



College Curriculum Committee

Meeting Agenda Package

March 12, 2024

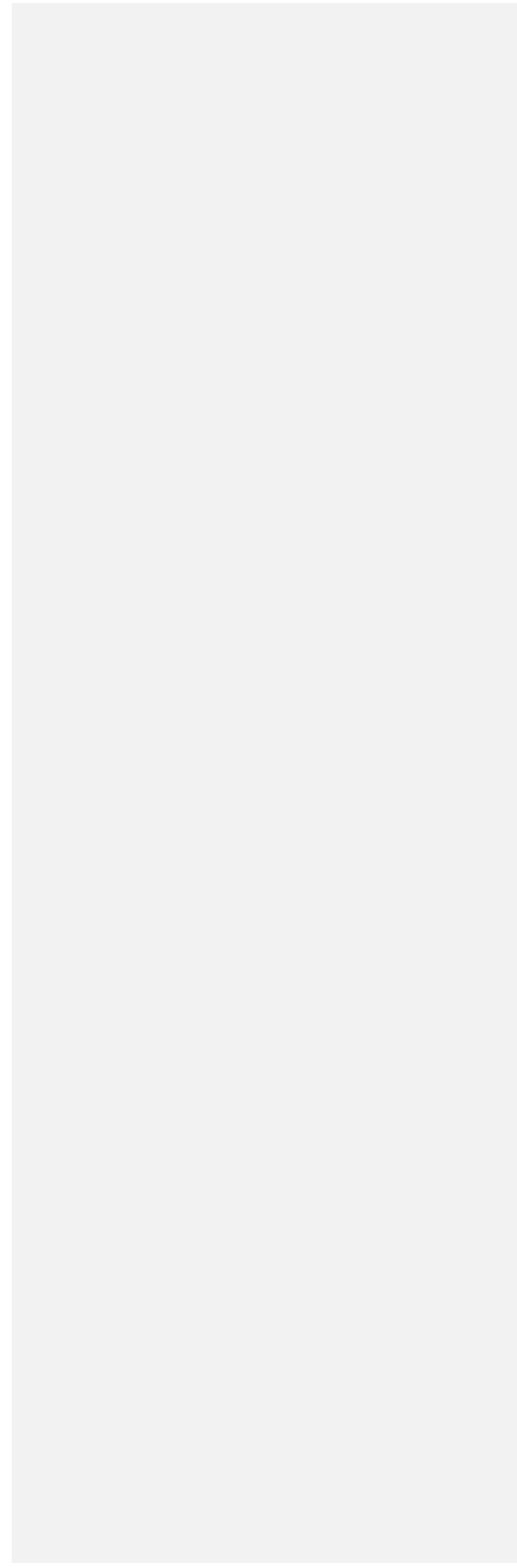


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College Curriculum Committee Meeting Agenda

Facilitator: Sean Moore—Curriculum Committee Chair
Recorder: Noemi Montorosso / **Time Keeper:** Michael Vanoverbeck
Date: March 12, 2024 / **Time:** 2:00 p.m. - 3:30 p.m.
Location: VT-124

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: Victoria Martinez __; Ahmed Manzoor __; Michael Vanoverbeck __; Mayela Rodriguez __; Susan Johnson __; Arneshia Bryant-Horn __; Shay Brown __; Jose Martinez __; Kendahl Radcliffe __; Nathan Lopez __; Paul Flor __; David McPatchell __; Jesse Mills __; Bradfield Conn __; Andree Valdry __; Melain McIntosh __; Sheri Berger __; Maya Medina __; Crystal Moore __; Noemi Monterosso __; and Sean Moore .

AGENDA:

1. **Approval of Agenda:** March 12, 2024.
2. **Approval of Minutes:** February 27, 2024.
3. **Reports and Follow-up Questions From Attendees:**
 - a) Vice President, Academic Affairs
 - b) Curriculum Analyst
 - c) Articulation Officer
 - d) Distance Education Faculty Coordinator
 - e) SLO Coordinator
4. **Consent Agenda Items:**
 - a) *2-Year CTE Course Review—No proposed changes—DE Addendum:* BUS 112 – Advertising; BUS 114 – Marketing; BUS 115 - Business Mathematics; BUS 117 - Personal Finance; BUS 119 - Principles of Retailing Management; BUS 122 - Human Relations in Organizations; BUS 124 - Small Business Entrepreneurship; and BUS 125 - Introduction to Business.
 - b) *Course Review—Conditions of Enrollment—Remove Prerequisite:* ENGL 150 - Survey of British Literature I.
5. **Action Items:**
 - a) *New Course First Read:* PE 190 Slow Pitch Softball.

b) Review AR 4225 Course Repetition Procedure.

6. Discussion Items:

a) Forming a team to implement revisions to Associate Degree Regulations. Implementation, Title 5 § 55060-55062—See attached document.

7. Informational Items:

a) College Curriculum Committee STEM and Counselor vacancies.

8. College Curriculum Committee Representative Comments and/or Future Agenda Item Recommendation(s):

a) CCC representatives may provide a comment or future agenda item recommendation(s).

9. Public Comment:

a) Public comments may be presented by any person not on the CCC roster in attendance.



College Curriculum Committee Meeting Minutes

Facilitator: Sean Moore—Curriculum Committee Chair

Recorder: Noemi Monterroso / **Time Keeper:** Michael Vanoverbeck

Date: February 27, 2024 / **Time:** 2:00 p.m. - 3:30 p.m.

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Attendees: Sean Moore, Susan Johnson, Noemi Monterroso, Nathan Lopez, Michael VanOverbeck, Kendahl Radcliffe, Sheri Berger, Shante Mumford, David McPatchell, Shay Brown, Melain McIntosh, Paul Flor, Arneshia Bryant-Horn, Andree Valdry, Jose Martinez, Janette Morales

AGENDA:

10. Approval of Agenda: February 27, 2024.

- **Michael VanOverbeck motioned to approve agenda. David McPatchell seconded. Approved**

11. Approval of Minutes: November 28, 2024.

- **Michael VanOverbeck motioned to approve minutes. David McPatchell seconded. Approved**

12. Discussion Item:

- **Michael VanOverbeck motioned to open Discussion Item 3a. Nathan Lopez seconded**
- a) Recommendations—Implementation of Revisions to Associate Degree Regulations, Title 5 § 55060-55062: Dr. Berger presented
 - Would we be able to use AB928 funding to work on this?
 - AB928 budget allowable expenses include technology, training, work specifically to make the changes (modify things in banner, CCCApply, DegreeWorks, Program Mapper, etc.) for CalGETC and placing students in ADT program of study. Funding is not provided to local degree changes that is coming from changes in Title 5.
 - Recommendation: District should provide compensation to folks that work on implementing changes

- Recommendation: create a workgroup to start the conversations on what and how to implement changes
- Workgroup development will be included in next meeting agenda
- **Michael VanOverbeck motioned to close Discussion Item 3a. David McPatchell seconded**

13. Reports and Follow-up Questions From Attendees:

- **Susan Johnson motioned to open Items 4a-4f. Shay Brown seconded**
- f) Vice President, Academic Affairs – Sheri Berger
 - No Report
- g) Curriculum Analyst – Sheri Berger
 - Two new non-credit Certificate of Completion High School Spanish and Social Sciences were returned by Chancellor’s office. Both certificates were returned because they were supposed to be Certificates of Competency. Requested changes were BOT approved for resubmission and have been resubmitted to Chancellor’s office for approval
- h) Articulation Officer - Melain
 - CalGETC - If you are working on new courses, make sure to complete in Curricunet and have BOT approval by May if you want articulation for UC and CalGETC submission
 - Highlighted following Changes to Title 5: [§ 55062. Conditions for Awarding the Associate Degree.](#)
 - Institutional Accreditation: (b) 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.
 - Bachelor’s Degree Completes GE Requirements: (e) 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.
 - Colleges’ Responsibility to Transfer (all) Students: (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.
 - What does “other relevant factors” mean?
 - Some examples can include letting students know of the limitations of modality of courses or credit limitations (ex., UC not accepting online science labs)
 - Recommendation: Develop optional syllabus statement
- i) Distance Education Faculty Coordinator
- j) SLO Coordinator

k) CCC Representative Report(s)—Optional

- **Susan Johnson motioned to close Items 4a – 4f. Michael VanOverbeck seconded**

14. Consent Agenda Items:

- **Susan Johnson motioned to approve Consent Agenda Item 5a. Shay Brown seconded. Approved**
- c) *Course Inactivation*: BUS - 103 Intermediate Accounting; BUS - 104 Intermediate Accounting; BUS - 109 Quick Books.

15. Action Items:

- **Michael VanOverbeck motioned to open Action Item 6a. David McPatchell seconded.**
- a) *First Read*: CIS 165 - Advanced Application Development Swift.
 - There are 5 non-credit courses for Apple Swift. This is the credit version of the noncredit course. It will be part of the Certificate of Completion (non-credit courses) and eventually Certificate of Achievement (credit courses) when it is approved
- **Shay Brown motioned to close Action Item 6a. Michael VanOverbeck seconded**

16. Informational Items:

- **Michael VanOverbeck motioned to open Information Items 7a-7e. David McPatchell seconded**
- b) *AB 928 Single GE and Auto-ADT Provisions Allocation for Implementation FAQs Document*: Contacted Dr. Sheri Berger on February 15, 2024 to schedule a meeting and discuss. Expected to meet in March.
- c) *Welcome Shante Mumford, ASG Commissioner of Classes & Curriculum, as our CCC student representative.*
- d) *2023-2024 BP and AR Flow Chart*: Update.
- e) *Updated CCC Roster*
- f) *2024 ACCJC Partners in Excellence Conference*: CCC chair will be attending on 5-9-24 and 5-10-24 in Anaheim.
- **Shay Brown motioned to close Information Items 7a-7e. Susan Johnson seconded**

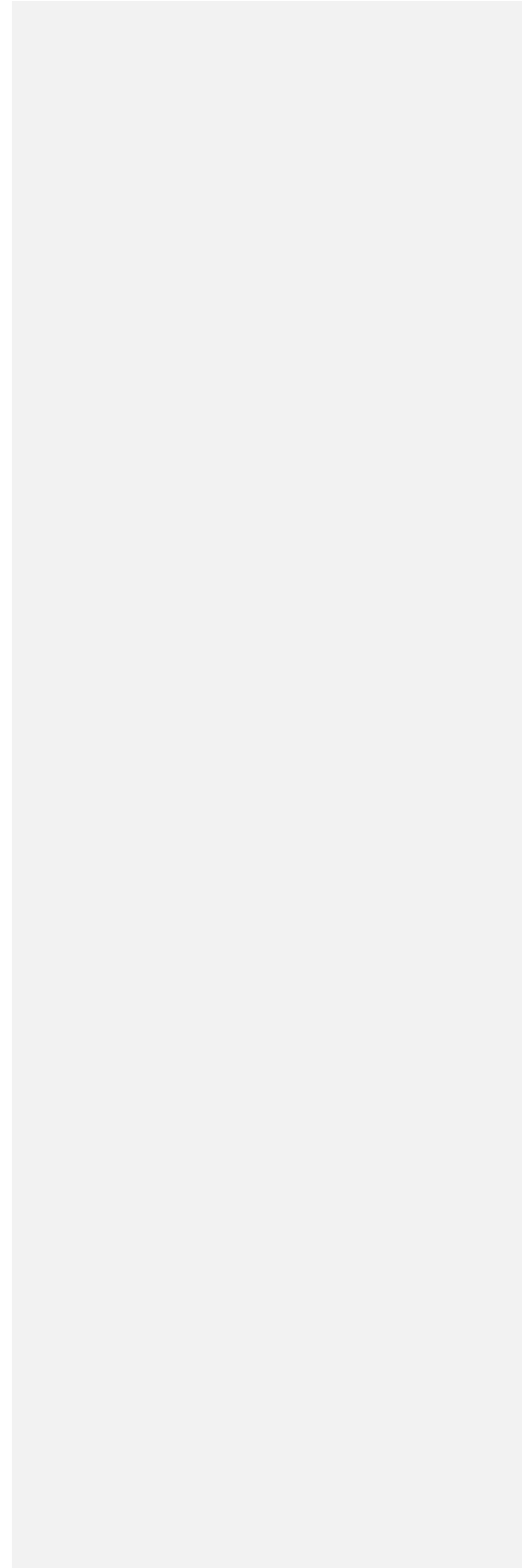
17. College Curriculum Committee Representative Comments and/or Future Agenda Item Recommendation(s):

- **Michael VanOverbeck motioned to open Item 8a. David McPatchell seconded**
- b) CCC representatives may provide a comment or future agenda item recommendation(s).
- **Shay Brown motioned to close Item 8a. Susan Johnson seconded**

18. Public Comment:

- b) Public comments may be presented by any person not on the CCC roster in attendance.
- **Michael VanOverbeck motioned to open Item 9a. David McPatchell seconded**
- **Michael VanOverbeck motioned to close Item 9a. David McPatchell seconded**

Meeting adjourned at 2:52pm





All Fields

New Course Proposal: PE 190 - Slow Pitch Softball

Basic Course Information

Course Discipline PE
Division Health and Public Services
Course Number 190
Course Title Slow Pitch Softball
Short Title Slow Pitch Softball

Credit Status

Is this a credit or noncredit course? D - Credit - Degree Applicable

Justification Proposing New Course

After a meeting, the administrative staff and physical education instructors agreed to create a course for softball class, so new students can have opportunity to take a course during the non-traditional softball season. – Slow Pitch Softball course has been inactivated since the split from ECC. Add DE addendum Requesting CSU & UC transferability; Local GE Area 5 articulations. Not eligible for transfer GE based on new Cal-GETC requirements (mfm).

Catalog Description

This course offers instruction in slow pitch softball, practice, and competitive play suited for students of every skill level. Instruction and demonstration of basic and advanced technical skills, rules of the game, tactics and strategies and situational play will be presented. Exercise training specific to the physical demands of slow pitch softball will be included, as well as discussions on the health aspects of the sport and strategies of safety. Students successfully completing this course will acquire the skills and knowledge to enjoy slow pitch softball as a lifelong sport.

Course Resource Requirement

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

Yes

Facilities and Equipment

Are the facilities and equipment for teaching the course available?

Yes

Library/Learning Resources

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

Yes

Teaching Disciplines, Minimum Qualifications

Minimum Qualification

Kinesiology

Condition

or

Physical Education

Condition

Required Certifications

Cross Listed Course

Cross Listed Course

PE 190 - Slow Pitch Softball

Co-Contributor(s)

Co-Contributor(s)

Course Standards

Is this a credit or noncredit course?

D - Credit - Degree Applicable

This is a CTE Course No

This course has variable units No

This course has activity/lab content Yes

This course is lab only Yes

Lab Units/Hours

Min

Lab Hours (1 unit = 54 hours) 54.000

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

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

Min Outside-of-Class Hours

Total Units/Hours

Min

Total Units 1.00

Total Hours 54.00

Grading Method

Grading Method

L - Letter grade only

Special Characteristics

The following conditions **MUST** be met and **SAVED** in order for the "SAM Priority Code" to populate with the proper conditional values:

- If "This is a CTE Course" is checked, and TOP Code is CTE code (displaying an asterisk), then SAM Priority Codes A - D are available for selection and display in the dropdown as (A - Apprenticeship, B - Advanced Occupational, C - Clearly Occupational, D - Possibly Occupational)
- If "This is a CTE Course" is **not** checked, and TOP Code is **not** CTE code (**not** displaying an asterisk), then the only SAM Priority Code available to select from the dropdown is "E - Non-Occupational"
- Otherwise the SAM Priority Code dropdown will be blank with no selections available

TOP Code

083500 - Physical Education

SAM Priority Code

E - Non-Occupational

Repeatability

This course is repeatable No

Credit By Examination

Approved Special Class

This class is an approved special class for disabled students No

Active Participatory Course

This is an active participatory course (only applies for the Art, Dance, Music, PE, Theater disciplines) No

This is a Basic Skills Course. No

Levels Below Transfer

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

Y - Not applicable

Content

Lecture and Lab Hours

Lecture Hours:

Activity Hours:

Lab Hours: 54.000

Content

Lab

Outline

Orientation A. Introduction to competition B. Proper field maintenance C. slow pitch softball rules, and regulations.

Approximate Time In Hours

2.00

Lab

Outline

Defensive Skills A. Outfield B. Infield C. Catching D. Pitching

Approximate Time In Hours

13.00

Lab

Outline

Strategizing Game-like Situations A. Total team defensive situations B. Offensive situations C.

Situational play options

Approximate Time In Hours

15.00

Lab

Outline

Instructional Games A. Evaluation of game performance B. Evaluation of video C. Evaluation of defensive strategies D. Evaluation of offensive strategies E. Evaluation of pregame warm up

Approximate Time In Hours

8.00

Lab

Outline

Mental Training Visualization Relaxation techniques Team discussions Individual student athlete discussions Reading materials

Approximate Time In Hours

6.00

Lab

Outline

Conditioning: Dynamic stretching, Endurance training, Speed training, Running mechanics, Strength training

Approximate Time In Hours

10.00

Course Objectives

Please list each objective individually.

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

Objectives

Lab

Objective

Develop a conditioning and training program.

Lab

Objective

Understand and execute the various defensive situations and strategies.

Lab

Objective

Differentiate and respond to various offensive situations and strategies.

Lab

Objective

Understanding of the rules, regulations and slow pitch softball.

Lab

Objective

Analyze the various bunts utilized in slow pitch softball.

Lab

Objective

Demonstrate effective base running and sliding techniques.

Lab

Objective

Demonstrate effective base running and sliding techniques.

Lab

Objective

Demonstrate effective base running and sliding techniques.

Lab

Objective

Demonstrate effective base running and sliding techniques.

Lab

Objective

Demonstrate effective base running and sliding techniques.

Lab

Objective

Execute the various techniques and situations involved in batting.

Student Learning Outcomes

Please list each outcome individually.

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

Learning Outcomes

SLO #1 Fielding-Student will demonstrate proficiency in the fielding of their appropriate position.

Please check all that align with the Institutional Learning Outcomes (ILOs)

1. Critical Thinking: Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.

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

3. Community and Personal Development: Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.

4. Information Literacy: Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.

SLO #2 Student will demonstrate proficiency and accuracy in hitting.

Please check all that align with the Institutional Learning Outcomes (ILOs)

1. Critical Thinking: Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.

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

3. Community and Personal Development: Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.

4. Information Literacy: Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.

SLO #3 Student will demonstrate proficiency and accuracy in throwing.

Please check all that align with the Institutional Learning Outcomes (ILOs)

1. Critical Thinking: Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.

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

3. Community and Personal Development: Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.

4. Information Literacy: Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.

Methods of Evaluation and Examination

Evaluation Method

Skills demonstrations

Exams/Quizzes

Other No

Typical Assignments

Some assignments require critical thinking Yes

Sample

Explain and demonstrate to the instructor the various slides in softball and differentiate the situations in which to use each slide.

Design and demonstrate to instructor a conditioning program that emphasizes strength development, cardiovascular conditioning and flexibility conducive to collegiate softball.

Reading Assignments No

Writing Assignments No

Other Assignments Yes

Sample

Demonstrate and compare the skills involved in an outfielder correctly fielding a ground ball and fly ball, and throwing to second base, third base and home plate.

Attached Files

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

Attached File

Course Materials

Textbook (Minimum 3 Recommended)

Author(s) Rainer Martens

Title Complete Guide to Slowpitch Softball

Edition 1st

Publisher Human Kinetics

ISBN-13 9780736094061

Year 2011

Rationale for older textbook

Industry standard

Or Equivalent Yes

Manual

Software

Other Learning Materials

Conditions of Enrollment

Enrollment Fees

Does this course have additional enrollment fees?

No

Enrollment Conditions

Is this course an open entry/open exit?

No

Requisites

Course Requisites

Does this course need course requisites?

Yes

Course Requisites

Other

Non Course Requirements

High school varsity experience or equivalent skill

Condition

Open Parenthesis

Close Parenthesis

Notes

Content Review

This course requires content review

No

Prerequisite/Corequisite Validation

Comparable to

Methods of Instruction

Check all that apply:

Demonstration

Group Activities

Laboratory

Other (please specify) No

IDEA

IDEA- (Inclusion, Diversity, Equity, and Accessibility)

The IDEA section of the course outline of record is currently optional.

If completing, for each question, please answer Yes or Not Applicable (N/A) and include an explanation as required.

Check this box to complete the IDEA section. No

Course Description

The course description takes into consideration IDEA (inclusion, diversity, equity, and accessibility)?

Yes

Explanation

Content

1. The content appeals to and impacts diverse students' interests, diverse learning styles, disability/ability, skills, attitudes, and life experiences.

Explanation

2. The content is aimed at diversity and/or inclusion-related knowledge, skills, and attitudes.

Explanation

3. The content is relevant and personal for students in addressing the impact on students and/or their communities.

Explanation

Course Objectives

1. The course objectives appeal to and impact diverse students' interests, diverse learning styles, disability/ability, skills, attitudes, and prior knowledge.

Explanation

2. The course textbook and/or material(s) includes multiple culturally diverse authors that represent historically marginalized groups and/or philosophies.

Explanation

3. The course textbook(s) and/or materials include a balance of images that display a diversity of identities.

Yes

Explanation

4. This course has an Open Education Resources (OER) or Zero Textbook Cost (ZTC) option for faculty to consider.

Methods of Evaluation and Examination

1. The methods of evaluation and examination include assessments of in-class activities that encourage peer interactions.

Explanation

2. The course activities are aligned with the principles of a Universal Design for Learning (UDL).

Explanation

3. The methods of instruction foster real-life scenarios related to the discipline or job skills.

Explanation

4. The methods of instruction use rubrics and/or standards for different grading on assessments by providing examples of work that aligns with courses grades.

Explanation

Distance Education

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

Form of Distance Education

Mode of delivery

Hybrid / Fully Online Fully Online (100% Online)

Hours for Content Delivery and Interaction

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

Online Lecture

Online Activity

Online Lab 54.000

Total Hours per Semester 54

Hours for Content Delivery and Interaction

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

Face-to-Face Lecture

Face-to-Face Activity

Face-to-Face Lab 54.000

Total Hours per Semester 54

Instructor-Student Contact

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

Examples of online class communication:

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

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

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

Student Performance Objectives No

Assignments No

Assessment No

General Information

Date Division / Faculty notified of DE petition? 11/07/2023

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

This item was discussed at our division meeting on Nov 7,2023

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

None

Section 508 Compliance

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

Any multi-language or words will be identified by using the HTML "lang" attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that "speak" multiple languages to generate the proper pronunciation in accordance to the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

Communication Methods and Frequency

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

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

I acknowledge reading the definitions and guidelines above.

Yes

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

Yes

Instructor-Initiated Contact

- Direct personal contact with students via e-mail, phone, or LMS messaging
- Establishing/moderating virtual small groups
- Facilitating student-to-student contact (chat, discussion, groups, etc.)
- Instructor-prepared class materials (lecture, handouts, etc.)
- Leading/moderating discussions
- Office hours (face to face, phone, virtual)
- Posting announcements (written, audio, or video)
- Student polls/surveys
- Timely feedback on student work

Instructors will utilize one or more options from the Instructor-Initiated Contact list above. Yes
Student-Initiated Contact

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

The online class will include one or more of the following: online, email, listserv, chat room, interactive videoconferencing, website/bulletin board, telephone, U.S. Mail, on campus.
Yes

General Education/Transfer

CSU Yes

UC Request Yes

Effective Term

Effective Year

General Education

Local GE Yes

5 – Health and Physical Education

Rationale

CSU GE No

IGETC No

Transfer and Articulation

C-ID No

UC-TCA No

Course Articulation

Submit for Course-to-Course Articulation No

Material Fees

Course routinely requires a materials fee No

Material Fee Amount

Check one

This fee is to be charged to the student when he/she registers for a class, and it will be printed in the schedule of classes. If at all possible, it is preferable to handle all materials and their purchase through the Bookstore. No

This material is to be required of the student to take the class, but is to be purchased after registration. It is typically included as information on the class syllabus. No

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

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

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

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

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

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

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

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

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

The District is providing the material at lower cost than it is available elsewhere.

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

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

Describe how material has continued value outside of the classroom.

Codes and Dates

Date

Academic Senate Approval

Course Origination Date 11/19/2023

Course Proposer Williams, Shannon

Implementation Date

Effective Term

C-ID Number

CB03: TOP Code 083500 - Physical Education

Course Control Number

Is this a credit or noncredit course? D - Credit - Degree Applicable

CB05: Transfer Status

CB08: Basic Skills Status

CB09: SAM Priority Code E - Non-Occupational

CB10: Cooperative Work Experience

CB11: Course Classification Status

CB13 Special Class Status

CB21 Course Prior to College Y - Not applicable

CB22: Non-Credit Category

CB23: Funding Agency Category

CB24: Program Status

CB25 - Course General Education Status

CB26 - Course Support Course Status

CB27 - Course Upper Division Status

CID Code

Supporting Documents

Attached File

ASSIST

Queue for Assist No

Last Request From Queue

Last Direct Request

ASSIST Preview

Prefix PE
Course Number 190
Lecture Content
Lab Content

1. Orientation A. Introduction to competition B. Proper field maintenance C. slow pitch softball rules, and regulations.
2. Defensive Skills A. Outfield B. Infield C. Catching D. Pitching
3. Strategizing Game-like Situations A. Total team defensive situations B. Offensive situations C. Situational play options
4. Instructional Games A. Evaluation of game performance B. Evaluation of video C. Evaluation of defensive strategies D. Evaluation of offensive strategies E. Evaluation of pregame warm up
5. Mental Training Visualization Relaxation techniques Team discussions Individual student athlete discussions Reading materials
6. Conditioning: Dynamic stretching, Endurance training, Speed training, Running mechanics, Strength training

Course Description

This course offers instruction in slow pitch softball, practice, and competitive play suited for students of every skill level. Instruction and demonstration of basic and advanced technical skills, rules of the game, tactics and strategies and situational play will be presented. Exercise training specific to the physical demands of slow pitch softball will be included, as well as discussions on the health aspects of the sport and strategies of safety. Students successfully completing this course will acquire the skills and knowledge to enjoy slow pitch softball as a lifelong sport.

Is Honors

false

Lecture Hours

0.000

Lab Hours

54.000

Outline Approval Date

Outline Effective Date

Prerequisites

Corequisites

Recommended Prep

Other

Other

High school varsity experience or equivalent skill

Objectives

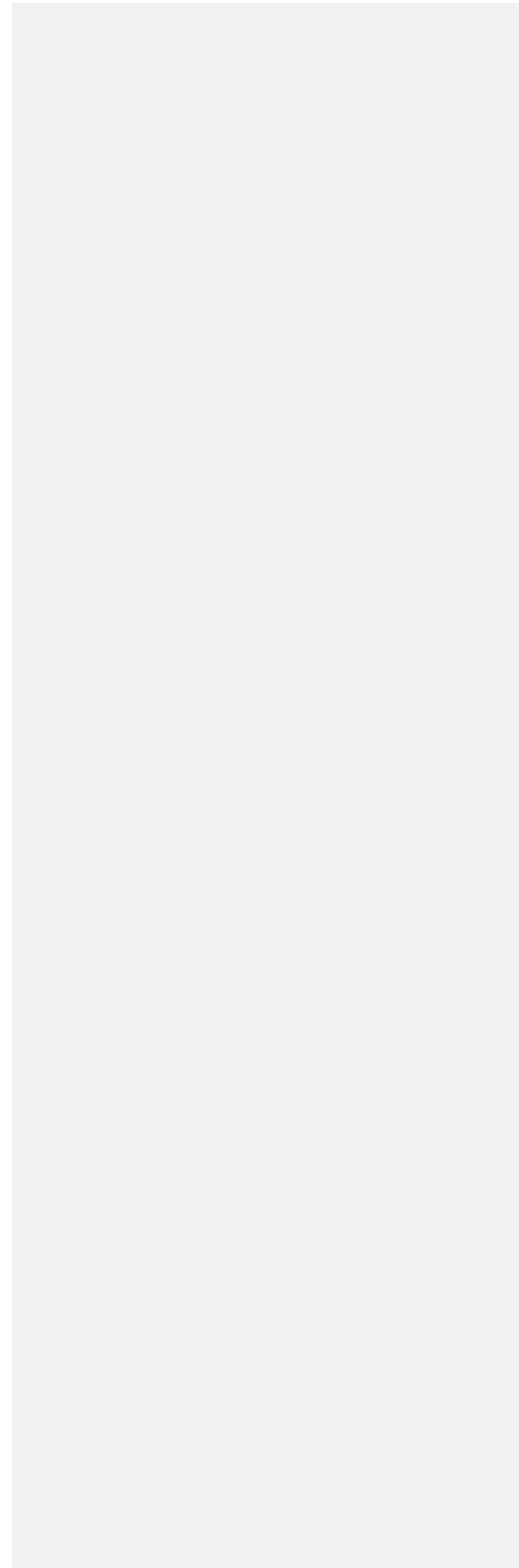
1. Develop a conditioning and training program.
2. Understand and execute the various defensive situations and strategies.
3. Differentiate and respond to various offensive situations and strategies.
4. Understanding of the rules, regulations and slow pitch softball.
5. Analyze the various bunts utilized in slow pitch softball.
6. Demonstrate effective base running and sliding techniques.
7. Demonstrate effective base running and sliding techniques.
8. Demonstrate effective base running and sliding techniques.
9. Demonstrate effective base running and sliding techniques.
10. Demonstrate effective base running and sliding techniques.
11. Execute the various techniques and situations involved in batting.

Instruction Methods
Evaluation Methods

- Skills demonstrations
- Exams/Quizzes

Other Texts
Assignments

- **Some assignments require critical thinking:**
No Sample Entered
- **Other Assignments**
No Sample Entered





**COMPTON COMMUNITY COLLEGE
DISTRICT ADMINISTRATIVE
REGULATIONS**

AR 4225 Course Repetition Procedure

**Issued: June 19, 2018
Revised: October 19, 2021**

References:

Education Code 76225
Title 5, Sections 55040, 55045, 55252, 55253, 56029, 58161

Students may retake a course not designated as repeatable in which they have one unsuccessful attempt only once without college intervention. An unsuccessful attempt occurs when a student receives a Withdrawal (“W”) or a substandard grade (“D,” “F,” **and** “NP”). Students may retake a course not designated as repeatable in which they have two unsuccessful attempts only after completing college intervention. Repeatable courses may be repeated per the education code and the district policy.

Deleted: or

In general, students are not permitted to repeat courses in which they have earned a grade of “A,” “B,” “C,” **and** “P” except as described below in section IV for Special Circumstances.

Deleted: or

- I. Course Repetition to Alleviate Substandard Academic Work. All courses are considered non-repeatable unless otherwise stated in the College Catalog (noted in course description). Courses that are not designated as repeatable may be repeated to alleviate substandard work.
 - A. Original Attempt
 1. If a substandard grade or a “W” is received, the student may retake that course.
 2. If a student receives a passing grade, a retake is not allowed unless provided under special circumstances.
 - B. Second Attempt
 1. If a student receives a substandard grade or a “W” on the original attempt, a second attempt is permissible.
 2. A passing or substandard grade received in the retake shall replace the original grade and credit in the calculation of the grade point average. This will be annotated on the student’s academic transcript.
 3. The original grade, alleviated by the new grade, must remain on the student’s academic transcript.
 4. If a “W” is received on the second attempt, no grade alleviation would apply.
 - C. Third Attempt

1. If a student attempts a course not designated as repeatable twice and in both attempts the student receives either a substandard grade or a "W" or a combination, then the student may be permitted a third attempt-retake with the completion and approval of a Plan for Student Success.
2. A passing or substandard grade received in the third attempt shall replace the grade and credit received in the second attempt or original attempt if the second attempt was a "W" in the calculation of the grade point average.
3. The new grade shall be annotated on the student's academic transcript.
4. The original grade, alleviated by the new grade, must remain on the student's academic transcript.
5. If a "W" is received, no grade alleviation would apply.

D. College Intervention

Students with two unsuccessful attempts must submit an Excessive Course Repeat Petition and a Plan for Student Success signed by a counselor.

II. Repeatable Courses

Repeatable courses are those listed in the College Catalog and noted in the course description.

A. Scope and Limitations of Repeatable Courses

1. Compton College designates only the following types of courses to be repeatable per Title 5, Section 55041:
 - a. Courses for which repetition is necessary to meet the lower-division major requirements of California State University (CSU) or University of California (UC) for completion of a Bachelor's Degree
 - b. Intercollegiate athletics and related conditioning
 - c. Intercollegiate academic or vocational competition.
2. For repeatable courses, students may repeat a course the maximum number of times that course has been approved for repetitions. Substandard grades and grades of "W" earned each count as an attempt.
3. When a course is repeated pursuant to this section, the grade received each time shall be included for purposes of calculating the student's grade point average, except if the course is repeated pursuant to section IIB of this article that permits district policy to allow the previous grade(s) to be disregarded.

B. Substandard Grade Alleviation

1. If a substandard grade has been recorded in a repeatable course, the course may be retaken for grade alleviation, provided that the attempt does not exceed the maximum number of times the course may be attempted with a passing or substandard grade.
2. No more than two substandard grades may be alleviated for a repeatable course.

3. When a student repeats a course to alleviate substandard academic work, the previous grade and credit will be disregarded in the calculation of grade point average.
4. If a substandard grade is recorded on the last allowable attempt in a repeatable course, the following applies:
 - a. that last grade cannot be alleviated, and
 - b. lapse of time can never be used for that course.

Note: Extenuating circumstances described in section V.B below do not apply to repeatable courses. A student may not petition on the grounds of extenuating circumstances for a repeatable course.

C. Active Participatory Courses and Repeatability

“Active participatory courses” are those courses where individual study or group assignments are the basic means by which learning objectives are obtained. Courses that are related in “content” (also known as “families”) are those courses with similar primary educational activities in which skill levels or variations are separated into distinct courses with different student learning outcomes for each level or variation. Courses eligible to be included in “families” are limited to physical education, visual arts, and performing arts.

While students will not in most cases be allowed to repeat a specific active participatory course, they can still enroll in a series of active participatory courses that are related in content a maximum of four times. This limit applies even if the student receives a substandard grade or “W” during one or more enrollments or if a student petitions for repetition due to extenuating circumstances in section IV.B.

Discipline faculty will be responsible for determining which courses will comprise families and these families of courses will be designated in the College Catalog along with enrollment limitations.

III. Variable Unit Courses

If a credit course is offered for variable units on an open-entry/open-exit bases, a student may enroll in the course as many times as necessary to complete one time the entire curriculum of the course as described in the course outline of record. A student may repeat the class until the maximum number of units is earned.

IV. Special Circumstances

Students may only petition to repeat a course beyond the maximum allowed enrollments under the following conditions. Maximum allowed enrollments include any combination of withdrawals and repetitions.

A. Significant Lapse of Time

1. A student may petition to repeat a course in which they previously earned a grade of C or better if there has been a significant lapse of time. A significant lapse of time petition may be filed when
 - a. No fewer than 36 months have passed or

- b. The district has established a recency prerequisite that is less than 36 months or
- c. Another institution of higher education to which the student seeks to transfer has established a recency requirement which the student will not be able to satisfy without repeating the course in question, and where less than 36 months has elapsed

B. Extenuating Circumstances

- Circumstances under which students may repeat courses in which a C or better grade was earned. Such course repetition requires a finding that extenuating, emergency, or extraordinary circumstances exist which justify such repetition. Emergency conditions or extraordinary conditions are those meeting the requirements of Title 5 Section 58146, subdivision (b). Extenuating circumstances are verified cases of accidents, illness, or other circumstances beyond the control of the student. Grades awarded for courses repeated under these provisions [NOTE: When a course is repeated pursuant to this section, the District may allow the previous grade and credit to be disregarded in computing the student's GPA -- select shall or may] be included when calculating a student's grade point average.
- Final decision on extenuating circumstances will be made by Admissions and Records.

C. Educational Assistance for Students with Disabilities

1. Educational assistance designed for students with disabilities may be subject to extensions of repeatability in certain circumstances. Repetition may be authorized based on a case by case determination related to the student's educational limitation pursuant to state and federal non-discrimination laws.
2. The determination must be based on one of the following circumstances as specified in Title 5, Section 56029.
 - a. When continuing success of the student in other general and/or special classes is dependent on additional repetitions of an educational assistance class.
 - b. When additional repetitions of a specific class are essential to completing a student's preparation for enrollment into other regular or educational assistance classes.
 - c. When the student has an educational contract which involves a goal other than completion of the educational assistance class in question and repetition of the course will further achievement of that goal.
3. When a student with a disability repeats a class, the previous grade and credit shall be disregarded in the computation of grade point averages.

- D. Students may enroll in work-experience education.

Deleted: 1. → A student may petition to repeat a course for extenuating circumstances. ¶
 2. → Extenuating circumstances are verified cases of accidents, illness, or other circumstances beyond the control of the student. ¶
 3. → The student has the burden of proof to support a claim. ¶
 4. → Extenuating circumstances cannot be used if the student has already used the course to obtain a degree at Compton College or if the course was used in academic renewal. ¶
 5. → Any approved extenuating circumstance petition, subsequently found based on fraudulent documentation, may be reversed. Submission of falsified documentation for extenuating circumstances shall result in the denial and may also result in student disciplinary action. ¶
 6. → Final decision on extenuating circumstances will be made by Admissions and Records.

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Deleted: repeat an cooperative work experience course pursuant to District policy any number of times as long as they do not exceed the limits on the number of units of cooperative work experience set forth in Title 5 Section 55253(a)

Deleted: Cooperative Work Experience Education (CWEE)...

1. Students may earn up to a total of 16 units. A maximum of eight (8) credit hours may be earned in work-experience education during one semester.

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E. Legally Mandated Training

1. Course repetition shall be permitted, in instances when such repetition is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment. Such courses must conform to all attendance accounting, course approval, and other requirements imposed by applicable provisions of law. Such courses may be repeated for credit any number of times. Students must provide documentation that course repetition is necessary to complete legally mandated training.

F. Significant Change in Industry or Licensure Standards

1. A student may petition to repeat a course where there has been a change in industry or licensure standards requiring that repetition of the course is necessary for employment or licensure.
2. The student must document the following two provisions:
 - a. that there has been a significant change in the industry or licensure standards since the student previously took the course, and
 - b. the student must take this course again for employment or licensure.

V. Other Provisions

A. Grade Alleviation with Courses from Other Colleges

1. Grade alleviation with courses from other colleges will be allowed provided the following conditions are met:
 - a. the course is from a regionally accredited college
 - b. the course is comparable
 - c. the course is of equal value in units.

- B. In addition, all evaluative and non-evaluative grades count toward the four enrollment limitation and all grades and credits received count in computing a student's grade point average. Nothing in these procedures shall conflict with Education Code Section 76224 pertaining to the finality of grades assigned by instructors, or with Title 5, or district procedures relating to the retention and destruction of records

Implementation of Revisions to Associate Degree Regulations, Title 5 § 55060-55062

Key Changes:

- Required Implementation by August 1, 2025 (effective for new students in summer 2025)
- GE requirement increased from 18 units to 21 units
- Separation of “Communication and Analytical Thinking” into “Oral Communication and Critical Thinking” AND “Mathematical Concepts and Quantitative Reasoning”
- Ethnic Studies is a separate GE category
- Elimination of Health & PE Area
- GE areas aligned with CalGETC pattern
- “The realignment of GE categories will require colleges to review all courses currently approved for each category and determine if they are still appropriately categorized.”

Current GE Area	Units	New GE Area	Units
1. Natural Sciences	3	5. Natural Sciences	3
2. Social & Behavioral Sciences	3	4. Social & Behavioral Sciences	3
3. Humanities	3	3. Arts & Humanities	3
4. Language and Rationality	6	1A. English Composition	3
A. English Composition B. Communication & Analytical Thinking		1B. Oral Communication & Critical Thinking	3
5. Health & Physical Education	3		
6. Mathematics & English Competency		2. Mathematical Concepts & Quantitative Reasoning	3
7. Culture, Diversity & Equity		6. Ethnic Studies	3
Total	18	Total	21

Recommendation: Form a workgroup to review current listing of courses in each GE area and make a recommendation for realignment within new regulations.