DRAFT Coastline Telecourse Faculty Handbook

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# Telecourse/Cable/Independent Study Courses

For purposes of this guide, all Telecourse, Cable, and Independent Study Courses are referred to as ‘telecourses.’

# Coastline’s Vision

“Creating opportunities for student success.”

# Mission Statement

Coastline Community College steadfastly focuses on providing access and supporting student success and achievement. Inspired by an innovative and student-centered mindset, Coastline delivers flexible courses and services that cultivate and guide diverse student populations across the globe to complete pathways leading to the attainment of associate degrees, certificates, career readiness, and transfer to four-year colleges/universities.

# 2016 – 2020 College Goals

Coastline incorporates a broad range of assessments to ensure that the mission of the campus is being followed and continually met. Within the metrics of the College are the college wide goals, which govern the planning direction as a guiding principle for continuous quality improvement. The following provides a list of the 2016-2020 Coastline goals.

Student Success, Completion, and Achievement: The focus of this goal is to increase student academic success, and completion of basic skills and academic pathways leading to the attainment of degrees, certificates, and transfer to four-year universities.

Instructional and Programmatic Excellence: The focus of this goal is continually to assess and improve the quality of instructional courses and programs to support student success, completion, and achievement.

Access and Student Support: The focus of this goal is to increase student access to obtain a high quality education and provide adequate learning support services to enhance the learning experience and to advance student success, completion, and achievement.

Student Retention and Persistence: The focus of this goal is to increase student course retention and term-to-term persistence leading to the timely completion of basic skills, degree, certificate, and transfer pathways.

Culture of Evidence, Planning, Innovation, and Change: The focus of this goal is to continually build, strengthen, and advance the College’s planning culture and strategies around evidence-based and governance structures to create significant positive change.

Partnerships and Community Engagement: The focus of this goal is to strengthen collaborative activities through partnerships with the business industry, government agencies, educational institutions, and the public to enhance the College's capabilities and opportunities for students.

Fiscal Stewardship, Scalability, and Sustainability: The focus of this goal is to advance and sustain the College’s capacity for student success and achievement through the efficient use of resources as well as expanded, diverse, and responsive programs and services.

# Institutional Learning Outcomes

1. Demonstrate understanding and appreciation for the visual and performing arts. Art 100, 101, or 105; Music 100; Theater Arts 100 or 101; Humanities 100, 110, or 135 (also most art, music, or theater arts courses)

2. Demonstrate ethical civic, environmental, and social responsibility. Philosophy 120 or Political Science 180

3. Demonstrate ability to apply critical thinking and analysis. Communication Studies 101 or 110; English 102; Philosophy 115; Counseling 105

4. Demonstrate innovative thinking, adaptability, and creative problem-solving skills. Counseling 105

5. Demonstrate understanding and respect for cultural and global diversity. Anthropology 100 or 150; Art 100, 101, 103, 104, 105, 109, 135, 136, 137, 138, 175, 233, 235, 236, 237, 260, 261, 262, or 265; Criminal Justice 148; English 144 or 145; any language course over 100; Geography 185; Gerontology 140; History 115, 122, 124, 125, 128, 132, 135, 146, 161, 162, 180, or 185; Humanities 100 or 110; Human Services 100; Music 103; Philosophy 100 or 113; Sociology 130

6. Demonstrate information competency. Communication Studies 110; English 102; Library Science 110.

7. Use effective communication and interpersonal skills. (Communications) Communication Studies 100, 101, or 110; English 100 or 135; (also, any international language course) (Interpersonal) Communication Studies 100 or 101

8. Use scientific and quantitative reasoning. (Scientific) Almost any science course or Anthropology 185; (Quantitative) Mathematics 030 or higher (except Mathematics 080)

Guidelines for Determining if a Course Meets Any of the Eight ISLOs

Most courses (but not all) will teach the mastery of one of the eight core degree-level outcomes. A few will teach more than one. But no course will teach all or even most of them; do not check all or most of these on the course outline of record. Coastline Community College is dedicated to assuring that all students who earn an A.A. degree will have mastered the Eight Core Degree-Level Outcomes. Listed below:

* Demonstrate understanding and appreciation for the visual and performing arts
* Demonstrate ethical civic, environmental, and social responsibility
* Demonstrate ability to apply critical thinking and analysis
* Demonstrate innovative thinking, adaptability, and creative problem-solving skills
* Demonstrate understanding and respect for cultural and global diversity
* Demonstrate information competency
* Use effective communication and interpersonal skills
* Use scientific and quantitative reasoning

1. Only courses in the art discipline or in one of the performing arts disciplines qualify for the first category: dance, music, and theater arts.

2. Does this course specifically teach students to be responsible in community or worldwide concerns? Does it teach about environmental concerns?

3. Title 5 of the California Education Code states that all college courses must require that students demonstrate the use of critical thinking. Does this course go beyond that minimum requirement and specifically teach students logic, logical fallacies, or Boolean logic?

4. Does this course require students to use and to demonstrate innovative thinking and/or creative problem solving skills? Does this course teach students how to do this type of thinking and problem solving?

5. Is this a multicultural or global course? Does it qualify for the Coastline A.A. degree as a multicultural or global course? If it doesn’t, don’t mark this core outcome.

6. Does this course teach students how to do library research and how to properly document sources and write a bibliography, and does it require a written research paper?

7. Of course, all courses require that teachers communicate with their students and that students communicate with their teachers and fellow students. But does this course specifically teach students communication skills? All the courses in the Communication Studies Discipline fit this category as do all International Language courses. Most English as a Second Language courses would fit this requirement as well as English composition courses. Although several written essays are required in English literature courses, they do not fit this category; they do not specifically teach communications skills; they assume that students already have learned these skills. Ironically, Communications 100 does not fit this category; it is a course about the history and development of newspapers, magazines, radio, and television, not a course that teaches students how they can communicate.

8. Does this course teach scientific and quantitative reasoning? Mathematics and Science courses should qualify for this category.

# Telecourse Student Handbook Content

Telecourse Student Handbooks are created for each semester/session a course is being offered. Student Handbooks for previous semesters are available to use as a starting point.

Handbooks should include the following sections and sub-sections:

* General Course Information (maintained by Distance Learning in collaboration with Faculty)
* Title Page
* Important Phone Numbers
* FAQ’s
* Table of Contents
* General Course Information (including)
* Instructor Welcome Letter
* Instructor Contact Information (using USPS and/or eMail, etc)
* Student Learning Contract (this is completed and returned by the student)
* Course Overview (including Before You Begin information; Course Materials Required)
* Course Grade Scale (Letter Grade or Pass/No Pass Option) and Course Grade Scale
* Semester Broadcast Schedule
* Video Lesson Viewing Options
* Semester Review and Exam Information (Semester)
* Midterm and Final Review
* Midterm and Final Exam
* Exam Due Dates
* Online Exams
* Do I Need to Schedule an Exam Date
* How to Schedule an Exam Date
* Important Dates (Semester)
  + General Calendar Dates
  + Holidays
  + General Deadlines
  + Acceptance of Late Student Work
  + Semester Calendar
* Course Specific Information (maintained by Faculty member)
  + Course Activity and Assignments
  + Course Assignments and Quiz Coverage
  + Assignment Schedule (Semester, 20##)
  + Chapter ## / Video Lesson ##: Title (include for each Chapter/Video Lesson included in the course)
  + Midterm and Final
  + Midterm Exam Information
  + Midterm Exam Review
  + Final Exam Information
  + Final Exam Review
  + Required Written Assignments
* Grading Criteria
* Assignment Information
* Library Materials
* How to Submit Your Written Assignment
* Writing Tips (optional)
  + The Critical Thinking Process
  + The Critical Thinking Process: Exercise
  + Type of Written Documents
  + The Writing Process (approach, purpose, audience and tone)
  + The Writing Process (approach, purpose, audience and tone): Exercise
  + Common Grammatical Errors
    - Grammar Resources
    - Common Grammatical Errors: Exercise
* General Course Information (maintained by Distance Learning in collaboration with Faculty)
  + Distance Learning Department Procedures and Information
  + Contacting Distance Learning
  + Online Resources
  + Accessing the Student Handbook Online
  + Distance Learning Scantron Forms
  + Scantron Instructions
  + How to Deliver Your Distance Learning Scantron Form
  + How do I receive the Score on my Quiz or Assignment?
  + Student Progress Reports
  + Exam Review Methods
  + Midterm and Final Exams
* Onsite Reviews and Exams
* Exam Procedures
* Proctor Information
* How to Schedule an Exam Date with Coastline’s Assessment Center
* Academic Honesty Policy
* MyCCC (online portal)
* Dropping a Course
* Time Frame Guidelines
* No-Show Policy
* Student Engagement Guidelines
* Drop Policy Guidelines
* Drop Procedure
* Video Lesson Options
* Distance Learning Viewing Centers
  + Coastline College Campus Centers
  + Coastline Virtual library
  + Tips/Strategies for Student Success
* Handbook Improvement Form
* Student Checklist: Release from Prison
* Transcript Requests
* Graduation Application Process
* Supplementary Course Materials (Library):
  + It is recommended that information pertaining to Coastline’s Library resources be included in the Student Handbook. This should include how to contact the library to request assistance or research materials.

# Faculty Expectations

## Student Engagement

Student success, completion and achievement are primary goals of the college. The following guidelines are included to provide faculty guidance in these areas:

## Student Activity / Course Drops

### Identifying and Tracking No-Show Students

Any student on your roster who has never attended your on-campus class or signed into your on-line class MUST be dropped no later than the day BEFORE the Census date for your class.

This is a Fed Title III & State Title V mandate. (Census dates for your course can be found on the top of Your MyCCC Faculty Term Rosters)

(c) Districts shall, according to procedures adopted by the governing board, clear the rolls of inactive enrollment. Inactive enrollment in a course is defined as follows:

As of each census day, any student who has

(1) Been identified as a no show, or

(2) Officially withdrawn from the course, or

(3) Been dropped from the course. A student shall be dropped if no longer participating in the course, except if there are extenuating circumstances. “No longer participating” includes, but is not limited to, excessive unexcused absences but must relate to nonattendance. “Extenuating circumstances” are verified cases of accidents, illness, other circumstances beyond the control of the student, and other conditions defined by the governing board and published in regulations. The “drop date” shall be at the end of the business day immediately preceding the census day.

Please be sure to check the top of your roster for the Census date for your class And make sure you drop any student who is a “no –show” before that date.

### Drop Procedure for INCARCERTED STUDENTS (Telecourses):

* Drop Deadline – Drop inactive incarcerated students no later than the end of Week 4.
* Verify students who have completed and submitted Student Learning Contracts (this can be manually recorded in the Canvas Grade Book). See ‘Using Canvas to track and identify No-Show students’ section below.
* Before you drop incarcerated students, contact the DL Office Staff to request that any quizzes submitted are updated to your Canvas Gradebook. This will confirm which of your students have submitted coursework.
* No Shows - Students who have submitted nothing should be designated as No Show via the appropriate process with A&R and DL
* Last Date of Attendance - Students who submitted something, but later became inactive, should be dropped using your MyCCC Drop Roster with an LDA entered for the last assignment submitted.

You will receive an email from Distance Learning with your No Show (NS) deadline

### What is a No Show?

A No Show is someone who has not submitted any of the following:

* Submitted a Student Learning Contract (included in Telecourse Student Handbook) for the class
* Submitted an academic assignment, or
* Initiated contact with a faculty member to ask a question about the academic subject studied in the course

Students must submit the Student Learning Contract and the first Academic assignment in the course by the end of the first week of the semester to remain in the course. Students who are dropped due to failing to submit the Student Learning Contract and the first Academic assignment, will not receive the course midterm. A letter will be sent from A&R to ‘No Show’ students informing them of the status change.

Summer semester exams are sent the first week of the term due to the short nature of the course. Exams will be sent to all students’ proctors however you may later drop them. Midterm exams are due on or before the end of week 5 (Friday) in a 10-week course and due on or before the end of week 8 (Friday) in a 16-week course. Final exams are due on or before the end of week 9 (Friday) in a 10-week course and due on or before the end of week 15 (Friday) in a 16-week course. Students that do not submit assignments in a timely manner based on the requirements outlined in the Student Handbook may be dropped for inactivity.

### Using Canvas to Track and Identify No-Show students:

After setting up your quiz and other graded assignments:

Open Assignments in the menu on the left side of the course Home screen

1. In Course Navigation, click the Assignments link
2. Type the assignment title in the Assignment Name field: SLC
3. Use the Rich Content Editor to add any information needed for the assignment: Student Learning Contract
4. Enter the following fields:
5. Points: 0
6. Assignment Group: Assignments
7. Display Grade: Points
8. Type Submission: No Submission
9. Note: all other fields are left blank

### Student Engagement Guidelines

* Students must submit the Letter of Agreement and the first Academic assignment in the course by the end of the fourth week (16 week semesters) of the semester, to remain in the course. Students who fail to submit the Letter of Agreement and the first Academic assignment will not receive the course midterm.
* All midterm exams are due on or before the end of week 4 in an 8-week course and due on or before the end of week 8 in a 16-week course.
* All final exams are due on or before the end of week 8 in an 8-week course and due on or before the end of week 15 in a 16-week course.

### Reinstatements

Reinstatements should be submitted to A&R for processing. They will share any reinstatements with DL, and DL will notify the appropriate proctor(s) via email to enable the student to complete work in a timely manner.

### Drop Policy:

* Any student dropped as a No Show (NS) or for inactivity will not be allowed to continue in the course and no course work will be accepted by Distance Learning or the instructor.
* Requests for reinstatement must be made in writing to the instructor. No student will be reinstated without the instructor’s approval/request to Admissions and Records.

### Drop Procedure:

* No Show Status: Instructors, in conjunction with Distance Learning, will verify student status as of the end of Week 4 to determine No Show drops.
* If a student drops him/herself, they will receive an appropriate academic symbol such as “W.” If a student is dropped for no work (inactivity), they must receive an ‘NS’ or No Show even if they drop themselves. No Work = No Show.
* An A&R Student Drop Form will be created for each course, listing the specific course information and Student Names, Student IDs and indicating NS in the No Show column. Forms may be obtained from Admissions and Records. No Show forms must be submitted by the deadline in order to mail exams on time. Distance Learning staff will email a reminder about this with the A&R form attached.
* Inactive Status: Instructors, in conjunction with Distance Learning, will verify inactive students during the semester but no later than the day prior to the Last Day to Drop with a ‘W’ (see MyCCC-Faculty Information). Faculty will then go into MyCCC to drop students appropriately.
* Drops are recorded in MyCCC-Faculty Information: Drop Rosters and will require entry of the student’s Last Date of Attendance (last assignment) (LDA).

## Student Interaction Guidelines

Faculty Contact and Communication

To prevent misunderstanding and confusion, faculty should include their contact information (name, email address and contact phone number/voicemail), contact preferences (mail, email, phone, etc.) and student response policy in the Student Handbook (Instructor Contact Information). Faculty may also be contacted via email about their course by a proctor, student, Distance Learning staff, Dean, or authorized third party. Instructors must follow FERPA guidelines as explained elsewhere in this handbook. Email, fax, phone, or mail may be used by students in telecourses. Instructors are expected to respond to communication in a timely manner.

### Working with Proctors

DL staff have developed a good working relationship with proctors in the various prisons across the state and beyond. Education proctors are our partners in the academic success of our incarcerated students. Since proctors are on the front line with our students, we ask that instructors keep open communication and work with them professionally to resolve issues in a timely manner.

Faculty Responses to Students

It is the faculty member’s responsibility to respond to student inquiries. In general, faculty should strive to respond to student inquiries within 72 hours of receipt (including Canvas messages, email, phone). Instructors will respond to mailed correspondences within one week of receiving the correspondence. The mailed correspondences will be postmarked within one week of receiving the original student’s correspondence. To avoid confusion, faculty should define their response policy in the Student Handbook (Instructor Contact Information).

Faculty may request the Distance Learning staff assist in obtaining documentation requested by a student. When appropriate, Distance Learning staff may send copies of standard reports (e.g. Grade Report) to a student if requested by the faculty member.

Depending upon who has requested information and what is being requested, faculty are reminded to protect student’s privacy in accordance with FERPA regulations.

FERPA Protection & Compliance

Prior to responding to any correspondences from a third party (family, friends, etc.) regarding the enrolled student, the instructor will contact DL Staff to ensure the third party is listed on the enrolled student’s Privacy Release Form. The instructor will not release any information to the third party, not even confirmation of the student being enrolled in the course.

Mail Pick-Up

Faculty members teaching telecourses are expected to personally pick up mail in the Distance Learning Department weekly, at a minimum. Faculty members may contact and request that the DL staff verify the receipt of student correspondence/assignments prior to physically coming on-site to pick up mail. The Distance Learning Staff will not forward any mail to another location or address except in emergency situations. However, faculty members must consider the additional time needed and the possibility of issues as a result of additional handling. Exams will not be mailed due to security issues.

# Faculty Course Responsibilities/Activities

Course Content

Faculty are responsible for the content of their course. All course content and assignments must conform to the requirements set forth in the official Course Outline of Record. Please be sure to review the Course Outline of Records located on the Curricunet site. Below is the link to site: <https://www.curricunet.com/Coast/index.cfm>

Canvas Course Content

At a minimum, all telecourses are required to include/maintain the Course Syllabus and Gradebook in Canvas. At the Faculty’s request, these can be developed in conjunction with the Distance Learning staff, and any changes can be requested through Distance Learning staff. Faculty are required to ensure that the Canvas Course, Student Handbook, and Course Outline of Record are aligned.

Syllabus

The course syllabus must include basic course information as well as contact information and instructor response time.

## Gradebook

All telecourse instructors are required to maintain a Gradebook in Canvas. The Distance Learning staff will be responsible for entering Scantron assignments such as quizzes and exams (the multiple-choice portion), while the telecourse instructors will be responsible for entering any instructor/reader graded assignments like extra credit or written assignments.

## SLO Measurement

Faculty are required to provide measurement of SLOs for all courses. SLO measurement should follow the respective discipline/department’s SLO assessment schedule and collection guidelines and be developed in collaboration with respective Department Chairs to insure alignment with department guidelines. Please be sure to contact the department chair for additional information.

## Exam Integrity and Revision Guidelines

In order to maintain the appropriate level of course rigor, exams and assignments should be updated regularly. It is recommended that exams and assignments be updated on an annual basis. Revisions can include a complete revision, adding additional questions and/or scrambling the question and answer choice order.

Exams must be provided by the due date, as Distance Learning staff print thousands of exams each semester and delays in processing result in delays for our students. Exams are required to use the most current cover page, and should be sent in Word format to the Distance Learning staff. The staff may request changes to formatting in the exams via Word track changes sent via email to the instructor and the Discipline Dean. When requested by proctors during the term, DL will send replacement exams and notify the instructor.

## Back-up Exams

Telecourse instructors are requested to provide the Distance Learning staff with access to back-up or alternative exams in cases where the original exams have been compromised.

## Retaining Student Assignments

Student assignments must be accessible for a minimum of one year beyond the completion of the semester to be compliant with the Education Code Incomplete Grade policy. Student assignments may not be stored in Distance Learning.

## Add Codes

We have been asked by the CDCR education coordinators to not issue add codes to incarcerated students because it has led to significant problems with student access to e-readers and textbooks and has generally resulted in poor student performance due to students starting late. Please note that there is a registration process in place at each site, and when students go outside of the process by requesting add codes via email, or through family members, it causes confusion and problems for the site education coordinators.

While it is the instructor’s prerogative to use add codes, in the spirit of working with the CDCR, we ask that instructors refrain from adding incarcerated students late unless referred or supported by one of the institution proctors or education coordinators, or the Distance Learning staff. Staff make every effort to research specific student requests regarding add codes.

# Grading Practices

## Assigning an Incomplete "I" Grade

If a student has a justifiable circumstance (see State Ed Code below), which prohibits them from completing the final course requirements for your class, you may assign the student an incomplete grade. The incomplete grade should be assigned only when the student has completed majority of the academic work for the class and only if you are willing to accept the late work and/or meet with the student to administer make-up work and exams on your own time.

Once the incomplete grade is assigned, the student may NOT re-enroll in the class. The student will have one year to make up the coursework indicated below on the incomplete grade form. If the student fails to make up the coursework within one calendar year, the grade will automatically revert to the alternate grade you assign on the incomplete form below.

The Record of Incomplete Grade form must be submitted to the Admissions and Records Office at the end of the term.

If an instructor decides to issue an incomplete grade and the student completes the requirements (per your incomplete form), a Coastline College Change of Grade form must be submitted to the Admissions and Records Office to change the grade from an 'I' to the grade the student earned.

### California State Education Code Policy Regarding Incomplete Grades and Coast District Board Policy

**§ 55023. Academic Record Symbols and Grade Point Average**

Incomplete academic work for unforeseeable, emergency and justifiable reasons at the end of the term may result in an “I” symbol being entered in the student's record. The condition for the removal of the “I” shall be stated by the instructor in a written record. This record shall contain the conditions for the removal of the “I” and the grade assigned in lieu of its removal. This record must be given to the student with a copy on file with the registrar until the “I” is made up or the time limit has passed. A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed. The “I” may be made up no later than one year following the end of the term in which it was assigned. The “I” symbol shall not be used in calculating units attempted nor for grade points. The governing board shall provide a process whereby a student may petition for a time extension due to unusual circumstances.

Coast District Board Policy about Academic Symbols can be found here: <https://www.cccd.edu/boardoftrustees/BoardPolicies/Documents/AP_4230_Grading_and_Academic_Record_Symbols.pdf>

## Grade Entry

Under no circumstances will Distance Learning staff be authorized to enter grades into a Canvas Course Gradebook. This is the sole responsibility of the course instructor. Distance Learning staff maintain ParScore Gradebook data and will transfer to Canvas.

## Grade Changes

Final grades are assigned when the work required in the course has been completed and evaluated by the instructor at the end of the term. Once these grades are posted in MyCCC, they will be finalized and transferred to the student’s transcript. The determination of the student’s grade by the instructor shall be final in the absence of mistake, fraud, bad faith or incompetence. A student, who has been assigned a final grade which he/she believes to be incorrect, may contact the instructor for clarification and/or file a Grade Challenge Petition form obtained from the Office of Admissions and Records. All grade changes must be submitted by the course instructor to A&R using the Coastline Community College - Change of Grade form.

## Grade Challenges

Students have the right to challenge grades for their courses. In most cases, these issues can be mitigated between the student and the instructor through correspondence. In cases which are not resolved to the student’s satisfaction, the following College policy will apply.

The determination of the student’s grade by the instructor shall be final in the absence of mistake, fraud, bad faith or incompetence. A student who has been assigned a final grade which he/she believes to be incorrect may file a Grade Challenge Petition form obtained from the Office of Admissions and Records. All grade challenges must be made by the student, in writing, within two years after the end of the semester in which the grade in question was assigned. Grade challenges filed after the two- year deadline will be reviewed for recording errors only to ensure that the student’s grade on the instructor’s roster is, in fact, the grade that appears on the transcript.

## Grade Change Process

Once final grades are posted by A&R and an instructor determines that a student grade has been posted in error or has accepted a late assignment(s) from a student, a Coastline Community College - Change of Grade form must be submitted to the Admissions and Records Office to change the student’s official grade to reflect the additional assignments.

## Acceptance of Late Assignments

Each faculty member is responsible for establishing their policy with respect to accepting late assignments and defining it in the Student Handbook. Unfortunately, incarcerated students in telecourses are fraught with obstacles that can affect the timely receipt of student work such as lockdowns, delays in processing, education proctor vacations, and prisoner transfers. There are times when exams and assignments may be delayed for reasons beyond the control of the students and proctors.

We encourage instructors to be aware of and responsive to these issues when developing their Late Assignment policy. Distance Learning staff stamp received dates on mail, but due to the thousands of students, all mail is not necessarily processed the day it is received. The proctors work hard to keep us informed of delays, and our staff keeps the instructors informed whenever students are affected. However, it is ultimately up to the instructors whether to accept late work from students.

Students turning in late work may not receive any feedback from the Distance Learning department due to processing timelines. However, the assignments will be graded. Instructor policies that define point deductions for late assignment submission will be responsible for the final adjustment of assignment grades. Instructors are responsible for communicating and tracking any point deductions to the student and Distance Learning Staff.

It is the recommendation of the Distance Learning (DL) department that, when possible, instructors offer reasonable flexibility with deadlines when working with incarcerated students, especially when issues are confirmed by proctors or DL staff.

## Faculty Support: Readers for Large Classes

Due to the nature of telecourses and their high demand causing several classes to provide enrollment for large student populations, the Distance Learning department can authorize funding for assignment readers. It is important to keep in mind that readers are not intended to replace instructors or be the sole source of grading for a student. Depending on the discipline and the nature of the assignments being reviewed by the Reader, a discipline FSA (must meet minimum requirements for the discipline) may be required. The Department Chair and Discipline Dean must approve of the course reader before he/she is hired.

Readers are intended to perform the following:

* Read/review student work and provide feedback based on instructor requirements and/or rubrics developed for the specific assignment.
* Provide information which enables the instructor to assign a grade based on the assignment parameters/requirements.

The following table provides the guidelines for determining reader participation in telecourses:

### Telecourse Reader Guidelines

Number of Students Instructor LHEs Reader Support Hours

Up to 130 (+9 adds) 3 (54 hrs) N/A

140 – 200 (+9 adds) 4 (72 hrs) N/A

210 – 270 (+9 adds) 5 (90 hrs) 20

280 – 340 (+9 adds) 6 (108 hrs) 30

# Addendum

## Student Rosters

Student Rosters can be created in two ways:

**MyCCC:**

Once signed on to MyCCC and selecting **Faculty Information** from the menu on the left side of the screen:

* Click **Faculty Term Rosters** on the right side of the screen in the **Other Faculty Resources** menu.
* On the screen displayed, select the **Faculty Services** tab and then highlight the term needed and press the **Select Term** button.
* Select the CRN(s) for the class(es) for which a Roster is desired.
* The selected Roster(s) will be created and can be printed.
* The Roster(s) can then be used to manually track receipt of student SLCs.

**Canvas:**

After signing-on to the course:

* Select **Grades** from Course Menu on the left side of the screen.
* Select the **Actions** drop-down and click on **Export**.
* The **Grade Book** will be exported to an Excel file which can be edited to meet your requirements.