Dual Enrollment Instructor Handbook

2023-2024

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Introduction

Thank you for your interest in teaching courses in the Dual Enrollment Program at Golden West College. This handbook was developed to provide all participating instructors with the key dates and contact information related to dual enrollment courses, as well as important information about the policies and procedures they will be responsible for following while teaching dual enrollment courses offered by Golden West College.

Dual enrollment offers students an opportunity to enroll in college-level coursework to earn college credits while they are pursuing their high school diplomas. Students have the option to take college-level courses at their high schools, where available, or by concurrently enrolling in courses offered on Golden West College's campus or online through the college.

Dual Enrollment: Dual enrollment students are those who take Golden West College courses that are offered at their high school during the regular school day. These courses are only offered at high schools in districts with a College and Career Access Pathway (CCAP) partnership agreement in place with the Coast Community College District, and they are closed to the general public. Courses can be taught either by high school teachers who meet the California Community College's minimum faculty qualifications and have become part-time Golden West College instructors, or by Golden West College faculty members who travel to the high school campus.

Concurrent Enrollment: At Golden West College, concurrent enrollment refers to high school students who take college-level courses on the Golden West College campus or online. Students will be in courses with college-aged students. Concurrent enrollment courses are taught by Golden West College faculty members.

Dual Enrollment Overview

Assembly Bill 288, which was enacted on January 1, 2016, enables community college districts to create College and Career Access Pathways (CCAP) partnership agreements with local high school districts to expand opportunities for high school students to take college-level courses while they are still enrolled in high school.

While high school students were able to take community college courses prior to AB 288, the law enables the development of new dual enrollment options by allowing colleges to offer courses on high school campuses during the regular school day that are closed to the general public, making courses completely free for students, and authorizing students to take up to 15 units per term. CCAP partnerships also have a specific purpose of targeting students who may not already be college bound or who are underrepresented in higher education.

Dual enrollment programs in various forms have expanded significantly across the country over the last 25 years. Numerous studies have shown dual enrollment programs offer many benefits to students from diverse backgrounds. Research from the Community College Research Center and the Irvine Foundation, among others, has found that relative to their peers who don't take any college courses in high school, dual enrollment students:

- have higher high school GPAs on average;
- graduate high school at higher rates;
- are more likely to enroll in college;
- have higher first-year GPAs in college;
- accumulate more college credits in their first year;
- have higher college retention and persistence rates; and
- are 2.5 times more likely to graduate from college.[1]

In addition, being able to accumulate transferrable college credits while in high school enables students to save significant time and money in earning a college degree. Given the incredible opportunities dual enrollment provides to high school students, Golden West College is excited to be working with area high schools to expand the number of courses made available to local students.

Golden West College has increased its dual/concurrent enrollment dramatically over the last five years, increasing from 408 students in 2018-2019 to 2, 318 in 2022-2023. The average success rate among dual enrollment students is 80%, well above the general student success rate of 75%.

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[1] See the Career Ladders Project "Dual Enrollment Resources" for a complete list of academic studies on dual enrollment and the benefits to students. Link: https://www.careerladdersproject.org/wp-content/uploads/2015/12/Resources-DETOOLS1-1.pdf; Purnell, R. (2023) Baseline Academic Outcomes for Students Participating in Dual Enrollment for Equitable Completion Partnerships Compared to Their Peers, 2015-2020.

Key Contacts – Golden West College

Golden West College

College Address: 15744 Goldenwest Street, Huntington Beach, CA 92647

Name	Position	Contact Details
Lauren Davis Sosenko	Dean of Institutional Effectiveness and Dual Enrollment	Phone: (714) 895-8727 Email: ldavissosenko@cccd.edu
Zuly Ayala	Dual Enrollment Coordinator	Email: zayala1@cccd.edu
Maly Kim	Dual Enrollment Assistant	Phone: (714) 895-5009 Email: mkim223@cccd.edu
Teresa Rodriguez	Administrative Assistant, Institutional Effectiveness and Dual Enrollment	Phone: (714) 895- 8700 Email: trodriguez@cccd.edu
Alyssa Strong	Dual Enrollment Counselor	Email: ahubbard7@gwc.cccd.edu
Discipline Deans		
Martie Ramm Engle	Acting Dean of Arts & Letters	Phone: (714) 895-8223 E-mail: mrammengle@gwc.cccd.edu
Dorsie Brooks	Dean of CTE & Business	Phone: (714) 895-8216 E-mail: dbrooks28@gwc.cccd.edu
Gisela Verduzco	Dean of Counseling	Phone: (714) 892-7711 E-mail: gverduzco@cccd.edu
Danny Johnson	Acting Dean of Math & Science	Phone: (714) 895-8344 E-mail: djohnson@gwc.cccd.edu
Alex Miranda	Dean of Social Sciences	Phone: (714) 895-8180 E-mail: amiranda42@gwc.cccd.edu
Alice Martanegara	Associate Dean of Nursing	Phone: (714) 895-8946 E-mail: amartanegara@gwc.cccd.edu

Key Contacts – Garden Grove Unified High School District

Bolsa Grande High School

School Address: 9401 Westminster Ave, Garden Grove, CA 92844

Name	Position	Contact Details
Tracy Conway	Principal	Email: tconway@ggusd.edu
Jack Acosta	Guidance Counselor	Phone: (714) 663-6246 Email: jacosta@ggusd.us

Hare High School

School Address: 12012 Magnolia St, Garden Grove, CA 92841

Name	Position	Contact Details
Lydia Machado	Assistant Principal	Phone: (714) 663-6508 Email: lmachado@ggusd.us
Jean Wasinger	Guidance Registrar	Phone: (714) 663-6508 Email: jwasinge@ggusd.us

La Quinta High School

School Address: 10372 W McFadden Ave, Westminster, CA 92683

Name	Position	Contact Details
John Doles	Assistant Principal	Phone: (714) 663-6046 Email: jdoles@ggusd.edu
Oscar Jasso	Guidance Counselor	Phone: (714) 663-6375 Email: ojasso@ggusd.us

Los Amigos High School (Early College Academy, ECA)

School Address: 16566 Newhope St, Fountain Valley, CA 92708

Name	Position	Contact Details
Erin Chase	Teacher Coach/ECA & AVID Coordinator	Phone: (714) 663-6288 Email: echase@ggusd.us

Pacifica High School

School Address: 6851 Lampson Ave, Garden Grove, CA 92845

Name	Position	Contact Details
Geoff Burgueo	Assistant Principal	Phone: (714) 663-6515 Email: gburgueno@ggusd.us
Damaris Ahumanda	Guidance Counselor	Phone: (714) 663-6515 Email: dahumada@ggusd.edu

Key Contacts – Huntington Beach Union High School District

Edison High School

School Address: 21400 Magnolia St. Huntington Beach, CA 92646

Name	Position	Contact Details
Kevin Fairman	Principal	Email: kfairman@hbuhsd.edu

| Monica Hamilton | College and Career Specialist | Phone: (714) 962-1356 x55435
Email: mhamilton@hbuhsd.edu |

Fountain Valley High School

School Address: 17816 Bushard Street, Fountain Valley, CA 92708

Name	Position	Contact Details
Casey Harelson	Assistant Principal	Phone: 714- 962-3301 Email: charelson@hbuhsd.edu
Marilyn Wong	Guidance Specialist	Phone: (714) 962-3301 Email: mwong@hbuhsd.edu

Huntington Beach High School

School Address: 1905 Main Street, Huntington Beach, CA 92648

Name	Position	Contact Details
Brenna Orr	Assistant Principal	Phone: 714- 536-2514 x51401 Email: tfloyd@hbuhsd.edu
Courtney Winford	Assistant Principal	Phone: 714-536-2514 x51403 Email: cwinford@hbuhsd.edu
Stacy Robison	Special Programs Administrator	Phone: (714) 536-2514 x51460 Email: srobison@hbuhsd.edu
Suji Chung	Guidance Specialist	Phone: (714) 536-2514 x51470 Email: schung@hbuhsd.edu

Marina High School

School Address: 15871 Springdale St. Huntington Beach, CA 92649

Name	Position	Contact Details
Tim Floyd	Assistant Principal of Guidance	Phone: 714-893-6571 x53404 Email: **tfloyd@hbuhsd.edu**
Irene Yu	College and Career Specialist	Phone: (714) 893-6571 x53435 Email: iyu@hbuhsd.edu

Ocean View High School

School Address: 17071 Gothard Street, Huntington Beach, CA 92647

Name	Position	Contact Details
Robert Rasmussen	Assistant Principal	Phone: (714) 848-0656 x56401 Email: rrasmussen@hbuhsd.edu
Candice Supernaw	Guidance Specialist	Phone: (714) 848-0656 x56621 Email: csupernaw@hbuhsd.edu
Karen Batani	College/Career Specialist	Phone: (714) 848-0656 x56415 Email: kbatani@hbuhsd.edu

Westminster High School

School Address: 14325 Goldenwest St., Westminster, CA 92683

Name	Position	Contact Details
Matthew White	Assistant Principal	Phone: (714) 893-1381 x52406 Email: mwwhite@hbuhsd.edu
Edith Prado	Guidance Counselor	Phone: (714) 893-1381 x52470 Email: eprado@hbuhsd.edu
Thuy Tran	Guidance Counselor	Phone: (714) 893-1381 x52471 Email: thuytran@hbuhsd.edu
Melinda Gomez	College Career Specialist	Email: mogomez@hbuhsd.edu

Valley Vista

School Adress: 9600 Dolphine Ave, Fountain Valley, CA 92708

Name	Position	Contact Details
Jessica Marion	Principal	Phone: (714) 964-7766 x59401 Email: jmarion@hbuhsd.edu
Daniela Garisek	Guidance Specialist	Phone: (714) 964-7766 x59431 Email: dgarisek@hbuhsd.edu

Communication Procedures

The primary point of contact for any dual enrollment-related questions is Lauren Davis Sosenko, the Dean of Institutional Effectiveness and Dual Enrollment at Golden West College. As you need support through the term, please contact Lauren, or the Dean from the division in which you teach, to provide support, or to troubleshoot any challenges you may be facing in teaching your class.

If you are teaching a dual enrollment course and have any site-specific questions or need to cancel a session, please email the Assistant Principal and Guidance Counselor at the school site and CC Lauren Davis Sosenko from Golden West College. If you need to cancel a session on short notice, please call the Assistant Principal and Guidance Counselor at the school site.

If there is an emergency that arises while you are teaching a dual enrollment course, please call the Assistant Principal and Guidance Counselor at the school site. It will be the Assistant Principal's responsibility to communicate all relevant information to the school principal, the district office, and Golden West College in order to troubleshoot the situation.

Teaching Dual Enrollment Courses

Minimum Qualifications

All instructors who teach Golden West College courses, including those offered through the Dual Enrollment Program, must meet the qualifications outlined in the California Community Colleges Chancellor's Office Minimum Qualifications Handbook for their specific discipline.

For example, to be able to teach a community college Mathematics course in California, all faculty members must meet the following:

Master's in mathematics or applied mathematics

OR

Bachelor's in either of the above

AND

Master's in statistics, physics or mathematics education

OR the equivalent.

High school teachers who meet the minimum qualifications for their discipline may apply to become a Golden West College part-time faculty member in order to teach the dual enrollment course. Even though dual enrollment courses are held at the high school during the regular school day, instructors teaching these courses are officially Golden West College employees during this time. Therefore, all instructors teaching dual enrollment courses must follow Golden West College and Coast Community College District policies and procedures.

Application Process

High school teachers who would like to teach in the Dual Enrollment Program must submit an online application to become a part-time faculty member in the Coast Community College District for their discipline. Open positions in the Coast Community College District may be found online at: https://www.governmentjobs.com/careers/cccd/transferjobs.

A complete application should include the following:

- Online application form
- Resume/CV uploaded with application
- Transcripts from undergraduate and graduate studies
- Any other supporting documents listed in the application

Golden West College Human Resources and the relevant department will review the candidate's application and supporting materials to determine if they meet the minimum qualifications. Instructors may be invited to participate in an interview with the Instructional Dean and the Faculty Department Chair to discuss the course and the instructor's education and experience. Even though an instructor meets Minimum Qualifications, they may not be assigned to a class.

Equivalency Review

Instructors who do not meet the minimum qualifications but believe their combination of education and experience are equivalent to the minimum qualifications for a particular discipline can submit an Equivalency Application with their application to become a part-time faculty member. The Equivalency Application may be found online at:
https://documents.cccd.edu/Employment/ApplicationForEquivalency.pdf

Along with the Equivalency Application, the applicant must provide a narrative document that supports the request as well as the appropriate evidence, which may include, but is not limited to, the following:

  a. Copies of transcripts noting relevant coursework.
  b. Catalog descriptions of the courses referenced above.
  c. Evidence of discipline-related work experience, research, or publications.

The instructor's Equivalency Application will be forwarded to the appropriate department for review and screened by the Coast Community College District selection committee. The committee will make a determination as to whether the candidate's combination of education and experience would qualify as being equivalent to the minimum qualifications for the discipline.

Onboarding & Orientation

After the College determines that the high school teacher meets minimum qualifications for the specific discipline and offers the position, the Golden West College Human Resources department completes the onboarding and clearance process required of all adjunct faculty.

Instructors will be asked to submit additional documentation to complete this process, such as a copy of their driver's license and Social Security card. Completing a TB test and fingerprint screening may also be required.

The discipline Dean will send new dual enrollment faculty an email with their Coast Community College District Employee ID and their Golden West College email address with instructions for setting up and accessing their email account and MyGWC portal. Instructors should regularly check this email account, as this is the primary means of communication from Golden West College and the Coast Community College District.

Golden West College faculty who are teaching dual enrollment will be invited to an orientation meeting at their high school (or virtually with the high school administration and teachers) in the weeks leading up to the start of the term. This orientation workshop will familiarize dual enrollment faculty with the

College's process and procedures and to offer an opportunity to meet and collaborate with other instructors in the Dual Enrollment Program. We require all new dual enrollment instructors attend this orientation workshop and the College will compensate them for their time.
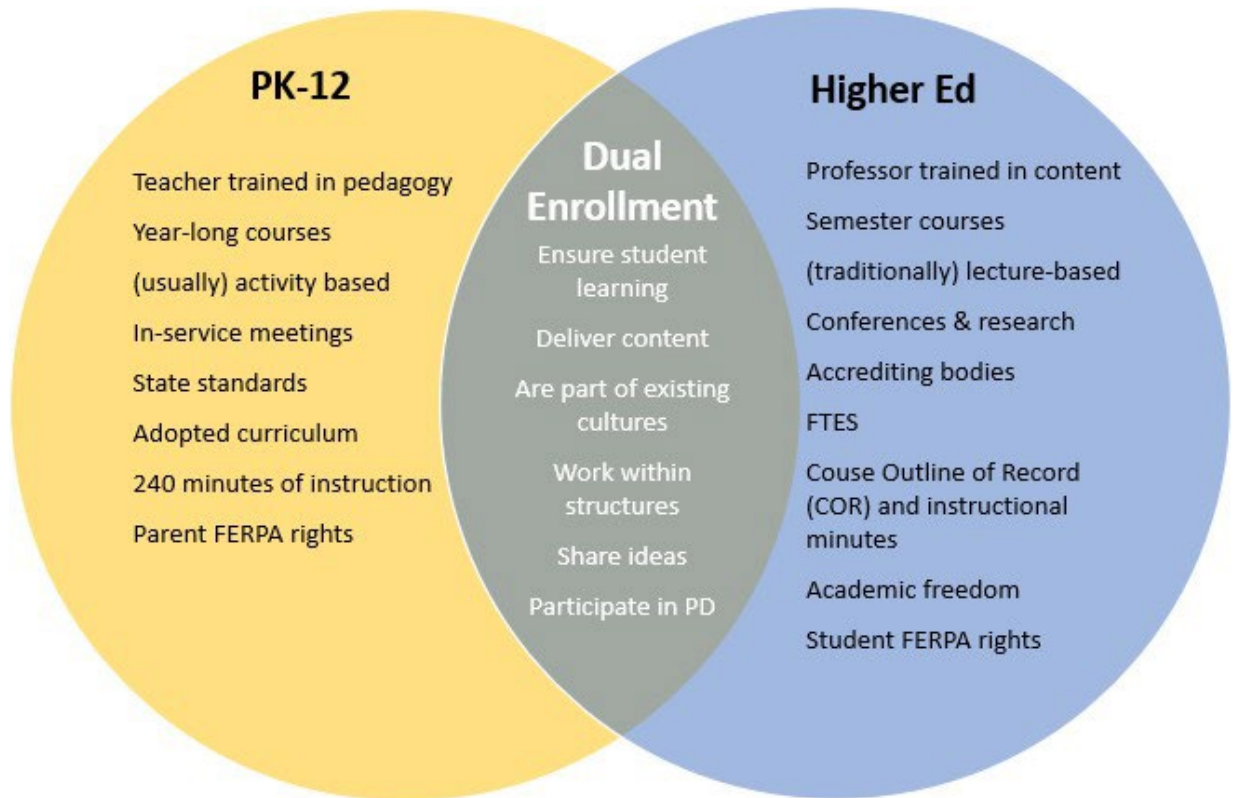
Collaborative Instruction

Golden West College faculty may be assigned to work with a high school teacher for dual enrollment classes. The collaborative instruction model is a practical necessity to schedule dual enrollment classes within the high school bell schedule, allowing Golden West College faculty to attend two to three times per week, while the high school teacher attends every day to support students. The collaborative instruction model also harnesses the expertise of both the college faculty member and the high school teacher. While the college faculty member is the course content expert, the high school teacher brings subject knowledge, pedagogical expertise, and active learning experience in the high school setting, and the high school teachers are more connected with the high school students and the high school norms and processes.

Experience has taught us that though the Golden West College instructor is responsible for the course, in accordance to the Coast Community College District policies, the high school teacher's involvement is fundamental in the success of the students enrolled in the course. In practical terms, the contributions of the high school teachers are educational and supportive, concurrently. Further, the GWC faculty may work more closely with the high school teacher to deliver course content if they choose to do so.

There are times when working and being responsive to two organizations can be confusing. Adapting Denecker's Venn Diagram[2] of the dual enrollment context, Golden West College defines some of the unique PK-12 and Higher Ed characteristics and where these two systems overlap to provide dual enrollment offerings and illuminates differences of the two systems:

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[2] Adaptation of the Venn diagram described on page 6 of Denecker, Christine (2023) "A Venn Diagram of Secondary-Postsecondary Teaching and Learning: The Transformative Power of Concurrent Enrollment Partnerships," Concurrent Enrollment Review: Vol. 1: Iss. 1, Article 5. DOI: http://doi.org/10.14305/jn.29945720.2023.1.1.03 Available at: https://surface.syr.edu/cer/vol1/iss1/5

Figure 1: Venn Diagram of the Dual Enrollment Context

Golden West College will pay Golden West College faculty for one-hour of planning time before the term begins to establish baseline coordination. Then, faculty who are working with a high school co-teacher are eligible for a stipend of up to 8 additional hours of non-instructional coordination time during the academic term to meet with their high school teacher partner. Faculty will be required to complete a timecard that indicates when they participated in the planning meetings. Further, faculty are invited to complete a reflection log submitted to the Office of Dual Enrollment.

Golden West College faculty who has participated in collaborative instruction in the past have identified positive ways to work with the high school teacher partner. Faculty recommend communicating early with the high school teacher to set expectations and establish mutual understanding about how you will both work to serve students in your class. In past successful collaborations, faculty have provided high school teachers with the course syllabus, the Course Outline of Record (COR), and "TA" access to Canvas to allow the high school teachers to follow along with the course content and support student completion.

Semester Timeframe (16-week course)	Collaborative Instruction Practices
Pre-term	Participate in the Orientation; Discuss Instructional Model; Course evolution; Policies, procedures, and practices; Academic conduct (AI, cheating) Establish regular planning meetings before and during term (when and how will you communicate) Create a plan together: • How will the high school teacher support student learning, what resources do they need to do so); • How will you to manage "active" classroom or classroom disruptions? • How will you manage and address any classroom challenges? • Share how any asynchronous class time should be implemented, if applicable Share syllabus, Course Outline of Record (COR), course materials, and Canvas shell with the high school teacher
1-4 weeks	Early alert for any students who are not attending or falling behind in coursework to consider dropping before the census date; start to connect individual students with academic supports at GWC Ensure high school teacher has access to student records to support homework completion throughout term
5-13 weeks	Remediation for students; extra credit options; high school teacher following up with individual students about missing assignments; continue to connect individual students with academic supports at GWC Discuss any students with the high school teacher and the on-site administrator about any students who may drop with a "W" grade
14-16 weeks	Term closure/finals; grade appeal process; possible "incomplete" grades

If you are experiencing any challenges with the collaborative instruction model, please reach out to Lauren Sosenko, Dean of Institutional Effectiveness and Dual Enrollment.

Course Outlines of Record & Syllabi

All courses offered at California community colleges must have an approved Course Outline of Record (COR), which is a document with legal standing that defines the content, objectives, methods of instruction and evaluation, sample textbooks and instructional materials for the course, and more. It establishes the number of units for the course plus the number of hours of instruction and will list any prerequisite(s) or corequisite(s) required for the course.

In addition to providing instructors with important curricular information, CORs are used during the institutional accreditation process, to establish course articulation agreements with other institutions, during state audits, for course planning, etc.

All Golden West College faculty are expected to deliver course content according to a planned schedule and consistent with the approved COR for their course(s). Approved CORs for Golden West College may be found online at: https://www.curricunet.com/Coast/index.cfm.

All instructors are expected to create a syllabus for each course that is consistent with the approved COR and which includes the course content or objectives, assignments, a general guide to the pacing of the course and information about how grades will be determined. Instructors must address the Student Learning Outcomes (SLOs) that are outlined in the Course Outline of Record. The syllabus provides critical information about the course to the students, and once a student receives the syllabus for the course from the instructor and the student decides to remain enrolled in the course, the syllabus becomes the contract between the student and teacher.

All instructors teaching dual enrollment courses must submit a copy of their course syllabus to the Guided Pathways and Dual Enrollment office at Golden West College, prior to the start of the semester. Course syllabi are retained by Golden West College the event of a state audit.

See appendix B for a checklist with all the items that should be included in a course syllabus.

MyGWC Portal

The myGWC portal is the online system Golden West College faculty members use to view their official course rosters, view their class schedules, drop "No Show" students from a course, enter final grades, enter student attendance hours, and access key Golden West College employee information.

To access myGWC, you'll first log on through www.myGWC.com using your Coast Community College District username and password.
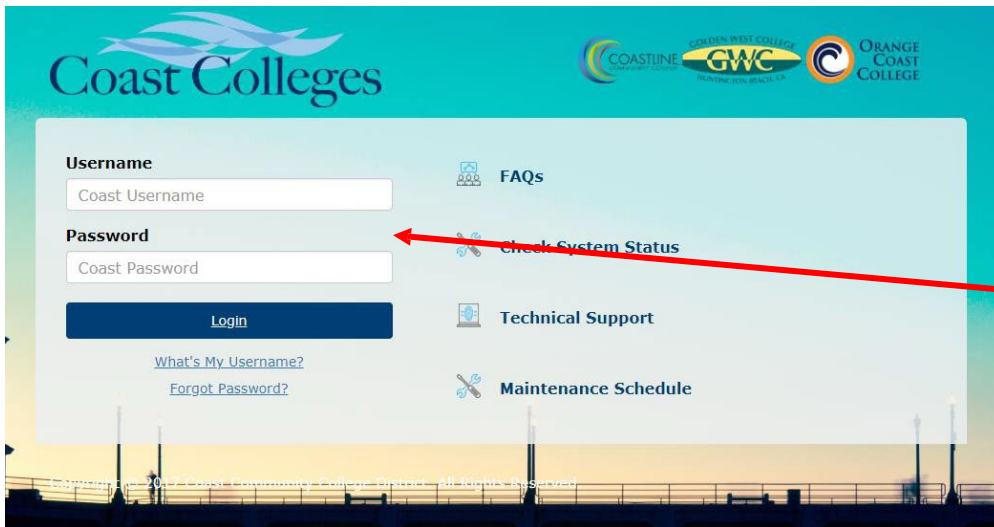
Log in to your myGWC account at: www.myGWC.com using your CCCD username and password

Use the navigation bar on the left side of the screen. The Faculty Information page is where instructors can view their official course rosters, view their class schedules, drop "No Show" students from a course, enter final grades, enter student attendance hours, among others.
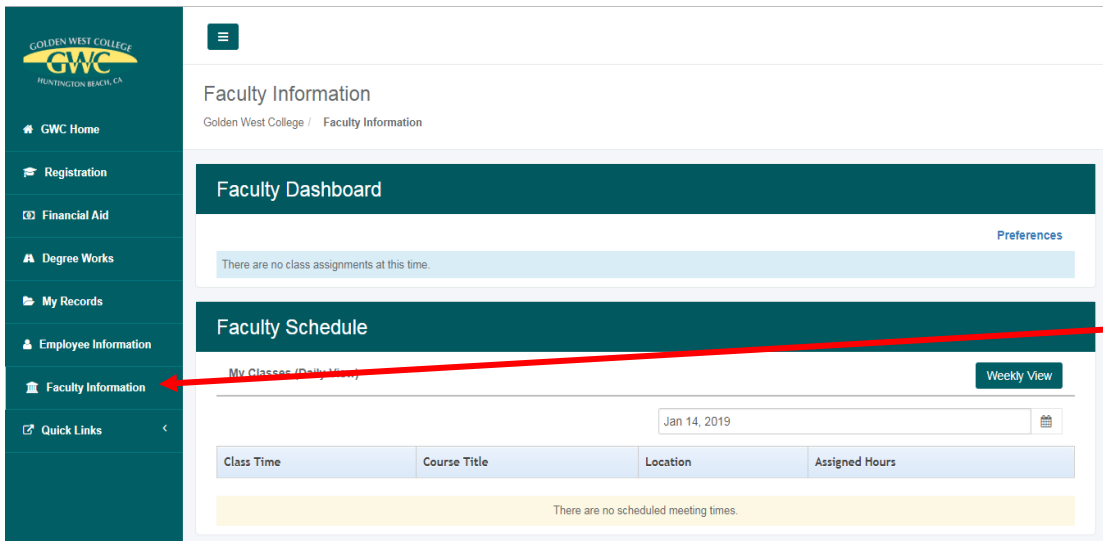
The faculty page can be accessed by clicking on the "Faculty Information" tab.

Viewing Course Rosters

After logging in to your myGWC page, you can find your official course rosters on the Faculty Information page by clicking on "Faculty Term Rosters" in the "Other Faculty Resources" box on the right side.

Click on "Faculty Term Rosters" to locate your official student rosters for each course.

Dropping Students from Courses

State and federal regulations require that all community college instructors, including those teaching college-level courses at high school campuses as part of the Dual Enrollment Program, must drop students who do not show up to class. Golden West College faces stiff fines and other severe penalties if it fails to comply with these regulations. It is the instructor's responsibility to drop their "No-Show" students <u>before</u> the Census date for each of their classes.

The Census date varies based on the course start date and length. It is the instructor's responsibility to verify the Census date for each of their courses by checking the official course roster(s) listed in their myGWC account.

The Census date for each course will be listed in the "Critical Dates" section near the top of the official course roster.

Students are considered a "No Show" if they are:

- An "on-campus" student who has not come to class at all since it started (this includes students in the dual enrollment program taking a Golden West College course at a high school campus).
- An "online" class student who has never turned in an assignment, taken a quiz or test, participated in an online discussion, or emailed the instructor regarding the content of the course before the Census date of the class (just logging into an online class does not constitute attendance in the course!)

To officially drop No-Show students from your course(s), log on to your myGWC portal and navigate to the Faculty Information page.

Click on "Drop Rosters" under "Other Faculty Resources" to pull up the list of students to drop from the course.

Highlight the correct term and click "Select Term"; Select the CRN for the correct course and click "Create Roster(s)"

If you have any questions, please contact Faculty Support in Admissions & Records:

Stephanie Emery at 714-895-8129 or semery5@Golden West College.cccd.edu
Jennifer Ortberg at 714-895-8965 or jortberg@Golden West College.cccd.edu

Reporting Student Grades

It is the instructor's responsibility to submit final grades for each student listed on their official course roster at the end of each semester. The due date for submitting grades varies by the end date of the course:

> Intersession: Wednesday after term ends.
> Spring: Friday after term ends.
> Summer: Wednesday after term ends.
> Fall: First Wednesday after break.

Please check the Enrollment Services SharePoint for more details. Any grades not submitted by the due dates will require the instructor to fill out a change of grade form in person at the Admissions and Records Office for each affected student. Also, the instructor will receive a letter of instruction that is placed in their personnel file.

Submitting grades on time is critical. Delays in getting grades in can cause delays/issues with:

- Academic standing determinations, which delays Financial Aid eligibility;
- Submission of student transcripts for acceptance to other colleges and universities;
- Prerequisite clearances for the next semester's registration;
- Being dropped from classes the following semester for failing to meet prerequisites;
- Scholarships and awards;
- Eligibility for student loans;
- Athletic eligibility;
- Degree and certificate evaluations; and
- Earning IGETC and CSU certifications.

Last Date of Attendance

When submitting grades, instructors also need to enter the student's actual last date of attendance for any grade of W, F, I, or NP. That date may or may not coincide with the actual drop date showing on the official roster. The date on the roster is the official date the student dropped the class. However, you will need to enter the last date the student attended the class.

Pass/No-Pass and Letter Grades

Though it is possible to select the choice for receiving a "pass/no pass" grade in the course, we strongly discourage such practice given that the University of California (UC) and California State university (CSU) systems do not accept Pass/No Pass grades for courses that are being used to fulfill its A-G subject requirements. This means that if a student takes a college course as "Pass/No Pass" grading to meet A-G requirements, they will not be able to use this to meet freshman eligibility for admission to the UC and CSU system. If students have additional questions about this, please suggest they talk to their high school counselor.

Record Keeping

Instructors are required to keep all of their records in a secured location for a <u>minimum of 3 years</u> from the end of the semester to ensure any audit issues or possible grade challenges can be addressed.

Assigning Incomplete Grades

If you assign an Incomplete grade (I) for a student, you will also need to email Stephanie Emery, semery5@gwc.cccd.edu, in the Admissions and Records Office and file an Incomplete Grade Report at the time grades are due. An Incomplete grade should only be assigned if, due to unforeseen, emergency and justifiable reasons, something happens to the student towards the end of the semester after it is too late to drop the class.

Incomplete grades <u>should not</u> be assigned if the student has missed so much work s/he needs to repeat the class. Assigning an Incomplete grade requires that the instructor not only assign the grade online, but s/he must also come to the Admissions and Records Office to fill out the Incomplete Grade Report specifying exactly what work needs to be made up to complete the class. Once the student completes the missing work with the instructor, the instructor would come to Admissions and Records again to fill out a grade change form.

Incomplete grades remain on the student's record for one year after the semester in which it was assigned. Students have one year from the end of the semester in which an Incomplete grade was assigned to complete the work. If the work is not completed within that time frame, the grade automatically reverts to the grade specified by the instructor on the Incomplete Grade Report.

Examples of unforeseen, emergency and justifiable reasons would be a serious auto accident and/or hospitalization the morning of the final or at some point during the last couple of weeks of the class that was severe enough to prevent the student from coming to class to take the final or turn in a final project, etc.

It is expected that the instructor has worked with the student before making the decision to assign an incomplete grade so that the student is aware of the Incomplete grade and is also aware of the requirements to complete the class. It is also expected that the Instructor has verified that the student does intend to complete the work after the end of the term.

If the student has missed so much work that s/he needs to repeat the course, an Incomplete grade would not be an appropriate grade, as the student will not be allowed to re-enroll in the class while the Incomplete grade is on his/her record.

Grade Changes

Only the Primary Instructor of Record may change the grade for a student. 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 has 1 years from the end of the semester in which the grade was assigned to challenge a grade. It is campus policy to refer the student to the instructor of the class if the student feels there was an error in his/her grade. If that does not resolve the issue, the student would then be referred to the Division Dean as a next step in the process.

Publicly Posting Grades

If publicly posting grades for a class, instructors need to keep in mind FERPA law (see the FERPA section below). Instructors may NOT post any personally identifying information about a student (such as a name, student ID number, SSN, telephone number, or any portion of those items, etc.). If posting grades for any students, an instructor must assign a unique identifier to each student that only that student would know.

> If you have any questions, please contact Faculty Support in Admissions & Records:
>
> Stephanie Emery at 714-895-8129 or semery5@gwc.cccd.edu
> Jennifer Ortberg at 714-895-8965 or jortberg@gwc.cccd.edu

Faculty Resources

Additional general faculty resources may be found online at:
https://www.goldenwestcollege.edu/senate/facultyresources/index.html

Monitoring Student Academic Progress

Even though the students enrolled in dual enrollment courses are still in high school, the grades they earn will become part of their permanent college record. Students and parents are advised of this prior to enrolling in any courses in the Dual Enrollment Program, and students are strongly advised to take their performance in these college-level classes seriously.

Golden West College and its high school partners work to ensure only students who are academically prepared to succeed in these courses are enrolled. Golden West College and the high schools want to avoid having students start out their college career with poor grades on their transcript, which can impact their acceptance to colleges and universities after high school as well as financial aid or NCAA

eligibility. Golden West College and its high school partners rely on the instructors teaching dual enrollment courses to help identify any students who appear to be struggling in their courses.

Instructors are asked to inform Golden West College and the key contacts at each high school if there are any students who they feel may not be successful in the course prior to the Census date. Instructors are also asked to notify Golden West College and the high school if there are students after the Census date who are in need of extra support to be successful in the course.

Resource	Contact Information
Basic Needs	https://www.goldenwestcollege.edu/basic-needs/index.html
Tutoring	Location: Learning Resources Center, First Floor Virtual Front Desk via Zoom: https://cccd-edu.zoom.us/my/gwcasc Front Desk Phone: (714) 895-8904 Email: academicsuccessctr@gwc.cccd.edu Live Chat: https://chat.socialintents.com/c/academic_success
ITS Helpdesk	Phone: 714-438-8111 Email: itsservicedesk@cccd.edu
Counseling	Phone: 714-895-8119, ext. 1 Live Chat: https://chat.socialintents.com/c/GWC_Counseling

Faculty Evaluations

Article VIII of the 2020-2023 Collective Bargaining Agreement between the Coast Federation of Educators (CFE), American Federation of Teachers (AFT) Local 1911, and the Coast Community College District (CCCD) outlines the procedures for conducting faculty evaluations. All faculty members employed by the Coast Community College District are required to participate in periodic evaluations in order to "improve instruction, counseling and other educational services."

Faculty members are typically evaluated during their first semester of employment and at regular intervals thereafter. Temporary faculty members (those who are not tenured or tenured-track and whose course load does not equal at least 50% of a full-time teaching load) are to be evaluated during the first semester of their employment with CCCD, but no more than once in an academic year unless an improvement plan is recommended.

The evaluation typically consists of a student survey and an in-class observation. The evaluator will set up a time with the faculty member to come observe at least one hour of class instruction.

Assessing and Reporting Student Learning Outcomes (SLOs)

When students enroll in a course and earn a passing grade, they expect to leave the course with knowledge and skills. On the first day of class and throughout the semester, it is important to ensure that students understand what they will be learning and how that learning is evaluated.

As per the Accrediting Commission for Community and Junior Colleges (ACCJC), the Accrediting Commission for Golden West College, all faculty members are responsible for posting their student learning outcomes (SLOs) on the syllabus and assessing those SLOs. At Golden West College, we ask that all faculty assess all their SLOs within a three-year period (our program review cycle).

SLO Guidelines

1. Be sure to put the correct SLOs on your syllabus (verify the SLOs that are listed on the official Course Outline of Record, which is posted on CurricUNET) and discuss these SLOs with your students on the first day of class and during the semester.
2. Assess <u>at least one SLO for every course you teach every time you teach</u>.
3. If teaching a course that has multiple sections, you may be contacted by your department chair or a faculty member in your department to let you know which SLO/SLOs will be assessed that semester. You may be asked to send in the results of your assessment to the department chair or SLO point person, who then compiles all the results into one overall assessment.
4. All faculty members are required to participate in SLO assessment; assessment results will not be used in any way against faculty.
5. All SLO assessment data is recorded through the Nuventive platform (formerly known as TracDat)
6. It is a good idea to link the SLOs to specific activities and assignments on your syllabus; many professors also supply the grading rubrics in the syllabus and/or with the assignment.

You can find more information and resources on SLO assessment and reporting on the website of Golden West College's Office of Research, Planning and Institutional Effectiveness: http://research.Golden West Collegehb.net/outcomes-assessment-and-student-learning-outcomes-slos/

If you have any questions about assessing and reporting SLOs, please contact the Golden West College SLO Coordinator or the Office of Research, Planning and Institutional Effectiveness:

Amy Thach, Golden West College SLO Coordinator | Email: athach@gwc.cccd.edu

Uyen Tran, Golden West College Senior Research Analyst
Phone: 714.892.7711 Ext. 55274 | Email: utran@gwc.cccd.edu

FERPA & Protecting Student Privacy

The Family Educational Rights and Privacy Act (FERPA) was passed by Congress in 1974 to protect the privacy of students' educational records. FERPA grants four specific rights to college students:

- To see the information that the institution is keeping on the student.
- To seek amendment to those records and, in certain cases, append a statement to the record.
- To consent to disclosure of records.
- To file a complaint with the FERPA Office in Washington.

FERPA applies to all educational agencies or institutions, including Golden West College, which receive funds under any program administered by the Secretary of Education. As a Golden West College faculty member, you have a legal responsibility under FERPA to protect the confidentiality of student education records in your possession. Your access to student information, including online directory and public information, is based on your role as a faculty member at the college, and you have access to student information only for legitimate use to carry out your responsibilities as a faculty member. You may not release lists or files with student information to any third party outside of the college.

Student education records (other than online directory or public information) are considered confidential and may not be released without written consent of the student. Student information stored in electronic format must be secure and available only to those entitled to access that information.

Protected education records include but are not limited to: Student registration information, grades, transcripts, class lists, course schedules, financial information, and discipline files. The information may be recorded in any medium (e.g., print, handwritten, email, video or audio tape, etc.).

Please note that parents/guardians of community college students do not have a right to access their children's student records, regardless of whether the student is under the age of 18. In accordance with this regulation, students' college records will be released to parents/guardians only with the written consent of the student.

Therefore, sharing any information with a parent/guardian about their son or daughter's enrollment status, class attendance, academic progress, final grades, etc. is a violation of FERPA unless the student has provided written consent to Golden West College for that information to be released.

If a parent reaches out to you to request any protected education records or information about the student, please refer them to Lauren Davis Sosenko, the Dean of Institutional Effectiveness and Dual Enrollment at Golden West College.

Appendices

Appendix A. Important Dates – Spring 2024

Please pay careful attention to these important dates for the Spring 2024 semester:

January 29, 2024	First day for the Spring 2024 term
February 11, 2024	Census date for 16-week courses; Last date for students to drop a course and not receive a "W" on their transcript. Last day to add a class.
March 18- 22, 2024	GGUSD Spring Break
March 25-31, 2024	Golden West College Spring Break
April 1-April 5, 2024	HBUHSD Spring Break
April 27, 2024	Last day to drop with a "W" for 16-week courses
May 25, 2024	Last day of the Spring 2024 term

Please note the Census date is not the same for all courses. It varies based on course length and start date. Double check the Census date at the top of your official course roster in your myGWC account for each of your courses!

Appendix B. Course Syllabus Checklist (updated May 2023)

A syllabus should include the following items. Items marked with * must be taken directly from the Course Outline of Record.

Italicized items are recommended as minimal standards of good practice:

- ❐ *Course Title* *
- ❐ *Course Number* *
- ❐ *Instructor Name*
- ❐ *Office Hours (if applicable)*
- ❐ *Office Location (if applicable)*
- ❐ *Campus email (Golden West College.cccd.edu)*
- ❐ *Phone Information (if applicable)*
- ❐ *Attendance policy*
- ❐ *Student Learning Outcomes* *

- ❐ Semester and Year
- ❐ Prerequisites *
- ❐ Catalog Description *
- ❐ Course Objectives *
- ❐ Textbooks
- ❐ Supplies or other required materials
- ❐ Technology Requirements
- ❐ Resources
- ❐ Topics
- ❐ Assignments & Due Dates
- ❐ Testing Dates
- ❐ Grading Policy
- ❐ Cell Phone Policy

- ❐ Additional departmental policies/practices/procedures

- ❐ Academic Accommodations: Disabled Students Programs and Services (DSPS)
  http://www.goldenwestcollege.edu/dsps/

- ❐ Academic Freedom and Responsibility
  As trusted educational professionals and experts in our fields, faculty have the privilege of enjoying Academic Freedom. It means that we can teach our topics as we believe is the best and most effective way to instruct our students on our topics. This privilege also means that we are expected to uphold professional standards and maintain ourselves, our curriculum, and our classes to the expected professional standards.

- ❐ Academic Honesty Policy and Student Code of Conduct Policy

  http://www.goldenwestcollege.edu/senate/facultyresources/

❏ Academic Integrity

Academic Integrity is an important part of maintaining a healthy and equitable learning environment. Golden West College has the responsibility of ensuring that grades are truly indicative of the student's learned knowledge as exhibited in the classroom and through their coursework. Acts of academic dishonesty make it impossible to fulfill this responsibility and weakens the quality of education on our campus, the fair assignment of grades, and our college's reputation. Faculty, students, administrators, and classified staff share responsibility for ensuring academic integrity in our college community and will make a concerted effort to fulfill the following responsibilities.

Golden West College faculty and students share responsibility for ensuring that academic integrity in our classes. Coast Community College District students are to refrain from engaging in academic dishonesty. The Coast Community College District's Student Code of Conduct Administrative Procedures (AP 5500) apply to all students whose conduct violates academic integrity.

Faculty have the obligation to educate their students on what constitutes academic dishonesty and design their courses in a way that actively discourages violations and makes doing so difficult.

Students have the responsibility to ensure that all the work they do is their own and complies with the expectations of the course. Examples of academic dishonesty are listed below.

When a student violates academic integrity policies, the student will be given, at a minimum, an oral or written reprimand. Depending on the nature of the violation, a student may be given a reduced score or an "F" on the assignment and face further punishment by the school. Specifically, the following actions will be taken when a student is caught violating academic integrity policies:

1. The student will be spoken to first to explain and assess the nature of the violation.
2. An oral or written reprimand alone may be issued, for example, in such cases where there is reasonable doubt that the student knew they had violated academic integrity standards and that the violation itself is deemed to be minor.
3. If the faculty determines that the violation is sufficiently egregious (such as cheating on a test, plagiarizing part of or an entire assignment, having another student complete an assignment, etc.), the instructor may deduct points from the assignment, including assigning an "F" on it. Your instructor may provide examples and information on what constitutes an egregious violation in their classroom on their syllabus.
4. Any actions that result in a penalty on an assignment that impacts the student's grade in the course will be reported using Golden West College's "Incident Reporting Form". This report will be processed by the College Disciplinary Officer or their designee.
5. Once a report is filed, all procedures as outlined in AP 5500 will be followed. Students will be contacted and informed of any further disciplinary actions that may be taken as well as the processes for appealing the academic integrity violation and its punishment.

In addition to the list of common violations of integrity listed below, the Golden West College library has a resource to help students ensure they maintain proper academic integrity: [Understanding Academic Dishonesty](#).

Students are encouraged to ask their instructors for clarification if they are concerned they might violate academic integrity policies. In general, if a student is doing their own work, properly citing the sources they use, and not helping or receiving help from others on assignments (unless specifically permitted to), then they are unlikely to violate any policies. Below is a list of common violations. This list does not cover everything that constitutes academic misconduct but just contains the most common violations. All of these should be assumed to be egregious violations which can result in a reduction of points/lowering of a grade on the relevant assignment(s):

(Be sure the list includes the common ways students might violate policies, especially the inadvertent ones, in your specific class.)
- Obtaining information from another student during an examination.
- Communicating information to another student during an examination.
- Knowingly allowing another student to copy one's work.
- Offering another person's work as one's own, such as by copying or having someone else do the assignment.
- Taking an examination for another student or having someone take an examination for oneself.
- Sharing answers for a take-home examination unless specifically authorized by the instructor.
- Using unauthorized material during an examination.
- Altering a graded examination or assignment and returning it for additional credit.
- Having another person or a company do the research and/or writing of an assigned paper or report.
- Misreporting or altering the data in laboratory or research projects.
- Using a speech, essay, discussion board posting, course assignment, report, project or paper done for one class in another class unless specifically authorized by the instructors.
- Presenting another person's work as one's own: copying a speech, essay, report, discussion board posting, project or paper from another person or from other sources.
- Using outside sources (books, or other written sources) without giving proper credit (by naming the source and putting any exact words in quotation marks).

❑ Artificial Intelligence
Suggested syllabus language: [SyllabusStatements-SafetyAI.docx](#)

❑ Food and Beverage
GOLDEN WEST COLLEGE classroom practice: water is permitted, but not food or other drinks. Keep our classrooms clean!

☐ Course Conduct
In order to promote a positive and inclusive learning environment, students are expected to use appropriate language and etiquette at all times. All private and public interactions with everyone in this class should be polite and professional. Inappropriate behaviors or communications may result in a grade reduction, being removed from that class interaction, being removed from the course, and/or a report filed with the College Disciplinary Officer, which may result in additional sanctions/penalties from the college. Please be sure to review the Coast District Student Code of Conduct: https://www.goldenwestcollege.edu/gwcfao/conduct/

☐ Disabled Students Programs and Services (DSPS) – Suggestion for Syllabi Statement:
"Disabled Students Programs and Services (DSPS) coordinates all academic accommodations for students with documented disabilities at Golden West College. If you have, or think you might have, a disability that impacts your educational experience in this class, please contact DSPS to determine your eligibility for accommodations. DSPS is located in the Student Services Center, Building 96. Their phone number is (714) 895-8721. If you are already registered with DSPS, please submit your accommodation requests as soon as possible to allow adequate time to provide accommodation." - Updated July 2018

☐ Proctoring
Major exams in this class will be taken with the Respondus Monitor proctoring system. Students must download the free GOLDEN WEST COLLEGE Respondus Lockdown Browser, using the link provided. We will practice using Respondus Monitor before the first proctored exam, so that everyone can be confident in how to use this system and how to follow the proctoring procedures correctly. Students are expected to follow all of the detailed proctoring instructions in Canvas, and failure to do so may result in a penalty on the exam, up to a zero on that exam. Severe infractions may result in an academic dishonesty report being filed with the college. All proctored exams will require a stable internet connection, webcam, with the video on during the exam and an environment check, audio, and a computer such as a laptop, desktop, Chromebook or iPad. A smart phone will not work with Respondus. Any student who lacks these technology requirements must contact the instructor a minimum of one week before an exam begins, so that alternative proctoring arrangements can be arranged.

☐ Student Wellbeing
Golden West College is committed to supporting the physical and mental health and wellbeing of all of our students. If you or another student you know needs support, please do not hesitate to use the following resources:

- Physical and Mental Health Services: Current Golden West College students may receive free or very low-cost physical and mental health care at the Student Health Center, which is located in the Nursing and Health Services building. Please check the Student Health Center website, http://www.goldenwestcollege.edu/student-health-center, or call for an appointment or more information: 714-895-8379.

- Food Security: Golden West College also makes an effort to provide food, toiletries, and other necessities for currently enrolled Golden West College students who are in need. The Stand, Golden West College's on-campus food pantry, is located in Forum 2, Rooms 103/104. The Rack, Golden West College on-campus clothing resource, is located in the same space. Check the Golden West College Student Equity website, www.goldenwestcollege.edu/student-equity/, for hours of operation. For additional information, please contact the Golden West College Student Equity Office at 714-892-7711 ext. 55306.

- Housing Security: If you are housing insecure, please contact GOLDEN WEST COLLEGE's Homeless Liaison, Andrea Garcia, at agarcia@gwc.cccd.edu or 714-892-7711 ext. 55107. Andrea will meet with you in a safe and confidential environment and recommend beneficial programs, services, and resources.

☐ Intoxication

Student success is our top priority. It is unacceptable to be intoxicated or under the influence during class, and it certainly will not contribute to your academic success. Since it is illegal, by California state law and District policy to have alcohol, marijuana, or other drugs on campus and it is prohibited to drive while under the influence, there is no acceptable excuse for on-campus intoxication. ** In order to maintain a classroom climate that fosters student success, anyone suspected of being under the influence of drugs or alcohol will be asked to leave class immediately. Signs may include slurred speech, sleeping in class, odor of alcohol or marijuana, red or glassy eyes, stumbling.

** Additional for labs: The safety of everyone is crucial, and anyone who is intoxicated or under the influence puts us all at risk.

☐ Responsible Employee Syllabus Language

Because your health and safety are paramount to every member of the Golden West College family, the College has a policy that all Responsible Employees – your professors included – are *required* to file a formal report if we hear of any occurrences of gender-based (or sex-based) discrimination and harassment, including sexual harassment, retaliation, sexual misconduct, dating violence, domestic violence, and stalking. If you disclose information relating to any of the aforementioned occurrences to me, or to any other employee on this campus (with the exception of licensed therapists in the Golden West College Student Health Center), we are obligated to report your name, the name of the alleged perpetrator/s, and any other relevant information you provide.

The College absolutely encourages you to make a formal report to the Title IX coordinator, but we also respect survivors' and victims' rights to choose how to report their experiences. Knowing that I am required to report the incident, you may feel more comfortable contacting one of the licensed therapists in the Golden West College Student Health Center. They are trained to help survivors and victims of assault and are not required to report the incident to authorities.

You will find many links to sexual assault hotlines, resources, and awareness organizations in our

class Canvas shell. You can find additional information regarding confidential and non-confidential reporting options and on- and off-campus resources in the Crisis Resources Live Binder. To make a non-confidential report, you may also contact the College's Title IX Coordinator/Dean of Students, Carla Martinez, at cmartinez@gwc.cccd.edu or (714) 895-8781.

☐   Safety

Safety is vital the well-being of our campus community and maintaining a safe and secure learning environment is imperative to achieve our educational goals. In general, you should follow the guidance of an authority figure (such as a faculty member or other college/district employee) during an emergency, as they have received relevant training on what to do in the various situations that may arise.

You should also be familiar with the campus emergency and safety information, which can be found at the Office of Campus Safety and the Emergency Procedures, and contain detailed information on what to do during events like earthquakes, fires, active shooters, and other emergencies.

For on-campus emergencies, call 714-895-8999 (x58999 from a campus phone) or dial 911. All campus phones have been programmed with a single button to call Campus Safety. You may also use one of the blue emergency poles on campus.

Should conflict occur on-campus, it is helpful to practice de-escalation techniques. These include active listening, being empathetic and non-judgmental, respecting personal space, keeping a neutral tone, and awareness of body language.

☐ Student Support Services: https://www.goldenwestcollege.edu/asc/index.html
  - Academic Success Center
  - Tutorial and Learning Center
  - Student Computer Center
  - Writing and Reading Center
  - Embedded Tutoring Program
  - Job Opportunities
  - Computer Usage

☐ College Catalog: http://www.goldenwestcollege.edu/catalog/

☐ Emergency Procedures

☐   Campus Emergency Information: 714/895-8999

☐ Title IX Information and Website: http://www.goldenwestcollege.edu/senate/facultyresources/
  - Important Links > Key Responsible Employee Terms and Duties under Title IX
  - Important Links > Golden West College Title IX Website

☐   Disclaimer: "This syllabus is subject to change at any time."

Recommendation from the Dual Enrollment Workgroup:

☐ Public and Environmental Issues:
"Some of the issues discussed may contain potentially controversial elements or sensitive subjects. The opinions expressed in the readings and other course materials do not necessarily reflect those of the instructor. There are two sides (or more) to every issue. You should provide an argument for your viewpoint that is expressed in a logical and factual approach designed to explain to and convince others of your point of view. Personal attacks or rants to a given point of view will receive an assignment score of 0 at the discretion of the instructor. Please respect your fellow classmates when presenting your point of view, and respect your classmates' point of view, even if you disagree."