

DUAL ENROLLMENT FACULTY ORIENTATION FALL 2026

July 30, 2026



AGENDA

- Welcome & Introductions
- Understanding Dual Enrollment
- Preparing for Your Course
- Teaching Your Course
- Policies & Compliance
- Wrap-Up & Questions

This session is being recorded.



FLEX CREDIT

Workshop Information	FLEX Credit
Workshop #: 197F	Eligible for 2 hours of FLEX credit
Title: Fall 2026 Dual Enrollment Faculty Orientation	Let us know before you leave if you'd like credit





WELCOME & INTRODUCTIONS

Meet the team, your colleagues, and the goal for today's orientation.

MEET THE TEAM

Dianne Avery

Dean, Academic Innovation &
Continuing Education

Instruction Division

661-362-3376

Dianne.avery@canyons.edu

Kari Soffa

Director, Concurrent & Dual
Enrollment

Student Services Division

(661) 362-5417

Kari.soffa@canyons.edu



WHO TO CONTACT

- **Your Department Chair and Dean**

- [Instruction Directory](#) (Dean)
- [Department Chairs](#) (Chair)

- **Kari Soffa**

- **Primary point of contact** for logistical or technical issues at the high school, as well as any questions or concerns throughout the semester.
- **Student support partner.** Reach out if a student is not attending, struggling with technology, at risk of not passing, or if there are concerns that should be shared with the high school.
- **Pre-semester information.** Before your course begins, you will receive an email with site contacts, classroom access instructions, login information, parking details, first-day check-in procedures, and other helpful reminders. **Please wait to contact the high school until you receive this email.**

- **Dianne Avery**

- **Primary point of contact** for any instructional related issues.

Our goal is simple: If you're unsure who to contact, start with us. We'd rather answer a quick question than have you spend time trying to find the right person.

OUR HIGH SCHOOL PARTNERS

William S. Hart Union High School District

- Canyon High
- Castaic High
- Golden Valley High
- Hart High
- Saugus High
- Valencia High

Charter Schools

- Gorman Learning Charter Network
- Method Schools
- Opportunities for Learning Public Charter Schools (OFL)
- Santa Clarita Valley International Charter School (SCVi)

Each partner school has its own culture, calendar, and point of contact, but all students are College of the Canyon students and courses follow COC academic standards and expectations.



LET'S GET TO KNOW EACH OTHER

Please share:

- Your name.
- What course(s) you're teaching.
- Is this your first time teaching dual enrollment?
- One thing you're hoping to learn today.



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UNDERSTANDING DUAL ENROLLMENT

*Understanding the partnerships, structure, and
processes that make dual enrollment unique.*

WHY DUAL ENROLLMENT?

Dual enrollment helps students...

- Earn college and high school credit simultaneously
- Expand access to college and career opportunities
- Build confidence and college readiness
- Create pathways to certificates, degrees, transfer, and careers
- Save time and reduce the cost of earning a college degree
- Support California's Vision 2030 for equitable student success

Every dual enrollment course has the potential to change a student's educational journey.



DUAL ENROLLMENT PROGRAM OVERVIEW

PROGRAM FEATURE	DUAL ENROLLMENT
Eligibility BP/AP 5010	Students in grades 9-12 (partner schools may establish additional eligibility criteria)
College Credit	Earn college and (for credit classes) high school credit simultaneously
Enrollment	Students must be enrolled at the participating school with an approved CCAP agreement.
Course Formats	100% in-person * Hybrid * Hyflex * Online/OnlineLIVE
Class Meeting Times	During the high school day
Academic Calendar	Follows the Dual Enrollment academic calendar
Registration	Managed by the Early College office (students do not self-register)
Cost	Tuition & enrollment fees waived – 100% FREE
Textbooks & Course Materials	Provided at no cost by COC

CLASS FORMATS - MODALITIES

Modality	Partner School
In-Person & Hybrid	Castaic
Hybrid	Canyon / Golden Valley / Hart / Saugus / Valencia / SCVi
Hyflex/OnlineLIVE/Online	Gorman Learning / Method Schools / OFL

Hyflex: Students may attend the scheduled class meeting **in person or remotely**. Remaining instruction includes **OnlineLIVE** and **asynchronous online** components.

Next: Let's take a closer look at the Hyflex / OnlineLIVE model used by our charter school partners.



HYFLEX / ONLINELIVE / ONLINE MODALITY

Beginning of Course	Throughout the Semester	End of Course
Hyflex Class Meeting	Asynchronous Online Instruction	Final OnlineLIVE Meeting
Students may attend in person or remotely.	Students complete coursework independently in Canvas.	Final course check-in preparation before the final assessment.
Establishes the course as a CCAP dual enrollment section.	Two required OnlineLIVE meetings provide opportunities for instruction, questions, and progress check-ins.	

Although the instructional delivery is different, the course learning outcomes, academic rigor, and student expectations are the same as any other COC course.



STUDENT REGISTRATION PROCESS

Timeline	Registration	Student Communications
Registration is completed about one week before classes begin.	Early College manages registration, adds, drops, and withdrawals.	Students receive a confirmation email with course details, instructor information, textbook/OER information, and student success tips.

Faculty do not need to manage registration. Contact the Early College office with any enrollment questions or concerns.



ACADEMIC CALENDAR

Dual Enrollment Calendar	High School Schedule	Early College Support
Dual enrollment sections follow a Dual Enrollment Calendar, which incorporates both the College and high school academic calendars.	High school schedules may occasionally be adjusted for minimum days, testing, campus-wide drills, or other school activities.	If a schedule change impacts your class, the Early College office will notify you as soon as possible and provide guidance.

Remember

- Most **fall dual enrollment sections begin before** the College of the Canyons fall semester.
- **Always refer to your Dual Enrollment Calendar** for class meeting dates and instructional/non-instructional days.

Dual Enrollment courses operate in partnership with our high schools and must honor both the College and high school instructional calendars.

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PREPARING FOR YOUR COURSE

Everything you need before the first day of class.

HIGH SCHOOL ONBOARDING – IN-PERSON/HYBRID INSTRUCTION

Before Your First Class	On Campus	Classroom Resources
Onboarding Email	Site Contacts	Instructor Workstation
Campus Map	First-day Check-in	Projector
Parking	Hart District Login/Password	Whiteboard
Safety Plan	Visitor Procedures	Chromebook Cart (Hart)

Questions before your first class? Contact Kari Soffa – we're happy to help ensure you're ready for a successful first day.



COC ID CARD REQUIREMENT

Requirement	If You Don't Have One Yet	Where to Get One
A COC ID card is required while teaching on a Hart District campus.	Until you receive your COC ID card, bring a government issued photo ID card to campus.	Campus Life & Student Engagement Valencia Campus – Student Center (STCN) 102 Canyon Country Campus – Building 1A Online: campus.life@canyons.edu

Please obtain your COC ID card before your first day of class if possible.



TEXTBOOKS – E-BOOKS - OER

Textbooks	EBooks	OER/ZTC
Free to students	Free to students	Online course materials
Distributed through the high school library	Ordered after the first class meeting	Available immediately
Early College provides distribution instructions	Students receive access instructions via My Canyons email	Contact Early College if printed materials are needed

Please do not direct students to purchase course material on their own.
Early College coordinates access to all required instructional materials.



SUPPLIES & MATERIALS

Classroom Supplies	Printing	Scantrons
Coordinate with your division administrative assistant	Submit requests through COC Reprographics	Obtain through your division administrative assistant
Recommended: markers, eraser, presentation clicker	High schools cannot print course materials	Request before your exam



CANVAS

Prepare	Use Canvas	Student Support
Publish your course	Announcements	Students receive My Canyons & Canvas access
Update availability dates	Gradebook	Verify access on Day 1
Add Canvas link to syllabus & Orientation Letter	Assignments & Discussions	Contact Early College with login issues



ORIENTATION LETTER - HYBRID & ONLINE/ONLINELIVE COURSES

Who?	What?	Resources
Faculty teaching Hybrid, OnlineLIVE, or Online Sections	Submit or update your Orientation Letter before the semester begins	Instructor Guide to Orientation Letters (canyons.edu)



ONLINE INSTRUCTION WEBSITE/RESOURCES

○ COC: Getting Started

- [Online Education](#)

○ COC Best Practices:

- [Online & Canvas Teaching Resources](#)
- Course Design Checklist:

- <https://www.canyons.edu/resources/documents/academics/onlineeducation/CourseDesignChecklist.pdf>

○ Other resources

- Instructional Design:
 - <https://www.angelo.edu/instructional-design/online-teaching/>
- Academic Senate of California Community Colleges
 - <https://www.asccc.org/content/equity-centered-syllabus-journey>
- Fresno City College "Equity-Minded Syllabus Design Session"
 - <https://www.youtube.com/watch?v=Uvbd-ZDhnyc>



SYLLABI

Required	Purpose	Student Success
Submit a syllabus for every section to your Division Administrative Assistant.	The syllabus outlines course expectations, grading, policies, and required materials.	Review it carefully during the first week so students understand their responsibilities as college students.

Refer students to your syllabus when questions arise about grading, attendance, late work, or course expectations. Consistently applying the policies outlined in your syllabus helps ensure fairness and supports student success.



OFFICE HOURS

Office hours provide students with an opportunities to ask questions, receive academic support, and connect with your outside of class. Many dual enrollment students have never attended college office hours, so consider explaining what they are and encouraging students to use them.

Office Hours Required	Office Hours Not Required
Castaic High School (Credit)	Castaic High School (Noncredit)
Hart District High Schools - Hybrid	
SCVi - Hybrid	
Gorman, Method, OFL - Hyflex/OnlineLIVE/Online	

Let's discuss flexible ways to structure office hours that support student success while fitting your teaching schedule.



FACULTY ATTENDANCE

Class Meetings	Running Late
Start and end on time	Notify Dianne/Kari and your site contact immediately
Unable to Teach	Substitute Coverage
Notify your Chair, Dean, and Early College as early as possible	Early College coordinates with the academic department to secure an MQ-qualified substitute

Please do not cancel or convert an in-person class meeting to an online assignment without prior approval. Early College will work with your department to determine the appropriate instructional plan.

Our goal is to ensure every scheduled class meeting is covered with minimal disruption to students.



CLASS ROSTER

My Canyons Roster	Faculty Responsibilities
Official class roster	Check your roster regularly
Student email addresses	Use My Canyons for up-to-date enrollment status
Course meeting information	Report discrepancies promptly
Add/drop/withdrawal deadlines	Contact Kari Soffa if you cannot access your roster

Remember: Canvas reflects course participation. My Canyons reflects official enrollment. When in doubt, always use your My Canyons roster.

Only students who appear on your MyCanyons roster may attend and participate in the course. If a student tells you they should be enrolled but does not appear on your roster, refer them to their high school counselor and Early College office for assistance.



SCHOOL/DIVISION SUPPORT

SCHOOL	CONTACT
Applied Technology	Linda Malik ext. 3131
Business	Sara Stuart ext. 3705
Career Ed, Integrated Learning, & The Employment Center	Kathy Hernandez ext. 3743
Counseling	Brenda Clarke ext. 3261
Health Professions	Julie Lutes ext. 3557
Humanities	Arlete Lansdown ext. 3117
Kinesiology, PE & Athletics	Lauren Anderson ext. 3742
Mathematics, Sciences, & Engineering	Dinh Montane ext. 3310
Public Safety	Teresa Rodney ext. 3731
Social & Behavior Sciences	Lisette Godinez ext. 3118
Visual & Performing Arts	Christy Inberg ext. 5013
PPL – Noncredit	Angel Robinson ext. 3073

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TEACHING YOUR COURSE

Strategies, expectations, and resources to support student success.

SUPPORTING THE DUAL ENROLLMENT STUDENT



Academic Accommodations

Academic Accommodations Center (AAC)

Accommodation Letters



Counseling & Advising

Academic Advising & Counseling

Educational Planning



Learning Resources

Library

Tutoring & Learning Center



Technology

My Canyons

Canvas



Student Services

Student Support Programs

Campus Resources

Dual enrolled students are College of the Canyons students from the first day of class.

AAC Reminder:

High school IEPs and 504 Plans **do not automatically apply** to college courses.

Students must complete the AAC process and provide faculty with an official Accommodation Letter.

SUPPORTING STUDENT SUCCESS

- **Monitor Progress using the Canvas gradebook** so students can monitor their progress regularly.
- **Reach out early** to students who are struggling academically or have stopped participating.
- **Refer students** to campus resources, including the Tutoring & Learning Center (TLC) and your office hours.
- **Use Canyons Connects** to submit academic alerts, attendance concerns, and kudos.
- **Partner with the Early College office** if you have concerns about a student's attendance, engagement, or academic progress.

Early Intervention Matters

Don't wait until a student is failing. Students are most successful when concerns about attendance, engagement, or grades are addressed early. The Early College office is here to partner with you and the high school to provide additional outreach and support.



CLASSROOM MANAGEMENT STRATEGIES

- **Set clear expectations from the first day.** Review your syllabus, classroom expectations, and communication preferences so students understand their responsibilities as college students.
- **Provide structure and consistency.** High school students often thrive with predictable routines, assigned seating (when appropriate), and clearly communicated expectations.
- **Keep students actively engaged.** Incorporate discussion, group work, problem-solving, or other active learning strategies to encourage participation and reduce off-task behavior.
- **Address concerns early.** Intervening early with attendance issues, disruptive behavior, or declining performance often prevents larger problems later in the semester.
- **Maintain a positive, supportive classroom environment** while upholding college-level expectations.
- **You're not on your own.** If you're experiencing ongoing classroom management concerns or have a particularly challenging student or class, contact Kari or Dianne early. We are happy to partner with you and the high school to identify appropriate solutions.

Remember: These are college students taking a college course. Maintain your academic standards while providing the structure and support appropriate for high school-aged learners.



STUDENT TARDINESS & ABSENCES

Student Expectations	School Activities	When to Take Action
Arrive on time	Early College will notify instructors of known school events	Monitor attendance and participation
Notify instructor of absences	Students remain responsible for missed work	Submit a Canyons Connect alert
Independent Study does not apply	Extracurricular absences may occur	Contact Kari Soffa with concerns

Early outreach makes a difference. If attendance or participation becomes a concern, let us know early so we can partner with you and the high school to support the student.



INSIDE THE CLASSROOM

College Expectations

- **Dual enrollment courses are college courses.** They should maintain the same academic rigor, learning outcomes, and course expectations as if taught on a College of the Canyons campus or online.
- **Maintain the rigor—adjust the delivery.** Provide the structure and support appropriate for high school-aged students while preserving college-level standards and expectations.
- Use **age-appropriate examples and discussions**, recognizing that students may range in age from **13–18 years old**.
- Help maintain a positive learning environment by leaving the classroom as you found it, including returning any classroom equipment (such as Chromebooks) to its proper location.

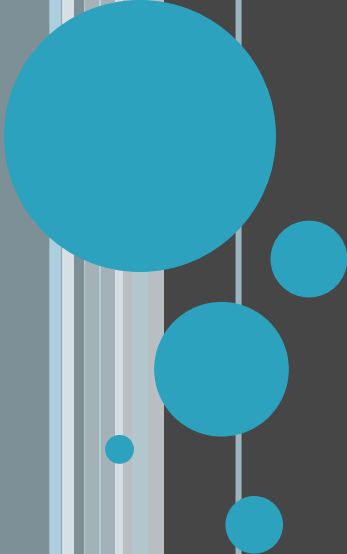


GRADING

Throughout the Semester	End of the Semester	After Grades Are Submitted
Keep students informed of their progress by maintaining an up-to-date Canvas gradebook.	Submit final grades within 48 hours of the end of your dual enrollment section.	Final grades become part of the student's permanent College of the Canyons transcript.
Communicate early with students who are struggling.	Avoid assigning an In Progress (IP) grade whenever possible.	For credit dual enrollment courses, final grades are also shared with the partner high school for posting to the student's high school transcript.

Consult the Early College office before processing drops or withdrawals.

Remember: Dual enrollment students earn **real college credit**. Final grades become part of their permanent college record.



POLICIES & COMPLIANCE

Key college policies for dual enrollment faculty.

FERPA

- **Dual enrollment students are College of the Canyons students.** Their educational records are protected by FERPA, regardless of the student's age.
- **Communicate with students using their @my.canyons.edu email account** whenever discussing course-related matters.
- **Do not share information about a student's grades, attendance, progress, or academic performance** with parents, guardians, or others without the student's written consent or unless otherwise permitted under FERPA.
- If a parent or guardian is present during a conversation, **obtain the student's permission before discussing their academic record.**
- If you have questions about what information can be shared, **contact the Early College office before responding.**
- We encourage all faculty to attend one of the College's **FERPA Flex workshops** for a more in-depth review.

Need to involve the high school? Contact the Early College office first. We will help determine the appropriate communication while ensuring FERPA requirements are met.



COMMUNICATION

With Parents & Guardians

- Do **not** release student information without the student's written authorization or as otherwise permitted under FERPA.
- This includes, but is not limited to:
 - Student ID number
 - Grades and exam scores
 - Attendance or academic progress
 - Registration and enrollment information
 - Personally identifiable information (e.g., date of birth, address)

With High School Staff

- The College and our high school partners may exchange information as permitted under applicable laws and partnership agreements.
 - **If a high school administrator, counselor, or staff member requests student-specific information, please contact the Early College office before responding.** We will coordinate communication to ensure compliance with FERPA and College procedures.
- 

STUDENT CODE OF CONDUCT & DISCIPLINE PROCESS

- All students are expected to follow the COC Student Code of Conduct. The most common classroom-related issues include:
 - Academic Dishonesty (including the use of AI)
 - Violation of Classroom Rules
- Instances of suspected conduct violations should be reported to studentconduct@canyons.edu. Please let the student know of the referral **and** Kari Soffa.
- If classroom disruption is significant, you may dismiss the student from the classroom for that day. If that occurs, you must notify the site main office, studentconduct@canyons.edu **and** Kari Soffa.

FACULTY AS MANDATED REPORTERS

Your Responsibility BP/AP 3510	After You Report	Reporting Resources
Report immediately upon reasonable suspicion	Notify your site contact and Early College office (Kari Soffa)	SCV DCFS Office Child Protection Hotline
Written report within 36 hours	We will support you through the process	DCFS – 661-702-6262 Hotline – 1-800-540-4000

When in doubt, report. If you're unsure how to proceed, Kari Soffa can help guide you through the process.



ATTENDANCE & THE 10% GUIDELINE

Understanding the 10% Rule

- Instructors **may** drop a student who has missed more than **10% of the course**, but they are **not required** to do so.
- The decision to drop a student should consider whether the absences have prevented the student from successfully achieving the course learning outcomes.
- **Contact hours are an institutional requirement.** The College is responsible for scheduling courses to meet the minimum contact hours established in the Course Outline of Record (COR).
- Because students demonstrate learning in different ways and at different rates, a student who misses more than 10% of class **may still be able to successfully complete the course.** The instructor determines whether the student has met the course requirements outlined in the syllabus.

When in doubt, don't make attendance decisions in isolation. Contact the Early College office - we're happy to discuss the situation, help with student outreach, and partner with the high school before a student is dropped.



WRAP-UP & QUESTIONS

Thank you for partnering with us to support our students.

Remember...

- Teach with college rigor.
- Communicate early and support student success.
- If you're unsure, reach out – the Early College office is here to help.

Questions?

