Dual Enrollment Instructor Handbook

2025-2026

Table of Contents

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 2,563 in 2023-2024. The average success rate among dual enrollment students is 90%, 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
Teresa Rodriguez	Administrative Assistant, Institutional Effectiveness and Dual Enrollment	Phone: (714) 895- 8700 Email: trodriguez@cccd.edu
Harry Anderson III	Dual Enrollment Program Coordinator	Phone: (714) 895-8168 Email: handersoniii@cccd.edu
Maly Kim	Project Assistant	Phone: (714) 892-7711 Email: mkim223@cccd.edu
Alyssa Strong	Dual Enrollment Counselor	Email: ahubbard7@gwc.cccd.edu
Discipline Deans		
Sheila Hudson	Dean of Arts & Letters	Phone: (714) 895-8104 E-mail: shudson15@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
Justin Moore	Dean of Math & Science	Phone: (714) 892-7711 x51133 E-mail: jmoore215@cccd.edu
Alex Miranda	Dean of Social Sciences	Phone: (714) 895-8180 E-mail: amiranda42@gwc.cccd.edu
Nelson Contreras	Nursing Program Admin Specialist	Phone: (714) 895- 8163 E-mail: ncontreras9@cccd.edu
Carol Ann Friedman	Interim Associate Dean of Nursing	Email: cfriedman2@cccd.edu
Christopher Cano	Director/ Associate Dean	Email: ccano17@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
Linda Giuliani	Principal	Email: lgiulian@ggusd.net
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
Sara Williams	Guidance Counselor	Email: swilliams@ggusd.us

Key Contacts – Huntington Beach Union High School District

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

Name	Position	Contact Details
Matt White	Principal	Email: mwwhite@hbuhsd.edu
Katrina Handel	Assistant Principal - Guidance	Phone: (714) 962-1356 x55403 Email: khandel@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
Danny Morris	Principal	Phone: 714- 536-2514 x51401 Email: dmorris@hbuhsd.edu
Courtney Winford	Assistant Principal	Phone: 714-536-2514 x51403 Email: cwinford@hbuhsd.edu
Suji Lee	Guidance Specialist	Phone: (714) 536-2514 x51470 Email: sjlee@hbuhsd.edu

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

Name	Position	Contact Details
Tim Floyd	Principal	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
Jodi Young	Assistant Principal of Guidance	Phone: 714-848-0656, ext. 56404 Email: jyoung@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
Wendy Harrigan	Assistant Principal	Phone: (714) 893-1381 x52404 Email: wharrigan@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
Stacy Robinson	Acting Principal	**Email**: srobison@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.
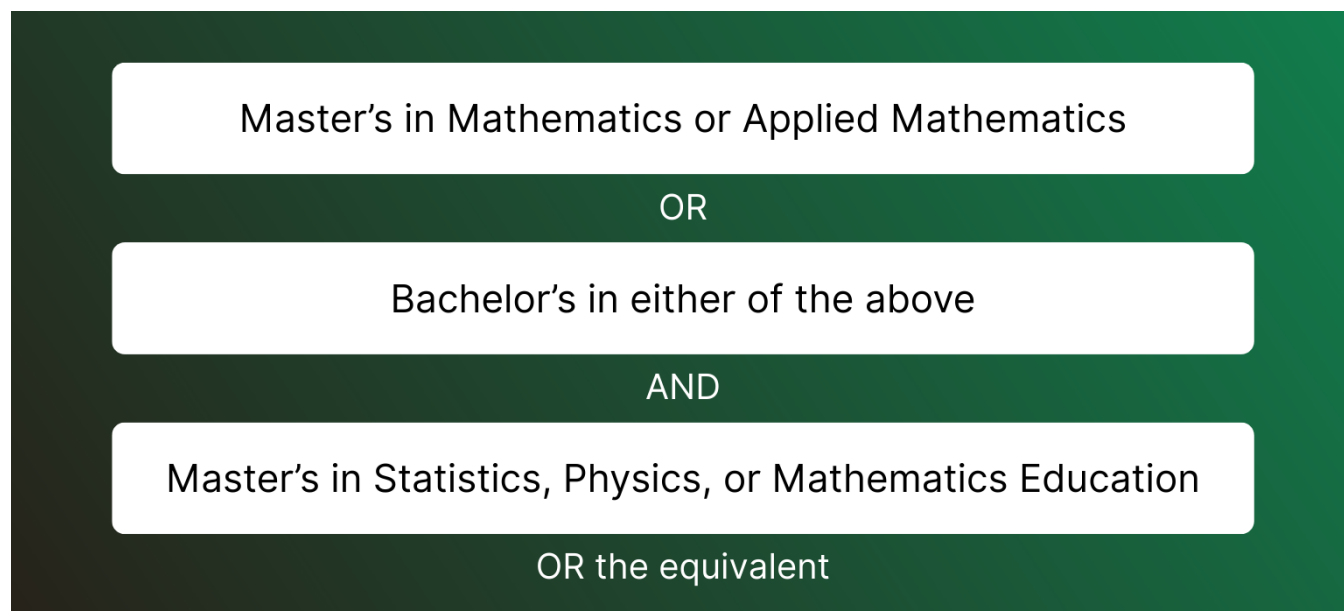
If there is an emergency that arises while you are teaching a dual enrollment course, please call the Assistant Principal and Guidance Counselor at the school site. It will be the Assistant Principal's responsibility to communicate all relevant information to the school principal, the district office, 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: Part-time Faculty Opportunities.

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: [Equivalency Request Form](#)

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.
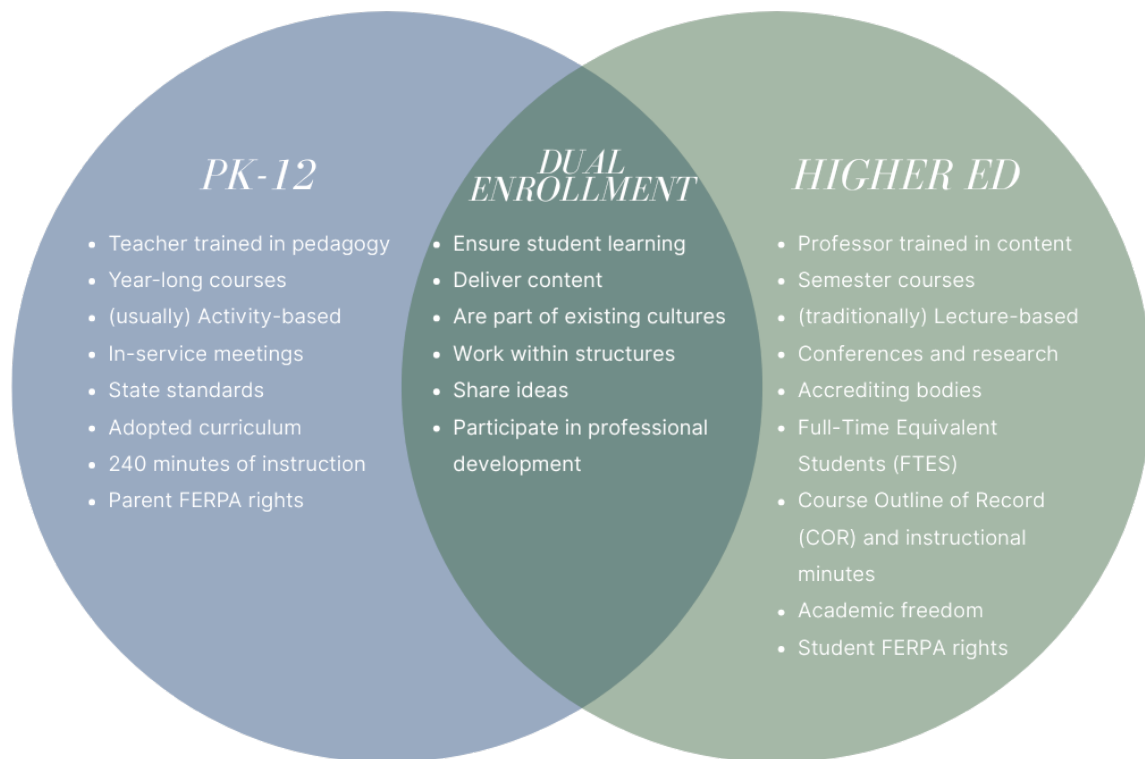
Collaborative Instruction

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 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.

Faculty who have taught dual enrollment recommend early communication with high school teacher partners to establish expectations and define roles. Best practices include sharing the course syllabus, Course Outline of Record (COR), and providing Canvas "TA" access so high school teachers can monitor course content and support student success.

Semester Timeframe (16-Week Course)	Collaborative Instruction Practices
Pre-Term Planning (~2 Weeks Before)	**Orientation and Onboarding** • Participate in Dual Enrollment Orientation • Review program goal, expectations, and student success metrics • Exchange contact information and preferred communication methods **Course Planning and Alignment**

	• Share syllabus, Course Outline of Record (COR), Canvas access, textbooks, and materials • Review policies on academic integrity, AI use, and plagiarism **Defining Roles and Responsibilities** • College instructor leads all instruction, creates materials/assessments, and determines grades • High school teacher plays a crucial support role by monitoring engagement, following up on assignments, providing study skill support, and assisting with classroom management • Plan strategies for supporting struggling students and managing disruptions
Weeks 1-4	**Student Onboarding** • Establish classroom expectations with the students **Administrative Tasks** • Publish course(s) on Canvas to ensure that students have access to Canvas and materials • Ensure that high school teacher has access to Canvas to view student progress • Confirm class roster(s) before the Census date **Early Monitoring** • High school teacher tracks attendance and alerts instructor if there are any concerns with attendance • Implement early alert system before census date such as a diagnostic assignment to identify students who may not be ready for the course • Identify students struggling with technology, time management, or prerequisites • Connect any at-risk students with high school and GWC support services
Weeks 5-13	**Ongoing Student Support** • High school teacher monitors individual progress and assignment completion • Consider meeting with struggling students one-on-one to discuss what they need in order to pass the course; document all intervention efforts • Remind students of the support services offered at GWC • Identify and address study skill gaps • Help students prepare for major exams or projects • Coach students in time management skills, especially since most them are very involved with extracurricular activities and • Provide stress management support during high-pressure periods like around **Assessment** • Continue debriefing with high school teacher to discuss any patterns—good or bad—that they have noticed

	• Remind students of the deadline to drop with a "W" on their transcript • Contact the Dual Enrollment Faculty Coordinator about any emerging issues
Weeks 14-16	**Finals Preparation** • Assess how the students are feeling towards the end of the semester and heading into the finals week • Ensure students understand the expectations for the final assignment such as word count, format, etc. • High school teacher can encourage review sessions or organize study groups • Instructor can review key concepts leading up to the final **Course Wrap-Up** • Collect student feedback • Celebrate student achievements such as most improved student

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 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, also known as the Ellucian 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 Outlook login.

Once you are logged into the myGWC/Ellucian homepage, you can access the Faculty and Advisors dropdown menu where instructors can view their official course rosters, view their class schedules, drop "No Show" students from a course, enter final grades, among other actions.
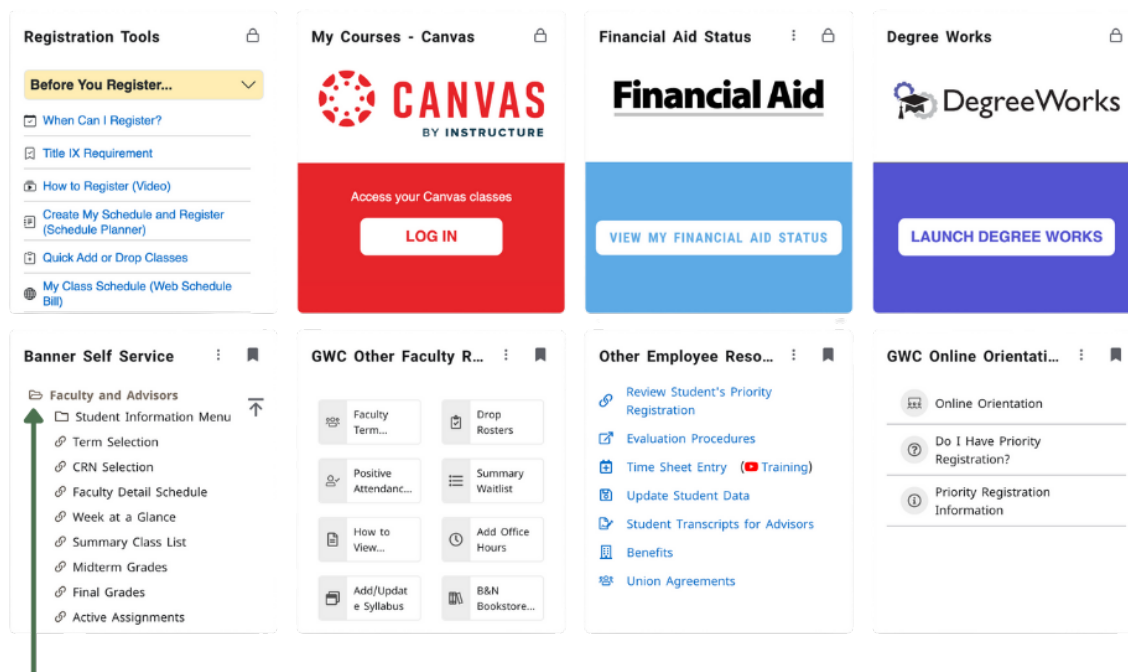
Faculty can access faculty information by clicking the **Faculty and Advisors** dropdown menu on the myGWC/Ellucian homepage.

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.
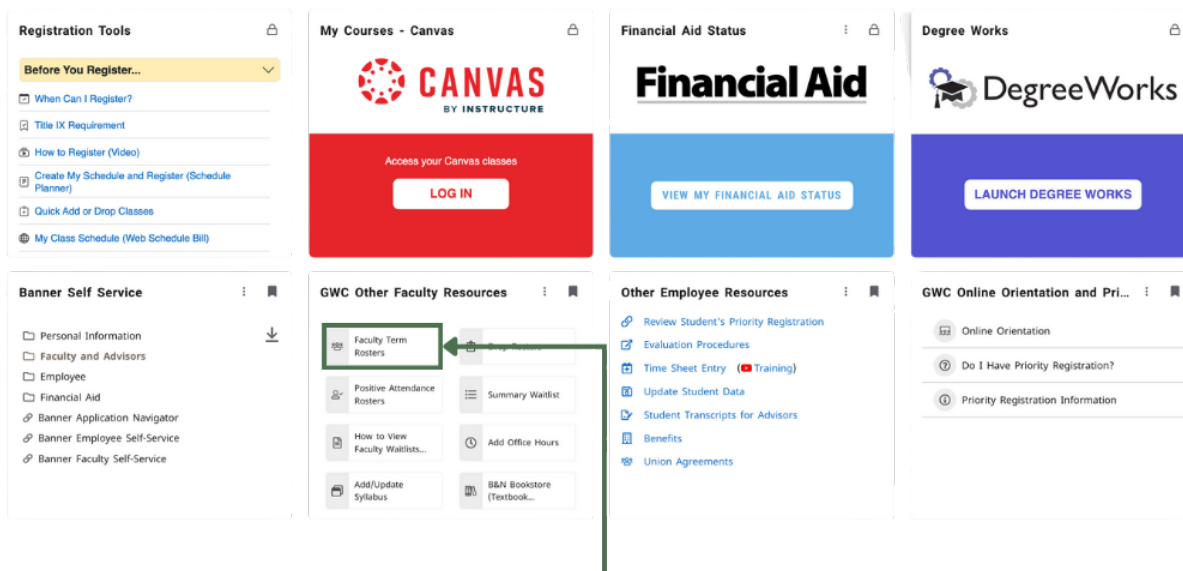
Faculty can access their official course rosters under the **GWC Other Faculty Resources** card on the myGWC homepage.

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 **before** the Census date for each of their classes.

It is important to note that **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.

Coast CCD
Fall 2025
Full Term

CRN	SUBJ	CRSE	CREDITS	COURSE TITLE
23589	ENGL	G110	4.00	CRITICAL THINKING, LITERATURE

INSTRUCTOR(S) - (P)rimary

	TYPE	DAYS	TIME	BLDG.	ROOM
	Schedule	TBA	-	GWC	ONLINE
	Schedule	TR	1200-1250pm	GWCOFF	LA HS

CRITICAL DATES

Start Date: 25-AUG-2025
End Date: 13-DEC-2025
Last Date to add class: 07-SEP-2025
Last Date to drop with a refund: 06-SEP-2025

Last Date to drop without a "W": 07-SEP-2025
Last Date to drop with a "W": 15-NOV-2025
Census Date: 08-SEP-2025
Add Auth Expiration: 07-SEP-2025

	Seats	Taken	Available	Waitlisted
	32	27	5	0

As of: 29-AUG-2025 08:30:50

		Week		
		Date		

	Student Name	ID	User Name	Reg	Cr	M T W R F S M T W R F S M T W R F S M T W R F S

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 click on the Faculty and Advisors dropdown menu. From there, you will see Drop Rosters.
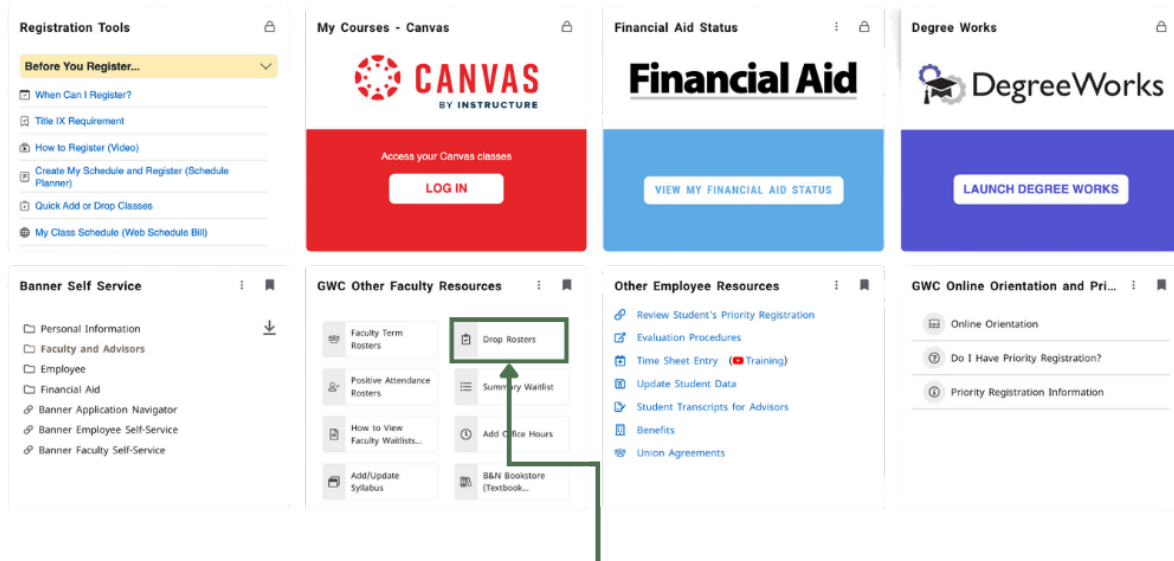
Faculty can drop students using the **Drop Rosters** selection under **GWC Other Faculty Resources** on the myGWC homepage.

1. When you click on Drop Rosters, select the term and CRN.
2. Dropping a no-show (never attended)
   - Check the box or field for **No Show** next to the student's name.
3. Dropping a student who stopped attending
   - Check the box or field for **Drop** next to the student's name.
   - Enter the **Last Attend Date**.
4. Once your review is complete, check the box next to the confirmation statement: "By checking this box, I am confirming that the information I am submitting on this roster is accurate. By this submission, I confirm that students not marked as 'No Shows' have attended at least one class meeting (for classroom students) or have completed at least one required assignment (for online students)."
5. Click **Submit Students**.
6. Verify that your submission went through
   - Refresh the drop roster page and review the roster to ensure that everything is correct.
   - At the bottom of the page, you should find a certification stamp.

⚠️ **Please click the Submit Students button often. There is a 60 minute time limit on this screen.**

*** NoShow Drops are only available until the day before the census of the class. ***

☐ **By checking this box, I am confirming that the information I am submitting on this roster is accurate. By this submission, I confirm that students not marked as "No Shows" have attended at least one class meeting (for classroom students) or have completed at least one required assignment (for online students).**
Checking the box above is required before submitting the roster.

| Submit Students | Reset |

I have reviewed my roster and certify that I do not have any drops to report

Certified on
28-AUG-2025 09:08:49 PM

Ensure that you properly confirmed your roster by scrolling down to the bottom of the page to find the certification stamp.

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

Stephanie Emery at 714-895-8129 or semery5@gwc.cccd.edu
Richette Bell at 714-895-8965 or rbell42@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 **minimum of 3 years** 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 come to the Admissions and Records Office to 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 should not be assigned if the student has missed so much work they need to repeat the class. Assigning an Incomplete grade requires that the instructor not only assign the grade online, but they 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 they need 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 their 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 year 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 their grade. If that does not resolve the issue, the student would then be referred to the Division Dean as the 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
Richette Bell at 714-895-8965 or rbell42@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 <u>prior to the Census date</u>**. 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**: Tutoring and Learning 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 at least one SLO for every course you teach every time you teach.
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.

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: athatch@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 – 2025-26 Academic Calendar

Fall 2025

Event	GWC	GGUSD (16-Week Courses)	HBUHSD (15-Week Courses)
First Day of Instruction	August 25	August 25	September 2
Labor Day	September 1		
Veterans Day	November 11		
Thanksgiving Break	November 27-28	November 24-28	November 24-28
Last Day of the Fall Semester	December 13		
Grade Submission Deadline	January 4, 2026		

Spring 2026

Event	GWC	GGUSD	HBUHSD
First Day of Instruction	February 2	February 2	February 2
Lincoln's Day	February 13 (Observed)	February 13	February 9
Washington's Day	February 16 (Observed)	February 16	February 16
GWC Flex Day	February 19		
Spring Break	March 30 – April 5	March 16 – 20	April 6 – 10
Memorial Day	May 25		
Last Day of the Spring Semester	May 30		
Grade Submission Deadline	June 5		

Appendix B. Course Syllabus Checklist (updated May 2025)

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

Required from COR per Title 5 Section 5502 and/or CFE contract, Article XII Working Conditions and Duties, Section 12.14. Classroom Management:

- *Course Title and Number
- *CRN (Course Reference Number)
- *Course Description
- *Course Objectives
- *Student Learning Outcomes
- *Prerequisites
- Grading Policy (methods of evaluation)
- Drop Policy
- Instructor Contact information: Email (gwc.cccd.edu) or Phone (if applicable)
- Consequences on violating the College's Academic Honesty Policy
  - Academic Honesty Policy and Student Code of Conduct Policy
- Specific to online courses: specify how and when regular and substantive interaction between faculty and students will be achieved in accordance with federal law and regulations.

Additional Requirements:

- Instructor Name
- Textbook, supplies or other required materials (including technology)
- Semester and Year
- Office hours and location (if applicable)
- Campus Emergency Information: (714) 895-8999
- Academic Accommodations: Disabled Students Programs and Services (DSPS)
  - The Disabled Students Programs and Services (DSPS) provides educational services access for eligible students with documented disabilities who intend to pursue coursework at Golden West College (GWC). A variety of programs and services are available, which allow eligible students with disabilities the opportunity to participate fully in all aspects of college programs and activities through appropriate and reasonable accommodations. DSPS is located in the Student Services Center, Building 96. Their contact is dsps@gwc.cccd.edu, (714) 895-8721.
- AI Policy (pick from 1 of 3 Senate approved statements)
  - Sample Syllabus Statements: It is always up to each instructor to determine how and where students can use AI in their courses. The following statements are intended as samples and should be modified for each instructor's particular course and needs, for example by including further information on the disciplinary process or by outlining specific uses of acceptable tools or websites in the course. The statements below are grouped into three types depending on the level of AI usage that an instructor deems acceptable in their course:
    - Option 1, for instructors who do not allow any use of AI:

- The use of generative AI technologies in this course is forbidden. This includes, but is not limited to, applications such as ChatGPT, Grammarly, QuillBot, and Google Translate. Any use will be considered a violation of Academic Integrity. Any violation of Academic Integrity may be subject to sanctions as outlined in the Student Code of Conduct. The instructor reserves the right to run any work through AI detection software.

  For further information, please read the Student Guide to AI.
- Option 2, for instructors who allow some use of AI:
  - While the use of generative AI technologies (such as ChatGPT) may be permitted to some degree in this course, the two most important things to remember are:
    - Students must always cite when and where they have used AI in their work.
    - Student submissions must be their own original work.

    For further information on how to use and cite AI, please read the Student Guide to AI.

    Here are some guidelines of what a student may or may not use AI for in the course:
    - Students MAY use AI to help
      - give suggestions for proper grammar or improving writing
      - organize their work and suggestions for answering questions
      - create an outline or summary of their work
      - with research
      - determine where to expand on ideas or strengthen arguments
    - Students MAY NOT
      - submit assignments that are primarily written by AI
      - use AI generated content in any way in the following assignments:
        - <list here; for example, discussion posts>
      - submit AI generated summaries or outlines as their own
      - fail to properly cite where and how they used AI

    Inappropriate uses of AI will be considered a violation of Academic Integrity and may be subject to sanctions as outlined in the Student Code of Conduct. The instructor reserves the right to run any work through AI detection software.
- Option 3, for instructors who allow any use of AI:
  - The use of generative AI technologies, such as ChatGPT, is allowed in this course. They should be cited appropriately when used. For further information on proper use, please read the Student Guide to AI. Inappropriate uses of AI will be considered a violation of Academic Integrity and may be subject to sanctions as outlined in the Student Code

of Conduct. The instructor reserves the right to run any work through AI detection software.

Recommended Items:
- Attendance Policy
- Technology Policy
- Additional departmental policies/practices/procedures
- **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 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.)
o Obtaining information from another student during an examination.
o Communicating information to another student during an examination.
o Knowingly allowing another student to copy one's work.
o Offering another person's work as one's own, such as by copying or having someone else do the assignment.
o Taking an examination for another student or having someone take an examination for oneself.
o Sharing answers for a take-home examination unless specifically authorized by the instructor.
o Using unauthorized material during an examination.
o Altering a graded examination or assignment and returning it for additional credit.
o Having another person or a company do the research and/or writing of an assigned paper or report.
o 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).

- **Anti-Racism Statement**
  At Golden West College, we are a community of students, classified professionals, administrators, and faculty with varying racial and ethnic identities, abilities, perspectives, and backgrounds. We recognize that structural racism, ethnic discrimination, and other forms of oppression have contributed to persistent disparities in our educational structures. Acknowledging our history, we stand in solidarity as a diverse community. We will first and foremost educate ourselves, hold ourselves accountable to uphold anti-racism, create a supportive space for all within our community to grow, learn, and collaborate towards social justice and equity. To fully realize our vision and implement our mission of inclusive and equitable education, we must dismantle structural racism as it currently exists. Golden West College pledges the following:

  - We will not tolerate racism and discrimination in any form.
  - We will continue to value intersectionality with other identities, aiming to advance equity for all persons experiencing marginalization.
  - We will cultivate inclusivity, belonging, and anti-racism among the campus community.
  - We will promote the recruitment, retention, mentorship, and advancement of a diverse campus community.
  - We will advance diverse and equitable instruction, curriculum, and pedagogy.
  - We will continue to foster a culture in which people of diverse racial and ethnic identities thrive and succeed.
  - We will continuously examine and transform our practices, policies, and beliefs to ensure we do not perpetuate oppressive systems.
  - We will advance opportunities for community engagement and outreach to promote social equity in our local and global community.

  We ask our alumni, supporters, and community to join us in this transformation and hold us accountable. When we fall short, we will admit our mistakes and remedy our errors. We acknowledge that fighting against racism is a life-long commitment and that we must be vigilant as we listen, learn, and take action.

- **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.

- Proctoring

  Protecting student privacy while maintaining the integrity of academic assessments are two interests that are paramount to the institution. Exams in this class will be conducted in Canvas and will utilize e-proctoring software (i.e. Respondus) GWC recognizes the importance of safeguarding personal and academic information, the college does not collect, store, or retain any personal data that is unnecessary or detrimental to student privacy. Furthermore, the institution ensures that all e-proctoring processes comply with applicable local, state, and federal laws, including the California Test Taker Privacy Act.

  Students must download the free GWC 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 have the responsibility to ensure that all the work they do is their own and complies with the expectations of the course. If a student's actions violate the academic integrity policies of this course as stated in the syllabus, 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 a "0" on the exam and could face further disciplinary action by the institution. 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.

  The Tutoring and Learning Center (located on first floor of LRC Building) has Respondus available on all computers. The center also provides mirrors for exams that require students to share their exam space. Students do not need to make an appointment to have access to a computer with Respondus.

- Student Wellbeing

  GWC 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 GWC 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 or call for an appointment or more information: 714-895-8379.
  - Timely Care: Virtual health and well-being platform available 24/7 to Golden West students.
  - Food Security: GWC also makes an effort to provide food, toiletries, and other necessities for currently enrolled GWC students. The Stand is a food pantry located in Recreation Education Building Room 100 open to all currently enrolled students, regardless of their financial aid status. Shop for groceries at no charge to meet your nutritional needs. Check the GWC Student Equity website for hours of operation. For

additional information, please contact the GWC Student Equity Office at 714-892-7711 ext. 58160 or email equity@gwc.cccd.edu

- o **Housing Security**: If you are housing insecure, please contact GWC's Homeless Liaison, Yasmine Bravo, ybravo1@cccd.edu, or (714) 203-6460 x51277. Yasmin 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 impermissible to be intoxicated or under the influence of an alcoholic, controlled, or prohibited substance 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, faculty who reasonably suspect anyone of being under the influence of drugs or alcohol will first assess the circumstance. (Signs may include but are not limited to slurred speech, sleeping in class, odor of alcohol or marijuana, red or glassy eyes, and stumbling. If a student is disruptive or poses a danger Public Safety will be contacted immediately, and law enforcement may be involved, especially if the student attempts to drive. If the student is not disruptive or dangerous, assistance from Public Safety may still be requested to engage with the student voluntarily. In all cases, students should except an incident report to be submitted through Maxient the same day, detailing observations and context. While Public Safety is not law enforcement and does not conduct formal sobriety tests, they can assist in arranging medical attention or contacting a sober third party if needed.

  ** 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**

  Because your health and safety are paramount, Golden West 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 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 GWC 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 encourages you to make a formal report to the Title IX Coordinator, but we also respect survivors' 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 GWC Student Health Center. They are trained to help survivors and are not required to report the incident to authorities. For more information about your rights under Title IX, please contact Dr. Carla Martinez, Dean of Students & Title IX Coordinator, at gwctitleix@cccd.edu.

- **Title IX Information**
  - o GWC Title IX Website

- **Safety and Emergency Procedures**

  Safety is vital to the well-being of our campus community and to 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 Public Safety and the Emergency Procedures, and contain detailed information on what to do during events like earthquakes, fires, active shooters, and other emergencies.

  Contacts
  - For on-campus emergencies 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.
  - Code Blue emergency blue light phones on campus. [Locations]
  - 24-hour phone line 714-895-8924. Public Safety officers are available 24 hours a day.
  - Email: publicsafety@gwc.cccd.edu

  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**
  - Tutoring and Learning Center
    - Peer Tutoring
    - Student Computer Center
    - Math Lab
    - Writing Lab
    - Embedded Tutoring Program
    - Directed Learning Activities
    - Workshops
    - Conversation Lab
    - Study Rooms & Other Resources
  - Academic Counseling
  - Library
  - STEM (Science, Technology, Engineering, Math) Center
  - Distance Education, Canvas Support, and IT

- **Umoja Statement**

  Welcome to [INSERT CLASS NUMBER] - "[INSERT CLASS TITLE]"
  This section of [INSERT CLASS NUMBER] is an Umoja-Supported Course!

  What does that mean for you?

This class is designed to deliver the course content utilizing principles and practices derived from the African Diaspora that support an inclusive learning environment for all students. This includes but is not limited to:

- o Supporting the persistence and retention of all students toward defined educational goals: transfer, certificate, associate degree.
- o Valuing intentionality in the educational space to ensure live learning and conscious dialogue occurs.
- o Mobilization of content and information; being able to actively practice concepts in our local and global community that are learned in class.
- o Developing a learning environment that is open, respectful, lively and humorous. The desire is that our classroom is a place of honesty and candor. Lecture, activity and discussion will foster dissection of arguments, it will be candid, personal, political and philosophical.
- o Utilizing an assorted group of written and visual works. The learning environment will include a variety of intellectual, academic, and artistic voices designed to help us build a more comprehensive understanding of the subject matter.

If you are interested in learning more about the UMOJA program or becoming an UMOJA program scholar please contact the faculty program coordinator, Dr. Joel Powell at jpowell52@gwc.cccd.edu

- **Disclaimer**: "This syllabus is subject to change at any time."
- **Recommendation from the Dual Enrollment Workgroup on Guidelines for Civil Discourse and Academic Discussion:** 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.

Appendix C: Frequently Asked Questions

Enrollment and Registration Issues

Q: I have students attending my class who aren't on my official college roster. What should I do?

A: This is a serious issue that needs immediate attention:

- Do not allow unregistered students to participate in college coursework
- Contact your Dual Enrollment Program Coordinator immediately
- Also notify the Administrative Assistant to Dual Enrollment
- Document which students are attending but not registered
- Work with the high school co-teacher to identify why the discrepancy exists

Q: There's a discrepancy between who the high school says is enrolled and my college roster. How do I handle this?

A: Registration discrepancies must be resolved immediately:

- Contact both the Dual Enrollment Program Coordinator and Administrative Assistant
- Students must be properly registered to receive college credit
- This may be a timing issue with registration processing - but it must be verified

Working with High School Co-Teachers

Q: What is my relationship with the high school teacher in the classroom?

A: The high school teacher serves as your co-teacher and liaison. They:

- Should be treated as a collaborative partner
- Help maintain classroom discipline according to high school policies
- Assist with high school-specific logistics (fire drills, schedules, etc.)
- May provide support for students who need extra help
- Cannot alter your college curriculum or grading standards

Q: Can the high school teacher grade assignments or exams?

A: No. As the instructor of record, you are solely responsible for all grading and assessment to maintain college academic standards. The high school teacher may assist with classroom management and student support but cannot determine grades.

Schedule and Calendar Alignment

Q: How do I handle conflicts between the college and high school calendars?

A:

- Your course must meet the required college contact hours
- Communicate with your co-teacher at the beginning of the term to identify all schedule conflicts
- Plan your syllabus around known high school breaks, testing days, and events such as assemblies
- Build flexibility into your schedule for unexpected high school disruptions

Q: Which academic calendar should I follow for my course start and end dates?

A: You must follow the official start and end dates listed for your course in Banner:

- Check Banner for your specific course's begin and end dates
- Plan your syllabus to ensure all content is covered within these dates
- Submit final grades by the college's deadline, not the high school's
- Following Banner dates ensures timely grade submission and proper credit awarding

Academic Standards and Grading

Q: Should I adjust my college standards because these are high school students?

A: No. Dual enrollment students must meet the same academic standards as traditional college students. This ensures:

- Credits will transfer to other institutions
- Academic integrity of the college is maintained
- Students are adequately prepared for future college courses

Q: Students are struggling with college-level expectations. What should I do?

A:

- Clearly communicate college expectations from day one
- Work with the co-teacher to identify students who need extra help
- Provide resources for academic support (tutoring, office hours, study guides)
- Refer struggling students to academic support services at both institutions
- Remember that not all students may be ready for college-level work; you are still expected to maintain college-level rigor
- Consider dedicating some time during class to talk with the students about their struggles to identify any gaps and/or misunderstandings; remember: sometimes, students are hesitant to express their struggles

Communication and Office Hours

Q: Am I required to hold office hours at the high school?

A: You are not required to hold your office hours at the high school; however:

- You should maintain regular office hours as required by your college
- These can be held virtually or at the high school
- Ensure students know when and how to reach you for help
- Consider the logistics of high school students accessing office hours
- Document your availability clearly in your syllabus

Q: How should students communicate with me - through high school or college channels?

A: Encourage students to use their college email and Canvas (LMS) for all course-related communication:

- This helps students practice professional college communication
- Ensures FERPA compliance and proper documentation
- Provides students experience with college technology systems
- Do not use high school email systems or communication platforms for course business
- Include this requirement clearly in your syllabus

- Remind students regularly to check their college email and Canvas

Q: What if students say they don't check their college email?

A: Establish clear expectations from day one:
- Using college email is a course requirement, not optional
- Important announcements will only be sent via Canvas and college email
- Not checking college email is not an excuse for missing assignments or information
- Consider doing an early assignment that requires email/Canvas use
- Work with your co-teacher to reinforce this expectation

Classroom Management and Discipline

Q: Who handles discipline issues in the classroom?

A: The high school teacher typically manages day-to-day discipline according to high school policies. However:
- You set academic expectations and classroom behavior standards
- Serious academic integrity issues (cheating, plagiarism) follow college policies
- Work collaboratively with the co-teacher on classroom management strategies

Q: Can I remove a disruptive student from my class?

A: Follow the high school's discipline procedures first. For severe or ongoing issues:
- Document all incidents by creating a paper trail using the GWC Incident Reporting Form
- Work with the co-teacher and high school administration
- Consult your Dual Enrollment Faculty Coordinator
- Remember that withdrawal from a dual enrollment course may have different implications than a regular high school class

Teaching Sensitive Topics

Q: My college course includes sensitive topics (death, sexuality, violence, etc.). Can I teach these to high school students?

A: Yes. Students and their parents/guardians sign waivers acknowledging that dual enrollment courses are college-level and may contain mature content. You are expected to:
- Follow your approved college curriculum and course description
- Teach all topics as you would in an on-campus college course
- Not censor or modify content because students are in high school
- Maintain academic freedom and integrity

Q: A parent complained about sensitive content in my course. How should I respond?

A: Remind them that:
- They signed a waiver acknowledging potential sensitive topics
- Their student is enrolled in a college course with college-level content
- You are required to follow the college curriculum
- Academic content cannot be modified based on individual comfort levels

- Direct them to your division dean if they have further concerns

Q: Should I give "content warnings" or allow students to opt out of sensitive topics?
A: Follow your college's policies on content warnings. Generally:
- Remind students at the course beginning that this is college-level material
- You may provide content advisories as you would for traditional college students
- Consider assigning an alternative assignment if a student informs you that they are not comfortable with a topic; however, this is up to you to decide

Q: The high school teacher is uncomfortable with my course content. What should I do?
A: Professionally explain that:
- You must follow the approved college curriculum
- The course content was disclosed when the high school agreed to offer it
- Academic freedom protects the teaching of course-appropriate content
- If concerns persist, involve your Dual Enrollment Faculty Coordinator

Parent Communication

Q: A parent contacted me about their student's grades/attendance. Can I discuss this with them?
A: No. Under FERPA (Family Educational Rights and Privacy Act), college students have privacy rights regardless of age. This means:
- You cannot discuss grades, attendance, or academic performance with parents
- You cannot confirm or deny if a student is enrolled in your class
- All communication about academic matters must be with the student directly
- The only exception is if the student has signed a FERPA waiver specifically allowing parental access

Q: What should I say when a parent contacts me?
A: Politely explain: "Due to FERPA regulations, I can only discuss academic matters directly with the student. I encourage you to speak with your child about their progress, or they can sign a FERPA release form through the college's registrar office if they wish to grant you access to their academic information."

Technology and Resources

Q: Students don't have the required textbook(s). What do I do?
A:
- Check with the high school's dual enrollment liaison to identify available resources; they can give you an update on whether the textbooks were ordered or on the way to the high school
- Consider open educational resources (OER) when possible

Q: Should I use the college's learning management system (LMS) or the high school's?
A: You are expected to use the college's LMS (Canvas) to:
- Maintain college records

- Ensure FERPA compliance
- Provide students experience with college technology
- Check with your program coordinator for specific requirements

Additional Support

Q: Where can I get help with dual enrollment-specific issues?

A: Contact:

- Criss Vo (Dual Enrollment Faculty Coordinator)
- The high school's dual enrollment liaison
- Lauren Sosenko (Dean of Dual Enrollment)
- Harry Anderson III (Dual Enrollment Program Coordinator)
- Teresa Rodriguez (Administrative Assistant to Institutional Effectiveness and Dual Enrollment)