Los Medanos College

Dual Enrollment Program

Instructor Handbook
2023-2024

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- ☐ Mandated Reporter Information
- ☐ FERPA card
- ☐ Teaching booklet by Nick Garcia

Quick Contact Reference

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Welcome to our program!

It is a pleasure to work with you in this exciting endeavor to provide quality education while linking secondary and post-secondary education. The purpose of this Handbook is to provide you with general information and to serve as a reference guide for LMC Dual Enrollment policies and procedures.

K-12 students have historically attended LMC courses on the college campus as "Special Admit" students with permission from the student's high school principal or counselor. The high school campus Dual Enrollment Program was established at LMC in 2015 as an effort to encourage a greater number of high school students to enroll and earn college credit while still in high school, thereby reducing subsequent college expenses and broadening their academic opportunities at their own high school campus. We believe that participation in Dual Enrollment classes may ease the transition from high school to college and encourage local students to pursue post-secondary education who might not otherwise do so. This program is a true win-win for the high school, parents, and most importantly, the students.

This instructor Handbook is intended for use by those teaching LMC classes at our local high schools with high school students.

LMC MISSION

Los Medanos College provides our community with equitable access to educational opportunities and support services that empower students to achieve their academic and career goals in a diverse and inclusive learning environment.

LMC VISION

Los Medanos College will be a leader in providing innovative, dynamic, and equitable educational experiences, support services, and career opportunities that empower students and transform our community.

With this Mission and Vision in mind, we welcome you to the Dual Enrollment Program!

SECTION I: FACULTY RESPONSIBILITIES

LMC – FULL TIME/ADJUNCT FACULTY: LOAD, FLEX, EVALUATIONS

You may be teaching either before, during or after the regular school day on a high school campus. Here is what applies to you:

Your course load will be affected. The Dual Enrollment course that you teach will count as part of your overall teaching load.

For part-time faculty, the teaching load is limited to 67% of the hours per week and is considered a full-time assignment (this limit can only be exceeded in rare situations with a variance approved by management and UF).

Local collective bargaining agreements should be consulted.

Faculty will have FLEX obligations and should consult the Faculty FLEX Activities Agreement for the semester they are teaching for more information from the Office of Instruction.

Faculty evaluations will occur according to the Office of Instruction and the individual academic department's policies and procedures.

MAINTAINING HIGH SCHOOL RECORDS/ATTENDANCE: Regardless of teaching location, it is important to take daily attendance. Recognizing attendance issues early and often enables students to receive early intervention from both the high school and the Career Pathways Counselor. If a student has been noticeably and regularly absent, this information needs to be communicated to the high school on-site liaison or to the Career Pathways Counselor as soon as possible. This timely communication becomes vital to supporting student's success, especially if it becomes necessary to drop a student. In addition, in the event of an emergency, instructors should keep a paper copy of the class roster to take with them in case of an evacuation.

STUDENT PROGRESS REPORTING: If a student is noticeably falling behind in the class assignments and is not on track to pass the class, reach out as soon as possible to both the on-site liaison and the Career Pathways Counselor to support early intervention of our dual enrolled students.

START/END DATES & HOLIDAYS: Each high school has its own unique school calendar that does not coincide with the 4CD/LMC Calendar. The LMC Early College Credit team will provide you with a personalized teaching schedule of dates for each of your designated high school sites. Contact the Senior Program Coordinator for additional information. Generally speaking, the location of the teaching assignment dictates the calendar that is followed. It is also vital to **check in with your on-site high school liaison regularly (recommended at least 1x/week) for any last-minute changes to the schedule**. It is not uncommon for changes to occur on a weekly basis for rally days, early release days, district testing, etc.

BATHROOM PASS/PERMISSION TO LEAVE CLASS (Students): Unlike the student population at LMC, high school students must have permission to leave a high school class to go to the restroom, library, etc. You will be offered an on-site orientation (meet and greet) prior to teaching at the high school campus and can receive instruction on any specific guidelines at the high school. You must follow the procedures and protocols of the high school where the college class is being taught. Although not uncommon on a college campus, HS students are not able to be released from class early as this disrupts the other nearby HS classes, posing a safety risk for students, and is problematic for HS site safety.

LEAVING CLASS (Faculty): High school students are not permitted to be left unattended in a high school classroom. Therefore, if faculty needs to leave the classroom for any time, they need to either call the high school on-site liaison to "cover" the class by providing the supervision of the students, or faculty can request students wait quietly outside the classroom doors until the faculty returns. This should be done in as brief amount of time as possible. In addition, all students need to exit the classroom at the conclusion of the class meeting time.

DISCIPLINARY ACTION: It is important that students understand that they are receiving college credit for your Dual Enrollment course and that you have high expectations of them. No behavior problems should be tolerated and any student with disciplinary issues should be referred to the Principal's Office. In addition to discipline at the high school, the student may also be subject to disciplinary action through the college.

PROCEDURE FOR REPORTING FACULTY ABSENCES: Consider utilizing the "Remind App" and use your Canvas class platform to communicate with students and to report any unexpected class cancellations.

If ill, unavoidably detained, or engaged in approved professional, departmental, or college business, make reasonable efforts to ensure the continuity of course coverage by arranging for a qualified substitute through your academic Department Chair.

Report all absences as soon as possible by calling the LMC absence line: (925) 439-2181 x78189. When leaving a voicemail, please include your name, reason for the absence, classes you are cancelling, the time and location for each class, and a short message for your students if needed. In addition, call the Senior Program Coordinator (925) 473-7440 so that the high school can also be contacted and arrangements can be made to notify students as best as possible.

If you are aware of an absence in advance, consider contacting the LMC Transfer & Career Services Department to take advantage of their **"Don't Cancel Class"** opportunity to provide a classroom presentation. If you would like to request a presentation to be held during your class time instead of cancelling class (or while you are still there), please go to https://losmedanos.wufoo.com/forms/m1n1grmk0ydgbs3/ to complete the registration form.

COURSE MATERIALS: The K-12 School District is responsible for the purchase of any and all student textbooks. Let the Senior Program Coordinator know as soon as possible which

textbooks you are requiring for your class to allow the K12 district adequate amount of time to purchase them for the students. Your LMC academic department will provide the instructor's textbook by request. Please see your Department Chair for more information.

Faculty are responsible for preparing all handouts, copies, materials and supplies before the class begins. Copying is the college instructor's responsibility (not the high school) and should be completed BEFORE the start of class. LMC copy center services are available at minimal cost. For more information, go to www.losmedanos.edu/copycenter. If rare cases, a HS may be able to provide access to a copy machine.

If teaching in an online environment, be sure to record and post all necessary course materials, lectures, virtual office hours, etc., as needed in your Canvas class.

COURSE MANAGEMENT EXPECTATIONS: For effective course management, all dual enrollment faculty are expected to implement the following expectations regardless of teaching location.

- Present course content according to a planned schedule and consistent with LMC approved course outline.
- Begin and end scheduled classes on time.
- Instruct and/or supervise students during all class times.
- Establish and consistently enforce appropriate classroom rules and procedures.
- Administer exams or other assessment tools consistent with course objectives.
- Return graded materials, with appropriate feedback, in a timely manner.
- Maintain accurate records of student's grades, and **post final grades within three business days of your last day of class (Admissions and Records deadline) to accommodate HS record/transcript needs.**

USE OF TECHNOLOGY: Computer access requests for a laptop cart and/or computer lab for student use can be made with the on-site high school liaison. Advance notice of 1 week or more is recommended. Please note, no photography or videos of any students are allowed at any time.

It is ideal for LMC faculty to bring and use their own laptop equipment to the classroom space. However, there are circumstances when LMC faculty can use HS classroom desk top computers. It is the responsibility of the LMC faculty to understand what is available to them and how the log in credentials work. In some cases, a guest log-in will be provided but note that guest log-ins change frequently. Check with your on-site liaison for more specific information that applies to your assigned site.

CLASSROOM ACCESS: In most cases, LMC faculty will not be issued a classroom key as they are not employed by the HS district. Most likely, faculty will be sharing classroom space with a HS teacher who will leave the room unlocked when they leave. If this is not the case, you will be notified of other alternative options available to you.

If faculty encounter a locked classroom, have a student go to a nearby classroom or the closest office to request to have the room unlocked.

SECTION II: COURSE ADMINISTRATION

COURSE SYLLABUS: At the beginning of each semester, prepare and distribute/post current course syllabi to the students in each class taught. Such syllabi shall be consistent with LMC Office of Instruction guidelines and should include, as applicable, an outline of course objectives and requirements (exams, assignments, written work, field trips, etc.), grading policy, course content, student learning outcomes, and any specific rules or expectations of the instructor.

A college level syllabus should have the following attributes:

- Is professional in appearance yet as student-friendly as possible.
- Is respectful in tone, encouraging and welcoming the students.
- Reflects a helpful, positive attitude.
- Is motivational and non-threatening.
- Communicates high expectations of each student for both academic success and personal behaviors.
- Communicates high expectations of personal conduct for both teacher and student, acting & speaking with respect for each other.
- Communicates high expectations of each student for active and vigorous participation in classroom learning activities, discussions, etc.
- Communicates classroom behavioral expectations and rules (i.e. cell phone use, etc.).
- Uses descriptive verbiage that empowers all students to believe they can meet and excel at the course goals and objectives.

A college level syllabus should contain the following information:

- Course Information
- Title and course number
- Number of units
- Semester (fall or spring)
- Meeting time and location
- If the course has “Hours by Arrangement” the syllabus must include the specific block of times when the TBA/HBA hours must be filled and include the instructional activities to be conducted during TBA/HBA. Please emphasize participation is mandatory and must be factored into the final grade.

Include Instructor Information

- Name of instructor
- Office address and phone extension
- Email address
- Faculty/student office hours
- Preferred method of communication (phone versus email versus other)

- Introduction to the Course
- Overview of course material
- Connection to overall program. Transfer and career information.

Include Prerequisites

- Classes that they should already have had or what information they should know in order to succeed in your course
- Instructions for steps to take if they don't meet the prerequisites for your course

Include Student Learning Outcomes (SLO's). ***Accreditation requires us to include SLOs in every syllabus and students are expected to "demonstrate awareness" of the SLOs of the course and the program.***

- Student Learning Outcomes for the course (Accreditation Requirement)
- Knowledge that students should demonstrate at the end of the course
- Skills that students should demonstrate at the end of the course
- Outcomes that will be assessed (evaluated) by the instructor in order to improve the teaching/learning process

Include Textbooks and other readings

- Required texts and articles
- Recommended texts and articles
- Readings (including optional) and other preparations for each class meeting
- Other course-related materials (if any)
- Where to locate texts and materials – availability in the library or the reserve section

Include Course Calendar or Schedule

- Sequence of course topics with tentative (or firm) dates
- Due dates for and nature of assignments, exams
- Calendar of class activities

Include Grading/Evaluation Methods

- Grading breakdown for the course – percentage for exams, tests, assignments, projects et cetera
- Percentages for determining the final grade of A, B, C, D, F, or P/NP
- Attendance cannot be a factor in grading; however, if participation is included in grading, clearly explain how it will be assessed.
- Indicate if the course is 'student choice' with a brief explanation that it cannot be reversed once the student has selected 'student choice'
- Clear grading breakdowns and explanations are very helpful when a student challenges his/her grades

Include College Policies

Sample Statement on Academic Honesty for Syllabi:

Los Medanos College is committed to student learning, and in order to protect the validity of student's intellectual work and the authenticity of their achievements, the college expects that all students will be committed to the value of academic honesty. As such, the Student Code of Conduct holds students accountable for the integrity of the work they submit in all courses. Students should be familiar with the policy and know that it is their responsibility to follow instructor and general academic expectations with regard to academic honesty, including proper citation of sources in written work and the integrity of work submitted in exams and assignments. Serious consequences can result from engaging in academic dishonesty of any sort, including plagiarism, cheating, or assisting others in acts of academic dishonesty. Consequences may include a warning, loss of points on specific assignments, removal from class for the day, and/or notification to the Dean of Students office for disciplinary review.

For more information and the complete Student Code of Conduct, visit: http://www.losmedanos.edu/studentcodeofconduct/

Statement on ADA accommodations:

Students with documented learning and/or physical disabilities may receive reasonable classroom and/or testing accommodations. Students should be encouraged to make these arrangements with the instructor at the beginning of the semester or as soon as possible after documentation has been determined. Last minute requests may not be determined to be "reasonable."

Statement about Auditing Policy

All students must be enrolled in the course – the college does not permit sitting in or auditing. All students must enroll prior to the deadline for late enrollment

Course-specific and/or Department policies

- Attendance
- Dropping the class
- Missed exams/makeup work
- Collaborative work
- Use of technology, electronic/social media, etc.

Classroom conduct and student expectations

- Regular and timely attendance
- No food or drinks in computer labs
- Children and non-enrolled persons are not allowed to 'sit in' in the class
- Create a respectful learning environment for all students in the class
- Your expectations about the use (or lack of use) of cell phones during class time
- Include in your syllabus a statement about how long students are expected to wait if you are unexpectedly late. (15 – 20 minutes is reasonable).

Additional ideas and information that a syllabus may include:

Course/Instructor Philosophy

- Philosophy on teaching and learning
- Conceptual structure used to organize the course and why it is organized so

Consideration of Student Needs, Aspirations and Resources

- Development of student study skills and critical thinking abilities
- Location of additional resources: labs, Center for Academic Support, tutoring, counseling, study skills courses, library, and other support services
- Description of how class and course objectives will prepare students for future courses and/or academic goals and careers
- Transfer information as applicable. LMC's Academic Senate has asked faculty to include detailed information on the transferability of courses (CSU/UC/IGETC, area/requirement fulfilled, etc.)
- Program Information. Please include information about where this course fits in the program to encourage more completions of certificates, degrees and transfers.
- Please encourage students to meet with a counselor to develop an individual educational plan.
- Description of type of support students could receive in preparation for tests and papers
- Provide students the link to the class cancellation notice on main LMC webpage. Here is the link: http://www.losmedanos.edu/classcancel/

Teaching and Learning Strategies

- Format of class
- Required activities: wide-variety of instructional techniques and resources
- Recommended activities; expectation of active participation by all students
- Suggested learning strategies

Connection to Student's Cultural and Historical Backgrounds

- Statement on the valuing of diversity
- Choose texts and materials that reflect a variety of cultural experiences
- Relevance of course to student's socio-cultural realities

For Career Education Majors

- Include information about the annual Career Education Employment Outcomes survey that students will receive from the college once they have completed their studies. Example:

"Los Medanos College is partnering with community colleges from around the state to assess the effectiveness of our Career Education (CE) programs. We are participating in a study that will gather student perspectives on issues such as whether students became employed within their field of study, if their community college coursework positively affected their earning potential and how CE programs can be improved.

Sometime following the completion of your studies at LMC (at least one full year) you will receive a survey by email, US mail and/or telephone. Completing the survey will greatly benefit the mission of the college as it relates to workforce development. Your participation will support the college's goal to deliver high-quality and effective educational programs to our community."

Once class begins, how to use your syllabus:

Here are a few suggestions from faculty colleagues:

- Hand out/post the syllabus at the first class meeting. By doing this, you set the tone and expectations of the course early. The syllabus demonstrates to students that the course is well prepared and will be presented in an organized manner.
- Spend time reviewing and discussing the syllabus with your students. Be prepared to answer questions about your testing and grading policies, and other matters of concern to students.
- Discuss class conduct and your professional expectations of your students so that all students may succeed.
- Duplicate more copies than you have students. Be prepared to replace lost syllabi, and have copies made for students who enroll late.

Once you have written the syllabus, share it with others for feedback as to its clarity, completeness, and tone. Put a copy of the syllabus on the course website. Take advantage of the web and provide hyperlinks to resources to which the syllabus refers. Send an electronic copy to the Office of Instruction. Print the syllabus in bright, colored paper. Students will be able to find it easily during the semester.

Please submit your course syllabus using the link below by the end of the first two weeks after the start of classes. *After clicking on the link below, you will be asked to log into InSite.*

Submitting your information via the Dynamic Form on InSite is the only way to submit your first day handout – course syllabus.

Please submit an electronic copy of your syllabus by uploading it to this link: ***First Day Handout***

The Office of Instruction would appreciate it if you could name your file as: your last name class & section (i.e. SmithMath-004-0090).

This link First Day Handouts (Syllabus) Checklist & Guidelines is to provide you with information and ideas on what all LMC course syllabi should include.

The Early College Credit team has created an online student Orientation https://www.losmedanos.edu/earlycollegecredit/dual.aspx accessible in Canvas. We encourage you to have your students add this Canvas class to their InSite portal and to complete the online quiz. In total, the Orientation takes about 30 minutes of time. Offering extra credit points for students who complete the quiz is a great way to encourage students to complete it.

In addition, you may want to remind students that by entering a college environment, they will be exposed to topics that might be considered controversial or offensive in the secondary setting. LMC will not change course content or curriculum to accommodate Dual Enrollment High School students.

SECTION III: STUDENT REQUIREMENTS

Prior to the first day of instruction, the high school students will be applying for their college ID# and submitting a Dual Enrollment Authorization Form located within their InSite portal.

This one-time Dual Enrollment Authorization Form is valid for the duration of their HS career. The following details will help answer questions regarding the LMC application and enrollment process.

1. **LMC Application Process:**

   New students must create an online OpenCCC (California Community Colleges) account through CCCApply and then complete the online LMC college campus application. Both of these steps are required of each high school Dual Enrollment Program participant in order for the student to obtain an LMC ID#. Please note that returning high school students that have not had a break in attendance and already have an LMC ID# do not need to reapply to the College.

   Important student demographic information is needed such as name, address, phone number, email, date of birth, social security number, and citizenship.

   U.S. citizenship or legal alien status is also required to determine if the student is of a status that allows him/her to attend with no tuition. Students whose status is either a temporary or permanent resident must provide the issue date and alien number on the application. In order to attend with no tuition, the issue date must be at least one year prior to the start of the semester. Students will indicate "other" on the application. For further information, contact the Director of Admissions and Records.

2. **Dual Enrollment Authorization Form**
   Students wishing to enroll in dual enrollment classes for the first time must complete their online one-time Authorization Form. Returning dual enrollment program students only need to be recommended by their HS counselor to be registered for the class.

No Fees are charged for high school students enrolling in LMC classes under the Dual Enrollment program with a CCAP Agreement. Refer students back to their HS on-site liaison/HS counselor for any needed support for the enrollment process.

SECTION IV: EMAIL, ROSTERS & GRADE REPORTING

The LMC InSite portal is where you will check your email, obtain your class rosters and complete your grade reporting. Faculty are expected to check their LMC email accounts on a regular basis as it is the primary method of communication from the college.

Faculty are required to complete and return Census rosters to Admissions and Records by the appropriate deadline. These are important and mandatory documents. Census Rosters are emailed on the Census Day for the course to Instructor's LMC email address. Linda Jackson, Senior Admissions & Records Assistant, is the primary contact for questions: ljackson@losmedanos.edu or (925) 473-7499

Section V: Student Privacy, Parents, and FERPA

What rights do parents have to student information?

Their student has officially enrolled in an institution of higher education with their permission and as a result, the Family Educational Rights and Privacy Act (FERPA) of 1974 now protects their student. Regardless of age, once a student begins attending a postsecondary institution, FERPA rights are transferred from the parent/guardian to the student. Students must act on their own behalf. No one other than the registered student is permitted to enroll, drop, or add classes on behalf of the student. The same applies to requesting transcripts or grade verifications.

Under Section 49061 of the Education Code, parents/guardians of community college students do not have the right to access their children's student records regardless of age. Therefore, student's college records are released only with the written consent of the student.

Can a parent/guardian contact their son's/daughter's instructor regarding course content, assignments, or grading policy?

Under FERPA (Family Educational Rights and Privacy Act), instructors are not allowed to discuss student performance or other student-related issues with parents/guardians. Most instructors will only work directly with students.

Parents/Guardians may want to consider the following before signing the Dual Enrollment form: the possibility of controversial course content and the maturity level of their student. Faculty establish a syllabus for each course, which includes content, assignments, and a general guide to the pacing and grading of the course. Once the student receives the syllabus and the student chooses to remain in the course, the syllabus becomes a contract between the student and teacher.

What is FERPA?

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. When a student is 18 years old or attends a school beyond the high school level, the rights to a student's educational record transfer from the parent to the student, regardless of age.

What does FERPA govern?

Access and release of information of the student's educational records.

What does FERPA require from colleges to be in compliance?

- Notify students annually of their rights;
- Protect student's rights to inspect and review their education records;
- Protect student's rights to request to amend their education records;

- Protect student's rights to limit disclosure of personally identifiable information contained in education records;
- Ensure that third parties do not disclose personally identifiable information;
- Keep records of requests and disclosures of student education records.

Who has FERPA rights at the postsecondary level?

All currently enrolled students, regardless of their age, including continuing education students and distance education students; and former students.

Who may access personally identifiable information without the student's consent?

Generally, schools must have written permission from the eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Who handles off-campus inquiries, including inquiries from parents?

The LMC Admissions and Records Office provides official verification of student educational information including general requests and all requests made by subpoena. Law enforcement inquiries should be directed to the Campus Police Office or to the Office of the Vice President of Student Services. Inquiries from parents can be directed to the Senior Program Coordinator or the HS liaison.

How do faculty provide student's grades under FERPA?

- The posting of grades by either the student's name, institutional student identification number, or social security number without the student's written permission is a violation of FERPA. This includes the posting of grades to a class/institutional web site and applies to any public posting of grades for students taking distance education courses. Even with names obscured, numeric student identifiers are considered personally identifiable information. Therefore, the practice of posting grades by social security number, a portion of it, or student identification number violates FERPA.

- Instructors and others who post grades must use a system that ensures FERPA requirements are met. This can be accomplished by either obtaining the student's un-coerced written permission to do so or by using code words or randomly assigned numbers that only the instructor and individual student know. The order of posting may not be alphabetical.
- The best method for students to obtain their grades is through Los Medanos College's secured student information system, InSite, where faculty electronically posts their grades and students view their grades via a secure network ID and password.
- Grades are available in InSite the Monday after the end of the term.

Does FERPA affect E-mail Communication?

Faculty must protect their student's contact information at all times. E-mail distribution lists must be created carefully so that the e-mail addresses are not revealed. This can be accomplished by placing email addresses in the "blind copy" (Bcc) field.

Does FERPA affect course web sites?

Distance education and the use of web sites to support courses taught through distance education are held to the same FERPA standards. Only Directory information may be available on a public web site. A student's "block" of directory information must be recognized and their information may not be included.

What about printed documents?

Documents, such as rosters and sign-in sheets, which have the student's Los Medanos College ID number or other personal information, should not be left out for others to see. It is important to destroy or shred documents containing student's personal information that is no longer needed.

SECTION VI: FREQUENTLY ASKED QUESTIONS

Whom do I call if I have questions or a problem with a Dual Enrollment class?

If you have a question or concern with a class, please contact the Senior Program Coordinator, Kelly Green via email at kgreen@losmedanos.edu or by phone at 925-473-7440. You can also contact your on-site liaison at the high school, or your Department Chair if this is an instructional concern.

What are some advantages of Dual Enrollment?

- Creates potential to earn a college degree in less time.
- Eliminates the duplication of coursework between high school and college.
- Saves the students money! Dual Enrollment students do not have to pay tuition fees or textbooks.
- Students experience the college classroom environment.
- Students explore career fields before starting college.

Can a student receive both college and high school credit under the Dual Enrollment Program?

Yes. The student can earn both high school and college credit if he/she passes the class with a 'C' or higher. Typically, college units are multiplied by 3.33 to determine the HS credit conversion. To determine how a college course fulfills a high school requirement, students should consult with their high school counselor.

How many Dual Enrollment courses may a student take?

Students should be encouraged to contact the LMC Admissions and Records Department for specific guidelines.

Who can participate in Dual Enrollment?

Los Medanos College allows eligible 10th - 12th grade students who are concurrently enrolled as regular students in a public or private high school program, to enroll in most transfer-level college courses in order to enrich their educational experience. The college does reserve the right to limit applications and class enrollments of students according to the policy of Los Medanos College's governing board, administrative direction and departmental procedures. These include course-specific prerequisites, age restrictions on courses, courses that are considered remedial or basic skills courses, and non-transferable.

What courses can a student take?

Students may take college level courses that are transferrable on a seats-available basis with permission from a parent and their high school principal or counselor.

Do pre-requisites apply to Dual Enrollment students?

Yes. When a course has a pre-requisite requirement, it means that a student must possess a certain amount of pre-existing knowledge to be successful in the course.

What if the student wants to take an additional college class not part of the dual enrollment program?

Students who wish to take additional LMC courses through concurrent enrollment must submit a Special Admit Enrollment Form, pay all applicable fees, and receive approval by the HS counselor, parent, and LMC Admissions.

How much do the courses cost?

High School Dual Enrollment students are not required to pay Los Medanos College Enrollment fees ($46 per unit). However, if a student is not considered a California legal resident (a legal resident in California for more than one year immediately preceding the beginning of the semester in which the student plans to enroll, and who demonstrates the intent to remain a permanent California resident) the student will be required to pay non-resident fees unless a student qualifies under SB150 as a nonimmigrant alien or a non-resident student as defined by federal law. Students claiming SB150 also cannot have been granted T or U visa status. For further information, contact LMC Admissions and Records Dept.

Are student textbooks provided?

If a student is registered for Dual Enrollment courses as part of a CCAP Agreement, textbooks will be provided by the high school if required for the course.

Can students going straight to a 4-year college after graduating from high school use dual enrollment credits there?

Each college is different and may have different requirements. Students should check with the college they will attend to find out if they can use their Dual Enrollment credit. They will also need to have their Los Medanos College transcript sent to their college of choice.

Is the grade part of a student's permanent official transcript?

Yes.

SECTION VII: APPENDICES AND HANDOUTS

- Dual Enrollment Faculty Agreement
- Dual Enrollment Classroom Supplies Order Form
- Mandated Reporter Information
- FERPA card
- Teaching booklet by Nick Garcia

LOS MEDANOS COLLEGE

Dual Enrollment Faculty Agreement

As an LMC Dual Enrollment faculty member, I understand the unique expectations that exist for me based on the special nature of this teaching assignment. As such, I have reviewed the Dual Enrollment Faculty Handbook and understand the expectations for this assignment that are contained therein.

Additionally, I acknowledge the following:

1. An **Orientation** has been offered to me for the purpose of reviewing the Dual Enrollment Handbook, training opportunities (if applicable), and understanding how to fulfill my faculty responsibilities related to the overall Dual Enrollment program requirements, student enrollment in my class, Admissions & Records and all policies and procedures related to my Dual Enrollment assignment.
2. Additional trainings may also be offered to me, which may include ***"Teaching Strategies with High School Students"***, ***"New to Teaching Counseling Classes"***, etc., if applicable. Additional optional classroom observations are also available upon request. Compensation for these trainings *may* be available to LMC Dual Enrollment faculty for participation designated as Other Academic Services (OAS) on an electronic timecard submitted along with a Time/Effort log if funding is available and approved.
3. One on one or small group faculty mentoring is available by appointment throughout the teaching assignment with the LMC Career Pathways counselor.
4. For problems, concerns, or issues surrounding my LMC Dual Enrollment assignment, the LMC Senior Program Coordinator is available to connect me with the help I need. If in the event she is not available, the Director of Outreach, Dean of Student Success or anyone else listed on the Contact page of the Dual Enrollment Handbook should be contacted immediately. If this concerns course curriculum, the academic department chair or instructional Dean should be consulted.
5. For problems, concerns or issues that involve my LMC Dual Enrollment assignment at the high school, it is my responsibility to contact the principal or their designee immediately for resolution.
6. I recognize that regular attendance teaching this class is expected and all absences must follow LMC Office of Instruction policy and procedure. I must also inform the LMC Senior Program Coordinator, my academic Department Chair and my instructional Dean of any and all absences immediately.

By signing below, you acknowledge that you have read and understand the expectations outlined in the Dual Enrollment Handbook and in this agreement.

Print Name _____

Sign Name _____ Date _____

Dual Enrollment Classroom Supplies Order Form

Faculty Name: _____

Teaching Location: _____ Classroom #: _____

Of Students Enrolled in class: _____

Check all requests:

☐ LMC Pennant

☐ LMC folders

☐ LMC pencils

☐ LMC Early College Credit brochures

☐ LMC Early College Credit poster

☐ LMC Mustang Scholar stickers

Tell us when you need your supplies:

☐ I will pick up these supplies from LMC (Pittsburg campus, Student Services Building) on _____ (insert date).

For more detailed pick up instructions and processing, email this form back to kgreen@losmedanos.edu

Please allow at least one week for processing of your request. Thank you.

CHILD ABUSE REPORTING

Child abuse is defined as physical abuse, neglect, sexual abuse and/or emotional maltreatment. This procedure addresses the sexual assault, sexual exploitation, and /or sexual abuse of a child; the willful cruelty or unjustifiable punishment of a child; incidents of corporal punishment or injury against a child; abuse in out- of-home care; and the severe and/or general neglect of a child (definitions contained in Penal Code Section 11165).

1. When there is a reasonable suspicion that an abuse or neglect of a child may have occurred the appropriate child protective agency must be notified. Reasonable suspicion occurs when it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position drawing when appropriate, on his or her training and experience, to suspect child abuse. (Penal Code Section 11166(a))

2. A child protective agency is a police or sheriff's department, a county probation department, or a county welfare department. (Penal Code Section 11165.9) Employees should immediately contact Campus Police Services.

3. Any person not mandated by law to report suspected child abuse has immunity unless the report is proven to be false and the person reporting knows it is false, or the report is made with reckless disregard of the truth or falsity of the incident. Reporting is an individual responsibility. An employee making a report cannot be required to disclose his or her identity to the employer (Penal Code Section 11166(h)). However, a person who fails to make a required report is guilty of a misdemeanor punishable by up to six (6) months in jail and/or up to a $1,000 fine (Penal Code Section 11172(e)).

4. Mandated reporters include all District employees who must report immediately any reasonable suspicion of child abuse to District Police Services or a local child protective agency and follow up with a written report within 36 hours. The written report may be mailed or submitted by facsimile or e- mail. Volunteers or gratuitous employees are not mandated.

5. No mandated reporter who reports a known or suspected instance of child abuse shall be civilly or criminally liable for any report required or authorized by the Penal Code. Any person other than a child care custodian reporting a known or suspected instance of child abuse shall not incur any liability as a result of making any report of child abuse; unless it can be proven that a false report was made and the person knew that the report was false. (Penal Code Section 11172(a))

6. When an employee releases a minor pupil to a peace officer for the purpose of removing the minor from the college, a District official shall take immediate steps to notify the parent or guardian regarding the release of the minor to the officer, and regarding the place to which the minor is reportedly being taken (Education Code Section 87044), except when a minor has been taken into custody as a victim of suspected child abuse, as defined in Section 11165 of the Penal Code, or pursuant to Section 305 of the Welfare and Institutions Code. In those cases, the official shall provide the peace officer with the address and telephone number of the minor's parent or guardian.

7. Non-accidental physical injury is considered to be a health and safety emergency, and parental consent is not required for release of student information under the Family Education Rights and Privacy Act, or the California Student Records Act (Education Code Section 76200).

8. Information relevant to the incident of child abuse may be given to an investigator from a child protective agency who is investigating the known or suspected cause of child abuse (Penal Code Section 11167(b)).

Penal Code Sections 261, 264.1, 273a, 273d, 285, 286
288, 288a, 289, 647a, 11164-11174.3
Welfare and Institutions Code Sections 300, 318, 601
Family Code Sections 7802, 7807, 7808, 7820-7829, 7890, 7892

Contact phone numbers:

877-881-1116

925-427-8811 (24 hour hotline)