Courses which focus on personal, practical, or applied aspects are not suitable for this category.

2. **Social and Behavioral Sciences:** A minimum of 9 units for an Associate of Arts Degree and a minimum of 3 units for an Associate of Science Degree.  
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 methods of inquiry and stimulate critical thinking about the ways in which people act and interact within social and cultural contexts. This category would include introductory or integrative survey courses such as child development, cultural anthropology, cultural geography, economics, family and consumer studies, history, political science, psychology, sociology, and related disciplines.
3. **Humanities:** A minimum of 3 units.  
Courses in the humanities are those that promote an appreciation of the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in humanities, a course shall develop the student's awareness of the ways that people throughout the ages have artistically and culturally responded to themselves and the world around them and shall develop the student's aesthetic understanding and ability to make value judgments. This category would include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.
4. **Language and Rationality:** A minimum of 6 units including one course in English Composition and one course from Communication/Analytical Thinking. 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.
  - 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 that fulfill the communication and analytical thinking requirement shall include oral communications, written communications, critical reasoning, mathematics, logic, statistics, and computer languages and programming.
5. **Health and Physical Education/Kinesiology:** A minimum of 3 units.  
Courses in health and 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 mediating 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 minimum of 3 units. A course used to satisfy the Mathematics Competency requirement may be double counted as meeting the Communication and Analytical Thinking requirement.

Competence in mathematics shall be demonstrated by obtaining a satisfactory grade in a mathematics course at or above the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at or above the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally) or by demonstrating competency that is comparable to satisfactory completion of a mathematics course at or above the level of the course typically known as Intermediate Algebra including passing second semester high school Algebra II or equivalent with a grade of C or better. The competency requirement may also be met by obtaining a satisfactory grade in courses in mathematics taught in or on behalf of other departments and disciplines, and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for Intermediate Algebra.

English Competency: A minimum of 3 units. A course used to satisfy the English Competency requirement may be double counted as meeting the English Composition requirement.

Competence in written expression shall be demonstrated by obtaining a satisfactory grade in an English course at the level of the course typically known as Freshman Composition (either Freshman Composition or another English course at the same level and with the same rigor, approved locally) or by demonstrating competency that is comparable to satisfactory completion of the specified English course, determined locally. Satisfactory completion of an English course at the level of Freshman Composition shall satisfy both this competency requirement and the coursework requirement set forth in Area 4a

7. Culture, Diversity, and Equity Requirement: A minimum of 3 units. A course used to satisfy the culture, diversity, and equity requirement may be double counted as meeting any applicable general education requirement.

Effective fall 2021, the culture, diversity, and equity requirement is met by taking a course listed in the catalog and approved by the Curriculum Committee. These relevant courses provide for an understanding and sensitivity to an array of cultures and identities as well as historical and lived experiences.

Elements of the review process shall include, at a minimum, the following:

- The alignment of the course outcome to the general education outcome of the proposed area
- The rigor and comprehensive nature of the course as a lower-division introduction to the discipline
- Applicability of the course for fulfilling California Intersegmental General Education Transfer Curriculum (Cal-GETC).

A student has two options for completing the general education requirement: 1) complete the general education pattern noted above or 2) complete the Cal- IGETC transfer requirements.

# Distance Education Handbook

Compton College

2024

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## I. Introduction to Distance Education

Welcome to Distance Education at Compton College! We offer access to higher education and learning opportunities via Canvas Learning Management System. Distance education means delivery of instruction to students in which the instructor and student are separated by distance and to support regular and substantive interactions between the students and instructor (s), either synchronously or asynchronously.

This handbook guides faculty through the policies and procedures surrounding Distance Education at Compton College. It was developed based on the collective recommendations of the Compton College Distance Education Advisory Committee (DEAC).

### Vision

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

The Mission of the Compton College District is:

Compton College is an equity-driven, inclusive community resource dedicated to providing opportunities and support for historically underserved student populations, particularly students of color. We cultivate a sense of belonging to support students in achieving their academic goals. Compton College provides students with the knowledge, strategies, and skills needed for workforce readiness and facilitates clear pathways for program completion and transfer to four-year institutions, all aimed at enhancing the well-being of our local community.

### Distance Education Handbook Goals

The goals of this handbook are to:

Provide technical and pedagogical 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.

### Definitions

#### [ASCCC: Support New Distance Education Definitions Policy](#)

According to [Title 5 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.

## Summary of Distance Education Department Resources

The list below summarizes the tools and services offered by the Distance Education (DE) department to support faculty in online teaching. Faculty can find these resources on the DE website.

### Distance Education Department Website

[Main DE Website](#)

[Faculty Resources](#)

[Student Resources](#)

[Canvas Support Resources](#)

[Honorlock Automated Test Proctoring Service](#)

[DE Department Request Forms \(See the website for descriptions\)](#)

[Sandbox Request Form](#)

[Course Merge Request Form](#)

[Additional User Request Form](#)

[Course Extension Form](#)

Distance Education Class Size Caps (refer to [ARTICLE XXIV](#) Faculty Contract)

Article 24.2 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 15.3.a. in this Agreement.” Article 15.3.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.

## II. Training Requirements

### Required Compliance Training to Teach Distance Education Courses

According to Ed Code EDC § 75003.1, all faculty instructional materials must meet compliance, therefore it is required that faculty complete training in order to ensure they meet established guidelines. It is required that faculty complete Canvas Learning Management System training in addition to the required training outlined below.

#### Training Guidelines

##### Canvas Training

Introduction to Teaching with Canvas

Paid Option

Self-Paced Option

DE Department Canvas Training

Online Teaching and Design Certificate (OTD)

Introduction to Course Design

10-10-10 Communication That Matters

Assessments in Digital Learning

Creating Accessible Course Content

Benefit: A Course review is built into the Online Teaching and Design Certificate.

Completion of three @ONE courses on teaching online

Introduction to Teaching with Canvas

Introduction to Asynchronous Online Learning

Creating Accessible Course Content

You must have an Online Teaching and Design certificate from @ONE on file with the Distance Education Department to be considered DE Certified to teach online (synchronously, asynchronously, or hybrid). After a faculty member is DE Certified they will be assigned a faculty mentor from the Faculty Course Review Committee to provide guidance in distance education. Faculty are required to meet with their mentor one time to receive additional feedback about their course. When training is completed, please submit your proof of completion to Distance\_ed@Compton.edu. For the purpose of DE Certification faculty will only need to provide a demonstration for one course for Certification.

If you have completed training at another institution, please submit proof of your training to the Distance Education Department at Distance\_ed@compton.edu. Once received you will be assigned a faculty mentor who will review your course. Faculty should have a minimum of an introductory module and three content modules built for review. If you have a 16-week course already built only the introductory module and the first three content modules will be reviewed.

Compton College does offer reimbursement for training. You can review the requirements and complete the paperwork on the Professional Development website or by contacting Pilar Huffman ([phuffman@compton.edu](mailto:phuffman@compton.edu)), Professional Development Manager.

**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.

#### Current DE Certification Holders

Faculty that are currently DE Certified are NOT required to complete the above training guidelines. Faculty are welcome to complete any of the above courses for Flex credit.

#### Web-Enhanced Courses

DE Certification is not needed for web-enhanced courses.

### III. Codes, Laws, & Regulations

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

##### § 55200. Definition and Application

(a) "Distance education" means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously. Technologies that may be used to offer distance education 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) Audio conference; or
- (4) Other media used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this subdivision.

(b) The definition of "distance education" does not include correspondence courses.

(c) "Accessible" means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.

##### § 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.

#### § 55208. Faculty Selection and Workload

(a) Instructors of course sections delivered via distance education are individuals responsible for delivering course content who meet the qualifications for instruction established by an institution's accrediting agency. Instructors 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 the requirements of this article, 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.

#### § 59400. Required Instructional Materials

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.

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

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.

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.

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

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

ACCJC accredits institutions in the United States, its territories and affiliates, with a primary mission of granting associate degrees; institutions accredited by ACCJC may also award certificates and other credentials, including bachelor's degrees, if those credentials are within the institution's mission and authorized by their governmental authorities.

ACCJC may also accredit non-domestic institutions, which have as a primary mission, the granting of associate degrees.

#### **ACCJC Accreditation Requirements**

The Commission holds the same high expectations for quality, integrity, and effectiveness for distance education and correspondence education as in traditional modes of

instruction. The Accreditation Standards require that all learning opportunities provided by accredited institutions must have equivalent quality, accountability, and focus on student outcomes, regardless of mode of delivery. This policy provides a framework that allows institutions the flexibility to adapt their delivery modes to the emerging needs of students and society while maintaining quality and promoting equitable outcomes. Any institution offering courses and programs through distance education or correspondence education is expected to meet the requirements of accreditation in each of its courses and programs and at each of its sites. This policy reflects the federal regulatory requirements regarding distance education and correspondence education in accordance with the following definitions.

#### [Definition of Distance Education \(ACCJC Definition\)](#)

##### **Definition of Distance Education (34 C.F.R. § 600.2.)**

**Distance Education means:**

**Education that uses one or more of the technologies listed in paragraphs 2(a) through (d) to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor(s), either synchronously or asynchronously.**

**The technologies may include:**

**the internet;**

**one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audioconferencing; or**

**other media used in a course in conjunction with any of the technologies listed in paragraphs (a) through (c).**

**For purposes of this definition, an instructor is an individual responsible for delivering course content and who meets the qualifications for instruction established by an institution's accrediting agency.**

**For purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following—**

**Providing direct instruction;**

**Assessing or providing feedback on a student's coursework;**

**Providing information or responding to questions about the content of a course or competency;**

**Facilitating a group discussion regarding the content of a course or competency; or**

**Other instructional activities approved by the institution's or program's accrediting agency.**

**An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency—**

**Providing the opportunity for substantive interactions with the student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency; and**

**Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.**

## Student Authentication & Fraud Prevention

The Chancellor's Office and California Community Colleges are committed to fighting fraud while remaining accessible to all prospective students. Initial efforts successfully identified gaps in the application system. In early 2024, they enhanced fraud prevention by implementing identity proofing through ID.me, significantly improving the security of the student application process. This initiative halved confirmed fraudulent applications within two weeks of launch.

ID.me's technology is widely used for identity verification across various sectors. Its integration into the admissions process requires students to submit valid identification, ensuring each application is linked to a unique individual. This added security is vital for maintaining the integrity of admissions.

Additionally, many instructors include a student authentication statement in online course syllabi, such as: "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."

## Withdrawals and the Return of Title IV Funds

This resource shares information on how federal student aid (Title IV) funds are managed when a student withdraws completely before the end of a payment period. If a student reduces their course load but remains enrolled, it is not considered a withdrawal, and no Return of Title IV Funds (R2T4) calculation is needed.

Schools must determine the earned and unearned portions of Title IV aid based on the student's attendance. Up to the 60% point of the enrollment period, a pro rata schedule calculates the earned aid. After this point, students are deemed to have earned 100% of their scheduled funds. For those withdrawing after the 60% mark, there are no unearned funds, but eligibility for a post-withdrawal disbursement (PWD) must still be assessed.

New regulations effective July 1, 2021, introduced withdrawal exemptions that can prevent a student from being classified as withdrawn for Title IV purposes. While schools can create their own refund policies, they must adhere to state or agency requirements, which do not influence the R2T4 calculations for earned aid.

## 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 CCCCCO and CCC will comply with the accessibility requirements of Section 508 of the Federal Rehabilitation Act of 1973. CCCCCO expects that all CCC districts comply with state and federal law by:

Developing, purchasing and/or acquiring, to the extent feasible, instructional materials and ICT products that are accessible to individuals with disabilities;

Using and maintaining instructional materials and ICT that is consistent with this Standard; and

Promoting awareness of the Standard to all relevant CCC parties, particularly those in roles that are responsible for creating, selecting or maintaining electronic content and applications.

All products officially used by Compton College will need to provide a completed Voluntary Product Accessibility Template (VPAT) showing compliance with all state and federal laws.

The DE Department maintains all VPATs related to distance education. Contact [distance\\_ed@compton.edu](mailto:distance_ed@compton.edu) if you would like information on what VPATs are currently on file.

#### IV. College Practices

##### 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.

In accordance with [Administrative Regulation 5070](#) – Attendance Accounting: All instructors maintain accurate attendance rosters and it is the responsibility of the instructor to verify their roster online to ensure accuracy. Students who enroll in a class but do not attend the first scheduled class meeting may be dropped from the roster. Only students who are officially enrolled after census may remain in the class. Instructors may use the active enrollment link online to drop a student anytime during the term up until the deadline to drop with a ‘W’. Instructors may withdraw students whose absences exceed 10% of the scheduled class meeting. Students who never attended (“no show”), or are no longer participating in the class as of census, must be excluded prior to the census date. Even though students are responsible for dropping themselves after census; instructors should drop student who are no longer participating in the classes.

##### Implications of not Dropping Inactive Students

Many community college districts have had audit findings for not dropping inactive students from their rosters. Whether or not a student is enrolled directly impacts students federal financial aid eligibility resulting in over/underpayments. Title IV funds may be disbursed only towards the education of the students who can be proven to have been in

attendance at the institution. In a distance education context, documenting that a student has logged into an online distance education platform or system is not sufficient, by itself, to demonstrate attendance by the student. To qualify as a last date of attendance for Return of Title IV purposes, an institution must demonstrate that a student participated in class or was otherwise engaged in an academically related activity, such as by contributing to an online discussion or initiating contact with a faculty member to ask a course-related question, or uploading an assignment or exam into the Canvas learning management system.

#### Determining the Last Date of Attendance

To determine an estimated last date of attendance for a student in an online DE class, the instructor needs to review the student's performance in the online Canvas platform and enter into Banner on the "**active enrollment link**" to drop students the last date the student actively participated in the online class and engaged in an academically related activity to accurately reflect the student's exclusion date in the system.

To determine a student's last date of academic participation in Canvas, follow these steps: On your Canvas shell home page, click the gray New Analytics button on the right side of the screen.

Next, click on the students tab.

The date in the column titled Last Participation should be used as the date the student last actively participated in the online class.

#### Distance Education Faculty Resources

##### 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 Online Ed](#)

[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](#)

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 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 NCDAAE](#)

[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.

[3C Media Solutions](#)

[Adobe for Closed Captioning](#)

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.

## V. Board Policies on Distance Education and Guidelines

### Distance Education Advisory Committee (DEAC)

In support of the institution's Mission, Vision 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 Instructional Designer/Faculty Trainer, the Curriculum Committee, the Faculty Development Committee, the 504/508 Accessibility Subcommittee, 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's DEAC committee are primarily responsible for recommending policies and promoting distance education best practices. DEAC is faculty chair by the DEAC and, as a Senate subcommittee, operates under Senate authority. In this context specifically, the DEFC has a reporting responsibility to the Academic Senate and sits on the Curriculum Committee as a voting member. Furthermore, the Faculty Course Review Committee reports to DEAC as its subcommittee.

DEAC will support a learner-centered program designed to further student success by reporting to Academic Senate. Each DEAC member will represent their division 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, DEAC will strategize with departments such as the library and student services 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 DEAC Formal Recommendation Form. The committee will review the proposal and formally vote on said recommendation. Approved written formal recommendations will be forwarded to the 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 Academic Senate subcommittee faculty representatives shall be appointed by the Academic Senate President in consultation with the Senate Executive Board. The membership of any Academic 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:

DEFC (Chair)-nonvoting

### Voting Members:

The faculty Curriculum Committee Chair

One faculty representative from each guided pathway division

One adjunct faculty representative

One faculty representative from Counseling

One faculty Union representative selected by the faculty Union E-Board  
One faculty representative from the Library  
One student representative nominated by the Associated Student Body  
One representative from the Special Resource Center selected by the Classified union E-Board  
The Student Success Center Coordinator  
One representative from MIS/IT selected by the Technology Committee  
One representative from the Office of the Vice President of Academic Affairs

DEAC's policy is 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.

#### Welcome Letter

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 Instructional Designer/Faculty Trainer.

[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](#)  
[CCCCFE 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**

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. Materials developed on the faculty member’s own time.

All regular full-time and part-time members of the faculty may propose online courses.

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.

The individual faculty member is responsible for obtaining copyright of the materials developed. Materials developed on a released-time basis.

A faculty member approved by the Dean to develop an online course shall receive 20% reassigned time for one semester to develop the course.

Any materials developed during this reassigned time assignment shall remain the property of the district.

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.

Materials developed as a primary or sole purpose of employment by non-divisional staff, such as consultants.

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.

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.

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

### Training for Online Courses

The training requirements for online, hybrid and on-ground teaching through the Learning Management System (LMS) are contained in the [Distance Education Handbook](#).

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](#).

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.

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.

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](#).

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](#).

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](#).

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.

### Teaching Online Courses



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. 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.

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.

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.

All class size limits, including those for restricted classes, set forth in Article 14.3 shall be maintained.

No faculty member, full or part-time shall be displaced because of online courses.

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.

Faculty members may meet their Distance Education class office hour obligation in part or whole by virtual office hours.

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.

Support for online courses:

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.

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.

The District shall enroll each online course requiring essays and research papers in [www.turnitin.com](http://www.turnitin.com) and shall pay all costs of the program.

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.

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. Technical support will be provided for faculty in all distance education courses, to free teachers to teach.

#### Faculty Protections:

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.

Distance education courses will be used to supplement rather than to replace courses taught on-campus.

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.

Distance learning courses shall not displace faculty bargaining unit members.

## 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.)

Recertification is required every three years and involves completion of all the following:  
Completing a demonstration for an entire self-selected online course.

12 hours of distance education professional development.

A list of eligible professional development courses or hours for recertification is available. Please track your progress through the Vision Resource Center.

## VII. License Agreements

### Canvas

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

### [CVC-OEI](#)

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

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

Shared resources such as the OEI Course Design Rubric, Online Learner Readiness Tutorials and @ONE workshops OR

Shared resources and adopt Canvas as their course management system OR

Shared resources, adopt Canvas, and coming soon, participate in the OEI Consortium along with the Course Exchange.

### Microsoft Office 365

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

### Tutoring

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

### Learning Technology Integrations

Other licenses that are being considered for integration with Canvas are submitted to DEAC via a formal recommendation for committee review and approval by a formal DEAC vote. All formal recommendations are then sent to Senate for a formal vote. These LTIs include but are not limited to TurnItIn, Ally, CourseEval HQ, NetTutor, Worldwide Whiteboard, Connex Ed, Proctorio and to comply with state standard of offering student support services to our online students with the goal of increasing retention in our Distance Education courses.

## VIII. Appendices

Appendix A: Compton College Distance Education Curriculum Addendum

The Distance Education Addendum is located in Curriqunet.

Appendix B: OEI Rubric

[2016 Version Online Education Initiative Rubric](#)

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

[Adoption of the OEI Rubric](#)

[2018 Online Education Initiative Rubric](#)

Appendix C: Distance Education Chancellor's Guidelines

[Distance Education Guidelines](#)

Appendix D: Distance Education Chancellor's Accessibility Guidelines

[Distance Education Accessibility Guidelines](#)

Appendix E: Compton College Distance Education Student Handbook

[Distance Education Student Handbook](#)

Appendix F: Compton College Distance Education Faculty Handbook

[Distance Education Faculty Handbook](#)

Appendix G: Compton College Distance Education Welcome Letter Policy

[Welcome Letter Policy](#)

[Distance Education Welcome Letter Template](#)

Appendix H: Distance Education Online Teaching Training Waiver

[Distance Education Online Teaching Training Policy](#)

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

[Faculty Online Training Equivalency Electronic Form](#)

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

[Regular and Effective Contact](#)

Appendix J: Student Authentication Guidelines

[Student Authentication Guidelines](#)

Appendix K: Glossary

Glossary

[ASCCC: Support New Distance Education Definitions Policy](#)

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

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

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

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

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

#### **ONLINE WITH IN-PERSON PROCTORED ASSESSMENT: (OPA)**

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

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

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

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

#### **Appendix L: Distance Education Accreditation and the Law**

##### **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).

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## 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."

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## **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).

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**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 Review 2022](#)

Appendix N: [CCC Chancellor's Distance Education 2024 Report](#)

Appendix O: [2016-2021 Distance Education Success and Retention Rates](#)

Appendix P: [Faculty Support Document](#)

Appendix Q: [Distance Education 508 Accessibility Statement for Syllabi](#)



**For Approval: Syllabi Checklist Faculty Resource Tool**



**Compton College**

**Syllabus Checklist--Faculty Resource Tool**

**Combined Syllabus Mandatory, Mandated by Law, and Academic Senate Optional**

***Directions***

**Step 1:** Please fill in page numbers in the corresponding boxes where each item below is in your syllabus.

**Step 2:** Email the checklist and your class syllabus to your Division Instructional Coordinator and Dean.

<b><i>Page Number</i></b>	<b><u><i>Academic Affairs Mandatory Syllabus Item</i></u></b>
	<i>Heading: Compton College</i>
	Compton College Mission Statement  Compton College is an equity-driven, inclusive community resource dedicated to providing opportunities and support for historically underserved student populations, particularly students of color. We cultivate a sense of belonging to support students in achieving their academic goals. Compton College provides students with knowledge, strategies, and skills needed for workforce readiness and facilitates clear pathways for program completion and transfer to four-year institutions, all aimed at enhancing the well-being of our local community.
	<i>Full Course Name and Number</i>
	<i>Course Reference Number (CRN#)</i>
	<i>Course Title</i>
	<i>Instructor's Name</i>
	<i>Lecture/Lab Meeting Days</i>

	<i>Lecture/Lab Meeting Times</i>
	<i>Meeting Room</i>
	<i>Instructor Contact Information: Phone (310) 900-1600 and Extension</i>
	<i>Compton College Email Address</i>
	<i>Office Hours</i>
	<i>Required Text</i> <ul style="list-style-type: none"> <li>• <i>Title of Text</i></li> <li>• <i>Authors Name</i></li> <li>• <i>Edition</i></li> <li>• <i>Optional Text Requirements</i></li> <li>• <i>Supplemental Requirements</i></li> <li>• <i>OER Materials/Free or Low-Cost Statement</i></li> </ul>
	<i>Course Description</i>  <i>Please use the course description illustrated in the Compton College Catalog and course outline record.</i>
	<i>Course Prerequisites</i>  <i>Please use the course description illustrated in the Compton College Catalog and ACTIVE course outline record in CNET.</i>
	<i>Course Objectives</i>  <i>Please use the course description illustrated in the Compton College Catalog and ACTIVE course outline record in CNET.</i>
	<i>Student Learning Outcomes</i>  <i>Please use the course description illustrated in the ACTIVE course outline record in CNET.</i>
	<i>Assessment Activities</i>  <i>Please list all the ways a student will be assessed during the course.</i>
	<i>Evaluation Criteria</i>
	<i>Grading Scale</i>

	<p><i>Attendance Requirements</i></p> <ul style="list-style-type: none"> <li>• <i>Tardy Policy</i></li> <li>• <i>Absence Policy</i></li> <li>• <i>Excused or unexcused absences</i></li> </ul> <p><i>Please include text of our Compton College Policy</i></p>
	Semester Schedule of Topics and Assignments
<p><b><u>Mandated by Law</u></b></p>	
	<p><b><i>Mandatory Reporting: Child Abuse, Gender-Based, or Sexual Misconduct</i></b></p> <p><i>Your safety is important to me. Please know that that if you disclose information, or if I or any instructor becomes aware of acts of child abuse, child neglect, discrimination, including gender-based discrimination or sexual misconduct (harassment, sexual assault, stalking or intimate partner violence as defined by Title IX) we are required by law to report the problem to the Title IX Coordinator and/or Compton College Police Department or both based upon the circumstances. However, due to their confidential status based upon federal and state laws, psychologists are not required to share information with the authorities. To speak confidentially with a psychologist, please contact St. John's Health Center for a free appointment: (213)-226-7480. You can also visit <a href="https://www.compton.edu/student-support/health-center/index.aspx">https://www.compton.edu/student-support/health-center/index.aspx</a> for scheduling information.</i></p>
	<p><b><i>Americans with Disabilities Act</i></b></p> <p><u><i>Option One:</i></u> <i>If you believe you may need accommodations in this class now or at any point in the semester, please go to the Special Resource Center (SRC) or call 310-900-1600, ext. 2402 for an appointment. For more information visit about the Special Resource Center and the services they provide, please visit <a href="https://www.compton.edu/student-support/special-resource-center/index.aspx">https://www.compton.edu/student-support/special-resource-center/index.aspx</a></i></p> <p><u><i>Option Two:</i></u> <i>Students with a disability or medical restriction who are requesting a classroom accommodation should contact the Student Resource Center/Disabled Student Services. SRC will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to SRC as soon as possible.</i></p>
	<p><b><i>Special Accommodations Statement</i></b></p> <p><u><i>Option One:</i></u> <i>Accessibility and Accommodations</i>  Compton College is committed to providing equitable access to education for all students. If you have</p>

	<p>a disability or medical condition and believe you may need accommodations in this class, please contact the Special Resource Center (SRC) at 310-900-1600, ext. 2402 or visit their website at <u>Special Resource Center</u> for more information. We encourage students to initiate this process early to ensure timely support.</p> <p><u>Option Two:</u> Equal Access and Support Services Students with disabilities or medical conditions requesting classroom accommodations should contact the Special Resource Center (SRC). The SRC team collaborates with students, academic offices, and medical providers to determine reasonable accommodations. For assistance, call 310-900-1600, ext. 2402 or visit <u>Special Resource Center</u>.</p>
	<p style="text-align: center;"><b><u>Academic Senate Optional Statements</u></b></p>
	<p style="text-align: center;"><b><i>Student Resources Available at Compton College</i></b></p> <p style="text-align: center;"><i>Your success is our number one priority at Compton College. College resources to help you succeed include computer labs, tutoring centers, the library, health services, and services for designated groups, such as veterans, formerly incarcerated persons, parent-scholars, homeless persons, former foster youth, and students with disabilities. For a comprehensive list of Academic Resources and Support Programs, please visit <a href="https://www.compton.edu/student-support/index.aspx">https://www.compton.edu/student-support/index.aspx</a></i></p>
	<p style="text-align: center;"><b><i>Food and Housing/Basic Needs</i></b></p> <p style="text-align: center;"><i>Any student who faces challenges securing their food or housing and believes this may affect their performance at Compton College is urged to contact The Tartar Support Network at <a href="mailto:tartarsupportnetwork@compton.edu">tartarsupportnetwork@compton.edu</a> or (310) 900-1600 ext. 2538 help.</i></p>
	<p style="text-align: center;"><b><i>Undocumented Students</i></b></p> <p style="text-align: center;"><i>Compton College is committed to supporting the success of all students. If you identify as undocumented, AB540, and/or a DACA student, we have many support services and staff on hand to help. Please visit <a href="https://www.compton.edu/admissions-aid/admissions-records/ab540/index.aspx">https://www.compton.edu/admissions-aid/admissions-records/ab540/index.aspx</a> for more information.</i></p>
	<p style="text-align: center;"><b><i>Academic Honesty</i></b></p> <p style="text-align: center;"><u>Option One:</u> <i>Compton College is dedicated to maintaining an optimal learning environment that thrives upon academic honesty. To uphold the academic integrity of the institution, all members of our academic community, faculty, staff, and students alike, must assume responsibility for providing an educational environment of the highest standards characterized by a spirit of academic honesty. It is the responsibility of all members of the Compton College academic community to behave in a manner which encourages learning, promotes honesty, and acts with fairness toward others. For more information, please refer to your College Catalog or Compton Community</i></p>

	<p><i>College District Board Policy 5500.</i> <a href="https://go.boarddocs.com/ca/compton/Board.nsf/files/DB8UGF7BFA0D/\$file/BP_5500_StandardsofStudentConduct_101524.pdf">https://go.boarddocs.com/ca/compton/Board.nsf/files/DB8UGF7BFA0D/\$file/BP_5500_StandardsofStudentConduct_101524.pdf</a></p> <p><i><u>Option Two:</u> Compton College places a high value on the integrity of its student scholars. Therefore, the Compton College policy on academic dishonesty will be strictly enforced. Academic dishonesty encompasses both cheating and plagiarism. Cheating includes obtaining, attempting to obtain, or assisting to obtain academic credit for work by the use of any dishonest, deceptive, or fraudulent means. Plagiarism involves submitting the works of others as your own and includes improper source citation, no source citation, using materials prepared by another student, and using fictitious sources. The penalties for academic dishonesty range from receiving an "F" on the assignment or exam to receiving an "F" in the course and may be reported to the appropriate campus authorities.</i></p>
	<p><b><i>Recording in the Classroom</i></b></p> <p><i>The use of any recording device during class without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to students with disabilities who present official documentation from the Special Resource Center to the instructor prior to recording. This is to protect privacy and to create a safe classroom environment where all participants can discuss potentially controversial or sensitive subjects freely. If you want to take a photograph or make an audio or video recording, you must get the prior written permission of the instructor. The instructor also may require the verbal and/or written permission of everyone present. Even if a student gets permission to record, the recordings are only for personal use and may not be distributed, posted, published, or shared in any manner. A student who records without instructor permission or distributes any recordings is subject to disciplinary action in accordance with Compton Community College District with AR 5520.</i> <a href="https://go.boarddocs.com/ca/compton/Board.nsf/files/D5KMXN5D577D/\$file/AR_5520_StudentDisciplineProcedures_041624.pdf">https://go.boarddocs.com/ca/compton/Board.nsf/files/D5KMXN5D577D/\$file/AR_5520_StudentDisciplineProcedures_041624.pdf</a></p> <p><i>Additional Information for Instructors Regarding Recording in the Classroom (Not to include in your syllabus):</i></p> <ul style="list-style-type: none"><li>• The syllabus statement above may be adapted to reflect the rules in your classroom. To abide by state regulations, you can determine whether or not to allow recording and whether and how non-disabled students must notify you and other students in the class.</li><li>• You must always allow students with a disability to record if they have notified you and shown you their accommodation with the SRC. It is good practice to let students know your policy with a syllabus statement.</li><li>• Some reasons to allow recording is that it may help some students retain your</li></ul>

	<p>course material easier, recorded class lectures can be provided to students that were absent, and it supports a greater variety of learning styles.</p> <ul style="list-style-type: none"> <li>• Some reasons to limit recording are that it may stifle student conversation (if the discussion topic is sensitive), it respects student and faculty privacy, and it avoids copyright infringement.</li> <li>• For your reference, Educational Code Section 78907 states that, “The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students. Any person, other than a student, who willfully violates this section shall be guilty of a misdemeanor. Any student violating this section shall be subject to appropriate disciplinary action. This section shall not be construed as affecting the powers, rights, and liabilities arising from the use of electronic listening or recording devices as provided for by any other provision of law.”</li> </ul>
	<p style="text-align: center;"><b><i>Financial Aid, Scholarships, &amp; Pell Grants</i></b></p> <p><i>Struggling to pay for tuition, books, or other costs associated with going to college? If so, Compton College has financial aid, scholarships, and other financial assistance solutions to help pay the bills so you can focus on class. For more information about how to maximize your financial aid and scholarship opportunities, please make an appointment with a financial aid counselor at 310-900-1600, ext. 2935, or visit Financial Aid online at <a href="https://www.compton.edu/admissions-aid/financial-aid/index.aspx">https://www.compton.edu/admissions-aid/financial-aid/index.aspx</a></i></p>
	<p style="text-align: center;"><b><i>EOPS/CARE/NextUP</i></b></p> <ul style="list-style-type: none"> <li>• <i>Extended Opportunity Programs and Services (EOPS) is a program that is designed to assist low-income and educationally disadvantaged students achieve their educational and career goals at Compton College. EOPS encourages the enrollment, retention, graduation, and transfer of students who are challenged by language, social, economic, and educational disadvantages. It provides eligible students with various services.</i></li> <li>• <i>Cooperative Agencies Resources for Education (CARE) is a state-funded program designed to provide educational and career services and activities for the academically under-prepared students receiving cash aid assistance.</i></li> <li>• <i>NextUP (Foster Youth Student Support Program) is a state funded program that offers eligible current and former foster youth support and services.</i></li> <li>• <i>Find out more and see if you qualify for these services by visiting their office in SSB 280, calling 310-900-1600 Ext. 2912 or visiting <a href="https://www.compton.edu/student-support/eops/index.aspx">https://www.compton.edu/student-support/eops/index.aspx</a></i></li> </ul>
	<p style="text-align: center;"><b><i>Statement of Standards of Conduct</i></b></p> <p><i>Please include text of college policy.</i>  <a href="https://go.boarddocs.com/ca/compton/Board.nsf/files/DB8UGF7BFA0D/\$file/BP_5_500_StandardsofStudentConduct_101524.pdf">https://go.boarddocs.com/ca/compton/Board.nsf/files/DB8UGF7BFA0D/\$file/BP_5_500_StandardsofStudentConduct_101524.pdf</a></p>

	<ul style="list-style-type: none"> <li>• <i>Instructor expectation of student conduct</i></li> <li>• <i>Late/Missed assignment policy</i></li> </ul>
	<p style="text-align: center;"><b>Title IX Information</b></p> <p>Your rights are protected as a pregnant student as well as due to pregnancy-related conditions. For more information you may contact the District's Title IX Coordinator, the Director of Diversity, Compliance and Title IX at 310.900.1600 x 2144 or by visiting: <a href="#"><u>Federal Register: The Daily Journal of the United States Government—Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance</u></a>. Lactation rooms on campus are located on the second floor of the Student Services (SSB) and Instructional Building 2 (IB2) buildings and are clearly marked.</p>
	<p style="text-align: center;"><b>Disclaimer Statement</b></p> <p>Students will be notified ahead of time when and if any changes are made to course requirements or policies.</p>

## **For Comparison: Syllabus Checklist on the Compton College Academic Senate Webpage**

Sample Syllabus Statements to Support Student Success and Retention at Compton College  
As you prepare for the upcoming semester, the sample statements below can encourage student behaviors associated with success and retention and help proactively address common challenges that our students face on a regular basis. Note that these statements, approved by Compton College's Academic Senate, are only suggestions, provided as a service to faculty.

Recommended syllabus statements are provided by the Compton College Academic Senate as a service to faculty and to students. We hope that the use of any or all of these statements will open the door for students to ask faculty members for help.

Mandatory Reporting: Child Abuse, Gender-Based, or Sexual Misconduct Your safety is important to me. Please know that if you reveal child abuse, child neglect, or gender-based or sexual misconduct (including harassment, sexual assault, stalking or intimate partner violence) to me or any instructor, we are required by law to report the problem to the Compton College Police Department. However, psychologists are not required to report your incident. To speak confidentially with a psychologist, please contact St. John's Health Center for a free appointment: (213)-226-7480. You can also visit <http://www.compton.edu/studentservices/healthcenter/> for scheduling information.

### Americans with Disabilities Act

Option One: If you believe you may need accommodations in this class now or at any point in the semester, please go to the Special Resource Center (SRC) or call 310-900-1600, ext. 2402 for an appointment. For more information visit about the Special Resource Center and the services they provide, please visit <http://www.compton.edu/studentservices/supportservices/specialresourcecenter/>.

Option Two: Students with a disability or medical restriction who are requesting a classroom accommodation should contact the Student Resource Center/Disabled Student Services. SRC will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to SRC as soon as possible.

### Student Resources Available at Compton College

Your success is our number one priority at Compton College. College resources to help you succeed include computer labs, tutoring centers, the library, health services, and services for designated groups, such as veterans, formerly incarcerated persons, parent-scholars, homeless persons, former foster youth, and students with disabilities. For a comprehensive



list of Academic Resources and Support Programs, please visit  
<http://www.compton.edu/student-services/support-services/index.aspx>

Food and Housing/Basic Needs

Any student who faces challenges securing their food or housing and believes this may affect their performance at Compton College is urged to contact The Tartar Support Network at [tartarsupportnetwork@compton.edu](mailto:tartarsupportnetwork@compton.edu) or (310) 900-1600 ext. 2538 help.

### Undocumented Students

Compton College is committed to supporting the success of all students. If you identify as undocumented, AB540, and/or a DACA student, we have many support services and staff on hand to help. Please visit <http://www.compton.edu/student-services/financialaid/ab540/> for more information.

### Academic Honesty

Option One: Compton College is dedicated to maintaining an optimal learning environment that thrives upon academic honesty. To uphold the academic integrity of the institution, all members of our academic community, faculty, staff, and students alike, must assume responsibility for providing an educational environment of the highest standards characterized by a spirit of academic honesty. It is the responsibility of all members of the Compton College academic community to behave in a manner which encourages learning, promotes honesty, and acts with fairness toward others. For more information, please refer to your College Catalog or Compton Community College District [Board Policy 5500](#).

Option Two: Compton College places a high value on the integrity of its student scholars. Therefore, the Compton College policy on academic dishonesty will be strictly enforced. Academic dishonesty encompasses both cheating and plagiarism. *Cheating* includes obtaining, attempting to obtain, or assisting to obtain academic credit for work by the use of any dishonest, deceptive, or fraudulent means. *Plagiarism* involves submitting the works of others as your own and includes improper source citation, no source citation, using materials prepared by another student, and using fictitious sources. The penalties for academic dishonesty range from receiving an "F" on the assignment or exam to receiving an "F" in the course and may be reported to the appropriate campus authorities.

### Recording in the Classroom\*

The use of any recording device during class without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to students with disabilities who present official documentation from the Special Resource Center to the instructor prior to recording. This is to protect privacy and to create a safe classroom environment where all participants can discuss potentially controversial or sensitive subjects freely. If you want to take a photograph or make an audio or video recording, you must get the prior written permission of the instructor. The instructor also may require the verbal and/or written permission of everyone present. Even if a student gets permission to record, the recordings are only for personal use and may not be distributed, posted, published, or shared in any manner. A student who records without instructor permission or distributes any recordings is subject to disciplinary action in

accordance with Compton Community College District [Administrative Procedure 5520: Standards Discipline Procedures](#).

\*Additional Information for Instructors Regarding Recording in the Classroom (Not to include in your syllabus):



- The syllabus statement above may be adapted to reflect the rules in your classroom. To abide by state regulations, you can determine whether or not to allow recording and whether and how non-disabled students must notify you and other students in the class.
- You must always allow students with a disability to record if they have notified you and shown you their accommodation with the SRC. It is good practice to let students know your policy with a syllabus statement.
- Some reasons to allow recording is that it may help some students retain your course material easier, recorded class lectures can be provided to students that were absent, and it supports a greater variety of learning styles.
- Some reasons to limit recording are that it may stifle student conversation (if the discussion topic is sensitive), it respects student and faculty privacy, and it avoids copyright infringement.
- For your reference, Educational Code Section 78907 states that, “The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students. Any person, other than a student, who willfully violates this section shall be guilty of a misdemeanor. Any student violating this section shall be subject to appropriate disciplinary action. This section shall not be construed as affecting the powers, rights, and liabilities arising from the use of electronic listening or recording devices as provided for by any other provision of law.”

#### Financial Aid, Scholarships, & Pell Grants

Struggling to pay for tuition, books, or other costs associated with going to college? If so, Compton College has financial aid, scholarships, and other financial assistance solutions to help pay the bills so you can focus on class. For more information about how to maximize your financial aid and scholarship opportunities, please make an appointment with a financial aid counselor at 310-900-1600, ext. 2935, or visit Financial Aid online at <http://www.compton.edu/studentservices/financialaid/>.



## For Comparison: Syllabus Checklist

COMPTON COLLEGE

ACADEMIC AFFAIRS

### SYLLABUS OUTLINE CHECKLIST

**Action item:** Please fill in page numbers where each item below is located in your syllabus and email the checklist along with your class syllabus to your division instructional coordinator and your Dean.

Instructors Name:

Semester and Year:

Course Name and  
Number:

CRN:

#### Page Number   Section

\_\_\_\_\_ Heading: Compton College

\_\_\_\_\_ Semester and year

\_\_\_\_\_ Compton College's Mission Statement

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.

\_\_\_\_\_ Course Name

\_\_\_\_\_ Course Record Number

\_\_\_\_\_ Course Title

\_\_\_\_\_ Instructor Name

\_\_\_\_\_ Section Number

\_\_\_\_\_ Lecture Meeting Days

\_\_\_\_\_ Lecture Time

\_\_\_\_\_ Meeting Room

\_\_\_\_\_ Instructor Contact Information (310) 900-1600 ex XXXX



Email \_\_\_\_\_@compton.edu

\_\_\_\_\_  
Instructor's Office Location

\_\_\_\_\_  
Office Hours

\_\_\_\_\_  
I. Required Text

\_\_\_\_A. Title of Text

\_\_\_\_B. Author's Name

\_\_\_\_C. Edition

\_\_\_\_D. Optional Text Requirements

\_\_\_\_E. Supplemental Requirements

\_\_\_\_F. OER Materials/Free or Low-Cost Statement

\_\_\_\_II. Course Description (*found in the CC catalog & course outline of record*)

\_\_\_\_III. Course Prerequisites (*found in the CC catalog & course outline of record*)

\_\_\_\_IV. Course Objectives from CC Course Outline of Record

\_\_\_\_V. Student Learning Outcomes

\_\_\_\_VI. Assessment Activities (*list all the ways a student will be assessed in this course*)

\_\_\_\_VII. Evaluation Criteria

\_\_\_\_VIII. Grading Scale

\_\_\_\_IX. Attendance Requirements (*Include text of College Policy*)

\_\_\_\_A. Tardy Policy

\_\_\_\_B. Absence Policy

\_\_\_\_C. Excused or unexcused absences



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X. Student Resources Available at Compton College

Your success is our number one priority at Compton College. College resources to help you succeed include computer labs, tutoring centers, the library, health services, and services for designated groups, such as veterans, formerly incarcerated persons, parent-scholars, homeless persons, former foster youth, and students with disabilities. For a comprehensive list of Academic Resources and Support Programs, please visit <https://www.compton.edu/student-support/index.aspx>.

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XI. Food and Housing/Basic Needs

Any student who faces challenges securing their food or housing and believes this may affect

their performance at Compton College is urged to contact The Tartar Support Network at [tartarsupport@compton.edu](mailto:tartarsupport@compton.edu) or (310) 900-1600 ext. 2538 help.

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XII. Undocumented Students

Compton College is committed to supporting the success of all students. If you identify as undocumented, AB540, and/or a DACA student, we have many support services and staff on hand to help. Please visit <https://www.compton.edu/admissions-aid/admissions-records/ab540/index.aspx> for more information.

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XIII. Financial Aid, Scholarships, & Pell Grants

Struggling to pay for tuition, books, or other costs associated with going to college? If so, Compton College has financial aid, scholarships, and other financial assistance solutions to help pay the bills so you can focus on class. For more information about how to maximize your financial aid and scholarship opportunities, please make an appointment with a financial aid counselor at 310-900-1600, ext. 2935, or visit Financial Aid online at <https://www.compton.edu/admissions-aid/financial-aid/index.aspx>.

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XIV. Statement of Conduct (*include text of college policy*)

\_\_\_\_A. Instructor expectation of student conduct

\_\_\_\_B. Late/Missed assignment policy



\_\_\_\_ C. Academic Honesty (*choose one of the following options*)

Option One: Compton College is dedicated to maintaining an optimal learning environment that thrives upon academic honesty. To uphold the academic integrity of the institution, all members of our academic community, faculty, staff, and students alike, must assume responsibility for providing an educational environment of the highest standards characterized by a spirit of academic honesty. It is the responsibility of all members of the Compton College academic community to behave in a manner which encourages learning, promotes honesty, and acts with fairness toward others. For more information, please refer to your College Catalog or Compton Community College District Board Policy 5500.

Option Two: Compton College places a high value on the integrity of its student scholars. Therefore, the Compton College policy on academic dishonesty will be strictly enforced. Academic dishonesty encompasses both cheating and plagiarism. Cheating includes obtaining, attempting to obtain, or assisting to obtain academic credit for work by the use of any dishonest, deceptive, or fraudulent means.

Plagiarism involves submitting the works of others as your own and includes improper source citation, no source citation, using materials prepared by another student, and using fictitious sources. The penalties for academic dishonesty range from receiving an "F" on the assignment or exam to receiving an "F" in the course and may be reported to the appropriate campus authorities.

\_\_\_\_ D. Recording in the Classroom

The use of any recording device during class without the prior consent of the



instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to students with disabilities who present official documentation from the Special Resource Center to the instructor prior to recording. This is to protect privacy and to create a safe classroom environment where all participants can discuss potentially controversial or sensitive subjects freely. If you want to take a photograph or make an audio or video recording, you must get the prior written permission of the instructor. The instructor also may require the verbal and/or written permission of everyone present. Even if a student gets permission to record, the recordings are only for personal use and may not be distributed, posted, published, or shared in any manner. A student who records without instructor permission or distributes any recordings is subject to disciplinary action in accordance with Compton Community College District Administrative Procedure 5520: Standards Discipline Procedures.

\_\_\_\_\_ E. If applicable, include a policy regarding the use of machinery or tools with safety regulations.

\_\_\_\_\_ XV. Special Accommodations Statement (*choose one of the following options*)

Option One: If you believe you may need accommodations in this class now or at any point in the semester, please go to the Special Resource Center (SRC) or call 310-900-1600, ext. 2402 for an appointment. For more information visit about the Special Resource Center and the services they provide, please visit <https://www.compton.edu/student-support/special-resource-center/index.aspx>.

Option Two: Students with a disability or medical restriction who are requesting a classroom accommodation should contact the Student Resource Center/Disabled Student Services. SRC will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to SRC as soon as possible.

\_\_\_\_\_ XVI. Mandatory Reporting: Child Abuse, Gender-Based, or Sexual Misconduct

Your safety is important to me. Please know that that if you disclose information, or if I or any instructor becomes aware of acts of child abuse, child neglect, discrimination, including gender-based discrimination or sexual misconduct (harassment, sexual assault, stalking or intimate partner violence as defined by Title IX) we are required by law to report the problem to the Title IX Coordinator and/or Compton College Police Department or both based upon the circumstances. However, due to their confidential status based upon federal and state laws, psychologists are not required to share information with the authorities. To speak confidentially with a psychologist, please contact St. John's Health Center for a free appointment: (213)-226-7480. You can also visit <https://www.compton.edu/student-support/health-center/index.aspx> for scheduling information.

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XVII. Title IX Information

Your rights are protected as a pregnant student as well as due to pregnancy-related conditions. For more information you may contact the District's Title IX Coordinator, the Director of Diversity, Compliance and Title IX at 310.900.1600 x 2144 or by visiting: [Federal Register: The Daily Journal of the United States Government—Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance](#). Lactation rooms on campus are located on the second floor of the Student Services (SSB) and Instructional Building 2 (IB2) buildings and are clearly marked.

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XVIII. Disclaimer Statement

Students will be notified ahead of time when and if any changes are made to course requirements or policies.

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XIX. Semester schedule of topics and assignments.

## 2024 Standard Crosswalk, Committees, & Offices

Committee in normal font, *Offices in italics*

Standard 1: Institutional Mission and Effectiveness			
Standard		Related 2014 Standards	Committee, Department, Division
1.1	<p>The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to assuring equitable educational opportunities and outcomes for all students.</p> <p><i>Review Criteria:</i></p> <ul style="list-style-type: none"> <li>The institution's mission appropriately reflects the community and students it serves.</li> <li>The institution's mission appropriately reflects the nature and structure of the institution (public, private, non-profit, corporate, etc.).</li> <li>The institution's commitment to equitable educational outcomes is informed by an understanding of the characteristics and needs of its students.</li> <li>The institution's mission demonstrates alignment with ACCJC's <i>Policy on Social Justice</i>.</li> </ul>	<p>I.A. 1, I.A. 2 I.B. 6 ER 6: Mission</p>	<p>Core Planning</p> <p>Consultative Council</p> <p>Planning and Budget</p> <p>Student Equity</p> <p>Guided Pathways</p> <p>Student Success</p>
1.2	<p>The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.</p> <p><i>Review Criteria:</i></p> <ul style="list-style-type: none"> <li>The institution establishes its goals in a process that is appropriate for its character and context.</li> <li>The institution has clearly defined institutional goals that align with its mission, are appropriately forward-looking, and include consideration of equitable student outcomes.</li> <li>The institution's goals align with key initiatives within its scope of responsibility.</li> </ul>	<p>I.A.3 I.B.1</p>	<p>Consultative Council</p> <p>Institutional Effectiveness</p> <p>Core Planning</p> <p>Enrollment Management</p>

			Student Equity
			Guided Pathways
			Student Success

Standard		Related 2014 Standards	Committee, Department, Division
1.3	<p>The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation.</p> <p><i>Review Criteria:</i></p> <ul style="list-style-type: none"> <li>The institution has established and published standards for student achievement (i.e., institution-set standards) in accordance with Commission policy.</li> <li>The institution regularly reviews and discusses qualitative and quantitative data to evaluate its progress toward achieving the mission, enhancing understanding of students' experience, informing short and long term planning, and implementing improvements as needed.</li> <li>The institution regularly reviews meaningfully-disaggregated data, identifies equity gaps, and engages in planning and improvement to close these gaps.</li> </ul>	<p>I.A.2, I.A.3 I.B.1, I.B.5, I.B.6</p> <p>ER 2: Operational Status ER 11: Student Learning Achievement</p>	<p>Consultative Council</p> <p>Institutional Effectiveness</p> <p>Core Planning</p> <p>Enrollment Management</p> <p>Student Equity</p> <p>Guided Pathways</p> <p>Student Success</p> <p>Academic Senate</p>
1.4	<p>The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services.</p> <p><i>Review Criteria:</i></p> <ul style="list-style-type: none"> <li>Institutional systems for comprehensive planning are designed to support accomplishment of the mission and lead to institutional innovation and improvement.</li> <li>Institutional systems for planning are integrated such that information from program planning informs processes for resource allocation, decision-making, and short- and long-term operational planning.</li> <li>Institutional systems for planning are designed to occur on a regular basis, include appropriate participation from institutional constituencies, and are informed by relevant data and information.</li> </ul>	<p>I.A.3</p> <p>I.B.9</p> <p>ER 19: Institutional Planning and Evaluation</p>	<p>Consultative Council</p> <p>Institutional Effectiveness</p> <p>Planning and Budget</p> <p>Enrollment Management</p> <p>Student Equity</p> <p>Guided Pathways</p>
1.5	<p>The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement.</p>	<p>I.B.3, I.B.8</p> <p>I.C.1, I.C.3</p>	<p><i>President/CEO Office</i></p>

Standard		Related 2014 Standards	Committee, Department, Division
	<p><i>Review Criteria:</i></p> <ul style="list-style-type: none"> <li>The institution regularly communicates the results of its progress assessments with internal and external stakeholders, as appropriate to its character and context.</li> <li>Institutional evaluation reports and program reviews can be accessed by constituencies.</li> <li>Data and evidence related to institutional strengths and areas for development are used to inform and document discussions of institutional priorities.</li> </ul>	ER 19: Institutional Planning and Evaluation	<p><i>IE Office</i></p> <p><i>Community Relations Office</i></p>

## Standard 2: Student Success

Standard		Related 2014 Standards	Committee, Department, Division
2.1	<p>Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes.</p> <p><i>Review Criteria:</i></p> <ul style="list-style-type: none"> <li>Consistent with the institution's mission, academic programs are structured to lead to degrees, certificates, transfer, employment, or other similar credentials.</li> <li>The institution's processes for curriculum design and development ensure all academic programs align with the institution's mission.</li> <li>The institution's processes for curriculum design and development reflect generally accepted practices in higher education for ensuring breadth, depth, and rigor appropriate to the level of instruction (e.g., associate or baccalaureate level) and across all modalities.</li> </ul>	<p>II.A.1, II.A.5, II.A.13</p> <p>ER 3: Degrees</p> <p>ER 9: Educational Programs</p> <p>ER 10: Academic Credit</p> <p>ER 12: General Education</p>	<p>Academic Senate</p> <p>Curriculum</p> <p>Institutional Effectiveness</p>

Standard		Related 2014 Standards	Committee, Department, Division
2.2	<p>The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.</p> <p><i>Review Criteria:</i></p> <ul style="list-style-type: none"> <li>The institution's processes for curriculum design and development include appropriate faculty oversight for ongoing review, monitoring, and revision of programs in order to close identified gaps in student achievement.</li> <li>The institution's processes for curriculum design and development includes dialogue around student equity and maximizing equitable student success outcomes.</li> <li>The institution defines student learning outcomes for courses and academic programs (including degree and certificate programs).</li> <li>Development of learning outcomes includes consideration of feedback from workforce/industry partners, as appropriate for the institution's mission and program discipline.</li> <li>The institution provides students with accurate, current, and consistent student learning outcomes for the courses and programs in which they are enrolled.</li> </ul>	<p>I.B.2, I.B.5, I.B.6 II.A.1, II.A.2, II.A.3, II.A.13, II.A.14 ER 3: Degrees ER 9: Educational Programs ER 11: Student Learning and Achievement ER 14: Faculty</p>	<p>Academic Senate</p> <p>Curriculum</p> <p>Institutional Effectiveness</p> <p>Assessment</p> <p>CTE Advisory Committees</p>
2.3	<p>All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, and the ability to engage with diverse perspectives.</p> <p><i>Review Criteria:</i></p> <ul style="list-style-type: none"> <li>The institution has a rationale for general education, developed with appropriate input from faculty, which serves as the basis for inclusion of courses in general education and is listed in the catalog.</li> <li>The institution's general education philosophy reflects its degree requirements and is consistent with expected norms in higher education for lower division coursework (and upper division coursework, if applicable).</li> <li>The institution's general education offerings provide opportunities for students to engage with the arts and humanities, sciences, mathematics, and social sciences.</li> </ul>	<p>II.A.11, II.A.12 ER 12: General Education</p>	<p>Academic Senate</p> <p>Curriculum</p>
2.4	<p>The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys.</p>	<p>I.C.2, I.C.4, I.C.5, I.C.6 II.A.10 II.C.5</p>	<p>Academic Affairs Office</p>

	<i>Review Criteria:</i>		
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Standard		Related 2014 Standards	Committee, Department, Division
	<ul style="list-style-type: none"> <li>The institution provides students with accurate, current, and consistent student learning outcomes for the courses and programs in which they are enrolled.</li> <li>The institution has mechanisms for ensuring effective communication with its students in multiple modalities regarding the programs, services, and resources available to support the student journey.</li> <li>The institution regularly reviews its communication practices, policies, procedures to ensure clarity, consistency, accuracy, and relevance.</li> </ul>	ER 20: Communication with the Public	<i>Community Relations Office</i>
2.5	<p>The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time.</p> <p><i>Review Criteria:</i></p> <ul style="list-style-type: none"> <li>The institution schedules classes in alignment with student needs and program pathways to ensure students have the opportunity to complete programs (including baccalaureate programs, if offered) within a reasonable period of time.</li> <li>The institution evaluates the degree to which scheduling facilitates timely completion of degrees, certificates, and transfer.</li> <li>The institution reflects on time-to-completion data in program review and institutional evaluation, and devises plans to improve completion rates.</li> </ul>	II.A.6, II.A.15 ER 9: Educational Programs	<i>Academic Affairs Office</i>  <i>GPD Divisions</i>
2.6	<p>The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.</p> <p><i>Review Criteria:</i></p> <ul style="list-style-type: none"> <li>The institution regularly evaluates the effectiveness of its delivery modes and teaching methodologies to supporting equitable student learning and achievement, and uses results to guide improvements.</li> <li>Institutions have practices in place to ensure ongoing alignment with federal requirements for distance education and correspondence education, and direct assessment, as defined in ACCJC's Policy on Distance Education and on Correspondence Education and Policy on Competency Based Education (if applicable).</li> </ul>	II.A.7	Academic Senate  Curriculum  Distance Education Advisory  OER  Institutional Effectiveness
2.7	The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic	II.B.1, II.B.2, II.B.3 II.C.2, II.C.3, II.C.5 ER 15: Student Support Services	Institutional Effectiveness

Standard		Related 2014 Standards	Committee, Department, Division
	<p>counseling and support, and other services the institution identifies as appropriate for its mission and student needs.</p> <p><i>Review Criteria:</i></p> <ul style="list-style-type: none"> <li>• The institution designs and delivers effective processes for identifying students' academic, nonacademic, personal wellness, and basic needs.</li> <li>• The institution designs and delivers effective intake and onboarding services such as orientation, registration, counseling, educational planning, financial aid workshops, and/or similar services that maximize preparation, success, and retention.</li> <li>• The institution designs and delivers effective learning support resources such as library collections, library instruction, learning labs, and tutoring services in a variety of modalities (face to face, hybrid, online, etc.) dependent on institutional mission and student need.</li> <li>• The institution designs and delivers effective student support services such as counseling, academic advising, first year experience, veterans services, disability services, mental health services, etc. in a variety of modalities (face to face, hybrid, online, etc.) dependent on institutional mission and student need.</li> <li>• The institution provides clear information and supports for students regarding transfer and career opportunities.</li> <li>• The institution's documentation of and communication to students (catalogs, policies, procedures, etc.) regarding support services and expectations for their use are clear and consistent.</li> <li>• The institution systematically collects and analyzes disaggregated data to evaluate the effectiveness of its support services and learning support resources in supporting equitable student success and uses the results for planning and improvement.</li> </ul>	ER 17: Information and Learning Support Services	<p>Compton Support Network</p> <p><i>Student Services:</i> Counseling, Financial Aid, EOPS/Care/ NextUp, CalWORKs, DSPS, Basic Needs, BMOC, Veterans, FIST, St. John's, A&amp;R, Welcome Center, FYE, Transfer &amp; Career Center</p> <p><i>Academic Affairs:</i> Library, SSC, MESA/ STEM</p>
2.8	The institution fosters a sense of belonging and community with its students by providing multiple	<p>II.C.4</p> <p>ER 15: Student Support Services</p>	ASG & Clubs

	<p>opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys.</p> <p><i>Review Criteria:</i></p> <ul style="list-style-type: none"> <li>The institution creates formal and informal opportunities for students to engage with the institution, programs, and peers (e.g., cultural, academic, clubs, political, ethnicity-based engagement, networking, athletics, internships, career trainings).</li> </ul>		<p><i>Student Development, Athletics, BMOC, FYE</i></p>
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Standard		Related 2014 Standards	Committee, Department, Division
	<ul style="list-style-type: none"> <li>The institution establishes co-curricular and/or student engagement activities based on the needs of the students and community it serves, including the needs of student populations that have been historically under-resourced.</li> <li>If these programs are offered the institution ensures the quality of such programs and frequently assesses activities and programs (qualitative/qualitative).</li> </ul>		
2.9	<p>The institution conducts systematic review and assessment to both ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement.</p> <p><i>Review Criteria:</i></p> <ul style="list-style-type: none"> <li>The institution follows established processes that include analysis of data related to student learning (i.e., outcomes assessment results) and achievement (e.g., course completions and degree/certificate completions), disaggregated for student subpopulations and/or learning modalities as appropriate.</li> <li>Faculty and other educators engage in dialogue about learning and achievement data, disaggregated for student subpopulations and/or learning modalities as appropriate, in order to guide program improvement and curriculum development, address achievement gaps, and inform institutional goalsetting.</li> <li>The institution's dialogue about disaggregated learning and achievement data informs institutional goal-setting.</li> </ul>	I.B.2 II.A.2, II.A.3, II.A.16 II.B.3 II.C.1, II.C.2 ER 11: Student Learning and Student Achievement ER 14: Faculty	Institutional Effectiveness  Assessment

### Standard 3: Infrastructure and Resources

Standard		Related 2014 Standards	Committee, Department, Division

3.1	<p>The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment.</p> <p><i>Review Criteria:</i></p> <ul style="list-style-type: none"> <li>The institution has a process to determine the staffing levels and organizational structure it needs to support its mission, educational programs, and operations.</li> </ul>	<p>III.A.1, III.A.2, III.A.3, III.A.4, III.A.7, III.A.8, III.A.9, III.A.10, III.A.12 ER 8: Administrative Capacity ER 14: Faculty</p>	<p><i>Human Resources</i></p>
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Standard		Related 2014 Standards	Committee, Department, Division
	<ul style="list-style-type: none"> <li>The institution plans for the recruitment of personnel in accordance with its institutional mission and goals.</li> <li>The institution uses appropriate hiring criteria (including minimum qualifications criteria for the system in which it operates and/or degree level, if applicable) to ensure all employees are qualified for their roles.</li> <li>Faculty job descriptions are appropriate for the level of instruction offered, and include the responsibility for teaching and learning, curriculum oversight, and the assessment of student learning outcomes.</li> <li>The institution verifies the education (including equivalency of degrees for non-U.S. institutions), training, and experience of all new hires to ensure they possess the minimum qualifications outlined in job descriptions.</li> <li>The institution tracks and evaluates its record in employment equity and diversity.</li> <li>The institution regularly reviews its policies and/or procedures for equitable hiring practices to ensure currency and relevancy.</li> </ul>		
3.2	<p>The institution supports employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.</p> <p><i>Review Criteria:</i></p> <ul style="list-style-type: none"> <li>The institution has methods to identify employees' professional learning needs relevant to educational services and operational functions, including professional learning opportunities designed to support institutional efforts to close student achievement gaps.</li> <li>The institution evaluates its training and professional learning offerings and uses the results to improve effectiveness in supporting employee needs.</li> </ul>	III.A.8, III.A.12, III.A.14 III.C.4	Professional Learning & Engagement  Faculty Development Committee  <i>Professional Development</i>

3.3	<p>Employees are evaluated regularly, using clear criteria that align with their professional responsibilities and support the institution's mission and goals.</p> <p><i>Review Criteria:</i></p> <ul style="list-style-type: none"> <li>• The institution regularly and systematically evaluates all of its employees based on their professional responsibilities and uses this information to foster employees' development and success. This process is continuous and ongoing in support of the mission.</li> <li>• The institution has methods to determine the kinds of support its personnel need to be successful in their roles.</li> </ul>	III.A.5, III.A.8	<p><i>Human Resources</i></p> <p><i>Managers &amp; Supervisors</i></p> <p><i>Division Chairs &amp; Faculty</i></p>
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Standard		Related 2014 Standards	Committee, Department, Division
3.4	<p>The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success.</p> <p><i>Review Criteria:</i></p> <ul style="list-style-type: none"> <li>• The institution has resources to support essential program needs, as well as educational improvement and innovation when warranted.</li> <li>• Funds are allocated in a manner to help achieve the institution's stated goals for student learning.</li> <li>• The institution's resource allocation process provides a means for setting priorities for funding.</li> <li>• The institution manages its resources in order to sustain educational services and improve institutional effectiveness at all locations where over 50% of a program is offered.</li> </ul>	III.D.1 ER 18: Financial Resources	<p>Planning and Budget</p> <p>Auxiliary Services</p> <p>Enrollment Management</p> <p>CCCD Foundation</p> <p><i>Cabinet</i></p>
3.5	<p>The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.</p> <p><i>Review Criteria:</i></p> <ul style="list-style-type: none"> <li>• The institution considers its mission and goals as part of the annual fiscal planning process.</li> <li>• The institution's processes are used to ensure appropriate stakeholder participation in financial planning, prioritization, and budget development.</li> <li>• Individuals involved in institutional planning receive accurate information about available funds, including the annual budget showing ongoing and anticipated fiscal commitments.</li> <li>• Sound financial planning, including a realistic expectation of financial resource availability, is a foundational element of the institution's plans and goals</li> </ul>	III.D.2, III.D.3, III.D.4, III.D.6	<p>Planning and Budget</p> <p>Audit</p> <p><i>Cabinet</i></p> <p><i>Administrative Services</i></p>



3.6	<p>The institution assures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.</p> <p><i>Review Criteria:</i></p> <ul style="list-style-type: none"> <li>The institution has effective internal and external control mechanisms in place to ensure that dependable, accurate, and timely financial information is available for sound financial decision-making.</li> </ul>	III.D.5, III.D.7, III.D.8, III.D.10, III.D.14	<p>Planning and Budget</p> <p>Audit</p> <p><i>Cabinet</i></p> <p><i>Administrative Services</i></p>
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Standard		Related 2014 Standards	Committee, Department, Division
	<ul style="list-style-type: none"> <li>Audits demonstrate the integrity of financial management practices, and audit findings and/or compliance issues are addressed in a timely manner.</li> <li>Information about budget, fiscal conditions, and audit results are communicated with stakeholders as appropriate to the institution's mission and structure.</li> </ul>		
3.7	<p>The institution assures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability.</p> <p><i>Review Criteria:</i></p> <ul style="list-style-type: none"> <li>The institution reviews its past financial results as part of planning for current and future fiscal needs.</li> <li>The institution continually monitors, evaluates, and adjusts its institutional budgets and cash management strategies to ensure both short-term and long-term financial solvency.</li> <li>The institution has reasonable plans for payments of long-term liabilities and obligations (health benefits, insurance costs, building maintenance costs, other post-employment benefit obligations, other college-incurred debts, etc.) and considers these plans in annual budget development and other short-term fiscal planning.</li> <li>The institution ensures that locally incurred debt repayment schedule does not have an adverse impact on meeting all current and future financial obligations.</li> </ul>	III.D.9, III.D.11, III.D.12, III.D.13 ER 18: Financial Resources	<p>Planning and Budget</p> <p><i>Cabinet</i></p> <p><i>Administrative Services</i></p> <p><i>Managers &amp; Supervisors</i></p>
3.8	<p>The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution assures safe and effective physical resources at all locations where it offers courses, student services, and/or learning support services.</p> <p><i>Review Criteria:</i></p> <ul style="list-style-type: none"> <li>The institution aligns planning and maintenance of facilities and other physical resources with the institutional mission and goals and needs of programs and services.</li> <li>The institution has processes and/or procedures in place to ensure the safety of all facilities, including procedures for reporting of unsafe physical facilities.</li> <li>The institution evaluates the effectiveness and sufficiency of its facilities and equipment on a regular basis, taking utilization and other relevant data into account, and uses the results to improve.</li> </ul>	III.B.1, III.B.2, III.B.3	<p>Health, Safety, &amp; Parking</p> <p>Facilities</p> <p><i>Maintenance &amp; Operations</i></p>

3.9	The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements	III.A.15 III.C.1, III.C.2, III.C.3, III.C.5	Technology  <i>ITS</i>
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Standard		Related 2014 Standards	Committee, Department, Division
	<p>for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.</p> <p><i>Review Criteria:</i></p> <ul style="list-style-type: none"> <li>• The institution aligns technology planning, implementation, and maintenance with the institutional mission and goals.</li> <li>• The institution's technology infrastructure is appropriate to support educational services and operations.</li> <li>• The institution clearly communicates guidelines/rules for appropriate use of its technologies to all users.</li> <li>• The institution's networks are secure and data is protected.</li> <li>• The institution regularly evaluates its technology infrastructure (including network security) to ensure ongoing effectiveness in supporting educational services and operations.</li> </ul>		<i>Distance Education</i>
3.10	<p>The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.</p> <p><i>Review Criteria:</i></p> <ul style="list-style-type: none"> <li>• The institution has policies and procedures in place that will mitigate emergencies and unforeseen occurrences that would significantly impact availability of its resources.</li> <li>• The institution has sufficient insurance to cover its needs. If the institution is self-funded in any insurance categories, it has sufficient reserves to handle financial emergencies.</li> <li>• The institution routinely reviews and updates their insurance coverages.</li> <li>• The institution has protocols for back-up and recovery of sensitive data systems, including student and employee information systems.</li> </ul>	III.D.9	<p>Health, Parking &amp; Safety</p> <p>Technology</p> <p>Facilities</p> <p><i>Administrative Services</i></p> <p><i>Maintenance &amp; Operations</i></p> <p><i>ITS</i></p>

Standard		Related 2014 Standards	Committee, Department, Division
4.1	<p>The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry.</p> <p><i>Review Criteria:</i></p> <ul style="list-style-type: none"> <li>• The institution communicates its commitment to principles of academic freedom and freedom of inquiry to relevant stakeholders, including students.</li> <li>• The institution communicates clear expectations for academic integrity and freedom of inquiry to relevant stakeholders, including students.</li> <li>• The institution follows clearly communicated procedures for addressing instances of academic dishonesty and violations of its principles of academic freedom and freedom of inquiry.</li> </ul>	I.C.7, I.C.8, I.C.9 ER 13: Academic Freedom	<p>Academic Senate</p> <p><i>Board of Trustees</i></p> <p><i>Cabinet</i></p>
4.2	<p>Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. Institutional decision-making processes provide opportunities for the inclusion and participation of stakeholders, as appropriate to the institution's character.</p> <p><i>Review Criteria:</i></p> <ul style="list-style-type: none"> <li>• Structures for decision-making are appropriate for the institution's mission and organizational structure.</li> <li>• Procedures for institutional decision-making are documented and widely available to relevant stakeholders.</li> <li>• Roles, responsibilities, and opportunities for participation in decision-making are clearly defined.</li> </ul>	IV.A.1, IV.A.2, IV.A.3, IV.A.4, IV.A.5, IV.A.6	<p>Consultative Council</p> <p>Academic Senate</p> <p>Associated Student Government</p>

4.3	<p>The institution's decision-making structures and processes are used consistently and effectively to advance the mission and prioritize equitable student outcomes.</p> <p><i>Review Criteria:</i></p> <ul style="list-style-type: none"> <li>• The institution holds itself accountable for implementing its decision-making practices consistently to ensure inclusion of appropriate stakeholders and shared understanding of decisions.</li> <li>• Decision-making practices result in decisions that support institutional innovation and advance the mission of the institution.</li> <li>• The institution evaluates its decision-making practices and makes improvements when needed to improve effectiveness.</li> </ul>	I.B.7 IV.A.1, IV.A.7	<p>Consultative Council</p> <p>Academic Senate</p> <p>Associated Student Government</p>
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Standard		Related 2014 Standards	Committee, Department, Division
4.4	<p>Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health.</p> <p><i>Review Criteria:</i></p> <ul style="list-style-type: none"> <li>The institution has appropriate policies that delineate the governing board's accountability for academic quality and achievement of equitable outcomes.</li> <li>The governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality and equitable outcomes.</li> <li>The institution has a policy manual or other compilation of policy documents that delineates the governing board's role and responsibility in ensuring the financial stability of the institution.</li> <li>The governing board regularly reviews key fiscal information and documents regarding the stability of the institution.</li> <li>The governing board has a system for evaluating and revising its policies on a regular basis.</li> </ul>	IV.C.1, IV.C.5, IV.C.8 ER 7: Governing Board	Board of Trustees
4.5	<p>The governing board selects the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.</p> <p><i>Review Criteria:</i></p> <ul style="list-style-type: none"> <li>The governing board sets clear expectations for regular reports on institutional performance from the chief administrator.</li> <li>The governing board has policies outlining the delegation of administrative authority to the institution's chief administrator.</li> <li>The governing board adheres to its policies for delegation of administrative authority to the institution's chief administrator.</li> </ul>	IV.C.12 IV.B.1 ER 4: Chief Executive Officer	Board of Trustees
4.6	<p>The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance.</p> <p><i>Review Criteria:</i></p> <ul style="list-style-type: none"> <li>The institution's governing board outlines its expectations for working as a collective unit in support of the mission.</li> </ul>	IV.C.2, IV.C.4, IV.C.6, IV.C.7, IV.C.9, IV.C.10, IV.C.11 ER 7: Governing Board	Board of Trustees

Standard		Related 2014 Standards	Committee, Department, Division
	<ul style="list-style-type: none"> <li>• The governing board demonstrates the ability to act in the best interest of the institution, independent from undue influence.</li> <li>• Once a collective decision has been reached, board members, individually, demonstrate their support for board policies and decisions.</li> <li>• The institution's governing board has documented procedures for self-governance and/or addressing behavior that does not align with its policies.</li> <li>• The governing board improves its own effectiveness through orientations, professional development, and regular board self-evaluation.</li> </ul>		



**High School Articulation Agreement**

**COMPTON COLLEGE**  
**COURSE ARTICULATION AGREEMENT**

Date Submitted:

<b>Compton College</b> <b>1111 E. Artesia Blvd.</b> <b>Compton, CA 90221</b>	<b>High School Name &amp; Address:</b>
<b>Course Name &amp; Number:</b> <b>College Course Title:</b>	<b>High School Course Title:</b>

Items in A – F below should match the information on the approved course outline of record.

**A. COLLEGE COURSE DESCRIPTION:**

**B. UNITS:**

**TOTAL HOURS:**

**C. PREREQUISITES:**

**D. REQUIRED CONTENT FOR ARTICULATION:**

**E. REQUIRED COMPETENCIES (PERFORMANCE OBJECTIVES) FOR ARTICULATION:**

**F. TEXTBOOKS:**

**G. METHODS FOR END-OF-COURSE ASSESSMENT:**

**H. OTHER SUPPORTING MATERIALS (INCLUDING SOFTWARE):**

**I. PROCEDURES FOR STUDENTS TO RECEIVE CREDIT FOR COURSE:**

1. When the student has passed the approved end-of-course assessments with a grade of C or better, the high school teacher may recommend that the student petition for college credit.
2. Procedures:  
The student will apply for admission to Compton College and will complete the following:

- a. OpenCC Application
- b. DualEnroll.com
- c. High School Credit by Examination Form – new form needed

Assigned grades are based solely on the students' CBE assessment results. A letter grade will be assigned, except that students shall be offered a "pass-no pass" option if that option is ordinarily available for the course. The course will be identified as CBE on the transcript in accordance with the official final grade received. Once assigned, a grade is not reversible, except that it may be appealed pursuant to Administrative Regulation 4231 – Grade Change. The letter grade will be posted on the transcript in the semester the test was taken.

Students who are unsuccessful in obtaining the required minimum grade will not be granted credit for the articulated college course; no record of the attempt for CBE will appear on a student's transcript.

This agreement will be reviewed if changes are made to the course or teacher assignment. It will be the responsibility of the high school to notify Compton College when changes occur.

#### REQUIRED SIGNATURES:

Compton College	High School
Initiating Faculty Member  Date: _____	Department Chair/Program Coordinator/Teacher  Date: _____
Division Chair  Date: _____	Career/Perkins Counselor  Date: _____
Articulation Officer  Date: _____	Principal 90  Date: _____
Division Dean  Date: _____	
Vice President of Academic Affairs	

Date:_____	
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## Procedure for High School Articulation Agreement

### COMPTON COLLEGE PROCEDURES FOR OBTAINING HIGH SCHOOL ARTICULATION AGREEMENTS

**BACKGROUND:** In September 2005, SB 70, the Governor's Initiative on Improving and Strengthening Career Technical Education (CTE), was approved and subsequently chaptered into the Education Code section 88532. The bill focused on improving the linkages and career-technical pathways between high schools and California community colleges. In June 2024, [Administrative Regulation 4051](#) – High School Articulation Agreements was issued.

#### PROCEDURES FOR ARTICULATION:

1. Full-time faculty, or part-time if there are no full-time faculty, members in a CTE discipline initiate the request for articulation with a high school. Note: the high school may approach faculty or others as well, but Compton College faculty initiate the process.
2. To begin the process, an official proposal must be prepared for review by full-time faculty in the discipline, or part-time faculty if there are no full-time faculty.
3. The proposal must be approved by a majority of full-time faculty members in the discipline, or part-time if there are no full-time faculty.
4. The proposal will then be forwarded to the articulation officer and Division Dean for approval to begin discussion with the high school.
5. Sign off by the college and the high school constitutes an agreement that the high school will cover at minimum the content as specified in the course outline of record; upon successful completion, the student will have obtained the objectives as specified in the course outline of record; the high school will require comparable prerequisites, if any, and the high school will follow the stated methods for end-of-course assessment.
6. Articulation agreements will be reviewed if changes are made to the course or teacher assignment. It will be the responsibility of the high school to notify Compton College when changes occur.
7. High School Articulation Agreements will be maintained in the Office of Academic Affairs. The Vice President of Academic Affairs will be the point of contact for these agreements.

#### APPROVAL OF ARTICULATION AGREEMENT:

The articulation agreement must be approved by both Compton College and the high school as follows:

College Approvals:

Initiating Faculty Member  
Division Chair (signifying approval of discipline faculty members)  
Articulation Officer  
Division Dean  
Vice President of Academic Affairs

High School Approvals:

Department Chair, Program Coordinator, or Teacher  
Career/Perkins Counselor  
Principal

PROCEDURE FOR STUDENTS TO OBTAIN COURSE CREDIT AT COMPTON COLLEGE:

1. Upon completion of the end-of-course assessment with a C or better, the high school teacher may recommend the student to petition for college credit.
2. The student will then apply for admission to Compton College, unless they are already a student. Assistance will be provided by the CTE Career Pathways Coordinator.
3. The student will submit their additional paperwork for Compton College through DualEnroll.com. Assistance will be provided by the CTE Career Pathways Coordinator.
4. The student will fill out the petition for High School Credit by Examination form. (Richette – AR 4051 says they complete the High School Credit by Examination form – we need to make this).
5. Assigned grades are based solely on the students' CBE assessment results. A letter grade will be assigned, except that students shall be offered a "pass-no pass" option if that option is ordinarily available for the course. The course will be identified as CBE on the transcript in accordance with the official final grade received. Once assigned, a grade is not reversible, except that it may be appealed pursuant to Administrative Regulation 4231 – Grade Change. The letter grade will be posted on the transcript in the semester the test was taken.
  - a. Students who are unsuccessful in obtaining the required minimum grade will not be granted credit for the articulated college course; no record of the attempt for CBE will appear on a student's transcript.