El Camino College

Substantive Change Proposal

Identified Change: Addition of Courses that Constitute 50% or More of a Program Offered Through a Mode of Distance Electronic Delivery

El Camino Community College District
16007 Crenshaw Boulevard
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October 1, 2010

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EL CAMINO COLLEGE
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A. DESCRIPTION OF THE PROPOSED CHANGE

The Substantive Change Proposal is submitted because El Camino College students are able to complete thirteen (13) Certificate programs, ten (10) Associate of Arts degree programs, four (4) Associate of Science degree programs and the General Education program through courses offered by distance education. These program majors have 50% or more of their courses approved as distance education offerings.

Certificate of Achievement
Business – Accounting
Business – Bookkeeping
Business – Business Management
Business – Marketing
Business – Retail Management
Childhood Education – Early Childhood Education
Childhood Education – Early Intervention Assistant
Childhood Education – Special Education Assistant
Computer Information Science – Microcomputer Applications
Computer Information Science – Microcomputer Support and Network Management
Real Estate
Real Estate – Mortgage Loan Brokerage
Real Estate – Real Estate Appraisal

Associate of Arts Degree
Anthropology
Childhood Education
Economics
English
History
Liberal Studies (Elementary Teaching)
Philosophy
Political Science
Real Estate
Sociology

Associate of Science Degree
Business – Accounting
Business – Business Management
Business – Marketing
Computer Information Science

Relationship of the Proposed Change to the Mission

El Camino College's mission is to "offer quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community." To achieve this mission, the College believes that it must be responsive to the needs of the communities served by El Camino College.

Providing quality online distance education to the community allows the College to offer educational services to those who are not able to come to campus due to work schedules, disabilities, child care, or transportation issues.

The College's statement of philosophy is "Everything El Camino College is or does must be centered on our community, for without our community, we have no students, no faculty or staff, no reason to exist. It is our community that saw the need and valued the reason for the creation of El Camino College. Therefore, it is to our community that we must be responsible and responsive in all matters educational, fiscal and social." [1]

As the mission and philosophy firmly state, the College is obligated to meet the needs and expectations of the communities served through its academic programs and delivery options.

Rationale for the Proposed Change

The development of online instruction allows the College to increase access for working adults, non-traditional, and traditional students. The College is using Internet technology to expand access to students. The demand from students and the community for this form of instructional delivery continues to increase. The College and the El Camino College Compton Educational Center are located in urban environments, and online instruction reduces the number of times a student must drive to the campus in a highly congested traffic region.

El Camino College is located in an urban environment centered in the South Bay communities of Los Angeles County. The major communities served are Torrance, Hawthorne, Redondo Beach, Inglewood, and Lawndale. In addition, many other students are drawn from the greater Los Angeles basin. The ECC Compton Educational Center serves the communities within the Compton Community College District including Compton, Lynwood, North Long Beach and Paramount.

A community survey commissioned by the College in 2005 sampled 600 area adult residents. When queried about the ability to complete an entire two-year associate degree over the Internet, 26% ranked it very important. Thirty-seven percent of the respondents indicated a desire for hybrid, online, and on-campus courses. When asked to choose two courses they would like to take online, the following were listed by the respondents: English, history, political science, machining and trade courses, and computer courses. The survey, along with the high demand for online instruction, was the major reason the College expanded its offerings of online instruction.

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[1] http://www.elcamino.edu/administration/vpaa/

The growth of the online distance education program is fast paced. The growth is fueled by student demand, faculty interest, and support from the deans and the Vice President of Academic Affairs. More faculty members continue to be trained to teach online and new online courses have been approved through the curriculum process.

B. DESCRIPTION OF THE EDUCATIONAL PROGRAM(S)

The Educational Purposes of the Change are Clear and Appropriate

The mission of the distance education program is to provide alternative delivery modes of instruction that increase student access to post secondary educational programs.

There are 181 courses approved for online instruction. A majority of these courses meet either AA or AS degree requirements. All online courses are also available in the face-to-face mode of instruction. There are no differences in the general education, major, or graduation requirements for any of these programs. Currently, no programs are marketed as being exclusively available online.

All Relevant Commission Policies are Addressed

The College observes all Accrediting Commission policies and reporting. The College ensures that online and face-to-face courses are equally rigorous, and that student learning outcomes are listed on course syllabi and are assessed in the same manner as traditional courses. All courses, offered at El Camino College, whether online or face-to-face, follow the prescribed general course outlines approved by the College Curriculum Committee.

The Program meets Accreditation Standards Related to Student Learning Programs, Services, and Resources

All major campus services are available online. This includes an orientation to the College, college catalog, and schedule of classes. Online Student Services include admissions application, registration, virtual counseling, financial aid (application, notification, and funding), fee payment, and campus-wide web Q&A pages. Textbooks can be ordered online through the campus bookstore for home delivery. Online Library Services include electronic books, periodical databases, electronic reserves, and Ask-a-Librarian reference services (email). Some courses include tutorial support through the textbook publishers.

Online office hours are also available to most students taking online classes. All online faculty members are encouraged to hold at least one of their contractual office hours per week online. An online orientation to distance education is also available for prospective or new distance education students.

C. DESCRIPTION OF THE PLANNING PROCESS

How the Change Relates to the Institution's Planning Process and Stated Mission

As noted earlier, student demand for online instruction continues to increase, with online courses filling before the face-to-face courses. In response to student demand, faculty members continue to apply for more courses to be offered online. This is consistent with the College mission to serve diverse students using a variety of instructional delivery methods and services. The Educational Master Plan supports the modification of instructional delivery methods to accommodate various learning styles and needs. Online courses are integral to the College instructional programs and services. Today's textbooks also offer substantial online resources for instructors to use in the regular and online courses, thus enriching the instructional programs and student learning.

Assessment of Needs and Resources

The Learning Resources and Distance Education program review identified expansion of online courses as a priority to meet student demand for this type of instruction. In response, the distance education program developed action plans to increase online instruction.[2] The College used recommendations from the program review process, the technology plan, and program plans to increase online instruction. A task force was formed in 2005 by the Vice President of Academic Affairs to broaden the scope of distance education. As a result, a distance education plan of action for 2006-2008 was developed and approved by the Academic Senate. The major elements of the plan were endorsed by the Planning and Budgeting Committee and forwarded to the Superintendent/President for funding.

The Distance Education Advisory Committee (DEAC) is a college resource that recommends changes in policies and procedures for distance education courses to comply with college curriculum guidelines. The DEAC works closely with the Academic Senate, as well as college and division curriculum committees to ensure quality and continuous improvement of the program. The DEAC includes faculty from all academic divisions, along with the Director of Learning Resources, Distance Education Coordinator, Academic Dean, staff from the Distance Education Office, and representatives from the College Curriculum Committee, Special Resource Center, and Counseling.

The Anticipated Effect of the Proposed Change on the Rest of the Institution

The College has been conservative in the development of online instruction out of a concern for maintaining the same quality instruction found in face-to-face courses. With the addition of the Compton Center, online instruction expanded significantly. Quality of instruction at both locations is monitored by the academic deans and vice presidents. It is anticipated that more faculty members will receive training in online instruction, increasing the pool of trained faculty members. This increase, along with new distance education facilities and support staff, will result in more online instruction at the College and the Center in the future.

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[2] http://www.elcamino.edu/administration/vpaa/Distance%20Education-rev.pdf

It is also anticipated that some programs will increase enrollment in certificate and degree programs as a result of more online course offering. This trend is expected to increase the number of certificates and degrees awarded.

<u>A Clear Statement of the Intended Benefits that will Result from the Change</u>

The benefits to students are significant. More non-traditional students will be served and more students will be able to complete their degrees and/or transfer preparation in a shorter time period. Online instruction improves student opportunities to achieve their educational goals because of the flexible nature of the instruction. Online instruction also reduces the impact on facilities, parking, and traffic in the surrounding communities. El Camino College enrolls more than 28,000 students in the fall and spring resulting in traffic congestion and parking problems. The Center enrolls 7,500 students in the fall and spring and has recently experienced parking shortages. Online instruction reduces the need for students to travel to campus to complete their educational goals.

<u>A Description of the Preparation and Planning Process for the Change</u>

The Distance Education (DE) action plan identified the need for adequate staffing support for online instruction. In 2009, an Instructional Media Coordinator was hired in DE to ensure proper coordination and support for faculty and students. Filling this position resulted in better communication with students and staff. The Coordinator is also available for technical problem solving and for providing assistance to faculty members to set up their online courses. The Staff Development Office recently hired a new training specialist to provide faculty with online teacher training. Both positions provide necessary support for the increased demands for faculty training in online course delivery.

The distance education Instructional Media Coordinator works with individual faculty in the resolution of problems within their online course. The DE office also provides student help desk services and technology orientation training for delivery of distance education courses.

D. EVIDENCE OF RESOURCES AND PROCESSES TO MAINTAIN QUALITY

<u>Evidence of Sufficient and Qualified Faculty, Management, and Support Staffing</u>

The DE program is part of the Learning Resources unit, which is one of the nine academic units reporting to the Vice President of Academic Affairs, and is under the supervision of the Director of Library and Learning Resources. This unit includes the Library, the Learning Resources Center, the Library Media Technical Computer Center, the Basic Skills Study Lab and Media Services. The DE staffing includes a 50% Faculty Coordinator, Instructional Media Coordinator – Distance Education (classified) and two part-time hourly staff members. A wide range of job expectations are included in the daily routines of each employee.
(Appendix A: Job Tasks Related to Distance Education)

The staff works with faculty to implement all college rules and regulations. Recent expectations such as the student verification process have been addressed by encouraging all faculty to utilize a course management system that requires a logon and password. Other authentication technologies are being investigated to meet governmental requirements.

With few exceptions, online courses have been developed by full-time faculty members who are also teaching the face-to-face version of the course. Faculty assigned to teach online courses must meet requirements developed by the DEAC and endorsed by the Academic Senate. Faculty members are given online teaching assignments through the academic division. All faculty teaching online are also encouraged to hold a minimum of one designated online office hour per week.

<u>Evidence of Appropriate Equipment and Facilities, Including Adequate Control over any Off-Campus Site</u>

The DE office is physically housed within the Library building. It is in an area easily accessible to students and is open during regular business hours. All printed materials related to the program are available in this area. The DE webpage provides updated information about the services provided. [3]

DE staff work with departments throughout the campus, including the Staff Development Office, to:
- arrange ongoing training for faculty
- assist students with adding and dropping classes
- develop course schedules
- maintain course management system licenses and
- provide web hosting

Most distance education classes utilize the ETUDES course management system that is supported by the College. Appropriate servers, maintenance, and support are provided by the Information Technology Services (ITS) department. Student data is automatically uploaded daily to the ETUDES server by the designated ITS programmer.

Online class support is provided by the DE office. Questions are received by email, telephone, or walk-ins. Extensive self-help information is posted on the DE website. Many faculty members place instructive information on their websites to assist students who encounter problems. In-person assistance is also available through the on-campus computer lab located in the Library. The lab has proven to be very valuable to online students since approximately 66% of the students enrolled in online classes are also enrolled in on-campus classes.

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[3] http://www.elcamino.edu/library/distance-ed/facultytemplates/Student_Handbook_for_Online_Courses_Spring_10_rev_1211.pdf

Evidence of Fiscal Resources of Funding for the Proposed Change

Online instruction is a major component of the instructional program and budget of the College and the Center. The College and the Center each allocate approximately 15 Full-Time Equivalent Faculty (FTEF) for online instruction and generate about 700 Full-Time Equivalent Students (FTES) at each site on an annual basis. At both locations, online instruction is an important apportionment revenue generator and funding is fully integrated into the general fund. There are no plans to reduce online instruction. On the contrary, the demand for online instruction continues to grow at both sites. All courses offered online fill more quickly than traditional courses. Additional appropriations have been made available through the planning process to implement additional projects and programs. The cost of site licenses and course management software are budgeted in the general fund as are all other operational costs associated with online instruction and student support services.

During the recently completed construction in the Learning Resources building, a new DE classroom/conference center was developed. This classroom is designed to be used as an incubation center for DE faculty wishing to incorporate new technologies into their courses. A wide range of software to support faculty is available, with training provided by the full time Instructional Media Coordinator. During the course of any year, additional training on many different types of instructional software is available through the college staff development program. The College's Staff Development office is staffed by a full time trainer/coordinator.

Evidence of a Plan for Monitoring Achievement of the Desired Outcomes of the Proposed Change

To monitor achievement of the desired outcomes, the El Camino College distance education program evaluates its strengths, problem areas, student learning and achievement through program review. The student learning outcomes assessments for courses also serve as measures of success. Utilizing student responses, academic deans give close scrutiny to online issues during the faculty evaluation process. Student success and retention in online courses is compared with the same courses taught face-to-face utilizing data provided by Institutional Research. These reports are used to make changes, additions, or deletions to the program.

Overall, success and retention rates are between 8 and 21 percentage points lower than equivalent courses taught by the same instructors in a traditional classroom setting over the past few years. However, this gap appears to be narrowing in recent years, especially in Spring 2010. Figure 1 provides a quick summary of just those courses taught at ECC by the same instructor in two different formats. Success and retention by format is provided along with the difference in success and retention between online and on-campus formats. A negative percentage indicates that performance in the online courses is lower, on average, than the traditional on-campus format.

Figure 1: Enrollment and Academic Performance – Instructors Using Both Formats

Term	Instruc-tors	Courses	On Campus Sections				Online Sections				ONL - Campus	
			Secs.	Seats	Succ.	Ret.	Secs.	Seats	Succ.	Ret.	Succ.	Ret.
Fall 2006	10	10	16	621	63%	83%	11	414	46%	66%	-17%	-17%
Spring 2007	12	12	17	628	59%	75%	13	504	42%	60%	-17%	-15%
Fall 2007	17	17	28	988	63%	78%	19	699	42%	58%	-21%	-20%
Spring 2008	21	22	37	1517	64%	80%	25	1072	50%	65%	-14%	-14%
Fall 2008	26	27	43	1706	68%	82%	30	1234	48%	71%	-19%	-10%
Spring 2009	23	20	42	1775	67%	83%	35	1302	51%	72%	-16%	-11%
Fall 2009	24	20	43	1735	71%	83%	33	1217	53%	69%	-18%	-14%
Spring 2010	21	18	35	1490	72%	85%	35	1253	60%	77%	-11%	-8%

Figure 2 compares the percentages of post-census, early-term drops and withdrawals by instructional format, revealing that the percentages of Ws are much higher for online classes.

Figure 2: Percentage of Drops and Withdrawals by Instructional Format

	On Campus	Online	Diff.
DR (drops)	3%	6%	3%
W (withdrawal)	13%	21%	7%
Total	16%	27%	11%

Performance in online courses at El Camino College is often lower than on-campus equivalents, even when courses are well-designed and taught by experienced faculty. Online courses tend to require greater self-motivation and time-management skills on the part of students, who sometimes find out too late that they are lacking these skills. In addition, a recent faculty discussion revealed that many problems arise with students who get a late start with their online classes by acquiring the textbook late or experiencing technical limitations.
(Appendix B: Online Success and Retention Rates)

Additionally, Institutional Research regularly produces a comparative study of enrollment growth and academic course performance of traditional and online classes. Statistically, the student success and retention rates for online courses is below that of traditional courses with the exception of the winter and summer sessions.[4] As a result of the findings from this research study, the Instructional Media Services Coordinator holds an online student orientation in the fall and spring semesters to help students in understanding their responsibilities and in learning how to navigate in the online course management system. Students also receive information about online student support services and library resources. Two workshops are held at the beginning of each semester.

To improve the quality of online instruction, the Instructional Media Coordinator sends a worksheet called "The Principles of Good Practice" to every faculty member scheduled to teach online. The worksheet requires the faculty members to check off and describe aspects of their

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[4] http://www.elcamino.edu/administration/ir/docs/research/OnlineCourse_Analysis_FA08.pdf

curriculum and instructional activities, how they evaluate students, information about their training, the course management software they are using, accessibility, and any other issues in the course where they may need feedback. This worksheet is reviewed by the Instructional Media Coordinator, the division dean and the Director of Learning Resources. The Instructional Media Coordinator validates the worksheet information by going on to the course site for each instructor to evaluate the effectiveness of the course. Areas needing improvement are shared with the instructor.
(Appendix C: Principles of Good Practice for Effective Online Instruction Worksheet)

E. EVIDENCE THAT THE INSTITUTION HAS RECEIVED APPROVALS

Clear Statement of Board of Trustee Approval and Evidence that it has been Obtained

All online courses are approved by the College Curriculum Committee and sent to the Board of Trustees for final approval.

Each course that is offered online is approved initially by the Division Curriculum Committee utilizing the Distance Education Addendum to the course outline of record. This committee includes at least one faculty member who teaches online.[5]

The addendum requires an identification of:
   a) Delivery method
   b) Methods of regular effective contact between instructor and students
   c) Methods of evaluation
   d) Administration of exams
   e) Whether the text and other materials replicate those used in face-to-face classes
   f) Accommodations expectations statement for online delivery

El Camino College uses the following review and approval process of course additions, revisions, technical adjustments, and deletions:
   a) Division Curriculum Committee
   b) College Curriculum Committee
   c) Academic Senate
   d) Vice President of Academic Affairs (VPAA)
   e) Cabinet
   f) Board of Trustees

Evidence that any Legal Requirements have been met

The El Camino College Board of Trustees has approved 181 courses for distance education. A list of all courses approved for delivery as a DE class is included in Appendix D. The Board approval dates are included.
(Appendix D: Approved Distance Education Courses)

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[5]http://www.elcamino.edu/academics/ccc/forms/Form11.doc

<u>Evidence of Board of Trustee Action to Approve and Financially Support the Change</u>

The Distance Education Substantive Change Proposal will be presented to the Board of Trustees as an information item at their general meeting on October18, 2010. All courses and programs currently taught through the DE program are Board approved and funded.

F. EVIDENCE THAT THE ELIGIBILITY REQUIREMENTS WILL BE FULFILLED

El Camino College completed its most recent self-study in 2008. The College was visited by representatives of the Accrediting Commission for Community and Junior Colleges in October 2008. The College's accreditation status was reaffirmed on January 29, 2010.

1. Authority.
El Camino Community College District meets the minimum conditions for community colleges under the California Education Code, the California Code of Regulations Title 5 Education Division 6, California Community Colleges, and Accrediting Commission for Community and Junior Colleges (ACCJC) Standards for Accreditation. El Camino Community College District derives its authority to operate as a degree granting institution from statute (California Education Code 70902). The College meets the minimum conditions for community colleges set forth in Title 5, Chapter 2, Subchapter 1 in relation to traditional and online instruction.

The Accrediting Commission for Community and Junior Colleges, of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education, has accredited El Camino College.

2. Mission.
The El Camino College (ECC) mission statement is designed to address the needs of the community. The mission statement was reviewed by all College constituencies, including representatives from the Compton Center, and approved by the Board of Trustees. As an outgrowth of our mission statement, the College offers instructional services in a variety of delivery modes, including online instruction and student support services, to meet the needs of our diverse student population.

The mission statement is found in several campus documents, including the Educational Master Plan and College catalog. It is also published on the College's website, increasing its public availability. ECC has a separate website for the ECC Compton Educational Center, more commonly known at the ECC Compton Center.

3. Governing Board.
The ECC governing board and its jurisdiction has not changed. The establishment of an Educational Center in a new service area does not affect the authority of the El Camino Community College District Board of Trustees. El Camino Community College District is governed by a five-member board. Each member is elected for a four-year term from one of five

trustee areas that make up the College district in district-wide elections. The Board is stable and has strong leadership and support from the community.

The Board members do not have any employment, family, or personal financial interests related to either the College or the district. Two current Board members were ECC employees; however, both retired from the district several years prior to their election to the Board.

At each Board meeting, held once each month, there is a place on the agenda for both community and staff comment. The students also have an elected trustee with an advisory vote and the Academic Senate President reports to the Board at each regularly scheduled meeting.

In 2006, the Commission gave approval to the College to open an educational center on the location of the former Compton College. The educational center is operated by El Camino College. However, the ECC governing board is independent of the Compton Special Trustee. Jurisdiction for the Compton Community College District remains under the auspices of the California Community Colleges Chancellor and his authority to appoint a Special Trustee. The Special Trustee is given the authority to assume all of the powers of the Compton Community College District Board of Trustees. All curricula, including online courses and programs, are under the authority of ECC and approved by the ECC Board of Trustees.

4. Chief Executive Officer.
The chief executive officer (CEO) is selected and appointed by the governing board. The major role and responsibility of the El Camino College Superintendent/ President is to serve as the chief executive officer of the ECC Board of Trustees to administer board policies and provide oversight of the District. The CEO was delegated by the Board of Trustees to develop a robust online instructional program to meet the needs of students.

5. Administrative Capacity.
The College has a reputation for educational excellence supported by a strong faculty, staff and administration. The administration is organized appropriately to provide the necessary oversight and support for distance education programs.

6. Operational Status.
Students at the College and the Center enroll in a variety of online and traditional courses that can lead to either a two-year degree or a certificate of achievement/accomplishment in one of seventy-seven programs. The majority of courses are transferable, and the College strives to maintain a curriculum that is both comprehensive and balanced.
(Appendix E: General Education Requirements Available Online)
(Appendix F: Number and Percentage of Major Courses Available Online for Degrees and Certificates)

7. **Degrees**.
The 2009-10 College Catalog lists 73 degree- and 61 certificate- programs offered by the College. Degree requirements, course descriptions, and courses offerings are provided in the catalog (online and print). Students have the option of completing a general studies AA degree online.
(Appendix G: Degree Major Requirements)

8. **Educational Programs.**
El Camino College offers general education, transfer, and vocational programs and certificates that are congruent with the mission of the College. The College also offers basic skills courses in English as a Second Language, English, and Mathematics. All courses require quality and rigorous instruction and transfer-level courses are articulated with colleges and universities. The catalog clearly indicates whether or not the courses are degree applicable and transferable to the University of California system and California State University system.

Courses offered via distance education are of the same rigor and quality as the traditional courses. All faculty teaching in the distance education program must be approved by the Director of Library and Learning Resources to ensure that they have completed the required hours of training to teach online.

9. **Academic Credit.**
Academic credit is based on Title 5, Section 55002.5. Students attending El Camino College find a wide array of degree and certificate programs in academic and vocational fields. These programs have sufficient content and length and maintain appropriate levels of quality and rigor for the degrees and certificates offered. All distance education courses meet the same requirements.

10. **Student Learning and Achievement**.
The College supports a fully staffed Office of Institutional Research that includes a Director of Institutional Research, two full-time and one half-time Research Analysts and one temporary full-time Research Associate. The Office of Institutional Research publishes an annual Fact Book that analyzes student demographics, program participation, and academic achievement. This analysis includes five-year trends of academic achievement measures such as success, retention, persistence, graduation, transfer, assessment test scores, and other related information. In addition, retention and success rates are reported each semester by course, instructor, instructional method, and academic level (basic skills, transfer, etc). Department faculty and leadership also evaluate success and retention rates on a regular basis (both annually and during the four-year program review cycle). Specialized reports for online classes are also prepared annually.

The College supports an active student learning outcomes and assessment program directed by the Vice President of Academic Affairs and the Vice President of Student and Community Advancement. In Academic Affairs, a Faculty Coordinator is supported by an Associate Dean and other support staff to coordinate the development of course and program student learning outcomes and assessment. The Office of Academic affairs manages a database that is available online to students and faculty detailing course and program SLOs. The Faculty Coordinator is

also supported by six additional faculty members who receive a stipend to train faculty members in the development of discipline-specific SLOs and assessment.[6]

11. General Education.

The general education curriculum promotes critical thinking and analytical skills, clear and precise expression, cultural and artistic sensitivity, personal growth, health, and self-understanding. The courses approved for general education have the required breadth to promote intellectual inquiry. The quality and rigor of these courses, including online classes, are consistent with the academic standards appropriate to higher education.

12. Academic Freedom.

The El Camino College District Board Policy 4030 (Academic Freedom) recognizes that institutions of higher education are conducted for the common good, which depends upon the free search for truth and its free exposition.. [7]

13. Faculty.

El Camino College has 338 full-time instructors and 509 part-time faculty members. The names, degrees, and year of hire of full-time faculty are listed in the college catalog. While information regarding part-time faculty is kept in the division offices, the names, degrees, and year of hire of the part-time faculty who have taught for ten consecutive semesters are also published in the college catalog. The College lists faculty responsibilities in faculty handbooks and the Agreement between the El Camino College Federation of Teachers and the District.

The Compton Center employs 83 full-time faculty members and 200 part-time faculty members. The El Camino College catalog also lists Compton Center faculty member names, degrees, and year of hire. The Compton Federation of Teachers represents Compton faculty members.

All faculty assigned to teach Distance Education classes must meet the same minimum qualifications required of all faculty.

14. Student Services.

El Camino College acknowledges the importance of providing appropriate student support services and student development programs to facilitate student success for its diverse population on campus, at the Center, and as much as possible to online students.

The Student Services Center houses a large array of services. These services are for the most part replicated at the Compton Center, with the key services being offered online for all El Camino College students.

15. Admissions.

El Camino College adheres to admission policies consistent with its mission and is in compliance with Title 5. Every course, course section, or class shall be fully open to enrollment and

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[6] http://www.elcamino.edu/academics/slo/
[7] http://www.elcamino.edu/administration/board/boarddocs/4030%20Academic%20Freedom.pdf

participation by any person who has been admitted to the College and who meet course prerequisites.[8] Enrollment in online courses follows the same procedures as regular courses.

16. Information and Learning Resources.
El Camino College Library/Learning Resource building houses a large collection of printed materials, online catalogs and databases, software and computerized learning facilities. A Tutoring Center, Basic Skills Lab, Academic Computing Center and Learning Center support learning and instruction. Online access and services are provided for students.

17. Financial Resources.
El Camino College receives funding from the State of California (through apportionment based on the number of full time equivalent students), local taxes, tuition, and income producing local programs. The College has successfully competed for additional funds and grants to support its mission and educational programs. The El Camino Community College District (ECCCD) began the 2010-11 Fiscal Year with a reserve for contingencies of 14.57%. The fiscal stability of the district allowed it to backfill losses to the categorical programs by $1,150,000 in the 2010-11 budget and to maintain all full-time employees without layoffs or furloughs.

The Compton Community College District's (CCCD) budget is now balanced. The district ended both the 2008-09 and 2009-10 fiscal years with a positive ending balance and adopted a budget for 2010-11 that includes reserves and contingencies of approximately 7.4% of budgeted expenditures.

18. Financial Accountability.
Both the ECCCD and CCCD use independent Certified Public Accounting (CPA) firms to assess the annual basic financial statements for each location. The firm conducts the audit in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in the Government Auditing Standards issued by the Comptroller General of the United States. The firm prepares the audit for the Board of Trustees that notes findings, exceptions, and recommendations. Key personnel implement the findings and recommendations as necessary. The audit findings for CCCD have been addressed, as evidenced in the following:

1. The Center's 2009-10 annual operating budget now has a $2 million reserve.
2. The "going concern" opinion as noted in the 2006-07 audit report has been removed.
3. The "qualified opinion" as noted in the 2007-08 audit report has been corrected.
4. Of the 19 findings from the 2007-08 audit, ten have been completely resolved, eight have been partially resolved and progress continues, and one is in the process of having a corrective action plan being developed and implemented.

19. Institutional Planning and Evaluation.
El Camino College's governance system of committees and councils contributes to institutional planning and evaluation through regularly scheduled meetings. Facility, technology, program, and course needs are evaluated and updated on a regular basis through the Educational Master Plan. This document is analyzed and used to assess the progress of the College toward achieving

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[8] http://www.elcamino.edu/administration/board/boarddocs/5052%20Open%20Enrollment.pdf

stated goals that support the mission, vision, and strategic initiatives of the District. The Institutional Research Office regularly and systematically assists the College with ongoing evaluations and publishes results on how well the College accomplishes its purpose. The development of the online program is included in the College's planning and program review documents.

20. Public Information.
El Camino College reviews and publishes a printed and online catalog every academic year. The college catalog is accurate, current, and provides all of the required information for students and the public to learn about the College.

21. Relations with Accrediting Commission.
El Camino College is in compliance with all of the Standards for Accreditation and maintains an active and positive relationship with the Commission and its officers. The College completes and files on time all ACCJC annual, financial, distance educational reports, and other requested documentation.

G. EVIDENCE THAT THE ACCREDITATION STANDARDS WILL BE FULFILLED

Standard 1A: Mission
Online educational offerings fully support the mission of El Camino College and the needs of the community the College serves.

Standard 1B: Improving Institutional Effectiveness
The College evaluates student success, student retention, and student learning outcome assessments for all courses and programs. This data is entered into program reviews and annual program plans so that action will be taken to continually improve student achievement at the College. Dialogue on student achievement occurs regularly in department/division meetings, Enrollment Management Committee, Council of Deans, Academic Affairs staff meetings, Student and Community Advancement staff meetings, and Planning and Budgeting Committee meetings.

Standard 2A: Instructional Programs
All online courses and degrees maintain the same level of academic rigor as that of the same course taught face-to-face. Institutional Research regularly assesses student retention, success and subsequent performance in sequential courses to evaluate the academic preparation of students in online versus face-to-face courses. Providing online courses and programs enables students to progress with their educational goals in spite of work or family obligations, or transportation or mobility issues. All courses (online and in-person) have SLOs and an assessment plan is in place for each course.

All online courses in the schedule are reviewed to assure they meet the Principles of Good Practice for Distance Education worksheet developed by the faculty, the DE Office and the academic deans.

The College uses the ETUDES course management system for online courses. However, some faculty chose to use publisher course management systems. ETUDES training and the How to Teach Online workshop are mandatory pre-requisites for all faculty choosing to teach online.

Standard 2B: Student Support Services
The College provides all major student support services online to all students (online and in-person). Online services include:
- Application to the College
- Course Catalogue and Class Schedule
- Orientation to the College
- Sample testing materials
- Virtual Counseling
- Course registration and wait-listing
- Course availability
- Financial Aid application and updates
- Debit cards for financial aid disbursements
- Classroom assignments
- Fee payment
- Textbook purchases
- Access to electronic reserves (Library databases, textbooks)
- Board Policies
- Unofficial transcripts
- Transcript ordering
- Distance Education (DE) websites[9]

All of these services allow students to avail themselves to support services without physically visiting the campus. Surveys are used to evaluate the effectiveness of virtual services such as application, registration, orientation, and financial aid.

Standard 2C: Library and Learning Resources
Library and learning resource information is available online through the Library's web page. This includes the online catalog, online databases, electronic books and E-res, an Electronic Reserve service. E-res provide access to reserve materials via the Internet. Other online Library and learning resources include Ask-A-Librarian, an online reference service. Library services are evaluated for improvement through an annual survey given to library patrons and distance education students.

Standard 3A: Human Resources
All personnel who are hired to teach at the College and Center must meet the minimum qualifications mandated for the discipline in which they will teach. Teachers of online courses are mostly tenured faculty members at the College or Center and have successfully completed a workshop or class on "How to Teach Online" and ETUDES training.

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[9] http://www.elcamino.edu/library/distance-ed/; http://www.compton.edu/Academics/distance-ed/index.aspx

Faculty members must submit their ETUDES Certificate of Completion to the DE Office before receiving an online course shell in ETUDES. The training material was developed by the ETUDES Consortium, and most faculty members complete the three-week training through the College Staff Development Office. The Staff Development Office offers follow-up workshops for faculty to assist them with using the tools in ETUDES. Faculty members also receive technical support and guidance from the Instructional Media Coordinator in the DE Office.

The following employees at the College coordinate the Distance Education program: Faculty Coordinator (50%), Instructional Media Coordinator, and two part-time employees. At the Center, the Dean of Academic Programs and the DE & Offsite Programs Supervisor coordinate the DE program. The Instructional Media Coordinator and the Supervisor work closely to design the orientation for students, to set up the course shells, and to manage the Google blog for online faculty communication.

Standard 3B: Physical Resources
The College's online program is supported by the Information Technology Services (ITS) department and the Media Services department. A DE classroom/conference center was built in 2008. This classroom is designed to be used as an incubation center for DE faculty wishing to incorporate new technologies into their courses. It is fully equipped to support online activities including the recording of class presentations for web access.

Standard 3C: Technological Resources
The amount and breadth of equipment dedicated to distance education has grown commensurate with the program's growth. Additional servers have been purchased, maintenance and user support provided, and online assistance posted to faculty websites. Questions can be answered by email or telephone. Local students can walk-in to the library for assistance as well. The College contracts with ETUDES for the course management software.

Standard 3D: Financial Resources
Budgeting for online courses has been centralized in the Learning Resources unit. Funding for online courses is supported by the College's general fund. Additional appropriations have been made available through the planning process to implement additional projects and programs to support online instruction. Licensing and upgrades are budgeted in the general fund.

Standard 4A: Decision-Making Roles and Processes
All online instructional courses at the College and the Center are under the purview of the Vice President of Academic Affairs (VPAA). At both the College and the Center, courses are organized by divisions led by academic deans. The College deans report to the VPAA and the Center deans report to the Vice President, Compton Center (VPCC). Bi-weekly meetings are held with all of the deans to review and discuss academic and college issues concerning the instructional programs and students. Each dean supervises the faculty teaching in the online instructional program. A faculty coordinator works with the division deans to develop course offerings and services to online students.

Standard 4B: Board and Administrative Organization
No changes have occurred nor will occur for this standard.

H. OTHER INFORMATION REQUESTED

None.

APPENDIX-A: JOB TASKS RELATED TO DISTANCE EDUCATION

DIRECTOR OF LEARNING RESOURCES

- Sets the goals for the program in collaboration with Academic Deans
- Receives and reviews approved faculty schedule request from Academic Deans
- Notifies Deans of approved courses for semester
- Networks with Staff Development on appropriate training for all Distance Education instructors
- Works with Distance Education Advisory Committee to plan and develop program procedures, policies and activities to enhance program visibility and quality
- Evaluates Distance Education Faculty Coordinator and staff
- Provides leadership for new initiatives
- Evaluates the program progress through the annual report for the department

DISTANCE EDUCATION FACULTY COORDINATOR (50%)

- Directs and coordinates the day-to-day functions of the Distance Education program
- Assists students with registration problems
- Provides leadership for the department
- Maintains current knowledge and understanding of Distance Education procedures
- Identifies budget requirements of vendors including ETUDES and Intelecom
- Coordinates input of Distance Education classes offered with ETUDES vendor
- Troubleshoots student and faculty problems
- Works with Admissions and Records to improve procedures
- Works with Staff Development to develop and facilitate appropriate training for new Distance Education faculty

LEARNING RESOURCES ADMINISTRATIVE ASSISTANT

- Sends faculty schedule requests to faculty and deans for each session
- Prepares first draft of proposed schedule
- Builds Distance Education schedule in Colleague
- Schedules classrooms for on-class meeting
- Maintains schedule changes in Colleague
- Places instructor contract information in Colleague

INSTRUCTIONAL MEDIA COORDINATOR

- Facilitates and enables shells for both El Camino College and El Camino College Compton Educational Center online/hybrid classes in the system
- Supports students in Distance Education classes
- Provides one-on-one assistance to faculty needing support in executing their courses
- Works with Information Technology Services (ITS) to develop/create student & faculty files for upload to external server
- Develops Faculty Handbook and other materials as needed
- Provides assistance in making all classes accessible
- Solicits and organizes course outlines and/or syllabus, etc. for each class each semester
- Reviews all syllabi on a semester basis for basic content including objectives and student learning outcomes
- Works with campus committees to develop a syllabus template
- Supports preparation for Distance Education Advisory Committee meetings and all follow-up required
- Maintains file on Distance Education eligible faculty
- Develops recommendations for certification program with Distance Education trainer
- Develops criteria for evaluation of faculty sites
- Provides help in incorporating multi-media in specific course materials
- Supports faculty in developing orientation meeting content each semester
- Develops procedures and provides training on equipment in the Distance Education Center
- Works with individual Distance Education faculty to utilize specialized tools e.g. lecture capturing
- Executes pre-enrollment sessions each semester for new Distance Education students
- Provides Help Desk support
- Sets up tutorials on Distance Education web page for student support
- Maintains and updates the web page
- Investigates and recommends social networking mediums
- Regularly monitors course listings on all sources used by the students
- Serves as a member of the Distance Education visioning team
- Works with other entities on campus including ITS, Admissions, etc.
- Plans regular meetings with faculty advisor
- Works with unit office in development of Distance Education schedule for each session
- Assists with development and distribution of survey instruments
- Creates statistical data reports
- Assists faculty coordinator in the completion of external surveys

APPENDIX - B: ONLINE SUCCESS AND RETENTION RATES

El Camino College & El Camino College Compton Center
Online Success and Retention Rates
Recent Trends

This study chronicles the recent changes in online course offerings and enrollments at El Camino College (ECC) and provides updated success and retention rates at both the Torrance campus and ECC Compton Center. Statewide comparisons are provided on success and retention rates.

ENROLLMENT GROWTH – ECC Torrance

Responding to demand by students for more online course offerings, El Camino College increased the number of online course sections over the past six years, most notable in Fall 2007 and Fall 2008 (Figs. 1-2). Due to recent enrollment restrictions, distance education sections were reduced in Fall 2009.

Figure 1: Course, Section and Enrollment Growth
El Camino College (Torrance) Online Classes, Fall 2002 to Fall 2009

	FA 02	FA 03	FA 04	FA 05	FA 06	FA 07	FA 08	FA 09
Departments	16	16	17	19	20	24	27	27
Courses	21	18	24	28	39	53	63	52
Sections	29	24	31	34	47	72	87	72
Seats	1,403	1,367	1,510	1,405	1,727	2,365	3,256	2,982
Avg. Sec. Size	48	57	49	41	37	33	37	41

Figure 2

Online Course Offerings
El Camino College (Torrance Campus)
Fall 2002 to Fall 2009
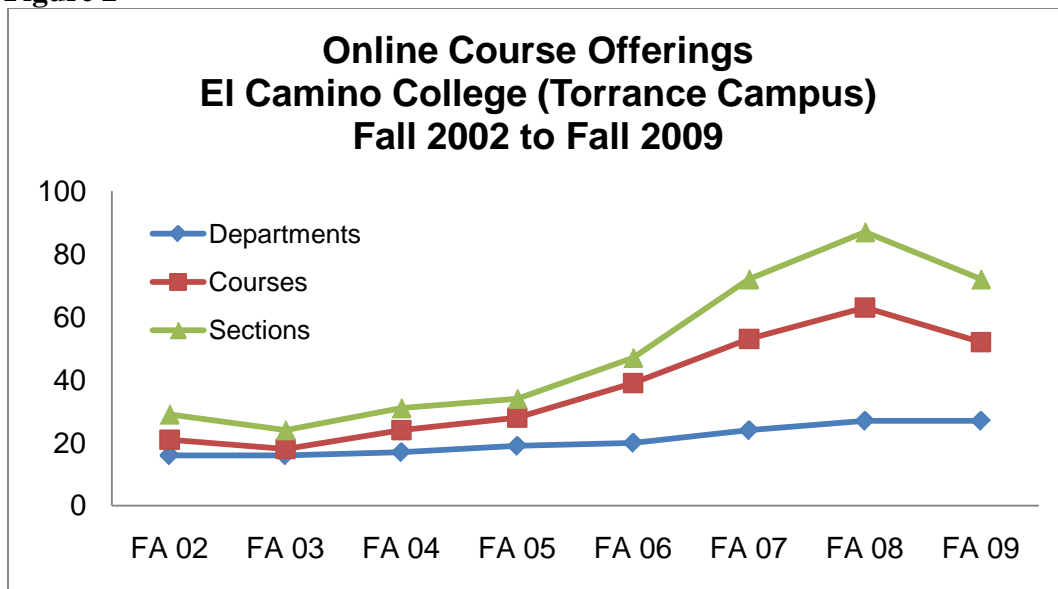
ENROLLMENT GROWTH – Compton Center

Similar growth was experienced at the Compton Center since the partnership with El Camino College began in Fall 2006. Online course offerings and enrollments increased gradually through Fall 2008, then more than doubled in Fall 2009 in response to enrollment demand (Figs. 3-4). Average class sizes also increased suggesting continuing demand.

Figure 3: Course, Section and Enrollment Growth
Compton Center Online Classes, Fall 2006 to Fall 2009

	FA 06	FA 07	FA 08	FA 09
Departments	2	4	8	15
Courses	3	7	13	29
Sections	3	8	18	48
Seats	86	235	620	1,718
Avg. Sec. Size	29	29	34	36

Figure 4

Online Course Offerings
Compton Center
Fall 2006 to Fall 2009
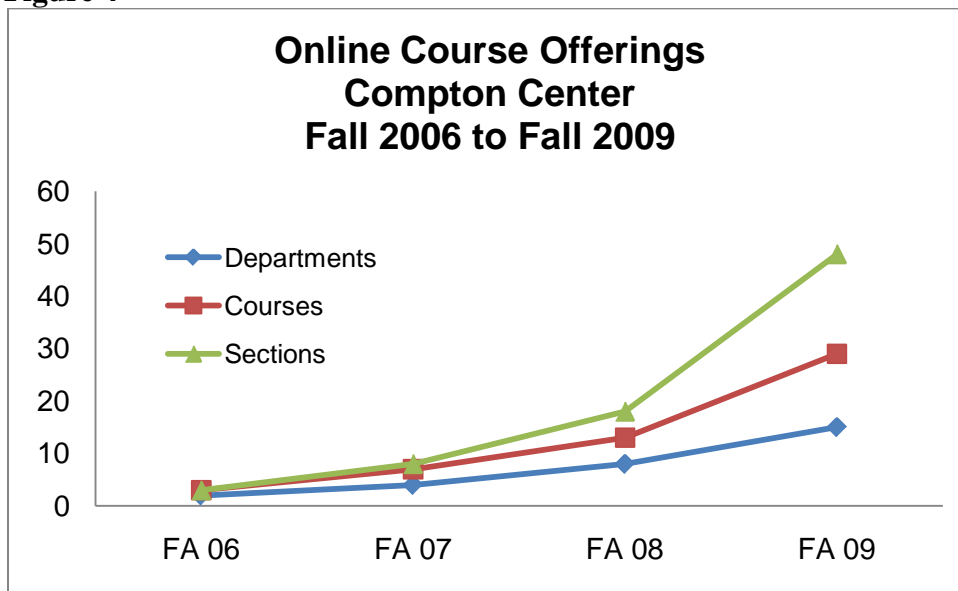
SUCCESS AND RETENTION – Torrance Campus

The charts below compare success and retention of all online courses offered at ECC and statewide. Success rates for online courses tend to be somewhat lower at ECC, with a five-point difference in 2006 and 2007, with a slight narrowing experienced in 2009 (Fig. 5). Retention rate differences continued a two-year narrowing in Fall 2009 to six points (Fig. 6).

Figure 5: Success Rates in Online Courses – ECC Torrance

Success Rates for Online Courses
El Camino College (Torrance Campus)
Fall 2006 - Fall 2009

El Camino College —— Statewide ——

55%   54%   56%   57%

50%   49%   50%   53%

Fall 2006   Fall 2007   Fall 2008   Fall 2009
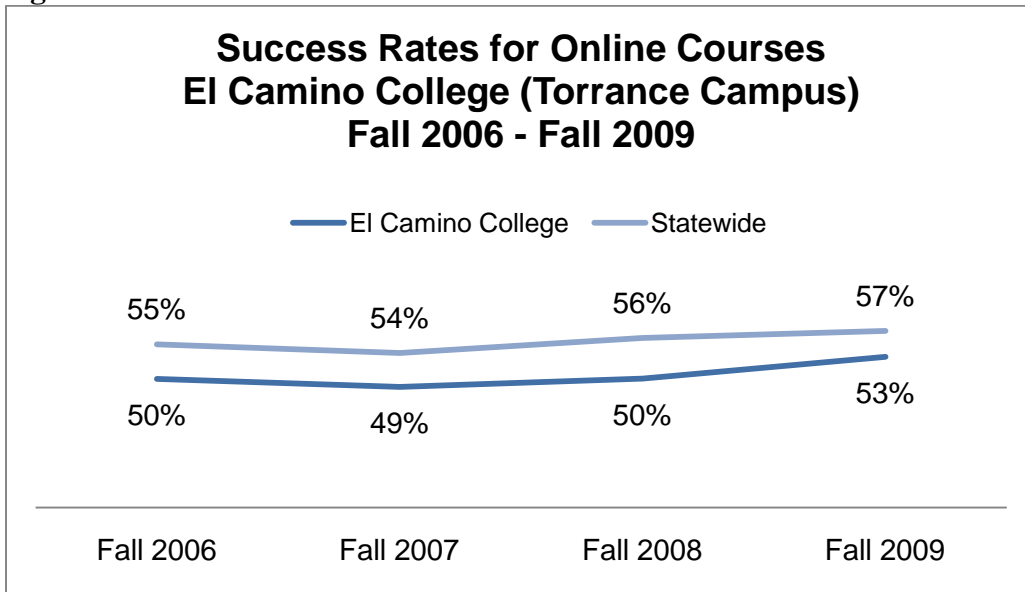
Figure 6: Retention Rates in Online Courses – ECC Torrance

Retention Rates for Online Courses
El Camino College (Torrance Campus)
Fall 2006 - Fall 2009

El Camino College —— Statewide ——

77%   75%   77%   78%

70%   65%   70%   72%

Fall 2006   Fall 2007   Fall 2008   Fall 2009
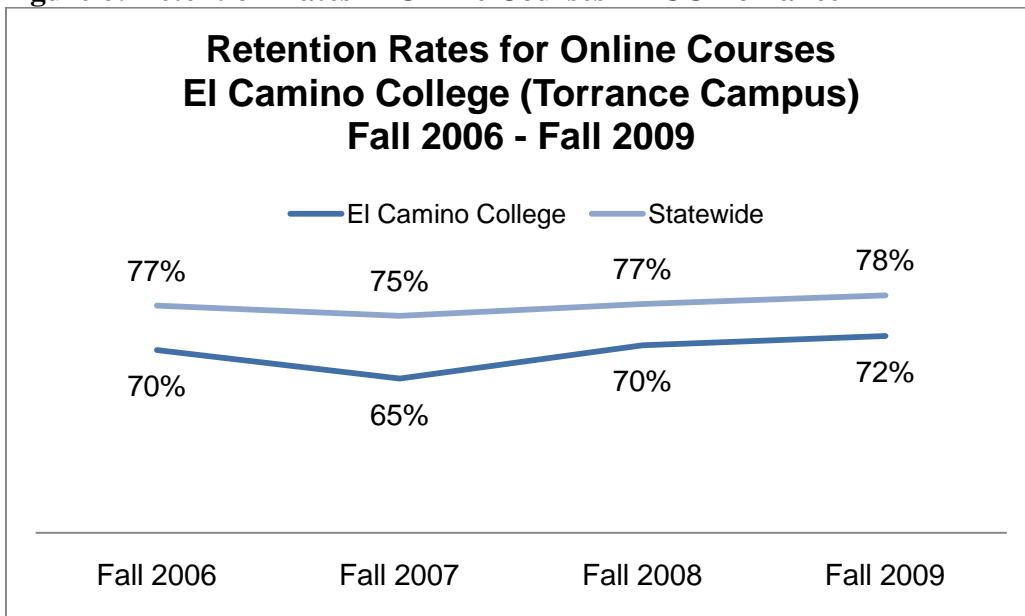
SUCCESS AND RETENTION – Compton Center

The next two charts compare success and retention of all online courses offered at ECC and statewide. Success rates for online courses at Compton Center are much lower than the state average, with a 9- to 15-point difference in success rates (Fig. 7). Similar gaps are found for retention rates. Although success rates dipped notably in the last fall term, the retention gap narrowed considerably in Fall 2009 (Fig. 8).

Figure 7: Success Rates in Online Courses – Compton Center

Success Rates for Online Courses
Compton Center
Fall 2006 - Fall 2009

Compton Center — Statewide

55% 54% 56% 57%
43% 47% 42%

Fall 2006*   Fall 2007   Fall 2008   Fall 2009
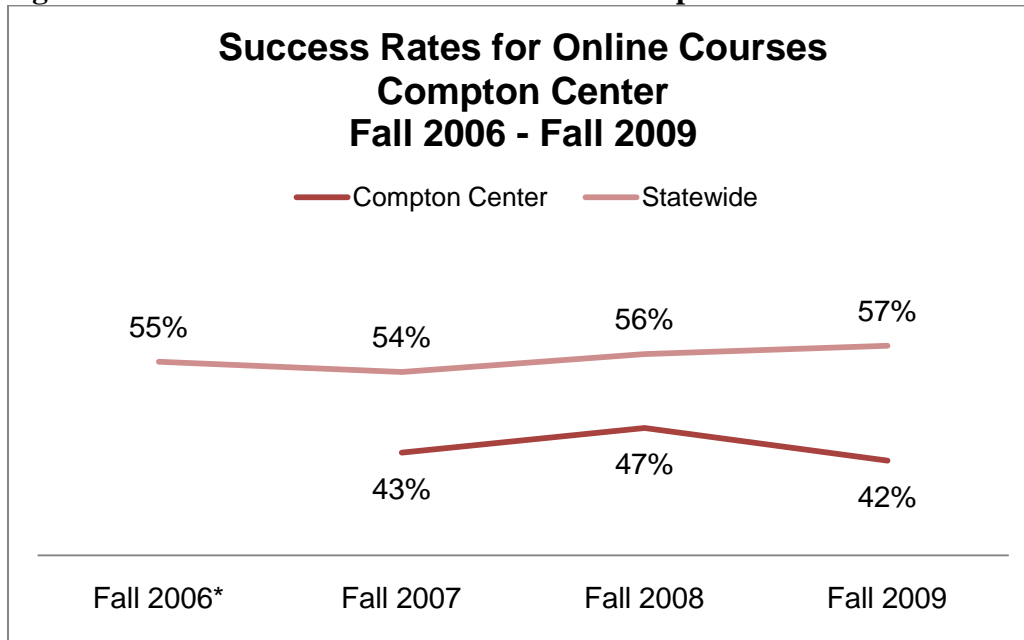
Figure 8: Retention Rates in Online Courses – Compton Center

Retention Rates for Online Courses
Compton Center
Fall 2006 - Fall 2009

Compton Center — Statewide

77% 75% 77% 78%
60% 60% 66%

Fall 2006*   Fall 2007   Fall 2008   Fall 2009
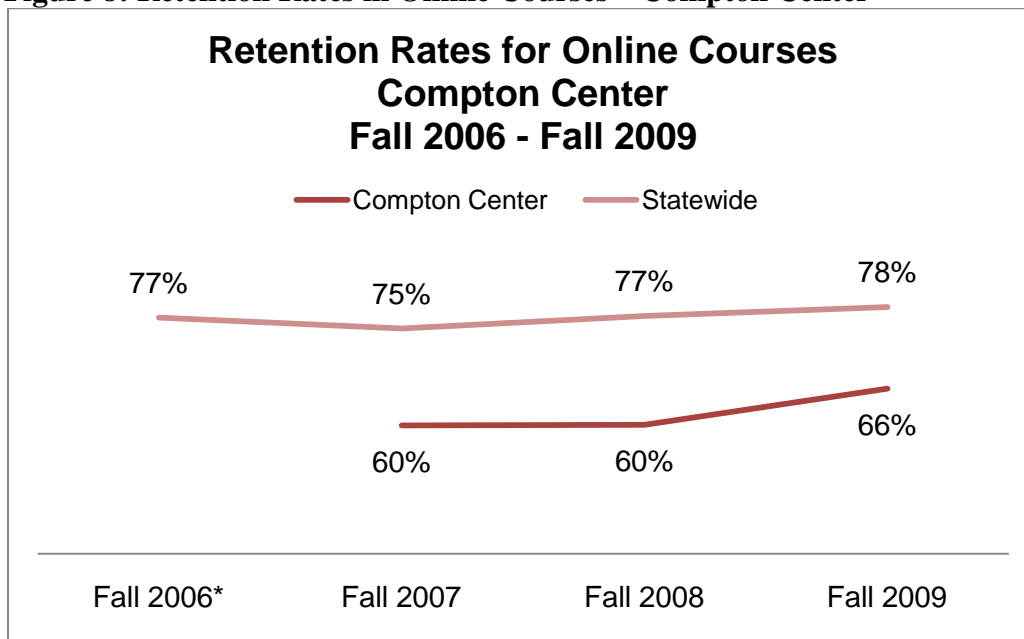
SUMMARY

Enrollment grew dramatically at both the Torrance campus and Compton Center in response to an increase in online course offerings, reflecting the popularity of this instructional method. Success and retention in online courses at the Torrance campus are somewhat lower than the state average; and this gap is slightly wider for online classes than for on-campus offerings. The same pattern is found at the Compton Center. However, differences in course offerings statewide have not been analyzed to determine if course type, subject or level has contributed to global differences in these rates. A comprehensive analysis of student demographics and academic performance in online classes is conducted on a regular basis and will be repeated in Spring 2011.

APPENDIX - C: Principles of Good Practice for Effective Online Instruction Worksheet

EL CAMINO COLLEGE PRINCIPLES OF GOOD PRACTICE
WORKSHEETCOURSE REVIEW SUMMARY
(Online and Hybrid Courses)

Semester: **Date:**

Instructor: **Reviewer:**

COURSE REVIEW SUMMARY

Does this course use a standard ECC template? EXAMPLE: The course home page in the Etudes course management system (CMS) uses the ECC Skin.
 ___ Yes ____ No - Comments:

Is there a course syllabus posted which includes the minimum course information? EXAMPLE: The Syllabus is linked inside the course and includes instructor contact information, SLOs, prerequisites, ADA statement, etc.
___ Yes ____ No - Comments:

Does this course provide an effective student orientation module? EXAMPLE: The first module in the course is a course orientation which includes the Etudes Student User Guide.
___ Yes ____ No - Comments:

Does this course provide opportunities to create an interactive learning community between the students and between the instructor and individual students? EXAMPLE: Group Work, Discussion Forums, Online Office hours, Chats, etc. are incorporated into the course. **___ Yes ____ No - Comments:**

Are there clear timelines for student submission of assignments and instructor feedback? EXAMPLE: The Course Outline includes due dates for assignments and a timeline for instructor feedback. **___ Yes ____ No - Comments:**

Are the technology and instructional media used in the course current, functioning properly and compatible with the stated requirements of the course? EXAMPLE: The course includes video, graphics, audio and other emerging technology which are usable and accessible to all students. ___ **Yes** ____ **No - Comments:**

Are students provided with information regarding student support services and campus resources? EXAMPLE: A link is added to the course to the ECC Distance Education web page which list student support services and campus resources.
 ___ **Yes** ____ **No - Comments:**

Is the online structure and navigation clear and facilitates learning? EXAMPLE: Unused buttons are disabled and there are no broken links in the course.
 ___ **Yes** ____ **No - Comments:**

Are there assessment and evaluation tools such as quizzes, tests, surveys, graded discussions, etc. incorporated into the course to measure effective learning? EXAMPLE: Students complete online quizzes and tests and the grades are posted to the gradebook inside of the Etudes CMS. ___ **Yes** ____ **No - Comments:**

Is all the course content located within one secure course management system? EXAMPLE: Students access the course content by logging into the course management system. ___ **Yes** ____ **No - Comments:**

OVERALL COMMENTS:

PRINCIPLES OF GOOD PRACTICE FOR EFFECTIVE ONLINE INSTRUCTION WORKSHEET

INTRODUCTION

An institution offering courses through electronic or other modes of distance delivery is expected to meet the standards and policies of the Accrediting Commission for Community and Junior Colleges (ACCJC). ACCJC policy specifies that all learning opportunities provided by our accredited institutions have the same quality, accountability, and focus on student outcomes, whether they are delivered electronically or by more traditional means. The intent of the policy is to provide a framework that allows institutions the flexibility to adapt their delivery modes to the emerging needs of students and society while maintaining quality. Any institution offering courses and programs electronically is expected to meet the requirements of accreditation in each of its courses and programs and at each of its sites (*Policy on Distance Learning*).

In addition, the ACCJC has adopted the seven *Principles of Good Practice* as developed by the Academic Senate for California Community Colleges. El Camino College encourages the use of the *Principles* to help ensure the quality, integrity, and effectiveness of distance learning. All courses listed as a distance education course at El Camino College will be reviewed against the *Principles of Good Practice* to ensure they are technically sound and of high quality. Faculty members must complete the worksheet and gain approval by their Dean or Academic Officer for each distance education course taught. The completion of this document is the final step in the assessment process to determine online course readiness.

Please complete the attached Principles of Good Practice worksheet and **return to the Distance Education Office by August 2, 2010.** Faculty may complete the form electronically by using Adobe reader then print the form to sign. Please return the signed form to the Distance Education office. The form will be technically reviewed by the Distance Education (DE) office and forwarded to the Academic Dean for approval. You will be notified as soon as the documents are finalized. The completed document will be housed in the DE Office.

COURSE INFORMATION

Instructor's Name:

Department:

Name of Course:

Delivery Method: (ex. Etudes, Website, etc.)

Distance Education Course Start Date (if applicable):

URL or Link to Course Site

Distance Education Format: (check one) Internet ☐ Hybrid ☐

Comments (Optional)

Distance Education Office - Telephone 310-660-6453 - Fax 310-660-3513 - distanceed@elcamino.edu

TECHNICAL REVIEW (check all that apply)

Students will use a variety of browsers and hardware. This course has been checked for function on the following:
Browsers: ☐ Firefox ☐ Internet Explorer ☐ Other _____ **Platforms:** ☐ Windows ☐ Macintosh

If you are using audio and/or video in the course please answer the following:

☐ Audio
Number of segments: _____
Length of longest segment: [0]
Transcript of Audio Included ☐ yes

☐ Video
Number of segments: _____
Length of Longest segment: [0]
Transcript of Video Included: ☐ yes

Additional Information as appropriate:

☐ This course meets the guidelines of the Americans with Disabilities Act and specifically the Rehabilitation Act Amendments in Section 508. *For information on the actual guidelines, see the following:* http://www.usdoj.gov/crt/ada/adahom1.htm *or* http://www.access-board.gov/508.htm.

CURRICULUM AND INSTRUCTION (check all that apply)

☐ The course results in learning outcomes appropriate to the rigor and breadth of the course outline of record.

Degree or certificate (if applicable): _____

The course offered electronically is coherent and complete. The course incorporates (check all that apply):

☐ A consistent course structure
☐ A variety of learning activities that meet diverse learning styles
☐ Guidelines for feedback on assignments and questions
☐ Graphical and multimedia elements

☐ Course navigation that is easy for the student to follow
☐ PDF and other downloadable files
☐ Links to other web sites (opens in new window)
☐ Interactive activities
☐ Evaluation instruments

☐ If students are not required to meet on campus, they can complete the course without physically visiting the institution offering the course. (i.e. all necessary instruction and support infrastructure is in place to serve the off-campus student)

The course encourages appropriate interaction between faculty and students and promotes communication among students. Contact is achieved through: (check all that apply, the total of all percentages should be equal to 100%)

Communication Mode	%	Communication Mode	%
☐ Discussion Boards		☐ Chat/IM	
☐ Small Groups		☐ Email	
☐ Announcements		☐ Phone/Internet Calls	
☐ In Person (F2F)		Other	

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☐ Feedback for students on assignments and questions will be provided in a timely manner and guidelines for feedback are defined or outlined in the syllabus or course menu.

The course information or syllabus includes (check all that apply):

☐ Assignment, Discussion Board, Test/Quiz dates

☐ Instructor contact information

☐ Hyperlink to Student Support Information

☐ Hyperlink to the Library Information

☐ Where is the ADA statement located?

☐ A link and/or information on technical support including Information Systems and Services information

☐ Students have been made aware of testing options and locations

☐ Course number and title

☐ Other (list):

☐ Introduction/Course Description

☐ Course Objectives

☐ Course Prequisites

☐ Required text and purchase information

☐ Student Learning Outcomes

☐ Description/Outline of lessons/modules

☐ Policies and Procedures of the course

☐ Calendar of all assignments

☐ ECC's software and hardware recommendations

☐ Information for downloading needed viewers (i.e. Office 2007, Flash, PDF, audio) and other software required for the course

☐ A backup plan if technology fails

(example: backup email to all students, etc)

☐ The course specifies necessary technology competence and skills?

☐ The course adheres to the ECC Policies and Guidelines for Distance Education? (For guidelines and policies, contact the DE Office.)

COPYRIGHTS AND PERMISSIONS

Have you confirmed that the course materials and any course materials not developed by the copyright holder are "fair use" or that you are otherwise exempt from liability from infringement?
Yes ☐ No ☐ In Process ☐

If not, have you acquired permission to use or link to the materials?
Yes ☐ No ☐ In Process ☐

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EVALUATION AND ASSESSMENT
(Check all that apply)

- ☐ Students will be given an opportunity to provide feedback for this online course

- ☐ Student achievement in the course will be assessed

- ☐ Necessary revisions to this course will be made at regular intervals

- ☐ Communication between student and instructor regarding the effectiveness of the course will be open

PLATFORM AND TRAINING

Are you using Etudes as a delivery software for your online course?   Yes   No
                                                                             ☐   ☐

                If No, what CMS or delivery method

                do you use to teach your online course?

- ☐ You will make your course available to students on the first official first day of ECC classes.

- ☐ You have received training on techniques for transforming a face-to-face course into an effective distance learning class (How to Teach Online seminar or equivalent as approved by Distance Education Committee)?

Name of Course taken: **Date:**

Location taken:

- ☐ Please identify any particular areas and/or issues in this course that you want to ask for feedback from the reviewing team.

Instructor's Name: [   ]

By signing this, faculty certify that all efforts have been made to ensure that copyright permissions have been obtained and all efforts have been made to comply with institutional policies regarding technology and other learning resources. The Distance Education Office will notify the instructor of course approval status. The original checklist will be kept in the Distance Education Office.

Instructor's Comments:

Date [   ]   Signature [   ]

Instructional Media Coordinator's Comments:

Date [   ]   Signature [   ]

Division Dean's Comments:

Date [   ]   Signature [   ]

Approved ☐   Denied ☐

Director, Learning Resources:

Date [   ]   Signature [   ]

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APPENDIX - D: APPROVED DISTANCE EDUCATION COURSES

COURSE	DESCRIPTIVE TITLE	DISTANCE EDUCATION APPROVAL DATE
Academic Strategies 60	Strategies for Success in Distance Education	1/21/2003
Administration of Justice 100	Introduction to Administration of Justice	6/16/2008
American Studies 7	History of American Popular Culture	6/16/2008
Anatomy 30	Essentials of Anatomy and Physiology	12/18/2006
Anatomy 32	General Human Anatomy	12/18/2006
Anthropology 1	Introduction to Physical Anthropology	1/21/2003
Anthropology 2	Introduction to Cultural Anthropology	1/21/2003
Anthropology 3	Introduction to Archaeology	7/20/2009
Anthropology 6	Native Peoples of North America	8/18/2009
Anthropology 7	Native Peoples of South America	7/20/2009
Anthropology 8	Ancient Civilizations of Mesoamerica	6/15/2009
Anthropology 9	Women, Culture, and Society	8/18/2009
Anthropology 11	Anthropology of Religion, Magic and Witchcraft	7/20/2009
Anthropology 12	Ancient Civilizations of the World	10/27/2009
Anthropology 20A	Introduction to Museum Studies	7/20/2009
Art 1	Art and Visual Culture in Modern Life	5/21/2001
Art 2	History of Western Art – Prehistoric to Gothic	12/13/1999
Art 109	Contemporary Art in World Cultures	12/15/2008
Astronomy 20	The Solar System	3/20/2000
Biology 15	Environmental Aspects of Biology	8/18/2009
Business 1A	Financial Accounting	12/19/2005
Business 1B	Managerial Accounting	12/19/2005
Business 11	Accounting for Small Business	4/21/2008
Business 12	Advertising	2/19/2008
Business 14	Marketing	4/21/2008
Business 15	Business Mathematics	6/19/2006

COURSE	DESCRIPTIVE TITLE	DISTANCE EDUCATION APPROVAL DATE
Business 16	10-Key Calculating for Business	7/20/2009
Business 17	Personal Finance	6/19/2006
Business 19	Principles of Retailing Management	2/19/2008
Business 20	Business Management	2/19/2008
Business 21	Personnel Management	2/19/2008
Business 22	Human Relations in Business	2/19/2008
Business 24	Small Business Management	4/21/2008
Business 25	Introduction to Business	2/19/2008
Business 27	Effective English for Business	4/21/2008
Business 28	Written Business Communications	4/21/2008
Business 52A	Microsoft Word Applications I	12/20/2004
Business 52B	Microsoft Word Applications II	12/20/2004
Business 54	Microsoft Office – Integrated Software Applications	12/20/2004
Business 55	Advanced Microsoft Office – Integrated Software Applications	12/20/2004
Business 56abcd	Microsoft Word Certification Preparation	3/18/2002
Business 57abcd	PowerPoint Certification Preparation	3/18/2002
Business 60A	Microcomputer Keyboarding	12/20/2004
Business 60B	Microcomputer Document Processing	12/20/2004
Business 60C	Microcomputer Document Formatting	12/20/2004
Business 90	International Aspects of Business	4/21/2008
Business 91	International Marketing	4/21/2008
Business 92	Fundamentals of Exporting	4/21/2008
Business 93	Fundamentals of Importing	4/21/2008
Business 94	International Trade Logistics	4/21/2008
Business 97	International Business Law	4/21/2008
Child Development 103	Child Development	3/17/1997
Child Development 104	The Home, The School, The Community	11/19/2001
Child Development 105	Parenting in Contemporary Society	4/20/2009

COURSE	DESCRIPTIVE TITLE	DISTANCE EDUCATION APPROVAL DATE
Child Development 107	Infant/Toddler Development	4/20/2009
Child Development 108	The Preschool Child	2/19/2008
Child Development 110	Child Health and Safety	2/19/2008
Child Development 112	Teaching Young Children in a Diverse Society	7/20/2009
Child Development 122	Development of the School Age Child	12/19/2005
Child Development 123	Principles and Practices of School Age Care Programs	12/18/2006
Child Development 125	Child Development Practicum I	4/20/2009
Child Development 126	Child Development Practicum II	4/20/2009
Child Development 129	Introduction to Program Administration	3/18/2002
Child Development 130	Principles of Program Administration	2/19/2008
Child Development 131	Supervising and Mentoring Adults	12/19/2005
Child Development 137abcd	Mentor Seminar A	4/20/2009
Child Development 138abcd	Mentor Seminar B	4/20/2009
Child Development 139abcd	Mentor Seminar C	4/20/2009
Child Development 140abcd	Mentor Seminar D	4/20/2009
Child Development 150	Survey of Children with Special Needs	12/19/2005
Child Development 152	Disabilities in the Developing Child	12/18/2006
Child Development 154	Role and Responsibilities of the Special Education Assistant	12/18/2006
Child Development 170A	Family Development I	4/20/2009
Child Development 170B	Family Development II	4/20/2009
Computer Aided Design/Drafting 31abcd	Orientation to CATIA	5/21/2001
Computer Information Systems 11	Help Desk Operations	2/19/2008
Computer Information Systems 13	Introduction to Computers	6/19/2006
Computer Information Systems 16	Introduction to Visual Basic	4/21/2008

COURSE	DESCRIPTIVE TITLE	DISTANCE EDUCATION APPROVAL DATE
Computer Information Systems 18	Systems Analysis and Design	6/19/2006
Computer Information Systems 19	Introduction to the Internet and Web Publishing	6/19/2006
Computer Information Systems 30	Introduction to e-Commerce	6/19/2006
Computer Information Systems 133	Web Programming Concepts	2/19/2008
Computer Information Systems 134	Web Programming	6/19/2006
Computer Information Systems 140	Data Communications Cisco 1	6/19/2006
Computer Information Systems 141	Networking Microcomputers Cisco 2	6/19/2006
Computer Information Systems 142	Implementing and Administering Network Routers Cisco 3	6/19/2006
Computer Information Systems 143	LAN and WAN Router Configuration Cisco 4	6/19/2006
Contemporary Health 1	Personal and Community Health Issues	1/22/2002
Dance 1	Dance Appreciation	3/19/2007
Economics 1	Principles of Economics: Macroeconomics	12/13/1999
Economics 2	Principles of Economics: Microeconomics Theory	3/20/2000
Economics 5	Fundamentals of Economics	2/23/2010
English 1A	Reading and Composition	11/19/2001
English 1B	Literature and Composition	1/23/2003
English 1C	Critical Thinking and Composition	5/18/1998
English 4	Grammar and Structure	12/17/2007
English 7	Speed and Power Reading	3/20/2000
English 27	Children's Literature	12/20/2004
English 28	Images of Women in Literature	12/20/2004
English 39	Literature and Film	3/20/2000
English 40B	American Literature	12/20/2004
English 47	California Literature	12/20/2004
English 84	Developmental Reading and Writing	11/19/2007

COURSE	DESCRIPTIVE TITLE	DISTANCE EDUCATION APPROVAL DATE
Geology 1	Physical Geology	2/16/1999
Global Studies 101	Introduction to Global Studies	2/19/2008
History 1A	United States History to 1877	11/17/1997
History 1B	United States History from 1877 to the Present	3/18/1996
History 5A	History of Early Britain	7/20/2009
History 14A	History of Asian Civilizations	3/16/2010
History 14B	History of Asian Civilizations	3/16/2010
History 16A	The African American in the United States, 1600 to 1877	4/15/2002
History 17	History of the Chicano in the United States	6/15/2009
History 18A	Women and American History from the Colonial Era to 1870	4/15/2002
History 19	A History of Mexico	12/19/2005
History 114	History of the Asian American in the United States	10/27/2009
History 122	United States Social History: Cultural Pluralism in America	12/15/2008
History 140	History of Early Civilizations	12/19/2005
History 141	History of Modern Civilizations	12/19/2005
History 152	History of Latin America through Independence	12/15/2008
History 178	History of China	12/15/2008
History 190	History of the Middle East	10/27/2009
Human Development 5	Career Planning	5/21/2001
Human Development 8	Orientation to College and Educational Planning	12/18/2006
Human Development 10	Strategies for Success in College	12/18/2006
Human Development 12	Strategies for Success in the Workplace	7/20/2009
Humanities 1	Introduction to the Humanities	11/19/2007
Journalism 1	News Writing and Reporting	3/20/2000
Journalism 4	Feature Writing	11/20/2000
Journalism 12	Mass Media and Society	6/16/2008

COURSE	DESCRIPTIVE TITLE	DISTANCE EDUCATION APPROVAL DATE
Law 4	Legal Environment of Business	12/19/2005
Law 5	Contracts, Sales and Commercial Paper	12/19/2005
Machine Tool Technology 11abcd	Numerical Control Graphics Programming with CATIA	12/20/2004
Mathematics 33	Elementary Algebra, Part I	5/21/2007
Mathematics 40	Elementary Algebra	11/20/2006
Mathematics 43	Elementary Algebra, Part II	5/21/2007
Mathematics 73	Intermediate Algebra for General Education	1/20/2009
Mathematics 80	Intermediate Algebra for Science, Technology, Engineering, and Mathematics	1/20/2009
Mathematics 120	Nature of Mathematics	4/20/2009
Mathematics 130	College Algebra	4/20/2009
Mathematics 150	Elementary Statistics with Probability	6/16/2008
Music 11	Music Appreciation Survey	1/20/1998
Music 12	Music Cultures of the World	11/19/2007
Music 16	History of Rock Music	11/24/2009
Nursing 218	Critical Care Nursing	6/24/2002
Nutrition and Foods 11	Nutrition	12/18/2006
Nutrition and Foods 15	Nutrition for Infants and Young Children	6/15/2009
Oceanography 10	Introduction to Oceanography	1/12/2003
Philosophy 2	Introduction to Philosophy	11/17/1997
Philosophy 3	Ethics and Society	3/17/1997
Philosophy 5	Critical Thinking and Discourse	3/18/2002
Philosophy 7	Philosophy of Religion	12/18/2006
Philosophy 8	Introduction to Logic	4/17/1995
Philosophy 10	History of Ancient and Medieval Philosophy	7/20/2009
Philosophy 11	History of Modern and Contemporary Philosophy	3/16/2010
Philosophy 12	Existentialism	10/27/2009
Philosophy 14	Asian Philosophy	10/27/2009
Philosophy 23	Ethics, Law and Society	2/23/2010

COURSE	DESCRIPTIVE TITLE	DISTANCE EDUCATION APPROVAL DATE
Political Science 1	Governments of the United States and California	2/19/2002
Political Science 2	Introduction to Comparative Politics	6/16/2008
Political Science 3	Introduction to Principles and Methods of Political Science	7/20/2009
Political Science 10	Introduction to International Relations	6/16/2008
Psychology 2	Psychology for Effective Living	8/18/2009
Psychology 3	The Psychology of Thinking	5/18/1998
Psychology 5	General Psychology	5/18/1998
Psychology 7	Physiological Psychology	7/20/2009
Psychology 8	Social Psychology	6/15/2009
Psychology 15	Abnormal Psychology	8/18/2009
Psychology 16	Lifespan Development	12/18/2006
Real Estate 11	Real Estate Principles	6/19/2006
Real Estate 13	Real Estate Practice	2/17/1998
Real Estate 14A	Real Estate Finance I	2/17/1998
Real Estate 16	Real Estate Economics	2/17/1998
Real Estate 40	Real Estate Appraisal	2/17/1998
Real Estate 41	Advanced Real Estate Appraisal	2/17/1998
Sociology 101	Introduction to Sociology	11/16/1998
Sociology 102	The Family	11/16/1998
Sociology 104	Social Problems	12/18/2006
Sociology 108	Global Perspectives on Race and Ethnicity	12/15/2008
Speech Communication 14	Introduction to Intercultural Communication	1/21/2003
Theatre 1	Theatre Appreciation	12/18/2006
Theatre 4	Dramatic Literature	2/19/2008

APPENDIX - E: GENERAL EDUCATION REQUIREMENTS AVAILABLE ONLINE

GENERAL EDUCATION REQUIREMENTS
The following general education courses are deliverable through online education and apply to the A.A. or AS degrees listed within this substantive change proposal**.**

A.A. DEGREE REQUIREMENTS 2009-2010
OPTION I
1. **NATURAL SCIENCES**: (Minimum 3 semester units)
   Anatomy 30, 32; Anthropology 1; Astronomy 20; Biology 15; Geology 1; Oceanography 10

2. **SOCIAL AND BEHAVIORAL SCIENCES**: (Minimum 9 semester units); One course from A; One course from B; One course from C.
   A. American Studies 7; History 1A, 1B, 16A, 18A, 122; Women's Studies 1
   B. Political Science 1
   C. Anthropology 2, 3, 8; Business 17, 22; Child Development 103, 104; Economics 1, 2, 5; Global Studies 101; History 5A, 14A, 14B, 19, 140, 141, 152, 178; Psychology 2, 5, 7, 8, 16; Sociology 101, 102, 104, 108

3. **HUMANITIES**: (Minimum 3 semester units)
   Art 1, 2, 109; Dance 1; English 1B, 27, 28, 39, 40B, 47; Humanities 1;
   Music 11, 12; Philosophy 2, 3, 7, 10; Theatre 1, 4

4. **LANGUAGE AND RATIONALITY:** (Minimum 6 semester units); One course from A; One course from B.
   A. Business 27, 28; English 1A; Journalism 1
   B. Communication and Analytical Thinking: (Minimum 3 units)
      Computer Information Systems 13, 16; English 1C; Journalism 12; Math 73, 80,120, 130, 150; Philosophy 5, 8; Psychology 3; Speech Communication 14

5. **HEALTH AND PHYSICAL EDUCATION:** (Minimum 3 units)
   Contemporary Health 1

Option 1: Course must be completed with a C grade or higher
   Math 73, 80, 120, 130, 150, (All are hybrid courses).

A.S. DEGREE REQUIREMENTS 2009-2010

SECTION A: GENERAL EDUCATION REQUIREMENTS

1. **NATURAL SCIENCES**: (Minimum 3 semester units)
   Anatomy 30, 32; Anthropology 1; Astronomy 20; Biology 15; Geology 1; Oceanography 10

2. **SOCIAL AND BEHAVIORAL SCIENCES**: (Minimum 3 semester units, one course from A, B, or C)
   A. American Studies 7; History 1A, 1B, 17, 18A, 122
   B. Political Science 1
   C. Anthropology 2, 3; Business 17, 22; Child Development 103, 104; Economics 1, 2, 5; Global Studies 101; History 5A, 14A, 14B, 19, 140, 141, 152, 178; Psychology 2, 5, 7, 8, 16; Sociology 101, 102, 104, 108

3. **HUMANITIES:** (Minimum 3 semester units)
   Art 1, 2, 109; Dance 1; English 1B, 27, 28, 39, 40B, 47; Humanities 1; Music 11, 12; Philosophy 2, 3, 7, 10; Theatre 1, 4

4. **LANGUAGE AND RATIONALITY**: (Minimum of 6 semester units); one course from A and one course from B:
   A. English Composition: (Minimum 3 units)
       Business 27, 28; English 1A; Journalism 1
   B. Communication and Analytical Thinking: (Minimum 3 units)
       Computer Information Systems 13, 16; English 1C; Journalism 12; Math 73, 120, 130, 150; Philosophy 5, 8; Speech Communication 14

5. **HEALTH AND PHYSICAL EDUCATION:** (Minimum 3 semester units)
   Contemporary Health 1

APPENDIX – F: NUMBER and PERCENTAGE of MAJOR COURSES AVAILABLE ONLINE for DEGREES and CERTIFICATES

Associate of Science Degrees and Distance Education

Area of Study	Number of Units Required for Degree	Number of Major Units Available via Distance Education	Percentage of Major Courses Available Online
Business – Accounting	26-27	14	51%
Business Management	27-28	24	86%
Marketing	24-25	22	88%
Office Administration	36-37	43	86%
Office Systems Option	32	22	69%
Management Option	36 – 37	21	57%
Computer Information Systems	21-22	15	68%

Associate of Arts Degrees and Distance Education

Area of Study	Number of Units Required for Degree	Number of Major Units Available via Distance Education	Percentage of Major Courses Available Online
Anthropology	21	21	100%
Childhood Education	29-30	21	70%
Economics	23-25	16	64%
English	22	22	100%
History	21	21	100%
Liberal Studies (Elementary Teaching)	27-28	19	68%
Philosophy	24-26	15	58%
Political Science	21	18	86%
Real Estate	24-25	18	72%
Sociology	19	19	100%

Certificates of Achievement and Distance Education

Areas of Study	Number of Units Required for Degree	Number of Major Units Available via Distance Education	Percentage of Major Courses Available Online
Business –			
Accounting	26-27	14	52%
Bookkeeping Clerk	20-23	12	52%
Business Management	27-28	25	89%
Marketing	24-25	22	88%
Office Applications Specialist	21	19	90%
Retail Management	30-31	28	90%
Childhood Education –			
Early Childhood Education	18	12	67%
Early Intervention Assistant	28	21	75%
Special Education Assistant	31	24	77%
Computer Information Systems (CIS)	15	15	100%
CIS –			
Microcomputer Applications	30-33	18	54%
Microcomputer Support & Network Management	33-34	24	70%
Real Estate	27-28	24	86%
Real Estate –			
Mortgage Loan Brokerage	27-29	24	83%
Real Estate Appraisal	30	26	80%

APPENDIX – G: DEGREE MAJOR REQUIREMENTS

ASSOCIATE OF ARTS DEGREES

Online courses are designated with an asterisk (*). All Mathematics classes require some on-campus hours.

Anthropology
Major Requirements:

Anthropology 1*, 2*, 3*
Four courses from: Anthropology 4, 6*, 7*, 8*, 9*, 10, 11*, 20A*, 20B; History 9

Total Units: 21

Childhood Education
Major Requirements: (A minimum of 15 units of the major requirements must be completed at El Camino College)

Child Development 103*, 104*, 112*, 114; Child Development 150* or 152*
Two courses from: Child Development 116, 117, 118, 119
Complete 8-9 units from: Child Development 105*, 107*, 108*, 110*, 114, 116, 117, 118, 119, 122*, 123*, 125*, 126*, 129*, 130*, 136, 150*, 152*, 154*, 160, 163, 166, 169, 170A*, 170B*; Nutrition and Foods 15*

Total Units: 29-30

Economics
Major Requirements:

Economics 1*, 2*; English 1A*; Mathematics 160 and 161 or 190 and 191
Two courses from**:** History 1A*, 1B*, 140*, 141*; Political Science 1*

Total Units: 23-25

English
Major Requirements:

English 1A*-1B*, 15A-15B
Three units from: English 20, 21, 23, 35, 36, 40A, 40B*

Six units from the following literature or writing courses:
    Literature Courses – English 10, 11, 12, 18, 22, 26, 27*, 28*, 29, 30, 31, 34, 39*, 42, 43, 44, 46
    Writing Courses – English 1C*, 24A, 24B, 25A, 32abc, 33, 38, 72

Total Units: 22

History
Major Requirements:

History 1A*, 1B*, 140*, 141*
Three courses from: History 5A*, 5B, 8, 9, 12A, 12B, 14A*, 14B*, 16A*, 16B, 17*, 18A*, 18B, 19*, 22, 25, 30, 37, 122*, 152*, 178*; Political Science 1*

Total Units: 21

Liberal Studies (Elementary Teaching)
Major Requirements:

Transfer Degree Option: Students must complete the requirements listed on the guide sheet for a transfer institution.

Teacher Preparation Option:

English 1A*, Speech Communication 1 or English 1C*; History 1A*, or 1B*; Political Science 1*; Geography 5 or Child Development 103* or History 140*
One course from: Biology 10, Geology 6, Physical Science 25
One course from: Art 1*, Dance 1*, English 15A, 15B, 35, 36, 40A, 40B*, 42, 43, 44, Music 11*, 12*; Theatre 1*
One course from: Mathematics 73*, 80*, 110, 111, 115, 120*, 130*, 150*, 170

Total Units: 25-28

Philosophy
Major Requirements:

Philosophy 5* or 8*, 10*, 11*
Two courses from: Philosophy 2*, 3*, 7*, 23*
And three courses from at least two of the following groups: • Art 1*, 3, 4; Music 11* • History 140*, 141* • English 23, 31, 35, 36 • Mathematics 40* or 43*, 60, 120*

Total Units: 24-26

Political Science
Major Requirements:

Political Science 1*
Four courses from: Political Science 2*, 3*, 5, 6, 8, 10*;
Two courses from: Economics 1*, 2*, History 1A*, 1B*, 14A, 140*, 141*, Philosophy 10*

Total Units: 21

Real Estate
Major Requirements:

Real Estate 11*, 14A*, 40*

And one of the following options:

Real Estate Option:

Real Estate 12A, 13*
Complete one of the following: Business 1A*; Real Estate 16*
Complete two of the following: Law 5*, Real Estate 12B, 14B, 17, 18, 19, 20, 21, 26, 31, 41*

Total Units: 24-25

Real Estate Appraisal Option:

Real Estate 16*, 25*, 41*
Complete two of the following: Real Estate 14B, 19, 21, 31
Complete two of the following: Business 15*, 28*, Computer Information Systems 13*, Law 6

Total Units: 33

Mortgage Brokerage Option:

Business 1A*, Real Estate 13*, 16*, 25*, 31
Complete two of the following: Real Estate 12A, 14B, 17, 19, 26
Complete one of the following: Business 5A, 15*, 28*

Total Units: 34-35

Sociology

Major Requirements:

Anthropology 2*; Sociology 101*, 104*; Mathematics 150* or Psychology 9A or Sociology 109
Two courses from: Anthropology 9*; Philosophy 2*, 3*, 5*, 8*; Psychology 5*, 10, 12, 16*; Sociology 102*, 107, 112, 115

Total Units: 19

<h1 style="text-align:center">ASSOCIATE OF SCIENCE DEGREE</h1>

Online courses are designated with an asterisk (*).

Business – Accounting

Business 1A*, 1B*; 2A, 2B; Computer Information Systems 13*; Law 5*
Two courses from the following: Business 4, 5A; Law 6

Total Units: 26-27

Business – Business Management Major

A minimum of 12 units must be completed at El Camino College.

Business 1A* or 11*; Business 14* or 21*; Business 20*, 22*, 24*, 25*, 29; Business 27* or 28*; Law 5*
Recommended electives: Business 1B*, 17*, 90*; Computer Information Systems 13*

Total Units: 27-28

Business – Marketing Major

A minimum of 12 units must be completed at El Camino College.

Business 1A* or 11*; Business 12* or 24*, 14*, 22*, 25*, 29; Business 27* or 28*; Law 5*
Recommended electives: Business 17*, 20*, 21*, 90*; Computer Information Systems 13*

Total Units: 24-25

Business – Office Administration Major

18 units of the major requirements must be completed at El Camino College.

Required courses are: Business 16*, 27*, 28*, 41, 43, 52A*, 52B*, 54*

In addition, students must complete the Office Systems Option or the Management Option.

Office Systems Option:

Business 40, 55*, Business 60C*
Two courses from: Business 49abcd, 56abcd*, 57abcd*
One course from: Computer Information Systems 26, 28

Total Units: 32

Management Option:

Business 22*, 29, 60B*
Three courses from: Business 1A* or 11*, Business 20*, 25*; Computer Information Systems 13*

Total Units: 36-37

Computer Information Systems

Computer Information Systems 13*, 18*, 19*
One of the following groups: Computer Information Systems 26 and 28 OR 140* and 141*
Two of the following courses: Computer Information Systems 16*, 27, 29, 30*, 80, 133*, 134*, 142*, 143*

Total Units: 21-22

CERTIFICATES OF ACHIEVEMENT

Online courses are designated with an asterisk (*).

Business – Accounting

Business 1A*, 1B*; 2A, 2B; Computer Information Systems 13*; Law 5*
Two courses from the following: Business 4, 5A; Law 6

Total Units: 26-27

Business – Bookkeeping Clerk

Business 11* or Business 1A*, 15* 16*, 40, 41, 43, 60B*; Business 54* or Computer Information Systems 13*; Business 3 or Computer Information Systems 26.
A minimum of ten units must be completed at El Camino College

Total Units: 20-23

Business – Business Management

Business 1A* or 11*; Business 14* or 21*, 20*, 22*, 24*, 25*, 27* or 28*, 29; Law 5*

Total Units: 27-28

Business – Marketing

Business 1A* or 11*, 12* or 24*, 14*, 22*, 25*, 29, 27* or 28*; Law 5*
A minimum of 12 units must be completed at El Camino College.

Total Units: 24-25

Business – Office Application Specialist

Business 16*, 27*, 40, 52A*, 52B*, 54*, 55*, 60C*
Two courses from Business 49abcd, 56abcd*, or 57abcd*
A minimum of 11 units must be completed at El Camino College.

Total Units: 21

Business – Retail Management

Business 1A* or 11*; 14*, 15*, 19*, 20*, 21*, 22*, 28*, 29; Computer Information Systems 19*

Total Units: 27-28

Childhood Education – Early Childhood Education

Childhood Development 103*, 104*, 108*, 112*, 114
One course from: Childhood Development 116, 117, 118, 119
A minimum of 12 units must be completed at El Camino College.

Total Units: 18

Childhood Education – Early Intervention Assistant

Childhood Development 103*, 104*, 107*, 110*, 111, 150*, 152*, 169
Three units from: Childhood Development 116, 117, 119
One course from: Childhood Development 114, 154*, 160, 163, 166
A minimum of 15 units including Childhood Development 169 must be completed at El Camino College.

Total Units: 28

Childhood Education – Special Education Assistant

Childhood Development 103*, 104*, 111, 150*, 152*, 154*, 169
One course from: Childhood Development 110* or Nursing 112
One course from: Childhood Development 116, 117, 118, 119
Six units from: Childhood Development 107*, 108*, 114, 122*, 123*, 163, 166, 170A*, 170B*, Nursing118, Nutrition and Foods 15*, Sign Language / Interpreter Training 15
A minimum of 15 units including Childhood Development 152* and 154* must be completed at El Camino College.

Total Units: 31

Business – Computer Information Systems

Computer Information Systems 140*, 141*, 142*, 143*
One course from: Computer Information Systems 16, 80, 133

Total Units: 24-25

Business – Computer Information Systems (Micro Applications)

Computer Information Systems 13*, 18*, 26, 28, 40, 16*, 133*
Two courses from: Computer Information Systems 27, 29, 133*, 134*
Four courses from: Business 55*, Computer Information Systems 11*, 19*, 30*

Total Units: 30-34

Business – Computer Information Systems (Microcomputer Support and Network Management)

Computer Information Systems 13*, 19*, 40, 140*, 141*, 142*, 143*
Four courses from: Computer Information Systems 16*, 18*, 28, 28, 80
A minimum of 12 Computer Information Systems units must be completed at El Camino College.

Total Units: 33-34

Business – Real Estate

Real Estate 11*, 12A, 13*, 14A*, 25*, 40*; Business 1A* or Real Estate 16*
Two courses from: Law 5*; Real Estate 12B, 14B, 17, 18, 19, 20, 21, 26, 27, 28, 31, 41*

Total Units: 27-28

Business – Real Estate (Mortgage Loan Brokerage)

Real Estate 11*, 13*, 14A*, 25*, 31; Business 1A* or Real Estate 16*
Two courses from: Business 17* or Real Estate 14B, 12A, 19, 26, 40*
One course from: Business 5A, 15*, 28*
A minimum of 10 units must be completed at El Camino College.

Total Units: 27-29

Business – Real Estate Appraisal

Real Estate 11*, 14A*, 16*, 25*, 40*, 41*
Two courses from: Real Estate 14B, 19, 21
Two courses from: Architecture 150A; Business 15*, 28*; Computer Information Systems 13*; and Law 6
A Certificate of Achievement will be awarded only to those possessing an associate or higher degree or who will complete a degree concurrently with the certificate requirements.

Total Units: 30