



# COLLEGE of the DESERT

## K-14 Education Consortium

**MINUTES FOR Friday, November 3, 2017**

**8:30 a.m.**

**Public Safety Academy, PSA 19 A&B**

**Members Present:**

Allan-Bentley, Beth – Director of Research, OneFuture Coachella Valley  
 Becerra, Sal – Counselor, Desert Hot Springs High School, PSUSD  
 Bibo, Kevin – Assistant Principal/CTE, Palm Desert High School, PSUSD  
 Bleza, Michelle – Manager, Career & College Access Planning, COD  
 Cardenas, Edward – Counselor, La Familia High School, CVUSD  
 Daiberl, Carol – Assistant Principal, Palm Desert High School, DSUSD  
 Enders, Jessica – Director, Education Centers, COD  
 Haga, Teresa – Principal, Rancho Mirage High School, PSUSD  
 Hendra, Brian – Principal, Mt. San Jacinto High School, PSUSD  
 Herrera, Marcy – Assistant Principal, CTE Programs, Indio High School, DSUSD  
 Hicks, Robert – Principal, Palm Desert High School, DSUSD  
 Hunt, Janel – Assistant Principal, Palm Springs High School, PSUSD  
 Lee, Lita – Dir of Outreach, John Muir HS, Urban Conservation Corp of Inland Empire  
 Maldonado, Carlos – Interim Dean, Enrollment Services, COD  
 Mathis, Pam – Counselor, Mt. San Jacinto High School, PSUSD  
 Mendoza, Rosalia – Adult Education Counselor, District Parent Center, PSUSD  
 Mesicek, John– Work Based Learning Coord, Desert Hot Springs HS, PSUSD  
 Omier, Julio – Assistant Principal, Rancho Mirage High School, PSUSD  
 Peregrina-Kretz, Diliaana – Director, Talent Search Grant Programs, COD  
 Perotti, Marie – CTE Coordinator, CVUSD  
 Pinning, Steve – Director of Linked Learning, CTE, PSUSD  
 Ralston, Pamela – Chair/Vice President of Student Learning, COD  
 Russell, Carmezi – Work Based Learning, Cathedral City High School, PSUSD  
 Seiple, Brad – Assistant Principal, Cathedral City High School, PSUSD  
 Schantz, Ashley – Counselor, La Quinta High School, DSUSD  
 Spears, Amy – Assistant Principal, Palm Desert High School, DSUSD  
 Torres, Adrian – Curriculum, Xavier Prep  
 Valdez, Hector – Principal, La Familia High School, CVUSD  
 Valenzuela, Michelle – Counselor, Rancho Mirage High School, PSUSD  
 Watson, Erica – Assistant Principal, Desert Hot Springs High School, PSUSD  
 Webb, Sean – Assistant Principal/CTE, La Quinta High School, DSUSD  
 Woll, Ryan – Principal, Palm Springs High School, PSUSD  
 Young, Leslie – Dean, Health Science and Education, COD

**Recorder:**

Mary Lou Marrujo

**AGENDA**

**1. Call to Order (8:33 a.m.)**

**2. Action Items**

**2.1 Approval of Agenda**

DISCUSSION	None.		
CONCLUSION	Agenda approved as submitted.		
FOLLOW-UP ITEMS		PERSON RESPONSIBLE	DEADLINE
<b>2.2 Approval of October 6, 2017 Minutes</b>			
DISCUSSION	None.		
CONCLUSION	Minutes approved as submitted.		
FOLLOW-UP ITEMS		PERSON RESPONSIBLE	DEADLINE
<b>3. Group Discussion</b>			
<b>3.1 CTE Pathways Programs of Study at PSUSD</b>			
DISCUSSION	<p>Steve Pinning, Director of Linked Learning/CTE at PSUSD, presented the CTE Pathways Programs of Study for each CTE Academy and Pathway at his District (copy attached). The intent of this tool is to give a clear picture to students, counselors and parents as to what it looks like to go through one of their academies throughout a student's entire four-year schedule. It reaffirms that students can meet the minimum qualifications for UC, and it is a great visual tool on what options are available to them.</p> <p>Mr. Pinning explained that this tool was created by:</p> <ul style="list-style-type: none"> <li>• Identifying each of the mini subject areas by grade level</li> <li>• Looking at what courses students are required to take (including options)</li> <li>• Reviewing the sequences of courses established in the high school system</li> <li>• Seeing where Career Tech Education courses could fit in</li> </ul> <p>The draft schedule was then sent to the sites to verify for accuracy.</p> <p>The schedule was then built-up, with COD's help, to include post-secondary courses to show how students could keep their pathway course of study moving forward. It also provides a good visual tool on what, if you follow these pathways, are the types of jobs you can get.</p> <p>Mr. Pinning stated that there should be a broad distribution of this tool. It will also be helpful in identifying potential dual enrollment courses.</p> <p>Pamela Ralston, Vice President of Student Learning at COD, added that this type of tool will also help COD guide their scheduling to help support where students are coming from. She also stated that we should probably be adding only degrees that are associate degrees for transfer, or certificated programs that we know are leading to career readiness.</p> <p>Mr. Pinning mentioned that this type of form may be a familiar format because it was required by the California Career Pathways Trust Grants a few years ago. He anticipates that future CTE grants will likely require this type of form as part</p>		

	of the application because they like to see the linkage between secondary and post-secondary education.		
CONCLUSION	Marie Perotti, CTE Coordinator at Coachella Valley Unified School District, asked if Mr. Pinning would share the tool he presented today.		
FOLLOW-UP ITEMS		PERSON RESPONSIBLE	DEADLINE
Email a Programs of Study document in WORD format to the entire group so they can use as a template for their site/district.		Steve Pinning will email to Mary Lou, who will forward to group.	
<b>3.2 Review Draft of Dual and Concurrent Enrollment Handbook</b>			
DISCUSSION	<p>Michelle Bleza reviewed the draft Dual &amp; Concurrent Enrollment Handbook emailed to everyone earlier in the week. There are two parts to the handbook: (1) To provide current, general information about the program, as well as, clear guidelines and expectations of college and high school faculty and administrators; and (2) COD's Faculty Guide for Enrollment Services.</p> <p>Dr. Bleza reiterated that this handbook is still a work in progress. Over time we may need a couple of different documents directed specifically to different audiences; however, keep in mind that this is not a document you'll want to hand off to parents or students.</p> <p>Today she is going to go over some of the key ideas included in the handbook and ask for feedback, as well as, ask that everyone review the Table of Contents to see what is missing. Dr. Ralston added that there may be areas that you will want to be clear in understanding in case you hand this off to a faculty member who is new to this idea. She feels if we start thinking of articulation as a first step toward dual enrollment, it is a great way for someone to enter into this understanding.</p> <p>Suggestion on what to add to handbook:</p> <ul style="list-style-type: none"> <li>• FAQ section.</li> <li>• A section on how to clear high school faculty to teach a dual enrollment course.</li> <li>• Students' rights and responsibilities, i.e. honor code.</li> <li>• Make the handbook a live electronic document with links so we can continue to update and change it.</li> </ul>		
CONCLUSION			
FOLLOW-UP ITEMS		PERSON RESPONSIBLE	DEADLINE
<ul style="list-style-type: none"> <li>• Continue to provide feedback on the handbook to Michelle Bleza.</li> </ul>		All consortium members	
<b>3.3 List of COD deadlines and important registration dates</b>			
DISCUSSION	<p><u>High School Visits</u> – Fridays, 9:00 a.m. to 2:00 p.m.</p> <ul style="list-style-type: none"> <li>• March 16, 2018</li> <li>• March 23, 2018</li> <li>• April 6, 2016</li> </ul>		

	Key dates for 2018 Winter Intersession and Spring for Dual and Concurrent Enrollment Students are attached.		
CONCLUSION			
<b>FOLLOW-UP ITEMS</b>	<b>PERSON RESPONSIBLE</b>	<b>DEADLINE</b>	
<b>3.4 Good of the Order</b>			
DISCUSSION	<u><b>Agenda items for December meeting</b></u> <ul style="list-style-type: none"> <li>• Update on legislation at the state level that will impact all of us. Assembly Bill 705 will require students that enter into community college to complete any remediation and transfer-level course in English and Math within their first year.</li> <li>• Sharing data and resources <ul style="list-style-type: none"> <li>○ What data are folks interested in?</li> <li>○ What would sharing look like?</li> </ul> </li> </ul>		
CONCLUSION			
<b>FOLLOW-UP ITEMS</b>	<b>PERSON RESPONSIBLE</b>	<b>DEADLINE</b>	
<ul style="list-style-type: none"> <li>• Send information on Assembly Bill 705 to group prior to the December meeting.</li> </ul>	Pamela Ralston and Karen Tabor		
<b>4. Adjournment:</b> The meeting adjourned at 9:50 a.m.			

**NEXT MEETING:**

Friday, December 1, 2017 – 8:30 a.m.

Location College of the Desert – Public Safety Academy (PSA),  
Room 19, A&B

School: Palm Springs High School

Academy/Pathway: Academy of Business Leadership and Entrepreneurship (ABLE) (181-PS)



Palm Springs Unified School District Academy/Pathway Course of Study

Level	Grade	English Language Arts	Math	Social Studies	Science	Career Technical Education	Other Required Courses or Recommended Electives	Sample Occupations Relating to the Pathway	
Middle School	7							<p><b>Occupations Requiring Less Than a Baccalaureate Degree</b></p> <ul style="list-style-type: none"> <li>Account Collector</li> <li>Manufacturing Manager</li> <li>Entrepreneurs</li> <li>Executive Secretary</li> <li>Purchasing Agent/Manager</li> <li>Sales Representative</li> <li>Bank Teller</li> </ul> <p><b>Occupations Requiring a Baccalaureate Degree</b></p> <ul style="list-style-type: none"> <li>Accountant</li> <li>Business Development Manager</li> <li>Financial Analyst</li> <li>Operations Manager</li> <li>Marketing Manager</li> <li>Sales Manager</li> <li>Market Research Analyst</li> <li>Marketing Specialist</li> <li>Sales Representative</li> </ul> <p><b>Industry Recognized Certifications, Licenses, or Credentials Related to This Pathway</b></p> <ul style="list-style-type: none"> <li>Certified Risk Manager</li> <li>Project Management</li> <li>CPA</li> <li>Property and Casualty License</li> <li>Various Investment Certifications (e.g. Series 6 or 61)</li> </ul>	
	8								
Secondary	9	English I	Integrated Math I		Biology	Business Finance (4512A)	P.E. Foreign Language		
	10	English II	Integrated Math II	World History	Chemistry	Business Management & Leadership (4522A)	P.E. Foreign Language		
	11	English III	Integrated Math III	U.S. History	Physics CP	Empowering Entrepreneurs (4527A)	Visual and Performing Arts P.E. or Foreign Language if needed.		
	12	English IV	Mathematical Reasoning with Content (MRWC)	Government Economics		Economics Virtual Enterprise (4511A)			
College courses below are for illustration. Actual courses a student may be enrolled in may vary based upon academic readiness.									
Post-Secondary	13 F	A-2 ENG 001A. Composition ENG by placement	Math 40: Algebra (by placement)	C-2: Literature or Foreign Language	COUN 12 Live Planning & Kine	Marketing Management	CIS 10: Computer Literacy BUAC 20A: Financial Accounting		
	13 S	Kine -2 Units	B-4 Math 010 College Algebra	D-8 PS 001 American Govt.	Physics 2 or Biology	Business Management	BUMA 10: Intro to Business BUAC 20B: Managerial Accounting		
	14 F	A-3: SOC 4 Critical Thinking	A-1: COMM 001 Public Speaking	D-6: American History	Upper Division Courses	Upper Division Business Courses	ECON 1: Macro Economics BUMA 20A: Business Law		
	14 S	C-1: ART 003A Design & Color	C-1: Art 12A Asian Art	D-9: Psychology	B-2: Life Science B-3: Lab Science	Upper Division Business Courses	ECON 2: Micro Economics MATH 14: Statistics		
		Academy/Pathway Course	Dual Enrollment Course	CTE Meets UC a-g Entrance Requirements	Minimum UC a-g Entrance Requirement + 1 a-g approved elective	Concurrent or Articulated			

School: Palm Springs High School

Academy/Pathway: Arts Institute



Palm Springs Unified School District Academy/Pathway Course of Study

Level	Grade	English Language Arts	Math	Social Studies	Science	Career Technical Education	Other Required Courses or Recommended Electives		Sample Occupations Relating to the Pathway
Middle School	7					Digital Media and Design (7635)			<b>Occupations Requiring Less Than a Baccalaureate Degree</b> <ul style="list-style-type: none"> <li>Commercial Artist</li> <li>Commercial Photographer</li> <li>Video Technician</li> <li>Desktop Publishing</li> <li>Graphic Designer</li> </ul>
	8					Computer Graphic Design (7636)			
Secondary	9	English I	Integrated Math I		Biology		Journalism	P.E. or Foreign Language	<b>Occupations Requiring a Baccalaureate Degree</b> <ul style="list-style-type: none"> <li>Computer Animator</li> <li>Illustrator</li> <li>Graphic Designer</li> <li>Film and Video Editor</li> <li>Commercial and Industrial Designer</li> </ul>
	10	English II	Integrated Math II	World History	Chemistry	Art II (All Visual and Performing Art Areas) (6015)	P.E.	Foreign Language	
	11	English III	Integrated Math III	U.S. History	Physics CP	Critical Thinking Arts Culture (6005)	P.E. if needed	Foreign Language if needed.	
	12	English IV	Mathematical Reasoning with Content (MRWC)	Government Economics		Senior Arts Seminar (6028)	P.E. if needed	Foreign Language if needed.	
College courses below are for illustration. Actual courses a student may be enrolled in may vary based upon academic readiness.									<b>Industry Recognized Certifications, Licenses, or Credentials Related to This Pathway</b> <ul style="list-style-type: none"> <li>Microsoft Certification</li> <li>Adobe Certification</li> </ul>
Post-Secondary	13 F	A-2 ENG 001A.Composition ENG by placement	Math 40: Algebra (by placement)	C-2: Literature or Foreign Language	COUN 12 Live Planning & Kine	DDP 001B: Computer Graphics Digital Arts II	DDP 002: Computer Graphics 2		
	13 S	Kine -2 Units	B-4 Math 010 College Algebra	D-8 PS 001 American Govt.	Biological Science or Physical Science	Graphic Production Technologies			
	14 F	A-3: SOC 4 Critical Thinking	A-1: COMM 001 Public Speaking	D-6: American History	Upper Division Courses	Upper Division Graphic/Media Courses	DDP 011: Graphic Design II	DDP 32: Applied Digital Photography	
	14 S	C-1: ART 003A Design & Color	C-1: Art 12A Asian Art	D-9: Psychology	B-2: Life Science B-3: Lab Science	Upper Division Graphic/Media Courses	DDP020: New Media	CIS 82C: Web Publishing-Adobe Dreamweaver  DDP 21-New Media II	
		Academy/Pathway Course	Dual Enrollment Course	CTE Meets UC a-g Entrance Requirements	Minimum UC a-g Entrance Requirement + 1 a-g approved elective	Concurrent or Articulated			

School: Palm Springs High School

Academy/Pathway: Welding and Manufacturing (213-PS)



Palm Springs Unified School District Academy/Pathway Course of Study

Level	Grade	English Language Arts	Math	Social Studies	Science	Career Technical Education	Other Required Courses or Recommended Electives	Sample Occupations Relating to the Pathway
Middle School	7							<b>Occupations Requiring Less Than a Baccalaureate Degree</b> <ul style="list-style-type: none"> <li>Assemblers</li> <li>Automated Manufacturing Technician</li> <li>Solderers, Brazers, and Welders</li> </ul>
	8							
Secondary	9	English I	Integrated Math I		Biology	Welding I (5292)	P.E. Foreign Language	
	10	English II	Integrated Math II	World History	Chemistry	Welding II (5293)	P.E. Foreign Language	
	11	English III	Integrated Math III	U.S. History	Physics CP	Welding III (5294)	Visual and Performing Arts P.E. or Foreign Language if needed.	
	12	English IV	Mathematical Reasoning with Content (MRWC)	Government Economics		Welding III (5294)		
College courses below are for illustration. Actual courses a student may be enrolled in may vary based upon academic readiness.								
Post-Secondary	13 F	A-2: ENG 001A composition ENG by placement	Math 40: Algebra (by placement)	C-2: Literature or Foreign Language	COUN 12: Life Planning & Kine	WELD 010 (OXY-ACETYLENE GAS WELDING)		<b>Industry Recognized Certifications, Licenses, or Credentials Related to This Pathway</b> <ul style="list-style-type: none"> <li>Welding Certification (e.g., AWS Certified Welder)</li> <li>Good Manufacturing Practice (GMP)</li> <li>Lean Six Sigma Certification</li> <li>Soldering Certification (e.g., IPC Cert)</li> <li>Project Management Certification (PMP)</li> </ul>
	13 S	Kine – 2 units	B-4: Math 010 College Algebra	D-8: PS 001 American Government	B-1: Physical Science	WELD 011 (SHIELDED METAL ARC WELDING)		
	14 F	A-3: SOC 4 Critical Thinking	A-1: COMM 001 Public Speaking	D-6: American History	DDP010: Graphic Design I	WELD 012 (BASIC GAS METAL ARC WELDING-MIG)		
	14 S	C-1: ART 003A Design and Color	C-1: Art 12A Asian Art	D-9: Psychology	B-2: Life Science B-3: Lab Science			
		Academy/Pathway Course	Dual Enrollment Course	CTE Meets UC a-g Entrance Requirements	Minimum UC a-g Entrance Requirement + 1 a-g approved elective	Concurrent or Articulated		

School: Palm Springs High School

Academy/Pathway: Palm Springs Academy for Learning Medicine (PALM) a California Partnership Academy (198-PS)



Palm Springs Unified School District Academy/Pathway Course of Study

Level	Grade	English Language Arts	Math	Social Studies	Science	Career Technical Education	Other Required Courses or Recommended Electives		Sample Occupations Relating to the Pathway
Middle School	7								<b>Occupations Requiring Less Than a Baccalaureate Degree</b> <ul style="list-style-type: none"> <li>Medical Assistant Clinical</li> <li>Nursing Assistant</li> <li>EMT</li> <li>Radiology Assistant</li> <li>Phlebotomy</li> </ul>
	8					Jump			
Secondary	9	English I	Integrated Math I or II		Biology CP	Introduction to Health Careers (5070T)	P.E.	Foreign Language	
	10	English II	Integrated Math II or III	World History	Chemistry CP	First Aid and Safety (5080TS1) & Sports Medicine 1(5071T)	P.E.	Foreign Language	
	11	English III	Integrated Math III or Pre-Calculus	U.S. History	Anatomy	Sports Medicine 2 (5072T)	Visual and Performing Arts	P.E. or Foreign Language if needed.	
	12	English IV	Mathematical Reasoning with Content (MRWC)	Government Economics	Physics CP or Honors	Sports Medicine 3 (5073T) & Athletic Training (5080TS2)			
College courses below are for illustration. Actual courses a student may be enrolled in may vary based upon academic readiness.									
Post-Secondary	13 F	A-2 ENG 001A. Composition ENG by placement	Math 40: Algebra (by placement)	C-2: Literature or Foreign Language	HS 013: Exercise Science	KINE 007: Techniques of Exercise Leadership	SOC 003: Fundamentals of Statistics		<b>Occupations Requiring a Baccalaureate Degree</b> <ul style="list-style-type: none"> <li>Nursing</li> <li>Radiology</li> <li>Occupational Therapy</li> <li>Physical Therapy</li> </ul> <b>Industry Recognized Certifications, Licenses, or Credentials Related to This Pathway</b> <ul style="list-style-type: none"> <li>Nursing Assistant</li> <li>Medical Assistant</li> <li>Phlebotomy</li> <li>Radiology Technician</li> </ul>
	13 S	Kine -2 Units	B-4 Math 010 College Algebra	D-8 PS 001 American Govt.	BI-013: Human Anatomy and Physiology I	KINE 008: Introduction to Kinesiology	MATH 014: Statistical Methods		
	14 F	A-3: SOC 4 Critical Thinking	A-1: COMM 001 Public Speaking	D-6: American History	BI-014: Human Anatomy and Physiology II	KINE 095: Exercise Science			
	14 S	C-1: ART 003A Design & Color	C-1: Art 12A Asian Art	D-9: Psychology	PH 002A: College Physics I	RE 010B: Recreation Field Work II			
		Academy/Pathway course	Dual Enrollment Course (COD)	CTE Meets UC a-g Entrance Requirements	Minimum UC a-g Entrance Requirement + 1 a-g approved elective	Concurrent or Articulated			

School: Cathedral City High School

Academy/Pathway: Digital Arts Technology Academy (DATA) a California Partnership Academy (111-CC)



Palm Springs Unified School District Academy/Pathway Course of Study

Level	Grade	English Language Arts	Math	Social Studies	Science	Career Technical Education	Other Required Courses or Recommended Electives	Sample Occupations Relating to the Pathway	
Middle School	7					Digital Media Design (7635)		<b>Occupations Requiring Less Than a Baccalaureate Degree</b> <ul style="list-style-type: none"> <li>Commercial Artist</li> <li>Commercial Photographer</li> <li>Audio &amp; Video Technician</li> <li>Desktop Publishing</li> <li>Graphic Designer</li> </ul>	
	8					Computer Graphic Design (7636)			
Secondary	9	English I CP or Honors	Integrated Math I		Biology CP or Honors	Contemporary Media (6055)	P.E. Foreign Language	<b>Occupations Requiring a Baccalaureate Degree</b> <ul style="list-style-type: none"> <li>Computer Animator</li> <li>Video Game Designer</li> <li>Illustrator</li> <li>Graphic Designer</li> <li>Film and Video Editor</li> <li>Commercial and Industrial Designer</li> <li>App Developer</li> <li>Upper Management</li> <li>Entrepreneur</li> </ul>	
	10	English II CP or Honors	Integrated Math II CP or Honors or Integrated Math III Honors	World History CP /IB	Environmental Science or Chemistry Honors	Media Literacy (5430D)	P.E. Foreign Language		
	11	English III CP/IB	Integrated Math III	U.S. History CP/IB	Chemistry CP or Science Elective	Photo II (DE)(5450D), or Animation (5445D)	Intermediate Digital Media (6053D)		P.E. or Foreign Language if needed.
	12	Expository Reading and Writing/IB	Mathematical Reasoning With Content (MRWC)	Civics & Economics IB	Science or Elective	Digital Imaging (6051D)	Advanced Digital Media Production (6054D)		P.E. or Foreign Language if needed.
College courses below are for illustration. Actual courses a student may be enrolled in may vary based upon academic readiness.									
Post-Secondary	13 F	A-2: ENG 001A composition ENG by placement	Math 40: Algebra (by placement)	C-2: Literature or Foreign Language	COUN 12: Life Planning & Kine	DDP 001B: Computer Graphics		Intro to Digital Photography 030	<b>Industry Recognized Certifications, Licenses, or Credentials Related to This Pathway</b> <ul style="list-style-type: none"> <li>Adobe Certification</li> <li>Final Cut Pro Certification</li> <li>Industry Portfolio</li> </ul>
	13 S	Kine – 2 units	B-4: Math 010 College Algebra	D-8: PS 001 American Government	B-1: Physical Science	DDP 002: Computer Graphics 2			
	14 F	A-3: SOC 4 Critical Thinking	A-1: COMM 001 Public Speaking	D-6: American History	DDP010: Graphic Design I	DDP 011: Graphic Design II		DDP 32: Applied Digital Photography	
	14 S	C-1: ART 003A Design and Color	C-1: Art 12A Asian Art	D-9: Psychology	B-2: Life Science B-3: Lab Science	DDP020: New Media		CIS 82C: Web Publishing- Adobe Dreamweaver DDP 21-New Media II	
		Academy/ Pathway course	Dual Enrollment Course	CTE Meets UC a-g Entrance Requirements	Minimum UC a-g Entrance Requirement + 1 a-g approved elective	Concurrent or Articulated			

School: Cathedral City High School

Academy/Pathway: Health and Environmental Health Academy of Learning (HEAL) a California Partnership Academy (199-CC)



Palm Springs Unified School District Academy/Pathway Course of Study

Level	Grade	English Language Arts	Math	Social Studies	Science	Career Technical Education	Other Required Courses or Recommended Electives	Sample Occupations Relating to the Pathway	
Middle School	7					Jump		<b>Occupations Requiring Less Than a Baccalaureate Degree</b> <ul style="list-style-type: none"> <li>• Certified Nurse Asst.</li> <li>• Clinical Medical Asst.</li> <li>• Dental Asst./Hygienist</li> <li>• EMT/Paramedic</li> <li>• Home Health Aide</li> <li>• Licensed Practical Nurse</li> <li>• Pharmacy Technician</li> <li>• Physical Therapy Asst.</li> <li>• Surgical Technician</li> </ul> <b>Occupations Requiring a Baccalaureate Degree or Higher</b> <ul style="list-style-type: none"> <li>• Athletic Trainer</li> <li>• Audiologist</li> <li>• Chiropractor</li> <li>• Dentist</li> <li>• Dietician</li> <li>• Exercise Physiologist</li> <li>• Physical Therapist</li> <li>• Registered Nurse</li> <li>• Psychologist</li> <li>• Speech Pathologist</li> <li>• Nurse Practitioner</li> <li>• Physicians Asst.</li> <li>• Physician</li> </ul> <b>Industry Recognized Certifications, Licenses, or Credentials Related to This Pathway</b> <ul style="list-style-type: none"> <li>• CPR</li> <li>• CERT</li> <li>• CNA</li> <li>• EMT</li> </ul>	
	8					Jump			
Secondary	9	English I CP or Honors	Integrated Math I		Biology CP or Honors	Introduction to Health and Environmental Sciences (8508H)	P.E. Foreign Language		
	10	English II CP or Honors	Integrated Math II	World History	Chemistry CP or Honors	Allied Health and Environmental Health Science Concepts and Careers – [HEAL 10] (8510)	P.E. Foreign Language		
	11	English III CP or Honors	Integrated Math III	U.S. History	Advanced Biology – Anatomy Honors	Advanced Concepts for the Medical Professional (5054H)	Visual and Performing Arts P.E. or Foreign Language if needed.		
	12	CSU Expository Reading and Writing or AP English	Mathematical Reasoning with Content (MRWC)	Government Economics		Public Health Solutions (5055H)	Psychology/Peer Communications Physics or other Advanced Science		
College courses below are for illustration. Actual courses a student may be enrolled in may vary based upon academic readiness.									
Post-Secondary	13 F	A-2 ENG 001A. Composition ENG by placement	Math 40: Algebra (by placement)	C-2: Literature or Foreign Language	BI-013: Human Anatomy and Physiology I	N 001: Basic Concepts in Nursing Practice	SOC 001: Introductory Sociology		
	13 S	Kine -2 Units	B-4 Math 010 College Algebra	D-8 PS 001 American Govt.	BI-014: Human Anatomy and Physiology II	N 002: Nursing Common Alterations in Health			
	14 F	A-3: SOC 4 Critical Thinking	A-1: COMM 001 Public Speaking	D-6: American History	BI-015: General Microbiology	N 003A: Nursing Chronic Alterations in Health N 003B: Issues in Nursing			
	14 S	C-1: ART 003A Design & Color	C-1: Art 12A Asian Art	D-9: Psychology	PSU 003: Developmental Psychology	N 004: Nursing Acute Complex Alterations in Health			
		Academy/Pathway Course	Dual Enrollment Course	CTE Meets UC a-g Entrance Requirements	Minimum UC a-g Entrance Requirement +1 a-g approved elective	Concurrent or Articulated			

School: Cathedral City High School

Academy/Pathway: Robotics/Math Engineering Science Achievement (MESA) (152-CC)



Palm Springs Unified School District Academy/Pathway Course of Study

Level	Grade	English Language Arts	Math	Social Studies	Science	Career Technical Education	Other Required Courses or Recommended Electives		Sample Occupations Relating to the Pathway	
Middle School	7					Engineering Design and Robotics (7638)			<b>Occupations Requiring Less Than a Baccalaureate Degree</b> <ul style="list-style-type: none"> <li>• CAD Technician</li> <li>• Electronics Technician</li> <li>• Manufacturing Technician</li> <li>• Agricultural Technician</li> <li>• Survey Technician</li> </ul> <b>Occupations Requiring a Baccalaureate Degree</b> <ul style="list-style-type: none"> <li>• Petroleum Engineer</li> <li>• Mechanical Engineer</li> <li>• Systems Engineer</li> <li>• Marine Engineer</li> <li>• Civil Engineer</li> </ul> <b>Industry Recognized Certifications, Licenses, or Credentials Related to This Pathway</b> <ul style="list-style-type: none"> <li>• NIMS</li> <li>• Lean Six Sigma</li> <li>• Autodesk</li> <li>• Microsoft Certified Systems Engineer (MCSE)</li> <li>• Professional Engineer License</li> </ul>	
	8					Engineering Design and Robotics (7638)				
Secondary	9	English I CP or Honors	Integrated Math I		Biology CP or Honors	MESA (8506)	P.E.	Foreign Language		
	10	English II CP or Honors	Integrated Math II	World History	Chemistry CP or Honors	Robotics I (8507)	P.E.	Foreign Language		
	11	English III CP or Honors	Integrated Math III	U.S. History	Physics CP or Honors		Visual and Performing Arts	P.E. or Foreign Language if needed.		
	12	English IV CP or Honors	Mathematical Reasoning with Content (MRWC)	Government Economics		Advanced Robotics (8540)				
College courses below are for illustration. Actual courses a student may be enrolled in may vary based upon academic readiness.										
Post-Secondary	13 F	A-2: ENG 001A composition ENG by placement	Math 40: Algebra (by placement)	C-2: Literature or Foreign Language	COUN 12: Life Planning & Kine	No Engineering program: May link to physical sciences or other related field.				
	13 S	Kine – 2 units	B-4: Math 010 College Algebra	D-8: PS 001 American Government	B-1: Physical Science	No Engineering program: May link to physical sciences or other related field.				
	14 F	A-3: SOC 4 Critical Thinking	A-1: COMM 001 Public Speaking	D-6: American History	DDP010: Graphic Design I	No Engineering program: May link to physical sciences or other related field.				
	14 S	C-1: ART 003A Design and Color	C-1: Art 12A Asian Art	D-9: Psychology	B-2: Life Science B-3: Lab Science	No Engineering program: May link to physical sciences or other related field.				
		Academy/Pathway Course	Dual Enrollment Course	CTE Meets UC a-g Entrance Requirements	Minimum UC a-g Entrance Requirement + 1 a-g approved elective	Concurrent or Articulated				

School: Desert Hot Springs High School

Academy/Pathway: Academy for Careers in Education (ACE) (132-DH)



Palm Springs Unified School District Academy/Pathway Program of Study

Level	Grade	English Language Arts	Math	Social Studies	Science	Career Technical Education	Other Required Courses or Recommended Electives		Sample Occupations Relating to the Pathway
Middle School	7								<b>Occupations Requiring Less Than a Baccalaureate Degree</b> <ul style="list-style-type: none"> <li>Tutor</li> <li>Paraprofessional</li> <li>Administrative Assistant</li> </ul>
	8								
Secondary	9	English I	Integrated Math I		Biology		P.E.	Success 101, Foreign Language	<b>Occupations Requiring a Baccalaureate Degree</b> <ul style="list-style-type: none"> <li>K-12 Teacher</li> <li>School Administrator</li> <li>District Administrator</li> <li>Curriculum Specialist</li> <li>Education Sales Representative</li> <li>Substitute Teacher</li> </ul>
	10	English II	Integrated Math II	World History		Introduction to Education (4620W)	P.E.	Foreign Language	
	11	English III	Integrated Math III	U.S. History	Chemistry	Educational Psychology 1 Job Shadow (4621W)	Visual and Performing Arts	P.E. or Foreign Language if needed.	
	12	English IV	Mathematical Reasoning with Content (MRWC)	Government Economics	Physics CP	Educational Psychology 2 Internship (18/19)		Foreign Language if needed.	
College courses below are for illustration. Actual courses a student may be enrolled in may vary based upon academic readiness.									
Post-Secondary	13 F	A-2 ENG 001A.Composition ENG by placement	Math 40: Algebra (by placement)	C-2: Literature or Foreign Language	COUN 12: Life Planning & Kinesiology	TBD	ECE 01: Teaching ECE 10: Development	ECE 12:Family & Comm ECE 40:Intro to Curriculum	<b>Industry Recognized Certifications, Licenses, or Credentials Related to This Pathway</b> <ul style="list-style-type: none"> <li>California Teaching Credential</li> <li>Administrative Services Credential</li> <li>Counseling Credential</li> <li>Special Education Certifications</li> </ul>
	13 S	Kine -2 Units	B-4 Math 010 College Algebra	D-8 PS 001 American Govt.	Upper Division Courses	TBD	ECE 44: Health & Nutri ECE 46B: Assessment	ECE 31: Abuse & Neglect	
	14 F	A-3: SOC 4 Critical Thinking	A-1: COMM 001 Public Speaking	D-6: American History	Upper Division Courses	Upper Division Courses	ECE 45:Diverse Soc ECE 47A: Practicum	ECE 24: Programs ECE 23: Supervision	
	14 S	C-1: ART 003A Design & Color	C-1: Art 12A Asian Art	D-9: Psychology	B-2: Life Science B-3: Lab Science	Upper Division Courses	ECE 25:Programs PSY 003:	NR 001	
		Academy/Pathway Course	Dual Enrollment Course	CTE Meets UC a-g Entrance Requirements	Minimum UC a-g Entrance Requirement + 1 a-g approved elective	Concurrent or Articulated			

School: Desert Hot Springs High School

Academy/Pathway: Digital Art (111-DH1)



Palm Springs Unified School District Academy/Pathway Program of Study

Level	Grade	English Language Arts	Math	Social Studies	Science	Career Technical Education	Other Required Courses or Recommended Electives	Sample Occupations Relating to the Pathway
Middle School	7					Digital Media Design (7635)		<b>Occupations Requiring Less Than a Baccalaureate Degree</b> <ul style="list-style-type: none"> <li>Commercial Artist</li> <li>Commercial Photographer</li> <li>Audio &amp; Video Technician</li> <li>Desktop Publishing</li> <li>Graphic Designer</li> </ul> <b>Occupations Requiring a Baccalaureate Degree</b> <ul style="list-style-type: none"> <li>Computer Animator</li> <li>Illustrator</li> <li>Graphic Designer</li> <li>Film and Video Editor</li> <li>Commercial and Industrial Designer</li> </ul> <b>Industry Recognized Certifications, Licenses, or Credentials Related to This Pathway</b> <ul style="list-style-type: none"> <li>Microsoft Certification</li> <li>Adobe Certification</li> </ul>
	8					Computer Graphic Design (7636)		
Secondary	9	English I	Integrated Math I		Biology	Contemporary Media (6055)	P.E. Foreign Language	
	10	English II	Integrated Math II	World History	Chemistry	Digital Photography 1 (6060)	P.E. Foreign Language	
	11	English III	Integrated Math III	U.S. History	Physics CP	Digital Imaging (6051)	Visual and Performing Arts P.E. or Foreign Language if needed.	
	12	English IV	Mathematical Reasoning with Content (MRWC)	Government Economics		Digital Imaging (6051)		
College courses below are for illustration. Actual courses a student may be enrolled in may vary based upon academic readiness.								
Post-Secondary	13 F	A-2: ENG 001A composition ENG by placement	Math 40: Algebra (by placement)	C-2: Literature or Foreign Language	COUN 12: Life Planning & Kine	DDP 001B: Computer Graphics		Intro to Digital Photography 030
	13 S	Kine – 2 units	B-4: Math 010 College Algebra	D-8: PS 001 American Government	B-1: Physical Science	DDP 002: Computer Graphics 2		
	14 F	A-3: SOC 4 Critical Thinking	A-1: COMM 001 Public Speaking	D-6: American History	DDP010: Graphic Design I	DDP 011: Graphic Design II		DDP 32: Applied Digital Photography
	14 S	C-1: ART 003A Design and Color	C-1: Art 12A Asian Art	D-9: Psychology	B-2: Life Science B-3: Lab Science	DDP020: New Media		CIS 82C: Web Publishing- Adobe Dreamweaver DDP 21-New Media II
		Academy/Pathway Course	Dual Enrollment Course	CTE Meets UC a-g Entrance Requirements	Minimum UC a-g Entrance Requirement + 1 a-g approved elective	Concurrent or Articulated		

School: Desert Hot Springs High School

Academy/Pathway: Digital Video Production (111-DH2)



Palm Springs Unified School District Academy/Pathway Program of Study

Level	Grade	English Language Arts	Math	Social Studies	Science	Career Technical Education	Other Required Courses or Recommended Electives		Sample Occupations Relating to the Pathway	
Middle School	7					Digital Media Design (7635)			<b>Occupations Requiring Less Than a Baccalaureate Degree</b> <ul style="list-style-type: none"> <li>• Camera Technician</li> <li>• Commercial Artist</li> <li>• Commercial Photographer</li> <li>• Audio &amp; Video Technician</li> <li>• Desktop Publishing</li> <li>• Graphic Designer</li> <li>• Videographer</li> </ul> <b>Occupations Requiring a Baccalaureate Degree</b> <ul style="list-style-type: none"> <li>• Computer Animator</li> <li>• Illustrator</li> <li>• Graphic Designer</li> <li>• Film and Video Editor</li> <li>• Motion Picture Director</li> <li>• Commercial and Industrial Designer</li> </ul> <b>Industry Recognized Certifications, Licenses, or Credentials Related to This Pathway</b> <ul style="list-style-type: none"> <li>• Microsoft Certification</li> <li>• Adobe Certification</li> </ul>	
	8					Computer Graphic Design (7636)				
Secondary	9	English I	Integrated Math I		Biology	Media Literacy (5430)	P.E.	Foreign Language		
	10	English II	Integrated Math II	World History	Chemistry		Journalism	Foreign Language		
	11	English III	Integrated Math III	U.S. History	Physics CP	Digital Video Production (6052)	Visual and Performing Arts	P.E. or Foreign Language if needed.		
	12	English IV	Mathematical Reasoning with Content (MRWC)	Government Economics		Digital Media Production Intermediate (6053)	P.E.	Foreign Language		
College courses below are for illustration. Actual courses a student may be enrolled in may vary based upon academic readiness.										
Post-Secondary	13 F	A-2 ENG 001A. Composition ENG by placement	Math 40: Algebra (by placement)	C-2: Literature or Foreign Language	COUN 12: Life Planning & Kinesiology	Media Communications	DDP 001B: Computer Graphics	Intro to Digital Photography 030		
	13 S	Kine -2 Units	B-4 Math 010 College Algebra	D-8 PS 001 American Govt.	Biological Science or Physical Science	Video Productions	DDP 002: Computer Graphics 2			
	14 F	A-3: SOC 4 Critical Thinking	A-1: COMM 001 Public Speaking	D-6: American History	Upper Division Courses	Upper Division Graphic/Media Courses	DDP 011: Graphic Design II	DDP 32: Applied Digital Photography		
	14 S	C-1: ART 003A Design & Color	C-1: Art 12A Asian Art	D-9: Psychology	B-2: Life Science B-3: Lab Science	Upper Division Graphic/Media Courses	DDP020: New Media	CIS 82C: Web Publishing-Adobe Dreamweaver DDP 21-New Media II		
		Academy/Pathway Course	Dual Enrollment Course	CTE Meets UC a-g Entrance Requirements	Minimum UC a-g Entrance Requirement + 1 a-g approved elective	Concurrent or Articulated				

School: Desert Hot Springs High School

Academy/Pathway: Public Safety Academy (PSA) a California Partnership Academy (232-DH)



Palm Springs Unified School District Academy/Pathway Course of Study

Level	Grade	English Language Arts	Math	Social Studies	Science	Career Technical Education	Other Required Courses or Recommended Electives		Sample Occupations Relating to the Pathway
Middle School	7								<b>Occupational Opportunities During High School &amp; College</b> <ul style="list-style-type: none"> <li>• Law Enforcement &amp; Fire Explorer</li> <li>• Law Enforcement Cadet</li> <li>• Community Service Officer</li> <li>• Parking Enforcement</li> </ul>
	8								
Secondary	9	English I Honors	Integrated Math I		Biology Honors	PSA Success 101 (8019)	P.E.	Fine Art or Foreign Language	
	10	English II Honors	Integrated Math II	World History	Biology Honors	Public Safety I (5491L)	P.E.	Fine Art or Foreign Language	
	11	English III	Integrated Math III	U.S. History	Chemistry Honors	Public Safety II (5492L)	P.E.	Fine Art or Foreign Language	
	12	English IV	Mathematical Reasoning with Content (MRWC)	Government Economics	Biology-Anatomy Honors	Public Safety III (5493L)	P.E.	Fine Art or Foreign Language	
College courses below are for illustration. Actual courses a student may be enrolled in may vary based upon academic readiness.									
Post-Secondary	13 F	A-2 ENG 001A. Composition ENG by placement	Math 40: Algebra (by placement)	C-2: Literature or Foreign Language	COUN 12: Life Planning & Kinesiology	AJ 001: Introduction to Criminal Justice AJ 002: Concepts of Criminal Law			<b>Occupations Requiring a Baccalaureate Degree</b> <ul style="list-style-type: none"> <li>• Federal Agent</li> <li>• Public Safety Management</li> <li>• Forensic Scientist</li> </ul> <b>Industry Recognized Certifications, Licenses, or Credentials Related to This Pathway</b> <ul style="list-style-type: none"> <li>• CERT</li> <li>• AED/CPR/First Aid</li> <li>• Guard Card</li> <li>• FEMA ICS</li> </ul>
	13 S	Kine -2 Units	B-4 Math 010 College Algebra	D-8 PS 001 American Govt.	Upper Division Courses	AJ 004: Criminal Court Process AJ 006: Criminal Investigation	AJ 009: Traffic Enforcement		
	14 F	A-3: SOC 4 Critical Thinking	A-1: COMM 001 Public Speaking	D-6: American History	Upper Division Courses	AJ 003: Legal Aspects of Evidence AJ 005A: Community & Justice System AJ 010: Juvenile Procedures			
	14 S	C-1: ART 003A Design & Color	C-1: Art 12A Asian Art	D-9: Psychology	B-2: Life Science B-3: Lab Science	AJ 030: Intro to Corrections SOC 001: Intro to Sociology SOC 003: Fundamentals of Statistics	AJ 021: Intro to Forensics		
		Academy/Pathway Course	Dual Enrollment Course	CTE Meets UC a-g Entrance Requirements	Minimum UC a-g Entrance Requirement + 1 a-g approved elective	Concurrent or Articulated			

School: Desert Hot Springs High School

Academy/Pathway: Renewable Energy Academy of Learning (REAL) a California Partnership Academy (143-DH)



Palm Springs Unified School District Academy/Pathway Course of Study

Level	Grade	English Language Arts	Math	Social Studies	Science	Career Technical Education	Other Required Courses or Recommended Electives	Sample Occupations Relating to the Pathway	
Middle School	7					Engineering Design and Robotics (7638)		<b>Occupations Requiring Less Than a Baccalaureate Degree</b> <ul style="list-style-type: none"> <li>• Photovoltaic Installers</li> <li>• HVAC Technicians</li> <li>• Solar Water Heater Installers</li> <li>• Plumbers</li> <li>• Electricians</li> <li>• Water and Wastewater Treatment</li> <li>• Environmental Technician</li> </ul> <b>Occupations Requiring a Baccalaureate Degree</b> <ul style="list-style-type: none"> <li>• Construction Project Managers</li> <li>• Energy Auditors</li> <li>• Photovoltaic Designers</li> <li>• Documentation Specialists</li> <li>• Power Systems/Transmission Engineer</li> </ul> <b>Industry Recognized Certifications, Licenses, or Credentials Related to This Pathway</b> <ul style="list-style-type: none"> <li>• NCCER</li> <li>• NABCEP Solar PV Installation Specialist</li> <li>• HVAC Technician Certification</li> <li>• Electrician Certification</li> <li>• Leadership in Energy and Environmental Design (LEED)</li> <li>• OSHA 10/30 Hour Card– General Industry or Construction</li> </ul>	
	8					Engineering Design and Robotics (7638)			
Secondary	9	English I	Integrated Math I		Biology	Renewable Energy I (5110N)	P.E. Foreign Language		
	10	English II	Integrated Math II	World History	Chemistry	Renewable Energy II (5111N)	P.E. Foreign Language		
	11	English III	Integrated Math III	U.S. History	Physics CP	Renewable Energy III (5112N)	Visual and Performing Arts P.E. or Foreign Language if needed.		
	12	English IV	Mathematical Reasoning with Content (MRWC)	Government Economics		Renewable Energy IV (5113N)			
College courses below are for illustration. Actual courses a student may be enrolled in may vary based upon academic readiness.									
Post-Secondary	13 F	A-2: ENG 001A composition ENG by placement	Math 40: Algebra (by placement)	C-2: Literature or Foreign Language	COUN 12: Life Planning & Kine	ESYS 001: Intro to the Power Industry	BUMA 032: Human Relations in the Workplace		<b>Industry Recognized Certifications, Licenses, or Credentials Related to This Pathway</b> <ul style="list-style-type: none"> <li>• NCCER</li> <li>• NABCEP Solar PV Installation Specialist</li> <li>• HVAC Technician Certification</li> <li>• Electrician Certification</li> <li>• Leadership in Energy and Environmental Design (LEED)</li> <li>• OSHA 10/30 Hour Card– General Industry or Construction</li> </ul>
	13 S	Kine – 2 units	B-4: Math 010 College Algebra	D-8: PS 001 American Government	B-1: Physical Science	ESYS 002: Electricity & Electrical Theory	NR 001: Conservation of Natural Resources		
	14 F	A-3: SOC 4 Critical Thinking	A-1: COMM 001 Public Speaking	D-6: American History	DDP010: Graphic Design I	ESYS 003: Energy Systems Technology	ACR 007: Energy Conservation Methods for HVACR		
	14 S	C-1: ART 003A Design and Color	C-1: Art 12A Asian Art	D-9: Psychology	B-2: Life Science B-3: Lab Science	ESYS 004: Industrial Calculations			
		Academy/Pathway Course	Dual Enrollment Course	CTE Meets UC a-g Entrance Requirements	Minimum UC a-g Entrance Requirement + 1 a-g approved elective	Concurrent or Articulated			

School: Rancho Mirage High School

Academy/Pathway: Culinary Academy for Food Education (CAFÉ) (201-RM)



Palm Springs Unified School District Academy/Pathway Program of Study

Level	Grade	English Language Arts	Math	Social Studies	Science	Career Technical Education	Other Required Courses or Recommended Electives	Sample Occupations Relating to the Pathway	
Middle School	7							<b>Occupations Requiring Less Than a Baccalaureate Degree</b> <ul style="list-style-type: none"> <li>Dishwasher</li> <li>Line Cook</li> <li>Maitre d'</li> <li>Hostess</li> <li>Waitress</li> <li>Head Chef</li> <li>Restaurant Manager</li> </ul> <b>Occupations Requiring a Baccalaureate Degree</b> <ul style="list-style-type: none"> <li>Restaurant Manager</li> <li>Hospitality Manager</li> <li>Food Chemist</li> </ul> <b>Industry Recognized Certifications, Licenses, or Credentials Related to This Pathway</b> <ul style="list-style-type: none"> <li>Serve Safe</li> <li>Food Handlers Card</li> </ul>	
	8								
Secondary	9	English I	Integrated Math I		Biology	Foods and Nutrition (5606)	P.E. Foreign Language		
	10	English II	Integrated Math II	World History	Chemistry	Culinary I (5660C)	Foreign Language		
	11	English III	Integrated Math III	U.S. History	Advanced Biology Anatomy	Culinary II (5661C)	P.E		
	12	English IV	Mathematical Reasoning with Content (MRWC)	Government Economics		Culinary III (5662C)	Visual and Performing Arts Business Intern		
College courses below are for illustration. Actual courses a student may be enrolled in may vary based upon academic readiness.									
Post-Secondary	13 F	A-2 ENG 001A. Composition ENG by placement	Math 40: Algebra (by placement)	C-2: Literature or Foreign Language	COUN 12 Live Planning & Kine	CART 001: Sanitation and Safety CART 006: Garde Manager	CART 003: Principles of Cooking		CART 004: Pantry
	13 S	Kine -2 Units	B-4 Math 010 College Algebra	D-8 PS 001 American Govt.	Microbiology	CART 033: Intro to Baking	BUHM 050: Intro to the Hospitality Industry		
	14 F	A-3: SOC 4 Critical Thinking	A-1: COMM 001 Public Speaking	D-6: American History	Upper Division Courses	CART 034: Intermediate Baking	BUHM 063: Operations		CART 010: Food & Cost Control CART 011: Menu Planning
	14 S	C-1: ART 003A Design & Color	C-1: Art 12A Asian Art	D-9: Psychology	B-2: Life Science B-3: Lab Science	CIS 010: Computer Literacy			
		Academy/Pathway Course	Dual Enrollment Course	CTE Meets UC a-g Entrance Requirements	Minimum UC a-g Entrance Requirement + 1 a-g approved elective	Concurrent or Articulated			

School: Rancho Mirage High School

Academy/Pathway: Culinary Academy for Food Education (CAFÉ) (201-RM)



Palm Springs Unified School District Academy/Pathway Program of Study

Level	Grade	English Language Arts	Math	Social Studies	Science	Career Technical Education	Other Required Courses or Recommended Electives		Sample Occupations Relating to the Pathway	
Middle School	7								<b>Occupations Requiring Less Than a Baccalaureate Degree</b> <ul style="list-style-type: none"> <li>Dishwasher</li> <li>Line Cook</li> <li>Maitre d'</li> <li>Hostess</li> <li>Waitress</li> <li>Head Chef</li> <li>Restaurant Manager</li> </ul> <b>Occupations Requiring a Baccalaureate Degree</b> <ul style="list-style-type: none"> <li>Restaurant Manager</li> <li>Hospitality Manager</li> <li>Food Chemist</li> </ul> <b>Industry Recognized Certifications, Licenses, or Credentials Related to This Pathway</b> <ul style="list-style-type: none"> <li>Serve Safe</li> <li>Food Handlers Card</li> </ul>	
	8									
Secondary	9	English I	Integrated Math I		Biology	Foods and Nutrition (5606)	P.E.	Foreign Language		
	10	English II	Integrated Math II	World History	Chemistry	Culinary I (5660C)		Foreign Language		
	11	English III	Integrated Math III	U.S. History	Advanced Biology Anatomy	Culinary II (5661C)	P.E			
	12	English IV	Mathematical Reasoning with Content (MRWC)	Government Economics		Culinary III (5662C)	Visual and Performing Arts	Business Intern		
College courses below are for illustration. Actual courses a student may be enrolled in may vary based upon academic readiness.										
Post-Secondary	13 F	A-2 ENG 001A.Composition ENG by placement	Math 40: Algebra (by placement)	C-2: Literature or Foreign Language	COUN 12 Live Planning & Kine	CART 001: Sanitation and Safety CART 006: Garde Manager	CART 003: Principles of Cooking	CART 004: Pantry		
	13 S	Kine -2 Units	B-4 Math 010 College Algebra	D-8 PS 001 American Govt.	Microbiology	CART 033: Intro to Baking	BUHM 050: Intro to the Hospitality Industry			
	14 F	A-3: SOC 4 Critical Thinking	A-1: COMM 001 Public Speaking	D-6: American History	Upper Division Courses	CART 034: Intermediate Baking	BUHM 063: Operations	CART 010: Food & Cost Control CART 011: Menu Planning		
	14 S	C-1: ART 003A Design & Color	C-1: Art 12A Asian Art	D-9: Psychology	B-2: Life Science B-3: Lab Science	CIS 010: Computer Literacy				
		Academy/Pathway Course	Dual Enrollment Course	CTE Meets UC a-g Entrance Requirements	Minimum UC a-g Entrance Requirement + 1 a-g approved elective	Concurrent or Articulated				

School: Rancho Mirage High School

Academy/Pathway: Rattler Automotive Careers Education (RACE) (221-RM)



Palm Springs Unified School District Academy/Pathway Program of Study

Level	Grade	English Language Arts	Math	Social Studies	Science	Career Technical Education	Other Required Courses or Recommended Electives	Sample Occupations Relating to the Pathway	
Middle School	7							<b>Occupations Requiring Less Than a Baccalaureate Degree</b> <ul style="list-style-type: none"> <li>Electrical Technician</li> <li>Industrial Equipment Mechanic</li> <li>Automotive Service Technician</li> <li>Transportation Inspectors</li> <li>Bus and Truck Mechanics</li> <li>Diesel Engine Specialists</li> <li>Motorcycle Mechanics</li> </ul> <b>Occupations Requiring a Baccalaureate Degree</b> <ul style="list-style-type: none"> <li>Aerospace Engineering and Operations Technicians</li> <li>Mechanical Engineers</li> </ul> <b>Industry Recognized Certifications, Licenses, or Credentials Related to This Pathway</b> <ul style="list-style-type: none"> <li>Automotive Service Excellence (ASE)</li> <li>NATEF</li> <li>Six Sigma Certification</li> <li>Auto Repair Certification</li> <li>American Society For Quality (ASQ) Certification</li> </ul>	
	8								
Secondary	9	English I	Integrated Math I		Biology		P.E. and Visual and Performing Arts Foreign Language		
	10	English II	Integrated Math II	World History	Chemistry	AUTO 010: Intro. to Auto Technology (5245k)	Foreign Language		
	11	English III	Integrated Math III	U.S. History	Physics CP	Automotive Technology I (5241K)	P.E.		
	12	English IV	Mathematical Reasoning with Content (MRWC)	Government Economics		Automotive Technology II (5242K)	Business Intern		
College courses below are for illustration. Actual courses a student may be enrolled in may vary based upon academic readiness.									
Post-Secondary	13 F	A-2 ENG 001A.Composition ENG by placement	Math 40: Algebra (by placement)	C-2: Literature or Foreign Language	COUN 12 Life Planning & Kine	Auto 011B: Electronics & Electrical Systems AUTO 011C: Adv. Auto Electrical Systems AUTO 013A: Auto Breaking Systems	AUTO 014B: Advanced Engine Management (electives)		
	13 S	Kine -2 Units	B-4 Math 010 College Algebra	D-8 PS 001 American Govt.	Biological Science or Physical Science	AUTO 012A: Steering & Suspension AUTO 014A: Engine Management AUTO 015: Engine Diag & Repair	AUTO 095A: Auto Work Experience (electives)		
	14 F	C-1: ART 003A Design & Color	C-1: Art 12A Asian Art	D-9: Psychology	B-2: Life Science B-3: Lab Science	AUTO 20A: Quick Service AUTO 21A: Diagnosis & Troubleshooting			
	14 S	Upper Division Courses	Upper Division Courses	Upper Division Courses	Upper Division Courses	AUTO 99: Auto/Adv. Transportation Summation AUTO 095A: Auto Work Experience (electives & required)			
		Academy/Pathway Course	Dual Enrollment Course	CTE Meets UC a-g Entrance Requirements	Minimum UC a-g Entrance Requirement + 1 a-g approved elective	Concurrent or Articulated			

# Dual & Concurrent Enrollment and Articulation

HANDBOOK for  
Administrators & Faculty



COLLEGE  
*of the* DESERT

## Contact Information

Michelle Gonzales Bleza, Ed.D.  
Manager, College & Career Access Pathways  
College of the Desert  
43-500 Monterey Ave, AS 101P  
Palm Desert, CA 92260

PHONE: 760.674.7828  
FAX: 760.776.7229  
Email: [mbleza@collegeofthedesert.edu](mailto:mbleza@collegeofthedesert.edu)

If you cannot reach Dr. Bleza, please contact:

Mary Lou Marujo  
Executive Assistant to Vice-President Pamela Ralston  
Student Success and Student Learning

PHONE: 760.773.2590  
Email: [mmarujo@collegeofthedesert.edu](mailto:mmarujo@collegeofthedesert.edu)

## Purpose of the Handbook

The purpose of this handbook is to provide current, general information about the program as well as clear guidelines and expectations of college and high school faculty and administrators.<sup>1</sup>

---

<sup>1</sup> This handbook is truly in DRAFT form. Through feedback, discussion, and clarification we should be able to come up with a document. I put this draft together so that we have a starting point. I used elements from handbooks from several colleges. Your review of this document will assist all of us as we build a more robust program for high school students to earn college credit from COD. Thank you in advance for your time and input.

# Table of Contents

Contact Information .....	i
Purpose of the Handbook .....	i
Dual & Concurrent Enrollment and Articulation at College of the Desert .....	1
Program Mission .....	1
Why Dual & Concurrent Enrollment and Articulation? .....	1
Potential Student Outcomes .....	1
Other Potential Outcomes .....	1
Dual Enrollment vs. Articulation .....	2
Requesting a New COD Course at a High School .....	3
Step 1 - Identify the Course & Submit the Request .....	3
Step 2 - Agreement/Approval Process .....	3
Step 3 - Implementation .....	4
Deadlines/Timeline (Dates will vary by academic year) .....	5
Concurrent Enrollment Deadlines: Winter Intersession 2018 .....	6
Concurrent Enrollment Deadlines: Spring 2018 .....	7
Student Rights and Responsibilities .....	8
Student Conduct Standards .....	11
Student Disciplinary Sanctions .....	16
Student Grievance Policy & Procedures .....	17
Student Services .....	20
Tutoring .....	20
Library .....	20
Disabled Students Programs and Services (DSPS) .....	21
APPENDICES .....	22
Course Request Form .....	23
High School Dual and Concurrent Enrollment Form .....	24
Articulation Agreement Form .....	27
Faculty Guide .....	31

# Dual & Concurrent Enrollment and Articulation at College of the Desert

## Program Mission

College of the Desert's High School Dual/Concurrent Enrollment and Course Articulation program gives current high school students access to college level coursework and units. The College is committed to offering high school students clear pathways toward degrees and certificates that give them a jump start on post-secondary education to help them reach their college and career goals.

## Why Dual & Concurrent Enrollment and Articulation?

Eligible high school students who earn college credits via dual or concurrent enrollment or articulation (credit by exam) at College of the Desert become college students before they leave high school. The program provides an opportunity for students to broaden their exposure to college programs and courses, explore career options, and experience college courses first-hand.

The high expectations to be successful in a collegiate course requires that students manage their time and set personal academic goals. High school students become college-ready by learning how to navigate their way through college, understand college culture, obtain resources on their own, and advocate for themselves.<sup>2</sup> Participation in college courses can ease the transition from high school to college and encourage local students to pursue post-secondary education.

## Potential Student Outcomes

- Start making progress toward a degree, certificate and a career
- Explore career pathways prior to high school graduation
- Get a head start on earning college credits
- Save money on tuition and fees
- Build self-confidence in college level rigor and ease the transition to college
- Eliminate the duplication of coursework between high school and college

## Other Potential Outcomes

- Increase communication between high school and college faculty and staff
- Reduce remediation rates
- Increase transfer rates
- Increase high school graduation rates
- Increase enrollment to College of the Desert immediately following high school graduation<sup>3</sup>
- Increase the number of members of the Coachella Valley community with college degrees and certificates

---

<sup>2</sup> Karp, M.M. (2012). "I don't know, I've never been to college!" Dual enrollment as a college readiness strategy. *New Directions for Higher Education*: 21–28. doi: 10.1002/he.20011.

<sup>3</sup> Based on evidence from Community College Research Center, <http://ccrc.tc.columbia.edu/publications/broadening-benefits-dual-enrollment.html>.

## Dual Enrollment vs. Articulation

	<b>Dual Enrollment</b>	<b>Articulation (credit by exam)</b>
Approval of Course, Curriculum & Text Book	Course adheres to the COD Course Outline of Record (COR)	Course outline, curriculum & text books must be approved by the assigned College of the Desert instructor, Dean, or designee, and the Vice President of Student Learning.
Instructor Qualifications	Needs to meet the minimum qualifications to teach at a California Community College.	Must be approved to teach by the high school district.
Approval Process	The District must sign a Memorandum of Understanding with College of the Desert.	Must approve class prior to instructor submitting the request. District School Board and COD Board of Trustees sign an "Articulation Agreement" (see Appendix III).
Student Learning Outcomes	Instructors must teach to the COR and report Student Learning Outcomes (SLO)	Instructors must teach to the course outline and Student Learning Objectives.
Student Application Process	Students must apply to College of the Desert prior to registration.	Students apply at the end of the semester when grades are submitted.
Student Registration Process	Students complete the High School Dual/Concurrent Enrollment Form.	Students register for the college before they take the final exam.
Final Exam	The final exam must be approved by College of the Desert faculty.	The final exam must be approved or provided by College of the Desert faculty. The faculty member also provides a review session and proctors the exam.
End of Term Reporting	<p>The overall course grade is submitted at the end of the term. Instructors input grades in CANVAS at the end of the term. Signed grade sheets must be submitted to Admissions &amp; Records.</p> <p>If a student is enrolled in the course, a final grade must be assigned (even if it is a D or F). Positive Attendance Rosters and SLOs must also be submitted.</p>	COD grades are based in full on the outcome of the final exam. These grades may differ from the grade awarded for the high school course. COD grades are only submitted for those students who pass the exam, wish to receive credit, and complete the COD online application. Grades of A or B can reported on a COD transcript at the discretion of the student. Students do not receive COD credit for grades C and below.
How students receive college credit	A final course grade appears on the student's College of the Desert transcript.	A final exam grade appears on the student's College of the Desert transcript with a notation "Credit by Exam."
Required Meetings	Requirements the same as COD Adjunct faculty members.	Potential instructors must arrange meetings through the College & Career Access Pathways Manager and their Principal or Vice Principal.

# Requesting a New COD Course at a High School

## Step 1 - Identify the Course & Submit the Request

- District/High School contacts the College and Career Access Pathways Manager.
- The College and Career Access Pathways Manager arranges a preliminary meeting(s) with the District/High School and the appropriate academic COD Dean(s) and faculty member(s).
- District/instructor completes the Request for Course Approval Form (Appendix I) and submits it to the College and Career Access Pathways Manager.
- If applying for Dual Enrollment and the high school teacher is not a current COD adjunct faculty member, the teacher will need to become an adjunct before the course can be offered to students<sup>4</sup>. This includes meeting minimum qualifications, submitting a COD application to human resources, and being selected and approved to teach courses in that discipline. The College and Career Access Pathways Manager should be notified that an application has been filed.
- Concurrent enrollment courses are part of the COD master schedule and not taught during high school hours. Each College Dean determines courses offered, assigns instructors, and schedules course times. Courses can be requested by high schools to be on or near the high school. If approved, the College and Career Access Pathways Manager will work with the college and the District/High School to assure that a Facilities Use Agreement is completed for all new sites as well as any additional paperwork required.

## Step 2 - Agreement/Approval Process

Dual Enrollment	Articulation
<ul style="list-style-type: none"> <li>• All requests will be forwarded to Academic Deans for review.</li> <li>• Interviews will be completed by Academic Deans and College faculty for new instructors that meet minimum qualifications.</li> <li>• Notification will be given to requesting schools and districts.</li> <li>• New instructors will be on-boarded as adjuncts receive a COD email address, and oriented on administrative requirements necessary for awarding students COD credit.</li> </ul>	<ul style="list-style-type: none"> <li>• The College and Career Access Pathways Manager will consult with the appropriate Dean to set up meetings between the high school and college faculty and administrators.</li> <li>• The high school teacher must attend a curriculum alignment meeting prior to offering a course.</li> <li>• Management of the articulation agreement paperwork will be coordinated by College and Career Access Pathways Manager and a designated high school official.</li> <li>• Articulation agreements are approved by the District's School Board and the College's Board of Trustees.</li> </ul>

<sup>4</sup> A best practice for dual enrollment is having all instructors be college adjunct faculty members. This helps with consistency in course implementation and delivery. Currently, not all dual enrollment instructors are COD adjunct faculty members.

### Step 3 - Implementation

- High school teachers/college instructors will attend training and/or curriculum alignment meeting(s).
- The College and Career Access Pathways Manager will work with high school counselors and COD counselors to provide material to orient high school students to college procedures and assist students with enrollment and registration.
- Dual enrollment instructors will complete all COD administrative procedures.
- High school teachers that are not COD adjunct faculty members will arrange the following meetings by contacting the College and Career Access Pathways Manager:
  - (1) CATEMA enrollment (articulated courses only)
  - (2) an exam review session with a College faculty member
  - (3) a time for a College faculty member or designee to administer and proctor the final exam

## Deadlines/Timeline (Dates will vary by academic year)<sup>5</sup>

February 15	Course Request Forms (Appendix I) submitted to College of the Desert
February 15- March 31	One on-site assessment testing date for students will be arranged by high school and COD Assessment Coordinator if a dual enrollment course has placement requirements. Notification of assessment time will be provided to the College and Career Access Pathways Manager.
February 15- May 15	Enrollment sessions, parent workshops, student orientations provided by the College and Career Access Pathways Manager or College official.
March 15	Curriculum Alignment Meetings completed for articulated courses.
May 1	List of dual enrollment and articulated courses finalized for following academic year.
May 15	Dual Enrollment applications with required attachments are submitted to the College and Career Access Pathways Manager for review. Section numbers will be added once course section numbers become available.
May 15 (one week after open enrollment begins)	Summer and Fall Concurrent Enrollment forms with attachments and COD Student ID # for students enrolling in courses during open enrollment are submitted to the College and Career Access Pathways Manager. Closed courses can be added with an add code after the course begins. Student should submit forms before course begins/requesting an add code. <b>[COMMENT: SEPARATE CONCURRENT ENROLLMENT TIMELINE FROM DUAL ENROLLMENT AND ARTICULATION].</b>
Week before HS Fall term	Rosters are verified.
November 15	Last day to submit roster and new student enrollment forms for Spring Semester dual enrollment courses.
November 15 (one week after open enrollment begins)	Spring Concurrent Enrollment forms with attachments and COD Student ID # for students enrolling in courses during open enrollment are submitted to the College and Career Access Pathways Manager. Closed courses can be added with an add code after the course begins. Student should submit forms before course begins/requesting an add code. <b>[COMMENT: SEPARATE CONCURRENT ENROLLMENT TIMELINE FROM DUAL ENROLLMENT AND ARTICULATION].</b>

<sup>5</sup> Feedback is needed on developing a timeline that will work for three separate processes – (1) Articulation; (2) Dual Enrollment; and (3) Concurrent Enrollment. All are ways in which high school students can earn college credit, however the differences complicate dates and deadlines. At the K-14 Consortium meeting, discussion about the timeline (or timelines) will allow for ideas to be shared to determine dates that can work for both the high schools and the college.

## Concurrent Enrollment Deadlines: **Winter Intersession 2018**

*These dates apply to regularly scheduled classes meeting the full length of the term.*

COD classes fill quickly. Concurrent enrollment courses are open to all COD students. Complete all of the steps above by the deadlines to improve your chances for admission. Allow yourself at least a week to gather required signatures and complete the online COD Application for Admission. If you need a letter of recommendation, give your teacher or counselor 2 weeks.

Deadlines are a guideline. Late applications will be considered on a case by case basis.

- December 11** Concurrent Enrollment Deadline for submission of required materials to College of the Desert to take courses during the Winter Intersession 2018.
- December 12** COD Admissions and Records staff register students who have submitted the required materials.
- January 3** **Winter Intersession Classes Begin**
- January 4** **Last day to ADD full-term classes.**
- January 4** **Last day to drop full-term classes without a grade of "W"**
- January 15** **HOLIDAY** – Martin L. King Jr. day - COD CAMPUS CLOSED
- January 18** **Last day to drop full-term classes with a grade of "W"**
- January 24** Final Exams

## Concurrent Enrollment Deadlines: **Spring 2018**

***These dates apply to regularly scheduled classes meeting the full length of the term.***

COD classes fill quickly. Concurrent enrollment courses are open to all COD students. Complete all of the steps above by the deadlines to improve your chances for admission. Allow yourself at least a week to gather required signatures and complete the online COD Application for Admission. If you need a letter of recommendation, give your teacher or counselor 2 weeks.

Deadlines are a guideline. Late applications will be considered on a case by case basis.

<b>December 11</b>	Concurrent Enrollment Deadline for submission of required materials to College of the Desert to take courses during the Spring 2018 Semester.
<b>December 12</b>	COD Admissions and Records staff register students who have submitted the required materials.
<b>January 29</b>	<b>Spring Classes Begin</b>
<b>Jan 29- Feb 5</b>	Late registration-Add Permit Code required to register or add full-term courses.
<b>February 5</b>	<b>Last day to ADD full-term classes.</b> *For late start courses go to Web Advisor, enter any start date after February 5
<b>February 11</b>	<b>Last day to drop full-term classes <u>without</u> a grade of "W"</b>
<b>February 16</b>	<b>HOLIDAY</b> - Lincoln's Birthday COD CAMPUS CLOSED
<b>February 17</b>	No Saturday Classes
<b>February 19</b>	<b>HOLIDAY</b> - Washington's Birthday Observed COD CAMPUS CLOSED
<b>March 26 – 30</b>	Spring Break (No Saturday, Sunday classes on March 31 and April 1)
<b>March 30</b>	Spring Holiday – COD CAMPUS CLOSED
<b>April 27</b>	<b>Last day to drop full-term classes <u>with</u> a grade of "W"</b>
<b>May 20-26</b>	Final Exams

# Student Rights and Responsibilities

## Student Records and Privacy Act

*Note: Student Records and Privacy Act can be found on the College of the Desert's Admissions and Records website at <http://collegeofthedesert.edu/students/ar/Pages/FERPA.aspx>*

## Family Educational Rights and Privacy Act (FERPA)

College of the Desert student education records are maintained in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974 and the California Education Code, Sections 76200 et seq and Title 5, Sections 54600, et seq., U.S. Patriot Act; Civil Code 1798.85. Written student consent is required for access and release of information defined as educational records in federal and state law as described in College of the Desert Board Policy 5040. More information about the federal regulation may be found at <http://ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

## Annual Notification

Students will be notified of their FERPA rights annually by publication in the Schedule of Classes and the College Catalog. Questions regarding annual notification can be directed to Admissions and Records.

## Amendment of Student Records

Any student may file a written request with the appropriate Dean to correct or remove information recorded in his or her student records that the student alleges to be: (1) inaccurate; (2) an unsubstantiated personal conclusion or inference; (3) a conclusion or inference outside of the observer's area of competence; or (4) not based on the personal observation of a named person with the time and place of the observation noted.

Within 30 days of receipt of the request, the Superintendent/President or designee shall meet with the student and the employee who recorded the information in question, if any, if the employee is presently employed by the District. Should the employee no longer be employed, the appropriate Dean will meet with the student. The Superintendent/President or designee shall then sustain or deny the allegations.

If the Superintendent/President or designee sustains any or all of the allegations, he or she shall order the correction or removal and destruction of the information.

If the Superintendent/President or designee denies any or all of the allegations and refuses to order the correction or removal of the information, the student, within 30 days of the refusal, may appeal the decision in writing to the Board of Trustees. Within 30 days of receipt of an appeal, the Board of Trustees shall, in closed

session with the student and the employee who recorded the information in question, if any, and if that employee is presently employed by the District, determine whether to sustain or deny the allegations. If the Board of Trustees sustains any or all of the allegations, it shall order the Superintendent/President or designee, to immediately correct or remove and destroy the information. The decision of the Board of Trustees shall be final.

If the final decision is unfavorable to the student, the student shall have the right to submit a written statement of his or her objections to the information. This statement shall become a part of the student's record until the information objected to is corrected or removed.

### **Disclosure of Educational Records**

The District may permit access to student records to any person for whom the student has executed written consent specifying the records to be released and identifying the party or class of parties to whom the records may be released. The District may not permit access to student records to any person without the written consent of the student or under judicial order except:

1. To officials and employees of the District who have a legitimate educational interest to inspect a record. A school official is:
  - A person employed by the District in an administrative, supervisory, academic, research, support staff, or security position.
  - A person elected to the Board of Trustees.
  - A student government officer conducting student elections.
  - A person employed by or under contract to the District to perform to perform a special task, such as the attorney or auditor.

School officials have a legitimate educational interest if they are:

- Performing a task that is specified in their position description or by a contract agreement.
  - Performing a task related to a student's education.
  - Performing a task related to the discipline of a student.
  - Providing a service or benefit relating to the student such as health care, counseling, job placement or financial aid.
2. To officials of another school or school system, upon request, in which a student seeks, intends, or is directed to enroll, including local, county or state correctional facilities where educational programs are provided.

3. To certain officials of the U. S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with certain state or federally supported education programs.
4. In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid.
5. To other state and local officials or authorities to the extent that information is specifically required to be reported pursuant to state law adopted prior to November 19, 1974.
6. To organizations conducting certain studies for or on behalf of the College.
7. To organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, student aid programs, and improving instruction.
8. To accrediting organizations in order to carry out their accrediting functions.
9. To comply with a judicial order or a lawfully issued subpoena.
10. To appropriate persons in connection with an emergency if the knowledge of that information is necessary to protect the health or safety of a student or other persons.
11. To an alleged victim of any crime of violence, or the results of an institutional disciplinary proceeding against the alleged perpetrator of that crime with respect to that crime.

### **Inspection and Review of Educational Records**

All currently enrolled or former students have a right to inspect and review all student records relating to them. Student record is defined according to the Family Educational Rights and Privacy Act (FERPA). To access any student documentation, students must file a letter of request with the Admissions & Records Office. Access shall be granted no later than 15 school days following the date the written request is received. Within the same 15 school days, the student will be notified of the location of all official student records if not centrally located and qualified personnel will be made available to interpret records where appropriate. At that time the student must present appropriate identification verifying their identity.

### **Release of Student Information**

The Desert Community College District (DCCD) does not release student record information without the written consent of the student, except as outlined on page 55 under Disclosure of Education Records. Although the DCCD adheres to this

policy, the law allows the College to release student directory information, except when students have specifically requested that directory information be kept confidential. Directory information may be released by exception upon determination of the Vice President or designee, that such release is appropriate and not likely to put students at risk. DCCD directory information shall include:

- Name, address, phone number, internet address, dates of attendance, major field of study, awards, degrees, certificates received, previous institutions attended, date of birth, current, enrollment status, and photographs.
- Student participation in officially recognized activities and sports including weight, height and high school of graduation of athletic team members.
- Degrees and awards received by students, including honors, scholarship awards, athletic awards and Dean's List recognition. In completing the admission application, students are provided the opportunity to request that their directory information be maintained as confidential. Students, who wish to change their request, may do so in writing to the Admissions & Records Office.

**(Education Code, section 76200, et seq.; Title 5, section 54600, et seq.)**

**Questions concerning student rights under the privacy act should be directed to the Admissions & Records Office (760) 776-2516.**

## **Student Conduct Standards**

*Note: Student Conduct Standards can be found in the College of the Desert Catalog and online at <http://catalog.collegeofthedesert.edu/rights-responsibilities-of-students/>*

When a student enters College of the Desert, it is taken for granted by the College authorities that an earnest purpose exists and that the student's conduct will demonstrate that assumption. If, however, the student's conduct is not appropriate, and the student should be guilty of one or more of the violations listed in the Student Conduct Standards and Procedures policy, then appropriate disciplinary action will be taken as listed in the policy.

The following conduct shall constitute good cause for discipline, including but not limited to the removal, suspension, or expulsion of a student.

1. Causing, attempting to cause, or threatening to cause physical injury or physical or verbal abuse or any threat of force or violence, to a person, property or family of any member of the college community, whether on or off District property or at District sponsored or supervised functions.
2. Possession, sale, or otherwise furnishing any firearm, illegal knife, explosive, or other dangerous object, including but not limited to any facsimile firearm, knife, or explosive, unless, in the case of possession of any object of this

type, the student has obtained written permission to possess the item from a District employee, which is concurred by the Superintendent/President.

3. Unlawful possession, use, sale offer to sell, or furnishing, or being under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the California Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging, or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5 on District property or at District sponsored or supervised functions.
4. Committing or attempting to commit robbery or extortion.
5. Causing or attempting to cause damage to District property or to private property on campus, or at District sponsored or supervised functions.
6. Stealing or attempting to steal District property or private property on campus, or knowingly receiving stolen District property or private property on campus.
7. Willful or persistent smoking in any area where smoking has been prohibited by law or by District policy.
8. Committing sexual harassment as defined by law or by District policies and procedures.
9. Engaging in harassing or discriminatory behavior based on disability, age, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other status protected by law.
10. Engaging in intimidating conduct or bullying against another student through words or actions, including direct physical contact; verbal assaults, such as teasing or name-calling; social isolation or manipulation; or cyberbullying.
11. Willful misconduct that results in injury or death to a student or to District personnel; or which results in defacing or other damages to any real or personal property owned by the District or on campus, or at District sponsored or supervised functions.
12. Disruptive behavior, violating the rights of other students, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of authority of, or persistent abuse of District personnel.
13. Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty.
  - a. Cheating is the use of any unauthorized materials, or information in academic work, records, or programs, the intentional failure to follow express directives in academic work, records, or programs, and/or

assisting others to do the same including, but not limited to, the following:

- i. Knowingly procuring, providing, or accepting unauthorized examination materials or study aids.
  - ii. Completing, in part or in total, any examination or assignment for another person.
  - iii. Knowingly allowing any examination or assignment to be completed, in part or in total, for himself or herself by another (e.g., take-home exams or online assignments which have been completed by someone other than the student).
  - iv. Copying from another student's test, paper, lab report, or other academic assignment.
  - v. Copying another student's test answers.
  - vi. Copying, or allowing another student to copy, a computer file that contains another student's assignment, homework lab reports, or computer programs and submitting it, in part or in its entirety, as one's own.
  - vii. Using unauthorized sources of information such as crib sheets, answers stored in a calculator, or unauthorized electronic devices.
  - viii. Storing answers in electronic devices and allowing other students to use the information without the consent of the instructor.
  - ix. Employing aids excluded by the instructor in undertaking course work.
  - x. Looking at another student's exam during a test.
  - xi. Using texts or other reference materials (including dictionaries) when not authorized to do so.
  - xii. Knowingly gaining access to unauthorized data.
  - xiii. Altering graded class assignments or examinations and then resubmitting them for regrading or reconsideration without the knowledge and consent of the instructor.
- b. Plagiarism is any conduct in academic work or programs involving misrepresentation of someone else's words, ideas or data as one's original work, including, but not limited to, the following:

- i. Intentionally representing as one's own work the work, words, ideas, or arrangement of ideas, research, formulae, diagrams, statistics, or evidence of another.
  - ii. Taking sole credit for ideas and/or written work that resulted from collaboration with others.
  - iii. Paraphrasing or quoting material without citing the source.
  - iv. Submitting as one's own a copy of or the actual work of another person, either in part or in entirety, without appropriate citation (e.g., term-paper mill or internet derived products).
  - v. Sharing computer files and programs or written papers and then submitting individual copies of the results as one's own individual work.
  - vi. Submitting substantially the same material in more than one course without prior authorization from each instructor involved.
  - vii. Modifying another's work and representing it as one's own work
14. Dishonesty; forgery; alteration or misuse of District documents, records or identification; or knowingly furnishing false information to the District.
15. Unauthorized entry into or use of District facilities.
16. Lewd, indecent, or obscene conduct or expression on District-owned or controlled property, or at District sponsored or supervised functions.
17. Engaging in expression which is obscene; libelous or slanderous; or which so incites students as to create a clear and present danger of the commission of unlawful acts on District premises, or the violation of lawful District regulations, or the substantial disruption of the orderly operation of the District.
18. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct or where the presence of the student causes a continuing danger to the physical safety of students or others.
19. Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any purpose, including commercial, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any District policy or administrative procedure.
20. Harassment of students and/or District employees that creates an intimidating, hostile, or offensive environment.

21. A direct or implied expression of intent to inflict physical or mental/emotional harm and/or actions, such as stalking, which a reasonable person would perceive as a threat to personal safety or property. Threats may include verbal statement, written statements, telephone threats, or physical threats.
22. Theft or abuse of computer resources including but not limited to:
  - a. Unauthorized entry into a file to use, read, or change the contents, or for any other purpose.
  - b. Unauthorized transfer of a file.
  - c. Unauthorized use of another individual's identification and password.
  - d. Use of computing facilities to interfere with the work of a student, faculty member or college official, or to alter District records.
  - e. Use of unlicensed software.
  - f. Unauthorized copying of software.
  - g. Use of computing facilities to access, send, or engage in messages which are obscene, threatening, defamatory, present a clear and present danger, violate a lawful regulation and/or substantially disrupt the orderly operation of a college campus.
  - h. Use of computing facilities to interfere with the regular operation of the District's computing system.
23. Use of the District's computer systems or electronic communications systems and services for any purpose prohibited by Administrative Procedure 3720.
24. Failure to identify oneself when requested to do so by District officials acting in the performance of their duties.
25. Misrepresentation of oneself or of any organization to be an agent of the District.
26. Violation of District rules or regulations concerning the student organizations, the use of District facilities, or the time, place, and manner of public expression.
27. Persistent violation of classroom standards of conduct as established by the instructor.

Students who engage in any of the above are subject to the procedures outlined in the Student Disciplinary Sanctions. Students are guaranteed the rights of due process when charged with a violation of conduct standards. Student Conduct Due Process Procedures are available online under Student Life.

This list is not all-inclusive, and the list itself is not meant to limit the definition of cheating to just those items mentioned. The Instructor will, in writing, refer incidents of cheating or plagiarism to department chair and Dean to make a recommendation for final disciplinary action.

### **Student Disciplinary Sanctions**

Consequences of violating the Student Code of Conduct may include one or more of the following actions.

1. **Verbal Reprimand/Warning** – An oral admonition or warning to cease and desist from conduct that has been determined to violate the standards of student conduct. A record of the fact that a verbal reprimand has been issued may be retained as part of a student's record for a period up to one year and is considered in the event of future violations of the standards of student conduct during the period of retention.
2. **Written Reprimand/Warning** – Written admonition or warning to cease and desist from conduct that has been determined to violate the standards of student conduct. This formal reprimand may become part of a student's permanent record and is considered in the event of future violations of the standards of student conduct.
3. **Mental Health Clearance** – Under circumstances where an administrator has reasonable belief based on objective evidence that a student's presence on campus is a threat to the student or others, mental health clearance may be required before a student is readmitted to a particular class or allowed to be on District property. This determination will be made following consultation with legal counsel. The campus chief administrative officer, or designee, must receive a letter from a licensed mental health professional stating that in his or her professional judgment, the student's presence on campus is not a threat to himself or herself or others. The mental health professional must be licensed by the State of California. The student shall bear the cost and expenses of obtaining mental health clearance.
4. **Restitution** – Reimbursement for damage to or misappropriation of property. This may take the form of requiring appropriate service or other compensation.
5. **Disciplinary Probation** – Disciplinary action is monitored for a period less than a semester with student assigned duties supervised by a faculty or administrative mentor to correct conduct violation. Successful completion of the assigned duties within the defined time limits warrants removal of discipline status. Assigned duties that are incomplete/unsatisfactory within the defined time warrants advanced disciplinary sanctions.
6. **Removal from Class** – The exclusion of a student by the instructor from class for the day of the removal and the next class meeting for a maximum period of two consecutive class sessions (Education Code, section 76032).

7. **Short-term Suspension** – Exclusion of the student by College Superintendent/President or designee for good cause from one or more classes for a period up to ten consecutive days of instruction.
8. **Long-term Suspension** – Exclusion of the student by College Superintendent/President or designee for good cause from one or more classes for the remainder of the college term, or from all classes and activities of the college for one or more terms.
9. **Immediate Interim Suspension** – The College Superintendent/President or designee may order immediate suspension of a student where the president concludes that immediate suspension is required to protect lives or property and to ensure the maintenance of order. In cases where an interim suspension has been ordered, the right to an opportunity for a hearing will be afforded to the student within ten (10) days. (Education Code, section 66017)
10. **Removal from Facility** – The involuntary removal of a student by an administrator from a District or College facility, or facility under the control of the District or College, for a maximum period of two consecutive days/class session(s).
11. **Withdrawal of Consent to Remain on Campus** – Withdrawal of consent by the Superintendent/President or designee for a student or other person to remain on a College campus where they have reasonable cause to believe that the student has willfully disrupted the orderly operation of the campus. Violation of this withdrawal during the designated time is a misdemeanor subject to arrest (California Penal Code, section 626.4).
12. **Expulsion** – Termination of a student's right and privileges, noted in student's file. The involuntary removal of a student from the District and all District programs for one or more terms, or permanently, by action of the Board of Trustees (Education Code, section 72122).

### **Student Grievance Policy & Procedures**

The purpose of this procedure is to provide a prompt and equitable means of resolving student grievances. These procedures shall be available to any student who reasonably believes a college decision or action has adversely affected their status, rights, or privileges as a student as outlined in the College catalog.

There are two parts to this process. The informal process attempts to seek positive resolution for all parties involved. Only those directly involved plus any appropriate administrator will be present. The formal process may include appropriate representation for all parties involved.

Each student who has a grievance shall make a reasonable effort to resolve the matter on an informal basis prior to requesting a grievance hearing, and shall attempt to solve the problem with the person with whom the student has the

grievance, that person's immediate supervisor, and/or the Vice President or designee.

Please note: If your complaint is related to a grade that has been issued, please refer to the Grade Grievance Procedure (available:

<http://catalog.collegeofthedesert.edu/what-are-the-academic-standards/>).

### *Time Limits*

The Superintendent/President or designee may shorten or lengthen the times specified in these procedures. The intent, however, is to ensure that each and every step will take place as expeditiously as possible. Any change to the time requirements will be made in writing.

### *Informal Grievance Resolution Procedure*

Each student who has a grievance shall make a reasonable effort to resolve the matter on an informal basis prior to requesting a grievance hearing, and shall attempt to solve the problem with the person with whom the student has the grievance, that person's immediate supervisor, or the College administration.

The student shall first discuss the matter with the party in question. If, however, the student cannot discuss the matter with the other party or if the student is not satisfied with the discussion, he or she may proceed with the informal grievance process.

A student must begin the informal grievance procedure within five (5) days from the date of the alleged grievance. The informal procedure must precede the formal procedure. The student may choose to terminate the grievance at any time during the informal procedure. A grievance filed within thirty (30) days of the end of the semester will be deferred until the following semester.

The informal procedure shall be completed within ten (10) days of reporting of the original complaint to the other party. It is the student's responsibility to describe to the parties involved the nature of the grievance so that involved parties understand that the grievance procedure has been initiated.

An informal meeting will be held by the student and appropriate college staff. The purpose of the meeting is to identify the perceived violation of the student's rights and to develop a resolution that is of mutual satisfaction to all parties involved. The student shall discuss and attempt to resolve the matter with the faculty, the person's immediate supervisor, or the administrator at the informal meeting. If the student is satisfied with the outcome of the informal meeting, the process could end.

### *Formal Procedure*

## **Filing Statement of Student Grievance**

If the student is not satisfied with the outcome of the informal procedure, a Student Statement of Grievance may be filed within ten (10) days following the informal meeting to the Grievance Officer. Grievance Forms are available at the offices of the Deans, counselors, and the Office of Student Life. The student may choose to terminate the grievance at any time during the formal procedure.

A summary of the outcomes of the informal process will be prepared by the faculty or the immediate supervisor and forwarded to the Grievance Officer.

The Grievance Officer shall investigate the nature of the grievance including meeting with the parties involved and possible witnesses for each, clarification of the perceived violation of rights and investigation of college policies that may or may not have been followed.

The Grievance Officer, after conferring with the student may determine that the grievance can be resolved by an additional attempt to engage in the informal procedure within ten (10) days. If the student isn't satisfied with the outcome of this informal procedure, the student may still request a formal hearing. The Grievance Officer shall give written notice to the student if it is determined that additional informal procedures should not be pursued.

### **Request for Student Grievance Hearing**

A request for a Student Grievance Hearing shall be filed within twenty (20) days by the student if the student is not satisfied with the outcome of the informal procedure after filing a Student Statement of Grievance, or, if after conferring with the student, the Grievance Officer has determined an informal procedure would be unlikely to help resolve the matter.

Within ten (10) days following receipt of the Request for Student Grievance Hearing, the Superintendent/President shall appoint a Student Grievance Hearing Committee as described below, and the Student Grievance Hearing Committee shall meet in private and without the parties present to select a chair and to determine on the basis of the Statement of Grievance whether it presents sufficient grounds for a hearing.

The determination of whether the Statement of Grievance presents sufficient grounds for a hearing shall be based on the following:

The statement contains facts which, if true, would constitute a grievance under these procedures;

The grievant is a student as defined in these procedures, which include applicants and former students;

The grievant is personally and directly affected by the alleged grievance;

The grievance was filed in a timely manner;

The grievance is not clearly frivolous, clearly without foundation, or clearly filed for purposed of harassment.

If the grievance does not meet each of the requirements, the Hearing Committee chair shall notify the student in writing of the rejection of the Request for a Student Grievance Hearing, together with the specific reasons for the rejection and the procedures for appeal. This notice will be provided within five (5) days of the date the decision is made by the Student Grievance Hearing Committee.

If the Request for Student Grievance Hearing satisfies each of the requirements, the Grievance Officer or designee shall schedule a grievance hearing. The hearing will begin within ten (10) days following the decision to grant a Student Grievance Hearing. All parties to the grievance shall be given not less than five (5) days' notice of the date, time, and place of the hearing.

Grievance Hearing Procedures are available online under Student Life.

## Student Services

### Tutoring

- Students can use TASC-Tutoring & Academic Skills Center by going to <http://www.collegeofthedesert.edu/students/asc/Pages/default.aspx>
- The Tutoring and Academic Skills Center provides a TASC Lab at virtually every COD campus for students to use for completing coursework and for obtaining guidance with classroom content. Friendly, knowledgeable staff will be there to assist students with any of the following services:
  - Peer Tutors and Faculty Liaisons
  - Language and ESL Lab facilities
  - Specialized software for various courses
  - Textbooks on loan for use in a TASC Lab
  - Computers for academic use and printing
  - Friendly, knowledgeable staff and faculty
- Online tutoring is available at:  
<http://www.collegeofthedesert.edu/students/asc/Pages/eTutoring.aspx>

### Library

All students enrolled in Dual or Concurrent Enrollment courses have access to the COD Library. Students can click on the "Library" tab where they can contact a librarian 24/4 via a chat room. Students can also access library resources from WebAdvisor.

Students can use all library services at the Palm Desert and Indio campuses. **They should state that that are a COD student.** Most faculty and staff members are not familiar with the terms "dual or concurrent enrollment." If they only inform the library staff they are enrolled in high school, they will be granted privileges that are

available to the general public. Their status as a COD student is what enables them to access more services.

### **Disabled Students Programs and Services (DSPS)**

High school disability plans, also known as IEP or 504 plans, are not a valid accommodation plan for students enrolled in COD courses regardless of location.

COD Disabled Students Programs and Services (DSPS) representatives must meet with students to determine accommodations based on their documented disability through an interactive process. College academic accommodations may differ from a student's IEP or 504 plan.

If a student asks about an IEP or 504, please refer the student to their high school counselor or directly to (DSPS).

For dual enrollment students taking courses at their high school, during their regular high school hours, their high school counselor can help arrange a meeting time with DSPS to develop an academic accommodation plan.

For concurrent enrollment students taking courses at COD or after high school hours, students may contact DSPS directly.

DSPS Contact information:

(P): (760) 773-2534

(F): (760) 862-1329

[dspsinfo@collegeofthedesert.edu](mailto:dspsinfo@collegeofthedesert.edu)

# APPENDICES

DRAFT

**APPENDIX I**

**Course Request Form**

**Request for College of the Desert Credit Course**

Please circle New Course or Course Renewal

High School : \_\_\_\_\_

COD Course Requested (Name & Number): - - - - -

Days course is to be taught: \_\_\_\_\_ Hours: - - - - - Room: \_\_\_\_\_

Course Beginning Date: \_\_\_\_\_ Course Ending Date: - - - - -

Semester course is to be taught (circle ~~one~~): Spring Summer Year \_\_\_\_\_  
(Note: COD course can coincide with high school)

High School Equivalent Course (Name & Number) if applicable: - - - - -

Expected Enrollment: \_\_\_\_\_

Do you want one of your high school teachers to teach the course? Yes No  
Do you want a COD instructor to teach this course? Yes No

If "yes", please print the following teacher information (include at least one phone #):  
Would you like this to be a permanent course offering at your school?

Name: \_\_\_\_\_ Yes No Maybe

Work Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_ Are you requesting a particular COD instructor

Home Phone: \_\_\_\_\_

Does the teacher possess a master's degree in the subject area? Yes No

Please list the teacher's specific Master's Degree and/or credentials.

**High School Approvals:**

\_\_\_\_\_  
HS Principal Date

\_\_\_\_\_  
HS Teacher or COD Instructor Date

\_\_\_\_\_  
HS Department Chair or CTE VP Date

\_\_\_\_\_  
HS Counselor Date

## APPENDIX II

### High School Dual and Concurrent Enrollment Form



### High School Dual and Concurrent Enrollment

High school students can apply to College of the Desert (COD) through dual and concurrent enrollment. Admissions are based on recommendations from the student's high school counselor and principal. Through this program, students can take up to 11 units as part-time Special Admit Students (CA Ed Code 48800-48002 & 76000-76002) and do not pay tuition.

The Dual and Concurrent Enrollment Application is valid for **only one term**, so submit a new form each term. High School concurrent enrollment students are **not** eligible to participate in priority registration.

The Dual and Concurrent Enrollment Program is specifically designed to accelerate the academic or vocational career of high school students. Admission is **NOT** allowed for:

- Any class that can be taken at your local high school.
- PE classes
- Beginning music performance or art/activity courses.
- Recreation or hobbies
- Remedial work (Any classes that are not college level are not allowed).

#### Steps for Enrollment

1. You must be enrolled in high school.
2. You must have a minimum 3.0 high school unweighted grade point average (GPA).
  - a. If your unweighted GPA is below 3.0, you must include a strong letter of recommendation from a counselor, principal, or teacher.
  - b. Career and technical education classes (e.g. Auto 010) require a recommendation from the COD instructor.
3. Review the class schedule and choose a course you want; discuss with your high school counselor. Rank your class choices. Use an additional sheet if necessary.
4. Go online at [www.collegeofthedesert.edu](http://www.collegeofthedesert.edu) and click on "Getting Started." Follow instructions to apply online.
5. Take the COD Assessment test, if needed. This is not required for courses without a prerequisite (e.g. Auto 010). You must complete all prerequisites (courses and/or test scores that must be completed before taking a specific course).
6. Activate your @mycod.us email account at [www.collegeofthedesert.edu](http://www.collegeofthedesert.edu).

7. Submit the HS Dual and Concurrent Enrollment Application with:

- Picture I.D.
- All required signatures (student, parent, counselor, and principal).
- Official high school transcripts in a sealed envelope.
- Copy of Assessment Test scores (if required).
- Personal statement **written by the student**. Explaining why you want to take the course(s) and why permission should be granted (see pg. 3).  
*Personal Statement not required for dual enrollment courses taught at your High School during regular High School hours.*
- Letter of recommendation if unweighted GPA is less than 3.0.
- Copy of parent's Home School Affidavit – required for home schooled students.

**Exception:** Students who have auditioned and been accepted for a performing role in a theatre arts or musical production only need to submit 1) the online COD Application for Admission; 2) *High School Dual and Concurrent Enrollment Application*; and 3) written permission from the appropriate COD Instructional Dean and a faculty member.

**Concurrent Enrollment Deadlines:** **Fall 2017 – DUE NOW; Spring 2018 – December 11; Summer 2018 – May 17**

COD classes fill quickly. Concurrent enrollment courses are open to all COD students. Complete all of the steps above by the deadlines to improve your chances for admission. Allow yourself at least a week to gather required signatures and complete the online COD Application for Admission. If you need a letter of recommendation, give your teacher or counselor 2 weeks. Deadlines are a guideline. Late applications will be considered on a case by case basis.

**Dual Enrollment Deadlines:** Applications should be submitted at the same time you complete your high school registration **THE SEMESTER BEFORE YOU TAKE A COURSE**. See your counselor.

PARENTS

College of the Desert policies apply to all students, even those less than 18 years of age. COD accepts no responsibility for any extraordinary supervision; will not release information without the written consent of the student; and cannot alter course content. Your son/daughter will be exposed to a diverse population in educational programs designed for adult learners which may involve sensitive topics that might be considered controversial or offensive to some. Your signature on the application acknowledges your receipt of this information and stipulates your permission for your child to enroll in a college level course and participate in all required activities that may include field trips off-campus. All College of the Desert courses, including those taken by high school students via dual or concurrent enrollment, will appear on a COD transcript and become part of the student's permanent collegiate record.



PRINT TO SIGN

Concurrent Enrollment Deadlines: Fall 2017 - DUE NOW / Spring 2018 - December 11 / Summer 2018 - May 17

Choose one: [ ] Summer [ ] Fall [ ] Spring Year \_\_\_\_\_ HS Grade Level: [ ] 9 [ ] 10 [ ] 11 [ ] 12

High School Student's Information

Name: \_\_\_\_\_ COD Student ID #: 05-\_\_\_\_\_  
Last First M.I.  
Phone \_\_\_\_\_ Age \_\_\_\_\_ Date of Birth \_\_\_\_\_ Email Address \_\_\_\_\_

Parent/Guardian Authorization

I hereby certify that I am the parent/guardian of the above named student. I am in agreement with and give my consent for his/her attendance at COD. I have read and understand the HS Dual and Concurrent Enrollment Policy including the special note to parents. I give my permission for emergency first aid and treatment for my minor child/legal ward. I acknowledge that my child will be creating a permanent college academic record at College of the Desert.

Parent/Guardian (print name) \_\_\_\_\_

Parent/Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_

High School Authorization

Permission is granted for the above-named student to enroll in courses at College of the Desert.

Name of High School \_\_\_\_\_ City \_\_\_\_\_

High School Counselor (print name) \_\_\_\_\_

High School Counselor's Signature \_\_\_\_\_ Date \_\_\_\_\_

High School Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

\* For summer session, K-12 principals may not recommend more than five percent of the number of pupils who have completed a particular grade immediately prior to the time of the recommendation. (Ed Code 48800)

Home School Students who are not affiliated with a school district, accredited private school, or Riverside County Office of Education must submit copies of forms their parents have submitted to the CA State Superintendent of Public Instruction verifying they have notified the state appropriately of their home school status.

Requested Class Schedule (Rank requested courses - attach additional sheet if necessary)

Table with 7 columns: Course Code, Sect. #, Course Title, Hours, Days, Instructor, Units

If approved for enrollment, I give my permission for COD Admissions & Records (A&R) to register me in these classes. I understand that approval does not guarantee enrollment. If the class is filled, I will need to obtain an Add Permit Code from the instructor once the term begins. Initial \_\_\_\_\_

I acknowledge that A&R will email me my enrollment status, but I am responsible for checking my class schedule on WebAdvisor. Initial \_\_\_\_\_

I accept full responsibility for the grade I will receive or for dropping a class I will not attend. Initial \_\_\_\_\_

I will activate my @mycod.us email account and monitor it regularly. I acknowledge that failure to activate and monitor my college email account does not exempt me from responsibility to act upon college-related matters. Initial \_\_\_\_\_

I understand this application is valid for the current term only and must be resubmitted for following terms. Initial \_\_\_\_\_

I understand that I am eligible only for the open enrollment period and may not participate in priority registration. Initial \_\_\_\_\_

High School Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Office Use Only

- [ ] Current application on file [ ] Personal Statement [ ] Letter of Recommendation (GPA < 3.0)
[ ] Official HS transcript in sealed envelope [ ] Copy of COD Assessment Scores

[ ] Approved [ ] Denied Registrar's Signature \_\_\_\_\_ Date \_\_\_\_\_



## High School Concurrent Enrollment Personal Statement

A brief personal statement **written by the student** is required for students enrolling in concurrent enrollment courses. In the space below or on a blank page, type 1) why you want to take the concurrent enrollment course and 2) why permission should be granted. If you type your statement on another sheet, remember to include your name and COD Student ID #.

Are you wondering what to say? As long as you address points 1) and 2), you can respond however you choose. Here are some prompts to get those juices flowing.

- 1) Why I want to take this concurrent enrollment course.
  - The topic of this course is interesting to me because...
  - This course will help me prepare for my future career in the following ways...
  - This course will help me explore different career options by...
  - I have never taken a college course and I hope to learn/discover/gain experience...
- 2) Why I should be permitted to take this course.
  - I am ready to take a college-level course because...
  - I will obtain the following skills by taking this course...
  - I will approach this course in a mature and responsible way by...
  - I will continue my education after high school. This course will give me a jump-start by...

Personal Statement			
High School Student's Information			
Name:	<div style="border-bottom: 1px solid black; display: flex; justify-content: space-between;"> <span style="width: 30%; text-align: center;">Last</span> <span style="width: 30%; text-align: center;">First</span> <span style="width: 30%; text-align: center;">M.I.</span> </div>	COD	Student ID #: 05-_____

**NOTE:** A personal statement is not required for dual enrollment courses taught at the High School during regular High School hours. If you are wondering if your course is a dual or concurrent enrollment course, ask your counselor.

APPENDIX III

Articulation Agreement Form



Attachment A

College of the Desert
Secondary and Community College
Request to Articulate

College of the Desert will accept the completion of:

Title and Number of High School or R.O.P. Course

Name of High School or R.O.P. District

College of the Desert course:

Department, Number & Title

Number of Units

Under the following conditions:

Articulation is for (check one):

X COD Credit to be awarded

COD Prerequisite course waiver

Qualifications:

Credit By Exam

The high school or R.O.P. faculty and the College of the Desert have agreed to the specific criteria shown on the attached forms. It is agreed that students transferring to College of the Desert will receive college credit and/or waived prerequisite requirements for equivalent education completed at the above named high school district.

Upon completion of 12 units at College of the Desert and presentation of the high school transcript, credit or prerequisite waiver will be granted for the College of the Desert articulated course.



**College of the Desert  
Secondary and Community College  
Articulated Course Standards and Criteria**

---

Date: \_\_\_\_\_

\_\_\_\_\_  
Name and Number of Course/COD

\_\_\_\_\_  
Name and Number of Course/High School or ROP

Description of Articulated High School or ROP Course Standards  
(Please attach the course outline)

Content or Theory Summary: <insert course descriptions here>

Competencies:

Measurement Methods:

Note: ATTACH COURSE OUTLINES



**College of the Desert  
Secondary and Community College  
Articulated Course Standards and Criteria (continued)**

---

Hours of Instruction:

Textbook or Other Support Materials (Including Software):  
<Describe or list program materials and standard textbook>

Note: **FINAL EXAM REQUIRED:** Attach a copy of the course final exam for the current year (or most recent available). COD must have a copy of the final exam on record with the Articulation Agreement. Applications will not be processed without the required documentation.



College of the Desert
Secondary and Community College
Course Articulation Agreement

Statement of Intent

This agreement enables students to receive college credit and/or a waiver of a prerequisite for coursework at the secondary level comparable to courses offered by College of the Desert.

Terms of Agreement

This agreement between College of the Desert and high schools or R.O.P.s, shall remain in force for a period not to exceed three years. This review will include an examination of up-to-date course outlines and a discussion of current teaching methodologies and stated competencies.

COLLEGE OF THE DESERT

HIGH SCHOOL or DISTRICT

Department, Number & Title/COD

Name and Number of Course/High School/ROP

Faculty/COD Date

Faculty/ High School or R.O.P Date

Subject Area Division Dean/COD

Subject Area Department Chair/ H.S/R.O.P.

President/COD Date

Principal/Program Administrator/High School /R.O.P.

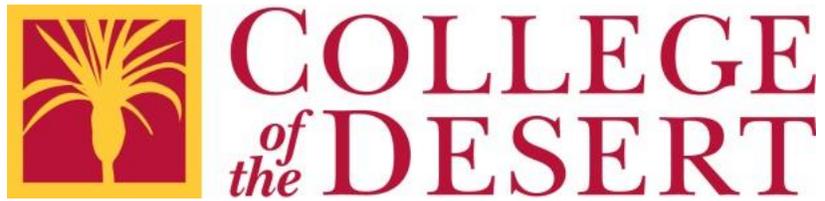
High School or R.O.P/District Superintendent

BOARD APPROVED: \_\_\_\_\_ Date

DENIED: \_\_\_\_\_

**APPENDIX IV**  
**Faculty Guide**

DRAFT



# **Faculty Guide: Enrollment Services**

An Attendance Accounting and Grade Reporting Manual that provides information and instructions about district attendance accounting and grade reporting, including forms and methods, in accordance with the California Education Code and Title 5 Code of Regulations.



## **PREFACE**

This Faculty Enrollment Services Guide provides information and instructions about District attendance accounting and grade reporting, including forms and methods, in accordance with the California Education Code and Title 5, California Code of Regulations.

## **NOTES**

The accuracy of attendance record keeping and timeliness of reporting student drops are critical for funding purposes, records maintenance, managing enrollment, and planning for subsequent terms. They are also a major consideration in the evaluation of contract faculty and part-time faculty.

Federal law requires that a student receiving federal aid or VA benefits return money to the Federal Government if the student receives an 'F' or 'FW' grade due to non-attendance. The district is required to report the last date of "known activity" for these students. Therefore, faculty members should enter the last date of "known activity" for students on the roster when 'F' or 'FW' grade is assigned to students who do not complete the course. Last date of "known activity" is the last date of physical presence in the classroom or last date of participation in an online class.

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a Federal law that protects the privacy of student educational records. In accordance with FERPA and District policy, all student information such as name, ID number, mailing/e-mail address, telephone number, grade(s) and/or attendance should NOT be accessible to any other individuals, including parents, without the written consent of the student, even if the student is a minor.



## Table of Contents

1. Syllabus Information.....	4
2. Rosters .....	5
3. Attendance Accounting.....	6-7
Official Grade and Attendance Rosters.....	6
Admission to Class.....	6
Add Codes – Students Attempting to Add a Class after Opening Day .....	6
Wait Lists.....	7
Student Telephone/Email Information .....	7
Independent Study .....	7
Petition to Challenge a Prerequisite or Co-requisite .....	7
Reporting Student Drops.....	7
Reinstatement of Student After Drop .....	7
4. Grade Reporting.....	8-9
Grade Submission Deadline.....	8
Online Faculty Grading System.....	8
Assignment of Incomplete “IF” .....	8
Grade Assignment/Change .....	9
Late Grade Assignment.....	9
5. Frequently Asked Questions .....	10-11
6. Resources Available to Faculty.....	12



## 1. SYLLABUS INFORMATION

### STRONGLY RECOMMENDED INFORMATION TO BE INCLUDED IN EACH SYLLABUS

It is strongly suggested that faculty include the following statements in the class syllabus:

- It is the student's responsibility to drop all classes in which he/she is no longer participating or attending.
- It is at the instructor's discretion to drop a student for excessive absences or non-participation any time during the allowed drop/withdrawal period for the course.
- Students who remain enrolled in a class beyond the published withdrawal deadline, as stated in the class schedule, *must* receive an evaluative letter grade in the class. (A 'W' grade cannot be assigned during final grading for students still appearing on the roster.)

### HOURS BY ARRANGEMENT (TBA)

- If the class includes any TBA hours, the syllabus should clearly explain how the hours are to be scheduled, that these hours are required of all students, where the students will meet for these hours, and what instructional work will be done during these hours.

### ATTENDANCE

- If the final grade in a class is affected by attendance (active participation in the class), it must be stated in the class syllabus as follows:
  - The final grade in this class will be affected by active participation, including attendance, as follows: (instructor to define specifically how attendance, including participation, will affect final grade in the class).

### CHEATING/PLAGIARISM

- Students are expected to be honest and ethical at all times in the pursuit of academic goals. Students who are found to be in violation of the Student Conduct Standards and Procedures will receive a grade of zero on the assignment, quiz, or exam in question and may be referred for disciplinary action in accordance with Student Disciplinary Procedures.



## 2. ROSTERS

### OFFICAL GRADE AND ATTENDANCE ROSTER

- Daily attendance must be recorded up to the census date for each census class. It is recommended census drops be completed online via WebAdvisor no later than the census date for the course.
- Faculty must maintain paper or electronic attendance rosters for two (2) years following the term in which the class is held. These rosters must be available on request by the College administration or external auditors.

### POSITIVE ATTENDANCE ROSTER

- Faculty teaching positive attendance classes must record attendance for every day the class meets for the entire semester in preparation for end of term reporting of positive attendance hours via WebAdvisor at the time of final grading.

### STUDENTS ON ROSTER – NON-ATTENDANCE/NON-PARTICIPATION

- Students appearing on your roster are deemed as enrolled. Following the census date, it is at the discretion of the instructor to drop students for non-attendance/participation. It is important to note the last date of attendance for reporting during final grading. The date last of attendance provides for the District's compliance in meeting federal requirements in relation to federal programs.

### GRADE AND POSITIVE ATTENDANCE REPORTING

- Faculty teaching positive attendance classes must post and submit attendance hours for actively enrolled students as well as those who have dropped at the time of final grading at the end of the semester, indicating assigned grades and student total attendance hours.
- Faculty teaching all other classes must post and submit final grades within five (5) days after the last class meets or the end of the semester or whichever is first.



### 3. ATTENDANCE ACCOUNTING

#### A. OFFICIAL GRADE AND ATTENDANCE ROSTERS

**IMPORTANT - Rosters** are legal documents that can be audited or subpoenaed by the court.

- The Official Grade and Attendance Rosters maintained electronically in Datatel are the permanent record of attendance for all students registered in regular college classes.
- Faculty must record daily student attendance up to the census date for census classes, and throughout the duration of positive attendance classes.
- The Census Drop Roster must be submitted by or before the census date of the course online via WebAdvisor by selecting the applicable options on the roster: *Census Roster – Drops Submitted* or *Census Roster – Have Reviewed -- No Drops*.
- The Final Grade and Positive Attendance (if applicable) Roster that includes the last date attendance for students who have dropped must be submitted via WebAdvisor within five (5) days of the last class or the end of the term, whichever is earlier.
- Enrollment Services continues to implement quality assurance practices to ensure the accuracy of student records and district compliance pursuant to California Code of Regulations, Title 5 Section 58030.

#### B. ADMISSION TO CLASS

For important legal and liability reasons, only officially registered students **appearing on the class roster** should be permitted to attend the class. Faculty should verify that all students sitting in the classroom are officially enrolled. If the student is NOT on the class roster, the student is NOT registered.

**ADD CODES** – Students Attempting to Add a Class after Opening Day

- After the start of the semester students must have an add code issued by the instructor to add classes that were closed *before* the semester start date.
  - Classes not closed prior to the start of the semester will not require an add code. Students may add these available courses via WebAdvisor.
- Faculty whose courses are filled the week prior to the beginning of the semester will be provided (via their District email account) with an Add Code List.
- The Add Code List contains a set of uniquely assigned add codes that are tied to the section of the class.
- The add codes are valid **ONLY** until the last day to add the class. The instructor should inform students of the add deadline for the class.
- When an add code is assigned, the name and the add code number should be recorded next to the student ID number on the roster.
- Note that add codes must be processed before the last day to add. Due to State budget constraints and District adherence to State and federal regulations, petition to add classes **AFTER** the last day to add may not be approved. Faculty should monitor their online rosters carefully.
- Courses that have restricted enrollment may only be added using an add code (example: Nursing). Add codes for restricted courses are available well in advance of the session. Contact your Dean's office for additional information.



## 4. GRADE REPORTING

### A. GRADE SUBMISSION DEADLINE

If the semester end date is on Friday or Saturday, the grade submission deadline is the following Monday. When the semester/class ends any other day of the week, the grade submission deadline will be five (5) business days after the end date of the semester/class.

### B. ONLINE FACULTY GRADING SYSTEM

The online Faculty Grading System is a web-based tool for faculty to drop students, post final grades, and positive attendance hours (when applicable).

- Faculty should be aware of the last day to drop the class. It is recommended faculty access their online roster via WebAdvisor by or before the last day to drop the class and drop students who are actively enrolled but not attending or participating. It is important to remember that all students officially registered in each class beyond the drop deadline must be assigned an evaluative grade. A **“W”** cannot be assigned during final grading; only P, NP, A, B, C, D, F, or FW are allowed as final grades.
- Once grades and positive attendance hours (where applicable) are submitted online, the rosters will be flagged as accepted and official. Faculty should print the following documents and keep these copies for a minimum of two (2) years:
  - Official Grade and Positive Attendance Roster
  - Assignment of Incomplete Grade – Incomplete Grade Contract
  - Independent Study Contract

### C. ASSIGNMENT OF INCOMPLETE

- In accordance with Title 5, Section 55023, a grade of “Incomplete” may be assigned for incomplete academic work by a student due to unforeseeable emergency and justifiable reasons at the end of the semester. An Incomplete grade (IB, IC, ID, IF, or IN) can be entered via WebAdvisor only if a *Request for Incomplete Grade* form is submitted to the Admissions and Records Office when final grades are entered. The default grade must be specified as part of the Incomplete grade. A grade of “I” without the default grade will not be accepted. The student’s grade will be automatically changed to the default grade if the instructor does not submit a *Change of Grade* form before the expiration date.
- The *Request for Incomplete Grade* form must be completed and signed by both the instructor and student. The form is available at the College of the Desert faculty/staff portal, click documents under the Enrollment Services-Admissions and Records section. This form must be submitted to the Admissions and Records Office within five (5) days after the end of the term or class, whichever is first. It may be scanned and emailed to the Admissions and Records Office at [cluttrell@collegeofthedesert.edu](mailto:cluttrell@collegeofthedesert.edu).

#### D. GRADE ASSIGNMENT/CHANGE

- Grades may only be changed in accordance with the California Code of Regulations, Title 5, Section 55025: “in any course of instruction in a community college district for which grades are awarded, the instructor of the course shall determine the grade to be awarded each student. The determination of the student’s grade by the instructor shall be final in the absence of mistake, fraud, bad faith, or incompetence.”
- The Grade Change Form is used whenever it becomes necessary for an instructor to change a student’s grade. The form is available at the Admissions and Records office, as well as the faculty/staff portal and click documents under the Enrollment Services-Admission and Records section. No grade may be changed for a completed class after two years without supportive evidence and approval of the designated division dean and Enrollment Services Dean.

#### NOTES:

**District policy will not permit a change to a student’s grade beyond two years.**

**Grade changes from “F” to a Drop will not be accepted. In accordance with Title 5, Section 58004, it is the instructor’s responsibility to clear rosters of inactive enrollment including “no shows” before census.**

#### E. LATE GRADE ASSIGNMENT

No grades will be accepted for students who were not officially enrolled as of census.

**NOTE: No late add will be processed during the final grading period of the class or semester, whichever is first.**



## 5. FREQUENTLY ASKED QUESTIONS

The purpose of this section is to provide answers to frequently asked questions by faculty.

**Q. What is a Primary Term?**

A. The fall and spring semesters are the primary terms. The primary terms are 16 weeks in length for a total of 32 weeks of instruction.

**Q. What are Short Term Classes?**

A. Includes classes that are not scheduled concurrently with the primary term session. Often referred to as DSCH or “non-primary term” session classes

**Q. What is FTES?**

A. Full-time equivalent student. FTES is calculated and reported to the State for district funding purposes; 525 hours of student attendance comprise 1 FTES.

**Q. What is the “Census Date”?**

A. The census date is a date that is about 20% of the class meetings. The date varies depending on how a class is scheduled. It is the barometer used to clear officially enrolled students who have not attended or participated from the roster by dropping them from the class.

**Q. What is the Add/Drop Deadline?**

A. The add/drop date is a business day immediately preceding the census date. Students must process and pay for all classes by this date. This date varies depending on how a class(es) is/are scheduled. The add/drop date for your class can be found on the faculty/staff portal, click documents under the Enrollment Services-Admissions and Records section.

**Q. What is the Withdrawal Deadline?**

A. The withdrawal deadline (last day to drop) is a date that is about at 75% of the class meetings. This date varies depending on how a class is scheduled. To find the withdrawal deadline (last day to drop) reference the Course Dates link provided on the faculty/staff portal under the Enrollment Services-Admissions and Records section.

**Q. Whose Responsibility is it to Drop?**

A. Faculty are required to clear rosters of inactive enrollment/participation by the census date. After that date, it is the student’s responsibility.

**Q. What is Inactive Enrollment?**

A. A student who is no longer actively participating and has accumulated excessive unexcused absences.

**Q. What is a “No Show” Student?**

A. Any student who is absent from the first class meeting.

- Q. **Are Time Conflicts Allowed?**
- A. **No.** Students are not allowed to register for classes with times that overlap (includes 10 minute passing period). In addition, student may not enroll in two classes of the same subject and course number if the start and or end date of one class overlaps with the other class.
- Q. **Am I Required to Take Attendance?**
- A. **Yes.** Faculty must take attendance at each class meeting up to the census date. This includes students who have been written in on the first day of the class. Faculty should maintain their own attendance records after the census in preparation for final grading, when faculty are expected to provide the last date of attendance for students who dropped or were dropped by the instructor. This information enables the District to comply with federal regulations as they relate to students receiving federal financial aid.
- Q. **How Do I Know Who is Enrolled Once I Submit the Census Drops?**
- A. Once faculty drop students via WebAdvisor a list that includes the submitted drops will be emailed to confirm the submission. Drops are immediate and in real-time; this means you may print out the WebAdvisor roster once drops are completed and it will be up to date.
- Q. **How Do I Submit My Grades?**
- A. Faculty submit grades online via WebAdvisor by selecting Final Grades from the student main menu. Faculty teaching positive attendance classes must also remember to post positive attendance hours by selecting “Positive Attendance Roster” from the faculty main menu in WebAdvisor.



## 6. RESOURCES AVAILABLE TO FACULTY

### FACULTY WEB SERVICES

The district portal is available from the College of the Desert home webpage. By selecting the “faculty/staff” link and then the portal option, faculty have access to relevant forms from the Admissions and Records Office that include instructions for completing and submitting them. Various other resource links are available to faculty through the portal.

### FACULTY WEBADVISOR INFORMATION

Select ‘I’m New to WebAdvisor’ option the first time you use WebAdvisor. It is recommended faculty attempt to log into WebAdvisor well in advance of the beginning of their assigned class in preparation for beginning of term activities like census drops and to make sure everyone sitting in the classroom is on the roster.

If you **forget your User ID or Password** select the applicable links in WebAdvisor. Your User ID will be provided immediately on the screen. A temporary password will be emailed to your College of the Desert email account.

**In progress** is the implementation of a single log in portal sometime in Fall 2012 or Spring 2013. This means just one log in user ID and password will be used to access WebAdvisor, BlackBoard, email, etc.

Faculty members are encouraged to log in frequently to their **college provided email** as it is the District’s formal method of communication. You will receive important reminders regarding your classes; add code lists for beginning of semester registrants, and up-to-date information regarding new services that may affect you or students in your classes.

If you are having **trouble logging into WebAdvisor**, select the “please verify your user name and reset your password” and then select OK to proceed to user name verification.

# College of the Desert

## Key Dates for our Spring 2018 Semester for Dual and Concurrent Enrollment Students

These dates apply to regularly scheduled classes meeting the full length of the term.

### **Concurrent Enrollment Deadlines: Spring 2018 – December 11**

COD classes fill quickly. Concurrent enrollment courses are open to all COD students. Complete all of the steps above by the deadlines to improve your chances for admission. Allow yourself at least a week to gather required signatures and complete the online COD Application for Admission. If you need a letter of recommendation, give your teacher or counselor 2 weeks.

Deadlines are a guideline. Late applications will be considered on a case by case basis.

**December 11** Concurrent Enrollment Deadline for submission of required materials to College of the Desert to take courses during the Spring 2018 Semester.

**December 12** COD Admissions and Records staff register students who have submitted the required materials.

### **January 29 Spring Classes Begin**

**Jan 29- Feb 5** Late registration-Add Permit Code required to register or add full-term courses.

**February 5** Last day to **ADD** full-term classes.

\*For late start courses go to Web Advisor, enter any start date after February 5

**February 11** Last day to drop full-term classes without a grade of "W"

**February 16** HOLIDAY - Lincoln's Birthday COD CAMPUS CLOSED

**February 17** No Saturday Classes

**February 19** HOLIDAY - Washington's Birthday Observed COD CAMPUS CLOSED

**March 26 - 30** Spring Break (No Saturday, Sunday classes on March 31 and April 1)

**March 30** Spring Holiday – COD CAMPUS CLOSED

**April 27** Last day to drop full-term classes with a grade of "W"

**May 20-26** Final Exams

# College of the Desert

## Key Dates for our Winter 2018 Intersession for Dual and Concurrent Enrollment Students

These dates apply to regularly scheduled classes meeting the full length of the term.

### **Concurrent Enrollment Deadlines: Winter Intersession 2018 – December 11**

COD classes fill quickly. Concurrent enrollment courses are open to all COD students. Complete all of the steps above by the deadlines to improve your chances for admission. Allow yourself at least a week to gather required signatures and complete the online COD Application for Admission. If you need a letter of recommendation, give your teacher or counselor 2 weeks.

Deadlines are a guideline. Late applications will be considered on a case by case basis.

**December 11** Concurrent Enrollment Deadline for submission of required materials to College of the Desert to take courses during the Winter Intersession 2018.

**December 12** COD Admissions and Records staff register students who have submitted the required materials.

**January 3** Winter Intersession Classes Begin

**January 4** Last day to ADD full-term classes.

**January 4** Last day to drop full-term classes without a grade of "W"

**January 15** HOLIDAY – Martin L. King Jr. day - COD CAMPUS CLOSED

**January 18** Last day to drop full-term classes with a grade of "W"

**January 24** Final Exams