

In going over the SAC DuE Handbook as well as researching the handbooks of other colleges and including responses from SAC Faculty who have taught DuE courses, we have determined that in order to have a useful DuE handbook, we must

- 1.) have organized, definitive procedures in place that we can outline in the handbook, and
- 2.) pair the handbook with a dynamic dual-enrollment website where students, parents, faculty, and administrators can access relevant information and links.

**The following are questions that this work group should answer before we complete the handbook.**

- **What is SAC's dual-enrollment mission statement and/or vision statement and does it align with the purpose of AB288 and non-AB288 partnerships?**
- **What pathways are offered at each high school and which courses are part of those pathways?**
  - Knowing the courses/pathways should alleviate any last minute course requests
- **What is the process for course requests from high schools?**
  - This process must include discussions with Department Chairs and course requests should align with pathways offered?
- **What are the deadlines for course requests from high schools?**
- **What is the process of hiring and onboarding high school teachers who teach dual-enrollment courses?**
  - Dual enrollment classes and the hiring of well-qualified instructors must be done by the deadlines provided by SAC
    - Sharing of employee hiring materials (i.e., fingerprints, TB/vaccination documents, etc.) should be shared at the top level between the schools. The employee should not be responsible for providing these items. If they need to, they should be compensated for their time in doing so.
    - SAC faculty for dual enrollment course should not have to attend any staff meetings or trainings at the high schools. If they do, they should also be compensated for their time.
    - Faculty are required to complete any flex obligation generated from the LHE for the course.
- **What is the selection process for students to participate in Dual Enrollment?**
  - students ready for college work should be enrolled in dual enrollment
  - Students are advised to receive a recommendation from two teachers to enroll in a college course.
  - Students should be made aware that all college courses should be seen as the equivalent of an Advanced Placement (AP or IBC) course at the high school and the rigor will resemble such a course.
- **What is the complete enrollment process for students?**
- **Will we have dedicated counselors for dual-enrollment?**
- **How will SAC and the high schools deal with DSPS accommodations, and should a counselor from DSPS work with the dual-enrollment office?**
- **What are the student discipline guidelines for courses offered on the high school campus?**
- **Who is the point of contact for each high school (particularly for faculty who work on the high school campus)?**

**What professional development and/or training are needed for faculty (both high school teachers and traditional adjunct faculty) who teach dual-enrollment?**

**Canvas** – multiple offerings during Flex Week also self-guided, could arrange for specific training just for Dual Enrollment faculty

**Online Training Certification** – only needed if teaching online/hybrid courses, must register a semester/year in advance

**Starfish Training**

**Self Service for course rosters, add authorizations, grade submissions**

- SAC policy on dropping students from classes should apply to dual enrollment courses.

**SAC Email** – Is this automatically created upon hiring?

### **Curriculum and COR**

Dual enrollment courses need to meet the curriculum rules set by the CORs, the Catalog, and the policies set by the district, whether taught by a SAC adjunct or high school hire. Rigor must stay intact.

The curriculum of a class is to be controlled by the professor teaching the class, not the high school personnel.

Professors must be granted access to audiovisual equipment, the internet, etc.

It must be verified that high schools have the materials and/or facilities to offer requested courses (i.e., labs). If no availability, then such classes should not be scheduled at the high schools.

No student can audit or attend a course they have not enrolled in and are not included on the course roster.

SAC policies for cap maximums and minimums should be adhered to.

Infringement Examples to make your admin aware of if occur:

- Faculty told they cannot give homework
- Faculty told they must provide extra credit
- Faculty asked to change the delivery of their content due to age and media platform restrictions
  - Some SAC classes require students to access internet resources such as (YouTube and others) during class and for homework. High school students do not have access to internet resources due to security measures in the high school computer systems.
- Classes scheduled in time windows not suitable to achieve class goals (3hr lab scheduled in 2hr window)
- Class meetings not meeting long enough or too long
- o Proposed solutions to Examples provided:
  - Involve faculty from the relevant discipline in planning meetings that infringe on curriculum issues
  - clarify the rules governing curriculum for the high school administrators and personnel

### **Course Scheduling/Meeting Days/Times**

Course meetings as a SAC course, the schedule should adhere to SAC academic calendar

If class times are infringed on by other activities within the bell schedule (such as assemblies, student testing, etc.), you are not responsible for participating and a sub should be worked out with the high school administration to accommodate.

**Department/Division Meetings:** *Are dual enrollment faculty required to attend SAC Department/Division meetings? Are dual enrollment faculty required to attend meetings at High School partners?*

### **Classroom Management**

**Maxient Report** training- student discipline/violations of Student Code of Conduct, contact J. DelaRosa

- Faculty should handle behavioral issues as they would a college student on the SAC campus.
- Faculty should file Maxient reports, as necessary, including in the summary that the student is a high school student and for which campus.
  - o Faculty should notify the high school counselor, TA, program director, or the designated high school advisor of any behavioral issues.

- The behavior of high school students at the high school remains the responsibility of the high school personnel. Faculty are not responsible for students outside their classroom (breaks, students using the bathroom, waiting to be picked up after a class, etc.)

### ***Information Needed From High School***

Parking

Contact/Point Person

DSPS Accommodations: High school admin to handle and inform faculty of needed accommodations for any students and provide options for accommodations, such as test taking.

### ***Needs for Students***

- Students need Canvas training before attending the first class meeting, and an orientation about what it means to be a college student.
- Students must know their student ID, username, and password to access Canvas and their school email and must communicate through these means.
- Plans to provide accommodations to students need to be discussed and implemented before a class is scheduled (for IEP and 504 DSPS accommodations).

#### **Student enrollment**

- Only students ready for college work should be enrolled in dual enrollment
  - Students are advised to receive a recommendation from two teachers to enroll in a college course.
  - Students should be made aware that all college courses should be seen as the equivalent of an Advanced Placement (AP or IBC) course at the high school and the rigor will resemble such a course.
- Students at risk of failing should be advised promptly and dropped, moved to another high school course (not college section), or offered a credit/no credit option. This process will be the responsibility of the high school administration, students, and parents to facilitate, not the faculty's once a warning has been assessed and given.