

# COASTLINE COMMUNITY COLLEGE

## FACULTY HANDBOOK 2017/2018







# Faculty Handbook

2017



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## General Information

### ***Coastline's Vision***

*“Creating opportunities for student success.”*

### ***Mission Statement***

Coastline Community College steadfastly focuses on providing access and supporting student success and achievement. Inspired by an innovative and student-centered mindset, Coastline delivers flexible courses and services that cultivate and guide diverse student populations across the globe to complete pathways leading to the attainment of associate degrees, certificates, career readiness, and transfer to four-year colleges/universities.

### ***2016 – 2020 College Goals***

Coastline incorporates a broad range of assessments to ensure that the mission of the campus is being followed and continually met. Within the metrics of the College are the college wide goals, which govern the planning direction as a guiding principle for continuous quality improvement. The following provides a list of the 2016-2020 Coastline goals.

**Student Success, Completion, and Achievement:** The focus of this goal is to increase student academic success, and completion of basic skills and academic pathways leading to the attainment of degrees, certificates, and transfer to four-year universities.

**Instructional and Programmatic Excellence:** The focus of this goal is continually to assess and improve the quality of instructional courses and programs to support student success, completion, and achievement.

**Access and Student Support:** The focus of this goal is to increase student access to obtain a high quality education and provide adequate learning support services to enhance the learning experience and to advance student success, completion, and achievement.

**Student Retention and Persistence:** The focus of this goal is to increase student course retention and term-to-term persistence leading to the timely completion of basic skills, degree, certificate, and transfer pathways.

**Culture of Evidence, Planning, Innovation, and Change:** The focus of this goal is to continually build, strengthen, and advance the College's planning culture and strategies around evidence-based and governance structures to create significant positive change.

**Partnerships and Community Engagement:** The focus of this goal is to strengthen collaborative activities through partnerships with the business industry, government

agencies, educational institutions, and the public to enhance the College's capabilities and opportunities for students.

**Fiscal Stewardship, Scalability, and Sustainability:** The focus of this goal is to advance and sustain the College's capacity for student success and achievement through the efficient use of resources as well as expanded, diverse, and responsive programs and services.

### ***Institutional Learning Outcomes***

1. Demonstrate understanding and appreciation for the visual and performing arts.  
Art 100, 101, or 105; Music 100; Theater Arts 100 or 101; Humanities 100, 110, or 135 (also most art, music, or theater arts courses)
2. Demonstrate ethical civic, environmental, and social responsibility.  
Philosophy 120 or Political Science 180
3. Demonstrate ability to apply critical thinking and analysis.  
Communication Studies 101 or 110; English 102; Philosophy 115; Counseling 105
4. Demonstrate innovative thinking, adaptability, and creative problem-solving skills.  
Counseling 105
5. Demonstrate understanding and respect for cultural and global diversity.  
Anthropology 100 or 150; Art 100, 101, 103, 104, 105, 109, 135, 136, 137, 138, 175, 233, 235, 236, 237, 260, 261, 262, or 265; Criminal Justice 148; English 144 or 145; any language course over 100; Geography 185; Gerontology 140; History 115, 122, 124, 125, 128, 132, 135, 146, 161, 162, 180, or 185; Humanities 100 or 110; Human Services 100; Music 103; Philosophy 100 or 113; Sociology 130
6. Demonstrate information competency.  
Communication Studies 110; English 102; Library Science 110.
7. Use effective communication and interpersonal skills.  
(Communications) Communication Studies 100, 101, or 110; English 100 or 135; (also, any international language course) (Interpersonal) Communication Studies 100 or 101
8. Use scientific and quantitative reasoning.  
(Scientific) Almost any science course or Anthropology 185; (Quantitative) Mathematics 030 or higher (except Mathematics 080)

## **Guidelines for Determining if a Course Meets Any of the Eight Core Degree Level Outcomes (Institutional Student Learning Outcomes- ISLOs)**

Most courses (but not all) will teach the mastery of one of the eight core degree-level outcomes. A few will teach more than one. But no course will teach all or even most of them; do not check all or most of these on the course outline of record.

Coastline Community College is dedicated to assuring that all students who earn an A.A. degree will have mastered the Eight Core Degree-Level Outcomes. Listed below

Does this course contribute to any of these eight? Please check any that apply.

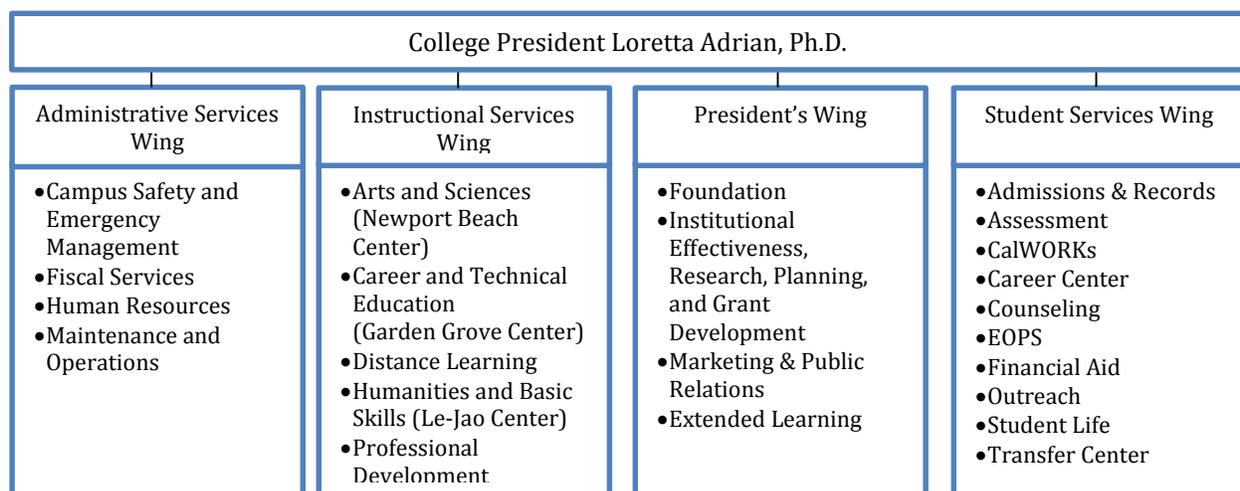
- Demonstrate understanding and appreciation for the visual and performing arts
  - Demonstrate ethical civic, environmental, and social responsibility
  - Demonstrate ability to apply critical thinking and analysis
  - Demonstrate innovative thinking, adaptability, and creative problem-solving skills
  - Demonstrate understanding and respect for cultural and global diversity
  - Demonstrate information competency
  - Use effective communication and interpersonal skills
  - Use scientific and quantitative reasoning
1. Only courses in the art discipline or in one of the performing arts disciplines qualify for the first category: dance, music, and theater arts.
  2. Does this course specifically teach students to be responsible in community or worldwide concerns? Does it teach about environmental concerns?
  3. Title 5 of the California Education Code states that all college courses must require that students demonstrate the use of critical thinking. Does this course go beyond that minimum requirement and specifically teach students logic, logical fallacies, or Boolean logic?
  4. Does this course require students to use and to demonstrate innovative thinking and/or creative problem solving skills? Does this course teach students how to do this type of thinking and problem solving?
  5. Is this a multicultural or global course? Does it qualify for the Coastline A.A. degree as a multicultural or global course? If it doesn't, don't mark this core outcome.
  6. Does this course teach students how to do library research and how to properly document sources and write a bibliography, and does it require a written research paper?

7. Of course, all courses require that teachers communicate with their students and that students communicate with their teachers and fellow students. But does this course specifically teach students communication skills? All the courses in the Communication Studies Discipline fit this category as do all International Language courses. Most English as a Second Language courses would fit this requirement as well as English composition courses. Although several written essays are required in English literature courses, they do not fit this category; they do not specifically teach communications skills; they assume that students already have learned these skills. Ironically, Communications 100 does not fit this category; it is a course about the history and development of newspapers, magazines, radio, and television, not a course that teaches students how they can communicate.
8. Does this course teach scientific and quantitative reasoning? Mathematics and Science courses should qualify for this category.

### **Organizational Chart**

The organizational structure of the college is composed of four operational wings, which include Administrative Services, Instructional Services, President's, and Student Services.

Figure 1.1 *Organizational Chart*



## ***Coastline Campuses***

You'll find Coastline throughout Orange County. Campuses include the Le-Jao Center in Westminster, the Garden Grove Center in Garden Grove, and the Newport Beach Center where Costa Mesa meets Newport Beach. Coastline's administration building is located in Fountain Valley, where you'll find the Admissions Office, the Bookstore, Counseling Office, Assessment Center, Financial Aid, EOP&S, and the Office of the President.

1. College Center  
(Administration)  
11460 Warner Avenue  
Fountain Valley, CA 92708  
(714) 546-7600
  
2. Garden Grove Campus  
12901 Euclid Street  
Garden Grove, CA 92840  
(714) 241-6209
  
3. Le-Jao Campus  
14120 All American Way  
Westminster, CA 92683  
(714) 241-6184
  
4. Newport Beach Campus  
1515 Monrovia Avenue  
Newport Beach, CA 92663  
(714) 241-6213

## Instructor Responsibilities

### Admissions and Records

#### MyCCC Overview

MyCCC is Coastline's Internet portal system for Coastline students, faculty, and staff. Faculty can use MyCCC to:

- Access up-to-date rosters
- Retrieve add authorization codes
- Submit final grades
- Report positive attendance
- Obtain students' e-mail addresses, phone #s, addresses, etc.
- Perform instructor initiated drops

For more information about MyCCC, go to: [MyCCC](http://myccc.coastline.edu) (URL: <http://myccc.coastline.edu>)

If you are having problems logging into MyCCC, please submit an [online help request](http://www.coastline.edu/helpdesk/password/) (URL: <http://www.coastline.edu/helpdesk/password/>) for MyCCC Password Reset. Be prepared to give your Employee ID #. To get your Employee ID #, look on your pay stub, contact your Area Site Facilitator, or call Debbie Nibel in the Personnel Office at (714) 241-6149.

The screenshot displays the MyCCC Faculty Dashboard for Sylvia E. Amitoelau, logged in as 'Sylvia E. Amitoelau'. The interface includes a navigation menu with 'Home', 'Faculty', 'Student', 'Employee', and 'CCC Student Resources'. The main content area is divided into several sections:

- My Courses:** A section with a 'Click here to:' link and instructions to access course home pages, email professors, and communicate with classmates.
- Faculty Schedule:** A section showing the current date as 'Today is: Jul 27, 2009' and a search box for dates (MM/DD/YYYY) with a 'Go' button. Below the search box, it shows 'Jul 27, 2009' and a 'Weekly View' link.
- Faculty Dashboard:** A section listing courses for 'Institution: Coastline Community College'. The courses listed are: 'Microsoft Windows 1 BC C104 CCC Fall 2009' (three instances) and 'Microsoft Excel 2 BC C121 CCC Fall 2009'. Each course entry includes icons for calendar, admin, and help.
- Faculty Grade Assignment:** A section for 'Institution: Coastline Community College' with a 'Final Grades' dropdown menu and a 'Go' button. Below this, it states 'No Final Grades are required at this time.'
- Other Faculty Resources:** A section with links for 'Faculty Term Rosters', 'Drop Rosters', and 'Positive Attendance Rosters'.

## Logging into MyCCC

You can log into MyCCC from anywhere as long as you have a computer, Internet connection, and a Web browser, such as Microsoft Internet Explorer or Mozilla Firefox. MyCCC works on both Windows and Macintosh computers.

1. From the [Coastline Website](http://coastline.edu): (URL: <http://coastline.edu>), click the **MyCCC** button.



2. Enter your **MyCCC user name**. This is typically your first initial and last name. (e.g. rgenery).

A screenshot of a web form titled 'Secure Access Login'. It has two input fields: 'User Name:' with the text 'rgenery' entered, and 'Password:' with asterisks. Below the fields are two buttons: 'Login' and 'Cancel'. At the bottom, there is a note: 'Note: Accounts not used after one year (365 days) will be deleted.' and a link that says 'Forgot Password?'.

- **MYCCC USER NAME:** This is generally the first letter of your first name + your last name. This would be your name as it appears on official district documents. For instance, an instructor named Robert Genery may go by Bob, but his official name is Robert at the district. So, his user name is **rgenery**. (However, this isn't always the case. Please read the notes under Step 3.)
3. Tab to or click in the **Password** field and type in your **MyCCC initial password**.
    - **MYCCC "INITIAL" PASSWORD:** When you log into MyCCC for the first time, your password is your birth date in the six-digit mmddyy format. So, a person born on May 7, 1971, would have 050771 as their MyCCC initial password.
  4. Once you have entered your user name and password in the text boxes, click **Login**.

- Upon initial log in, you will be prompted to change your password. Look at the Password Rules on the right and enter a **new password**. Then, enter that password again as a confirmation.

**Password Expired**

Please provide a new password.

New password:

Confirm New password:

**Save Changes** **Cancel**

**Password Rules**

- Length must be 8 or greater
- Length must be 20 or less
- Must contain at least one letter
- Must contain at least one digit

- When you are finished, click **Save Changes**.
- Next, you will be prompted to answer three secret questions (the third question is determined by you). Enter answers in each of the fields (see sample below).

*Note: Answers are case-sensitive and must be entered exactly the same way in the future. You may want to write down your secret questions and answers and store them in a secure place.*

Questions	Answers
What is the first name of your best childhood friend?	Jennifer
If you could travel to any place in the world, where would you go?	Bali
What is your favorite sport?	Soccer

**Submit Setup**

- When you are finished entering your secret questions and answers, click **Submit Setup**.
- Once your secret questions and answers are accepted, click **Click here to continue**. You will be taken to the **Home** tab in MyCCC.

**Secret Questions and Answers Setup Success**

You have successfully setup your secret questions and answers.

[Click here to continue.](#)

## Logging into MyCCC (After Logging In For the First Time)

1. From the Coastline Web site (<http://coastline.edu>), click the **MyCCC** button.



2. Enter your **MyCCC username**. This is typically your first initial and last name. (e.g. rgenery).

A screenshot of a "Secure Access Login" form. The form has a light blue header and a light gray body. It contains two input fields: "User Name:" with the text "regenery" and "Password:" with asterisks. Below the fields are "Login" and "Cancel" buttons. A note at the bottom states: "Note: Accounts not used after one year (365 days) will be deleted." and a link for "Forgot Password?".

3. Tab to or click in the **Password** field and type in your **MyCCC Password**. This is the password you created in MyCCC.
4. Click **Login**.
5. If you have forgotten your password, click **Forgot Password?** If you have forgotten your MyCCC password, you can log in by supplying answers to your previously determined secret questions.

## What if My Log In is Unsuccessful?

- If your log in is unsuccessful, you may have tried the wrong user name. Your MyCCC username may **NOT** be the same user name and password that you use for Coastline email (OWA). For instance, if you have a common last name, chances are that there will be other employees in the district with your same first initial and last name. In that case, a number is placed after your name (e.g., jsmith1, jsmith2, jsmith3).
- If you can't log in after two attempts, If you are having problems logging into MyCCC, please submit an [online help request](http://www.coastline.edu/helpdesk/password/) (URL: <http://www.coastline.edu/helpdesk/password/>) for MyCCC Password Reset. Be prepared to give your Employee ID #. To get your Employee ID #, look on your pay stub, contact your Area Site Facilitator, or call Debbie Nibeel in the Personnel Office at (714) 241-6149.
- If you are unsuccessful, please do not attempt to log in more than two or three times. After five unsuccessful attempts, the account will be temporarily disabled.

## MyCCC Basic Structure-Tabs and Channels

The basic structure of MyCCC is:

- **Tabs** - Each tab represents a role within the district (Faculty, Employee, and Student).
- **Channels** - Within each tab, information is organized into columns. Each of the columns contains multiple “channels” of information. Each of the individual channels can be focused, maximized and some can be removed. **DO NOT REMOVE A CHANNEL!** If you remove a channel, you can't get it back!

The screenshot displays the MyCCC web interface for the Coast Community College District. At the top, there is a navigation bar with three tabs: 'Home', 'Faculty', and 'Employee'. The 'Employee' tab is currently selected. Below the tabs, the user's name 'K Cordova' and login status are visible. The main content area is divided into several channels, each with a title and a list of items. The channels shown are: 'Personal Announcements' (no announcements), 'OCC Messages' (with a 'Focus' callout), 'CCC Messages' (no announcements), 'Quick Links', 'Word of the Day' (with a 'Dictionary.com' logo), 'CCC Events' (with a 'Maximize' callout), 'E-mail' (with an 'Outlook Web Access' link and 'OCC E-mail' and 'CCC E-mail' links), 'My Calendar' (with a 'Channel' callout), and 'Bookmarks'. The 'CCC Events' channel contains several event listings, including 'EOPS/CARE Holiday Party', 'Kaleidoscope Leadership Institute', 'CDMA Holiday Party', and 'Fall Fashion Sale'. The 'E-mail' channel contains information about logging into the OCC and CCC Outlook Web Access systems. The 'My Calendar' channel contains a link to login to the calendar. The 'Bookmarks' channel is partially visible at the bottom. The interface is dated November 28, 2007.

*The tabs and channels displayed in MyCCC will vary depending on your role type (faculty, employee, and student) and college (Coastline Community College, Golden West College, and Orange Coast College). Your view may be slightly different from the screen captures shown in this manual.*

## Faculty Tab

In this section, you will learn how to access and print a roster for your class from the **Faculty Dashboard** channel.

### 1. Click the **Faculty** Tab.

COASTLINE COMMUNITY COLLEGE

Welcome Sylvia E Amitoelau  
You are currently logged in.

My Account  
Content Layout  
Portal Admin

Calendar Admin Logout Help

Home **Faculty** Student Employee CCC Student Resources

November 13, 2008

**Personal Announcements**  
There are no announcements

**CCC Messages**  
There are no announcements

**Quick Links**

- CCC On-Line Help Desk
- Coastline Community College Website
- Purchase a Coastline Parking Decal
- Order an Official CCC Transcript
- Coastline Financial Aid Information
- My Courses - Seaport Login

**CCC Events**  
Coastline Community College Events

**"The Memory Game" at the Coastline Art Gallery**  
"The Memory Game" at the Coastline Art Gallery runs October 23-November 22, 2008

**Student Advisory Council canned food drive**  
Coastline's student activity group, SAC, is holding a canned food drive November 3-14, 2008.

**Strikes 4 Scholarships**  
Foundation fundraiser at Fountain Bowl

**Holiday art sale at the Coastline Art Gallery**  
Holiday art sale at the Coastline Art Gallery taking place December 4-6

**"The Visual Word" at the Coastline Art Gallery**  
"The Visual Word" at the Coastline Art Gallery runs from February 5-March 7, 2009.

**Bookmarks**

- JA-SIG Homepage
- Seaport Home
- SunGard Higher Education Homepage

**E-mail**  
Outlook Web Access  
CCC E-mail  
Select the CCC E-mail link to login to CCC's Outlook Web Access e-mail system.

**My Calendar**  
November 2008

S	M	T	W	T	F	S
02	03	04	05	06	07	08
09	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Today is: 2008/11/13

All of your classroom administrative tools are found on the **Faculty** tab.

COASTLINE COMMUNITY COLLEGE

Welcome Sylvia E Amitoelau  
You are currently logged in.

My Account  
Content Layout  
Portal Admin

Calendar Admin Logout Help

Home **Faculty** Student Employee CCC Student Resources

November 13, 2008

**My Courses**  
Click here to:  
Access your course home pages, email your professors, communicate with classmates, and access many more course-related materials.

**Faculty Schedule**  
Institution: Coastline Community College  
Today is: Nov 06, 2008

**Faculty Dashboard**  
Institution: Orange Coast

- Microsoft Excel 1 BC C120 CCC Spring/Interession 2008
- Microsoft Excel 1 BC C120 CCC Spring/Interession 2008
- Microsoft Windows 1 BC C104 CCC Fall 2008
- Microsoft Excel 2 BC C121 CCC Fall 2008
- Microsoft Excel 2 BC C121 CCC Fall 2008

More

## Faculty Dashboard Channel

There are several channels (boxes) available on the **Faculty** tab. The **Faculty Dashboard** channel is the most important of these channels because it lists the courses you are teaching.



- From the **Faculty Dashboard** channel, click the **Class List** icon, and you will go to the **Summary Class List** screen.



**NOTE:** If you do not see your class listed in the Faculty Dashboard, click **More** to view the entire list.

If you would rather show a specific number of classes in the Faculty Dashboard instead of clicking the **More** button, you can use the **Edit** button to change the preferences. Please refer to **Appendix A: Using the Edit Button to Change Channel Preferences** for instructions.

## Icons On The Faculty Dashboard

Icon	Description
	<p><b><u>Class List</u></b> – allows you to see the following information on one screen:</p> <ul style="list-style-type: none"> <li>• Course Information</li> <li>• Enrollment Counts</li> <li>• Summary Class List which lists all enrolled students</li> <li>• Print your Faculty Term Roster, Add Authorization Codes, and Drop Status Roster</li> <li>• Download your roster and student contact information to an Excel spreadsheet</li> <li>• In addition, you can e-mail students individually or you can e-mail the entire class from the Summary Class List screen. *See note below.</li> </ul>
	<p><b><u>Waitlist</u></b> – View any students on the waitlist.</p>
	<p><b><u>Syllabus (optional)</u></b> - Use Seaport to enter syllabus information for your course. Any information entered in the MyCCC Syllabus area will appear in the searchable Class Schedule for all students.</p>
	<p><b><u>Office Hours (not being used)</u></b> - Use Seaport to enter instructor availability and instructor contact information.</p>
	<p><b><u>E-mail class</u></b> allows you to e-mail your class with one icon. *See note below.</p>

*\* NOTE: The email function in MyCCC launches the default e-mail program that is set up on the computer you are using. For example, if you are e-mailing from home, and your personal e-mail provider is Yahoo!, the e-mail will be sent from your personal Yahoo! Account.*

*To protect your personal e-mail account from student access you will need to copy and paste the students' e-mail addresses into an OWA e-mail message. It is college policy for faculty to use the @coastline.edu e-mail for all official college business. See "Appendix B - Coastline E-mail (OWA)" for detailed instructions. Make sure you paste all of the students' e-mail addresses into the Bcc box of the message header. This will ensure the students' privacy.*

## Rosters

### Viewing and Printing Faculty Term Rosters

The following instructions will explain how to view and print Faculty Term Rosters. Once you have accessed the **Summary Class List**, it can be printed or downloaded as an Excel file.

1. To view the Faculty Term Roster, click **Print Basic Roster**.

Maximum Actual Remaining  
Enrollment: 119    6    113  
Cross List: 0    0    0

**Summary Class List**

Record Number	Student Name	ID	Reg Status	Level	Credits	Grade Detail
1	Bunny, Bugs	111111111	Instructor drop-after 30%	Coastline Undergraduate	0.000	
2	Duck, Daffy	222222222	**Web Registered**	Coastline Undergraduate	1.500	
3	Joe, G.I.	333333333	**Web Registered**	Coastline Undergraduate *	1.500	
4	Kangaroo, Captain	444444444	**Registered**	Coastline Undergraduate	1.500	
5	Phoey, Hong Kong	555555555	**Web Registered**	Coastline Undergraduate	1.500	
6	Prime, Optimus	666666666	**Web Registered**	Coastline Undergraduate	1.500	
7	Squirrel, Sandy	777777777	**Web Registered**	Coastline Undergraduate	1.500	

Email class

Excel Download    Print Basic Roster

When you click on the **Print Basic Roster** button, you will be taken to the **Faculty Term Roster** screen (see screen capture on the following page).

**Coast CCD  
CCC Spring/Intersession 2008  
First Half Term**

CRN	SUBJ	CRSE	CREDITS	COURSE TITLE						
92732	BC	C120	1.50	MICROSOFT EXCEL 1						
<b>INSTRUCTOR(S)</b> - (P)rimary					<b>TYPE</b>	<b>DAYS</b>	<b>TIME</b>	<b>BLDG.</b>	<b>ROOM</b>	
Amitoelau, Sylvia (P)					Schedule	M	0615-0830pm	GG CTR	102	
					Schedule	TBA	-	CCC	ONLINE	

**CRITICAL DATES**

Start Date: 28-JAN-2008	Last Date to drop without a "W": 14-FEB-2008
End Date: 23-MAR-2008	Last Date to drop with a "W": 10-MAR-2008
Last Date to add class: 05-FEB-2008	Census Date: 06-FEB-2008
Last Date to drop with a refund: 29-JAN-2008	Add Auth Expiration: 05-FEB-2008

Faculty Term  
Roster

Student Name	ID	Reg	Cr	M	T	W	R	F	S	M	T	W	R	F	S	M	T	W	R	F	S
1 Bunny, Bugs	C111111	AU	.00																		
2 Duck, Daffy	C222222	RW	1.50																		
3 Joe, G.I.	C333333	RW	1.50																		
4 Kahanamoku, Duke	C444444	RE	1.50																		
5 Phooey, Hong Kong	C555555	RE	1.50																		
6 Pig, Petunia	C666666	RW	1.50																		
7 Squirrel, Sandy	C777777	RW	1.50																		
8 Student, Joe	C888888	RE	1.50																		

- To print this roster, click on your browser's **Print** button located near the top of your screen. (As an alternative, click **File** on the menu bar near the top left of your screen, and then click **Print** or use the keyboard shortcut Ctrl P).
- When you are finished printing, click **Back to Faculty Tab**.



## Registration Status Codes

<b>Code</b>	<b>Description</b>
<b>AA</b>	Administrative Drop no W
<b>AC</b>	Administrative Drop no Refund
<b>AD</b>	Administrative Drop
<b>AI</b>	Administrative Drop with W
<b>AN</b>	Administrative Drop w/Refund
<b>AU</b>	Audit
<b>CC</b>	Cancelled Course
<b>D</b>	Drop for Calculated Drop Codes
<b>DA</b>	Drop no W
<b>DC</b>	Drop no Refund
<b>DD</b>	Drop
<b>DF</b>	Drop for Non Payment of Fees
<b>DI</b>	Drop with W
<b>DN</b>	Drop with Refund
<b>DW</b>	Drop Web
<b>IA</b>	Instructor Drop no Ref-no W
<b>IC</b>	Instructor Drop Refund & Census
<b>ID</b>	Instructor Drop
<b>II</b>	Instructor Drop After 30%
<b>IN</b>	Drop No Grade w/Refund
<b>IP</b>	Open Entry/Open Exit Add
<b>MA</b>	Move Add
<b>MD</b>	Move Drop

<b>Code</b>	<b>Description</b>
<b>MW</b>	Military Withdrawal
<b>NS</b>	No Show Drop
<b>PD</b>	Didn't Meet Pre-Requisite Drop
<b>RA</b>	Re-Add the Course
<b>RS</b>	Re-Instate Student
<b>TA</b>	Telephone Assisted
<b>RE</b>	Registered
<b>RI</b>	Re-Instate Instructor
<b>RW</b>	Web Registered
<b>WL</b>	Waitlisted

## Add Permits and Add Authorization Codes

1. For **On-Site Courses (i.e. classroom courses)**, the Pink Add Permits will be placed in your mailbox prior to your course start date (see sample below).
2. If a student wants to add your course, simply fill out the student's information and hand the pink permit form to the student, so that they can register for the course on MyCCC.

### Add Permit

CCC Fall 2011 GG CTR  
 Second Half Term

Once the Term begins, you must have an Add Permit in order to register in the course  
 Register using MyCCC on or before the expiration date 11/1/2011

---

**How to Register:**

1. Log on to MyCCC on or before the expiration date
2. Click on the Student Tab (you MUST have a registration appointment to continue)
3. Under Registration Tools click on Add and Drop Classes
4. Under Registration Term select CCC Fall 2011 and click submit
5. Enter the CRN number - if you are waitlisted, choose Web Registered from the drop down menu for this CRN
6. Click on Finalize Add/Drop
7. Under Registration Add Authorization Code enter the ADD CODE number in the box next to Incomplete and click on Validate
8. Click Submit - Verify your enrollment, then click on Pay Fees
9. Print your Student Class Program to verify your enrollment, fees paid and refund and withdrawal deadline dates
10. Verify with your instructor that you are on the updated instructor class roster

---

**FEES ARE DUE AT THE TIME OF REGISTRATION**

If you enroll in a class after it has started, you will NOT be dropped for non-payment. You are accountable for your registration fees and a hold will be placed on your records if the fees are not paid in full.

**REFUNDS:** If you stop attending a class, you must drop on or before the refund deadline to receive a refund

**Course Info** Refund Date: 10/27/2011

If you enroll in a class after the refund deadline, and drop the class, you will not receive a refund or fee cancellation.  
 Enrollment is conditional upon completion of course pre-requisite and/or program restrictions.

---

(To be completed by instructor) Instructor signature and first date of attendance are required for in-person registration

Instructor: Lockwood, Frederick ID #: \_\_\_\_\_  
 Course Name: MS C100  
 CRN: 81104 Student Name: \_\_\_\_\_

**First Date of Attendance:** \_\_\_\_\_  
 First date of attendance must be on or before the Add Code Expiration Date

Code may be used one time only

**ADD CODE**

**9996**

Expiration Date: 11/01/2011

Instructor Signature
Signature Date

---

Students unable to register on MyCCC must register in-person  
 Instructor signature and first date of attendance are required for in-person registration

**Deadline for registration is 11/01/2011. No registration in this course is permitted after this date.**  
 Students who do not register by the deadline will NOT be allowed to attend the class and will NOT receive a grade!

Registration Office Hours: 8am-5pm (M-TH) 8am-12pm (FRI)  
 Phone: 714 241-6167

It is the policy of the Coast Community College District to provide all persons with equal employment and educational opportunities regardless of race, color, gender, sexual orientation, national origin, religion, age, disability, or marital status.



## Excel Download

The Excel download file includes a more complete roster with students' phone numbers, addresses, final grades, etc. You can use the Excel file to print rosters and keep records of the students' final grades for your course. To access the Excel download, first go to the Summary Class List. From the **Summary Class List** screen complete the following steps:

### 1. Click **Excel Download**.



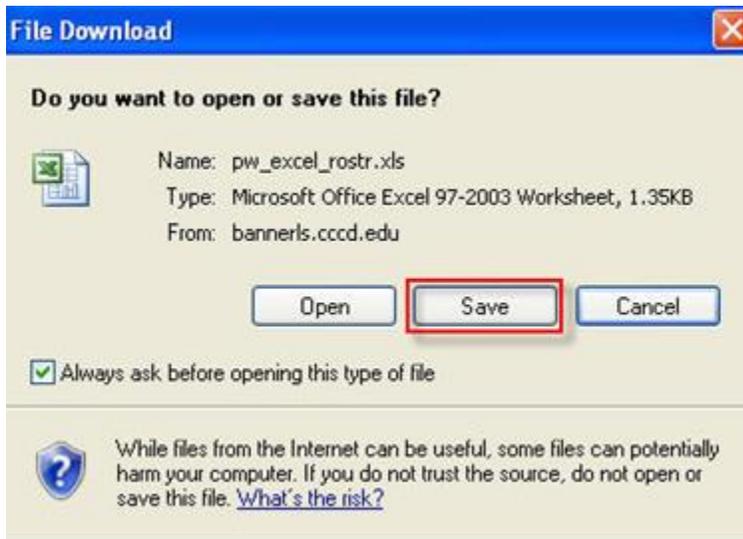
Maximum Actual Remaining  
Enrollment: 119 6 113  
Cross List: 0 0 0

**Summary Class List**

Record Number	Student Name	ID	Reg Status	Level	Credits	Grade Detail
1	Bunny, Bugs	111111111	Instructor drop-after 30%	Coastline Undergraduate	0.000	
2	Duck, Daffy	222222222	**Web Registered**	Coastline Undergraduate	1.500	
3	Joe, G.I.	333333333	**Web Registered**	Coastline Undergraduate	1.500	
4	Kangaroo, Captain	444444444	**Registered**	Coastline Undergraduate	1.500	
5	Phooey, Hong Kong	555555555	**Web Registered**	Coastline Undergraduate	1.500	
6	Prime, Optimus	666666666	**Web Registered**	Coastline Undergraduate	1.500	
7	Squirrel, Sandy	777777777	**Web Registered**	Coastline Undergraduate	1.500	

Email class 

### 2. The File Download window will appear. Click **Save** to save the file.



**File Download**

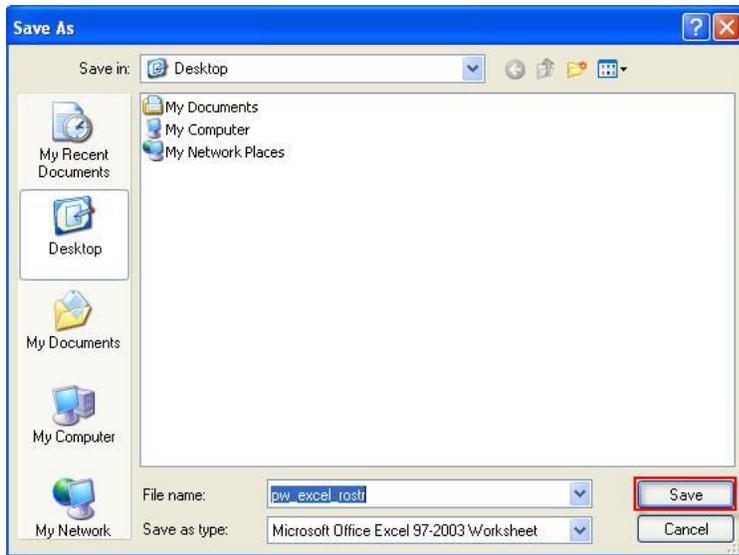
Do you want to open or save this file?

 Name: pw\_excel\_rostr.xls  
Type: Microsoft Office Excel 97-2003 Worksheet, 1.35KB  
From: bannersl.cccd.edu

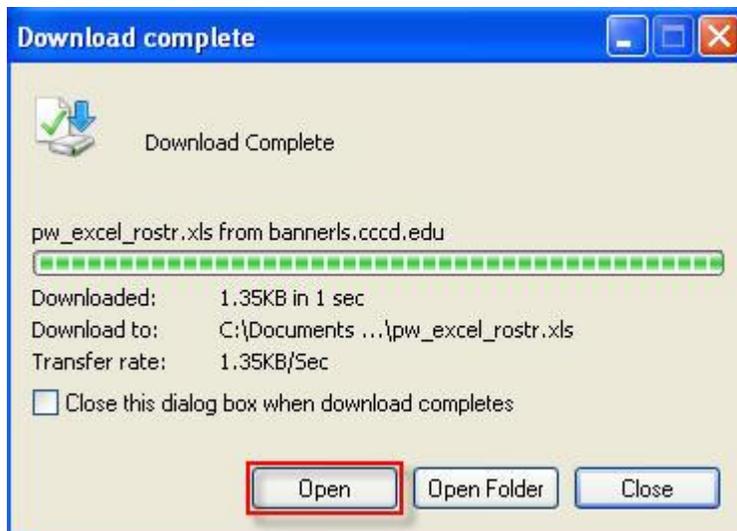
Always ask before opening this type of file

 While files from the Internet can be useful, some files can potentially harm your computer. If you do not trust the source, do not open or save this file. [What's the risk?](#)

3. Navigate to the place on your computer where you'd like to save the file and click **Save**.



4. Now that the download is complete, click **Open** to open the Excel file.



## Excel Data File (Downloaded from the Course Roster)

The Excel file contains students that are currently registered as well as students that have dropped, so pay special attention to the **Registration Status** column. Refer to the Add/Drop Codes section of this manual for a description of the registration status codes.

You can manipulate the Excel spreadsheet any way you like. To make sure the data in each column is visible, double-click the boundary between the column letter headings. This will expand each column enough to show the heading and the contents of the cells below.

The image shows a screenshot of an Excel spreadsheet with several callouts. A mouse cursor is pointing to the boundary between columns G and H. A callout bubble points to the boundary between columns C and D, stating: "Double-click or click/drag in between the column letters to adjust column width." Another callout bubble points to the 'PHONE' column header, stating: "Phone numbers". A third callout bubble points to the 'REGISTRATION STATUS' column header, stating: "List includes both registered and dropped students." A fourth callout bubble points to the 'STATUS D' column header, stating: "Final grades will appear here after final grades have been submitted." The spreadsheet data includes columns for TERM, CRN, SUBJ, CRS, ID, LNAME, FNAME, MI, MAJOR, PHONE, PERS. EMAIL, REGISTRATION STATUS, Address, City, State, Zip, STATUS D, GRADE, and REG SEQ.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1																				
2	TERM	CRN	SUBJ	CRS	ID	LNAME	FNAME	MI	MAJOR	PHONE	PERS. EMAIL	REGISTRATION	Address	City	State	Zip	STATUS D	GRADE	REG SEQ	
3	200823	82958				Bunny	Bugs	B	Other Tr	(714) 555-8974	bbunney2@stu	DN	19 Garde	Long Be	CA	90807	#####			
4	200823	82958				Doe	Jane	R	Account	(714) 555-8344	jdoe34@stude	RW	333 San N	Fountal	CA	92708	23-Jul			
5	200823	82958				Jones	Pocahontas		Occupat	(562) 555-3551	pjones759@stu	DA	101 Louis	Garden	CA	92841	#####			
6	200823	82958				anand	Du			(714) 555-5885	dkahan@oku	RW	12 Vin							
7	200823	82958				ma	Ma			(714) 555-5885		RW	85 Ma							
8	200823	82958				anank	Lea			(714) 555-5885		RW	92 19							
9	200823	82958				tyear	Buz			(714) 555-5885		DD	91 Ac							
10	200823	82958				Mouse	Mickey	M	Undecla	(909) 555-5885		RW	11 Tri							
11	200823	82958				Mouse	Minnie	M	Busines	(714) 555-5885		DN	11 De							
12	200823	82958	BC	C121	C777777	Sam	Yosemite	N	Digital	(714) 555-5885		RE	28 S Harn	Santa Ai	CA	92704	#####			
13	200823	82958	BC	C121	C888888	Skywalker	Luke	G	Office &	(949) 555-5885		st	61 Port C	Hunting	CA	92646-84	15-Jul-08			
14	200823	82958	BC	C121	C131313	Squirrel	Sandy	M	Account	(951) 555-5885		st	654 Katel	Anaheir	CA	92804	21-Jul-08			
15	200823	82958	BC	C121	C101010	Tran	John	X	General	(949) 555-1011	jtran556@stud	RE	500 S Dov	Anaheir	CA	92805-59	3-Sep-08			
						Maria	L		General	(951) 555-3641										

**WARNING: The Excel file contains confidential information! Please review FERPA guidelines for information on how to handle sensitive data (see "FERPA Basics").**

## E-Mailing Students

1. Send an e-mail to an *individual student* by clicking the **envelope** icon to the right of the student's information. \*See Note below.



Maximum Actual Remaining  
Enrollment: 119 6 113  
Cross List: 0 0 0

Summary Class List

Record Number	Student Name	ID	Reg Status	Level	Credits	Grade Detail
1	Bunny, Bugs	11111111	Instructor drop-after 30%	Coastline Undergraduate	0.000	
2	Duck, Daffy	22222222	**Web Registered**	Coastline Undergraduate	1.500	
3	Joe, G.I.	33333333	**Web Registered**	Coastline Undergraduate	1.500	
4	Kangaroo, Captain	44444444	**Registered**	Coastline Undergraduate	1.500	
5	Phooey, Hong Kong	55555555	**Web Registered**	Coastline Undergraduate	1.500	
6	Prime, Optimus	66666666	**Web Registered**	Coastline Undergraduate	1.500	
7	Squirrel, Sandy	77777777	**Web Registered**	Coastline Undergraduate	1.500	

Email class

Excel Download Print Basic Roster

2. Send the entire class an e-mail by clicking the **E-mail Class** icon below the list of students. \*See note below.



19 Bunny, Bugs C012345 Instructor drop-... Drop with Refund Coastline Undergra

20 Duck, Daffy C11111 Drop with Refund Coastline Undergra

21 Joe, G. I. C22222 \*\*Web Registered\*\* Coastline Undergra

22 Kahanamoku, Duke C33333 Drop with Refund Coastline Undergra

23 Pigt, Petunia C44444 \*\*Web Registered\*\* Coastline Under

24 Squirrel, Sandy C55555 \*\*Web Registered\*\* Coastline Unde

25 Student, Joe C66666 Instructor drop-after 30% Coastline Under

Email class

Excel Download Print Basic Roster

[Return to Previous](#)

[ Term Selection | CRN Selection | Mid Term Grades | Final Grades ]

RELEASE: 7.2

\* **NOTE:** The email function in MyCCC launches the default e-mail program that is set up on the computer you are using. For example, if you are e-mailing from home, and your personal e-mail provider is Yahoo!, the e-mail will be sent from your personal Yahoo! Account.

To protect your personal e-mail account from student access you will need to copy and paste the students' e-mail addresses into an OWA e-mail message. It is college policy for faculty to use the @coastline.edu e-mail for all official college business. See "Appendix B - Coastline E-mail (OWA)" for detailed instructions.

- Remember, in order to comply with FERPA privacy guidelines...
  - Since your rosters include sensitive data, make sure you keep them in a secure place and shred them when you are done.
  - When you are leaving MyCCC, ALWAYS logout, especially if you are using a computer that is not your own. If you don't logout, someone could walk up to the same computer after you're finished and access all your course rosters and your personal information.
  
- Note:
  - The Faculty Term Roster displays active, enrolled students.
  - It is recommended that you print the roster the morning of your classes. If you teach in the evening, print it just before going to the class. This will give you the latest information on who is still enrolled in your class.
  - Mark attendance on your Faculty Term Roster then turn them in to Admissions and Records at the end of your course. Make sure you indicate dates on your roster. The Faculty Term Roster should be used to take attendance.

**Remember: Please use black or navy blue ink on your Faculty Term Roster so that these rosters can be scanned for State required record keeping. Please do not use a pencil or any other colors.**

- Since this roster includes space to take attendance for four weeks, you may want to **print a new one every four weeks** during the length of your course. The good news is that your rosters will be updated each time you print them since they will only print the students registered in your course as of that date.
- Attendance must be turned in for all on-site (classroom) courses. If you have any questions, contact your Discipline Dean or Area Facilitator.
- For safety and observance of security, please close the Faculty Term Roster window as soon as you are done.

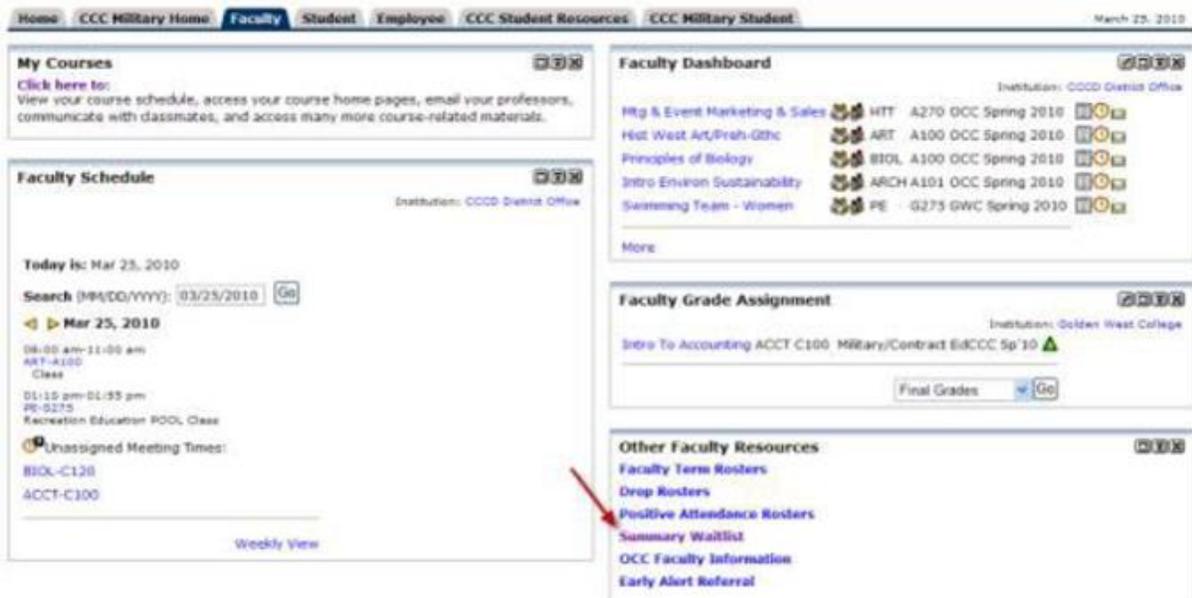
## How to View Waitlists

There are three ways to access the course waitlist.

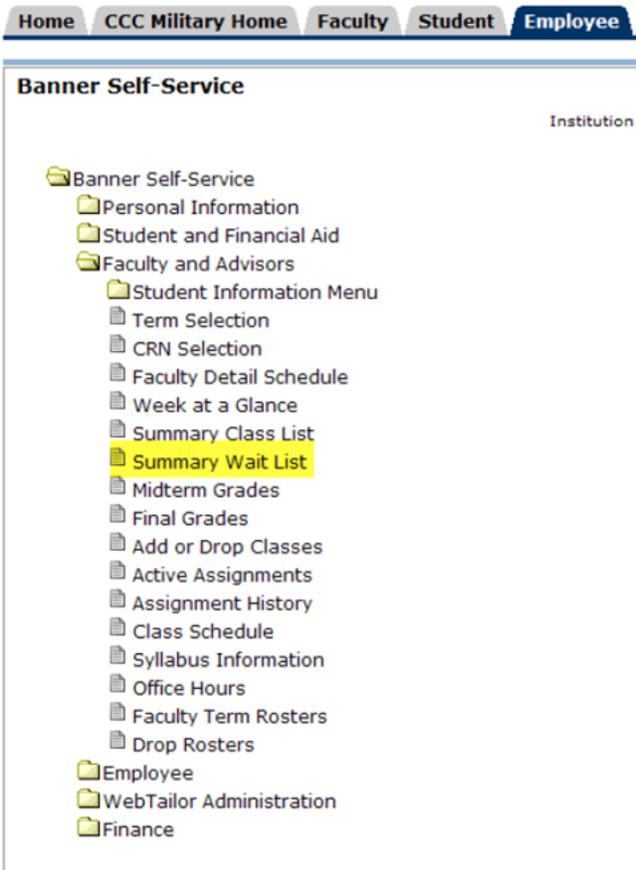
First, log in to MyCCC, MyGWC, or MyOCC (mycoast.cccd.edu)



**Option 1:** Click on the Faculty tab – Select the Summary Waitlist option in the Other Faculty Resources channel:



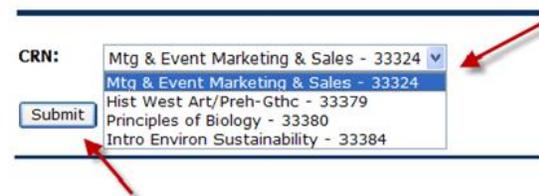
**Option 2:** Click on the Employee tab - Banner Self-Service Channel – Click on the Banner Self-Service Link to display the Menu Items – click on the Faculty and Advisors link – click on the Summary Wait List link.



Select a Term from the drop-down menu and click Submit



Select a CRN from the drop-down menu and click Submit:



If there are students on the waitlist for the selected CRN, the Summary Wait List will display as follows:

### Summary Wait List with notified students:

#### Summary Wait List

OCC Spring 2010  
Mar 25, 2010 03:53 pm

An asterisk will appear next to the appropriate field if any of the following conditions exist:

1. The student has more than one major or department in the primary or secondary curriculum.
2. The student has a program, level, college, or degree in the secondary curriculum that is different from that in the primary curriculum.

If the word Confidential appears next to a student's name, the personal information is to be kept confidential.

#### Course Information

Hist West Art/Preh-Gthc - ART A100 0  
CRN: 33379  
Duration: Mar 21, 2010 - May 30, 2010  
Status: Active

#### Enrollment Counts

	Maximum	Actual	Remaining
Enrollment:	4	3	1
Wait List:	4	1	3
Cross List:	0	0	0

#### Summary Wait List

Waitlist Position	Student Name	ID	Reg Status	Level	Credits	Notification Expires
0	[REDACTED]	[REDACTED]	Waitlisted	OCC Undergraduate	0.000	Mar 24, 2010 02:39 pm

Email wait listed students

[Return to Previous](#)

### Summary Wait List with students not yet notified:

#### Summary Wait List

OCC Spring 2010  
Mar 25, 2010 04:04 pm

An asterisk will appear next to the appropriate field if any of the following conditions exist:

1. The student has more than one major or department in the primary or secondary curriculum.
2. The student has a program, level, college, or degree in the secondary curriculum that is different from that in the primary curriculum.

If the word Confidential appears next to a student's name, the personal information is to be kept confidential.

#### Course Information

Principles of Biology - BIOL A100 0  
CRN: 33380  
Duration: Apr 05, 2010 - May 30, 2010  
Status: Active

#### Enrollment Counts

	Maximum	Actual	Remaining
Enrollment:	2	2	0
Wait List:	2	1	1
Cross List:	0	0	0

#### Summary Wait List

Waitlist Position	Student Name	ID	Reg Status	Level	Credits	Notification Expires
1	[REDACTED]	[REDACTED]	Waitlisted	OCC Undergraduate *	0.000	

Email wait listed students

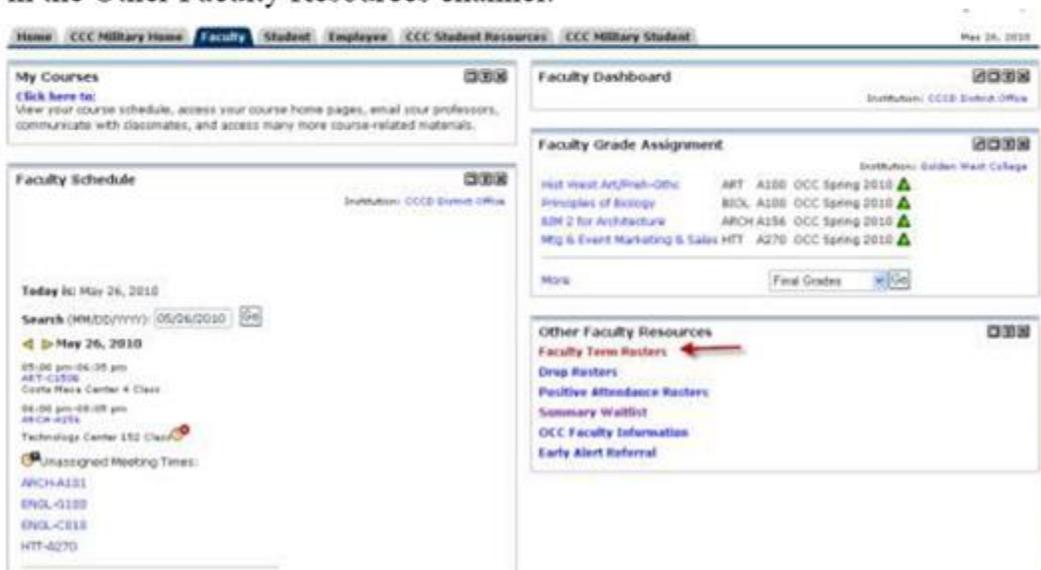
If no students are waitlisted for the selected CRN, the following message will appear:

## Summary Wait List

 There are no students wait listed for:

**33324 HTT A270 Mtg & Event Marketing & Sales, section 001.**

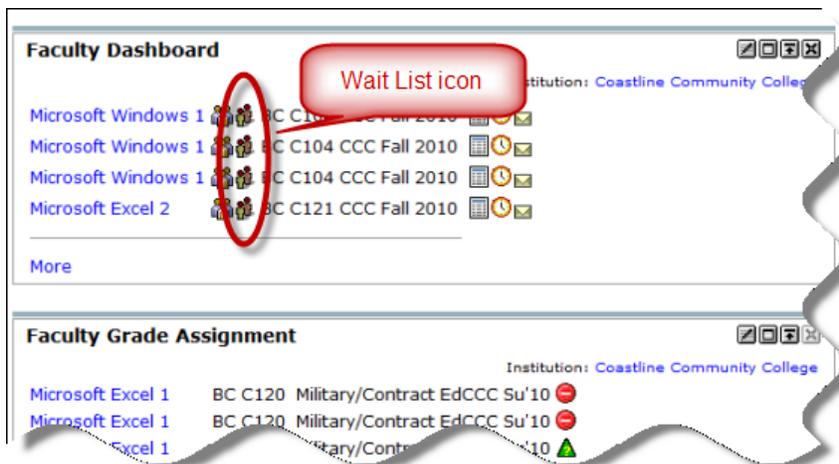
Option 2 - Click on the Faculty tab – Select the Faculty Term Rosters option in the Other Faculty Resources channel:



The screenshot shows a web interface with a top navigation bar containing tabs: Home, CCC Military Home, Faculty, Student, Employee, CCC Student Resources, and CCC Military Student. The main content area is divided into several sections:

- My Courses:** Includes a link to view course schedules and materials.
- Faculty Schedule:** Shows a search function for dates (e.g., May 26, 2010) and a list of courses with their meeting times and locations.
- Faculty Dashboard:** Displays a table of course assignments with columns for course name, CRN, section, and status (indicated by green triangles).
- Other Faculty Resources:** A list of links including Faculty Term Rosters (highlighted with a red arrow), Drop Rosters, Positive Attendance Rosters, Summary Waitlist, OCC Faculty Information, and Early Alert Referral.

**Option 3:** From the Faculty tab, look in the Faculty Dashboard channel and click on the Wait List icon located to the right of the course.



This close-up view of the Faculty Dashboard shows a list of courses. A red circle highlights a small icon next to the course 'Microsoft Windows 1'. A red callout box with the text 'Wait List icon' points to this icon. Below the course list, there is a 'Faculty Grade Assignment' section showing a table of assignments with status indicators (red minus signs and green triangles).

Rosters will display and print in the following order:

1. Registered Students

**Coast CCD  
OCC Spring 2010  
Second Half Term**

CRN	SUBJ	CRSE	CREDITS	COURSE TITLE				
33324	HTT	A270	1.50	MTG & EVENT MARKETING & SALES				
INSTRUCTOR(S) - (Primary)				TYPE	DAYS	TIME	BLDG.	ROOM
[REDACTED]				Schedule	TBA	-	OCCOFF	ONLINE
CRITICAL DATES								
Start Date: 05-APR-2010				Last Date to drop without a "W": 20-APR-2010				
End Date: 30-MAY-2010				Last Date to drop with a "W": 14-MAY-2010				
Last Date to add class: 13-APR-2010				Census Date: 14-APR-2010				
Last Date to drop with a refund: 08-APR-2010				Add Auth Expiration: 13-APR-2010				

Seats Taken Available Waitlisted				As of: 26-MAY-2010 01:09:18																											
30	30	0	1	Week																											
				Date																											
Student Name		ID	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			
1	[REDACTED]	[REDACTED]	2	RW	1.50																										
2	[REDACTED]	[REDACTED]	5	RW	1.50																										
3	[REDACTED]	[REDACTED]	2	RW	1.50																										
4	[REDACTED]	[REDACTED]	6	RW	1.50																										
5	[REDACTED]	[REDACTED]	4	RW	1.50																										

2. Waitlisted Students – Ordered by Waitlist Priority – If there are not students on the Waitlist, the roster will still display, but will be blank.

**Coast CCD  
OCC Spring 2010  
Second Half Term**

CRN	SUBJ	CRSE	CREDITS	COURSE TITLE				
33324	HTT	A270	1.50	MTG & EVENT MARKETING & SALES				
INSTRUCTOR(S) - (Primary)				TYPE	DAYS	TIME	BLDG.	ROOM
[REDACTED] (P)				Schedule	TBA	-	OCCOFF	ONLINE
CRITICAL DATES								
Start Date: 05-APR-2010				Last Date to drop without a "W": 20-APR-2010				
End Date: 30-MAY-2010				Last Date to drop with a "W": 14-MAY-2010				
Last Date to add class: 13-APR-2010				Census Date: 14-APR-2010				
Last Date to drop with a refund: 08-APR-2010				Add Auth Expiration: 13-APR-2010				

Seats Taken Available Waitlisted				Waitlisted Students As of: 26-MAY-2010 01:09:18																											
30	30	0	1	Week																											
				Date																											
Student Name		ID	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			
1	[REDACTED]	[REDACTED]	WL	.00																											
2																															
3																															
4																															
5																															
6																															

3. Add Authorization Codes (AAC's)

Coast CCD  
OCC Spring 2010  
Second Half Term

CRN	SUBJ	CRSE	CREDITS	COURSE TITLE	INSTRUCTOR(S) - (P)imary	TYPE	DAYS	TIME	BLDG.	ROOM
33324	HTT	A270	1.50	MTG & EVENT MARKETING & SALES	[REDACTED] (P)	Schedule	TBA	-	OCCOFF	ONLINE

**CRITICAL DATES**

Start Date: 05-APR-2010	Last Date to drop without a "W": 20-APR-2010
End Date: 30-MAY-2010	Last Date to drop with a "W": 14-MAY-2010
Last Date to add class: 13-APR-2010	Census Date: 14-APR-2010
Last Date to drop with a refund: 08-APR-2010	Add Auth Expiration: 13-APR-2010

**Add Authorization Codes**

Auth#	Student Name	Date
0639		
9338		
1678		
1830		
2956		

4. Dropped Students

Coast CCD  
OCC Spring 2010  
Second Half Term

CRN	SUBJ	CRSE	CREDITS	COURSE TITLE	INSTRUCTOR(S) - (P)imary	TYPE	DAYS	TIME	BLDG.	ROOM
33324	HTT	A270	1.50	MTG & EVENT MARKETING & SALES	[REDACTED] (P)	Schedule	TBA	-	OCCOFF	ONLINE

**CRITICAL DATES**

Start Date: 05-APR-2010	Last Date to drop without a "W": 20-APR-2010
End Date: 30-MAY-2010	Last Date to drop with a "W": 14-MAY-2010
Last Date to add class: 13-APR-2010	Census Date: 14-APR-2010
Last Date to drop with a refund: 08-APR-2010	Add Auth Expiration: 13-APR-2010

Seats				Dropped Students As of: 26-MAY-2010 01:09:18																		
Taken	Available	Waitlisted		Week																		
30	30	0	1	Date																		
Student Name	ID	Reg	Cr	M	T	W	R	F	S	M	T	W	R	F	S	M	T	W	R	F	S	
1	[REDACTED]	[REDACTED]	DD	.00																		
2	[REDACTED]	[REDACTED]	DD	.00																		
3	[REDACTED]	[REDACTED]	DD	.00																		
4	[REDACTED]	[REDACTED]	DF	.00																		
5	[REDACTED]	[REDACTED]	DF	.00																		

**Note: Utilizing the waitlist when assigning Add Authorization Codes is not required.**

## Instructor Drops (Dropping Students)

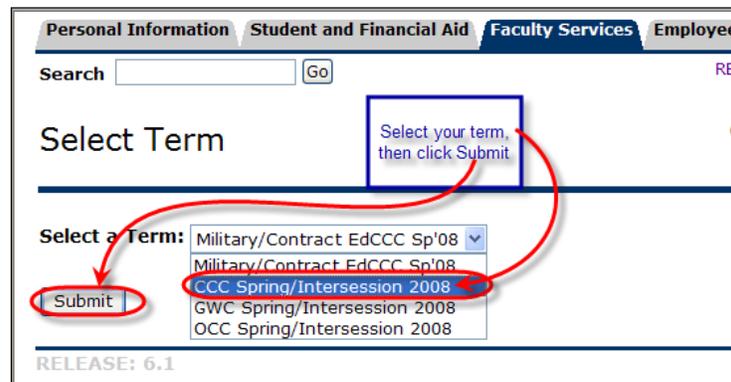
Instructor initiated drops are performed via MyCCC. You can drop a student any time up until the “Last Date to Drop with a W.” Look on the **Faculty Term Roster** for the exact date.

### Drop Deadline Dates are posted on the top of the Faculty Term Roster

1. From the **Faculty** tab in MyCCC, look in the **Other Faculty Resources** channel and click **Drop Rosters**.



2. Click the drop down arrow, select the term, and then click **Submit**.



3. Select a **CRN** (course section) and then click **Submit**.

Select a CRN

CRN: Microsoft Windows 1 - 91417

Submit

You will be taken to the **Drop Roster** screen for the selected CRN (see screen capture on the following page).

4. In the **DROP** column, click in the checkbox for each student that is to be dropped.
5. Save your work by clicking **Submit Students**.

**NOTE:** If there are more than 17 students listed, click the **18+** records button(s) to reveal more students. The records buttons show students in increments of 17. You have to submit students on a page-by-page basis, so use the records buttons to advance through screens for your students.

15	47	C00000123	Pig, Porky	0.00 **Registered** / May 26, 2009
16	8	C00000124	Sam, Yosemite	0.00 Re-instate Student Jun 08, 2009
17	18	C00000125	Sparrow, Jack	0.00 Drop with Refun Jun 09, 2009

Please click the **Submit Students** button often. There is a 20 minute time limit on...

Records: 1 - 17 18 - 34 35 - 35

: OCC Intersession/Spring 2016

Census Day: 02/15/2016 - Last Day to Enroll: 02/14/2016 - Last Day to Drop: 05/01/2016

 Please click the Submit Students button often. There is a 20 minute time limit on this screen.

\*\*\* To comply with federal and state regulations regarding student attendance, please mark the No Show box for each student who did not attend the class at all. No Shows need to be identified no later than the day before the census of the class. For No Shows no last date of attendance is required. The No Show designation will no longer be available to be checked once the census for the class is reached. For students who attended the class but stopped attending, please mark the Drop box, if the student has not already self-dropped, and indicate the actual last date of attendance for all students who stopped attending. The student may have stopped attending before the drop date. All students who either did not attend at all or stopped attending before the census of the class, must be dropped before census. \*\*\*

**Course Information**

Latin Dance Styles I - DANC A116 001

CRN: 35202

Duration: Jan 30, 2016 - May 29, 2016

Status: Active

**Enrollment Counts**

	Maximum	Actual	Remaining
Enrollment:	20	6	14
Wait List:	30	4	26
Cross List:	20	20	0

Rec.#	Reg. Seq.	ID	Student Name	Credits	Reg. Status/Date	NoShow?	Drop?	Last Attend Date MM/DD/YYYY	Rolled
1	7	C0248	[REDACTED]	0.00	Instructor drop with Refund / Feb 10, 2016	<input type="checkbox"/>	<input type="checkbox"/>	01/30/2016	No
2	16	C0061	[REDACTED]	1.00	**Web Registered** / Nov 22, 2015	<input type="checkbox"/>	<input type="checkbox"/>		No
3	13	C0220	[REDACTED]	1.00	**Web Registered** / Nov 12, 2015	<input type="checkbox"/>	<input type="checkbox"/>		No
4	8	C0242	[REDACTED]	1.00	**Web Registered** / Oct 23, 2015	<input type="checkbox"/>	<input type="checkbox"/>		No
5	27	C0236	[REDACTED]	1.00	**Web Registered** / Jan 10, 2016	<input type="checkbox"/>	<input type="checkbox"/>		No
6	3	C0242	[REDACTED]	1.00	**Web Registered** / Oct 15, 2015	<input type="checkbox"/>	<input type="checkbox"/>		No
7	11	C0227	[REDACTED]	0.00	No show drop / Feb 13, 2016	<input type="checkbox"/>	<input type="checkbox"/>		No
8	6	C0241	[REDACTED]	1.00	**Web Registered** / Oct 16, 2015	<input type="checkbox"/>	<input type="checkbox"/>		No
9	18	C0104	[REDACTED]	1.00	**Web Registered** / Dec 03, 2015	<input type="checkbox"/>	<input type="checkbox"/>		No
10	9	C0244	[REDACTED]	1.00	**Web Registered** / Oct 27, 2015	<input type="checkbox"/>	<input type="checkbox"/>		No
11	20	C0233	[REDACTED]	1.00	**Web Registered** / Dec 05, 2015	<input type="checkbox"/>	<input type="checkbox"/>		No
12	4	C0048	[REDACTED]	1.00	**Web Registered** / Oct 16, 2015	<input type="checkbox"/>	<input type="checkbox"/>		No

 Please click the Submit Students button often. There is a 20 minute time limit on this screen.

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

**Note: Under Title V, section 58004, all “no shows” must be cleared from the class roll prior to the census date. Therefore, in order to remain in compliance with Title V, you must submit students for drop OR check the box next to all students who do not attend and/or stop attending prior to the census date. The census date for your course is listed on the Faculty Term Roster.**

- Please note that No Shows need to be identified no later than the day before the census of the class. For No Shows, no last date of attendance needs to be entered. The No Show designation will no longer be available to be checked once the day before the census for the class is reached.
- For students who attended the class but stopped attending, please mark the Drop box, if the student has not already self-dropped, and **indicate the actual last date of attendance for all students who stopped attending**. The student may have stopped attending before the drop date.
- All students who either did not attend at all or stopped attending before the census of the class must be dropped before census.
- After the “Census Date” and prior to the “Last Day to Drop with a W” deadline (deadlines are printed on the top of your Faculty Term Roster), instructors may drop students who have accumulated three or more unexcused absences. However, please notify students that it is their responsibility to officially withdraw from a class if they decide to stop attending. Please inform students of the following consequences if they do not withdraw by the **LAST DAY TO DROP WITHOUT A “W” Deadline**.
- A "W" reduces a student's registration priority.
- Two "W"s in the same course (or in any combination of D, F, NC, NP, or W) prevents a student from enrolling a third time.
- If a student receives a "W" in 50% or more of their units in a given semester, they are put on progress probation; after a second consecutive semester, they are disqualified.
- It's highly recommended that you state this information in your course syllabus. If you tell students that you will drop them if they stop attending, then you should make sure you do so before the final withdrawal deadline. The **Last Day to Drop with a “W” (printed at the top of your Faculty Term Roster)** deadline is the last chance a student has to withdraw. If a student does not withdraw by that deadline you **MUST** assign the student a course grade, which will affect their GPA until the student repeats the class. The deadline is the same for instructors and students as it is mandated by Title V.

### **What if the Drop Deadline has passed?**

If the deadline for dropping students has past, you will get an error message when you try to submit a student drop via the Faculty Drop Roster. At this point it is too late to drop a student, and you must assign the student a course grade at the end of the course.

**Error -- Too Late to Drop** ←

Personal Information Student and Financial Aid Faculty Services En

Search  Go

Drop Rosters : CCC Fall 2007

Please click the Submit Students button often. There is a 20 minute time limit on this screen.

Course Information

Error message--Too Late to Drop appears if it is past the "Last Day to Withdraw with a W" deadline, which is printed at the top of your temporary roster.

### Drop Confirmation Roster

The Drop Confirmation Roster indicates which students have been dropped from your class and the reason for their drop (as indicated by the drop code). Refer to the Add/Drop Codes table for a description of the codes.

You can access the Drop Confirmation Roster via the Faculty Term Roster (for instructions on how to access the Faculty Term Roster, see the "Viewing and Printing Faculty Term Rosters" section of this manual). The Drop Confirmation Roster is at the bottom of the screen, below the Faculty Term Roster and Add Authorization Codes.

**Coast CCD  
CCC Spring/Intersession 2008  
First Half Term**

CRN	SUBJ	CRSE	CREDITS	COURSE TITLE				
92732	BC	C120	1.50	MICROSOFT EXCEL 1				
<b>INSTRUCTOR(S)</b> - (P)primary				<b>TYPE</b>	<b>DAYS</b>	<b>TIME</b>	<b>BLDG.</b>	<b>ROOM</b>
Amitoelau, Sylvia (P)				Schedule	M	0615-0830pm	GG CTR	102
				Schedule	TBA	-	CCC	ONLINE
<b>CRITICAL DATES</b>								
Start Date: 28-JAN-2008				Last Date to drop without a "W": 14-FEB-2008				
End Date: 23-MAR-2008				Last Date to drop with a "W": 10-MAR-2008				
Last Date to add class: 05-FEB-2008				Census Date: 06-FEB-2008				
Last Date to drop with a refund: 29-JAN-2008				Add Auth Expiration: 05-FEB-2008				

Seats Taken Available			Dropped Students As of: 23-JAN-2008 06:45:16																											
34	26	8	Week	Date	Reg	Cr	T	W	R	F	S	M	T	W	R	F	S	M	T	W	R	F	S	M	T	W	R	F	S	
1	Doe, Jane	C743588	DD	.00																										
2	Doe, John	C756189	DD	.00																										
3	Lightyear, Buzz	C426689	DW	.00																										
4	Skywalker, Luke	C717733	DW	.00																										
5																														
6																														
7																														
8																														
9																														

### Drop Confirmation Roster

## Submitting Final Grades

### Faculty Grade Assignment

You will be submitting final grades online via MyCCC. Even if you maintain your grades on paper or via your own grade program or spreadsheet, you will submit your grades online.

**Remember: Please submit a hard copy or e-mail your grade calculations and final grades (i.e. excel spreadsheets or grade book) to the Office of Admissions and Records after the completion of your course. You can email it to Anita Russell, [arussell@coastline.edu](mailto:arussell@coastline.edu) .**

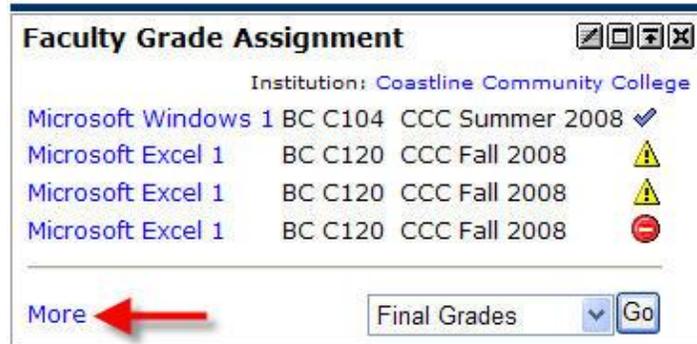
### How do I submit Final Grades?

1. From the **Faculty** tab in MyCCC, look in the **Faculty Grade Assignment** channel.

The screenshot shows the MyCCC interface for Faculty Grade Assignment. The navigation bar includes 'Home', 'Faculty', 'Student', 'Employee', and 'CCC Student Resources'. The 'Faculty' tab is active. The main content area is divided into several sections: 'My Courses', 'MyCCC Courses', 'Faculty Schedule', 'Faculty Dashboard', 'Faculty Grade Assignment', and 'Other Faculty Resources'. The 'Faculty Grade Assignment' section is highlighted with a red box and contains a table of courses with grade icons. A red speech bubble points to the icons with the text 'Click on the grade icons'. The table lists courses like 'Microsoft Windows 1', 'Microsoft Excel 1', and 'Microsoft Excel 2' for 'BC C104', 'BC C120', and 'BC C121' in 'CCC Spring 2008'. The 'Faculty Grade Assignment' section also includes a search box for 'Final Grades' and a 'Go' button.

2. **IMPORTANT:** Click on the icon to the right of the course. The table on the following page explains the various grade icons on the **Faculty Grade Assignment** channel.

3. If you do not see the class you are looking for, click **More** at the bottom of the **Faculty Grade Assignment** channel. Once you do that, you will see a complete list of your classes.



**Note:** If you would rather show a specific number of classes in the **Faculty Grade Assignment** channel instead of clicking the **More** button, you can use the **Edit** button to change the preferences. Please refer to **Appendix A: Using the Edit Button to Change Channel Preferences** for instructions.

### Grade Icons

Icon	Description
	Indicates that grade entry has not been started for this course. <b>Grades can be entered.</b>
	Indicates that some grades have been entered for this course, but final course grade assignments have not been completed for this course.
	Indicates that you have completed the final course grade assignments for this course.
	The grades for this course have been rolled to academic history. A grade change must be made with Anita Russell in the Admissions and Records Department. Please complete a Change of Grade form (green card) for each student.
	No enrollment.
	Indicates that the course is not gradable. C400 courses will not be gradable. (i.e. ESL C412). Positive attendance should be reported for non-gradable courses.
No Icon	The course is not yet available for grading.

## Final Grades Screen

- In the **Grade** column, click on the down arrow and assign a grade for each student. Refer to the Grade Codes section of this document for a description of the various codes.

Enter the final course grade for the course. Enter the attendance date and hours ONLY if you were notified that the course is on positive attendance.

**Course Information**  
**Microsoft Windows 1 - BC C104 001**  
 CRN: 91417  
 Students Registered: 3

Please submit the grades often. There is a 20 minute time limit starting at 12:03 pm on Nov 27, 2007 for this page.

**Final Grades**

Record Number	Student Name	ID	Credits	Registration Status	Grade	Rolled	Last Attend Date MM/DD/YYYY	Attend Hours 0-999.99	Registration Number
1			1.500	**Registered** Nov 13, 2007	None	N			1
2			1.500	**Registered** Nov 16, 2007	A	N			3
3			1.500	**Registered** Nov 13, 2007	D	N			2

Please submit the grades often. There is a 20 minute time limit starting at 12:03 pm on Nov 27, 2007 for this page.

- Click **Submit** to save your changes.

**NOTE:** If your student has opted to receive a pass/no pass grade instead of a letter grade, then your choices will be **INP**, **NP**, and **P** (see screen capture below). See the "Grade Codes" section for a description of the various grade codes.

Record Sets: [1 - 17](#) [18 - 29](#)

**Final Grades**

Record Number	Student Name	ID	Credits	Registration Status	Grade	Rolled	Last Attend Date MM/DD/YYYY	Attend Hours 0-999.99	Registration Number
1	Dee, Sandra	C99887766	0.000	Instructor drop-after 30% Mar 10, 2008	W	N			29
2	Kahuna, Great	C99887755	1.500	**Web Registered** Dec 11, 2007	C	N			9
3	Lawrence, Elizabeth Gidget	C99887744	1.500	**Web Registered** Jan 25, 2008	A	N			32
4	Moondoggie, Jeff	C99887733	1.500	**Registered** Nov 13, 2007	None	N			1
5	Triton, King	C99887722	1.500	**Web Registered** Dec 26, 2007	INP	N			12

**NOTE:** Enter “**Attend Hours**” **ONLY** if positive attendance hours need to be reported for your course. You should have been notified by your Discipline Dean if you are required to report positive attendance hours. Contact your Discipline Dean or Area Facilitator if you need to know the maximum contact hours or if you have any questions.

Back to Faculty Tab | Calendar | Admin | Logout | Help

## Final Grades

CCC Spring 2008  
Nov 27, 2007 12:03 pm

Enter the final course grade for the course. Enter the attendance date and hours ONLY if you were notified that the course is on positive attendance.

**Course Information**  
**Microsoft Windows 1 - BC C104 001**  
 CRN: 91417  
 Students Registered: 28

Please submit the grades often. There is a 20 minute time limit starting at 12:03 pm on Nov 27, 2007 for this page.

**Final Grades**

Record Number	Student Name	ID	Credits	Registration Status	Grade	Rolled	Last Attend Date MM/DD/YYYY	Attend Hours 0-999.99	Registration Number
1	DOE, JANE	C3084253	1.500	**Registered** Nov 13, 2007	None	N			1
2	DOE, JOHN W	C3084323	1.500	**Registered** Nov 16, 2007	None	N			3
3	TRAN, VAN	C3214993	1.500	**Registered** Nov 13, 2007	None	N			2

- There is a 20 minute time limit on each screen in MyCCC so use the **Submit** button often to avoid losing data.
- You can make changes to final grades at any time prior to the final deadline. Check your Coastline e-mail and the **CCC Messages** channel on the MyCCC **Home** tab for the deadline to submit final grades.
- **If you need to make a change to a grade after the deadline to submit final grades has passed, you must complete a Change of Grade card.** Change of Grade cards are available in the Admissions and Records Office.

**IMPORTANT:** You will no longer be able to view final grades in MyCCC after 5 working days from the last day of the term. Make sure you keep your own record of the final grades.

- ❖ To get a printout of final grades go to the **Summary Class List** screen and print.
- ❖ To save the final grades to an Excel file, go to the **Summary Class List** screen and perform an Excel download. Refer to the **Excel Download** section in this manual for directions. The Excel download file contains the final grades.

## Grade Codes

<b>Grade</b>	<b>Description</b>
<b>A</b>	Excellent = 4 grade points
<b>B</b>	Good = 3 grade points
<b>C</b>	Satisfactory = 2 grade points
<b>D</b>	Passing, less than satisfactory = 1 grade point
<b>F</b>	Failing = 0 grade points
<b>P</b>	Pass (A, B, or C) (replaces CR grade)
<b>NP</b>	No pass (D or F) (replaces NC grade)
<b>IB</b>	Incomplete-will revert to a B if coursework not made up in one year
<b>IC</b>	Incomplete-will revert to a C if coursework not made up in one year
<b>ID</b>	Incomplete-will revert to a D if coursework not made up in one year
<b>IF</b>	Incomplete-will revert to a F if coursework not made up in one year
<b>INP</b>	Incomplete-will revert to a NP if coursework not made up in one year

## Pass Grades “P”

The grade of “P” (Pass), may be assigned in all classes carrying college units and should be awarded if:

- The student elects to be graded on the Pass/No pass method rather than “A, B, C, D, F,” and satisfactorily completes the course objectives. Students must identify which grading method they desire prior to completion of the first 30% of the course (dates found at the [Coastline Website](http://coastline.edu), <http://coastline.edu>.)
- The course is a Pass/No Pass course and the student has satisfactorily completed the course objectives.

**Note:** “Pass” is not the equivalent of any letter grade. It simply means that the student had done at least satisfactory work in the course. A “Pass” protects the grade point average for those students desiring general education experiences outside their major, and should be avoided as a substitute for a letter grade in a major field of study.

## No Pass Grades “NP”

The grade of No Pass, should be assigned by an instructor at the end of the course if:

- A student selects the Pass/No pass option and the student has not satisfactorily completed the objectives of the course.

## Withdrawal Grades

An instructor **CAN NOT** assign a withdrawal “W” grade, as a final grade. If the student has failed to withdraw themselves from the course and has not completed the course, an “F” will have to be assigned.

## Incomplete Grades

If agreed upon between the instructor and the student or, if necessary, by the instructor alone, a student may receive an “I” grade when work in the class cannot be completed by the last day of the semester.

- Most of the academic work must be completed and there must be a justifiable reason for receiving the incomplete such as an accident or illness.
- The condition for removal of the incomplete shall be stated by the instructor in a written record and recorded as an IB, IC, ID, IF, or INP depending on what grade the incomplete will revert to if the student doesn’t meet the condition for removal within the stated period of time.
- All academic work must be completed and submitted to the instructor per the written agreement with the student, which will be no longer than **one year** following the end of the semester in which it was assigned.
- An incomplete not made up within the specified timeline will revert to the alternate grade assigned by the instructor when the “I” was assigned.
- A student may not re-enroll in a class in which an incomplete was awarded.

- A student may only attend the class meetings they missed due to the justifiable circumstance.

**Important: The Incomplete Grade is a contract between you and the student. The student will be contacting you directly regarding the missing work that needs to be completed. Once it is completed, a grade change card needs to be filled out and submitted to the Admissions and Records Office.**

## Early Grades

**Grade reports are not mailed. Students can access their grades online through MyCCC.**

**What to do?** If a student needs an Early Grade, simply obtain and fill out the Early Grade form and submit it back to Anita Russell in the Admissions and Records. Early Grade forms can be obtained from Anita Russell in the Admissions and Records Office.

- Once the student completes all the coursework, the Early Grade will be submitted into the system, **however** the final GPA will not be calculated unless it is the only course the student is taking that semester. **Therefore,** the grade will not be available on an official transcript.
- The Early Grade process will provide a student an official letter with the title of the course, final grade, and units earned. The student must make sure that an Early Grade Letter is accepted at their institution before requesting this.

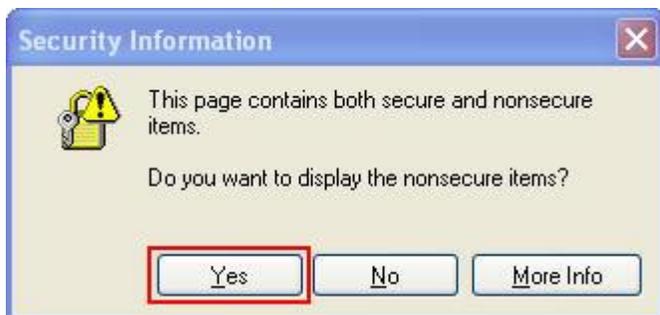
## Reporting Positive Attendance

**Important Note: Positive Attendance hours for on-site positive attendance courses, must be submitted at the end of the course.** Please note that you **MUST** keep track of attendance for your course. You must report the attendance hours at the end of the course or the college will not collect state funding for the students registered in your class.

1. From the **Faculty** tab, in the **Other Faculty Resources** channel, click **Positive Attendance Rosters**. A new browser window will open.

The screenshot shows the Faculty Dashboard for Coastline Community College. The 'Other Faculty Resources' section is expanded, showing three links: 'Faculty Term Rosters', 'Drop Rosters', and 'Positive Attendance Rosters'. A red arrow points to the 'Positive Attendance Rosters' link.

2. If you receive a pop-up window asking if you want to display the nonsecure items, click **Yes**. If you receive this same pop-up window in the future, click **Yes**.



3. Select the term by clicking on the down arrow, clicking on the desired term, and click **Submit**.

Personal Information Student **Faculty Services** Employee

Search  Go RETURN TO MENU SITE MAP HEL

Sylvia E. Amitoela  
Jul 27, 2009 10:20 a

### Select Term

Select a Term: Military/Contract Ed-CCC F'09 ▼  
Military/Contract Ed-CCC F'09  
**CCC Fall 2009**  
GWC Fall 2009  
OCC Fall 2009  
Military/Contract EdCCC Su'09  
CCC Summer 2009  
GWC Summer 2009  
OCC Summer 2009  
Military/Contract EdCCC Sp'09  
CCC Spring/Intersession 2009  
GWC Spring/Intersession 2009  
OCC Spring/Intersession 2009  
Military/Contract Ed-CCC F'08  
CCC Fall 2008  
GWC Fall 2008  
OCC Fall 2008  
Military/Contract EdCCC Su'08  
OCC Summer 2008  
Military/Contract EdCCC Sp'08

Submit

RELEASE: 6.1

Coast Community College

4. Select the CRN of the course by clicking on the down arrow, clicking on the desired course title – CRN, and click **Submit**.

Personal Information Student **Faculty Services** Employee

Search  Go RETURN TO MENU SITE MAP

Sylvia E. Am  
CCC Summ  
Jul 27, 2009 7

### Select a CRN

CRN: Listeng/Conversation 1 - 70014 ▼  
Listeng/Conversation 1 - 70014  
Individual Activities - 70018  
Listening/Conversation 1 - 70064  
**Arts And Crafts - 70100**  
Adult Fitness - 70563  
Rhythmic Movement - 71415

Submit

[ Enter CRN Directly ]

RELEASE: 7.3

Coa

- In the "Attend Hours" column, enter the number of hours for each student. You may use up to two decimal points if applicable. The number for the maximum contact hours is indicated in the "Attend Hours" column header. NOTE: DO NOT enter any information in the "Last Attend Date" column. DO NOT enter any grades. Grades entered will NOT be saved.

**Note: DO NOT enter any information in the "Last Attend Date" column. DO NOT enter any grades. Grades entered will NOT be saved.**

Sylvia E. Amitoelau  
 CCC Summer 2009  
 Jul 27, 2009 10:26 am

---

**Final Grades**

Section is NOT gradable. The Attendance Hours and Last Attend Date may be entered and saved.  
Grades entered will NOT be saved.

Enter the final course grade for the course. Enter the attendance date and hours ONLY if you were notified that the course is on positive attendance.

**Course Information**  
**Listeng/Conversation 1 - ESL C416 001**  
 CRN: 70014  
 Students Registered: 29

Please submit the grades often. There is a 20 minute time limit starting at 10:26 am on Jul 27, 2009 for this page.

Record Sets: 1 - 17 18 - 33

**Final Grades**

Record Number	Student Name	ID	Credits	Registration Status	Grade	Rolled	Last Attend Date MM/DD/YYYY	Attend Hours 0-67.2	Registration Number
1	Darling, Mary	C00002222	0.000	**Registered** Jun 22, 2009	None	N		67.2	50
2	DeSpell, Magica	C00000486	0.000	**Registered** Jun 08, 2009	None	N		58	21
3	Hood, Robin	C00000099	0.000	**Registered** Jun 01, 2009	None	N		60.5	23
4	Merryweather, Flora	C00000002	0.000	**Registered** Jun 08, 2009	None	N		67.2	20

- After entering the data for this screen of students, click on the **Submit** button to save the data. If you need to enter data for more students, click on the appropriate **Record Set** (e.g. 18 – 33). Make sure you click on the **Submit** button after entering the data for each screen.

12	Denver, Gilligan	C11223344	0.000	Jun 09, 2009 **Registered** Jun 01, 2009	None	N			43
13	Grant, Ginger	C11223355	0.000	**Registered** Jun 01, 2009	None	N		67.2	41
14	Grumby, Jonas Skipper	C11223366	0.000	Re-instate Student Jun 09, 2009	None	N		67.2	12
15	Howell, Lovey	C11223377	0.000	**Registered** Jun 26, 2009	None	N		58.5	47
16	Howell III, Thurston	C11223388	0.000	Re-instate Student Jun 08, 2009	None	N		67.2	8
17	Summers, Mary Ann	C11223399	0.000	with Refund Jun 09, 2009	Not Gradable	N		67.2	18

**Record Sets: 1 - 17 18 - 33**

**Submit**

Please submit the grades often. There is a 20 minute time limit starting at 10:26 am on Jul 27, 2009 for this page.

Once you are finished entering data for this course and have no other courses for which to report data, you may close the browser window. Make sure you logout of MyCCC when you are done.

**If you need to submit positive attendance data for another course, continue on with the following steps.**

7. From the "Final Grades" screen, scroll down to the bottom of the page and click **CRN Selection**.

16 Coyote, Wile E. C99001122 0.000 \*\*Registered\*\* None N 16  
Jun 03, 2009

17 Runner, Road C99223355 0.000 \*\*Registered\*\* None N 14  
Jun 03, 2009

Record Sets: 1 - 17 18 - 34 35 - 47

Submit Reset

⚠ Please submit the grades often. There is a 20 minute time limit starting at 11:05 am on Jul 27, 2009 for this page.

[Return to Previous](#)

[ [Term Selection](#) **CRN Selection** [Faculty Detail Schedule](#) | [Mid Term Grades](#) | [Student Menu](#) | [Summary Class List](#) ]

RELEASE: 7.4.0.1

Coast Community College District

8. Select the CRN of the course for which you want to report positive attendance.
9. From the Faculty and Advisors menu, click **Final Grades**.

Personal Information Student Faculty Services Employee

Search  Go

### Faculty and Advisors

- Student Information Menu
- Term Selection
- CRN Selection
- Faculty Detail Schedule
- Week at a Glance
- Summary Class List
- Midterm Grades
- Final Grades**
- Active Assignments
- Assignment History
- Class Schedule
- Syllabus Information
- Office Hours
- Faculty Term Rosters
- Drop Rosters

RELEASE: 7.4

10. You may now enter the positive attendance hours for this CRN (repeat steps 5 and 6).

## Admissions and Records Contact Information/Help

**Information regarding your rosters, submitting grades, grade changes, positive attendance, Incomplete forms, Early Grade forms**

### **Admissions and Records Technician**

Anita E. Russell

E-mail: [arussell@coastline.edu](mailto:arussell@coastline.edu)

(714) 241-6167

### **Information regarding Registration**

Maria Mai

E-mail: [mmai@coastline.edu](mailto:mmai@coastline.edu)

(714) 241-6169

### **Director of Admissions and Records**

Jennifer McDonald

E-mail: [jmcdonald@coastline.edu](mailto:jmcdonald@coastline.edu)

(714) 241-6163

FERPA Basics

### **Student confidentiality is your responsibility.**

As a faculty or staff member, you have a legal responsibility under FERPA (Family Educational Rights and Privacy Act) to protect the confidentiality of student educational records in your possession.

- You have access to student information only for legitimate use in the completion of your responsibilities as a College employee. Need-to-know is the basic principle.
- Student educational records (other than non-suppressed directory 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.
- Your access to student information, including directory information, is based on your faculty or staff role within the College. You may not release lists or files with student information to any third party outside your college or departmental unit.

## **Posting grades**

The public posting of grades either by the student's name, institutional student identification number or social security number, without the student's written permission, is a violation of FERPA. Even with names obscured, numeric student identifiers are considered personally identifiable information and therefore violate FERPA. Instructors can assign students unique numbers or codes that can be used to post grades. However, the order of the posting must not be alphabetic.

## **Returning assignments**

Leaving personally identifiable, graded papers unattended for students to view is no different from posting grades in the hallway. If these papers contain "personally identifiable" information, then leaving them unattended for anyone to see is a violation of FERPA if the instructor has not obtained the written permission of each student to do so. A possible solution would be either to leave the graded papers (exams, quizzes, and homework) with an assistant or secretary who would ask students for proper identification prior to distributing them or to leave them in a sealed envelope with only the student's name on it.

## **Other Protected Information**

Other information protected by state and federal laws and regulations includes, but is not limited to:

- Medical Treatment records that include records maintained by physicians, psychiatrists and psychologists
- Financial information, including banking, credit and loan information
- Employment records when employment is not contingent on being a student
- Records created and maintained by a law enforcement unit (campus safety)

Federal and State legislation is extensive and constantly changing. This document is intended only as a high-level overview. Any legislation regarding maintaining the security and confidentiality of information which is binding upon the Coast Community College District, is also binding upon its employees, whether it is mentioned in this document or not.

## **Academic Course Quality Rubric**

Coastline's Academic Senate formed a taskforce to develop a course quality rubric. Led by Dr. Gayle Berggren and composed of faculty and instructional designers, the taskforce created the Academic Course Quality Rubric document which is separated into three rubrics; in-class courses, online courses, and telecourses. Each rubric provides guidance on creating either a Baseline, Effective, or Exemplary course. Please review the rubric and use it to improve the quality of your courses.

The Academic Course Quality Rubric is located at the [CFA Website](http://cfa.coastline.edu/?page_id=1104) (URL: [http://cfa.coastline.edu/?page\\_id=1104](http://cfa.coastline.edu/?page_id=1104))

## **Online Instruction Requirements**

### Part 1: Overview

#### **1.1 Purpose**

The Guidelines establish minimum instructor contact with online students in credit-bearing courses, including military and contract education. The Guidelines do not apply to cable, one-way text, telecourse, hybrid, web-enhanced, and conventional onsite courses. Beyond the baseline instructor-initiated interactions described herein, effective and exemplary contact are further detailed in Coastline's separate Academic Quality Rubric.

#### **1.2 Principles**

Online courses are the equivalent of onsite classes in rigor, quality, and duration of instructor-student interactions. Interactions must be demonstrable and documented. A course's required regular and substantive interactions and regular and effective contacts are codified in the Distance Education Addendum attached to its Course Outline of Record, that having been approved by the Curriculum Committee. An online course aligns with its approved SLOs and employs multiple assessment measures.<sup>iii</sup> An instructor using a third-party or publisher's website is equally subject to these Guidelines. Said instructor will load a syllabus and orientation module into the course's college-hosted LMS shell communicating how the instructor-student interactions required in sections 2.1, 2.2, and 2.3 will transpire in the publisher's site. As factored in the District's *Agreement*, large lectures necessitate a commensurate increase in instructor-student interactions beyond these baselines.

#### **1.3 Procedures**

Instructors observe district, state, and federal attendance and census verification policies. A Substantive Change Report will be filed if more than 50% of a program is moved online. If an instructor becomes absent or unable to teach, the instructor or supervisor will notify students immediately by an announcement, email, message, or

phone. If the absence is longer than a week, a substitute will replace the instructor of record. Per the District's *AP 3710*, online course content abides by and is protected under copyright and intellectual property laws.

## **1.4 Training and verification**

Before teaching an online course, an instructor must undergo the online course quality, design, and pedagogy training offered by Coastline's Faculty Success Center (FSC). Committed to continuous improvement, instructors keep abreast of online best practices through ongoing professional development. Adherence to the Guidelines is verified by FSC reviews and by the formal evaluations established in the *Agreement*.

Part 2: How are RSI and REC defined?

Coastline's guiding principle is that online courses entail the same weekly instructional time, rigor, and quality of interaction as do site-based courses.

## **2.1 Establishing expectations**

Syllabuses declare class policies for online student conduct, including netiquette, performance, work quality, academic honesty, and timeliness. Syllabuses establish measures ensuring students' regular virtual attendance and participation in academic activities. Syllabuses also certify instructors' expectations for themselves: grading standards (may be exemplified in rubrics and models), late work policy, dropping No Shows and inactive students, types of online interactions, frequency and nature of instructor participation in discussions, depth of feedback, and whether feedback will be public or private.

Furthermore, syllabuses explicitly state turnaround time for evaluating assignments (homework, quizzes, exams, essays, projects, discussions, etc.), e.g., "I will grade your assignments within five days after they are due." An instructor's response time to students' queries will also be stated, e.g., "From Monday to Friday I will respond to your emails, messages, and Q&A posts within twenty-four hours. On Monday I will respond to your questions from the weekend."

## **2.2 Defining substantive and effective**

"Substantive" and "effective" mean that an instructor's feedback is academic rather than administrative only. Online instructors initiate scholarly dialogue with individual students. Examples of substantive and effective contact include personalized, scholarly, discipline-specific feedback (as opposed to generic praise) on a student's particular strengths and weaknesses, critical reasoning, argumentation, approach to a problem, organization, and grammar and may include citations, links, articles, research, and other academic content. Separately, an instructor also facilitates distance learning and community-building by requiring student-to-student and student-to-teacher interactions. Necessary yet non-RSI and non-REC interactions include motivational contact and administrative reminders.

## **2.3 Defining regular**

Instructors commit to interacting weekly with online students for a duration equivalent to onsite classes. Every week instructors interact substantively and personally with online students through some of the activities described in section 3.1 (e.g., academic or problem-solving discussion boards, video conferences, synchronous or asynchronous Q&A). Instructors send class-wide announcements, emails, or messages weekly at a minimum. Instructors also maintain regular deadlines and due dates.

Part 3: Which interactions are substantive?

### **3.1 Substantive interactions**

When initiating weekly contact with students, instructors use a variety of activities and multiple assessment measures to accommodate different learning styles. Interactions are demonstrable and documented. In accord with the definitions of RSI and REC in sections 2.2 and 2.3, the following dynamic synchronous or asynchronous interactions, provided they are academic, qualify as substantive:

- Announcements that are academic, timely, and reactive
- Chat rooms when instructor dialogues actively with students
- Discussion board replies that are academic
- E-mails
- Feedback that is academic and personalized on student blogs, wikis, quizzes, papers, portfolios, exams, and other assignments
- Field trips guided by instructor
- Instant Messaging
- Office hours when instructor meets with student(s)
- Phone calls
- Private messages
- Q&As about academic content
- Review sessions
- Rubrics
- Social networking
- Video conferences when instructor meets with student(s)
- Webcasts, webinars, podcasts, and recordings that are timely, customized, and reactive

### **3.2 Non-interactive content deliveries**

The following content deliveries are often essential to quality instruction and the student's learning experience but do not qualify as substantive interactions:

Announcements, emails, and messages that are administrative or non-academic  
Course orientations  
Databases

Discussion board posts with non-academic or administrative content such as generic praise or clarifications of class policies  
Internet resources and links to external sites  
Modules, materials, lessons, lectures, and presentations that are pre-loaded  
Webcasts, webinars, podcasts, and other audio/video recordings that are generic, impersonal, passive, or non-timely

Part 4: What are the regulatory bases for the Guidelines?

#### **4.1 U.S. Department of Education**

*Code of Federal Regulations, Title 34, Subpart A, §602.3* establishes that correspondence courses do not qualify for Title IV federal financial aid, and that Distance Education is distinct from Correspondence Education (2015, p. 12):

##### **DISTANCE EDUCATION**

Education that uses one or more of the technologies listed...to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include:

1. The internet;
2. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
3. Audio conferencing; or
4. Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in...(1) through (3) of this definition.

##### **CORRESPONDENCE**

1. Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor.
2. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student.
3. Correspondence courses are typically self-paced.
4. Correspondence education is not distance education.

#### **4.2 California Department of Education**

In §55204, Instructor Contact, the *California Community Colleges Distance Education California Code of Regulations, Title 5 and Related Guidelines* states, "In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that...[a]ny portion of a course

conducted through distance education includes regular effective contact between instructor and students” (2008, p. 6). Section 55204 further stresses that the online instructor must regularly initiate contact with students to ascertain their activity and progress.

### **4.3 ACCJC**

The Accrediting Commission for Community and Junior Colleges’ *Guide to Evaluating Distance Education and Correspondence Education* states, “Distance education is defined, for the purpose of accreditation review, as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which support regular and substance interaction between the student and instructor, either synchronously or asynchronously” (2013, p. 2).

Part 5: How do we authenticate student identity?

#### **5.1 Security**

Coastline’s online instructors ensure the security and integrity of their quizzes and exams; thus, students may be required at the instructor’s discretion to take exams in a sanctioned proctored setting. Students’ privacy is protected under FERPA.

#### **5.2 Identity authentication**

The Coast Community College District’s *AP 4105 Distance Education* procedure describes how students enrolled in Coastline’s online courses will be authenticated by the District:

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education course is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration a statement of the process in place to protect student privacy. The District shall utilize secure credentialing/login and password to authenticate or verify the student’s identity (2016, p. 2).

Part 6: Are our online courses accessible?

#### **6.1 ADA, 508, 11135**

The Americans with Disabilities Act of 1990, the Rehabilitation Act of 1973 Section 508, and the California Government Code Section 11135 require that a community college’s development, procurement, maintenance, and use of electronic or information technology be accessible to persons with disabilities. The Coast Community College District’s *AP 4105 Distance Education* warrants that Coastline’s online courses comply with these laws:

Instructional materials and textbooks permit maximum opportunity for access by students with documented disabilities without the need for outside assistance (i.e., sign language interpreters, aides, or other forms of human assistant). Distance education resources provide “built-in” accommodation where possible

(i.e., closed captioning or descriptive narration) and/or interface design/content layout that is accessible to “industry standard” assistive technology in common use by persons with disabilities. Alternative testing format and extended test-taking time are provided, which address the student’s documented disability and impact on his or her academic performance (2016, p. 4).

## 6.2 Accessibility training

The college and instructors are responsible for ensuring that online courses are accessible. The college provides online instructors with up-to-date accessibility resources. Furthermore, online instructors are trained to understand and adopt accessibility standards, which are verified during the FSC’s reviews of online courses.

## 6.3 Accessible content

Per *AP 4105*, instructors’ textbooks, media, other materials, and communications tools will ensure equitable learning opportunities for distance education students with disabilities. Online instructors also make their course content accessible with captions, alternative text tags for images, written descriptions, and user interfaces compliant with state and federal accessibility requirements. Courses will be designed with Web Content Accessibility Guidelines (WCAGs) in mind to ensure course navigation ease, appropriate use of color, cogent tables, and universal, non-restrictive technological accessibility such as that provided by the .pdf format.

## Part 7: References

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Coastline Community College. (2012). *Academic Quality Rubric* [PDF document]. Retrieved from <http://www2.coastline.edu/files/AcademicQualityRubric.pdf>

*Electronic Code of Federal Regulations, Title 34, Subpart A, §602.3*. (2015). Governs the U.S. Department of Education. Retrieved from [http://www.ecfr.gov/cgi-bin/text-idx?SID=d78bba28986df8cb445de7a30c13120d&mc=true&node=pt34.3.602&rgn=div5#se34.3.602\\_13](http://www.ecfr.gov/cgi-bin/text-idx?SID=d78bba28986df8cb445de7a30c13120d&mc=true&node=pt34.3.602&rgn=div5#se34.3.602_13)

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## Part 8: Appendix

### 8.1 Acronyms and abbreviations

Acronyms & Abbreviations	Descriptions
ACCJC	Accrediting Commission for Community and Junior Colleges
ADA	Americans with Disabilities Act
<i>Agreement</i>	<i>Agreement between Coast Federation of Educators American Federation of Teachers Local 1911 and Coast Colleges</i>
AP	Administrative Procedure
CCCD	Coast Community College District
COR	Course Outline of Record
DE	Distance Education
DoE	U.S. Department of Education
FERPA	Family Educational Rights and Privacy Act

Acronyms & Abbreviations	Descriptions
FSC	Coastline’s Faculty Success Center
LMS	Learning Management System
REC	Regular and Effective Contact per ACCJC
RSI	Regular and Substantive Interaction per DoE
SLO	Student Learning Outcome
WCAG	Web Content Accessibility Guidelines

**8.2 Endnotes**

<sup>i</sup> This work is licensed under a Creative Commons Attribution Non-Commercial 4.0 International License.

<sup>ii</sup> Guidelines were ratified by Coastline’s Academic Senate on March 1, 2016, and take effect Summer 2016.

<sup>iii</sup> Acronyms and abbreviations are spelled out in Part 8: Appendix.

## Structure and Governance

### **Academic Senate**

The Academic Senate addresses Coastline Community College faculty concerns on academic and professional matters with the College administration and with the Board of Trustees. The Senate office is located in the College Center building on the second floor. Call (714) 241-6157 for information.

President .....	Stephen Barnes
Vice President Committees .....	Lisa Lee
Vice President Legislative Issues .....	Deborah Henry
Treasurer .....	Kevin Erdkamp
Corresponding Secretary .....	David Lee
Recording Secretary .....	Marilyn Fry
Parliamentarian .....	Ann Holiday
Curriculum Co-Chair .....	Dan Johnson

### **Administrative Services**

Administrative Services provides planning and business services to college students, faculty, and staff. These services include budget development and control, accounting, payroll, college facilities management, maintenance and operations, personnel services, Equal Employment office, campus safety and security, emergency management, and computer services.

The Equal Employment office oversees the job-applicant screening process for the college. The goal of this office is to guarantee that the process is fair and nondiscriminatory. The Campus Director of Human Resources investigates all employee and applicant complaints of discrimination. This person also handles employee contract grievances Title V complaints. Call (714) 241-6146 for information

VP, Administrative Services .....	Christine Nguyen
Director, Human Resources .....	Renaté Akins
Director, Business Services and Entrepreneurship .....	Helen Rothgeb
Director, Maintenance and Operations .....	David Cant
Director, Campus Safety and Emergency Management .....	Michael Colver

## **Extended Learning**

The Division of Extended Learning is an entrepreneurial/ancillary wing of the College. Extended Learning designs, develops, and offers programs and services that meet the unique needs of government, military, and business communities-locally, nationally, and internationally. The division also provides critical support to the college's innovative technology research, development, and deployment of systems and solutions.

Extended Learning programs are typically fee-based and facilitated under specific contracts, special agreements, or memorandums of understanding. Programs and services may be customized or adapted and developed from existing college programs to meet client and student needs. Services may be delivered at a location chosen by the client, at one of our 4 sites in Orange County, on military installations nationwide, at international locations, or remotely through our distance learning programs.

MECT Extended Learning BD proudly operates the Military Programs that serve active duty service members, veterans, and their families worldwide, primarily through distance learning modalities and on military installations. The division is also home to Coast Learning Systems (CLS). CLS has an outstanding reputation for their development of sophisticated, integrated learning systems including text materials and online interactive course content. CLS has produced more than 50 courses used by more than 750 higher education institutions worldwide, and CLS has been the recipient of 20 Los Angeles-area Emmy Awards for Instructional Design and Production Quality.

### **For More Information, please call:**

Military Programs & Services: (866) 422-2645

Coast Learning Systems: (714) 241-6109

Corporate & Customized Education Programs: (714) 241-6355

Corporate Training & Customized Delivery Solution: (714) 241-6219

Executive Dean ..... Joycelyn Groot  
Director, Strategy and Logistics ..... Michael Scott  
Manager, Enrollment Services & Program Operations..... Rozanne Capoccia-White  
Manager, Business Development & Marketing ..... Lynn M. Dahnke  
Manager, Student Services Outreach & Partnerships ..... Jennifer De La Rosa  
Manager, Instructional Media Design & Production ..... Judy M. Garvey  
Manager, Instructional & Veterans Programs..... Nate Harrison  
Director, eLearning, Application & Web Development ..... David L. Thompson

## ***Instruction***

Coastline offers a comprehensive education program at times, places, and in formats designed to serve the diverse needs of its students. The College's instructional program includes a full range of courses leading to an Associate degree and/or a transfer to a four-year institution; more than 25 occupational programs preparing students to enter into or advance in the workplace; courses in basic language and mathematics skills to help students prepare for college studies or employment; special programs for students with disabilities; and a wide range of courses for those wishing to broaden their general education and acquire special skills and knowledge needed in today's fast-changing world.

Coastline offers several programs designed to serve the needs of specific community groups. The College's English as a Second Language (ESL) helps nonnative speakers acquire the necessary communication skills needed for daily living, employment, and college study. The Student Success Center provides an opportunity for all students to improve their English and math proficiency and to review their skills before taking the college placement tests. Special Programs & Services for the Disabled offers an Acquired Brain Injury (ABI) Program and programs for students with intellectual disabilities. Coastline STAR Program classes are on track for transfer to a four-year university. The STAR Program offers majors in Business, Psychology, and Health Sciences, with guaranteed enrollment in needed classes. Students can achieve transfer-readiness in two years.

Courses are offered both onsite and online via distance learning to accommodate the busy schedules of Coastline students, most of whom are employed full or part-time while attending college. Coastline also provides courses onsite at local businesses and large companies for the convenience of their employees. These programs are developed for the employer on a fee basis to meet their individual needs via Coastline Contract Education.

A leader with more than three decades of experience, Coastline's Distance Learning Department offers a comprehensive selection of distance learning courses for Coastline students to earn college credit and even complete Associate degrees and certificates with convenience and flexibility. Distance learning courses are offered through a variety of delivery methods. Each distance learning course is academically proven, well produced curriculum developed by college faculty, often with the help of scholars, practitioners, and instructional design specialists. Students interact with their instructors by telephone, fax, email, electronic bulletin boards, chatrooms, web conferencing, or in person. Internet Courses enable students to complete course work online anytime, anywhere! The course websites feature text lectures, video clips, sound files, images, site links, assignments, online quizzes, instructor interaction, and discussion forums for teacher-to-student and student to-student interaction. Textbooks, as well as possible multimedia and video materials, are required to complete the Internet courses. Examinations are conducted online or are proctored onsite. Telecourses and Cable TV courses are pre-produced video lessons broadcast over Coastline's local cable TV station. Students can watch the lessons as they are aired, record lessons to watch or repeat at a more convenient time, or watch the lessons at one of the Coastline Learning Centers. Students also read text

books, complete course assignments, and mail or fax coursework to instructors. Students can also buy DVDs of Telecourses and Cablecast courses for their viewing convenience from the Coastline bookstore onsite or online. For both, the instructor administers examinations onsite or through proctors near the student's location. Independent Study Courses are specially prepared with course materials including reading materials, text books, study guides, self-paced assignments, and other materials. Students can interact with their instructor by telephone, fax, email, electronic bulletin boards, chat rooms, or in person. Examinations are administered by the instructor or a proctor on-site. Coastline's Distance Learning Department schedules more than 300 courses each fall and spring term and many courses in the summer which meet general education requirements for a degree or certificate. Many of these courses are fully transferable to the California State University and University of California systems.

Vice President, Instruction..... Vince Rodriguez, Ed.D

Dean of Instruction, Newport Beach Center .....Tom Neal, Ph.D.

Disabled Students Programs and Services, Foods & Nutrition, Gerontology, Health/Physical Education, Mathematics, Physical and Natural Sciences, Psychology, Parent Education, Social Sciences (Anthropology, Geography, History, Human Services, Political Science, Sociology), Visual & Performing Arts

Dean of Instruction, Garden Grove Center ..... Nancy Jones, Ed.D.

Accounting, Building Codes Technology, Business, Business Computing, Computer Information Systems, Computer Networking, Computer Services Technology, Digital Media, Economics, Emergency Management & Homeland Security, Informatics, Law, Management & Supervision, Marketing, Paralegal Studies, Process Technology, Real Estate, Small Business Management, Work Based Learning

Dean of Instruction, Le-Jao Center ..... Dana Emerson, Ph. D.

Early College High School (ECHS), Basic Skills, Credits for College, English, ESL, International Languages, Humanities, Language Arts, Learning Skills, Linguistics, Mass Communication, Philosophy, Speech, STAR, Student Success Center

Dean of Innovative Learning ..... Shelly Blair, Ph.D.

Accessibility & Compliance, Distance Learning, Faculty Success Center, Professional Development, Study Abroad

Associate Dean, Distance Learning..... Bob Nash, M.S.

Distance Learning, Incarcerated Program, Teach3

Department Chairs are elected every other spring. Their primary activities include acting as a liaison among and between faculty, the Academic Senate, and administrators as well as assisting deans with class scheduling, faculty evaluations, curriculum development, faculty interviews, and staff development.

Accounting .....	Kevin Erdkamp
Business/Management & Supervision.....	Rick Lockwood
Communication Studies & Mass Communication.....	Joshua Levenshus
Counseling .....	No Candidate
CST, CIS & DGA.....	Michael Warner/Tobi West
Career Technical Education .....	Cheryl Chapman
Education .....	Sharon Chard-Yaron
Emergency Maintenance.....	Kevin Sampson
Gerontology/Health/Nutrition/PE .....	Laurie Runk
English & Humanities .....	Marilyn Fry/Scott Davis
International Languages.....	Rosemary Miller
Mathematics.....	Lisa Lee/Fred Feldon
Philosophy.....	Fred Curry
Psychology.....	Erin Johnson
Life Science.....	Deborah Henry
Physical Science .....	David Devine
Social Sciences.....	Laura Enomoto
Visual & Performing Arts .....	Chris Hornung

***Institutional Research, Effectiveness and Planning***

The Department of Institutional Research, Effectiveness, and Planning conducts analytical studies and provides information in support of institutional planning, policy formulation, and decision-making. In addition, the department provides leadership and support with institutional effectiveness and research related activities to members of the College community engaged in planning and evaluating the institution’s success in accomplishing its mission.

Administrative Director/Dean.....	Aeron Zentner, D.B.A.
Associate Dean .....	Jorge Sanchez, Ph. D.

***Institutional Grant Development***

The Department of Institutional Grant Development provides leadership, coordination, and development support of all grant applications and proposals in association with faculty, administrators, and staff in order to advance the mission, vision, and strategic plans of Coastline Community College.

Administrative Director/Dean.....	Aeron Zentner, D.B.A.
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## ***Participatory Governance***

### Introduction

#### A. Purpose of Document

This document articulates Coastline's commitment to participatory governance, as well as formalizes the process and guidelines of participatory governance within Coastline Community College (CCC). It is the result of input from all College constituencies. It is a living document that will change as the College context changes. It is subject to regular review and revision every two years, or at the request of constituencies, the College Council, and /or the Board of Trustees. Review and revisions may be initiated by College Council, or by any of the constituencies, and/or the Board of Trustees.

The success of participatory governance at Coastline requires the goodwill, collaborative spirit, and active involvement of everyone – including students, faculty, classified staff, administrators, and supporting members of the community--for the purpose of meeting a shared vision, mission, and goals. Together, we share a collegial obligation to maintain or exceed standards of excellence for which the College is recognized and which our students deserve.

#### B. Organization

This document is organized as follows:

Section II (Philosophy) articulates the college-wide philosophy of participatory governance.

Section III (Participatory Governance Mechanisms and Structure) outlines the unique perspectives of each of the constituencies who share responsibility for the operative success of participatory governance. A list of the College committees, their purposes, membership, and reporting relationships are included in Section IV (Appendix). The list will be modified as we further develop the concepts and practices of participatory governance.

#### C. The Context of Participatory Governance

Coastline practices participatory governance based on a strong philosophical belief that it is the best way to make decisions as an institution of higher learning. Participatory governance fosters collaboration, innovation, trust, open communication, institutional effectiveness, and continuous improvement. The broad application of participatory governance practice among California Community Colleges is mandated by AB1725. The practice of participatory governance is also expected as by the Accrediting Commission for Community and Junior Colleges (ACCJC), as articulated in Standard IV.A in order to promote institutional improvement and effectiveness. Participatory Governance is also supported by Coast Community College District (CCCD) AP/BP 2510.

AB 1725 was defining legislative package which combined many specific reforms with major funding increases for California Community Colleges. As a result of AB1725, Education Code Section 70901(b) required the Board of Governors to adopt regulations setting "... *minimum* standards governing procedures established by governing boards in community college districts to ensure faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that their opinions are given every reasonable *consideration*." Participatory governance (previously referred to as shared governance), then, is a complex web of consultation and decision-making and responsibility that translates goals into district policy or action.

One of AB1725 recommendations called for strengthening the role of the Academic Senates in curriculum and tenorial decisions. A group called "The Californians," a consortium including the state Academic Senate, FACCC, collective bargaining organizations, and trustee and administrator groups, devised and recommended the core of the legislation which in 1988 was enacted as AB1725. AB1725's reform recommendations were to be enacted in phases – each phase contingent on the state providing the requisite funding.

AB1725 is designed to produce excellence across the community college system by implementing the same collegial model of governance that exists at the other two levels of higher education in California. Its basic goal is to produce a commitment to excellence for students who attend community colleges. It is joint decision-making that is carefully planned, instituted, and reviewed.

As an accredited institution of higher education, Coastline subscribes to the Accreditation standards set by the Western Schools and Colleges (WASC), specifically the Accrediting Commission for Community and Junior Colleges (ACCJC). CCC adheres to ACCJC's stated purpose described below:

Accreditation is a voluntary system of self-regulation developed to evaluate overall educational quality and institutional effectiveness (The Commission's complete Purpose Statement is available in Article I, section 2 of its [Bylaws](#)). The ACCJC accreditation process provides assurance to the public that the accredited member colleges meet the Standards; the education earned at the institutions is of value to the student who earned it; and employers, trade or profession-related licensing agencies, and other colleges and universities can accept a student's credential as legitimate (Cite resource)

Specifically, Standard IV of ACCJC's Accreditation Standards outlines effective practices related to governance, as follows:

Standard IV of ACCJC's July 2016 Standards of Accreditation states:

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the

designated responsibilities of the governing board and the chief administrator (Accreditation Reference Handbook, p. 24).

Standard IV.A further states:

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals (Accreditation Reference Handbook, p. 24).

Additional standards of effective practice related to governance are outlined in IV A.1-7

## Philosophy

### A. College-wide Philosophy on Participatory Governance

Coastline Community College is a creative, comprehensive, inclusive, community-based institution that values all constituents by empowering each with a voice in the decision-making process. The practice of participatory governance at Coastline is based upon collaboration with:

- Trust
- Mutual Respect
- Honesty
- Responsibility
- Sensitivity
- Accountability
- Commitment
- Transparency

This true participatory governance environment is collegial, practical and efficient. It is based on open, clear lines of communication between and among all Coastline constituencies. Sensitivity and attention is given to members who may need additional support/training/mentorship in order to fully exercise their rights and responsibilities as committee members and constituency representatives. New, alternative, or unpopular viewpoints are important to consider and members making these contributions sometimes need support, especially in light of the fact that some members, because of their constituency membership or reporting relationships within the College, may hesitate to speak freely. A spirit of innovation and creative problem-solving is valued. The participatory governance environment continually evolves, embraces the future, and reflects the College mission. All College committee meetings are open; anyone may attend except when confidential personnel matters or contract negotiations are being discussed.

### B. Vision and Mission Statement, Adopted June 4, 2012

Vision Statement:

*Creating opportunities for Student Success.*

Mission Statement:

*Coastline Community College promotes academic excellence and student success for today's global students through accessible, flexible, innovative education that leads to the attainment of associate degrees, transfers, certificates, basic skills readiness for college, and, career and technical education.*

Approved by the Board of Trustees: May 2, 2012

Approved by College Council: June 5, 1997; January 27, 2009

Revised and updated with material from Academic Senate: July 18, 2002; February 3, 2009

## Participatory Governance Mechanisms & Structure

### **Introduction**

The Participatory Governance Mechanism Chart illustrates that shared leadership and decision making takes place following two key pathways: formal and organic. To ensure effectiveness of both pathways, the active engagement of all constituent groups as well as open and timely communication are critical.

### **Formal Pathway:**

Committee work by representative groups is central to governance at Coastline. The work of governance committees with clearly identified responsibilities and comprised of representatives from the Academic Senate, Associated Students, Classified Senate, and the Management Team provide formalized opportunities for input into College planning and decision-making. As each committee is formed, care is taken to ensure that members from each constituency group are included as appropriate to the purposes of the committee. Generally speaking, the appointed members are vested with the responsibility of acting on behalf of their constituency group. In some cases, (e.g., complicated matters or matters that will result in a substantive change in policy or procedure), appointed members will need to report back to their constituency group for discussions/deliberations prior to their committee making a final decision. In the spirit of collegiality, each committee member will be responsible for reminding fellow members of instances where they should get feedback from their constituency group. In order to make sound decisions, committee members must be well informed. Communication between and among committee members and constituency members is an essential responsibility for this model of participatory governance to be effective. To this end, each committee will strive to continually improve communication in any or all of the following ways:

- Posting agendas and minutes at well-publicized locations linked on the Web page and/or emailed in a timely manner.
- Providing verbal and/or written reports on committee activity to the constituency body.
- Providing orientation and/or training to all new members regarding the goals/purposes of the committee.
- Assigning a mentor to new student committee members, so they can more quickly assimilate into the committee.

- Regular evaluation of committee effectiveness.

Due to the decentralized College environment and uneven access and utilization of electronic communications, it is necessary for the College to distribute regular printed newsletters to ensure that stakeholders are well informed about developments in the College. The College President, managers, Academic Senate, Classified Senate, and Associated Student Government (ASG) will distribute meeting agendas, minutes and other information through printed and electronic media at regular intervals and in a timely manner. These communications could include (but not be limited to) printed newsletters, emails, summaries of meetings, and bulletins.

This document provides a truly integrated model of governance, in which administration, faculty, staff and students work in an environment of respect, open communication, transparency, and collaboration for the benefit of the students, the College and the District.

Participatory governance provides a meaningful opportunity to participate in decision-making for all constituencies, for the success of the College cannot be guaranteed without faculty, administration, staff, and students all making substantive contributions to the College's daily operations in an involved, respectful, and collaborative fashion. Participatory governance is designed to facilitate and support the growth of Coastline Community College, the achievement of educational excellence, the freedom of thought, inquiry, and scholarly/artistic expression, and ultimately promote student success.

The official participatory governance constituency bodies at Coastline Community College are: Academic Senate, Classified Senate, Associated Student Government, and Management Team. We have many different groups such as committees, task force groups, ad hoc panels and constituency groups which are part of the Participatory Governance process. The Academic Senate, Classified Senate and Associated Student Government have officially recognized constitutions and/or bylaws that express the subject matter and organizational procedures for their respective groups.

The overarching umbrella for the College's participatory governance resides in the college committee which is comprised of the following:

### **College Council 2016-17**

College President  
Academic Senate President  
Academic Senate Vice President  
Vice President, Administrative Services  
Vice President, Instruction  
Vice President, Student Services  
ASG President  
ASG Vice President or designee  
Classified Senate President  
Classified Senate Vice President or designee  
Executive Dean, Extended Learning

## Organic Pathway

Shared leadership and decision-making also happens in a more organic, less formal way at Coastline. This pathway provides a second path for all constituents to be involved in college planning and decision-making. Central to this pathway are department or program and institutional communication structures that foster active engagement by all groups. It complements the more formal representative governance structures.

In addition, the College's formal committee structures, the following communication and college engagement structures, which include meetings, also support the organic pathway to participatory governance. The list below is a partial listing only.

Department/program staff/faculty meetings  
All College Meetings, Spring and Fall  
Faculty Meetings  
President's Cabinet meetings with Academic Senate, Classified Senate  
Academic Senate Executive Meetings  
President's Open Forums  
President's Open Hour  
President's Cabinet Meetings with Labor Unions for faculty and staff  
Spring Professional Development Day & Barbeque  
Summer Technology Institute  
Classified Senate Meetings

### A. College Council

#### **1. How College Council is organized at Coastline Community College:**

College Council is currently composed of the following: College President, three Vice Presidents, Academic Senate President, Academic Senate Vice President, ASG President, ASG Vice President or designee, Classified Senate President and Classified Senate Vice President or designee.

For the 2016-17 academic year, the College currently has 11 participatory governance committees, 3 constituency groups, 7 ad hoc panels and 8 work groups under the council member to which it has a reporting relationship. While the committees' activities and recommendations are generally reported to the College Council through the respective council member, committee chairs and others can also be invited to present. In addition, the council may establish, when necessary, other ad hoc committees; for example, the Legislative Task Force; and the Westminster Steering Committee. Committees operating alongside the College committees are constituency group councils and the Senate, each with representation on the College Council. All College committees are linked directly or indirectly to College Council.

## **2. How Committee Membership is Determined:**

The membership and composition of each standing committee is determined by one or more of the following: state law, District board policy, employment contracts, and committee recommendations to the College Council. Committee membership is approved by the College Council and recommended to the College President. Faculty appointments are made by the Academic Senate in consultation with the College President. Each year, College Council will review the mandate and leadership of each standing committee to ensure continued effectiveness. Rotation of committee membership is encouraged to increase staff understanding of College plans and operations.

## **3. The Function of the College Council:**

The function of the College Council is to serve as the primary recommending body to the President on policies and procedures, as well as major operational decisions (ex. Budget, strategic plan) within the scope of the Council. It serves as a forum for exchange of information and discussion on College issues, plans and operation. Examples of areas outside College Council's scope are those areas covered by the employee group contracts and areas specified for Academic Senate under the AB1725 legislation. College Council is the major forum for discussion on policies, procedures, and operational matters with college-wide impact; for conveying to the President the views of the campus community on matters relevant to the orderly effective and efficient functioning of the College; to share in the determination of what College committees or task forces are needed or should be activated; and to disseminate and interpret policy, regulations and procedures to the various segments of the College community. Access to the College Council is available to all constituencies. The College Council may accept a recommendation from a standing committee and pass it on to the President, or it may reject a recommendation and send it back to the committee. The minutes are taken by the President's assistant and distributed to the College community.

## **4. How Agenda Items get to the College Council:**

Members of the Coastline College community may bring items of college-wide concern to the agenda of the College Council through their constituency representatives who have a responsibility to bring the items in a timely manner. Input to the Council can come in a variety of ways, such as a verbal report from the respective council representative, in the form of a written position paper or formal recommendation prepared by a committee, or as a presentation from an invited committee chair or designated spokesperson. PIEAC is the primary recommending body to College Council with issues related to Planning and Institutional Effectiveness as outlined and stated in the Planning Guide.

## **5. Meeting Schedule**

College Council generally meets two times a month on the second and fourth Tuesday throughout the year. Meetings are usually held at the College Center, Fountain Valley. Changes in meeting locations are announced at least 72 hours in advance.

### **B. Academic Senate**

#### **1. How the Academic Senate is organized at Coastline Community College:**

The Academic Senate is an organization of faculty formed to discuss and act upon educational issues that affect the quality of education in the College and in the District. Faculty includes employees of the College in positions that are not designated as supervisory management, or classified personnel, and for which minimum qualifications for hire are specified by the Board of Governors for California Community Colleges. AB1725 specifies that the Academic Senate is the voice of the faculty and assigns a major role to the Senate in the development of policies and procedures dealing with academic and professional matters.

#### **2. How Membership is Determined:**

Senators are elected annually by the faculty constituency to serve for a term of three years. Elections are held and vacancies are filled in compliance with the Senate Constitution and Bylaws. All faculty employed at Coastline Community College are members of the constituency of the Senate.

#### **3. The Function of the Academic Senate:**

a) The Academic Senate and the College President as designee of the Board of Trustees \*consult collegially on academic and professional matters that affect faculty, with the exception of working conditions. Academic and professional matters mean the following policy development matters:

- 1) Curriculum, including establishing prerequisites and placing courses within disciplines.
- 2) Policies for faculty professional development activities.
- 3) Degree and certificate requirements.
- 4) Grading policies.
- 5) Educational program development.
- 6) Standards or policies regarding student preparation and success.
- 7) District and college governance structures, as related to faculty roles.
- 8) Faculty roles and involvement in accreditation processes, including self-study and annual reports.
- 9) Processes for program review.
- 10) Processes for institutional planning and budget development.
- 11) Other academic and professional matters as mutually agreed upon.

\*Consult collegially means that the District governing Board shall develop policies

through either or both of the following:

- Rely primarily upon the advice and judgment of the Academic Senate,  
OR
  - The governing board, or its designees, and the Academic Senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.
- a) According to the Constitution, Article III – Purpose, “The Senate shall be the representative body of the Members, established to work in partnership with the Administration and the District Board of Trustees in the formulation of District, institutional, and College policy with respect to academic and professional matters and to perpetuate standards of academic excellence.” In addition to Article III, Article IV – Special Objectives of the Senate are:
- To develop College policies and procedures within the guidelines of the District Participatory Governance Agreement.
  - To promote a system of communication among ALL segments of Coastline Community College.
  - To promote a system for faculty improvement.
  - To promote community and interaction among faculty.
  - To promote a program of interaction between faculty and the community.
  - To promote the development of academic resources and teaching materials.
  - To promote intra-district cooperation.
  - To promote participation of all faculty in participatory governance.
  - To develop College policies and procedures within the guidelines of the District Participatory Governance Agreement.
  - To serve as a resource to the College in matters which are determined to be appropriate, in consultation with the College President.

#### **4. How Agenda Items get to the Academic Senate:**

In order to fully discharge the responsibilities placed upon the Academic Senate by profession, society, and the State, the Senate requires accurate and timely information in order to make informed decisions. The Senate receives information from a variety of sources, including through the service of its members on a variety of College committees; these members provide reports to the Senate. The Senate makes its decisions based upon the consideration of sound information and subsequent debate among its elected Senators. Because Senators represent the opinions of a large body of faculty who work at distributed community sites, the Senate requires atypical methods of communication in order to reach its members.

The Senate has responsibility for all faculty appointments to the College and

District committees except those provided by the union contract or by Senate election. Those committee representatives are, in turn, held accountable for reporting to the Senate about committee activities, and are given the responsibility of acting on behalf of the Senate when immediate committee decisions need to be made.

**Senators** may present suggested topics/topics of interest at regularly scheduled Senate meetings or directly to the Executive Committee; **faculty** may present topics through any Senator – including the Executive committee; **administrators** may present topics through written correspondence or in person to the Senate; **classified staff** may present topics through their classified representatives on the Senate; and **students** may present topics through their Associated Student Government (ASG) representatives on the Senate.

The Academic Senate Office is located on the second floor at the College Center, 11460 Warner Avenue, Fountain Valley, CA 92708-2597. The President of the Academic Senate can be reached at (714) 241-6156; the Senate Secretary is also available to answer questions or relay messages and can be reached at (714) 241-6157.

## **5. Meeting Schedule:**

The Academic Senate generally meets from 12:30-2:30 p.m. on the first and third Tuesdays of each month, during the Fall and Spring semesters. Meetings are usually held at the College Center, Fountain Valley. Changes in meeting locations are announced at least 72 hours in advance. Additional meetings may be called as needed according to Senate Bylaws. These meetings follow the regular Fall and Spring semester College calendars.

## **C. Classified Senate**

### **1. How Classified Senate is organized at Coastline Community College:**

The Classified Senate is an assembly of classified professionals formed to participate in the decision-making process within the College on operational and professional matters. The Classified Senate was officially recognized in 2008 and prior to that was established as Classified Council in October 1994, after passage of California State Assembly Bill 1725, which granted some community college constituencies the right to participatory governance.

Classified Executive Board Officers are President, Vice President, Vice President of Fundraising and Event Planning, Vice President of Finance, Senate Recorder, and Immediate Past President.

### **2. How Membership is Determined:**

Officers are elected annually by the Classified constituency to a term of one year. All Classified professionals employed at Coastline Community College are

members of the Classified Senate.

### **3. The Function of the Classified Senate:**

To support and reaffirm the college's mission.

- Embrace a proactive role in participatory governance.
- Facilitate communication among students, classified professionals, administration, faculty and the governing board.
- Participate in the development of policy and practices related to classified professionals.

To participate in the decision making process within the College on operational and professional matters.

The Classified Senate provides a platform for Classified professionals to participate in the decision-making process at Coastline. This is accomplished by doing the following:

- Participate in College governance structures.
- Participate in the development and shaping of institutional planning.
- Collaborate in budget planning and development. Review regulations and procedures relating to physical safety, and make recommendations.
- Recommend and help create staff development activities.
- Enhance relations with students, faculty and management.
- Lead college-wide campaigns that contribute to student success and engagement.
- Contribute to the discussion regarding academic and professional matters through participation in Academic Senate Meetings.  
Solicit and select Classified staff for appropriate hiring committees.

### **4. How Agenda Items get to the Classified Senate:**

Members of the Classified constituency may present any ideas or topics of interest at a scheduled Classified Senate meeting or through a member of the Executive Board. Furthermore, any faculty member or management may bring forth items of concern via a member of the Classified Senate or the Executive Board.

### **5. Meeting Schedule:**

The Classified Senate, with certain exceptions, meets monthly for a two-hour period except for July and December. The Senate may choose to have an 'End-of-Year' meeting in May or June. Meetings are held at the Fountain Valley College Center with online participation available. Meeting location changes will be announced at least two weeks in advance. Additional meetings may be called

as needed by the Classified Senate President and Executive Board to address College-wide topics and participatory governance matters.

#### D. Management Team

##### **1. How the Management Team is organized at Coastline Community College:**

It is composed of:

- College President
- Vice Presidents
- Deans
- Directors
- Managers/Supervisors

In addition, there are representatives from the Classified Senate, the Academic Senate, and the Associated Student Government. Meetings generally occur monthly during the academic year.

##### **2. How Membership is Determined:**

Team membership includes all those currently holding administrative and management positions in the College. On occasion, portions of the team meeting are convened exclusively for management/administrative members to discuss appropriate issues, such as collective bargaining. Development of meeting agendas is made by the president, two College representatives to the Coast District Management Association (CDMA) and the management representative to the College Professional Development committee team. Members can also propose agenda topics for any meeting.

##### **3. The Function of the Management Team:**

The Management Team serves as an information-sharing and professional development forum. After discussion at the meeting on November 4, 1997, feedback indicated the need to adopt more formal means and methods for the operation of the meetings, including:

- To serve as a forum for discussion and recommendations on college-wide issues.
- To convey to the president, the views of the administrative and management leaders in the College.
- To review, interpret, implement, and improve district, college, and departmental policies, regulations, and procedures.
- To improve the working relationships and communication among members.
- To provide opportunity for discussion of administrative issues.

##### **4. How the Management Team Communicates with College Committees and the College:**

The Vice Presidents attend both the Management Council meetings and College Council. Presentations are made at Academic Senate, Classified Senate and ASG Meetings.

## **5. Meeting Schedule:**

The Management Team meets on the first Tuesday of every month, except January and July. Meetings are usually held at the College Center, Fountain Valley. Changes in meeting locations are announced at least 72 hours in advance.

### **E. Associated Student Government (ASG)**

#### **1. How ASG is organized at Coastline Community College:**

ASG is recognized as the official student governing body at Coastline. ASG was established and organized to facilitate communications between its “citizen-students” and the institution. According to the CCCD Board Policy for Student Clubs and Organizations (5905, approved 10-7-87), the District “encourages the formation of special-interest student clubs and organizations for educational and social benefits.”

The District’s Board Policy for Student Organizations also specifies that ASG at Coastline has been formed to act in an “advisory” capacity to the College in regard to various programs, procedures, processes and services (Board Policy 5400, approved 3-5-96). The Board of Trustees encourages the establishment of a student body association at Coastline for the purpose of conducting activities on behalf of students with the counsel and approval of College administrators under guidelines established by the District’s Chancellor.

Article IV, Sec. 4 of the adopted ASG Bylaws states that all Coastline Community College Student Government positions shall be duly elected by the Student Body during the Spring semester election time frame April 1 to April 30 of each year. All officers shall serve for a term of no more than one (1) year in that position; two (2) years consecutive or three (3) years lifetime maximum as part of CCC ASG in any position.

#### **2. How Membership is Determined:**

According to the adopted Bylaws of ASG (Article III, Sec. 4) all registered Coastline Community College (CCC) students shall be considered members of the CCC ASG and shall be subject to the ASG bylaws.

Students must be continuously enrolled in Coastline Community College for at least five (5) credit units during the Fall and Spring semester (CA Ed Code 76061 (a) (b)). Students must be in good academic standing with a minimum 2.0 grade

point average. They must be in good standing in the District and at Coastline College with no disciplinary record with the District; convicted of any felony or of a crime involving moral turpitude. Students must be able to commit hours per ASG position duties, and time for College and ASG events per semester. Generally, the amount of time should be approximately that for a three-unit (3.0) academic class and have a strong interest in student advocacy. No student will have voting rights in ASG during any term in which that student's relative, either in ASG by blood or marriage including legally adopted relationships or domestic partnership is serving on ASG and holding voting rights. ASG expressly incorporates the Coast Community College District's Board Policy (7310) regarding Nepotism.

No student shall be barred from participation on ASG on the basis of race, color, sex, gender identity, gender expression, religion, age, national origin, ancestry, sexual orientation, marital status, medical condition, physical or mental disability, military or veteran status, or genetic information.

Participation in ASG provides high visibility for students and will enable them to become more involved in Coastline's programs, activities and services. Involvement with ASG is designed to assist students in perfecting their leadership and management skills.

### **3. The Function of ASG:**

According to Article II of the ASG Bylaws, the purpose of ASG shall include, but not be limited to, the following:

Effectively represent the Coastline Community College Student Body in the participatory governance process.

- a) To serve as a communication link between students and Coastline Community College (California Ed Code Sections 70901 (1) (E), 70902 (b)(7), 76060-76067 and Title V of the California Administrative Code 51023.7).
- b) To advocate for the best interest of the Coastline Community College students.
- c) Promote student rights; students responsibilities.
- d) Research issues of concern affecting Coastline Community College students.
- e) Identify and provide ASG sponsored services.
- f) Build and maintain vital and thriving student life at Coastline Community College.
- g) Effectively participate in College and District policy decision-making (District Board Policy (3901).
- h) Serve in a consultative capacity on college-proposed programs, procedures, processes, and services further multicultural, social, and educated growth of Coastline Community College students.
- i) Encourage student responsibility and development of leadership skills.

- j) Recognize outstanding achievement by Coastline Community College students, faculty and staff.
- k) Foster collaborative relationships with Coastline administration, faculty, and staff for the purpose of promoting Coastline Community College students success.

**4. How ASG Communicates with College Council and College Committees:**

Article IV, Sec.9, of the ASG Bylaws clearly states that ASG will participate openly in Coastline’s participatory governance process by fully understanding its “advisory” role as a College stakeholder and acting responsibly to fulfill it.

Communications are facilitated to the College’s staff and body at large through various means as follows:

- a) by the elected recording secretary, who is responsible for publishing and disbursing all regular council minutes throughout the College by using the various delivery systems such as email and the Website;
- b) by the distribution of council meeting minutes by the Secretary, to ASG, the College President, Vice President of Student Services, and Academic Senate;
- c) by the ASG Commissioner of Public Relations, who is also responsible for publishing all ASG newsletters, with coordination, input and final approval of the Director, Student Life and/or the Vice President of Student Services;
- d) by the ASG Commissioner of Public Relations who shall recruit from the College’s student body at large for increased ASG membership and for the promotion of ASG and to prepare all publications and materials. The Commissioner of Public Relations shall also attend such college-wide committees such as Marketing and (e) Communications Committee;
- e) by the area site representatives for ASG, who serve as a link between the Office of Instruction/Student Services and the College’s instructional area sites located throughout the community. The area site representative is also responsible for delivering and placing all related materials at the area sites;
- f) by mailing out information such as questionnaires, surveys, newsletters, etc., each semester as coordinated with the Director, Student Life and the Office of Student Services.

**5. Meeting Schedule:**

Associated Student Government meets during the Summer, Fall and Spring terms. Meeting dates, times and locations are determined by the officers and advisor at the beginning of each semester in consideration of the ASG officers’ class and/or work schedule.

Appendix

Attachments:

Participatory Governance Diagram

Coastline Community College Committee List  
AB1725  
Board Policies (2510, 5400, 5413, 5905, 7310)  
ACCJC Accreditation Standard IV, July 2016  
Academic Senate Constitution and Bylaws  
Classified Senate Bylaws  
Associated Student Government Bylaws

Revised: July 2002  
April 2007  
February 2009  
October 2011  
July 2012  
February 2013  
December 2016

**President**

The President is responsible for the conduct of all College programs, functions, and activities and reports directly to the Chancellor of the Coast Community College District.

President ..... Loretta P. Adrian, Ph. D.

**Foundation**

Coastline Community College Foundation (CCCF) is an IRS-approved, tax-exempt, 501(c)(3) nonprofit, auxiliary organization. Its goal is to support students with scholarships and provide funds for college programs and specialized services. The Foundation receives gifts of time, talent, and resources from hundreds of donors each year who are committed to changing a life . . . one student at a time.

Current giving programs include, but are not limited to, Naming Opportunities, Annual Giving Campaign, Scholarships, President’s Circle, and Planned Giving. Call (714) 241-6154 for information.

Executive Director, College Foundation ..... Mariam Khosravani, M.B. A.

**Marketing, Public Relations**

Marketing and Public Relations serves as the communications arm of the College. The office coordinates public information activities, media, and promotional efforts and manages the printing/publication services for the College. The college website is also administered through this department.

Interim Director, Marketing and Public Relations ..... Judy Garvey

## ***Student Services***

Student Services is responsible for admissions, registration, records, transcripts, student information, international students, counseling, articulation, matriculation, guidance, Special Programs and Services for the disabled, financial aid, Extended Opportunity Programs and Services (EOP&S), Associated Student Government (ASG), and career and transfer services. It also manages student conduct and grievance procedures. Student Services maintains and provides a full range of matriculation services for students.

Vice President of Student Services, Title IX Officer ..... Ross Miyashiro  
Dean of Counseling & Matriculation Assessment, Transfer Center, Career Services  
Center, EOP&S, and CalWORKs ..... Bruce Keeler  
Director, Admissions and Records ..... Jennifer McDonald  
Director, Financial Aid ..... Stephen Woodyard  
Director, EOP&S ..... Julieta Mendez

## **Instructional and Student Support Services**

### ***Assessment Center***

Coastline's Assessment Center is located in Room 412 on the fourth floor of the Coastline College Center.

#### **Hours of Operation:**

Monday - Thursday: 8:00 - 5:00 p.m.

Friday: 8:00 a.m. to 12:00 p.m. (Noon)

**Phone:** (714) 241-6285

**E-mail:** [assessment@coastline.edu](mailto:assessment@coastline.edu)

### ***Virtual Library***

The mission of the Coastline Community College Online Library is to directly contribute to academic achievement, student success, and lifelong learning; to provide a variety of learning-centered resources and innovative services that meet the needs of its diverse community; to support the achievement of student learning outcomes at the course, program, and institutional levels; and to enhance teaching excellence.

**Phone / Text** (714) 696-1573

**Email** [library@coastline.edu](mailto:library@coastline.edu)

**Office Location** Coastline Community College - Fountain Valley - Room 206

### ***Faculty Success Center***

Coastline's Faculty Success Center provides:

- Leadership and support in teaching and learning
- Guidance with exploring innovative teaching strategies in all modalities
- Design, technical and pedagogical support while developing courses

The FSC is located in the building adjacent to Coastline College Center at 17075 Newhope Ave., Fountain Valley, CA 92708. The door is just to the left of the Social Security door. More information found at the [FSC website](#) here:  
<http://www.coastline.edu/faculty-staff/faculty-success-center/>

### ***Distance Learning***

**Hours of Operation:** Monday-Friday, 8:00 a.m.-5:00 p.m. PST

**Phone / Text** (714) 241-6216

**Email** [dlearning@coastline.edu](mailto:dlearning@coastline.edu)

**Office Location** Coastline Community College - Fountain Valley - Room 318

## ***Student Service Programs***

### CalWorks Program

The CalWORKs Program stands for “California Work Opportunities & Responsibility to Kids”. Although the federal view of welfare reform has been one of ‘work first’, the state of California recognized that many cash aid recipients would benefit by continuing with their self-initiated education programs. Therefore, during the 48-month (four year) federal time limit, a qualified student-parent may have the opportunity to proceed with education; increase skills and talents; and/or earn a certificate, Associate’s or Bachelor’s degree, which will ensure the future of self-sufficiency of their family.

The CalWORKs program provides the following services:

- Case management
- Intake counseling
- Individualized academic, vocational, career and personal counseling with a CalWORKs program counselor to develop a long range student educational plan that is personalized for you educational/career goal
- Advocacy on your behalf with your county case workers
- Completion and processing of mandatory county paperwork on a monthly basis for participants to sustain supportive services through the county
- Ancillary support services for assistance with the cost of textbooks
- Assistance in resume preparation and job interviewing skills
- Transportation – gas vouchers or bus passes
- School supplies
- Referrals to outside agencies
- Information about special programs

### Counseling Services

The Coastline Counseling Department provides opportunities for people to learn life and career planning skills necessary to develop and achieve their educational and personal goals. Coastline Counselors are available at the College Center (Fountain Valley), Garden Grove Center, and Le-Jao Center (Westminster).

The Counseling department is located at the Coastline College Center on the 1st floor.

#### **Hours of Operation:**

Monday – Thursday: 8:00 a.m. – 5:00 p.m.

Friday: 8:00 a.m. – 12:00 p.m.

**Phone:** (714) 241-6162

**Fax:** (714) 241-6236

**Email:** [counselingdept@coastline.edu](mailto:counselingdept@coastline.edu)

## Extended Opportunity Programs and Services (EOPS)

Extended Opportunities Programs & Services (EOP&S) is designed to help students who come from disadvantaged backgrounds achieve their academic goals, whether it be earning a certificate, Associate's Degree or transferring to a four-year university. Under the EOPS umbrella we also have two other programs – CARE and CAFYES.

### **CARE**

Cooperative Agencies Resources for Education (CARE) Program is a supplemental program to EOPS that is designed to provide the extra help a single parent may need to achieve his or her academic and career goals.

### **CAFYES**

Cooperating Agencies Foster Youth Educational Support (CAFYES) Program CAFYES is a supplement program to EOPS for current or former foster youth who need additional support and resources.

### Financial Aid

The Financial Aid Office is open Monday thru Thursday 8am-5pm and Friday 8am-12pm.

Tel: (714) 241-6239

Fax: (714) 241-6312

Email: [financialaid@coastline.edu](mailto:financialaid@coastline.edu)

**FAFSA School Code: 013536**

### Special Programs and Services for the Disabled

Students with disabilities (e.g., mobility, communication, speech, hearing, learning, vision, acquired brain injury, developmental, psychological) are invited to request assistance from Special Programs and Services for the Disabled. Services include, but are not limited to: interpreting services, note taking, registration assistance, special counseling, special materials/equipment (i.e., digital recorders, enlarged print materials, taped texts and other alternately formatted materials), test proctoring, tutoring and vocational guidance.

Students with disabilities who wish to enroll in Coastline classes are invited to call upon Special Programs and Services for the Disabled for assistance, or download, complete, and forward the forms listed below to our office.

Erica Valle and/or Celeste Ryan can offer information about special classes, site accessibility and support services. Call (714) 241-6214 or TDD (714) 751-2072.

### Student Success Center

**Mission Statement:** *The Student Success Center provides study space and tutoring across disciplines to empower students to dream, to be organized, to learn, to persist, to*

*have a plan, to innovate, and to never give up.*

The Student Success Center has locations at all of Coastline's campuses. We welcome all Coastline students to visit to study, receive assistance from a tutor, and to use our computers and resources to help you achieve your goals at Coastline. We offer the following services:

- Free access to tutors who provide guidance for any assignment in any class in any discipline.
- Tables and desks for individual or group study.
- Internet-connected computers for research, school email, and homework.
- Limited free printing available at Le-Jao, Garden Grove, and Newport.
- Live (e.g., Skype) and delayed (e.g. email-based) online tutoring. For more information, contact us: [success@coastline.edu](mailto:success@coastline.edu)

Our Le-Jao, Garden Grove, and Newport campuses offer full-service Success Centers with drop-in tutoring across all disciplines, study space, printing, and computers; individual tutoring is available at College Center (Fountain Valley). Check out our latest schedule for specific hours. We also offer email-based tutoring and appointment-based live online tutoring via Skype. For more information, send a message to [success@coastline.edu](mailto:success@coastline.edu).

## College Auxiliary Services and Information

### ***College Bookstore***

**Phone / Text** (714) 241-6101

**Office Location** Coastline Community College - Fountain Valley – First Floor

**Website:** [Coastline Bookstore](http://coastline.edu/bookstore) (URL: <http://coastline.edu/bookstore>)

### ***Graphics & Publications***

**Phone / Text** (714) 241-6106

**Office Location** Coastline Community College - Fountain Valley – Fourth Floor

Submit a request for:

- Press Releases
- Brochures/Fliers/Posters for campus distribution and outreach use
- Event Calendar Listings
- Social Media
- College Website Banners
- Digital Sign at College Center
- All College Weekly Emails

### ***Marketing and Public Relations***

Marketing and Public Relations serves as the communications arm of the college. It supervises the production of all major publications and coordinates public information activities, media and promotional efforts for the continued enhancement of the college's relations within the community. The Public Relations office also oversees the Graphics and Publications department.

Judy Garvey , Interim Director of Marketing and Public Relations, (714) 241-6186, Fax (714) 241-6118, email: [jgarvey@coastline.edu](mailto:jgarvey@coastline.edu)

The college's **Outreach** efforts are also coordinated by the division of Student Services. Our outreach professionals are available to attend community events, job fairs, and college nights, and are also available for small group presentations.

Nathan Brais , Coastline Outreach, (714) 546-7600, ext. 16134, email: [nbrais@coastline.edu](mailto:nbrais@coastline.edu)

## **Information on Classes, Curriculum, and Assessment**

### ***Curriculum Development***

The college establishes a Curriculum Committee, as a subcommittee of the Academic Senate, to study matters concerning curriculum and to make recommendations to the Board of Trustees. Committee members are elected by the Academic Senate. Members of each instructional unit elect a representative from their respective unit to serve on the Curriculum Committee. The committee reviews proposals from the various disciplines of the college, as well as from individual faculty members.

A cycle of program review guarantees quality and rigor appropriate to the curriculum. The Program and Department Review Committee conducts in-depth reviews every five years to evaluate each program's relevance, appropriateness, Student Learning Outcomes, and currency of curriculum and to identify future needs. Annual reports are made to the committee to provide updates and information about new trends, events, or changes impacting the program. This information is used by the Curriculum Committee to add or change courses or programs and to improve institutional effectiveness.

In addition to program review, advisory committees are used in the development of each of the career and technical programs. These committees provide advice on the latest industry developments in the subjects taught and how the curriculum can be further developed to meet emerging industry needs. The information and recommendations collected from the advisory committees are blended with regional wage and employment data projections are embedded into program review to aid in the refinement of CTE programs.

Board policy 4020 charges the Coast District Chancellor with the responsibility for the development and establishment of curriculum.

Board policy 7837 delineates the role of faculty in development of curriculum.

### ***Program and Department Review***

#### **Overview**

Program and Department Review is an integral part of the total process of planning and budgeting at Coastline Community College (CCC). The evaluation and recommendation subsections from each program review provides the basis for informed decision making on programs, personnel, facilities, equipment, and budget.

The Program and Department Review process is an effective vehicle for accountability and provides an opportunity for employees of CCC to actively participate in the growth of their own programs, departments and the growth of the college as a whole. Institutional planning and budget considerations will be based on the recommendations and justifications provided by this process.

Program and Department Review has been outlined by the Western Association of Schools and Colleges (WASC) and the Accrediting Commission for Community and

Junior Colleges (ACCJC) as a mechanism to build awareness, develop strategies to increase proficiency and sustainability through continuous quality improvement.

## Review Process

The Program and Department Review process at CCC follows the same pattern. All instructional programs and non-instructional departments CCC will be reviewed comprehensively once every five years, followed with annual program/department review. All reviews follow a similar comprehensive and annual report format and instruments.

The annual and comprehensive program and department review team(s) are composed of administration, full-time and part-time faculty and staff members of the program or department being evaluated. In order to develop a cohesive planning document, the review teams are encouraged to have the majority of program and department members actively participate. The review team will utilize a broad range of qualitative and quantitative data as a basis for preparing and writing the review.

## Calendar

The Program and Department Review process follows a five year calendar for comprehensive reviews followed with four annual reviews across all areas. The Annual Program and Department Reviews will not be due during the same year as the comprehensive reviews.

As means to meet the Title V standard of two years assessment of CTE programs, the programs give a presentation to the Coast Board of Trustees, which is an aggregate of research on market trends and advisory board recommendations.

## Timeline

October - April	Complete curriculum review
November	Institutional data set provided by Institutional Effectiveness
November	Develop comprehensive program surveys with Institutional Effectiveness
November - September	Conduct program and department workshops
February - April	Conduct student and employee surveys (Outcomes assessment)
September 1	Comprehensive and annual review drafts due for technical reviews
September (2 <sup>nd</sup> week)	Technical reviews returned
October 1	Comprehensive review drafts due for content review
October 1	Annual review final documents due
October –November	Comprehensive review interview
November (4 <sup>th</sup> week)	Comprehensive review final document due

November (4 <sup>th</sup> week)	Annual review validation report presentations
December	Comprehensive review validation reports
December	Annual Planning Report Drafted by Institutional Effectiveness

## Content

The format of Comprehensive and Annual Program and Department Reviews consist of four sections, which address program/department planning, human capital planning, facilities planning, and technology planning. The review ends with two sections related to creating new initiatives and prioritizing planning/budgetary request(s).

### **Section 1: Program/Department Planning**

The Program/Department Planning section provides a description of the program/department, draws attention to a range of data trends (e.g., student enrollment, student academic performance, efficiency, and operational performance), metrics (e.g., survey results, CTE market data, curriculum review) and outcomes assessment (Student Learning Outcomes (SLOs), Program Student Learning Outcomes (PSLOs), Service Area (SAOs). Additionally, this section presents a reflection on current and previous initiatives, Program and Department Review Committee recommendations, and external compliance. The section closes with a summary of the findings and a five-year plan for the operations of the program/department.

### **Section 2: Human Capital Planning**

The Human Capital Planning section provides a description of organizational structure of the program/department and delivers a reflection and annual five-year projection on personnel needs to create a living staffing plan. A summary is provided about professional development participation within the program/department. The section closes with a summary of the findings and a five-year plan for the staffing and professional development planning of the program/department.

### **Section 3: Facilities Planning**

The Facilities Planning section provides a description of the physical working environment and locations of the program/department. It delivers a reflection and a five-year projection on facilities needs that align with the Facilities Master Plan.

### **Section 4: Technology Planning**

The Technology Planning section provides a description of the evolution of technology across the program/department and provides a five-year projection on technology needs that align with the Technology Master Plan.

### **Section 5: New Initiatives**

The New Initiative(s) section provides a venue for participant(s) to support the five-year planning strategies with evidence-based actionable initiative(s). Additionally, this mechanism will be the basis for linking initiatives across master planning documents.

## **Section 6: Prioritization**

The Prioritization section is the venue used by the program/department to identify a prioritization of the planning/budgetary request(s) related to the initiatives.

### **Comprehensive Review Validation**

The validation process ensures that the comprehensive review meets a standard of rigor that addresses and responds to trends with performance metrics and longitudinal data sets as a means to effectively support planning for continuous improvement. The validation of the comprehensive reviews follows a three step process of technical assessment, content assessment/interview, and validation reporting.

#### **Step 1. Technical Assessment**

A draft of the review is submitted electronically to the Program and Department Review Committee for an initial review. A sub-committee is charged with the technical review of the document to ensure that requested criteria (e.g., Data analysis, outcomes assessment, curriculum, initiatives and prioritization) is addressed. Additionally, the technical assessment will review the quality and academic rigor of the document. Any deficiencies completeness or academic quality within the Program and Department Review draft will be noted and returned to the review lead for revision.

#### **Step 2. Content Assessment and Interview**

Once approved by the technical assessment sub-group, the review is forwarded to the Program and Department Review Committee for content review prior to the committee interview. The interview consists of a 10 minute presentation and followed by a 35 minute question and answer session, with the author(s) of the document answering questions about the report and program, as means to bring clarity to the committee. Any deficiencies in content quality or depth within the draft will be addressed in the meeting and the suggestion(s) for modification will be noted in the Committee meeting minutes. A timeline to address Committee suggestions will be established at the end of the interview and e-mailed to the review lead to incorporate the suggested modification(s).

#### **Step 3: Validation Report**

Once the committee receives the final version of the review, a validation assessment is conducted electronically by all the committee members. The instrument focuses on the utilization of data and alignment to the College mission and goals. Additionally, open-ended questions focus on the use of evidence to support budgetary request(s) associated with the planning initiatives. A report is generated based on the results of a quantitative and qualitative assessment instrument. The findings yield recommendation(s) and commendation(s) for the program or department to report on within the annual review process. The validation report is presented to the Program and Department Review Committee for review and acceptance. After being accepted, the validation report(s) and comprehensive reviews will be posted on the Program and Department Review webpage.

## Annual Review Validation

### **Step 1. Technical Assessment**

A draft of the review is submitted electronically to the Program and Department Review Committee for an initial review. A sub-committee is charged with the technical review of the document to ensure that requested criteria (e.g., Data analysis, outcomes assessment, initiative tracking and prioritization) is addressed. Additionally, the technical assessment will review the quality and academic rigor of the document. Any deficiencies completeness or academic quality within the annual review draft will be noted and returned to the review lead for revision.

### **Step 2. Content Assessment**

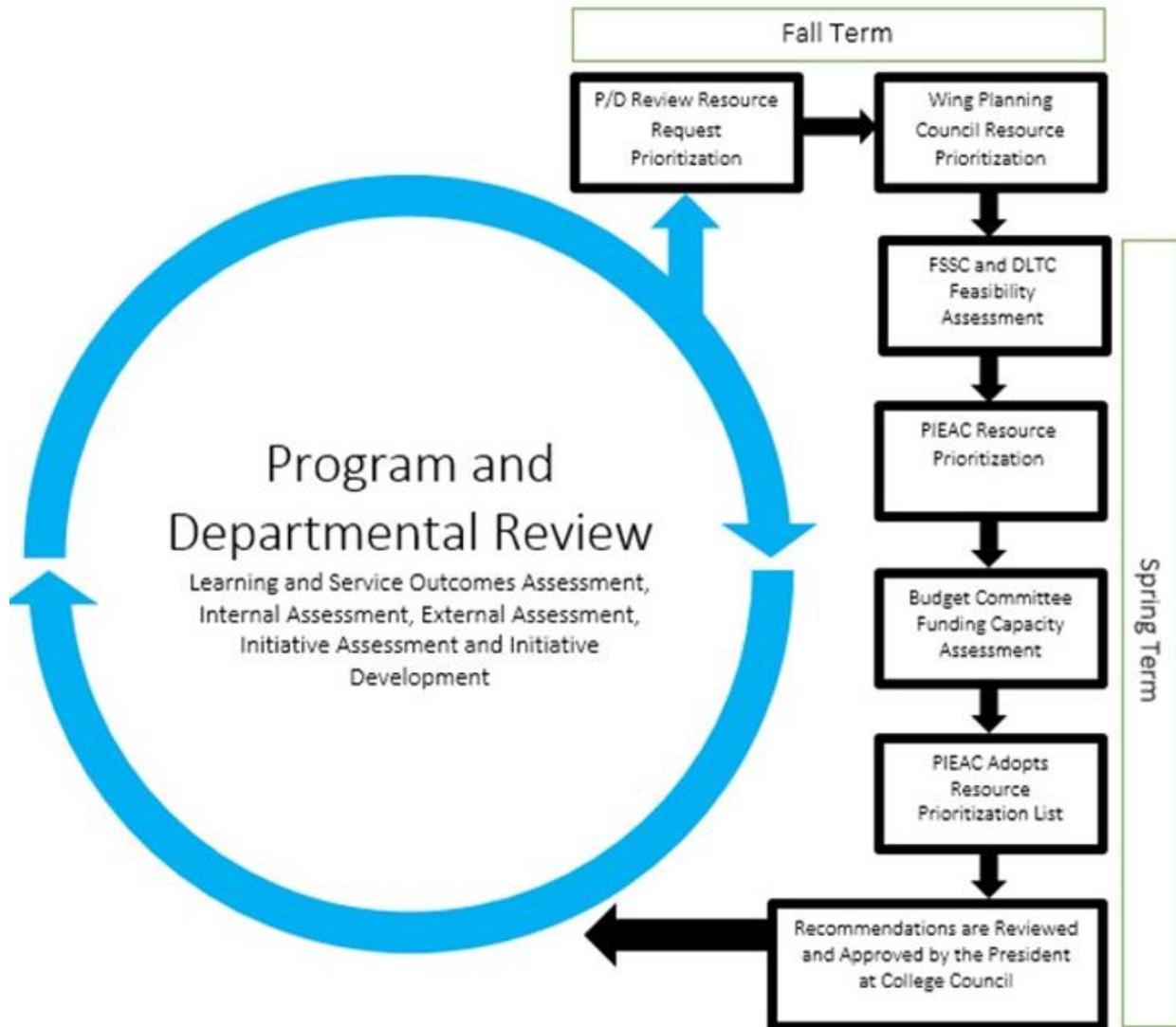
The content validation process of the annual reviews is conducted by the Vice Presidents, Deans and Department Chairs to determine if any major changes have emerged through the annual reviews. A validation report is created based on the results of a quantitative and qualitative assessment instrument completed by the Vice Presidents, Deans and Department Chairs utilization of data and alignment to the College mission and goals. Additionally, open-ended questions focus on any major changes in the department or program and the use of evidence to support budgetary request(s) associated with planning initiatives. A summary of the findings will be presented to the respective Institutional Wing Planning Committee(s) for review.

### **Step 3. Validation Report Presentation**

Once finalized by the Institutional Wing Planning Committee(s) a presentation of a final validation report will be presented to the Program and Department Review Committee for review and acceptance. After being accepted, the validation report(s) and annual reviews will be posted on the Program and Department Review webpage.

### Integration into Planning and Budgeting

Program and Department Review Committee evaluation, validation, and recommendations from each review provides the basis for informed decision making on programs, personnel, facilities, equipment, and budget, contributing to evidence based planning. In this way, the results of comprehensive and annual reviews are integrated into the college planning and budgeting process.



The co-chairs of the Program and Department Review Committee provides updates and summary reports to the Planning, Accreditation, and Institutional Effectiveness Committee (PIEAC) every meeting as means to maintain a flow of information.

#### Accountability/Non-Compliance

In order to ensure that the campus constituents are aware of the process and progression, standing reports in planning, management and council meeting will provide a flow of information. A tracking rubric will be maintained by the Department of Institutional Effectiveness to report progress on milestone completions to ensure that review teams are following the process.

Programs and departments that do not meet the established deadlines may risk not being included in the budget allocation process for that year. Continued inactivity may result in administrative intervention or program vitality assessment.

## ***Student Learning Outcomes and Assessment***

### Introduction

The Accrediting Commission for Community and Junior Colleges (ACCJC) requires associate degree granting institutions to meet four standards that ensure that the public receives a valuable education. In other words, the standards ensure that “the education earned at the institutions is of value to the student who earned it; and employers, trade or profession-related licensing agencies, and other colleges and universities can accept a student’s credential as legitimate” (ACCJC.org website). The four standards are designed to foster discussion about the institutions effectiveness and ways to enhance it.

The four standards are as follows:

#### **STANDARD I**

The institution provides the means for students to learn, assess how well learning is occurring, and strives to improve that learning through ongoing, systematic, and integrated planning.

#### **STANDARD II**

Instructional programs, student support services, and library and learning support services facilitate the achievement of the institution’s stated student learning outcomes.

#### **STANDARD III**

Human, physical, technology, and financial resources enable these programs and services to function and improve.

#### **STANDARD IV**

Ethical and effective leadership throughout the organization guides the accomplishment of the mission and supports institutional effectiveness and improvement.

The guidance provided in this document is specifically designed to help the institution meet Standard I and II as it pertains to Outcomes Assessment (OA), specifically, Student Learning Outcomes (SLOs). For guidance on how to meet the other standards, please refer to the ACCJC website.

## Student Learning Outcomes

Student Learning Outcomes (SLOs) state what a student is able to do at the completion of a course or course assignment. A student learning outcome is a statement of expectation that articulates:

- What students will know, do or think/feel as a result of our interaction with them,
- Specifies how learning will be assessed, and
- Documents the results of assessment and how those results will be used to improve learning.

*SLOs are: "What can students do or produce at the end of the course that they could not at the beginning."*

## Measuring SLOs

- SLOs are measurable so that the difference between the planned achievement and the learned achievement can be narrowed.
- Once outcomes are known, faculty can adjust the course or program to better accomplish the expected outcomes or the outcomes can be re-written to better reflect expected student learning.
- Expectations for student learning and assessment are **collaboratively authored** and **collectively accepted**.

## Assessment

"Not everything that can be counted counts and not everything that counts can be counted." Albert Einstein

*Assessment* is an ongoing process primarily aimed at one of two things:

- 1) Improving programs and/or services, and
- 2) Understanding and increasing student learning.

*Measurement* is the process of collecting data for evaluation of your **Outcomes**.

- **WHAT** you are going to measure.
- This will help you determine **HOW** you are going to collect your data.

## The Division/Department must:

- Make program objectives and student learning outcomes explicit and public
- Set appropriate criteria and high expectations;
- Systematically gather, analyze, and interpret data to determine how well programs and services meet those expectations and criteria
- Use the resulting data to document, explain, and improve programs, services, and student learning outcomes
- Re-evaluate criteria and modify as necessary.

## **Direct vs. Indirect Assessment**

*Direct assessment* involves looking at actual samples of student work.

- Direct measures assess student performance of identified learning outcomes, such as mastery of a lifelong skill. They require standards of performance.
- Examples of direct assessments are: pre/post-test; course-embedded questions; standardized exams; portfolio evaluation; videotape/audiotape of a performance.

*Indirect assessment* is gathering information through means other than looking at actual samples of student work.

- Indirect measures assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions.
- Examples of indirect measures are: student surveys about instruction; focus groups; alumni surveys; employer surveys.

## **Formative Assessment**

Formative assessment refers to assessment that is carried out throughout the course of study, project, or time-frame to provide feedback regarding whether the outcome is being met. Formative assessment may be conducted for the following reasons:

- Program improvement;
- To provide feedback in order to improve instruction, learning, and curricula;
- To identify students' strengths/weaknesses and
- To determine if the SLOs and instruction are in sync.

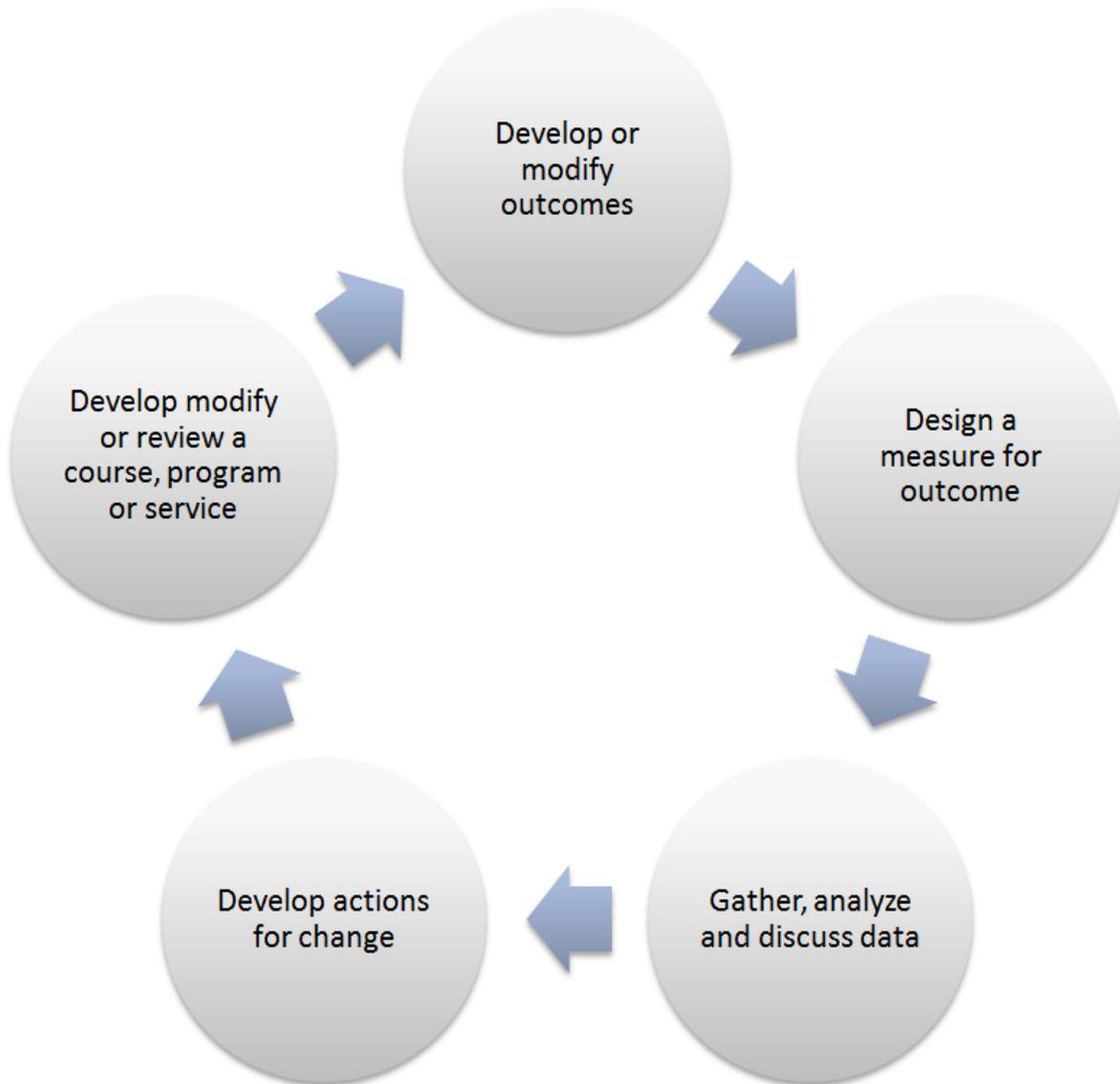
## **Summative Assessment**

Summative assessment refers to assessment that is carried out at the end of a course, project, or time-frame to evaluate whether the outcome was achieved (i.e., the overall performance). Summative assessment may be conducted for the following reasons:

- Evaluation and accountability;
- Decision-making regarding fund allocation;
- To aid in program level decision-making;
- To respond to demands of accrediting bodies, state and federal agencies.

## Outcome Assessment Cycle

Figure 1 The process of outcomes assessment.



### Further Reading

Accreditation Standards (2012). Accrediting Commission for California Community & Junior Colleges. [http: ACCJC.org](http://ACCJC.org)

Guiding Principles of SLO Assessment (2010). Academic Senate for California Community Colleges. [ASCCC.org](http://ASCCC.org)

Marshall, David (2013). Elements of design. Pierce College SLO Conference.

SLO Glossary (2010). Academic Senate for California Community Colleges. [ASCCC.org](http://ASCCC.org)

Standards Glossary (2002). Accrediting Commission for California Community & Junior Colleges. [http: ACCJC.org](http://ACCJC.org)

## ***Academic Honest Policy***

Coastline Community College's institutional integrity is built in part upon the individual student's commitment to academic honesty. The College's institutional integrity is also founded upon the effective administration of academic honesty issues by the College's faculty and staff.

Coastline Community College Faculty are responsible for ensuring that the student grades are truly indicative of the student's learned knowledge as exhibited in the classroom. Student acts of academic dishonesty cause disruption of the educational process, weaken our College's institutional integrity, and present challenges for our faculty to fairly assess the student's academic performance.

Coastline Community College Faculty holds primary responsibility for ensuring that academic honesty is maintained in their classes. Individual students also share in this responsibility. Coastline students are required to refrain from all acts of academic dishonesty. The Coast Community College District's Student Code of Conduct and Disciplinary Procedures (BP-5500) apply to students whose conduct violates this academic honesty procedure.

## **Procedures for Dealing with Violations of Academic Honesty Actions Taken by Faculty Member**

Any Coastline Faculty member who has evidence that a student has committed an act of academic dishonesty, shall, after speaking with the student, take one or more of the following disciplinary actions:

- Issue an oral reprimand.
- Give the student an "F" grade or zero points or a reduced number of points on all or part of a particular paper, project or examination;
- If the act of academic dishonesty results in a "F" grade or zero points being awarded to the student for that particular paper, project, or examination, and this result affects the student's overall grade in the class, then the student shall be issued the proper grade, as affected by the specific "F" or zero grade, by the faculty member.

For any incident of academic dishonesty resulting in the instructor's issuance of an "F" or zero points - the instructor shall assess the severity of the student's misconduct and determine whether the incident should be immediately reported to the College's Student Discipline Officer (presently the Dean of Counseling) on the "Academic Dishonesty Report" form.

### **Actions by the College Administration**

The sanction imposed for an act of academic dishonesty depends on the severity of the alleged improper conduct of the student. However, sanctions are generally imposed as follows:

Upon receipt of a faculty-member completed first "Academic Dishonesty Report" form concerning a student, (or) upon satisfactory investigation of allegations brought by other staff or students about academic misconduct by a student, the Student Discipline Officer shall respond in one of two ways:

1. By sending a Student Discipline Notification Letter to the student, inviting the student to present a response to the allegations of academic dishonesty. The Student Discipline Officer will inform the student that if a finding of academic dishonesty is sustained, the student will be issued student conduct sanctions determined by the student Discipline Officer pursuant to the District's Student Code of Conduct.
2. The Student Discipline Officer may also create an Academic Dishonesty Report file and send no letter (the Student Disciplinary Officer will not take action, based on the request of the individual instructor, who will handle the disciplinary action individually with his/ her own students). If the Student Discipline Officer notes that multiple Academic Dishonesty Reports have been filed for particular students, from multiple instructors, however, then the student will receive the Letter of Student Discipline Notification.

Upon receipt of a second or more "Academic Dishonesty Report" of academic misconduct committed by a student, the Student Discipline Officer shall seek the suspension of the student for one to two full calendar years.

If, upon this student's return from the one to two years suspension, the Student Discipline Officer receives any further reports of academic dishonesty concerning this student, the Student Discipline Officer may recommend the student be expelled from the District for a period of no less than three to ten years.

Depending on the severity of the student's academic dishonesty, a student may be suspended from the College on a first offense or be recommended for expulsion by the CCCD Board of Trustees.

The Student Discipline Officer shall keep the faculty member and Division Dean reasonably informed of the status of the student discipline process and outcome.

## Examples of Academic Dishonesty Conduct

Some examples of academic dishonesty conduct warranting the imposition of disciplinary probation, suspension, or expulsion include, but are not limited to, the following:

- Taking an examination for another student or having someone else take an examination for one-self.
- Altering a graded examination/assignment and returning it for additional credit.
- Having another person or a company do research and/or writing of a report.
- Stealing or attempting to steal an examination or answer key.
- Printing an online exam without the express authorization of the instructor.
- Stealing or attempting to change official academic records.
- Forging or altering grades.
- Obtaining answers from another student before or during an examination.
- Falsely reporting or claiming to have experienced technical difficulties with online instructional tests, quizzes, or assignments.
- Knowingly allowing another student to copy one's work.
- Using unauthorized materials, such as notebooks, calculators, or other items, without the instructor's consent during an examination or placement test.
- Sharing answers for a take-home or on-line examination unless otherwise authorized by the instructor.
- Receiving help in creating a speech, essay, report, project, or paper unless otherwise authorized by the instructor.
- Turning in a speech, essay, report, exam answer, discussion board posting, project, or paper done for one class to another class unless specifically authorized by the instructor of the second class.
- Misreporting or altering the data in laboratory or research projects.
- Offering another person's work as one's own: copying a speech, essay, report, exam answer, discussion board posting, project, or paper from another person or from books, websites, or other sources.
- Using outside sources (books or other written sources) without giving proper credit (by naming the person and putting any exact words in quotation marks).
- Intentionally impairing the performance of other students and/or a faculty member.

- Collusion - when any student knowingly or intentionally helps another student perform an act of academic dishonesty. Collusion in an act of academic dishonesty will be disciplined in the same manner as the act itself.



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