

SANTA CLARITA COMMUNITY COLLEGE DISTRICT



2019-2020 DUAL ENROLLMENT HANDBOOK

Castaic High School ♦ Golden Valley High School ♦ Saugus High School ♦ Valencia High School

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Introduction, Definitions, and Contacts

This handbook is designed to provide information regarding Dual Enrollment classes operated by College of the Canyons and the high schools within the William S. Hart Union High School District. Special thanks and gratitude are extended to Bakersfield College (Kern Community College District), who generously volunteered their version of this handbook.

By definition, dual enrollment offers students an opportunity to enroll in college-level coursework to earn college credits while they are pursuing their high school diplomas.

Dual Enrollment: At College of the Canyons, students in dual enrollment courses take college courses at their high school during the day when school is in session, closed to the public. Dual enrollment courses are taught by College of the Canyons approved faculty.

Concurrent Enrollment: Concurrent enrollment refers to college courses that are taught at the college or high school but are offered outside regular high school hours. Concurrent enrollment courses are also taught by College of the Canyons approved faculty. These courses are open to the general public. The California Community College System collectively refers to Concurrent Enrollment classes as Dual Enrollment.

College NOW: Concurrent enrollment courses on the high school campus that are held outside the students' regular high school hours. These courses are open to the general public.

College Credit: Students enrolled in Dual Enrollment will be enrolled in and earn college credit for the dual enrollment course. They will have a final grade posted to a College of the Canyons transcript and a final grade posted to their high school transcript. The grades assigned to the College of the Canyons are considered final grades and cannot be removed from the transcript. All grades earned through Dual Enrollment, including non-passing grades, will be posted to the College of the Canyons transcript.

Minimum (Teaching) Qualifications and Hiring for Dual/Concurrent Enrollment: Faculty, including high school teachers who meet minimum qualifications (as established by the [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#)), will be required to interview at College of the Canyons, and if approved, may teach College of the Canyons dual enrollment/concurrent enrollment courses as a College of the Canyons employee.

Why Should Students Participate in Dual Enrollment?

Dual enrollment is an equity approach to help students make the transition from high school to college. Dual enrollment is part of a national movement to increase the college attainment, which means encouraging a college-going culture and supporting college persistence among those who have little college experience in their families. For such students, dual enrollment can be an introduction to higher education that helps them understand what college offers, may enhance aspirations and encourage future college attendance by showing students that

they are indeed capable of doing college-level work. Dual enrollment can also decrease both the time to completion and the cost of post-secondary education, and supports our workforce development in California.

According to California Education Code Section 76004, dual enrollment is intended for high school students “who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and helping high school pupils achieve college and career readiness” and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.”

Additional information about Dual Enrollment and other Early College Programs, in addition to what is found in this handbook, can be found on the college website at the following [site](#).

Contacts

Associate Vice President, Academic Services – Omar Torres, omar.torres@canyons.edu
661-362-3135

Outreach & School Relations Director – Kari Soffa, kari.soffa@canyons.edu
661-362-5417

Instruction Office (for absences) – Steph Paglia, steph.paglia@canyons.edu
661-362-3412

Participating High Schools

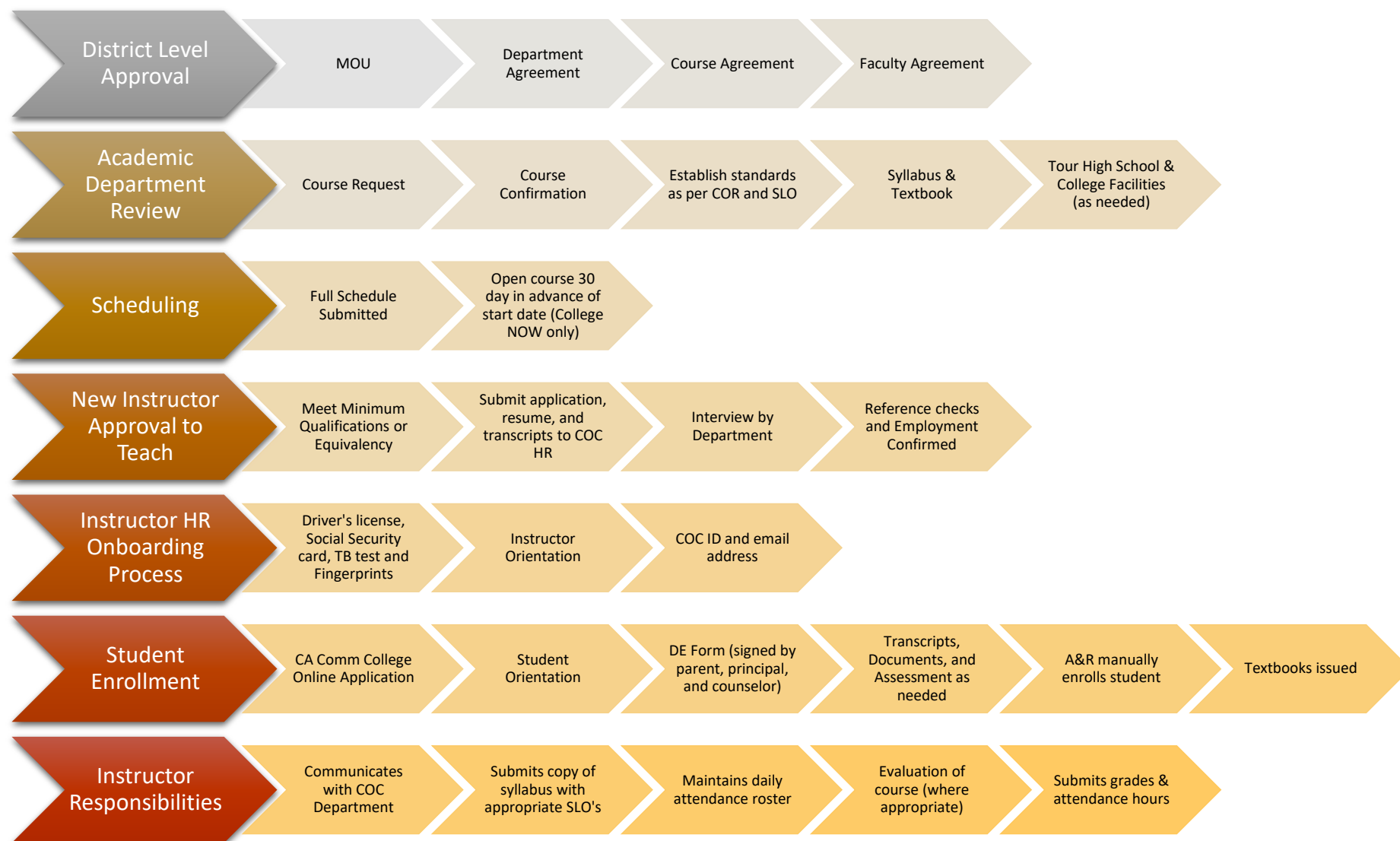
[Castaic High School](#) – 31575 Valley Creek Road, Castaic, CA 91384
661-259-0033

[Golden Valley High School](#) – 27051 Robert C. Lee Parkway, Santa Clarita, CA 91350
661-298-8140

[Saugus High School](#) – 21900 Centurion Way, Santa Clarita, CA 91350
661-297-3900

[Valencia High School](#) – 27801 N. Dickason Drive, Valencia, CA 91355
661-294-1188

Steps to offering dual enrollment courses



Administration of Dual Enrollment

Offering dual enrollment courses requires an executed Memorandum of Understanding (MOU) between the Santa Clarita Community College District (on behalf of College of the Canyons) and the William S. Hart Union High School District for a period of up to five years.

Selection of Pathway Courses

College of the Canyons has established numerous pathways in conjunction with the William S. Hart District. A number of these pathways are offered at the high schools. Courses identified in these pathways are offered as dual enrollment.

Dual enrollment courses are selected as a collaboration between College of the Canyons department faculty and administration and high school teachers and administration. If a high school site wishes to request a specific course for dual enrollment, the appropriate Department Chair and [Dean](#) from College of the Canyons will review the request along with the offices of Academic Services and Outreach & School Relations. The Department Chair and [Dean](#) will determine the appropriateness of the course based on course content, learning outcomes, and pathway and enrollment management considerations. Academic Services and Outreach & School Relations will evaluate the request in the context of overall dual enrollment offerings.

When a course is offered as part of Dual Enrollment, College of the Canyons' approved [Course Outline of Record](#) must be followed and must include all current student learning outcomes; **there may be no deletions from the Course Outline of Record.** A copy of the Course Outline of Record may be found on the college's [eLumen website](#). The Department Chair should review the syllabus, student learning outcomes, and textbook selection.

After selection of a course to be offered as part of Dual Enrollment, the following is a brief list of items the Department Chair and [Dean](#) should consider when reviewing the dual enrollment course. College of the Canyons seeks to support conversations between college and high school faculty, administration, and other relevant staff to ensure the success of all students.

Syllabus

- The syllabus shall conform to department and Academic Senate policies.
- The syllabus may be approved by the college department faculty.
- The syllabus must include appropriate student learning outcomes found on the [Course Outline of Record](#).
- Appropriate methods of evaluation should be included as part of the grading scheme as per the [Course Outline of Record](#).

Materials and Reprographics

- The materials in the class should be the same as the materials used in the college course.

- Sufficient material should be offered to students to complete the coursework.
- If a class has a laboratory component, materials related to student safety shall be addressed with the department and the site.
- The Library at the high school will contain appropriate out-of-class materials to support methods of instruction and methods of evaluation as per the [Course Outline of Record](#). Dual enrollment students will also have access to the COC database and library materials on both campuses as well.
- Faculty are expected to print and copy high volume materials at either the Valencia or Canyon Country campuses. On occasion, if an emergency arises and an item needs to be printed or copied at the high school, this is permissible but should be done sparingly. Requests can be submitted to our Reprographics center online via Repro@canyons.edu (Valencia) and/or ccc repro@canyons.edu (Canyon Country) or by using the online order form at <https://www.canyons.edu/administration/reprographics/index.php>. You can also stop by the Reprographics in BONH-125 (Valencia) or the CCC Switchboard.

Textbooks

- The textbook should be approved by the college's academic department.
- There should be enough textbooks & materials for all students in the class. College of the Canyons will purchase a classroom set of the textbooks. The textbooks will be distributed and collected by the high school library.
- Academic Services will work with the William S. Hart Union High School District to ensure books are ordered, delivered to each high school site, cataloged with the high school library, and distributed to and collected from students.

Schedule

- Courses must offer adequate office hours to support college-level instruction at the high school site. The time scheduled for the course at each respective high school includes appropriate classroom instruction time as well as required office hour time, all blended. Faculty are not required to conduct extra office hours outside of regularly scheduled time at each site when teaching Dual Enrollment classes.
- Start dates and end dates for Dual Enrollment classes may differ (per high school site) from the traditional College of the Canyons semester start/end dates. In addition, frequency of offerings per week may vary, depending on the high school site. All scheduling information will be communicated to Dual Enrollment teaching faculty by Academic Services.
- The William S. Hart Union High School District academic calendar differs from the College of the Canyons calendar. For example, during the fall semester, College of the Canyons only takes Thursday and Friday off for Thanksgiving break; the William S. Hart Union High School District takes an entire week off for Thanksgiving. Any lost class time is factored into the scheduling of each Dual Enrollment course. Such scheduling anomalies will be communicated to all Dual Enrollment faculty by Academic Services.

Course Scheduling

Once a course has been selected to be offered as a dual enrollment course, the Office of Academic Services will be responsible for the scheduling of the course. The course will be offered for the total number of hours as listed in the [Course Outline of Record](#). College of the Canyons will work with each high school to determine the appropriate start date, end date, days, and times of the course. Each course scheduling is unique. The course will be scheduled into the high school course periods, and work within the bell schedule of each individual high school. The courses will likely not be scheduled as they are at the College of the Canyons campuses.

Academic Services will work with each high school to ensure the course is set in a classroom appropriate for the type of course offered. Faculty are encouraged to see Appendix I on suggested best practices to enhance the classroom experience for their students.

Adjunct Faculty Hiring Procedures

Upon being identified as a potential Dual Enrollment faculty member, the applicant must meet appropriate minimum qualifications (as established by the [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#)) or equivalency and complete the college's Human Resources onboarding process.

Submit Application & Materials

All potential dual enrollment adjunct faculty are required to submit an electronic application to the College of the Canyons adjunct pool specific to the discipline they will teach (<https://www.canyons.edu/administration/humanresources/employment/index.php>).

College of the Canyons utilizes an online application system. **Click on the “[Academic Openings](#)” or “[Non-Academic Openings](#)” links** to view a complete list of open positions for each area and to apply online.

The screenshot displays the 'Search Our Jobs' interface. On the left, there are filters for 'Position Type' (set to 'Any Position Type'), 'Location' (set to 'Any Location'), and 'Department' (set to 'Any Department'). Below these is a 'Keyword' search bar with the placeholder text 'Enter keyword(s)'. A blue 'FIND JOBS' button is at the bottom of the filter section. On the right, the 'Jobs By Category' section shows '(82 jobs found)'. It lists several categories: 'Educational Administrator Positions' (No Jobs found), 'Opportunities New This Week' (No Jobs found), 'Full-time Faculty Positions' (No Jobs found), 'All Positions by Department' (82 Jobs found), 'Part-time Faculty Positions' (76 Jobs found), 'All Positions by Job Title' (82 Jobs found), and 'Non-Credit Faculty Positions' (6 Jobs found). A blue 'VIEW ALL JOBS' button is at the bottom of the right section.

- Apply to
<https://www.canyons.edu/administration/humanresources/employment/index.php>
- The application should include:
 - Online application
 - Resume/CV
 - i. If seeking to demonstrate professional experience, list industry experience outside of teaching experience as well
 - Transcripts
 - Other documents as needed

Equivalency Review

If potential faculty do not meet the minimum qualifications, but the applicant possesses qualifications that are at least equivalent to the minimum qualifications for a particular discipline, the applicant may submit an Equivalency application (depending on the discipline; this will be denoted on the [HR job announcement](#)). Equivalence can be determined through

- a. Degree Equivalence
- b. Academic Background Equivalence
- c. Professional Achievement Equivalence

The applicant should clearly describe and provide documentation for equivalence as per [AP7121](#). It is highly recommended that the applicant work with Human Resources for support in the process. An Equivalency Committee reviews applications to make determinations regarding equivalence.

Interview with Department

Qualifying dual enrollment faculty applicants, vetted through the initial application process, will be contacted by Human Resources for an interview at the college.

Once the department has completed interviews, the department will then make offers to selected candidates to be part of the adjunct pool for that department. Once selected as an adjunct, the newly hired faculty member will be added to the adjunct faculty Pool.

Grades and Transcripts

College of the Canyons will send final grades to the Hart District for all dual enrollment courses. The student will not be required to request a transcript to have their grades sent to their high school. However, if a student requests a transcript, College of the Canyons provides the transcript to the student in two ways: Official or Unofficial. Students may view an unofficial transcript on their [My Canyons](#) account at any time. The student may request an unofficial transcript and official transcript through [My Canyons](#).

Faculty

Thank you for joining the College of the Canyons to teach Dual Enrollment Courses. This section is designated for the faculty member who has been assigned to teach a college course at one of our local high school campuses. We are excited you took this opportunity to provide college courses to students while they are still in high school.

Human Resources Onboarding Process

After the College determines that the faculty member meets minimum qualifications for the specific discipline, the College of the Canyons Human Resources department completes the onboarding and clearance process required of all adjunct faculty, including:

- A copy of their Driver's License and Social Security card
- TB test and Fingerprint Results

Email

College communications are issued through the Canyons email system. You must ensure that you are set-up with a College of the Canyons email account, which will have generally taken the form: first.last(names)@canyons.edu. For example, John Smith will have an email address: john.smith@canyons.edu. To request a COC email account for your use while you are employed by the District, log on to the COC Website, and click on Information Technology from the A-Z Directory. There you will find a link to "Request an Account" under "Quick Links". You can also access this form here:

https://app.canyons.edu/offices/css/account_request/account_req_form.asp.

Faculty should regularly check the email account as this is the primary means of communication from College of the Canyons.

My Canyons

[My Canyons](#) is used to find your class roster, drop students, submit grades, quick access to forms such as an incomplete, and links designed for faculty.

All faculty are assigned a [My Canyons](#) Account. To set up this account, go to my.canyons.edu and click on Faculty. Click on "Create an Account/Reset Your Log In and Password". Follow all the prompts. If you lose this username and password, you can come back to that link to reset your username and password. If you continue to have trouble logging in, please contact Linda De Leon at linda.deleon@canyons.edu.

Canvas

Faculty are encouraged to use College of the Canyons' learning management system, Canvas. If you wish to use Canvas, then you will need to complete Canvas Certification, see below.

Web-Enhanced Courses and Hybrid or Online Instruction

Many faculty will use Canvas to give students access to lecture notes, course materials, administer quizzes and tests, and a gradebook. To use Canvas for these purposes, faculty must complete the following:

- **Technology Baseline:** This self-paced online training ensures that faculty have the basic computer knowledge necessary to teach online.
- **Canvas Certification:** This training provides an overview of Canvas, including layout and settings, how to build, organize and edit content, effective online communication tools, and Canvas assessment tools. Training can be completed through the [online self-paced Canvas course](#). (*Prerequisite: Technology Baseline*)
- **Section 508/Accessibility workshop:** This training is provided to ensure that web pages, electronic content, and software are compliant under Section 508 of the Rehabilitation Act. Complete this training by attending 1-hour workshop, offered throughout the year, including during the summer. Scheduling details are listed at the [Professional Development website](#) and announced via COC email. (*Prerequisite: Technology Baseline*)

In order to teach 100% online courses at College of the Canyons, you must first become certified to do so with the College. The Academic Senate has established **Online Instructor Qualifications**. In brief, these qualifications require that before teaching online/hybrid, faculty must complete the following or the equivalent:

- **Technology Baseline:** This self-paced online training ensures that faculty have the basic computer knowledge necessary to teach online.
- **Canvas Certification:** This training provides an overview of Canvas, including layout and settings, how to build, organize and edit content, effective online communication tools, and Canvas assessment tools. Training can be completed through the [online self-paced Canvas course](#). (*Prerequisite: Technology Baseline*)
- **Section 508/Accessibility workshop:** This training is provided to ensure that web pages, electronic content, and software are compliant under Section 508 of the Rehabilitation Act. Complete this training by attending 1-hour workshop, offered throughout the year, including during the summer. Scheduling details are listed at the [Professional Development website](#) and announced via COC email. (*Prerequisite: Technology Baseline*)
- **College-level coursework in online teaching strategies:** At COC, "Introduction to Online Instruction" (previously ITL-106) fulfills this requirement, and is offered 3 to 4 times per year through the [Center for Excellence in Teaching and Learning](#). Register online at [MyLearningPlan](#). An equivalent fee-based course is also available to complete through @ONE.
- **Certificate Renewal:** Faculty will refresh their Online Instructor Qualifications **every three years** by completing a self-paced online training (approximately two hours), which includes updates on technology, regulations, accreditation requirements, best practices, and resources.

Dual Enrollment Faculty Orientation

In advance of the start of the term, an orientation may be held for all new dual enrollment faculty to familiarize them with the College's process and procedures and to offer an opportunity to answer any questions. This will be held for FLEX credit prior to the start of the Dual Enrollment courses.

Facilities Tour (as needed)

In some cases, dual enrollment faculty members may tour the facilities to make sure they are appropriate to deliver course work (e.g., Construction lab, Welding workspace, etc.) and that appropriate instructional media (e.g., A/V equipment) are available prior to the first day of class. All tours should be arranged through the Associate Vice President of Academic Services.

Dual Enrollment Faculty Members Responsibilities

Syllabus

At the beginning of each semester, faculty must prepare and distribute current course syllabi to each student in every class taught on the first day.

Such syllabi shall be consistent with the approved course of record and should include, as applicable, an outline of course objectives and requirements (exams, assignments, written work, field trips, etc.), grading policy, course content, student learning outcomes, and any specific rules or expectations of the faculty. Please remember that the syllabus is an official and legally binding contract between faculty and students.

Contact your Department Chair or refer to Appendix II of this handbook for further guidelines on constructing a course syllabus. In general, each syllabus should include and consider the following guidelines:

- At a minimum, the dual enrollment syllabus must include the college name, official course title, course prefix and number, section number, and SLOs. Faculty are encouraged to include additional Syllabus Elements from the approved Academic Senate guidelines (see Appendix II – Effective Syllabus Design).
- At least one week prior to the start of the course, dual enrollment faculty are encouraged to ask the College discipline-specific Department Chair or Curricular & Assessment Coordinator (where appropriate) to review the syllabus.
- Student Learning Outcomes, found in the official [Course Outline of Record](#), must be noted on the syllabus.
- Methods of Evaluation must be included, as per the official [Course Outline of Record](#), that denotes an appropriate grading scheme for the course.

- The syllabus should include a statement regarding academic integrity. Issues of cheating and plagiarism are pervasive on today's college campuses. Though there are alarming statistics of students who know what plagiarism is, there are still a number of naive students who do not truly understand the concept. Let students know what the policies are, and what the consequences of academic dishonesty entail. Refer to the college website for very specific information on [conduct policies](#).
- An electronic copy of the syllabus must be provided to the appropriate College of the Canyons [Dean](#), at the beginning of the semester, for accreditation documentation.

Course Outline of Record

The College of the Canyons approved Course of Record must be followed; **no deletions from the Course Outline of Record are permitted**. The approved course of record may be found online at: <http://canyons.elumenapp.com/public>. For assistance with this, please contact your department chair.

Textbooks

All classroom textbooks must be communicated to the office of Academic Services before the start of the respective semester and will be ordered and delivered to the high school site in time for the start of school.

- All textbooks and required materials must be available to students by the first day of instruction.
- All textbooks may be borrowed by students during the semester but must be returned on the day of the final exam.

Class Schedule, Office Hours, and Class Rules

All classes must begin and end on time. The course has been aligned to the high school bell schedule and meets for the required number of hours as listed on the course syllabus to comply with contact hour requirements. In addition, office hour requirements for the semester have been factored into the total class time each semester. It is important to instruct and/or supervise students during all class times. Establish and consistently enforce appropriate classroom rules and procedures. These should be addressed in the course syllabus.

Class Roster

The Class roster is available in [My Canyons](#). To receive a username and password, please see go to my.canyons.edu and click on Faculty. Click on "Create an Account/Reset Your Log In and Password". In order to print or access a class roster, log on to [My Canyons](#), and have the PDF version emailed directly to you. A roster can be printed at any time throughout the term using [My Canyons](#). Please remember to check the roster after each drop deadline (located in the upper right hand corner of your roster) to ensure you have an accurate student count.

Everyone on the roster should be sitting in class. Everyone sitting in class must be on the class roster. Everyone who is on the roster after the withdrawal deadline must receive a grade.

Student Attendance Documentation and Adding/Dropping Students

Student Attendance Documentation

Faculty must document daily student attendance. At the end of the semester when final grades are reported for each student (see “Grading” below), faculty will also have to enter these hours (known as positive attendance). Please make sure that daily rosters (Appendix III) demonstrating daily attendance is submitted to the A&R office at the college via Linda De Leon (linda.deleon@canyons.edu), as this is important audit information, and we are required to keep these records as documented verification of hours.

Adding Students

Adding students to a dual enrollment course is different than adding students to a regular high school course. The students must be approved by their high school to take a dual enrollment course. If a student attends a class and they want to be added, direct the student to meet with their high school counselor. If the counselor believes this is an appropriate course for the student, the student will then be required to complete the requirements to be added to your course. You may be contacted to ensure there is room in your course. Once the student has been added to the course, the student’s name will appear on your class roster.

Dropping students

There are two required drop periods for the course and one optional drop period. To drop a student, go to the [My Canyons](#) website. Faculty must process your no-show, census and withdrawal drops online. Log onto [My Canyons](#) using your User Name and Password any time during the drop periods and drop a student at your convenience. Students may not be dropped after the withdraw deadline.

No-show Drops: If a student does not attend the first course meeting, faculty are required to drop the student from the roster.

Census Drops: If the student has stopped attending since the first day of class and has not come back to the course prior to the census date for the course (i.e., the add/drop deadline), the faculty is required to drop the student to clear the roster of any students not in attendance.

Withdrawal (Optional Drop): The college catalog states, “Any student absent for any reason, for more than 10% of the class meetings, may be dropped from the class prior to 75% of the course.” This is at faculty discretion; faculty do NOT have to drop a student who has missed classes or who has stopped attending. Procedures for withdrawing for non-attendance should be outlined in the course syllabus and followed.

Required Notification: If you drop a student, please email Kari Soffa, kari.soffa@canyons.edu, so we may inform the high school of the removal of the student from the course roster.

Student Accommodations

Students taking dual enrollment courses, and who have verified disabilities, are provided accommodations through the Disabled Students Programs & Services ([DSPS](#)) office at College of the Canyons. Students requesting accommodations must provide the [DSPS](#) office with documentation of their disability and the functional limitations as a result of their disability. A student's documentation can be a student's IEP or other documentation signed by a qualified professional to make the determination of the disability.

Once the disability has been verified by the [DSPS](#) specialist at College of the Canyons, the necessary paperwork will be completed and the student can schedule an appointment to meet with the [DSPS](#) staff to discuss and receive their accommodation letter. An accommodation letter denotes the appropriate accommodations for that student. All students are responsible to show their faculty member their letter of accommodation, and if they want to continue receiving accommodations each semester, visit the [DSPS](#) office and receive an accommodation letter with the current semester date stamped.

We encourage faculty to provide the accommodations listed on the student's letter, and if there are any questions or concerns, to contact the [DSPS](#) office at 661.362.3341.

Grading/Assessment Tools

Assessment for the course is outlined in the [Course Outline of Record](#). The faculty may administer exams or other assessment tools consistent with course objectives. Please return student graded materials, with appropriate feedback, in a timely manner to each student. Faculty may use the Canvas gradebook to ensure the students have access to their grades throughout the term. Faculty are encouraged to see Appendix I on suggested best practices to enhance the classroom experience for their students.

Grading

The grades of A, B, C, D, F, EW, FW, or I may be assigned to a student as a final grade based on the college's grade policy found [here](#).

- An EW grade is assigned only when a student is permitted to withdraw from a course due to specific events beyond the control of the student affecting their ability to complete a course and may include a job transfer outside the geographical region, an illness in the family where the student is the primary caregiver, when the student who is incarcerated in a California state prison or county jail is released from custody or involuntarily transferred before the end of the term, when the student is the subject of

an immigration action, or other extenuating circumstances, making course completion impracticable.

- The FW grade is assigned to a student who failed the course based on non-attendance after the withdrawal date, not based on understanding of the material.
- An Incomplete (I) grade may be assigned to a student in the course when extenuating circumstances prevent timely completion of the course and the student is passing with a C or higher. The faculty and student must complete the Grade Contract at the time final grades are submitted. The Incomplete Grade Contract is submitted to Linda De Leon in A&R no later than the deadline for final grades. All incomplete work must be completed by the student no later than the following semester. Please note that when follow-up work occurs between the student and the faculty subsequent to the completion of the semester or term in which the student received an Incomplete, faculty are not paid for their work with the student.

Final grades are due for all students on the roster within 48 hours of the last class period. The grades must be submitted in [My Canyons](#). If the course is also assessing Student Learning Outcomes (SLOs), the SLO data is submitted via [eLumen](#). Faculty should contact their department chair or the SLO Technician for instructions on how to submit SLO data via [eLumen](#). To submit final grades, go to [My Canyons](#), Log In, Select Faculty, and Select Grades. Select the term and section to record grades. Please have all grades ready prior to entering them in the system. The system is timed and will time you out. Please see the counter at the bottom of the page to see how much time you have left. You will also need to enter the positive attendance hours (required for all Dual Enrollment courses) the student has earned for the entire term on this same page. Once you hit the submit button, you cannot use the back button.

Dual Enrollment Faculty Evaluation

The Department Chair will monitor the quality of instruction in order to assure compliance with the Dual Enrollment MOU and the standards established by the California Community College Chancellor's Office, the Association of Community College and Junior Colleges (ACCJC), and College of the Canyons.

Adjunct faculty are evaluated during the first semester of employment and at least one time every four semesters of employment. Per the [AFT](#) contract and at the option of the department chair, an adjunct faculty member may be evaluated more often and/or when the faculty is assigned to teach a new course.

The [AFT](#) contract describes the evaluation process for part-time faculty; the [COCFA](#) contract describes the evaluation process for full-time faculty. For further information regarding the evaluation process and other negotiated matters, please consult Article 8 of the [AFT](#) contract and Articles 7 and 8 of the [COCFA](#) contract. The evaluation will be maintained in the faculty member's permanent file in the College of the Canyons Human Resources office.

Confidentiality of Dual Enrollment Student Records

FERPA (Family Educational Rights and Privacy Act) - FERPA is a Federal law that is administered by the Family Policy Compliance Office (Office) in the U.S. Department of Education. Once a student reaches 18 years of age or enters a postsecondary institution, they become an "eligible student," and all rights formerly given to parents under FERPA transfer to the student. FERPA generally prohibits the improper disclosure of personally identifiable information derived from education records to anyone other than the student.

In the classroom setting, faculty should be careful when passing back exams, quizzes, reports, and/or any other graded assignments. Student privacy should be maintained at all times. For example, it is not appropriate to stack graded assignments and allow students to sort through the stack and obtain their graded paper(s) while simultaneously viewing other student scores. Regardless of a student's grade on a particular assignment, faculty have a duty to ensure the confidentiality of these records at all times, especially in our day-to-day interactions with students.

On occasion, a parent or other outside person may inquire about a student's progress in a class, especially if the student is less than 18 years of age. Please note that faculty should NOT disclose any information to this parent or outside person under any circumstances; in fact, one should not even formally acknowledge that the student is enrolled at the college. Once more, the privacy and confidentiality of the student must be preserved at all times.

If a student and accompanying parent, guardian, or outside person request a conference with the faculty (to discuss the student's grade), the faculty member must first obtain written permission from the student to include the accompanying parent, guardian, or outside person in the conference. Moreover, once the student consents to having the parent, guardian, or outside person present during a conference, it is recommended that the meeting occur with the student and all stakeholders at the same time (and not separately).

Absence Reporting/Request for Leave of Absence

If ill, unavoidably detained, or engaged in approved professional, departmental, or college business, it is the responsibility of the Dual Enrollment faculty to contact their department chair, [Dean](#), and Steph Paglia (661-362-3412; steph.paglia@canyons.edu), prior to the absence. Otherwise, it is assumed that faculty will attend each class session during the assigned class hours in the normally assigned location as stipulated in the signed contract with College of the Canyons. Upon return from the absence(s), faculty must fill-in the appropriate absence form and submit it to the appropriate [Dean](#). They will sign the absence form and submit the paperwork to Payroll for processing. **Faculty cannot arrange for substitutes. Please check with your department chair to determine if a substitute has been authorized.**

Communication Procedures

Dual enrollment faculty should communicate through the offices of Academic Services when any questions or concerns arise with respect to teaching at a particular high school site. The offices of Academic Services will respond to the dual enrollment faculty in a timely manner and subsequently communicate to the high school site liaison where appropriate.

For non-site-specific questions, please confer with your Department Chair, Curricular & Assessment Coordinator, and/or [Dean](#).

Student Conduct Guide for Faculty

Dual Enrollment students must follow the College of the Canyons [Student Code of Conduct](#). If questions or concerns arise about a student in your dual enrollment course, or if faculty are unsure about a conduct case, please contact Michael Joslin, Associate Vice President of Student Services at Michael.joslin@canyons.edu. Below are links regarding student conduct.

[Student Conduct Guide for Faculty](#) - This document is located on the College of the Canyons intranet. You must have your College of the Canyons network username and password to access this document. You can access it directly at intranet.canyons.edu, click on "College Information".

[Student Conduct Code](#) – this document is located on the Student Services page and can be found at [here](#).

Behavioral Intervention Team (BIT)

The Behavioral Intervention Team ([BIT](#)) is a multi-disciplinary group whose purpose is to support faculty and staff by providing a structured, positive method to address student classroom behaviors which may negatively impact either the student or the college community. If classroom faculty encounter a recurring behavioral issue with students, Michael Joslin (Michael.Joslin@canyons.edu; 661-362-3260) should be contacted immediately, and the situation will be assessed. For more information, please see the [BIT](#) website.

Mandated Reporting

The California Penal Code mandates that certain professional occupations follow specific requirements for reporting suspected child abuse cases to the proper authorities. Penal Code Section 11166(a) specifically identifies child care custodians (teachers) as mandated reporters. Failure to report suspected child abuse may result in criminal charges. Please be mindful of mandated reporting responsibilities, and if you have any concerns, contact Michael Joslin.

Appendix

APPENDIX I – CLASSROOM BEST PRACTICES GUIDE

Leading Research in Classroom “Best Practices”

Seven Principles for Good Practice in Undergraduate Education (Chickering and Reisser, 1993)

- Encourage student-faculty contact in and out of class
- Encourage cooperation among students through collaborative assignments and in-class, group exercises
- Encourage active learning by having students apply course content to real-world situations
- Provide prompt feedback throughout the term
- Emphasize time on task by indicating how long students should spend on an assignment
- Communicate high expectations
- Respect diverse talents and ways of learning by providing a variety of learning modes (written, oral, visual) that are culturally relevant

Eight Characteristics of an Effective Teacher (Langlois & Zales, 1992)

- Promotes high expectations of student achievement
- Provides careful delineation of course methods and routines
- Uses varied and appropriate teaching methods and materials
- Creates a supportive, cooperative atmosphere
- Shows enthusiasm, energy, caring, and maintains a nonthreatening atmosphere
- Manifests a belief that their subject is important
- Relates instruction to student interests
- Demonstrates content expertise

Growth Mindset (Dweck, 2006)

Carol Dweck has demonstrated that students who adopt a fixed mindset tend to respond to academic setbacks with a sense of helplessness. Alternatively, those with a growth mindset typically respond to setbacks with a commitment to master the material and succeed. Students with a fixed mindset tend to believe that something is “wrong” with them, and often express these defeatist traits in their academic career. Instead, we want to encourage students by fostering the following positive attributes:

- Thinking “I can see the relevance of this to my future”
- “I am successful in what I have been doing and can actually do this”
- Enhanced enjoyment through active participation in the classroom and increased intellectual curiosity
- Increased motivation
- Decreased anxiety

Those adopting a growth mindset seem to believe that intelligence is changeable, and that people can improve with hard work and perseverance, and moreover, that failure is a natural, healthy part of the learning process.

High-Impact Educational Practices

Research has shown that high-impact practices have considerable benefits for students and can foster student success. Below are just a few selections of high-impact practices faculty might consider employing in their teaching:

Collaborative Assignments and Projects

Collaborative assignments attempt to bring together diverse groups of students in an effort to broaden our understanding by listening to the viewpoints of peers. This can be done through study groups, team-based projects, and cooperative presentations. Such assignments can also be broadened to include global learning projects, which study racial, economic, gender, and other differences found throughout the world.

Community-Based Learning

This type of practice entails experiential learning in local communities, working and learning alongside experts in a wide range of fields. Service learning provides opportunities for students to gain work experience, while often adding value through community outreach, organization, and partnerships. This type of learning also conforms to the broader mission of the college. Please contact our [Office of Community-Based Learning](#) for more information on how to incorporate service learning into classes.

Internships (Cooperative Work Experience Education)

Internships are increasingly valuable in today's competitive job market, and offers hands-on experience in a student's projected career field. Internships allow students to gain not only experience but also networking skills while working closely with professionals in their field. As part of a course, students draft a paper relating to what has been learned. Please contact our [Internship Program office](#) for more information on the process for offering students an internship.

Capstone Courses and Projects

These projects involve summative experiences, often assigned at the end of a semester, or a student's college career. Capstones emphasize application of learning, often via research papers, or portfolios.

For more information on high-impact practices, see this link, provided by the American Association of Universities and Colleges, 2008,
http://www.aacu.org/leap/documents/hip_tables.pdf.

Strategies for Engaging Students and Improving Retention

Most students decide whether to continue enrollment within the first 6-8 weeks of their first semester. What happens on the first day of class frequently sets the learning climate for the entire semester and may help a student decide whether to stay or leave. The following is a list of suggested classroom activities for the first week that classes that so many faculty members have found to be useful:

- Begin building connections with your students by introducing yourself. Tell students what you would like them to call you and how you can be reached outside of class. Tell them how you chose your field of study and your educational background. If you went to a community college, be sure to let them know that as well. Tell them why you are teaching at COC.
- Learn about your students. Ask students to complete an informational survey listing name, major, work information, how many hours a week they work outside of class, why they are taking this class, what other courses they are taking, what grade they expect to earn, how much time they expect to study outside of class, their strengths and weaknesses, previous related courses, etc. Ask students to let you know if they have special needs of which you should be aware.
- Learn student names as quickly as possible, and use them when addressing students in class (and out of class). The following suggestions may help you quickly learn names:
 - Ask students to introduce themselves (a great way to take attendance without you worrying how to initially pronounce names!) and share something that will help you and the rest of the class learn their names. This can also be done as a paired-activity with students introducing each other. This will encourage student participation and classroom interaction.
 - Take pictures and paste them on index cards. Use them as “flash cards” to help you learn names.
 - You may want to use name tags or name tents to help class members get to know one another’s name.
- Be enthusiastic. If you act bored or lack passion for teaching or your subject matter, you will impart that attitude to your students. Why would students want to learn your subject if you don’t seem interested or interesting?
- Help students connect with classmates. Encourage students to have an in-class-buddy, study partners, or learning teams, and have them exchange phone numbers and e-mail addresses.

- Set a positive tone that focuses on student success. When students see your syllabus and course requirements, they may feel overwhelmed. Be reassuring. Let students know that you believe they can succeed, and let them know you will help them. The purpose of the initial class session should set up an expectation for success—not scare students away!
- Involve students and encourage participation in first-day activities so that they become active learners early in the course. You may ask students to discuss what they already know about the subject matter of your course or why they signed up for your course.
- Don't just read the syllabus. Students find that as uninteresting as faculty do! Instead, design a group activity for students to understand both the syllabus and course policies. In this way students will get to know their classmates and begin to make connections as well as learn about the syllabus. When forming groups, use something class related. For example, in a computer programming class, you might ask students to line up according to their birthdays. You can then explain that they just demonstrated the process of "sorting" and as part of the course they will learn how to write programs so that the computer can automate such a task. You can also give a take-home quiz on the syllabus (a great homework assignment for the first class and a great way for students who miss the first class to learn about the requirements!). Scoring the quiz will help you learn what students understand and don't understand about your expectations and allow you to focus on just those points of the syllabus during the second day of class.
- Determine students' goals and objectives while discussing your goals and objectives. Let students know how your course can fit in with their personal or career goals and objectives.
- Explore students' fears and apprehensions. In your class, and perhaps in the college setting, there are students who are entering an unfamiliar environment that carries with it a new set of performance expectations and different social principles. Acknowledge these factors, address students' apprehensions, and encourage their academic performance.
- Communicate what students can expect of you and what you expect of them. This can be done orally or by writing students a short letter or posting a brief biography on Canvas.
- Help students understand the amount of work that goes into being successful. Explain that being successful in college is less about "brains" and more about willingness to work hard and spend many hours outside of class reading, reviewing, doing assignments, and studying. Help students budget their time by informing them how much time they will need to devote to study outside of class.

- Don't dismiss class early on the first day. If there is time remaining after your syllabus activity, begin communicating the content of your course, provide an overview of course material and content, explain the relevance and usefulness of the course material (i.e. transferability, prerequisites, vocational applications, etc.).
- Build a sense of community in and out of the classroom. Provide opportunities for students to get to know and learn from other students in the class. Integrating academics and social opportunities increases retention. Use collaborative/cooperative assignments to foster social and academic integration.

Many of these suggestions are not just for the first day. You may want to review these suggestions whenever you are starting a new topic, explaining a difficult assignment, or periodically throughout the course.

APPENDIX II – EFFECTIVE SYLLABUS DESIGN

Effective teaching and learning require a partnership between faculty and students. Consider the syllabus a contract between faculty and students: it provides a binding agreement stating your expectations, how the student should proceed, and how faculty will evaluate the student.

Ideally, the syllabus is a description and plan for a course and should facilitate student learning. Thus, the course syllabus forms the backbone of a course offering:

“The syllabus functions as a major communication device that provides details of how student learning will be assessed and about the roles of both student and instructors in the learning and assessment process.” (Habaneck, DV. An Examination of the Integrity of the Syllabus, College Teaching, 2005; 53:62–4)

As such, the Academic Senate recommends the following elements for all course syllabi:

<u>Required:</u>	<u>Strongly Recommended</u>	<u>Recommended</u>	<u>Optional**</u>
College Name	Instructor(s) Name	Course Description	Academic Integrity
Official Course Title	Office Hours and Location	Missed Exam Policy	Course Objectives
Course Prefix and Number	Instructor(s)' Contact Information	Grade Scale to Determine Final Grade	Department Grading Policies
Term	Schedule and Location(s) of Class Meeting(s)	List of Graded Assignments and Value in Relation to Final Grade	Units
Section Number(s)		Late Policy for Assignments	Outline of all Content covered in course
SLO(s)		Absence/Tardy Policy	Prerequisites
		List of Class Meetings & Relevant Assignments	Submission Policy
		Schedule Change Policy	Revision of Assignments Policy
			Classroom Courtesy
			Add/Drop Deadlines

** There may be additional Optional items to consider, such as lab safety or information about field trips.

Approved by the Academic Senate, March 23, 2017

APPENDIX III – POSITIVE ATTENDANCE ROSTERS (samples)

The Office of Outreach & School Relations will provide faculty with a Daily Attendance Roster (sample below) that will have to be signed by students and recorded during each class session.

College of the Canyons Daily Attendance

Course: COC - Discipline Prefix-Course Number - Section Number
Instructor: Last Name, First Name
Period: X
Time: 7:00am - 7:50pm
Room: Y

Last Name	First Name	Student#	Grade	Student Signature
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Smith	Jane	111222333	11	_____
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To the best of my knowledge, the information contained on this document is verified as accurate and complete.

Signature _____ Date _____

Faculty will also be provided with a Summary Positive Attendance Roster (sample below) that will allow them to track total hours for the entire semester.

Positive Attendance Report

Document total hours of attendance per student per class meeting (e.g. 1 hour and 20 minutes = 1.33).
At the end of the term, please email this form to Linda De Leon at linda.deleon@canyons.edu

Student name															
	Date	Date2	Date3	Date4	Date5	Date6	Date7	Date8	Date9	Date10	Date11	Date12	Date13	Date14	Date15