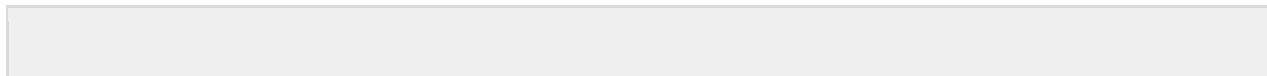




<b>Agenda</b>	DEAC Agenda	<b>Time</b>	1-2 pm
<b>Facilitator</b>	Susan Johnson (Co-Chair) Jasmine Phillips (Co-Chair)	<b>Location</b>	<a href="https://cccconfer.zoom.us/j/6388570775">https://cccconfer.zoom.us/j/6388570775</a>
<b>Date</b>	March 23	<b>Recorder</b>	Alister Caddy

<b>Vision</b>
Compton College will be the leading institution of student learning and success in higher education.
<b>Mission</b>
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.

<b>ATTENDEES</b>			
Susan Johnson (co-chair)	Lynda Wilkerson (BIS)	Andrei Yermakov (MIS)	Celia Valdez
Jasmine Phillips (co-chair)	J. Villalobos (STEM)	Airek Mathews (AA rep.)	Alister Caddy
<b>Voting members</b>	Roza Ekimyan (HPS)	Cliff Seymour (SRC)	
Kendahl Radcliffe (SS)	Stephanie Eaves (Adjunct rep)	Syria Purdom (SSC)	
Nikki Williams (FACH)	Vacant (student rep)	<b>GUESTS/Other attendees</b>	



**AGENDA:**

**I. CALL TO ORDER**

**II. APPROVAL OF AGENDA**

**III. REVIEW AND APPROVAL OF [PREVIOUS MINUTES](#)**

**IV. REPORTS**

- A. DECO REPORT (Susan Johnson)
  - 1. Zoom Storage
  - 2. “Re-Assign” opinion in SpeedGrader
- B. CCMS Advisory Committee Report (Jasmine Phillips)
- C. Senate Report (Susan Johnson)
- D. Curriculum Chair (Sean Moore)
- E. Division Representatives
  - 1. BIS-Lynda Wilkerson
  - 2. SS-Dr. Kendahl Radcliffe
  - 3. FACH-Nikki Williams
  - 4. STEM-Jose Villalobos
  - 5. HPS-Dr. Roza Ekimyan
  - 6. Adjunct Rep-Stephanie Eaves
  - 7. FCRC- Jasmine Phillips

**V. UNFINISHED BUSINESS**

- A. Second Read & Vote: Respondus 4.0 Test Bank (Airek Matthews)
- B. First Read: Grade Grievance for @ONE Courses (Susan)

**VI. ACTIONABLE AND DISCUSSION ITEMS**

- A. Public List location and access (Susan)
- B. First Read: DEAC Voting Members and Serving Terms (Jasmine)
- C. First Read: DE Handbook 2021-2023 (Susan)
- D. First Read: SAOs for Spring 2021 (Susan)
- E. Second Read & Vote: Substantive Change Document (Susan)
- F. Discussion: Tutor Language/Permissions + Adding people to shells (Alister)
- G. Discussion: Knowledge Base for Students and Faculty (Alister)
- H. Discussion: TidyUp CidiLabs & Pope Tech (Jasmine)

**VII. INFORMATIONAL ITEMS**

- A. Update: Zoom LTI (Alister)

- B. Update: New Student Hub

**VIII. ANNOUNCEMENTS**

- A. None

**IX. FUTURE AGENDA ITEMS**

- A. Equivalency by teaching exp.?
- B. Equivalency form (work group needed)
- C. Proposed PD: Canva and Graphic Design?
- D. LTI/TOOL assessment (rubric)
- E. Policy on Adding People Into Shells and Roles
- F. Guidelines for Recording Classes
- G. Archiving Courses (timeline, needs)
- H. Updating Organizational Chart (waiting on negotiations/ reminder: job descriptions need union approval)
- I. Re-Certification Process (FCRC: 3 year process)

**X. ADJOURNMENT**

**Next Meeting:**

April 27, 2020



## Formal Recommendation to DEAC

Name of Requester: Airek Mathews  
Role of Requester: Distance Education Manager  
Guided Pathway Division of Requester:  
Requester Email: amathews1@compton.edu  
Date submitted to DEAC: February 17, 2021  
Reviewed by DEAC on Feb 23  
Second Read:  
Reviewed by Senate on March 3

**Request:** Respondus 4.0 is a software download (only for Windows OS) that can assist with exam management by directly publishing or retrieving exams to and from Canvas. You can build exams using the software or from load one from a word document. It does not transmit pictures or videos; these items would need to be added after the exam is loaded into a course.

**Rationale:** The purpose of this recommendation is to make faculty aware that software exists to assist with management of exams in Canvas. This is tool can build and retrieve exams to and from Canvas. It reduces a lot of the work with building questions one-by-one. This tool would be especially useful for any faculty wanting to use question banks but not build them in Canvas. The tool also has the ability to connect with publisher text banks to load their test bank questions into courses or question banks (this feature only available if you are paying for the publisher's services).

---

*For Distance Education Advisory Committee Use Only*

Request approved and forwarded: DEAC approved (pending funding) Feb 23, 2021

Request denied and returned: Senate approved (pending funding) March 3, 2021

Revisions requested and returned:

**Cost and Benefit:** Registration Fee \$200 Annual Cost based on Student FTE (2501-10,000): \$2095. This is a convenience tool but has the capacity to save faculty a lot of time when it comes to developing exams in Canvas.

**Accessibility check:** See the below VPAT for information of Accessibility.

<https://web.respondus.com/accessibility-respondus/>

**Resources:**

Overview: <https://web.respondus.com/he/respondus/>

Pricing: <https://web.respondus.com/he/respondus/pricing/>

Videos about the tool: <https://web.respondus.com/he/respondus/resources/>

**Requirement to purchase publishers access codes:** N/A

\*Note regarding publishers website material: Instructors are to understand that although publisher material can be linked from their Canvas course shell, it is prohibited to simply link all information to an outside publisher. Faculty must do their due diligence to ensure that they build out their Canvas course shell with instructor created content, provide testing/assessments primarily in their Canvas course shell and provide regular and effective contact through their Compton College Canvas course shell.

\*Please be prepared to present to DEAC when this is placed on the agenda and then answer any questions regarding the information. You may also be asked to present to Senate if necessary.

\*Please submit this form and any supporting documents to the LTI Workgroup lead:

## Please be aware:

Any external app integrated into Canvas must meet the following requirements:

- Application vendor must not permit direct sales to students via Canvas or any other means. This is distracting to students and a possible invasion of privacy.
- Application vendor must be a viable company that will provide ongoing technical support. Compton College staff cannot support external applications.
- The application must meet Compton College's accessibility requirements and provide a VPAT before installation.
- Application vendor must be able to secure any student data their app "touches", restricting their use of student data to what is minimally required for the app to operate correctly (sometimes referred to as the *principle of least privilege*).
- Application vendor does not sell student data. Compton College student data is confidential and protected by law.
- If there is a cost attached to acquiring or subscribing to the application, the requester must identify available funding through the Budget Committee. The district does not automatically have the funds to purchase or cover the ongoing costs of these tools.
- The application must not violate any Compton College board policies.
- The application and vendor must meet all [FERPA Compliance and Regulations](#).
- The application must not adversely impact system security or performance.



Distance Education

Document Title: Distance Education Faculty Grade Grievance Policy and Form

Approved by: DEAC on \_\_ and Senate on \_\_

Draft: X

Final:

## Distance Education Faculty Grade Grievance Policy

### Purpose

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

### Procedure

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

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

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

### Process for Grieving

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

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

## Distance Education Faculty Grade Grievance Form

Faculty Name		Date	
Faculty Email			

Course Title		Course End Date	
Course Instructor		Semester	

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

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

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

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

Final Decision	• Grade Change	• No Grade Change
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# Distance Education Handbook

Compton College

2021-2023

## Contact Information

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

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# I. Introduction to Distance Education

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

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

## Mission

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

To achieve this mission, the Distance Education Department will:

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

## Vision

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

The Distance Education Department will

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

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## Values

The Distance Education Department is guided by the following values:

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

## Definitions

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

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

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

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

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

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

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### 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.

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

~~Hybrid Courses (1-99%): A hybrid Distance Education course replaces some face to face class time with online instructional time. Any Distance Education course that requires students to attend on-campus orientations, assessments, scheduled class meetings, or other required activities is a hybrid course. A campus support LMS is used to provide course content replacing face to face time. Students must have access to a computer and internet.~~

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

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

### Distance Education Class Size Caps

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

### Distance Education Handbook Goals

The goals of this handbook are to:

- Articulate the mission and goals of the Distance Education Department as they relate to the Compton College Educational Master Plan.
- Provide technical and pedagogical support and resources for faculty teaching online and hybrid courses.
- Furnish information about training and mentoring for online and hybrid course delivery methods.
- Inform faculty about the mandatory policies and procedures that relate to Distance Education courses.

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- Define best practices in Distance Education and how those should be incorporated into course design and delivery.
- Offer comprehensive resources for ongoing faculty development.

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## II. Faculty Handbook

### Required Compliance Training to Teach Distance Education Courses

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

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

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

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

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

Compton College does offer reimbursement\* for training. You can review the requirements and complete the paperwork on the [Professional Development website](#).

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

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

According to Ed Code, all faculty course shells must meet compliance; therefore, it is **required** that faculty complete training in the following areas. Since the federal and state laws require that any material that is administered online be in compliance with the latest laws and standards, faculty who wish to teach on ground using the LMS are **required** to be certified in two areas. Faculty are **required** to complete [Growing with Canvas](#) (facilitated by Compton College) or [Introduction to Teaching with Canvas](#) (facilitated by @ONE). Faculty are also **required** to complete the [@ONE Creating Accessible Course Content](#) training which relates directly to the [OEI](#)

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[Rubric](#) Section D-Accessibility. These trainings are **required** to be on file with the Distance Education Department before teaching with the LMS. ~~A demonstration of skills learned is required prior to teaching with the LMS.~~

## Alternative Training Process

Faculty who have certification to teach online from another institution would need to go through the process of certification review with the Distance Education department prior to **doing their course demonstration and** being eligible to teach online at Compton College. After filling out the [certification equivalency form](#), a demonstration of **competency** would be completed ~~the form is signed.~~ **after the DEFC processes the equivalency form.**

## Laws and Codes

[California Community College Curriculum - Title 5: 55200- 55210.](#)

### **§ 55200. Definition and Application**

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

### **§ 55202. Course Quality Standards**

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

### **§ 55204. Instructor Contact**

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

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

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

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#### **§ 55206. Separate Course Approval**

If any portion of the instruction in a new or existing course or course section is designed to be provided through distance education, an addendum to the official course outline of record shall be required. In addition to addressing how course outcomes will be achieved in a distance education mode, the addendum shall at a minimum specify how the portion of instruction delivered via distance education meets:

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

(b) Requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 749d)

The addendum shall be separately reviewed and approved according to the district's adopted curriculum approval procedures.

#### **§ 55208. Faculty Selection and Workload**

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

(b) Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements.

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

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

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

#### **§ 55210. Ongoing Responsibility of Districts**

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

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

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- (b) provide to the local governing board, no later than August 31st of each year, a report on all distance education activity;
- (c) provide other information consistent with reporting guidelines developed by the Chancellor pursuant to [Section 409](#) of the Procedures and Standing Orders of the Board of Governors.

**§ 59400. Required Instructional Materials**

- (a) The governing board of a district may, consistent with the provisions of this subchapter, require students to provide instructional materials required for a credit or noncredit course, provided that such materials are of continuing value to a student outside of the classroom setting, and provided that such materials are not solely or exclusively available from the district.
- (b) ***Required instructional materials shall not include materials used or designed primarily for administrative purposes, class management, course management or supervision.***
- (c) Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years. The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase.
- (d) Except as specifically authorized or required in the Education Code, the governing board of a community college district shall not require a student to pay a fee for any instructional materials required for a credit or noncredit course.
- (e) The Chancellor's Office shall adopt guidelines for districts implementing this subchapter.

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

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

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

**ACCJC Accreditation Requirements**

The Accreditation Commission for Community and Junior Colleges (ACCJC) determines the accredited status of an institution. Part of the evaluation process includes an evaluation of a college's distance education program and courses. More than a third of the ACCJC's Guide to Evaluating and Improving Institutions (Jan 2020). accreditation standards include requirements for distance education ([Accreditation Reference Handbook](#), July 2016). See all [ACCJC Guides and Manuals](#).

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### ACCJC Requirements for Online/Hybrid Instructors

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

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

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### 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).

### DE Class Size Caps – According to AFT

Article 40, 45 of the American Federation of Teachers (AFT) Contract states, “[Distance Learning] DL class size shall be consistent with Article 12. DL class size shall not exceed 40. Class size limits shall only be raised with the prior approval of the assigned faculty member in consultation with the department/division chair and the appropriate vice president or designee. Beginning at the point a class

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reaches its enrollment limits, students may only be added with the permission of the course's assigned faculty member" ([Article 40,45 - Agreement, Conditions and Duration of the 2008-11 \(Links to an external site.\)](#)).

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

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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

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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](#).

**State**

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

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

**55200**

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

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education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. s 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. s 794d).

#### 55202

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

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

#### 55204

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

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

#### 55206

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

#### 55208

- Instructors of course sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls, in accordance with article 2 (commencing with section 53410) of subchapter 4 of chapter 4, and with the list of discipline definitions and requirements adopted by the Board of Governors to implement that article, as such list may be amended from time to time.
- The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty assignment. Procedures for determining the number of students assigned to a course section offered in whole or in part by

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distance education may include a review by the curriculum committee established pursuant to section 55002(a)(1).

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

[Title V Distance Education Guidelines Link](#)

## Federal

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

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

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

In Distance Education courses, the course content needs to be accessible to students with varying abilities. Designing accessible online/hybrid courses means, among other things:

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

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

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

- Developing, purchasing and/or acquiring, to the extent feasible, instructional materials and ICT products that are accessible to individuals with disabilities;
- Using and maintaining instructional materials and ICT that is consistent with this Standard; and

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- Promoting awareness of the Standard to all relevant CCC parties, particularly those in roles that are responsible for creating, selecting or maintaining electronic content and applications.
- All products officially used by Compton College will need to provide a [Product Accessibility Statement](#) showing compliance with all state and federal laws.

## Preventing Financial Aid Fraud

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

## [ACCJC](#)

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

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

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

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

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

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

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

## Distance Education Guiding Principles

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

### Principle 1:

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

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#### Principle 2:

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

#### Principle 3:

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

#### Principle 4:

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

#### Principle 5:

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

#### Principle 6:

Instructors should make every effort to understand the needs of the online student and facilitate the development of their coursework to employ **Universal Design (UD)** components with the students best interest in mind. Faculty should implement UD concepts in the course for student success and consider the factors that motivate a student to take an online course such as convenient availability to interact with Accessible content on a weekly basis.

Research shows that utilizing UD principles improves student-centered pedagogical practice and student outcomes and is supported by the CCCCO.

<http://www.compton.edu/academics/distance-ed/DEPolicies.aspx>

### Types of Regular Effective/**Substantive** Contact

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

#### Instructor-Student Examples:

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

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#### Student-Student Examples:

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

#### Student-Content Examples:

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

#### Student-Interface Examples:

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

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

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

1. Begin class with a Welcome Letter introducing yourself as the instructor and giving important informational links to your students. The standard template can be personalized to fit the faculty's needs for their course.
2. Begin class with the Distance Education orientation video provided by DE in the first module of your class.
3. Begin class with instructor guided introductions, Canvas tutorial and Online Readiness Assessment.
4. Design weekly assignments and projects that promote collaboration among students.
5. Pose questions in the discussion boards which encourage critical thinking skills, promote interaction among all participants and engage students with course content material.
6. Participate regularly in discussion activities with students to ensure that the discussion remains on topic and monitor student activity to ensure that students participate fully.
7. Create a specific method or forum for questions regarding course assignments.
8. Ask students for feedback about the course on a regular basis and revise content as needed.
9. Include means for varied types of interaction in the course design with formative and summative assessments.
10. Establish guidelines of contact that are the same as in a face-to-face classroom. For example, if the f2f class meets for three hours a week as a 3 unit class, then the online class should have three hours of synchronous or asynchronous instructor content and contact on a weekly basis.
11. Declare response time for students questions and assignment feedback in hour form. (i.e. 24 hours, 48 hours etc.)

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12. Maintain an active presence, participating during the beginning weeks of the course.
13. Give frequent and substantive feedback throughout the class which helps students engage with class material.
14. Give clear expectations for interactions specified in the syllabus regarding frequency of all contact initiated by the instructor.
15. Explain course policy regarding student initiated contact and where to post questions and assignments in the LMS.
16. Clarify important dates such as, assignments and assessment deadlines in the beginning of the class as well as continually throughout the class.

## Online Teaching Readiness

### Faculty Resources

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

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

### Accessibility

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

### Universal Design Resources

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

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## Canvas Studio

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

## 3CMedia Closed Captioning

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

To use this service:

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

## DECT: Distance Education Captioning and Transcription Grant

### [Distance Education Captioning and Transcription Grant](#)

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

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

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

## Closed Captioned Options

- [Intelicom: Videos for educational use that are closed captioned](#)
- [Intelicom Log in and set up](#)

## Helpful Cheat Sheets

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

## Additional Resources

- [OEI: Accessibility Training Course](#)[OEI: Accessibility Training Courses](#)
- [OEI: Course Design Resource](#)

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- [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.

## 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.

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## III. Student Handbook

### Preparation

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

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

### Student Rights

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

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## FAQ

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

## IV. Distance Education Policies and Guidelines

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

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

#### Distance Education Advisory Committee

In support of the institution's Mission, Vision, Quality Focused Essay (QFE) and Master Plan, Compton Colleges' Distance Education Advisory Committee (DEAC) will work with the Academic Senate, the academic Deans, the Distance Education Faculty Coordinator (DEFC), **the Faculty Instructional Designer, the Curriculum Committee, the Faculty Development Committee, the 504/508 Accessibility Committee and the Faculty Course Review Committee as instructional program leaders to facilitate and improve online teaching, learning and technology. to ensure that quality online courses are offered at Compton College.**

With the understanding that **under the Academic Senate 10 + 1 purview**, faculty **who serve on the Senate subcommittee DEAC** have the primary responsibility for developing policies and promoting Distance Education best practices. DEAC **is faculty** co-chaired by DEFC **and the Faculty Instructional Designer and the Division Dean** and is a Senate subcommittee and operates under Senate authority. In this context specifically, the DEFC has a reporting responsibility to Academic Senate and sits on the Curriculum Committee as a voting member. **Furthermore, the Faculty Course Review Committee reports to DEAC as a Senate subcommittee.**

DEAC will support a learner-centered program designed to further student success by ~~making recommendations to Curriculum and~~ reporting to Academic Senate. Each DEAC member will represent his/her division/department and act as a resource to all faculty and staff members within their division regarding exploration, development and implementation of robust pedagogical online strategies in the Distance Education environment. Also, departments such as the library and student services etc. will collaborate with DEAC to strategize ways to enhance the online experience for our students. **Formal recommendations can be brought forward to DEAC by anyone in written form via the DAEC Formal Recommendation Form. The committee will review the proposal and formally vote on said recommendation. Approved written formal recommendations will be forwarded to Academic Senate and denied written formal recommendations will be returned to the originator.**

#### DEAC Voting Members and Terms

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

##### Non-Voting Members:

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

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Voting Members:

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

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

## Faculty Course Review Committee

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

## Distance Education Curriculum Subcommittee

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

## Regular and Effective/~~Substantive~~ Contact Policy

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

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

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

### Instructor-Student Examples:

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

### Student-Student Examples:

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

### Student-Content Examples:

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

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## Student-Interface Examples (within Canvas):

- Computer hardware
- Internet browsers
- Website access
- Software applications
- Modules on the LMS (Canvas)
- Discussion boards

## Welcome Letter Policy

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

These and other resources are found in our [Canvas Toolbox](#) which is managed by the DEFC and the Faculty Instructional Designer.

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

## [OEI Rubric](#) Policy

~~As per DEAC's recommendation, the Academic Senate has adopted the OEI Rubric as the Distance Education Advisory Committee recommends that the College's adopt the OEI rubric as a standard for providing quality Distance Education courses to our students in conjunction with the [CCC Distance Education Accessibility Guidelines](#). The Distance Education Advisory Committee recommends that the college adopt the OEI Rubric Section D as the standard for providing accessible Distance Education courses.~~

## OEI Rubric Section D: Accessibility Policy

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

## Student Authentication and Integrity Guidelines Policy

[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](#)

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

### Title 5 Considerations and Ticket Notes

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

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

Recent Federal and ACCJC guidelines to prevent financial aid fraud mean that initial student logins to Distance Education courses no longer count as student participation. Several online programs in the community college system have recently been targeted by financial aid fraud schemes in which a 'student' registers for an online course, logs in, and then drops the course after financial aid funds have been dispersed.

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

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

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

### Standardized Ticket Notes

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

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

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

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

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

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

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## [CCCFE Faculty Contract Language](#)

### **ARTICLE XXIII: DISTANCE LEARNING AND ONLINE COURSES**

#### **23.1 Definitions:**

For the purpose of this Article, according to Title 3 Educational Code, “Distance Education” means transmission of instruction to students at a location separate from the institution. Additionally, Distance Education is an approach to learning where instruction takes place outside of the traditional classroom setting. Instead of teaching face-to-face, instructors use a blend of face-to-face and electronic delivery methods to develop and furnish content for instruction and regular, substantive and effective interaction with students. Within Distance Education there are three standard types of courses known as online, hybrid and online with in-person proctored exams. Web Enhanced Courses, Flipped Classrooms and Correspondence Courses do not fall under the Distance Education classification.

#### **23.2 Purpose:**

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

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

#### **23.3 Online Instruction and Support**

##### **A. Developing Course Materials for Online Readiness**

1. The Distance Education Department will provide online and hybrid faculty with template resources listed in the Distance Education Handbook to standardize the resources given to students by faculty.
2. Materials developed on the faculty member’s own time.
  - a. All regular full-time and part-time members of the faculty may propose online courses.
  - b. Instructional materials developed by faculty members on their own time without use of college materials or facilities are the property of the individual faculty member. No restriction on their use will be set by the District with the understanding that faculty members will profit on sales at Compton College only in

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

- c. The individual faculty member is responsible for obtaining copyright of the materials developed.
3. Materials developed on a released-time basis.
  - a. A faculty member approved by the Dean to develop an online course shall receive 20% reassigned time for one semester to develop the course.
  - b. Any materials developed during this reassigned time assignment shall remain the property of the District.
4. In order to protect against the use of obsolete materials, the faculty member shall have the right to review and/or update material of which Compton College has internal free use. The institution may agree to use the updated material.
5. Materials developed as a primary or sole purpose of employment by non-divisional staff, such as consultants.
  - a. When a District employee is hired or assigned specifically to develop instructional or course materials, then all the rights to such materials belong exclusively to the Compton College, including the right to copyright and/or sell the materials for profit.
6. The District shall have the right to come to agreements with employees concerning the rights belonging exclusively to them only in consultation with the Division Chair and a Federation representative.
7. The necessity for regular and part-time faculty to review, update, and change an online course remains consistent with the duties of faculty in all areas of the curriculum.

#### B. Teaching and Training Requirements for Online Courses

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

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- e. Faculty members who have been approved will follow the guidelines set by the Faculty Course Review Committee regarding the renewal certification process as found in the Distance Education Handbook. (Refer to DEAC for the current recertification process.)
  - f. Faculty are required to maintain all standards regarding Regular and Effective Contact set forth by the ACCJC and California Ed Code and the Distance Education Handbook. (See section IV Distance Education Policy and Guidelines: Regular and Effective Contact Policy.)
  - g. Faculty are required to maintain all standards regarding accessible course content set forth by the ACCJC, California Ed Code, and Federal laws and the Distance Education Handbook. (See section IV Distance Education Policy Guideline: OEI Rubric Section D: Accessibility.)
    - i. Verification of the accessibility of publishers' materials shall be completed through the 504/508 Technology Subcommittee for compliance with all ACCJC, California Ed Code and Federal laws.
2. Teaching Online Courses
- a. Online courses shall be considered as regular load because of the expected additional monitoring, supervising, grading, and communicating required to be aware of student progress in the class.
  - b. Teaching of online courses shall be voluntary by the instructor as a part of load and shall not be imposed by the District or the division.
  - c. Division Chairs shall be granted observer access for the purpose of content review of online courses to complete the evaluation process. Evaluation of faculty in online courses shall be in accordance with the evaluation guidelines set forth in Article IX.
  - d. Division Chairs and Deans may have observer access for the purpose of state and regulatory compliance review, which shall not be associated with the evaluation guidelines set forth in Article IX.
  - e. All class size limits, including those for restricted classes, set forth in Article 14.3 shall be maintained.
  - f. No faculty member, full or part-time shall be displaced because of online courses.
  - g. No more than two online courses and one hybrid course shall be taught by a faculty member at any time, except with prior written approval of the faculty member's Dean.
  - h. Faculty members may meet their Distance Education class office hour obligation in part or whole by virtual office hours.
  - i. To assure that both Distance Education proficiency and adjunct seniority requirements are met, faculty Distance Education proficiency shall be noted on all full time and part time seniority lists as referenced in Article 14.9 and verified by the Division Chair and Dean, in consultation with the Human Resources Department. Only instructors with such notation shall be offered Distance Education classes. If the faculty member so designated declines the DE assignment, that decline is counted as a refusal for the purposes of calculating seniority consistent with Article 14.9.1.c. Should a faculty member no longer desire to teach Distance Education

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classes, he/she may request in writing that such notation be removed from the seniority list. The request to change one's Distance Education designation will be effective the next term. The Distance Education designation can be reinstated by written request of the faculty member, effective the next term.

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

~~The 2014-2017 Federation Contract states the following:~~

~~Developing the class and materials for internet readiness:~~

- ~~1. Materials developed on the faculty member's own time:
  - a. All regular full-time and part-time members of the faculty may propose online courses.
  - b. Instructional materials developed by faculty members on their own time without use of college materials or facilities are the property of the individual faculty member. No restriction on their~~

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- use will be set by the District with the understanding that faculty members will profit on sales at the Center only in cases where the instructional materials are approved by the department and curriculum committee.
- c. The individual faculty member is responsible for obtaining copyright of the materials developed.
2. Materials developed on a released-time basis:
- a. A faculty member approved by the Office of Academic Affairs to develop an online course shall receive 20% reassigned time for one semester to develop the course.
- b. Any materials developed during this reassigned time assignment shall remain the property of the District.
3. In order to protect against the use of obsolete materials, the faculty member shall have the right to review and/or update material of which the Center has internal free use. The institution may agree to use the updated material.
4. Materials developed as a primary or sole purpose of employment by non-divisional staff, such as consultants:
- a. When a District employee is hired or assigned specifically to develop instructional or course materials, then all the rights to such materials belong exclusively to the Center, including the right to copyright and/or sell the materials for profit.
5. The District shall have the right to come to agreements with employees concerning the rights belonging exclusively to them only in consultation with the Division Chair and a Federation representative.
6. The necessity for regular and part-time faculty to review, update, and change an online course remains consistent with the duties of faculty in all areas of the curriculum.

[Compton Community College 2019-2022 Federation Certificated Contract](#)  
[Compton Community College 2014-2017 Federation Certificated Contract](#)

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## 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 CurricUNET Course Outline of Record Addendum](#) as needed to ensure the quality of online courses is as rigorous as any other curriculum passed through Academic Senate. **Any revisions to the DE Addendum must be voted on and approved by DEAC and Academic Senate.**

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## VI. Course Review and Recommendations

### Peer Review Process For ~~New~~ Mentoring Faculty

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

### Course Review Recommendations For New Faculty

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

### Ongoing Peer Review Process For Continuing Faculty

Regarding the continual need to maintain Distance Education quality course standards given the fact that laws change and technology consistently improves, the Distance Education Advisory Committee **and the Faculty Course Review Committee** recommend that all Distance Education courses be reviewed every three years. ~~This would be a continual peer review process wherein all Distance Education courses being taught in Division 1 would be reviewed in the first year, all Distance Education courses being taught in Division 2 would be reviewed in the second year and all Distance Education courses being taught in Division 3 would be reviewed in the third year. The~~

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~~recommended DEAC process for ongoing peer review would be to have the Distance Education Faculty Coordinator and the faculty's respective Dean along with a Faculty Peer Mentor, who has taught the subject online before, schedule a meeting to review the course shell with the faculty member via the OEI Rubric. Recommendations will be made at the meeting. 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.)~~

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## 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.

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

### Microsoft Office 365

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

### Tutoring

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

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## 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, Vericite, Ally, UDOIT, Adjust-All, CourseEval HQ, NetTutor, Worldwide Whiteboard, Name Coach, Note Bowl, Connex Ed, Proctorio and Quest Readiness to comply with state standard of offering student support services to our online students with the goal of increasing retention in our Distance Education courses.

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## VIII. Appendices

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

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

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

### Appendix B: OEI Rubric

[2016 Version Online Education Initiative Rubric](#)

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

[Adoption of the OEI Rubric](#)

[2018 Online Education Initiative Rubric](#)

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

[Distance Education Guidelines](#)

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

[Distance Education Accessibility Guidelines](#)

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

[Distance Education Student Handbook](#)

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

[Distance Education Faculty Handbook](#)

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

~~Distance Education Program Standards, Procedures and Policies~~

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

[Distance Education Welcome Letter Template](#)

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

[Regular and Effective/~~Substantive~~ Contact](#)

## Appendix ~~K~~J: Student Authentication Guidelines

[Student Authentication Guidelines](#)

## Appendix L: Inherently Inaccessible Learning Object Form

[Inherently Inaccessible Learning Object Form](#)

## Appendix ~~M~~K: Glossary

### Glossary

#### **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

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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.

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

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

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

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

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

### **Distance Education Accreditation and the Law**

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**Commented [JP2]:** Update with new definitions of online courses.

**Commented [SMJ3R2]:** Do we need to keep the others?

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

**§ 55200. Definition and Application**

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

**§ 55202. Course Quality Standards**

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

**§ 55204. Instructor Contact**

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

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

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

**§ 55206. Separate Course Approval**

If any portion of the instruction in a new or existing course or course section is designed to be provided through distance education, an addendum to the official course outline of record shall be required. In addition to addressing how course outcomes will be achieved in a distance education mode, the addendum shall at a minimum specify how the portion of instruction delivered via distance education meets:

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

(b) Requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 749d)

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The addendum shall be separately reviewed and approved according to the district's adopted curriculum approval procedures.

**§ 55208. Faculty Selection and Workload**

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

(b) Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements.

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

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

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

**§ 55210. Ongoing Responsibility of Districts**

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

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

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

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

**§ 59400. Required Instructional Materials**

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

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- (g) **Required instructional materials shall not include materials used or designed primarily for administrative purposes, class management, course management or supervision.**
- (h) Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years. The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase.
- (i) Except as specifically authorized or required in the Education Code, the governing board of a community college district shall not require a student to pay a fee for any instructional materials required for a credit or noncredit course.
- (j) The Chancellor's Office shall adopt guidelines for districts implementing this subchapter.

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

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

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

**ACCJC Accreditation Requirements**

The Accreditation Commission for Community and Junior Colleges (ACCJC) determines the accredited status of an institution. Part of the evaluation process includes an evaluation of a college's distance education program and courses. More than a third of the ACCJC's Guide to Evaluating and Improving Institutions (Jan 2020). accreditation standards include requirements for distance education (Accreditation Reference Handbook, July 2016). See all ACCJC Guides and Manuals.

**ACCJC Requirements for Online/Hybrid Instructors**

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

- Online/hybrid instructors are to maintain regular and effective contact in online/hybrid courses;
- All instructors assess SLOs and discuss the results with colleagues to identify improvements to courses;
- All classes follow the Course Outline of Record (COR). The means of instruction varies between online and face-to-face, but the Methods of Instruction, Outside Class Assignments and Methods of Evaluation are the same;

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- Federal ADA/508 Law requires that we serve all students. An instructor can help make students aware of the many services available to them online;
- Distance education instructors are expected to follow good teaching practices, including those identified by our accrediting commission.

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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).

**DE Class Size Caps – According to AFT**

Article 40, 45 of the American Federation of Teachers (AFT) Contract states, “[Distance Learning] DL class size shall be consistent with Article 12. DL class size shall not exceed 40. Class size limits shall only be raised with the prior approval of the assigned faculty member in consultation with the department/division chair and the appropriate vice president or designee. Beginning at the point a class reaches its enrollment limits, students may only be added with the permission of the course’s assigned faculty member” ([Article 40,45 - Agreement, Conditions and Duration of the 2008-11](#)).

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

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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.

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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

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member to ask a question about the academic subject studied in the course (Dept. of Education, Reg. 66952). Activities where students may be present but exhibit no evidence of academic engagement are excluded from determining Last Day of Attendance, for example, “(3) logging into an online class without active participation; or (4) participating in academic counseling or advisement” ([Dept. of Education, Reg. 66952](#)).

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

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

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

The ADA standards apply to commercial and public entities that have “places of public accommodation” which include the Internet [Interactive Accessibility](#).

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

##### ~~§ 55200. Definition and Application~~

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

##### ~~§ 55202. Course Quality Standards~~

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

##### ~~§ 55204. Instructor Contact~~

~~In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:~~  
~~(a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.~~

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

#### § 55206. Separate Course Approval

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

#### § 55208. Faculty Selection and Workload

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

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

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

#### § 55210. Ongoing Responsibility of Districts

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

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

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

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

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

#### GOV 57405

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

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

#### GOV §11135

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

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

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

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

#### GOV §11546.7

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

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

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

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

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

### ACCJC Accreditation Requirements

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

• <https://accjc.org/wp-content/uploads/Guide-to-Evaluating-and-Improving-Institutions-May2017.pdf>

• <http://accjc.org/wp-content/uploads/Accreditation-Reference-Handbook-Jul2016.pdf>

### ACCJC Requirements for Online/Hybrid Instructors

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

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

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by our accrediting commission.

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

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

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

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

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

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

#### Appendix ~~Θ~~M: [DE Program Plan 18-19](#)

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

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

[Current Ticket Notes Used](#)

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

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

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

#### Appendix ~~U~~R: [Distance Education 508 Accessibility Statement for Syllabi](#)

### Thank You

Thank you to all who participated in creating this document especially the Distance Education Advisory Committee, the Curriculum Committee and Academic Senate for their input, time, and energy that went toward creating this

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Distance Education Handbook. A special thanks goes out to areas on campus for their specialized input such as the Special Resource Center, the Library, and the Distance Education Department. The mentorship and support from DECO and the Distance Education coordinators across the state was essential to the thoroughness of this document.

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

Susan Johnson

Distance Education Faculty Coordinator 2020-2022

[sjohnson@compton.edu](mailto:sjohnson@compton.edu)[distance\\_ed@compton.edu](mailto:distance_ed@compton.edu)

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Distance Education  
Document Title: **SAOs for Spring 2021 – Fall 2021**  
Approved by: DEAC on \_ and Senate on \_  
Draft: X  
Final:

### **Proposed Service Area Outcomes (SAOs) for Spring 2021-Fall 2021**

We have identified three areas to evaluate: Faculty, Students, and Accessibility. The proposed SAOs and the methods to measure them are listed below.

#### **SAO #1: Increase the overall accessibility of Canvas Course Content**

- DE using Blackboard Ally (and training) will improve overall campus accessibility score in order to build equitable classes
- Measure of success will use Blackboard Ally and PopeTech

#### **SAO #2: Faculty have access to high quality, relevant training for teaching online that increases faculty confidence in their ability to teach online.**

- Implement Canvas Training Requirements
  - # of faculty trained in Canvas
    - Introduction to Canvas/Growing with Canvas
    - Introduction to Online Teaching and Learning
    - Creating Accessible Course Content
  - # of faculty who have completed Canvas Demos
  - # of fac trained through the DE Addendum Sub-Curriculum Committee
  - # of DE Addendums approved as measured by how many DE Addendums are successfully submitted to the Curriculum Committee
- Measuring Faculty's use of resources:
  - Survey faculty on using the CCDE Repository.
  - Are you aware, do you use, etc. Faculty DE Handbook

#### **SAO #3: Promote student awareness of Distance Education Resources to increase success and retention rates.**

- Survey students currently enrolled in DE class
  - Are you aware of online counseling
  - Are you aware of NetTutor/Pisces
  - Are you aware of Passport to Canvas
  - Do you use online counseling



- Do you use NetTutor/Pisces
- Using the public-facing DE website
- Are you aware, do you use, etc. Student Handbook

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Substantive Change Proposal

To Offer at Least 50% of Course Units  
for Programs through Distance Education

**Compton College**  
**1111 East Artesia Boulevard**  
**Compton, CA 90021**  
[www.compton.edu](http://www.compton.edu)

**Submitted**  
April 2021

**Prepared by**  
Sheri Berger  
Vice President, Academic Affairs

Lauren Sosenko  
Director of Institutional Effectiveness  
Accreditation Liaison Officer

Amber Gillis  
Accreditation Faculty Coordinator

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Compton College  
Substantive Change Report

April, 2021

To: Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

From: Compton College  
Office of the President/CEO  
1111 East Artesia Boulevard  
Compton, CA 90021

This Substantive Change Report is submitted to ACCJC/WASC for the purpose of requesting approval of the *Programs Where 50% or More of the Coursework is Available through a Mode of Distance or Electronic Delivery*.

We certify that this Substantive Change Report accurately reflects the status of Distance Education at the College.

Signed:

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Sonia Lopez, (President, Board of Trustees, Compton Community College District)

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Keith Curry, Ed.D., (President/CEO, Compton College)

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Sheri Berger, (Vice President Academic Affairs, Compton College)

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Lauren Sosenko, (Accreditation Liaison Officer, Compton College)

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Minodora Moldoveanu, Ed.D., (Academic Senate President, Compton College)

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Queen Juarez-Ward, (Associated Student Body President, Compton College)

## **A: Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**

### **A.1 Description of the Planning Process to Determine Rationale and Need**

Compton College first identified a new focus on the development of its distance education (DE) offerings and support services in the 2017 Quality Focus Essay (EV.1). The Quality Focus Essay identified three major projects around organizational management, increasing online student success, and promoting student awareness and support around DE offerings at the College. Since 2017, the College has worked diligently to develop a robust distance education program.

Although significant work had been completed in the development of the College's DE program, the 2020 COVID-19 pandemic accelerated the need to move entire programs online in order to continue offering courses to the campus community. By April 2020, the College shifted to temporarily offer its courses online; however, since the COVID-19 pandemic has been ongoing for nearly a year, and the College needs to continue offering courses and programs online, this Substantive Change is needed.

Commented [JP1]: offering

Since the Los Angeles County Health Department determined that schools in Los Angeles County must close, the College has had to develop a plan to determine how best to train its faculty and staff to shift to an online learning environment. The College's immediate response to the COVID-19 pandemic's effect on course offerings was to consult with the Academic Senate, the Curriculum Committee, the Distance Education Advisory Committee (DEAC), and Student Services (EV.2, EV.3). Regular meetings between campus faculty constituent groups and campus administrators resulted in agreeing to move programs online and increasing online support services for students in this community that are further disproportionately impacted by campus closures (EV.4).

### **A.2 Relationship of Change to Mission**

Compton College's distance education program reflects the College's mission through the Mission Statement and Strategic Initiatives:

#### **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.

#### **COMPTON COLLEGE STRATEGIC INITIATIVES**

- Improve recruitment, enrollment, retention, and completion rates for our students.
- Support the success of all students to meet their education and career goals.
- Support the success of students through the use of technology.

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- Offer excellent programs that lead to degrees and certificates in Allied Health and Technical fields.
- Establish partnerships in the community and with the K-12 schools.

The DE program at Compton College reflects the College's Mission Statement by providing solutions to not only the current challenges of the COVID-19 pandemic, but also in providing access for those students that might otherwise not be able to attend traditional face-to-face courses. Furthermore, the College prides itself on providing free or low-cost technological resources to students so that they can complete rigorous coursework in a timely manner, consistent with their academic and career goals (EV.5).

The DE program also embodies the College's Strategic Initiatives.

Improve recruitment, enrollment, retention, and completion rates for our students: Recruitment, enrollment, and retention are all significant parts of the distance education program, as these factor into increased completion rates for students. As mentioned in the Enrollment Management Plan, student outreach coordinators communicate DE course offerings to prospective students, as well as the flexibility that comes with taking courses online (EV.6). Additionally, all students enrolled in online courses are encouraged to take *AS60: Strategies for Success in Distance Education* and are directed to the DE webpage, where resources, including a *Distance Education Handbook* and other student resources are available (EV.7, EV.8, EV.9).

**Commented [SMJ2]:** does this mean the faculty handbook (why would students need that?) or the Student Distance Education Handbook?

Support the success of all students to meet their education and career goals: Student support services through the library, the Student Success Center, and counseling department all work to ensure that students have individualized instruction that meet their educational needs and career goals. Since the implementation of guided pathways, Compton College has adopted a case management approach to counseling services, where teaching faculty and counseling faculty work together to maintain regular and effective contact through Canvas, the College's learning management system (LMS), CRM Advise, the College's early alert system, and Cranium Café (EV.10, EV.11). Through the implementation of Early Alert, students who may be struggling to succeed in their courses will be contacted and supported early on, thereby increasing the opportunity for successful completion of coursework and educational goals (EV.12).

**Commented [JP3]:** Learning Management System

Support the success of students through the use of technology: As previously mentioned, the College provides both hardware and software technological support. Specifically, beginning in spring 2020, the College purchased 1400 laptops and hotspots for students in need (EV.13). The Laptop Loan Program is an on-going service available to all Compton College students. All laptops come equipped with up-to-date software, including Office 365, so that students can easily access their MyCompton portals for email communications with professors and counselors. Moreover, beginning spring 2021, the College will be providing headsets to students so that they can work more effectively (EV.14). Finally, the Distance Education Department offers technical support for students struggling with hardware, software, or LMS issues (EV.15).

**Commented [JP4]:** The Distance Education Department gave all students with the technology provided by the Chancellor's Office through the Online Education Initiative Ecosystem tools. [https://cvc.edu/wp-content/uploads/2020/07/COVID19\\_Systemwide\\_Technology\\_Resources\\_DII\\_20\\_02.pdf](https://cvc.edu/wp-content/uploads/2020/07/COVID19_Systemwide_Technology_Resources_DII_20_02.pdf)

Offer excellent programs that lead to degrees and certificates in Allied Health and Technical fields: Although a vast majority of course offerings are online, due to the COVID-19 pandemic, this has not swayed the quality of programs. Faculty are engaged in communities of practice,

professional development, and are seeking new support programs and services for Allied Health and CTE students (EV.16). At this time, the College offers both hybrid courses and full online courses for Allied Health and CTE students. Example of programs that have begun to convert course offerings to a completely online format include Cosmetology and Machine Tool Technology. Although courses in various CTE programs, like Cosmetology, are synchronous and use Zoom in response to the COVID-19 pandemic, faculty are determining strategies to either keep programs online or to reinstate online learning should there be additional waves of the current pandemic or should the College encounter another pandemic or natural disaster in the future.

Commented [JP5]: fully

Commented [SMJ6]: should this be synchronous? Or does this include remote? – if we are including remote as part of DE, shouldn't all faculty be certified?

Commented [SMJ7]: If all synchronous classes are part of DE shouldn't all faculty be certified?

Commented [SMJ8]:

Establish partnerships in the community and with the K-12 schools: Compton College has partnership agreements in place with all local school districts and continues to offer collegiate-level courses online (EV.17). In addition, regular meetings, such as the monthly Compton Partnership Committee meetings continue to take place; Compton College constituent groups work together with local high school districts to discuss the needs of students in an online environment and determine strategies to support student success (EV.18).

### A.3 Expected Impact and Benefits of Change

Because the College has already begun significant work on the development of a Distance Education Department, ongoing faculty and staff professional development, and increased online course offerings, no negative impact is expected on the quality of courses or programmatic outcomes. The benefits to students, however, are significant. As of fall 2019, 64% of students enrolled are 24 and under, up from 62% in fall 2018 (EV.19). By increasing the number of course offerings and available certificates and degrees online, students can remain on track to graduate and transfer on time. Also, as of fall 2019, 74% of students are enrolled part-time (EV.20).

Offering classes and full programs online allows for more flexibility for those students that are working full-time or who have school-age children that might make attending on-campus classes a challenge. For a complete listing of current programs offered at Compton College, please see “Appendix A: Online Program Offering” at the end of this proposal.

Although the COVID-19 pandemic has essentially mandated that schools migrate their campus operations to an online platform, it is the intent of Compton College to maintain this momentum to continually improve its DE program and the support services offered to its students.

### A.4 The Integration of DE Programs into the College’s Planning Processes

As mentioned in the 2017 Quality Focus Essay, Compton College recognizes the need for creating an organizational structure to foster accountability, transparency, and consistency in course delivery and instructional support (EV.1). As such, the College embarked on the establishment of a fully functional Distance Education Advisory Committee (DEAC) in spring 2017, whose primary function was initially to create and maintain a systematic, centralized approach to online instruction (EV.1). A preliminary Compton College Distance Education

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Calendar was established, which detailed specific tasks surrounding the creation of a Distance Education Department (EV.21).

During a planning summit on March 1, 2019 (EV.22), Compton College faculty and staff reviewed the Institutional Set Goals and recommended that the College disaggregate course success rate for DE, which was subsequently integrated into the Institutional Set Goals approved by the Board of Trustees (EV.23) and continues to be evaluated annually by the College.

The 2017 Quality Focus Essay also centered on improving integrated planning at the College. The Core Planning Team was formed, and distance education planning quickly became a part of this team's conversations around the goals and needs relating to distance education and integrating them into the planning process. Furthermore, *Compton College's 2024 Comprehensive Master Plan* also reflects the College's commitment to the complete integration of distance education into its everyday operations. Specifically, distance education integration and support are reflected in the College's Strategic Initiatives and in facets of district plans:

- Enrollment Management
- Educational
- Staffing
- Technology
- Facilities

To further assist the College in effectively incorporating distance education into its integrated planning processes, the College participated in the Institutional Effectiveness Partnership Initiative (IEPI) beginning in 2019 (EV.24). As a result of this IEPI support, the College successfully planned communication strategies, planned future hires, identified professional development needs, increased student support services, bolstered technological needs, and integrated strategic planning ideas around the adoption of and rolling out of Canvas, as well as budgetary needs related to the aforementioned (EV.25). Additionally, Compton College entered into a partnership with Calbright, which provides resource to renovate space for an online hub and support a percentage of the Distance Education Manager's salary during the first two years to staff the online hub. Calbright will share technology resources that will enhance our DE program and benefit students.

## **B: Standard II: Student Learning Programs and Support Services**

### **B.1 Ensuring "Regular and Effective Interaction" between Students and Instructors**

Title 5 of the California Code of Regulations as well as the *Distance Education Guidelines for the California Community Colleges* mandate that "regular and effective contact" must take place. Specifically, Title 5, section 55204 states:

**Commented [SMJ9]:** Are we a department? If so does this mean we need a pathway? A dean?

**Commented [JP10R9]:** I agree with your sentiment. I think we are more so a department than a program though since we do not offer degrees within our department.



**Instructor Contact.**

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

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

Compton College understands that regular and effective contact distinguishes online courses from correspondence courses, and as such, the distance education department has taken the following stance regarding regular and effective contact:

**Regular and Effective/~~Substantive~~ Guidelines**

Establishing and maintaining regular, effective, and substantive contact is not only a Title 5 requirement, but also a practice that facilitates student-centered instruction and increases the achievement of student learning outcomes. All Distance Education instructors at Compton College will implement regular and effective/substantive contact using methods from each of the categories below.

Commented [JP11]: strike

**Types of Regular Effective/~~Substantive~~ Contact**

It is a best practice for faculty to have contact with the online/hybrid instructor at least once per week in at least one of the following four ways in order to established regular and effective/~~substantive~~ contact:

Commented [JP12]: strike

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

Commented [JP13]: strike

Compton College ensures all students are authenticated through single sign-on through the MyCompton portal. Students enrolled in the College are issued a username and password based on their college identification information. Faculty engage students both synchronously and asynchronously as well as utilize the tools within Canvas.

The Distance Education Addendum, which is part of the course outline of record, indicates how faculty will meet student learning objectives in the online environment as well as types of student/instructor interactions that will be taking place. In addition, the policy document

“Distance Education Regular and Effective/Substantive Contact” was approved by the Academic Senate on February 21, 2019 (EV.26, EV.27). In order to ensure regular and effective contact is taking place, on-going professional development is offered, periodic faculty peer review takes place through the peer online course review (POCR) process, and regular faculty evaluations that require a demonstration of regular and effective contact all reflect the College’s dedication to student retention and success in online courses (EV.28, EV.29, EV.30). Further, memos were sent to all faculty on July 7, 2020 and February 10, 2021 from the Vice President of Academic Affairs indicating the expectations and possible methods to ensure regular effective contact (EV.31, EV.32).

**Commented [JP14]:** routine

**Commented [JP15]:** reviews

**Commented [JP16]:** the Faculty Course Review Committee which mentors faculty and requires a demonstration of competency

**Commented [SMJ17R16]:** at this time, we are not a POCR campus. FCRC is our current reviewing body

**Commented [JP18]:** strike

**Commented [SMJ19]:** demonstrations (FCRC does not evaluate)

**Commented [JP20]:** strike

## B.2 Description of Support Services for Distance Education Students

Support services for distance education students are at the forefront of the distance education program at Compton College. Accessible from the College’s homepage, the DE webpage is a one-stop shop for student needs (EV.33). Specifically, students can access distance education resources, ranging from technical support to quick links that direct them to various departments on campus.

As mentioned in the 2021 Midterm Report, the College installed the student hub Cranium Café into Canvas in spring 2020, allowing for seamless connection to student services and other campus departments, such as the Office of Financial Aid and Admissions and Records (EV.34, EV.35). Moreover, NetTutor was also installed into Canvas, along with a roster of tutors organized by subject (EV.36). Students can also access the library or chat with a librarian through Cranium Café in Canvas. Additionally, programs such as Proctorio were adopted and installed into Canvas for test-taking needs, while Labster and other virtualization software helps faculty facilitate effective online laboratory courses (EV.37, EV.38). Finally, Blackboard Ally addresses the need for managing accessibility across all Canvas courses (EV.39).

Support services for distance education students also includes:

- **Online Orientation:** Orientation is only offered online via the *MyCompton* portal. Students must have activated their Compton College student email account to access the online orientation. The orientation is available to both new and continuing students 24 hours a day, 7 days a week.
- **Online Tutoring:** As part of CVC-OEI, Compton College embeds NetTutor and Pisces into every Canvas shell. NetTutor is an online tutoring service designed to actively engage students in the learning process, require students to think critically, and develop the skills necessary for continued persistence. The tutors hired through NetTutor have the following qualifications:
  - a four-year degree from an accredited university;
  - a minimum GPA of 3.0 in any subject (or subjects) for which they will be providing tutoring;
  - teaching or tutoring experience in the American education system;

**Commented [JP21]:** The Compton College Orientation

**Commented [JP22]:** The Passport to Canvas Student Orientation is available to students 24 hours a day, 7 days a week through their Canvas Dashboard.

**Commented [SMJ23]:** Needs clarity – which orientation is referenced?

- the combination of personality characteristics, such as empathy and patience, that underlie the ability to connect in a meaningful and supportive way with a diverse range of students; and,
- excellent communication and writing skills.

The majority of their tutors hold advanced degrees in their subject specialties. Regardless of their knowledge and experience, however, tutors must successfully complete a month-long training that focuses on the pedagogical and technical challenges that differentiate online tutoring from in-person tutoring. In addition to rigorous testing and tutor training, an extensive amount of time is dedicated to mastering the platform and technology systems.

Pisces, a web conferencing software, allows for campus provided tutoring or study groups. Students in English classes can submit papers to be reviewed and discussed with a tutor.

- **Library Services:** Compton College uses Cranium Café to interact with students having questions about library resources. Librarians also conduct workshops for students and classes through Canvas using Zoom. Students have access to Primo, the College's online Library catalog. The College provides access to numerous databases of peer reviewed articles, journals, and periodicals. These resources are all listed on the Library's college website or through the Student Hub in Canvas
  
- **Admissions and Records:** Compton College offers services online that includes the following:
  - application for admissions;
  - course enrollments and withdrawal;
  - view schedule of classes;
  - fee payment; and,
  - view grades and transcripts.
  - online registration: in the online registration system, students are able to access the Student Information System (SIS). Within the SIS, the student can:
    - add or update their email address;
    - view the registration appointment;
    - view placement results;
    - add/drop classes;
    - view and pay fees;
    - check class schedules;
    - check holds;
    - view personal information;
    - change PIN;
    - view grades;
    - view class subjects;
    - view unofficial transcripts;

- check the status of Financial Aid application; and,
  - request voter information.
- **Counseling:** The Counseling Department serves all current and prospective students. Counselors help students clarify their goals, make an academic plan, and monitor their progress. The counseling center offers online academic advising. Online counseling at the College allows students and prospective students to ask general questions that pertain to reaching their educational goals. Services offered are:
    - educational planning;
    - clarification of college procedures and policies;
    - certificate, degree, and transfer requirements;
    - course prerequisite information;
    - course offerings and majors available;
    - referrals to other programs and services; and,
    - transferability of Pierce College courses.

The Counseling program uses Cranium Café to engage with students. The system integrates into the College's websites and is embedded into all of the College's Canvas shells.

- **Financial Aid Web Site:** The Financial Aid Department assists students with information on how to receive money for a college education, including fees, books, supplies, living expenses, and childcare. The Financial Aid Department uses Cranium Café. By going to the Compton College Financial Aid Web site, a student will also be able to access the following services and information:
  - Compton College CARES Act Grant Aid
  - How to Apply for Aid, FAFSA School Code, California DREAM Act Timeline and Important Links
    - Cost of Attendance
    - Verification
    - Dates and Deadlines
    - Disbursement Schedule
  - Types of Aid
    - Federal Aid Programs
    - State Aid Programs
  - Policy and Important Information
    - New Regulations & Processes
    - Satisfactory Academic Progress Policy
  - Scholarships
  - Upcoming Financial Aid Workshops
  - Additional Resources & FAQs
    - Staff Contact Information
    - Bank Mobile
    - Foster Youth Services
    - DACA Information and Resources
      - Legal Support
      - Financial Support

- Gainful Employment Disclosures
- Verification Forms
- **Veterans Services:** Compton College offers a full academic program for veterans with counseling who wish to attend Compton College. The Financial Aid Office assists veterans with their paperwork. Online services for students include:
  - Online chat function for students to contact the Financial Aid Department regarding veteran’s services;
  - Certifying official Submission of documents via email;
  - Acceptance of electronic signatures;
  - Sending local community resources that are available to veterans in the area; and
  - Online counseling appointments (provided by the counseling department).
- **Student Equity/Basic Needs Services:** Compton College provides direct resources and referrals to support enrolled students. We have campus-wide programs offering resources to meet the financial, nutritional, technological, and housing needs of our students. Some of the resources we offer include:
  - Financial Resources:
    - Edquity grants (through partnership with Edquity)
    - CARES Act (through partnership with Financial Aid)
    - Grant referrals (subject to availability)
  - Food Resources:
    - Meal delivery service (Through partnership with EveryTable)
    - Premade meal pickup (ay the Compton EveryTable)
    - Food Pantry (currently being revamped)
  - Technological Resources:
    - Laptop rental
    - Wi-Fi-hotpot rental
    - Calculators
  - Housing Resources:
    - Housing navigator to help start and maintain housing
    - Housing grants to maintain housing
    - Each resource has different eligibility requirements. Questions can be answered with an Equity Advisor or by emailing [tartarsupport@compton.edu](mailto:tartarsupport@compton.edu) All resources are subject to availability. Students may check their @compton.edu emails for updated news.
- **Student Readiness for Online Learning:** Compton College provides students with resources to help them orient themselves to remote instruction on Canvas. The DE Website provides three resources for new students: a readiness assessment, a Canvas overview video, and a link to the Passport to Canvas course within Canvas. The readiness assessment allows a student to determine their readiness in regard to technology and skills including technical know-how and time management abilities. Students are also provided with resources to address issues or areas of growth revealed in the assessment. The video is a general overview of Canvas and provides the basics of what a student will need to know in an accessible ten-minute format. Lastly, the Passport to Canvas course is

**Commented [JP24]:** the Chancellor’s Office Student Online Readiness Modules,  
**Commented [JP25]:** a Canvas Dashboard overview video,

a guide to Canvas organized in nine, nonlinear modules. Each module focuses on a Canvas tool that will help the student navigate, access content, and interact within Canvas.

- **Transfer and Career Center:** The Transfer and Career Center educates and serves students in their career education, planning, and development processes as well as assisting students online in determining courses needed to transfer, application information for University of California and California State University schools, transfer support, articulation agreements, and other useful tools to help students successfully transfer to a four-year institution. Career services and resources aid students with the exploration of career options, the cultivation of a comprehensive employment and education plan, and the enhancement of job search techniques and strategies.

The Transfer and Career Center uses Cranium Café to engage with students. The system integrates into the College's website and is embedded into all of the College's Canvas shells. Additionally, Counselors leverage Zoom for virtual academic advising. The Counseling Department offers online, email, instant messaging, telephone, and video services. Furthermore, the Transfer and Career Center has provided workshops via Cranium Café Classrooms platform. The web site includes tools and resources for students to:

- Help Choose a Major & Plan a Career;
  - Research Labor Market Trends;
  - Learn Job Search Skills and Techniques;
  - Visit California Career Café; and,
  - Find a Job or Internship.
- **CalWORKs:** The CalWORKs Program at Compton College operates in partnership with the County of Los Angeles, local business, and government agencies. Assistance is provided to eligible students, so they can obtain their educational degrees and certificates while gaining work experience that leads to sustainable employment. Online services offered by this department to eligible participants through Cranium Café and Zoom are:
    - Program orientation
    - Academic counseling
    - Career Counseling
    - Case management and advisement
    - Peer mentorship
    - Assistance with priority registration
    - Completion of county required paperwork
    - Advocacy and support with county-related issues
    - Work activity referrals
    - Book and supply GAIN requests
    - Enrichment and support workshops
    - Work-study opportunities
    - Work-study orientation
    - Connection to community resources and basic needs

- **EOPS/Care:** The EOPS/CARE program at Compton College assists low-income and educationally disadvantaged students with their educational and career goals. On-line services offered include:
  - Priority Registration
  - Academic, Career, and Personal Counseling Services
  - Case Management and Advisement
  - Program Orientation
  - Academic Achievement Grants
  - Textbook Vouchers
  - Transportation Assistance
  - Student Workshops and Events
  - Comprehensive Educational Planning
  - Transfer Assistance
  - Laptop Loan Program
  - Weekly Educational Supplies
  - Community Resources and Referrals
  
- **Upward Bound Math & Science Program (UBMS):** The UBMS program helps low income and/or first-generation college bound students achieve success at the post-secondary level by facilitating high school completion and entry, retention, and completion of post-secondary education. Currently, Compton College services both Dominguez High School and Compton High School. The program provided academic instruction during virtual Saturday Academy sessions when the campus closed and a virtual six-week Summer Program to prepare students for college admission, exposure to new technology, and developments in the world of STEM.

Additional virtual services offered are:

- Supplemental instruction in English, math & science
- Academic counseling (A-G requirements)
- Parent workshops
- Exposure to STEM careers
- College application assistance
- Financial aid workshops and assistance
- Hands-on science exposure (lab experiments)
- Social/cultural field trips
- Tutoring services
- Career exploration
- Academic and life skills workshops
- College panel
- College tour(s)

All services are provided via zoom. The program also uses the Remind app to contact UBMS participants about upcoming events and deadlines. Students also contact UBMS Staff via Cranium Café and Remind.

- **Special Resource Center (SRC):** The Special Resource Center (Disabled Student Program and Services) in accordance with Title 5, is to provide legally mandated instruction and services to students with disabilities, promote appropriate utilization of resources/instructional delivery and equitable access to instructional medium, and to advocate universal design and educational access for all students with disabilities to promote maximum independence and integration. The SRC uses Cranium Café to engage and chat with students online. Potential and current students may access information and services through the following links along with the Canvas Student hub:

- <https://compton.craniumcafe.com/directory/by-department>
- <http://www.compton.edu/student-services/support-services/special-resource-center/index.aspx>

We currently offer the following requested services online:

- Academic and Personal Counseling
  - Educational Plans
  - Test Accommodations
  - American Sign Language Interpreting Service/Real-Time Captioning Services
  - Educational Assistance Classes
  - Auxiliary Aides
  - Assistive Technology
  - Community Referral Services
  - Specialized Tutoring
- **Student Health Center:** Students may call the St. John's Student Health Center and will be routed to one of their providers to be triaged that can answer all their health questions over the phone. If students need an immediate appointment, they have staff available to assist with that as well.
    - Student can call to make an appointment for the following in-person services:
      - Annual Physicals/Pap Smears
      - Wound Care
      - Vaccinations
      - Birth Control Counseling and Free Condoms
      - Bloodwork
      - COVID-19 Testing
    - Students can call and receive the following services via telephone:
      - General Health Care Consultation
      - Lab Results
      - Counseling (Thursdays 8:30 a.m. - 5:00 p.m.)
      - Referrals
  - **Welcome Center:** The Welcome Center is a one-stop location to help get students' questions answered and learn about academic programs and support services. The Transfer and Career Center uses Cranium Café to engage with students. The system integrates into the College's website and is embedded into all of the College's Canvas shells. Additionally, the Student Services Advisors leverage Zoom for virtual steps to



enrollment. Additionally, the Welcome Center offers online, email, instant messaging, telephone, and video services.

### C. Standard III: Resources

#### C.1 Human Resources: Description of Staffing Plan in Support of Distance Education

The Distance Education Department operates under the supervision of the Vice President of Academic Affairs. As referenced in the 2021 Midterm Report, the College has developed its own support and management structure for distance education (EV.40). The development of this structure included the establishment of several key positions aimed at effectively supporting distance education:

- Distance Education Faculty Coordinator: a full-time faculty member who is provided reassigned time to facilitate the College's faculty training and certification processes and leads both the Distance Education Advisory Committee (DEAC) and Distance Education Curriculum Subcommittee (DECS).
- Learning Management System Specialist: a classified professional who manages the Canvas system, supports faculty using Canvas, and assists students with technological problems in Canvas.
- Distance Education Manager: an administrator who provides oversight of the distance education program, coordinates and oversees day-to-day operations, supervises the learning management system specialist and distance education faculty coordinator, has budget oversight, serves as a trainer for online student support services, and works closely with the Distance Education Advisory Committee.
- Instructional Designer/Faculty Distance Education Trainer: a full-time faculty member who is provided reassigned time to assist the College's faculty in designing courses.

**Commented [SMJ26]:** chairs

**Commented [JP27]:** The Faculty Course Review Committee (FCRC) and

**Commented [JP28]:** the DE Manager does not supervise the DEFC, the DE Manager collaborates with the DEFC as stated in the DE Manager job description.

**Commented [JP29]:** Faculty Instructional Designer

**Commented [JP30]:** The Faculty Instructional Designer (ID) supports the College's efforts to become an @ONE Local POCR campus by training the Faculty Course Review Committee to review our courses via the @ONE Course Design Rubric. The Faculty ID is instrumental in providing in depth training to faculty to help them transition to online learning and support their growth and development. Also the Faculty ID assists faculty in preparing for their course demonstration of competency to become certified to teach online at Compton College.

#### C.2 Financial Resources: Impact on Institutional Finances

Compton College understands the need for continuous, distance education department support. The President/CEO has allocated funds specific to the technological and staffing needs of the DE program. In spring 2020, the President/CEO specifically identified the following budget allocations:

- Distance Education Manager: This management position will be funded with the CARES Act, Institutional Effectiveness Partnership Initiative (IEPI), and district general funds.
- Distance Education Faculty Coordinator: 40% reassigned time for the 2020-2021 year, and then the position will revert to 20% reassigned time for the 2021-2022 year, as previously planned. This position will be funded with IEPI funds for the 2020-2021 year, and in the 2021-2022 year, the district general fund will assume financial responsibility for this position.
- Instructional Designer/Faculty Distance Education Trainer: 40% reassigned time for the 2020-2021 year, and this position will continue. This position will be funded with

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CARES Act and IEPI funds for the 2020-2021 year, and in the 2021-2022 year, the district general fund will assume financial responsibility for this position (EV41).

The newly formed DE Department has been integrated into the College's planning processes. In February 2021, the first annual program plan was submitted consistent with the College's planning cycle (EV.42). In spring 2021, the DE Department will submit its first program review.

Commented [SMJ31]: Consistent?

### **C.3 Technology: Infrastructure to Support Distance Education Offerings and Student Authentication**

Compton College is dedicated to providing and maintaining up-to-date technological resources to its students and faculty. Long term plans to ensure the on-going support of technological resources are reflected in the College's *Compton College 2024 Technology Master Plan* as well as the College's facilities plans in the *Compton College 2024 Comprehensive Master Plan* (EV.43, EV.44, EV.45).

At present, there are numerous computer labs on campus, located in a variety of places such as the Library/Student Success Center, the Math and Science building, the Vocational Technology building, and the soon to be completed Instructional Buildings 1 and 2. The College recently entered a partnership with Calbright College, which resulted in the remodeling of two rooms in the Vocational Technology building used for the DE program (EV.46).

The College began a Student Laptop Loan Program in spring 2020, and in spring 2021 new laptops were disseminated to faculty and staff. Hotspots, headsets, and software programs are also made available to students on a regular basis (EV.47).

Furthermore, Academic Affairs and the Academic Senate supported the College's inclusion in the CVC-OEI Consortium, and several faculty members have become certified trainers through @One to provide long-term professional development to faculty peers on course design and best practices around regular and effective contact, student support services, and conversations on student authentication (EV.48, EV.49).

Students access Canvas through the MyCompton portal, which requires the use of a unique username and password. Students that use the Canvas Student App must also enter their College username and password in order to view content and complete work. Programs such as Proctorio have been integrated into Canvas to help with student authentication for testing purposes (EV.50).

## **D. Standard IV: Leadership and Governance**

### **D.1 Leadership and Governance Oversight for Maintaining Academic Quality and Institutional Effectiveness**

Consistent with its Collaborative Governance process, the leadership and governance oversight of a successful DE program is evident in the ongoing conversations between faculty constituent groups, including the Academic Senate, DEAC, Curriculum Committee, and the bargaining unit with College administration. Collaborative governance at Compton College is rooted in

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transparency and the fair exchange of ideas around College policies and recommendations around student success; therefore, maintaining the academic quality and institutional effectiveness of DE program rests in continuous assessment on the improvement of classroom pedagogical practices, integrated planning and budgeting, technology, and robust support services.

The management of DE technology and supports is housed in Academic Affairs with oversight by the Distance Education Manager and Vice President of Academic Affairs. The Distance Education Advisory Committee is a sub-committee to the Academic Senate and infuses faculty-voice into decisions related to DE ensuring academic quality. Further, Compton College has adopted eLumen to integrate streamlined student learning outcomes data collection into the Canvas platform (EV.51). The eLumen platform will allow the College to disaggregate distance education SLO data from in-person data. Faculty leadership will be responsible for using these data to inform teaching and learning online. Further, the College is conducting an evaluation of distance education in spring 2021. This evaluation will include qualitative and quantitative data analysis to answer questions about DE. The Distance Education Manager, the Director of Institutional Effectiveness, and the Vice President of Academic Affairs will present these data to key faculty and staff audiences to inform distance education decision-making.

**Commented [JP32]:** The Distance Education Curriculum Subcommittee and the Faculty Course Review Committee chaired by the Distance Education Faculty Coordinator are essential to the College's infrastructure ensuring that DE Addendums are processed and that the standards of online quality education are upheld through peer course review.

**E. Evidence Listing**

- EV.1 2017 Quality Focus Essay
- EV.2 Compton College Emergency Response Plan
- EV.3 Letter from Academic Senate to CCCD – March 2020
- EV.4 President/CEO Memo – March --, 2020
- EV.5 Laptop and Hotspot Loan Letter to Students
- EV.6 *2024 Enrollment Management Plan*
- EV.7 Compton College Course Catalog, Pg – (AS60 Course Description)
- EV.8 DE Webpage (Screen Capture)
- EV.9 *Distance Education Handbook*
- EV.10 Early Alert (Screen Capture)
- EV.11 Cranium Café (Screen Capture)
- EV.12 CCCD/CCCCE Tentative Agreement, Pg – December 2020  
(Early Alert MOU)
- EV.13 CCCD Board of Trustees Agenda, April 2020 (Laptop Purchases)
- EV.14 President/CEO Memo – February --, 2021 (Headsets)
- EV.15 DE Technical Assistance Webpage (Screen Capture)
- EV.16 English Community of Practice Proposal
- EV.17 AB288 Class Schedule 2021
- EV.18 Compton Partnership Meeting Agenda (DATE NEEDED)
- EV.19 CCCCO DataMart Dashboard – 2019 Student Enrollment Counts (Screen  
Capture)
- EV.20 CCCCO DataMart Dashboard – 2019 Part-Time Student Counts (Screen  
Capture)
- EV.21 Distance Education Calendar
- EV.22 Planning Summit Agenda – (DATE NEEDED)
- EV.23 CCCD Board of Trustees Agenda – (DATE NEEDED)
- EV.24 IEPI DE Partnership Agreement, 2019
- EV.25 IEPI DE Status Report
- EV.26 “Distance Education Regular and Effective/Substantive Contact”  
Statement
- EV.27 Academic Senate Minutes – (DATE NEEDED)
- EV.28 Professional Development Calendar - DEAC
- EV.29 POCR Process
- EV.30 Compton College Evaluation Form
- EV.31 Academic Affairs Memo – July 7, 2020
- EV.32 Academic Affairs Memo – February 10, 2020
- EV.33 DE Webpage Resources (Screen Capture)
- EV.34 2021 Midterm Report, Pg --
- EV.35 Cranium Café/Canvas (Screen Capture)
- EV.36 NetTutor Agreement
- EV.37 Proctorio Agreement
- EV.38 Labster Agreement
- EV.39 Blackboard Ally Agreement
- EV.40 2021 Midterm Report, Pg --
- EV.41 President/CEO Memo – May --, 2020

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- EV.42 Distance Education Annual Plan – Spring 2021
- EV.43 *Compton College 2024 Technology Master Plan*, Pg. --
- EV.44 *Compton College 2024 Facilities Master Plan*, Pg. --
- EV.45 *Compton College 2024 Comprehensive Master Plan*, Pg. --
- EV.46 Calbright Partnership Agreement
- EV.47 Student Email Announcement – February --, 2021 (Headsets)
- EV.48 CVC-OEI Agreement
- EV.49 @One Trainers List/Profession Development
- EV.50 Proctorio/Canvas Student Authentication Example (Screen Capture)
- EV.51 eLumen Agreement

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### **Appendix A: Online Program Listing**

Listed below are the complete programs offered at Compton College effective fall 2020:

#### Associate of Arts Degrees:

- Child Development
- Ethnic Studies: African American Studies
- Ethnic Studies: American Cultures
- Ethnic Studies: Chicano Studies
- General Studies: Arts and Humanities
- General Studies: Biological and Physical Sciences
- General Studies: Culture and Communication
- General Studies: Fine and Applied Arts
- General Studies: Kinesiology and Wellness
- General Studies: Social and Behavioral Sciences
- Liberal Studies: Elementary Teaching (Teacher Preparation Option)
- Music

#### Associate of Arts for Transfer Degrees:

- Communication Studies
- English
- Kinesiology
- History
- Elementary Teacher Education
- Political Science
- Psychology
- Sociology
- Spanish
- Studio Arts

#### Associate of Science Degrees:

- Administration of Justice
- Air Conditioning and Refrigeration
- Automotive Collision Repair/Painting
- Automotive Technology
- Business Management
- Computer Information Systems
- Cosmetology
- Early Childhood Education
- General Science
- Machine Tool Technology: Machinist
- Machine Tool Technology: Numerical Control Programmer
- Marketing
- Nursing
- Nursing: Upward Mobility
- Physical Sciences

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Welding

Associate of Science for Transfer Degrees:

- Administration of Justice
- Business Management
- Early Childhood Education
- Mathematics
- Physics

Certificates of Achievement:

- Administration of Justice
- Air Conditioning
- Air Conditioning and Refrigeration
- Air Conditioning and Refrigeration Electric Controls
- Automotive Brakes/Suspension, Transmission/Drive Train Technician
- Automotive Collision Repair
- Automotive Engine Rebuilding and Repair Technician
- Automotive Painting and Refinishing
- Automotive Technician I
- Automotive Technician II
- Automotive Tune-Up Technician
- Business Management
- CNC Machine Operator
- Commercial Music
- Computer Systems Applications
- Cosmetology Level II
- CSU General Education - Breadth
- Early Childhood Education
- Early Intervention Assistant
- Elementary Teacher Education
- Engineering Technician
- Engineering Technology
- Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration
- Intersegmental General Education Transfer Curriculum (IGETC)
- Machinist
- Marketing
- Numerical Control Programmer
- Refrigeration
- Retail Management
- Special Education Assistant
- Welding