



Academic Senate Meeting Agenda Packet

Date: December 5, 2024

Modality: In-Person

Location: IB1 - 106

Time: 2:00 p.m. – 3:30 p.m.

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Academic Senate Membership Table

Voting Membership Count for Quorum: 24

Faculty Attendance Needed to Make Quorum: 13

Note: Excludes Vacancies

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

Compton Community College Academic Senate Membership 2024-2025

Officers



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

Fine Arts, Communication and Humanities Count: 5

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

Counselors Count: 5

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

Senator 	Vacant			Yes
Health and Public Services Count: 3				
19. Senator	Roza Ekimyan	rekimyan@compton.edu	2023/2026	Yes
20. Senator	Sophia Tse	stse@compton.edu	2024/2027	Yes
Senator	Vacant			Yes
Adjunct Faculty Count: 2				
Senator 	Vacant			Yes
21. Senator	Victoria Martinez	vmartinez@compton.edu	2023/2026	Yes
Ex Officio—Voting Members Count: 4				
22. Union President	David Chavez	dchavez14@compton.edu	2023/2025	Yes
Sub-Committee of AS				
23. Curriculum Chair	Charles Hobbs	chobbs@compton.edu	2024/2026	Yes
Sub-Committee of AS				
Faculty Development Committee Chair (AS voted this position does not have to attend due to no release time)	Mayela Rodriguez	mrodriguez36@compton.edu	2024/2026	No
Sub-Committee of AS				
24. Distance Education Faculty Coordinator	Bradd Conn	bconn@compton.edu	2026	Yes

Frequency	Day	Time	Modality
Every 1st and 3rd	Thursday	2:00 – 3:30 p.m.	In-Person—Brown Act Committee

2024/2025 Academic Senate and College Curriculum Committee Meeting Schedule

Academic Senate	College Curriculum Committee
Frequency 1st & 3rd Thursday of Each Month	Frequency 2nd & 4th Tuesday of Each Month
Time & Location 2:00 p.m. - 3:30 p.m. Room: IB1 - 106	Time 2:00 p.m. - 3:30 p.m. Room: VT - 124
Semester Fall 2024	Semester Fall 2024
Date	Date
<i>9-05-2024</i>	<i>09-10-2024</i>
<i>9-19-2024</i>	<i>09-24-2024</i>
<i>10-03-2024</i>	<i>10-08-2024</i>
<i>10-17-2024</i>	<i>10-22-2024</i>
<i>11-07-2024</i>	<i>11-12-2024</i>
<i>11-21-2024</i>	<i>11-26-2024</i>
12-05-2024	12-10-2024
Semester Spring 2025	Semester Spring 2025
02-20-2025	02-25-2025
03-06-2025	03-11-2025
03-20-2025	03-25-2025
04-03-2025	04-08-2025
Spring Recess	04-22-2025
05-01-2025	05-13-2025
05-15-2025	05-27-2025
06-05-2025	06-10-2025
Key: 1. Dates <i>italisized</i> in red indicate past meetings. 2. Dates in regular black font indicate future meetings.	
Note: Curriculum items approved on 5-27-2025 will be placed on the 06-05-2025 AS agenda. Curriculum items approved on 6-10-2025 will be approved on the first AS Fall 2025 meeting.	



Academic Senate Agenda—December 5, 2024

Facilitator: Sean Moore—Academic Senate President

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

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

Vision:

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

Mission Statement:

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

Attendees

Officers: Sean Christopher Moore__ ; Minodora Moldoveanu __; and Michael VanOverbeck__.

Senators: Mayela Rodriguez__ ; Juan Tavaréz__ ; Mandeda Uch__ ; Andree Valdry__ ; Susan Johnson__ ; Eckko Blake__ ; Carlos Maruri__ ; Janette Morales__ ; Liliana Cazares__ ; Bria Roberts__ ; Nathan Lopez__ ; Pam West__ ; Jesse Mills__ ; Michael VanOverbeck__ ; Hassan Elfarissi__ ; Jose Martinez__ ; Kent Schwitkis__ ; Jose Villalobos__ ; Roza Ekimyan__ ; Sophia Tse__ ; and Victoria Martinez__.

Ex Officio Voting Members: David Chavez__ ; Charles Hobbs__ ; and Brad Conn__.

Nonvoting Attendees: Sheri Berger .

AGENDA:

1. **Approval of Agenda:** December 5, 2024.
2. **Approval of Minutes:** November 21, 2024.
3. **Reports and Follow-up Questions From Attendees:**
 - a) President, Academic Senate
 - Sent to the District—Summary of Decisions Approved by the Academic Senate at the November 21, 2024 Meeting.

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

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

- b) Vice President, Academic Senate
- c) College Curriculum Committee Chair
- d) Distance Education Faculty Coordinator
- e) Faculty Development Chair
- f) Vice President, Academic Affairs

4. Curriculum Consent Agenda Items:

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

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

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

5. Action Items for Discussion/Vote:

- a) Academic Senate Goals (closed).
Note: Closed during discussion due to time—will pick up where senators left off.
- b) Recommendations from the Hiring Prioritization Committee (tabled).
Note: Correspondence documents included in packet.
- c) First Read—Draft of Combined Syllabi Mandatory and Optional Checklist Items (tabled).
Note: Spoke with Union President about the EOPS & Other Support Services being added as optional. Follow-up email sent 11-16-24 to Union President confirming/requesting the EOPS & Other Support Services optional statement be provided to add to the Syllabi Checklist. Once the statement is negotiated by the Union, the item may potentially be added as mandatory. If so, the document can be updated and brought back as informational. Resources Link: [Draft-Combined-Syllabus-Checklist.docx](#).

6. Discussion Item:

- a) Faculty Evaluation Team Training for Probationary and Tenure (tabled).
Note: Union President requested.

New Business**7. Election/Vote:**

- a) Academic Senate Bylaws Revision Team Members.

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

8. Presentation:

- a) Professor Brittany Olayele: ESL Hi-Set Preparation Courses.

9. Administrative Regulation(s):

- a) First Read: AR 4100 Graduation Requirement for Degrees and Certificates.

Note: The corresponding BP 4100 – Graduation Requirement for Degrees and Certificates was approved by the Academic Senate on November 7, 2024.

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

10. Action Items for Discussion/Vote:

- a) First Read: DE Handbook.

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

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

12. Public Comment(s):

Note: Public comments may be presented.



Academic Senate Minutes—November 21, 2024

Facilitator: Sean Moore—Academic Senate President

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

Date: November 21, 2024 / **Time:** 2:00 p.m. - 3:30 p.m.

Vision:

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

Mission Statement:

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

Attendees

Officers: Sean Christopher Moore_X_; Minodora Moldoveanu __; and Michael VanOverbeck_X_.

Senators: Mayela Rodriguez_X_; Juan Tavarez_X_; Mandeda Uch_X_; Andree Valdry_X_; Susan Johnson_X_; Eckko Blake_X_; Carlos Maruri_X_; Janette Morales_X_; Liliana Cazares_X_; Bria Roberts_X_; Nathan Lopez_X_; Pam West__; Jesse Mills_X_; Michael VanOverbeck_X_; Hassan Elfarissi__; Jose Martinez__; Kent Schwitkis_X_; Jose Villalobos_X_; Roza Ekimyan__; Sophia Tse_X_; and Victoria Martinez_X_.

Ex Officio Voting Members: David Chavez_X_; Charles Hobbs_X_; and Brad Conn_X_.

Nonvoting Attendees: Sheri Berger_X_; Selene Aguirre_X_; Alejandra Pham_X_, Amari Williams_X_;

AGENDA:

Meeting started at 2:08am

1. **Approval of Amended Agenda:** November 21, 2024.
 - **Victoria M. motioned to approve the agenda as amended. Mayela R. seconded. - Unanimously approved**
2. **Approval of Amended Minutes:** November 7, 2024.
 - **Brad C. motioned to approve the minutes. Jesse M. seconded. - Unanimously approved**
3. **Reports and Follow-up Questions From Attendees:**

- **Victoria M. motioned to open reports 3a-e. Jose V. seconded.**

g) President, Academic Senate

- Wifi updates
 - Communication with the district about Wi-Fi issues is ongoing.
 - The network support specialist is conducting tests across campus buildings and will update Dr. Curry and the cabinet.
- Discussion about AR3415
 - Administrative Regulation 3415 on immigration enforcement activities was discussed in multiple forums, including the district, consultative council, and board of trustees meetings.

Note: The three bulleted items below are included in the Academic Senate President's report and the corresponding documents are included in the packet for transparency. The first two were tabled from 11-7-24.

- *Sent to the District—Summary of Decisions Approved by Academic Senate at the October 17, 2024 meeting.*
- *District Response—Decisions Made at the October 17, 2024, Meeting.*
- *Sent to the District—Summary of Decisions Approved by the Academic Senate at the November 7, 2024 meeting.*

h) Vice President, Academic Senate

i) College Curriculum Committee Chair

j) Distance Education Faculty Coordinator

- Embracing and working with AI workshops.
- Revisions to the handbook, including union language verification, are underway, with a vote scheduled for December 5th. Faculty Development Chair

k) Vice President, Academic Affairs

- Challenges with the Banner system for implementing common course numbering for Fall 2025 were discussed.
- The board approved revisions, and submissions to the Chancellor's office are in progress.

- **Bria R. motioned to close reports 3a-e. Carlos M. seconded**

4. Curriculum Consent Agenda Items:

- **Michael V. motioned to approve consent agenda items 4a-d. Liliana C. seconded. Kent S. abstains. Consent agenda items 4a-d approved.**

Note: Items below were approved by our College Curriculum Committee (CCC) on 11-12-24. Although CHEM 102 – Fundamentals of Chemistry was approved at the last CCC meeting, the course is not ready for approval. As a result, the course is not included in the consent agenda items below.

- a) 2-Year CTE Course Review- No proposed changes: WELD 105 - Basic Welding for Allied Fields; and WELD 108 - Introduction to Multi-Process Welding.

- b) Standard Course Review- No Proposed Changes; DE Addendum: SPAN 153 - Spanish for Native Speakers II.
- c) Articulation/Transfer Review: SOCI 207 - Introduction to Human Services and Social Work.
- d) Standard Course Review; Revised Conditions of Enrollment; DE Addendum: SPAN 152 - Spanish for Native Speakers I.

Tabled November 7, 2024—Academic Senate Action Items 5a, b, and c

5. Action Items:

- **Carlos M. motioned to open action item 5a. Susan J. seconded.**
- d) Academic Senate Recommendations—Collaborative Governance Review & Recommendations Report.
 - Note:** Discussion item listed on former Academic Senate meeting agendas.
 - Feedback and questions will be included in the formal recommendations to maintain transparency and history.
 - Initiated the discussion by asking if everyone was comfortable with the recommendations and if they should be approved as is.
 - Question about whether the Senate should request a timeline for when the district will act on the recommendations.
 - Clarified the need for a timeline and suggested adding it as item number 16.
 - **Jose V. motioned to close action item 5a. Jesse M. seconded.**
 - **Michael V. motioned to approve action item 5a. Sophia T. seconded. Unanimously approved.**
- **Sophia T. motioned to open action item 5b. David C. seconded.**
- e) ADHOC—Academic Senate Bylaws Revision Team Membership and Process.
 - Academic Senate President Sean Moore highlighted the absence of a formal process in the current bylaws for revisions, emphasizing the need for a transparent structure.
 - The goal is to develop a durable and clear process that will remain effective despite personnel changes.
 - The Academic Senate reviewed and discussed edits to the first draft of the proposed process, aiming to refine the document for clarity and flexibility. Revision incorporated these changes.
 - **Mayela R. motioned to close action item 5b. Kent S. seconded.**
 - **Mayela R. motioned to approve action item 5b. Kent S. seconded. Unanimously approved.**
- **Brad C. motioned to open action item 5c. Jesse M. seconded.**
- f) Academic Senate Goals.
 - Note:** Formerly informational and placed as an action due to Academic Senate Annual Plan and Logic Model due date.
 - Presented a new format for the academic senate goals.

- Edits were being made
- **Charles H. motioned to close action item 5c. Sophia T. seconded.**

Sophia T. motioned to extend the meeting by 10 minutes. David C. Nay.

New Business

6. Action Items:

- **David C. motioned to open action item 6a. Carlos M. seconded.**
- a) eLumen—Insights.
Active Resource Links: Community-College-TCC-Assessment-to-Insights and Insights-One-Sheet-Introduction.
- **Carlos M. motioned to close action item 6a. Sophia T. seconded.**
- **Kent S. motioned to approve action item 6a. Sophia T. seconded. Unanimously approved.**

Sophia T. Motion to table 6b, 6c, 8a. Kent S. seconded.

- b) Recommendations from the Hiring Prioritization Committee.
- c) First Read—Draft of Combined Syllabi Mandatory and Optional Checklist Items.
Note: Spoke with Union President about the EOPS & Other Support Services being added as optional. Follow-up email sent 11-16-24 to Union President confirming/requesting the EOPS & Other Support Services optional statement be provided to add to the Syllabi Checklist. Once the statement is negotiated by the Union, the item may potentially be added as mandatory. If so, the document can be updated and brought back as informational.

7. Administrative Regulation(s):

- a) None.

8. Discussion Item:

- b) Faculty Evaluation Team Training for Probationary and Tenure.
Note: Union President request.

- **Charles H. motioned to open the floor for senators. Carlos M. seconded.**

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

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

- **Charles H. motioned to close the floor to senators. Carlos M. seconded.**

- **Charles H. motioned to open the floor for public comment. Kent S. seconded.**

10. Public Comment(s):

Note: Public comments may be presented.

- **Kent S. moved to close the floor. Carlos M. seconded.**

Meeting ended at 3:43pm

**Sent to the District—Summary of Decisions Approved by the Academic Senate at the November 21, 2024
Meeting**



Compton College Academic Senate

Summary of Decisions

Date: November 22, 2024

Dr. Curry,

The following items were approved by the Academic Senate on November 21, 2024:

1) Curriculum Consent Agenda Items:

- a) 2-Year CTE Course Review- No proposed changes: WELD 105 - Basic Welding for Allied Fields; and WELD 108 - Introduction to Multi-Process Welding.
- b) Standard Course Review- No Proposed Changes; DE Addendum: SPAN 153 - Spanish for Native Speakers II.
- c) Articulation/Transfer Review: SOCI 207 - Introduction to Human Services and Social Work.
- d) Standard Course Review; Revised Conditions of Enrollment; DE Addendum: SPAN 152 - Spanish for Native Speakers I.

2) Academic Senate Recommendations—Collaborative Governance Review & Recommendations Report: Document attached.

3) eLumen—Insights

Thank you,

Sean Moore

Sean Moore

Academic Senate President

Compton College

District Response—Summary of Decisions Approved by the Academic Senate at the November 7, 2024 Meeting.



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KEITH CURRY, Ed.D.
President/CEO

November 20, 2024

Associate Professor, Sean Moore
President, Academic Senate
Compton College

Dear Associate Professor Moore:

Below are my responses to the following Academic Senate – Summary
of Decisions Made at the **November 7, 2024**, Meeting:

Academic Senate – Summary of Decisions Made at the November 7, 2024, Meeting

Curriculum Items:

1. Course Reviews, Changes, DE, and Articulation: POLS C1000 (formerly POLI 101), POLS C1000H (formerly POLI 101H), PSYC 1000H (formerly PSYCH 101), PSYC C1000H (formerly PSYC 101), STAT C1000 (formerly MATH 150), and STAT C1000H (formerly MATH 150H). **Accepted as presented.**
2. New Course: ESTU 108. **Accepted as presented.**
3. Course Inactivations: SLAN 101, SLAN 120, and SLAN 200. **Accepted as presented.**

Other Items:

1. Board Policy 4100 – Graduation Requirement for Degrees and Certificates. **Accepted as presented.**
2. Compton College Comprehensive Master Plan 2035. **Received.** The Board of Trustees received the draft at their **November 19, 2024**, meeting. We are currently reviewing the document and making final edits. We anticipate providing the final draft of Compton College 2035 to you by **November 27, 2024**, including a separate memo providing you with the final edits. We anticipate the final draft of Compton College 2035 being presented to the Board of Trustees at their **December 10, 2024**, meeting for second reading and action.

If you have any additional questions or comments, please call 310-900-1600, ext. 2000, or email me at kcurry@compton.edu.

Sincerely,

Keith Curry
President/CEO

Course Inactivation Justification and Division Date of Voting Approval for ENGL 99 – Independent Study**Basic Course Information**

Last updated by Susan Johnson on 11/5/2024 at 3:16 PM

Course Discipline *	(ENGL) English
Division *	Fine Arts, Communication and Humanities
Course Number *	99
Course Title *	Independent Study
Short Title *	Independent Study-English

Include a rationale for the course inactivation☒ Course Inactivation - Division Does Not Plan to Offer the Course**Justification**

On October 23, 2024, the English department voted to inactivate this course. In the future, we may revisit the viability of offering this course. The FACH division voted on Nov. 5, 2024.

- ☐ Course Inactivation - Low Course Demand
- ☐ Course Inactivation - Replaced by Another Course
- ☐ Course Inactivation - Other

Justification for course inactivation *

This course has never been offered as part of our English curriculum (per David Mariyama). At this time, it does not fit the needs of our English Majors.

Division Approval Date * 11/5/2024

Academic Senate Goals Fall 2024 - Spring 2026

Ongoing Goals		
Goal	Plan/Action(s)	Status
1. Faculty shall provide input to assist in the structure and implementation of AB288—Public schools: College and Career Access Pathways Partnership Agreements with local high schools.		
2. Maintain representative membership from all divisions and full participation on all committees.	<p>Design a Committee Membership document to include in Academic Senate agendas to foster filling vacancies.</p> <p>Fill all Institutional and Operational Committee faculty membership vacancies.</p>	<p>A Committee Membership document was designed and included in Fall 2024 Academic Senate agendas.</p> <p>As of November 4, 2024, all Institutional and Operational Committees are 100% full—no vacancies.</p>
3. Encourage faculty engagement during Academic Senate meetings.	<p>Design an Academic Senate Membership Table.</p> <p>Design an Academic Senate & College Curriculum Committee Meeting Schedule.</p> <p>Include an interactive table of contents for all Academic Senate agenda packets.</p>	<p>An Academic Senate Membership Table document was completed and has been included in all 2024 Fall Academic Senate agendas.</p> <p>An Academic Senate and College Curriculum Committee</p>

		<p>Meeting Schedule was completed and included in all Fall 2024 Academic Senate agendas.</p> <p>An interactive table of contents has been provided for Fall 2024 Academic Senate agenda packets.</p>
4. Support faculty leadership and interests.		
<p>5. Advocate to incentivize the growth of faculty professional development activities on campus.</p> <ul style="list-style-type: none"> a. Faculty Development Committee b. Book Club c. Suggestions during Academic Senate meetings, FDC, PD Liaisons, Academic Senate President, and Senators of desired PD topics. d. Increase cultural awareness and cultural intelligence (CQ) on our campus. e. Establish an Equity Certificate Program. <ul style="list-style-type: none"> i. The equity centered syllabus ii. Equity centered pedagogy iii. Culturally relevant pedagogy iv. Africana centered pedagogy v. Equitable grading practices 		
<p>6. Develop a process to communicate Academic Senate activities.</p> <p>Left off here</p>		

7. Increase OER resources across all disciplines.	Confirm/Appoint an ASCCC OER Liaison. Regularly distribute OER Newsletters.	An ASCCC OER Liaison was confirmed/ appointed via email on September 6, 2024. Monthly OER Newsletters have been distributed.
8. Continue making our campus more inclusive and more equitable.		
9. Provide faculty support in designing and offering curriculum that addresses the implementation of AB705: Seymour-Campbell Student Success Act of 2012 for Math and English.	Request feedback from dean of FACH about the English course in DRAFT. Inquire with key faculty on the progress of designing a new Math course.	A meeting was requested with the dean of FACH and key faculty.
10. Focus on increasing accessibility to all course material to achieve 504/508 compliance.		
11. Support recruitment, enrollment, and persistence efforts by providing ideas and feedback on campus strategies.		
12. Implement data driven decision-making and evidence-based practices. <ul style="list-style-type: none"> a. Increase awareness of available student success and student retention data. b. Create dialogue based on the data. c. Change practices to improve student success and retention. 		
Short Term Goals—Academic Year		
Goal	Plan/Action(s)	Status
1. Revise Bylaws.	List the Revision Bylaw process as an action item	The Revision Bylaw process is as an action item

	on an Academic Senate agenda.	on the November 7, 2024, Academic Senate agenda.
2. Provide recommendations in response to the Collaborative Governance Report.	<p>Discuss at Fall 2024 Academic Senate meetings.</p> <p>List recommendations as an action item on a Fall 2024 Academic Senate agenda.</p>	<p>Recommendations were discussed during Fall 2024 Academic Senate meetings.</p> <p>Recommendations are listed as an action item on the November 7, 2024, Academic Senate agenda.</p>
3. Design an approved Academic Senate Plan, which includes increasing the Academic Senate Budget—including succession planning.	<p>Work with Academic Senate Executive Board to author the plan and budget before January.</p> <p>Use the approved Academic Senate Goals to align with the plan and budget.</p>	
4. Support the implementation of new Academic Senate approved programs.		
5. Ensure faculty have the correct SLOs listed in their syllabi and increase faculty completion of SLOs	Inquire with the District about the status of the Simple Syllabus.	
6. Support the First Year Experience (FYE) Committee in establishing an FYE Program.	Send Vice President, Student Services an email to inquire/confirm committee membership and history.	Vice President, Student Services was sent an email to inquire/confirm committee membership and meeting history on November 4, 2024.
7. Increase visibility of art on our campus	Reach out to Vanessa and Mayela for feedback regarding the	

	Beautification Committee	
8. Discuss potentially revising the Program Review template to include DEI.	List on November 21, 2024, Academic Senate Agenda for discussion.	
Long Term Goals—Exceeds an Academic Year		
Goal	Plan/Action	Status
1. Design and implement a Study Abroad Program.	Request volunteers during Academic Senate meeting.	
2. Work with constituent groups to implement recommendations that address the Collaborative Governance Report document.	Discuss/List recommendations as an action item on an Academic Senate agenda.	Recommendations listed as an action item on the November 7, 2024, Academic Senate agenda.

Hiring Prioritization Recommendations—Correspondence



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Student Trustee

KEITH CURRY, Ed.D.
President/CEO

November 4, 2024

Associate Professor, Sean Moore
President, Academic Senate
1111 East Artesia Boulevard
Compton, California 90221

Dear Associate Professor Sean Moore;

I have reviewed the recommendations from the Hiring Prioritization Committee dated *November 1, 2024*, which recommended the following Tier 1 and Tier 2 full-time faculty positions for the 2025-2026 year:

Fire Technology
Culinary
Business
Administration of Justice

Please let me know if the Academic Senate concurs with the recommendation from the Hiring Prioritization Committee. If you have questions or need additional information, please contact me at kcurry@compton.edu or at (310) 900-1600 ext. 2000.

Sincerely,

Keith Curry
President/CEO

c. Dr. Sheri Berger, Vice President, Academic Affairs
Dr. Hyacinth D Martinez, Vice President, Human Resources
Faculty Prioritization Committee members



TO: Dr. Keith Curry, President/CEO

FROM: Hiring Prioritization Committee

Sheri Berger, Sean Moore, Corina Diaz, Roza Ekimyan

DATE: November 1, 2024

SUBJECT: Hiring Prioritization Recommendation

The Hiring Prioritization Committee met on October 18, 2024, to review the data for eight disciplines: Administration of Justice, Business, Counseling, Culinary, English as a Second Language, Fire Technology, History/Ethnic Studies, and Physical Education (Softball Coach).

Upon review of the data, the committee discussed the positions and placed them into three tiers as follows:

Tier 1 – positions that the committee recommends hiring for a fall 2025 start.

1. Fire Technology
There are currently no full-time faculty in Fire Technology. The College in partnership with the Compton Fire Department is now at a point to begin offering the Fire Academy. A full-time faculty is needed for State Fire Marshall approval.
2. Culinary
There are currently no full-time faculty in Culinary. Two high school partners are opening facilities (expected in fall 2025). There are dual enrollment requests, and the College could use the facilities in the evening for a regular program. Culinary was a program approved and recommended by the Academic Senate.

Tier 2 – positions that the committee recommends hiring for a fall 2025 start, if funding permits.

3. Business
There is currently one full-time faculty in Business. The demand for the programs has been steadily increasing over the last several years. Hiring a full-time faculty would bring the FT-PT ratio to 66%-34% from 32%-68%.

4. Administration of Justice

There is currently one full-time faculty in Administration of Justice. There have been more requests for dual enrollment and the on-campus program has been steadily increasing. A new full-time faculty would bring the FT-PT ratio to 71%-29% from 36%-64%.

Tier 3 – positions that the committee deemed not as a high priority as those in Tiers 1 and 2. The committee recommends re-evaluating the positions next year for fall 2026.

5. English as a Second Language

There is currently one full-time faculty in English as a Second Language. The current FT-PT ratio is 47%-53%. Hiring another full-time faculty would bring the ratio to 94%-6%. While ESL is expanding, particularly with our Adult School partners, the new ratio means there is potential it would be difficult to make load for two faculty.

6. History/Ethnic Studies

The original request was for Ethnic Studies. However, since all Ethnic Studies faculty have been hired as History/Ethnic Studies and split their loads between the two areas, additional data was reviewed to determine the ratios. The current FT-PT ratio is 63%-37%. Hiring another full-time faculty would bring the ratio to 78%-22%.

7. Physical Education (Softball Coach)

Overall, the current FT-PT ratio is 19%-81%. However, the majority of the classes offered are in intercollegiate athletics. In reviewing the remaining physical education classes, there would be insufficient load for a faculty member. In fall, this new faculty would teach an off-season class (15%) and there would not be another 85% load in physical education. In spring, this new faculty would teach an in-season class (50%) and there might be just enough to make the additional 50% load, but it would be tight.

8. Counseling – Career Counselor

The current FT-PT ratio is 82%-18%. Compared to other areas with lower FT-PT ratios, it seems that another full-time counselor was less of a priority at this time. Hiring another full-time counselor would bring the ratio to 86%-14%.



Compton College

Combined Syllabus Mandatory and Optional Checklist of Items

Academic Affairs—Mandatory Syllabus Items	
Directions	
<u>Step 1:</u> Please fill in page numbers in the corresponding boxes where each item below is in your syllabus.	
<u>Step 2:</u> Email the checklist and your class syllabus to your division instructional coordinator and Dean.	
Page Number	Mandatory Syllabus Items
	Heading: Compton College
	Compton College Mission Statement Compton College is a welcoming environment where the diversity of our students is supported to pursue and attain academic and professional excellence. Compton College promotes solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for transfer, completion and lifelong learning. Need to Update the Statement
	Full Course Name and Number
	Course Reference Number (CRN#)
	Course Title
	Instructor's Name

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

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

	possible.
	<p>Student Resources Available at Compton College</p> <p>Your success is our number one priority at Compton College. College resources to help you succeed include computer labs, tutoring centers, the library, health services, and services for designated groups, such as veterans, formerly incarcerated persons, parent-scholars, homeless persons, former foster youth, and students with disabilities. For a comprehensive list of Academic Resources and Support Programs, please visit https://www.compton.edu/student-support/index.aspx</p>
	<p>Food and Housing/Basic Needs</p> <p>Any student who faces challenges securing their food or housing and believes this may affect their performance at Compton College is urged to contact The Tartar Support Network at tartarsupportnetwork@compton.edu or (310) 900-1600 ext. 2538 help.</p>
	<p>Undocumented Students</p> <p>Compton College is committed to supporting the success of all students. If you identify as undocumented, AB540, and/or a DACA student, we have many support services and staff on hand to help. Please visit https://www.compton.edu/admissions-aid/admissions-records/ab540/index.aspx for more information.</p>
	<p>Academic Honesty</p> <p><u>Option One:</u> Compton College is dedicated to maintaining an optimal learning environment that thrives upon academic honesty. To uphold the academic integrity of the institution, all members of our academic community, faculty, staff, and students alike, must assume responsibility for providing an educational environment of the highest standards characterized by a spirit of academic honesty. It is the responsibility of all members of the Compton College academic community to behave in a manner which encourages learning, promotes honesty, and acts with fairness toward others. For more information, please refer to your College Catalog or Compton Community College District Board Policy 5500. https://go.boarddocs.com/ca/compton/Board.nsf/files/DB8UGF7BFA0D/\$file/BP_5500_StandardsofStudentConduct_101524.pdf</p> <p><u>Option Two:</u> Compton College places a high value on the integrity of its student scholars. Therefore, the Compton College policy on academic dishonesty will be strictly enforced. Academic dishonesty encompasses both cheating and</p>

	<p>plagiarism. Cheating includes obtaining, attempting to obtain, or assisting to obtain academic credit for work by the use of any dishonest, deceptive, or fraudulent means. Plagiarism involves submitting the works of others as your own and includes improper source citation, no source citation, using materials prepared by another student, and using fictitious sources. The penalties for academic dishonesty range from receiving an "F" on the assignment or exam to receiving an "F" in the course and may be reported to the appropriate campus authorities.</p>
	<p>Recording in the Classroom</p> <p>The use of any recording device during class without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to students with disabilities who present official documentation from the Special Resource Center to the instructor prior to recording. This is to protect privacy and to create a safe classroom environment where all participants can discuss potentially controversial or sensitive subjects freely. If you want to take a photograph or make an audio or video recording, you must get the prior written permission of the instructor. The instructor also may require the verbal and/or written permission of everyone present. Even if a student gets permission to record, the recordings are only for personal use and may not be distributed, posted, published, or shared in any manner. A student who records without instructor permission or distributes any recordings is subject to disciplinary action in accordance with Compton Community College District with AR 5520.</p> <p>https://go.boarddocs.com/ca/compton/Board.nsf/files/D5KMXN5D577D/\$file/AR_5520_StudentDisciplineProcedures_041624.pdf</p> <p>Additional Information for Instructors Regarding Recording in the Classroom (Not to include in your syllabus):</p> <ul style="list-style-type: none"> • The syllabus statement above may be adapted to reflect the rules in your classroom. To abide by state regulations, you can determine whether or not to allow recording and whether and how non-disabled students must notify you and other students in the class. • You must always allow students with a disability to record if they have notified you and shown you their accommodation with the SRC. It is good practice to let students know your policy with a syllabus statement. • Some reasons to allow recording is that it may help some students retain your course material easier, recorded class lectures can be provided to students that were absent, and it supports a greater variety of learning styles. • Some reasons to limit recording are that it may stifle student conversation (if the discussion topic is sensitive), it respects student and faculty privacy, and it avoids copyright infringement. • For your reference, Educational Code Section 78907 states that, "The use by any

	<p>person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students. Any person, other than a student, who willfully violates this section shall be guilty of a misdemeanor. Any student violating this section shall be subject to appropriate disciplinary action. This section shall not be construed as affecting the powers, rights, and liabilities arising from the use of electronic listening or recording devices as provided for by any other provision of law.”</p>
	<p>Financial Aid, Scholarships, & Pell Grants</p> <p>Struggling to pay for tuition, books, or other costs associated with going to college? If so, Compton College has financial aid, scholarships, and other financial assistance solutions to help pay the bills so you can focus on class. For more information about how to maximize your financial aid and scholarship opportunities, please make an appointment with a financial aid counselor at 310-900-1600, ext. 2935, or visit Financial Aid online at https://www.compton.edu/admissions-aid/financial-aid/index.aspx</p>
	<p>EOPS/CARE/NextUP</p> <ul style="list-style-type: none"> Extended Opportunity Programs and Services (EOPS) is a program that is designed to assist low-income and educationally disadvantaged students achieve their educational and career goals at Compton College. EOPS encourages the enrollment, retention, graduation, and transfer of students who are challenged by language, social, economic, and educational disadvantages. It provides eligible students with various services. Cooperative Agencies Resources for Education (CARE) is a state-funded program designed to provide educational and career services and activities for the academically under-prepared students receiving cash aid assistance. NextUP (Foster Youth Student Support Program) is a state funded program that offers eligible current and former foster youth support and services. Find out more and see if you qualify for these services by visiting their office in SSB 280, calling 310-900-1600 Ext. 2912 or visiting https://www.compton.edu/student-support/eops/index.aspx
	<p>Statement of Standards of Conduct</p> <p>Please include text of college policy. https://go.boarddocs.com/ca/compton/Board.nsf/files/DB8UGF7BFA0D/\$file/BP_5500_StandardsofStudentConduct_101524.pdf</p> <ul style="list-style-type: none"> Instructor expectation of student conduct Late/Missed assignment policy

	<p>Special Accommodations Statement (choose one of the following options)</p> <p><u>Option One:</u> If you believe you may need accommodations in this class now or at any point in the semester, please go to the Special Resource Center (SRC) or call 310-900-1600, ext. 2402 for an appointment. For more information visit about the Special Resource Center and the services they provide, please visit https://www.compton.edu/student-support/special-resource-center/index.aspx.</p> <p><u>Option Two:</u> Students with a disability or medical restriction who are requesting a classroom accommodation should contact the Student Resource Center/Disabled Student Services. SRC will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to SRC as soon as possible.</p>
	<p>Title IX Information</p> <p>Your rights are protected as a pregnant student as well as due to pregnancy-related conditions. For more information you may contact the District's Title IX Coordinator, the Director of Diversity, Compliance and Title IX at 310.900.1600 x 2144 or by visiting: Federal Register: The Daily Journal of the United States Government—Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance. Lactation rooms on campus are located on the second floor of the Student Services (SSB) and Instructional Building 2 (IB2) buildings and are clearly marked.</p>
	<p>Disclaimer Statement</p> <p>Students will be notified ahead of time when and if any changes are made to course requirements or policies.</p>

ADHOC—Academic Senate Bylaws Revision Team Membership and Process

Bylaw Revision Team Membership

- Each year—One Academic Senator from each division is voted in by the Academic Senate.
- Academic Senate Executive Board Members.

Bylaw Revision Process Steps:

1. Forming the Academic Senate Bylaw Revision Team (ASBRT) will begin in the fall semester before or during a mid-semester Academic Senate meeting. If necessary, the ASBRT may also be formed by approved motions from the Academic Senate floor at any time.
2. Once formed, all members of the ASBRT will meet in the fall to discuss and vote by a majority (50% plus 1) if the Academic Senate Bylaw revisions are needed. If no revisions are necessary, the ASBRT will notify the Academic Senate before/or at the last Academic Senate Fall meeting.
3. If the ASBRT decides revisions are necessary by majority vote (50% plus 1), they will continue to meet and revise the Academic Senate Bylaws using track changes in Word, or another transparent similar track changing process, during the fall semester. A drop-off box will be provided for anonymous recommendations. Those written recommendation documents will be presented to the ASBRT for consideration during their meetings.
4. The ASBRT will present revision options to the Academic Senate for their review/approval. The ASBRT will provide the Academic Senate a timeline in the fall by which the revisions will be provided to the Academic Senate.
5. Once the Academic Senate approves the revisions by a 2/3 vote, the Academic Senate Bylaws will be sent to all faculty for vote/approval by the Academic Senate Vice President using Qualtrics and provide an update of the results at the following Academic Senate meeting. A 2/3 campus-wide vote by faculty voting is required.

First Read—AR 4100 Graduation Requirement for Degrees and Certificates



COMPTON COMMUNITY COLLEGE DISTRICT ADMINISTRATIVE REGULATIONS

AR 4100 Graduation Requirement for Degrees and Certificates

2023

Issued: June 15, 2021

Revised: November 21,

Revised: xxxx, 2024

References:

Title 5 Sections 55060 et seq. and 55270 et seq.

1. Graduation requirements for Associate of Arts (AA) and Associate of Science (AS) degrees:
 - a. The student must satisfactorily complete at least 60 semester units of degree-applicable lower division credit courses, including courses that apply to the major or area of emphasis in career technical fields and courses in composition, reading, and mathematics or quantitative reasoning not more than one level below transfer. Below transfer course requirements must align with Education Code section 78213.


The courses must include at least 18 semester units of focused study in a major or interdisciplinary area of emphasis.

A “major” is a focused program of study within a specific discipline, which may include some coursework outside the primary discipline. Programs designed to provide transfer preparation must be designed to meet specific lower-division requirements in comparable baccalaureate majors.


An “area of emphasis” is an interdisciplinary program of study encompassing a broad range of coursework from multiple related academic disciplines, providing the student an academic pathway broader than a specific major but more focused than general education.

- b. Completion of at least 18 24 semester units in general education. General education must include a minimum of work in (1) English Composition, Oral Communication, and Critical Thinking, (2) Mathematical Concepts and Quantitative Reasoning, (3) Arts and Humanities, (4) Social and Behavioral Sciences, (5) Natural Sciences, and (6) Ethnic Studies.

- c. Completion of at least 12 semester units of study in residence; the Board may excuse the residence requirement to alleviate injustice or undue hardships. Students who meet the continuous enrollment requirement from El Camino College as specified in AB 1299 are not held to the 12-unit residence requirement but are required to complete one course at Compton College.
 - d. The student satisfactorily completed each course counted toward the major or area of emphasis requirement with a grade of “C” or better, or of “P” if the course is taken on a “pass-no pass” basis.
 - e. The student completed the requirements for the associate degree with a minimum cumulative grade point average of 2.0 in the degree-applicable courses. If a student accumulates units beyond those required for the degree that lower the student’s cumulative grade point average below 2.0, the District may compute the grade point average based solely on those courses used to satisfy the degree requirements, provided that the coursework used to compute the grade point average fulfill all major or area of emphasis and general education requirements.
 - f. Types of Courses Appropriate for the Associate Degree
 - i. Courses that meet or exceed the standards of the California Community Colleges completed at other institutionally accredited institutions shall be counted toward associate degree unit requirements. A course may not be counted in more than one general education area, even if the course is approved in multiple general education areas. Students may use the same course to meet a local general education requirement and to satisfy a general education requirement at the California State University or the University of California if that segment accepts the course for this purpose.
 - ii. Students may receive credit for knowledge or skills acquired through Credit for Prior Learning as defined in Board Policy 4235 Credit for Prior Learning.
 - iii. Students who have been awarded a bachelor's degree from an institutionally accredited institution shall be deemed to have fulfilled the general education course requirements for the associate degree.
 - 1. Students pursuing an Associate Degree in Nursing will need to contact the Nursing Department for course exceptions.
 - iv. Students may petition to have noncredit courses counted toward the satisfaction of requirements for an associate degree.
 - g. Students who intend to transfer shall be advised of limitations transfer institutions may place on the transferability of credits, based on institutional accreditation, course modality, and any other relevant factors.
2. Graduation requirements for Associate Degrees for Transfer (ADT): The District will award an associate degree to students who fulfill the coursework requirements. Pursuant to Senate Bill 1440, the Student Transfer Achievement Reform Act (approved in 2010), to obtain the Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) degree, students must meet the following requirements:

- a. Complete a minimum of 60 semester units ~~or 90 quarter units~~ that are eligible for transfer to the California State University (CSU), including ~~both of the following:~~ the California General Education Transfer Curriculum (Cal-GETC)) requirement.
 - b. A minimum of 18-semester units ~~or 27 quarter units~~ in a major or area of emphasis, as determined by the Compton Community College District.
 - c. Obtainment of a minimum of a cumulative CSU transferable grade point average of 2.0.
 - d. The student satisfactorily completed each course counted toward the major or area of emphasis requirement with a grade of “C” or better, or of “P” if the course is taken on a “pass-no pass” basis. Note: it is recommended that major course requirements are completed for a letter grade, to assist transfer universities in determining a student’s major GPA.
 - e. Completion of at least 12 semester units of study in residence; the Board may excuse the residence requirement to alleviate injustice or undue hardships. Students who meet the continuous enrollment requirement from El Camino College as specified in AB 1299 are not held to the 12-unit residence requirement but are required to complete one course at Compton College.
 - f. If a student accumulates units beyond those required for the degree that lower the student’s cumulative grade point average below 2.0, the District ~~may~~ shall compute the grade point average based solely on those courses used to satisfy the degree requirements, provided that the coursework used to compute the grade point average fulfill all major or area of emphasis and general education requirements.
 - g. Courses that meet or exceed the standards of the California Community Colleges completed at other institutionally accredited institutions shall be counted toward associate degree unit requirements. A course may not be counted in more than one general education area, even if the course is approved in multiple general education areas. Students may use the same course to meet a local general education requirement and to satisfy a general education requirement at the California State University or the University of California if that segment accepts the course for this purpose.
 - h.  Students may receive credit for knowledge or skills acquired through Credit for Prior Learning as defined in Board Policy 4235 Credit for Prior Learning.
3. Requirements for Certificates of Achievement:

- a. Successful completion of a course of study or curriculum that consists of 16 or more semester units of degree-applicable credit coursework. The certificate of achievement shall be designed to demonstrate that the student has completed coursework and developed capabilities relating to career or general education.
 - b. Successful completion of a course of study or curriculum that consists of 8 or more semester units of degree-applicable credit course coursework if such certificate is approved by the state Chancellor.
 - c. Content and assessment standards that ensure the certificate programs are consistent with the mission of the Compton Community College District.
 - d. At least 50% of the units applicable to the Certificate of Achievement must be completed at Compton College except students who meet the continuous enrollment requirement from El Camino College as specified in AB 1299 are not held to this requirement but are required to complete one course at Compton College.
4. Requirements for Certificates of Accomplishment:
- a. Successful completion of a course of study or curriculum that consists of fewer than 16 units of degree-applicable credit coursework. The certificate of accomplishment shall be designed to demonstrate that the student has completed coursework and developed capabilities relating to career.
 - b. At least 50% of the units applicable to the Certificate of Achievement must be completed at Compton College except students who meet the continuous enrollment requirement from El Camino College as specified in AB 1299 are not held to the this requirement but are required to complete one course at Compton College.
 - c. Certificates of Accomplishments are not approved by the state Chancellor and are not noted on a student's transcript.
5. Requirements for Certificates of Competency/Completion:
- a. Successful completion of a sequence noncredit coursework designed to prepare students for employment or to be successful in college-level coursework.
 - b. Certificates of Completion/Competency are approved by the state Chancellor and appear on the student's transcript.

6. Students qualifying for more than one AA, AS, or ADT degree and who successfully complete the online graduation application process will receive each diploma and have them posted on their transcripts.
7. Students qualifying for more than one Certificate of Achievement and who successfully complete the online graduation application process will receive each certificate and have them posted on their transcripts.
8.  Students qualifying for more than one Certificate of Completion/Competency and who successfully complete the online graduation application process will receive each certificate and have them posted on their transcripts.
9. A degree or certificate may be rescinded if it has been determined through a criminal or civil proceeding or through a violation of the student code of conduct that the degree or certificate was obtained through fraudulent means.



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

AR 4025 Philosophy and Criteria for Associate Degree and General Education

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

References:



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

Philosophy and Criteria for Associate Degree

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

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

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

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

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

Philosophy and Criteria for General Education

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

The following general education requirements become effective for fall 2025.

Courses Appropriate for General Education

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

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

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



cultural creation, and develop students' aesthetic understandings and abilities to make value judgments. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in the visual and performing arts, art history, foreign languages, literature, philosophy, religion, and related disciplines.

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

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

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

7. **Health and Physical Education (minimum of 3 semester units).** Courses in health and physical education promote lifelong understanding of the basic human need for development and maintenance of good personal health and fitness. To satisfy the general education requirement in health education, a course shall help the student develop knowledge of personal health through the examination of health-related social problems, potential preventative strategies, and mediating actions. A physical education course shall establish a foundation for regular life-long physical activity and provide opportunities for a student to develop competencies in activities that promote movement, reduce disease risk, and improve overall quality of life.

The following general education requirements are valid through summer 2025.

1. Natural Sciences: A minimum of 3 units.

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



introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines that emphasize experimental methodology, the testing of hypotheses, and the power of systematic questioning, rather than only the recall of facts. Courses which focus on personal, practical, or applied aspects are not suitable for this category.

2. **Social and Behavioral Sciences:** A minimum of 9 units for an Associate of Arts Degree and a minimum of 3 units for an Associate of Science Degree.
Courses in the social and behavioral sciences promote an appreciation and understanding of how members of diverse societies operate or have operated as individuals and social groups. To satisfy the general education requirement in social and behavioral sciences, a course shall develop an awareness of methods of inquiry and stimulate critical thinking about the ways in which people act and interact within social and cultural contexts. This category would include introductory or integrative survey courses such as child development, cultural anthropology, cultural geography, economics, family and consumer studies, history, political science, psychology, sociology, and related disciplines.
3. **Humanities:** A minimum of 3 units.
Courses in the humanities are those that promote an appreciation of the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in humanities, a course shall develop the student's awareness of the ways that people throughout the ages have artistically and culturally responded to themselves and the world around them and shall develop the student's aesthetic understanding and ability to make value judgments. This category would include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.
4. **Language and Rationality:** A minimum of 6 units including one course in English Composition and one course from Communication/Analytical Thinking. Courses in language and rationality are those that develop for the student the principles and applications of language toward logical thought, clear and precise expression, and critical evaluation.
 - a. English Composition courses that fulfill the written composition requirement shall focus primarily on both expository and argumentative writing.
 - b. Communication and Analytical Thinking courses that fulfill the communication and analytical thinking requirement shall include oral communications, written communications, critical reasoning, mathematics, logic, statistics, and computer languages and programming.
5. **Health and Physical Education/Kinesiology:** A minimum of 3 units.
Courses in health and physical education promote lifelong understanding of the basic human need for development and maintenance of good personal health and fitness. To

satisfy the general education requirement in health education, a course shall help the student develop knowledge of personal health through the examination of health-related social problems, potential preventative strategies, and mediating actions. A physical education course shall establish a foundation for regular life-long physical activity and provide opportunities for a student to develop competencies in activities that promote movement, reduce disease risk, and improve overall quality of life.

6. Mathematics Competency: A minimum of 3 units. A course used to satisfy the Mathematics Competency requirement may be double counted as meeting the Communication and Analytical Thinking requirement.

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

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

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

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

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

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

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

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

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Compton College

2024



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I. Introduction to Distance Education

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

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

Vision

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

The Mission of the Compton College District is:

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

Distance Education Handbook Goals

The goals of this handbook are to:

- Provide technical and pedagogical resources for faculty teaching online and hybrid courses.
- Furnish information about training and mentoring for online and hybrid course delivery methods.
- Inform faculty about the mandatory policies and procedures that relate to Distance Education courses.
- Define best practices in Distance Education and how those should be incorporated into course design and delivery.
- Offer comprehensive resources for ongoing faculty development.

Definitions

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

According to [Title 5 Education Code](#), “Distance Education” means transmission of instruction to students at a location separate from the institution. Additionally, Distance Education is an approach to learning where instruction takes place outside of the traditional classroom setting. Instead of teaching face-to-face, instructors use a blend of face-to-face and electronic delivery methods to develop and furnish content for instruction and regular, substantive, and effective interaction with students. Within Distance Education there are two standard types of courses known as online and hybrid.

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

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

PARTIALLY ONLINE (PO)(also known as “hybrid”):

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

Summary of Distance Education Department Resources

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

- Distance Education Department Website
 - [Main DE Website](#)
 - [Faculty Resources](#)
 - [Student Resources](#)
 - [Canvas Support Resources](#)
 - [Honorlock Automated Test Proctoring Service](#)
 - [DE Department Request Forms \(See the website for descriptions\)](#)
 - [Sandbox Request Form](#)
 - [Course Merge Request Form](#)
 - [Additional User Request Form](#)

- [Course Extension Form](#)

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

Article 24.2 of the CCCFE Faculty Contract states, “For purposes of delivering and maintaining online and hybrid course quality, online and hybrid courses shall be considered as a “restricted class” and shall follow the maximum student enrollment as defined in Article 15.3.a. in this Agreement.” Article 15.3.a. in the CCCFE Faculty Contract notes that “The maximum class size for restricted classes shall be 30 students, unless there are fewer than 30 work stations available in a classroom; in such cases, the maximum class size shall be determined by the number of work stations available.

II. Training Requirements

Required Compliance Training to Teach Distance Education Courses

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

Training Guidelines

- Canvas Training
 - Introduction to Teaching with Canvas
 - Paid Option
 - Self-Paced Option
 - DE Department Canvas Training
- Online Teaching and Design Certificate (OTD)
 - Introduction to Course Design
 - 10-10-10 Communication That Matters
 - Assessments in Digital Learning
 - Creating Accessible Course Content
 - Benefit: A Course review is built into the Online Teaching and Design Certificate.
- Completion of three @ONE courses on teaching online
 - Introduction to Teaching with Canvas
 - Introduction to Asynchronous Online Learning
 - Creating Accessible Course Content

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

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

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

Note: Your division dean **must** approve your training request **before** you apply for reimbursement.

If you take these courses through @ONE you have the opportunity to earn units for salary advancement through Fresno Pacific University.

Current DE Certification Holders

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

Web-Enhanced Courses

DE Certification is not needed for web-enhanced courses.

III. Codes, Laws, & Regulations

California Community College Curriculum - Title 5: 55200- 55210

§ 55200. Definition and Application

(a) "Distance education" means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously. Technologies that may be used to offer distance education include:

- (1) The internet;
- (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
- (3) Audio conference; or
- (4) Other media used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this subdivision.

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

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

disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.

§ 55202. Course Quality Standards

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

§ 55208. Faculty Selection and Workload

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

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

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

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

§ 59400. Required Instructional Materials

- (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.

The Accrediting Commission for Community and Junior Colleges (ACCJC)

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

ACCJC Accreditation Requirements

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

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

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

Distance Education means:

- 1) **Education that uses one or more of the technologies listed in paragraphs 2(a) through (d) to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor(s), either synchronously or asynchronously.**
- 2) **The technologies may include:**
 - a) **the internet;**
 - b) **one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;**

- c) **audioconferencing; or**
- d) **other media used in a course in conjunction with any of the technologies listed in paragraphs (a) through (c).**
- 3) **For purposes of this definition, an instructor is an individual responsible for delivering course content and who meets the qualifications for instruction established by an institution's accrediting agency.**
- 4) **For purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following—**
 - a) **Providing direct instruction;**
 - b) **Assessing or providing feedback on a student's coursework;**
 - c) **Providing information or responding to questions about the content of a course or competency;**
 - d) **Facilitating a group discussion regarding the content of a course or competency; or**
 - e) **Other instructional activities approved by the institution's or program's accrediting agency.**
- 5) **An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency—**
 - a) **Providing the opportunity for substantive interactions with the student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency; and**
 - b) **Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.**

Student Authentication & Fraud Prevention

The Chancellor's Office and California Community Colleges are committed to fighting fraud while remaining accessible to all prospective students. Initial efforts successfully identified gaps in the application system. In early 2024, they enhanced fraud prevention by implementing identity proofing through ID.me, significantly improving the security of the student application process. This initiative halved confirmed fraudulent applications within two weeks of launch. ID.me's technology is widely used for identity verification across various sectors. Its integration into the admissions process requires students to submit valid identification, ensuring each application is linked to a unique individual. This added security is vital for maintaining the integrity of admissions.

Additionally, many instructors include a student authentication statement in online course syllabi, such as: "By enrolling in a distance education course, you agree that you are the person accessing and completing the work for this course and will not share your username and password with others."

Withdrawals and the Return of Title IV Funds

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

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

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

American Disabilities Act (ADA) and Section 508 Compliance

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

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

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

California Community College Chancellor’s Office (CCCCO)

Information and Communication Technology (ICT) and Instructional Materials Accessibility Standard Statement

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

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

- Using and maintaining instructional materials and ICT that is consistent with this Standard; and
- Promoting awareness of the Standard to all relevant CCC parties, particularly those in roles that are responsible for creating, selecting or maintaining electronic content and applications.
- All products officially used by Compton College will need to provide a completed Voluntary Product Accessibility Template (VPAT) showing compliance with all state and federal laws.
- The DE Department maintains all VPATs related to distance education. Contact distance_ed@compton.edu if you would like information on what VPATs are currently on file.

IV. College Practices

Preventing Financial Aid Fraud

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

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

Implications of not Dropping Inactive Students

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

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

Determining the Last Date of Attendance

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

To determine a student's last date of academic participation in Canvas, follow these steps:

1. On your Canvas shell home page, click the gray New Analytics button on the right side of the screen.
2. Next, click on the students tab.
3. The date in the column titled Last Participation should be used as the date the student last actively participated in the online class.

Distance Education Faculty Resources

Faculty Resources

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

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

Accessibility

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

Universal Design Resources

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

Canvas Studio

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

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

Additional Resources

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

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

Documenting Student Learning Outcomes Through Online Assessments

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

V. Board Policies on Distance Education and Guidelines

Distance Education Advisory Committee (DEAC)

In support of the institution's Mission, Vision and Master Plan, Compton Colleges' Distance Education Advisory Committee (DEAC) will work with the Academic Senate, the academic Deans, the Distance Education Faculty Coordinator (DEFC), the Instructional Designer/Faculty Trainer, the Curriculum Committee, the Faculty Development Committee, the 504/508 Accessibility Subcommittee, and the Faculty Course Review Committee to ensure that quality online courses are offered at Compton College.

With the understanding that under the Academic Senate 10 + 1 purview, faculty who serve on the Senate's DEAC committee are primarily responsible for recommending policies and promoting distance education best practices. DEAC is faculty chair by the DEAC and, as a Senate subcommittee, operates under Senate authority. In this context specifically, the DEFC has a reporting responsibility to the Academic Senate and sits on the Curriculum Committee as a voting member. Furthermore, the Faculty Course Review Committee reports to DEAC as its subcommittee.

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

DEAC Voting Members and Terms

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

Non-Voting Members:

1. DEFC (Chair)-nonvoting

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 the DE Handbook be reviewed and updated every two years.

Faculty Course Review Committee

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

Welcome Letter

The Distance Education Advisory Committee recommends that a Welcome Letter and the class syllabus be provided to Distance Education students. It is a best practice to send these documents to students prior to the start of the class. Faculty are encouraged to personalize the template to accommodate their academic freedom. These and other resources are found in our [Canvas Toolbox](#), which is managed by the DEFC and the Instructional Designer/Faculty Trainer.

- [Welcome Letter Template](#)

- [Sample Welcome Letter](#)

[OEI Rubric](#) Policy

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

OEI Rubric Section D: Accessibility Policy

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

Student Authentication and Integrity Guidelines Policy

[Approved Student Authentication and Integrity Guidelines](#)

DE Instructional Material Fee and Access Code Policy

[DE Instructional Material Fee and Access Code Policy](#)

DE Publisher and Website Material Accessibility Policy

[DE Publisher and Website Material Accessibility Policy](#)

[CCCFE Faculty Contract Language](#)

V. Curriculum Development Process

Approval of a New Distance Education Course

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

[§ 55206. Separate Course Approval](#)

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

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

The College Curriculum Committee also works with DEAC and the Distance Education Curriculum Subcommittee chaired by the DEFC to revise the Distance Education CurriQuNET Course Outline of Record Addendum as needed to ensure the quality of online courses is as rigorous as any other curriculum passed through Academic Senate. Any revisions to the DE Addendum must be voted on and approved by DEAC and Academic Senate.

VI. Course Review and Recommendations

Peer Review Process For Mentoring Faculty

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

Ongoing Peer Review Process For Continuing Faculty

Regarding the continual need to maintain Distance Education quality course standards given the fact that laws change and technology consistently improves, the Distance Education Advisory Committee and the Faculty Course Review Committee recommend that all Distance Education courses be reviewed every three years. Faculty members who have been approved will follow the guidelines set by the Faculty Course Review Committee regarding the renewal certification process as found in the Distance Education Handbook. (Refer to DEAC for the current recertification process.)

Recertification is required every three years and involves completion of all the following:

- Completing a demonstration for an entire self-selected online course.
- 12 hours of distance education professional development.

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

VII. License Agreements

Canvas

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

CVC-OEI

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

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

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

Microsoft Office 365

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

Tutoring

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

Learning Technology Integrations

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

VIII. Appendices

Appendix A: Compton College Distance Education Curriculum Addendum

The Distance Education Addendum is located in Curriqunet.

Appendix B: OEI Rubric

[2016 Version Online Education Initiative Rubric](#)

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

[Adoption of the OEI Rubric](#)

[2018 Online Education Initiative Rubric](#)

Appendix C: Distance Education Chancellor's Guidelines

[Distance Education Guidelines](#)

Appendix D: Distance Education Chancellor's Accessibility Guidelines

[Distance Education Accessibility Guidelines](#)

Appendix E: Compton College Distance Education Student Handbook

[Distance Education Student Handbook](#)

Appendix F: Compton College Distance Education Faculty Handbook

[Distance Education Faculty Handbook](#)

Appendix G: Compton College Distance Education Welcome Letter Policy

[Welcome Letter Policy](#)

[Distance Education Welcome Letter Template](#)

Appendix H: Distance Education Online Teaching Training Waiver

[Distance Education Online Teaching Training Policy](#)

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

[Faculty Online Training Equivalency Electronic Form](#)

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

[Regular and Effective Contact](#)

Appendix J: Student Authentication Guidelines

[Student Authentication Guidelines](#)

Appendix K: Glossary

Glossary

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

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

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

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

PARTIALLY ONLINE (PO)(also known as “hybrid”):

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

ONLINE WITH IN-PERSON PROCTORED ASSESSMENT: (OPA)

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

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

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

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

Appendix L: Distance Education Accreditation and the Law

Federal Regulation Code 34 (CFR) §602.3

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

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

Correspondence education means: (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. (2) Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. (3) Correspondence courses are typically self-paced. (4) Correspondence education is not distance education
(Federal Regulation Code 34 (CFR) §602.3).

Student Authentication & Fraud Prevention

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

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

There are currently three accepted approaches to authentication:

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

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

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

Dept. of Education, Reg. 66952

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

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

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

American Disabilities Act (ADA) and Section 508 Compliance

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

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

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

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

Appendix M: [DE Program Review 2022](#)

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

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

Appendix P: [Faculty Support Document](#)

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