1. **What are accelerated or Fast Track assignments?**
   Fast Track classes are assignments in which the instruction is condensed into a shorter time frame than the typical full semester. Almost all Fast Track courses are half the length of the 17.5 week term.

2. **What is the purpose of Fast Track classes?**
   Fast Track classes are designed to help students move more rapidly through their course requirements. Most of the Fast Track classes are sequences (e.g. Spanish 1 and 2 or Math 410 and 425), but a smaller percentage are stand-alone courses that meet graduation, transfer, or certificate requirements for a program of study. Helping students complete the sequence faster promotes greater progress toward goal achievement. Additionally, Fast Track courses are designed to provide an alternative entry point to address students who may discover that they want to register for classes after they have already filled or after the registration period is closed. Chaffey College offers two Fast Track segments per term, each with its own registration point and add/drop deadlines. Please consult the Academic Calendar for the dates of specific Tracks.

3. **Can my teaching assignment be exclusively composed with Fast Track courses?**
   In some discipline areas where there are significant numbers of Fast Track offerings, that may be possible. In other disciplines where offerings may be more limited, it may not be possible. The dean of the area will make that determination based on availability and student need.

4. **If I am only assigned to teach Fast Track classes, how does that affect the Academic Calendar?**
   If you are an adjunct faculty member, and your entire assignment is Fast Track, you are only assigned to be present at the College for the dates designated for the instruction of your classes, and you may be required to participate in Flex. This information can be found on your teaching assignment. If you have questions regarding your obligations to be on campus, please consult your unit dean or dean’s office assistants.

   If you are a full-time faculty member, the Chaffey College Faculty Association Agreement specifies that you are contracted for 176 service days (Article 17.3). These days include Flex, instruction, and final exams. Even if your teaching assignment does not require that you provide instruction, you are still responsible to provide the District with a full service week, including office hours and professional service. Article 18.3.5 of the Faculty Association Agreement allows for modifications to office hours with the first level manager’s approval for “faculty members who teach other than full-term sections as part of their load may schedule an equivalent number of office hours at reasonable and appropriate times for the sections they are teaching.” If you have questions, please consult your unit dean. If you have concerns regarding issues related to the contract provisions, please consult the CCFA President or unit representatives.

5. **How will Fast Track assignments impact my grading practices?**
   Just like instruction is compressed, the grading process is also accelerated with Fast Track Assignments. Faculty who teach Fast Track courses are more likely to experience pressure to
grade more frequently because the term is condensed. Similarly, since students need to know if they have satisfactorily met the course objectives, grading final projects, exams, and assignments is also more accelerated than a traditional term. With full-term teaching assignments, faculty have five working days complete the grading process. With accelerated classes, teachers should complete their grading by 4:30 pm of the first day of the next Fast Track segment. This allows students to re-enroll if they receive a substandard grade, or with the assurance that they can move into the next sequenced course. Please note that faculty should not compromise the rigor of their assignments in order to meet the compressed grading demands. Instead, they should consider final assessments in modules over the final weeks, more holistic assessment techniques, or other techniques as outlined by the Faculty Inquiry Team on Acceleration (link).

6. **Will Fast Track assignments have any impact on my evaluation process?**
   You may experience some difference in that Fast Track courses are probably less desirable for evaluation opportunities during the first week, just like a traditional 17.5 week semester. Beyond that, faculty should not experience meaningful differences in scheduling evaluation visits or opportunities for student evaluations. Be mindful, though, that dates of the evaluation process as outlined in the Faculty Association Agreement in Article 20 must still be observed.

7. **Will I be required to teach a Fast Track course?**
   It is unlikely that you would be required to teach a Fast Track course. Acceleration does not fit well into all teaching styles and philosophies. Although the District retains the right of assignment, Fast Track arrangements work best when instructors recommend it based on their understanding of the curriculum and the compatibility of their own teaching styles.