

LPS - Merritt

Supported Hybrid-Online Dual Enrollment Model

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Contacts:

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COMM 20 & COMM 6 Course Overview

The study of **Interpersonal Communication (COMM 20)** begins with self-evaluation and ends with learning strategies that improve one's communication competence. Learning Interpersonal Communication provides a greater context to how we use the 4 tools of communication: reading, writing, speaking, and listening. Understanding how they work as instruments of Interpersonal is vital to personal and professional success. Historically, colleges have taught Interpersonal courses as if they were History courses; simply doling out theories, facts, and research.

These courses are different, they are *applied*. They challenge students to inject what they learn into their daily lives. In *Interpersonal*, students:

- o Apply the characteristics of characteristics of competent communicators
- o Learn when to use the personality traits that exist inside all of us to communicate competently.
- o Learn how to perception check
- o Learn how to properly use and interpret nonverbal communication
- o Learn the essence of language and how to use it competently
- o Learn how and when to use self-disclosure
- o Learn the process of listening and how to listen better
- o Learn how and when to use the five conflict resolution styles
- o Learn how to create positive communication climates

Intercultural Communication (COMM 6) is the study of others and focuses on building onto the strategies learned in Interpersonal. For that reason, whenever possible, Interpersonal should act as a prerequisite to the Intercultural course. It is also an *applied* course where students:

- o Apply the 3 parts of cultural intelligence (gain knowledge, practice mindfulness, develop cross-cultural skills)
- o Learn to "unpackage" cultural stereotypes
- o Learn other's cultural patterns and norms, and apply them when communicating to increase competence
- o Learn to apply high context and low context communication
- o Learn about (and how to negate) cultural cruise control
- o Learn how to resolve Intercultural conflicts

Learning about themselves and others, having the opportunity to master competent communication at home and abroad offers students a competitive advantage in the pursuit of prospective college acceptance and future employment opportunities.

COMM 20 & COMM 6 Implementation

- 900 Point Scale
- 3 Mandatory Face to Face Meetings (Featuring Interactive-Point Earning Activities)
- Class Participation Based on Discussion Forum Posts
- Exercises and Media Screenings Acquired by Student/High School
- Weekly Discussion Forum Posts (Graded As Papers)
- First Week (or Two) Used as Orientation
- Quizzes & Tests Administered via Internet Interface
- Students Learn Self-Discipline to Meet Due Dates
- Google Hangout Office Hours

COMM 20 - Sample Syllabus - Spring 2017

Interpersonal Communications - COMM 20

Course Credit Hours: 3

Instructor: J. Thompson, M.A. (510) 436-2511 jtmerritt05@gmail.com jthompson@peralta.edu

Hybrid Course: Mandatory Meeting- You must attend all 3 of the classroom face to face meetings. Your attendance will be confirmed by your arriving on-time and signing the attendance sheet. Arriving 1 to 15 minutes after the scheduled start time of a class represents late, arriving 16 or more minutes after the designated class start time is an absence. As stated in the Merritt Course Catalog, "Students who are not present at the first class meeting may be dropped by the instructor, and their seat may be given to a student on the wait list." http://www.merritt.edu/sites/default/files/merrittcatalog2011-13r_1.pdf

Tuesday, Jan. 24th from 2:40pm – 3:30pm

Tuesday, March 28th from 2:40pm - 3:30pm

Tuesday, May 9th from 2:40pm – 3:30pm

On the LPS Campus

Recommended Preparation: Experience using an Internet Browser, preferably Firefox or Chrome. (Please Note: You cannot use Moodle with Safari!) Access to a reliable Internet connection/high-speed Internet access like cable, DSL, or LAN-networked T1 lines. Experience downloading, uploading, and attaching files. Experience using email or online asynchronous discussion forums, such as list serves. Basic typing skills. Ability to create and submit Acrobat (PDF) or Microsoft Word formatted files in Moodle on time. Assignments must be submitted in Moodle. Assignments emailed to me will not earn credit.

Office Hours: There will be Virtual office hours every week on Mondays and Wednesdays from 6pm to 7pm., and Tuesdays and Thursdays from 12:30pm – 1:30pm. I will be reachable by Google hangout, email, and phone. During non-office hours, expect a response within 24hrs of inquiry (except for Weekends, expect a 48 hour response time). Students can also make office hour appointments for other days and times.

Student Learning Outcomes:

The overall goal of this course is to improve each student's understanding and practice of interpersonal communication skills. Interpersonal skills are vital to achieving goals both at work and in personal relationships. Specifically, the objectives are for students to:

Outcome 1: Active Listening and Recall

Use active listening to recall information stated by another.

Outcome 2: Conflict Negotiation

Identify conflict and use tools and strategies to negotiate a compromise.

Outcome 3: Choose Strategies to Resolve Issues

Analyze barriers to effective interpersonal communication and choose appropriate strategies to resolve these issues.

Outcome 4: Create and Deliver Speech

Create and deliver a speech with a clear, audible voice to a group of up to 40 individuals.

Communication Concepts: During the course of this semester, we will talk about interpersonal communication and social cognition theories and concepts as they apply to the course objectives. These areas include the Self, Verbal & Nonverbal Expression, Communication with people of different Cultures, and

Listening, as well as concepts that you, as students, bring into the discussion.

Teaching Methods: The class structure will be based on lecture, activities, and class discussion.

Discussion in class will focus on both reactions to the readings and activities assigned for each week. **Your participation and insights are instrumental** to broadening and fueling discussions. Each student is expected to play a role in the learning process, by participating in (a) **assigned presentations** and (b) **contributing to class discussion** with insightful comments, appropriate personal experiences, and questions for the lecturer.

READINGS:

You are responsible for acquiring the textbook: The textbook is called The Essentials of Competent Communication: An Interpersonal Analysis by Jayi Thompson. It can be purchased at the Merritt bookstore. The book is not currently available on Amazon or other sites. However, it will be on reserve at the Merritt library. Assume any readings handed out in class are required, unless otherwise noted by the instructor.

Start Here books in Moodle, **Textbook Readings** (and **Study Guide sheets**) should be completed first (early) each week so that student's first post (their answer to the discussion forum) can be completed by the Wednesday the week it is due.

CLASS NOTES: Students are responsible for all information covered in class (lecture and exercises) and assigned in the readings, regardless of whether terms are provided on class study guide sheets. In other words, the instructor reserves the right to include questions on the quizzes or exams, or terms that are not necessarily included on the class study sheets.

LATE POLICY: Assignments must be turned in on time. **As a rule, late work is not accepted.** However, extenuating circumstances will be taken into consideration, and on occasion, late work will be accepted for reduced points. **No assignments will be accepted via email.** Student Presentations, Quizzes & Exams may not be rescheduled.

Methods of Instruction:

The following educational techniques will be utilized in this course to achieve the course objectives: lecture, discussion of assigned readings, film viewings and discussions, discussion of out of class assignments, Internet research, and exams.

The course grade will be determined as follows:

General Class Participation and Attendance: 300pts

3 Posts per topic: 10pts for each Post toward Final Grade

Includes your (1) Discussion board post, and at least (2) comments on other posts, & answering comments and questions to your posts and/or responding/commenting to others' discussion board post. Thus you should post no less than 3 times a week.

Posting on the Saturday or Sunday the discussion forum is due does not promote a discussion. Preferably, post your answer to the discussion question early (by Wednesday), post (questions, comments, and replies) to at least 2 classmates no later than Friday.

If your 1st post (your answer to the discussion question) occurs on the Saturday or Sunday the discussion forum is due, it may earn 0 points. All subsequent posts that occur on the Saturday or Sunday the discussion forum is due (questions, comments, and replies) will be carefully examined and may earn 0 points as well. No posts prior to your answer to the discussion forum question will count for points. No more than three total posts will earn points. *Missing 3 or more discussion forum posts may lead to being dropped from the course.

*Discussion posts are expected to be well thought out, and answered thoroughly, composing of anywhere

from 4 to 8 sentences (approximately 2 to 3 paragraphs). While responses to others' posts and the discussion board post can be 3 to 6 sentences (approximately 1 to 2 paragraphs).

Grading Criteria

Forum posts Criteria	Unacceptable 0 Points	Acceptable 5 Points	Good/Excellent 10 Points
Frequency & Timing	Participates not at all, or on Saturdays and Sundays the forum is due.	Participates 1-2 times on the same day.	Participates at least 3 times postings distributed throughout week.
Initial Assignment Posting	Posts no assignment.	Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task.	Posts well developed assignment that addresses all aspects of the task; should not lack full development of concepts.
Follow-Up Postings	Posts no follow-up responses to others, or copy and paste follow-up in 1 or more posts.	Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.	Elaborates on an existing posting with further comment or observation.
Content Contribution	Posts information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information to the discussion.	Posts information that is factually correct; full development of concept or thought.
References & Support	Includes no references or supporting experience.	Uses personal experience, but no references to readings or research.	Incorporates some references from literature and personal experience.
Clarity & Mechanics	Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.	Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.	Contributes valuable information to discussion with minor clarity or mechanics errors.

Attendance

Discussion forums represent class attendance. Thus, missing 3 or more consecutive discussion forums may lead to a student being dropped from the course.

Complete Quiz

100pts

1 Quiz: 100pts toward Final Grade

The Quiz will be administered in a face to face meeting or in Moodle. They will consist of true/false and multiple choice questions. Their purpose is to ensure you completing and studying the **Study Guides**, thus keeping up with and understanding the course material. **No books/notes allowed during quizzes or exams.**

Complete 2 Projects

150pts

PROJECTS: 1st = 50pts, 2nd = 100pts

Each student must present 2 projects in order to pass the class. You may be graded as an individual or a group.

Complete Midterm & Final Exam

350pts

Midterm: 150pts toward Final Grade

Final: 200pts toward Final Grade

The Midterm and Final will be administered either in person or in Moodle. The exams will use true/false and multiple choice. Their purpose is to measure your knowledge of the course material. Knowing the **Study Guides** provide the key to success on the Midterm and Final. **No books/notes allowed during quizzes or exams.**

Final Grades	A	B	C	D	F
	900- 810	809-720	719-630	629-540	539 - below

Class Rules:

Success in any area of study requires attention and concentration. Please be considerate of the instructor and your fellow classmates. Please note that the following rules apply to all students and will be uniformly enforced. These rules conform to the Student Code of Conduct at Merritt College.

If you decide to discontinue this course, it is **your** responsibility to drop the course by the deadline.

No make-up assignments or extensions will be given without a dated medical release.

Derogatory statements or terms about individuals, groups, or lifestyle choices will not be tolerated.

In the case of discrepancies, it is suggested that you keep all of your work for this course until your grade is official.

Accommodations:

- Students with disabilities are encouraged to meet with me in private to discuss their services and accommodations. Please bring your “Services and Accommodations” form from the Disability Services Program to our meeting. This information will be kept confidential and will not affect your grade. Also, students who think they could use support from the Disability Services Program for temporary or permanent conditions, or if you suspect you might have a learning disability, please contact their office: (510) 436-2429 or visit R-109 to make an appointment. (Please give this a separate heading and do not place under “miscellaneous.”)
- Students have the right to request reasonable modifications to college requirements, services, facilities or programs if their documented disability imposes an educational limitation or impedes access to such requirements, services, facilities or programs. A student with a disability who requests a modification, accommodation, or adjustment is responsible for identifying himself/herself to the instructor and, if desired, to the DSP office. Students who consult or request assistance from DSP regarding specific modifications, accommodations, adjustments or use of auxiliary aids will be required to meet timelines and procedural requirements established by the DSP office.

ACADEMIC INTEGRITY:

Cheating, plagiarizing, or copying another individual’s work will not be tolerated. If you use another individual’s words in your paper, you must cite the source. The first instance of academic dishonesty will earn an “F” and will be documented by the instructor. A second instance will be reported to the college administration.

COMM 20 - Sample Weekly Schedule - Spring 2017

Week 0: College Readiness Preparation in Google Docs 1/9- 1/22

- Work on and study writing packets. Focus on proper grammar, paragraph structure (indent paragraphs), and vocabulary (proper use of “to” versus “too” versus “two”).
- Choose a book from the extra credit list and begin reading chapters. Summarize what you’ve read, perhaps present your summaries in class.
- Be sure to attend all 3 mandatory class meetings. **(Tuesdays- 1/24, 3/28, 5/9)**

Week 1: Welcome and Learning the Syllabus/Course Requirements Week of 1/23

- Post a bio (a picture would also be appreciated, but is not mandatory) to the discussion area "Talk about Yourself/ Have You Taken a Hybrid Before" and respond to at least two other bios
- Read (and study) all of the documents for this week (Syllabus, Success Tips, The News Forum, & FAQ)
- **Mandatory class Tues. 1/24 2:40pm – 3:30pm on LPS Campus.**

If you do not attend you will be dropped from the course.

All assignments are due no later than 5p PST Sunday (first post... *your answer*... ideally by Wednesday, no later than 11:59p Friday to earn points).

Week 2: How We Work? Week of 1/30

- Read chapter 1 on How We Work in the textbook and the “Start Here” book.
- Study your answers the study guide questions
- Watch the time codes for the film *Cast Away* and answer the significant questions.
- Post to the “Castaway: How do we know Chuck’s needs were being met?” discussion forum, and remember to comment on other postings from at least 2 other classmates
- Take the Quiz on the syllabus, frequently asked questions, and class requirement sheets.

All assignments are due no later than 5p PST Sunday (first post... *your answer*... ideally by Wednesday, no later than 11:59p Friday to earn points).

Week 3: Communication Competence Week of 2/6

- Read chapter 2 on Communication Competence in the textbook and the “Start Here” book.
- Study your answers to the study guide questions
- Read the “A” Student Brian Smith Case Study and answer the significant questions.
- Post to the “A” Student Brian Smith Case Study Questions” discussion forum, and remember to comment on other postings from at least 2 other classmates

All assignments are due no later than 5p PST Sunday (first post... *your answer*... ideally by Wednesday, no later than 11:59p Friday to earn points).

Week 4: Merritt- Who Are You? Week of 2/13

- Read chapter 3 on Identity in the textbook and “Start Here” book.
- Study your answers to the study guide questions
- Post to the “Identity Management” discussion forum, and remember to comment on other postings from at least 2 other classmates

All assignments are due no later than 5p PST Sunday (first post... *your answer*... ideally by Wednesday, no later than 11:59p Friday to earn points).

Week 5: Moodle Quiz2- Week of 2/20 (LPS Recess Week-Due by 5p. 3/5 for LPS Students)

- Take Quiz2 covering Chapters 1-3

All assignments are due no later than 5p PST Sunday (first post... *your answer*... ideally by Wednesday, no later than 11:59p Friday to earn points).

Week 6: Perception- Week of 2/27 (LPS Students- Quiz2 Due by 5p. 3/5)

- Read chapter 4 on Perception in the textbook and the “Start Here” book.
- Watch the time codes for the film *As Good As it Gets* and answer the significant questions.
- Post to the *As Good as it Gets* discussion forum, and remember to comment on other postings from at least 2 other classmates

All assignments are due no later than 5p PST Sunday (first post... *your answer*... ideally by Wednesday, no later than 11:59p Friday to earn points).

Week 7: Language Week of 3/6

- Read chapter 5 on Language in the textbook and “Start Here” textbook.
- Study your answers to the study guide questions
- Complete the Contextual Statements exercise.
- Work on the “I Statement” exercise.
- Post to the discussion area “I Statements Exercise”, and remember to comment on other postings from at least 2 other classmates

All assignments are due no later than 5p PST Sunday (first post... *your answer*... ideally by Wednesday, no later than 11:59p Friday to earn points).

Week 8: Nonverbal Communication Week of 3/13

- Read chapter 6 on Nonverbal Communication and the “Start Here” book.
- Study your answers to the study guide questions
- Watch the time codes for the film *Hitch* and answer the significant questions for the film.
- Post to the “Hitch” discussion forum, and remember to comment on other postings from at least 2 other classmates.

All assignments are due no later than 5p PST Sunday (first post... *your answer*... ideally by Wednesday, no later than 11:59p Friday to earn points).

Week 9: Midterm Test Week of 3/20**Week 10: Nonverbal In-Class Exercise Week of 3/27****Classroom Meeting at LPS Campus Tues. 3/28 2:40pm – 3:30pm**

- Nonverbal Communication Group Exercise (50pts). Mandatory class meeting. If you do not attend, you may be dropped from the course.

Week 11: Self-disclosure Week of 4/3 LPS Spring Break (LPS Students= Due by Sunday, 4/16)

- Read chapter 7 on Self-disclosure in the textbook and the “Start Here” book.
- Study your answers to the study guide questions
- Watch the short film *Full Disclosure* and answer the significant questions for the film.
- Post to the “Full-Disclosure” discussion forum, and remember to comment on other postings from at least 2 other classmates

All assignments are due no later than 5p PST Sunday (first post... *your answer*... ideally by Wednesday, no later than 11:59p Friday to earn points).

Week 12: Listening Week of 4/10 Merritt Spring Break (Merritt Students= Due by Sunday, 4/23)

- Read chapter 8 on Listening in the textbook and the “Start Here” book.
- Study your answers to the study guide questions
- Post to the “Listening” discussion area, and remember to comment on other postings from at least 2 other classmates

All assignments are due no later than 5p PST Sunday (first post... *your answer*... ideally by Wednesday, no later than 11:59p Friday to earn points).

Week 13: Marriage and Partnership Research Assignment Sign-up Week of 4/17

Library Orientation and Topic Research

MLA Works Cited

- Read chapter 12 on Marriage and Partnership in the textbook and the “Start Here” book.
- Sign-up for presentation topic
- Complete the research for your topic
- Create and practice your oral presentation using index cards
- Works Cited and Presentation due in classroom meeting on Tuesday, 5/9.

Week 14: Conflict Resolution Week of 4/24

- Read chapter 9 on Conflict in the textbook
- Study your answers to the study guide questions
- Watch the “Conflict Resolution” episode of The Office and answer the significant questions.
- Post to “The Office” discussion area, and remember to comment on other postings from at least 2 other classmates

All assignments are due no later than 5p PST Sunday (first post... *your answer*... ideally by Wednesday, no later than 11:59p Friday to earn points).

Week 15: Communication Climate Week of 5/1

- Read chapter 10 on Communication Climate in the textbook and the “Start Here” book.
- Study your answers to the study guide questions
- Post to the “King of Queens Communication Climate” discussion area, and remember to comment on other postings from at least 2 other classmates

All assignments are due no later than 5p PST Sunday (first post... *your answer*... ideally by Wednesday, no later than 11:59p Friday to earn points).

Week 16: Marriage and Partnership Presentations Project #2 (100pts) Week of 5/8

- **Classroom Meeting at LPS Campus** Tues. 5/9 2:40pm – 3:30pm
- Presentations & Works Cited due

Week 17: Extra Credit Presentations Due Week of 5/15

- Google hangout Presentations due during office hours or another prearranged time by 1:30p. Thursday 5/18

Week 18: Final Test Week of 5/22

Due Wednesday 5/24 at 5p.

COMM 6 - Sample Syllabus - Spring 2017

Intercultural Communications - COMM 6

Instructor: J. Thompson, M.A.

Phone number: (510)436-2511

E-mail: jthompson@peralta.edu, jtmerritt05@gmail.com

Hybrid Course: Mandatory Meeting- You must attend all 3 of the mandatory face to face meetings in the classroom. Your attendance will be confirmed by your arriving on-time and signing the attendance sheet. Arriving 1 to 15 minutes after the scheduled start time of a class represents late, arriving 16 or more minutes after the designated class start time is an absence. An unexcused absence for any of the mandatory class meetings may lead to a student being dropped from the course. As stated in the Merritt Course Catalog, "Students who are not present at the first class meeting may be dropped by the instructor, and their seat may be given to a student on the wait list." http://www.merritt.edu/sites/default/files/merrittcatalog2011-13r_1.pdf An unexcused absence from a course after the drop date may lead to the student earning an "F" as a final grade in the course. The mandatory meetings for this course will occur on:

Wednesday, Jan. 25th from 11:45pm – 12:35pm

Wednesday, March 29th from 11:45pm - 12:35pm

Wednesday, May 10th from 11:45pm – 12:35pm

On the LPS Campus

Recommended Preparation: Experience using an Internet Browser, preferably Firefox or Chrome. (Please Note: You cannot use Moodle with Safari!) Access to a reliable Internet connection/high-speed Internet access like cable, DSL, or LAN-networked T1 lines. Experience downloading, uploading, and attaching files. Experience using email or online asynchronous discussion forums, such as list serves. Basic typing skills. Ability to create and submit Acrobat (PDF) or Microsoft Word formatted files in Moodle on time. Assignments must be submitted in Moodle. Assignments emailed to me will not earn credit.

Office Hours: There will be Virtual office hours every week on Mondays and Wednesdays from 6pm to 7pm., and Tuesdays and Thursdays from 12:30pm – 1:30pm. I will be reachable by Google hangout, email, and phone. During non-office hours, expect a response within 24hrs of inquiry (except for Weekends, expect a 48-hour response time). Students can also make office hour appointments for other days and times.

Student Learning Outcomes:

The overall goal of this course is to improve each student's knowledge of the importance of culture in our everyday lives, and the ways in which culture interrelates with and effects communication processes. We live in an era of rapid globalization in which being able to communicate across cultures is imperative to our ability to function in a diverse workplace, city, and world. This course is designed to increase our sensitivity to other cultures and increase our awareness of our own cultural backgrounds, and the contexts (social, cultural and historical) in which we live and communicate. Intercultural communication skills are vital to achieving goals both at work and in general communication interactions. Specifically, the objectives are for students to:

1. Discuss and analyze cultural self-awareness, using a variety of intercultural communication theories.
2. Explain the definition of culture, including the importance and relationship of language, social cognition, and self-identification.
3. Identify and attempt to overcome common barriers to effective intercultural communication: demonstrate intercultural communication skills within a diverse group, to build understanding
4. Provide a critical analysis of the biases, stereotypes, and cultural assumptions embedded in a television show or movie.

Communication Concepts: During the course of this semester, we will talk about intercultural

communication theories and concepts, as they apply to the course objectives. These areas include the Self, Verbal & Nonverbal Expression/ Cross-cultural understandings, Communication with people of different Cultures, and Listening, as well as concepts that you, as students, bring into the discussion.

READINGS:

You are responsible for acquiring the textbook. An older version Intercultural Communication edited by J. Thompson **will be on reserve at the Merritt Library. The textbook: Cultural Intelligence: Living & Working Globally by David Thomas and Kerr Inkson, ISBN 10= 1576756254 can be purchased at Amazon or the Merritt Bookstore.**

LATE POLICY: Assignments must be turned in on time. **As a rule, late work is not accepted.** However, extenuating circumstances will be taken into consideration, and on occasion, late work may be accepted for reduced points. **No assignments will be accepted via email.** Student Presentations, Quizzes & Exams may not be rescheduled.

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Methods of Instruction:

The following educational techniques will be utilized in this course to achieve the course objectives: lecture, discussion of assigned readings, film viewings and discussions, discussion of out of class assignments, Internet research, and exams.

The course grade will be determined as follows:

General Class Participation: 300pts

3 Posts per topic: 10pts for each Post toward Final Grade

Includes your (1) Discussion board post, and at least (2) comments on other posts, & answering comments and questions to your posts and/or responding/commenting to others' discussion board post. Thus you should post no less than 3 times a week.

Posting on the Saturday or Sunday the discussion forum is due does not promote a discussion. Preferably, post your answer to the discussion question early (by Wednesday), post (questions, comments, and replies) to at least 2 classmates no later than Friday.

If your 1st post (your answer to the discussion question) occurs on the Saturday or Sunday the discussion forum is due, it may earn 0 points. All subsequent posts that occur on the Saturday or Sunday the discussion forum is due (questions, comments, and replies) will be carefully examined and may earn 0 points as well. No posts prior to your answer to the discussion forum question will count for points. No more than three total posts will earn points. *Missing 3 or more discussion forum posts may lead to being dropped from the course.

*Discussion posts are expected to be well thought out, and answered thoroughly, composing of anywhere from 4 to 8 sentences (approximately 2 to 3 paragraphs). While responses to others' posts and the discussion board post can be 3 to 6 sentences (approximately 1 to 2 paragraphs).

Grading Criteria			
Forum posts Criteria	Unacceptable 0 Points	Acceptable 5 Points	Good/Excellent 10 Points
Frequency & Timing	Participates not at all, or on Saturdays and Sundays the forum is due.	Participates 1-2 times on the same day.	Participates at least 3 times postings distributed throughout week.
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References & Support	Includes no references or supporting experience.	Uses personal experience, but no references to readings or research.	Incorporates some references from literature and personal experience.
Clarity & Mechanics	Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.	Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.	Contributes valuable information to discussion with minor clarity or mechanics errors.

Complete 2 Study Guide Exercises

100pts

Worth 50pts each

The Study Guide exercises will be administered on Moodle. Students must answer and submitted them on time to earn points. The Exercises will be timed and cover the study guide questions for each week. Finding and studying the answers to those questions will ensure success.

Complete Midterm & Final Exam

300pts

Midterm: 100pts toward Final Grade

Final: 200pts toward Final Grade

The Midterm and Final will be administered in either in person or in Moodle. The exams will use true/false, and multiple choice to ensure you are keeping up with and understand the course material. **No books/notes allowed during quizzes or exams.**

Complete 2 Projects

200pts

PROJECTS: 100pts (Each) of Final Grade

Each student must present 2 projects in order to pass the class. You may be graded as an individual or a group.

Final Grades	A	B	C	D	F
	900- 810	809-720	719-630	629-540	539 - below

Class Rules:

Success in any area of study requires attention and concentration. Please be considerate of the instructor and your fellow classmates. Please note that the following rules apply to all students and will be uniformly enforced. These rules conform to the Student Code of Conduct at Merritt College.

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In the case of discrepancies, it is suggested that you keep all of your work for this course until your grade is official.

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- Students with disabilities are encouraged to meet with me in private to discuss their services and accommodations. Please bring your “Services and Accommodations” form from the Disability Services Program to our meeting. This information will be kept confidential and will not affect your grade. Also, students who think they could use support from the Disability Services Program for temporary or permanent conditions, or if you suspect you might have a learning disability, please contact their office: (510) 436-2429 or visit R-109 to make an appointment. (Please give this a separate heading and do not place under “miscellaneous.”)
- Students have the right to request reasonable modifications to college requirements, services, facilities or programs if their documented disability imposes an educational limitation or impedes access to such requirements, services, facilities or programs. A student with a disability who requests a modification, accommodation, or adjustment is responsible for identifying himself/herself to the instructor and, if desired, to the DSP office. Students who consult or request assistance from DSP regarding specific modifications, accommodations, adjustments or use of auxiliary aids will be required to meet timelines and procedural requirements established by the DSP office.

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COMM 6 - Sample Weekly Schedule

Week 0: College Readiness Preparation in Google Docs 1/9- 1/22

Work on and study writing packets. Focus on proper grammar, paragraph structure (indent paragraphs), and vocabulary (proper use of “to” versus “too” versus “two”).

- Choose a book from the extra credit list and begin reading chapters. Summarize what you’ve read, perhaps present your summaries in class.
- Be sure to attend all 3 mandatory class meetings (**Wednesdays- 1/25, 3/29, 5/10**)

Week 1: Welcome and Introductions Week of 1/23

- Post a bio (a picture would also be appreciated, but is not mandatory) to the discussion area "Talk about Yourself and Your Friends" and respond to at least two other bios
- Read (and study) all of the documents for this week (Syllabus, Success Tips, The News Forum, & FAQ)
- **Mandatory class Wed. 1/25 on LPS Campus.** If you do not attend you will be dropped from the course.

All assignments are due no later than 5p PST Sunday (first post... *your answer*... ideally by Wednesday, no later than 11:59p Friday to earn points).

Week 2: Learn the Syllabus and Course Requirements- Week of 1/30

- Read the syllabus, frequently asked questions sheet, class requirements sheet and all other documents that have been posted.
- Post at least once to the weekly forum “Accountability Case Study” and remember to reply to at least two of your cohorts' posts.
- Take the Quiz on the syllabus, frequently asked questions, and class requirement sheets.

All assignments are due no later than 5p PST Sunday (first post... *your answer*... ideally by Wednesday, no later than 11:59p Friday to earn points).

Week 3: The Essentials of Cultural Intelligence- Week of 2/6

- Read the chapter called “The Essentials of Cultural Intelligence” in the textbook
- Study your answers to the study guide questions
- Watch the time codes for the film *Journey of Man* and answer the significant questions.
- Post to the “Journey of Man” discussion forum, and remember to comment on other postings from at least 2 other classmates

All assignments are due no later than 5p PST Sunday (first post... *your answer*... ideally by Wednesday, no later than 11:59p Friday to earn points).

Week 4: Living and Working in the Global Village- Week of 2/13

- Read the chapter called “Living and Working in the Global Village” in the textbook
- Study your answers to the study guide questions
- Post to the “IQ Tests” discussion forum, and remember to comment on other postings from at least 2 other classmates

All assignments are due no later than 5p PST Sunday (first post... *your answer*... ideally by Wednesday, no later than 11:59p Friday to earn points).

Week 5: Cultural Knowledge- LPS Recess Week of 2/20 (Due on 3/5 for LPS Students)

- Read the chapter called “Cultural Knowledge” in the textbook
- Study your answers to the study guide questions
- Post to the “Unpackaging Cultures” discussion forum, and remember to comment on other postings from at least 2 other classmates

All assignments are due no later than 5p PST Sunday (first post... *your answer*... ideally by Wednesday, no later than 11:59p Friday to earn points).

Week 6: Making Decisions across Cultures- Week of 2/27

- Read the chapter called “Making Decisions across Cultures” in the textbook
- Study your answers to the study guide questions
- Read and answer the questions for the High vs. Low Context case study
- Post to the “High vs. Low Context Cultures Case Study” discussion forum, and remember to comment on other postings from at least 2 other classmates

All assignments are due no later than 5p PST Sunday (first post... *your answer*... ideally by Wednesday, no later than 11:59p Friday to earn points).

Week 7: Worldview Project- Intercultural Interactions Project- Week of 3/6

- No textbook reading, all readings are in “Start Here” book
- Study your answers to Worldview project = study guide questions
- Post to the “Interesting Things Learned” discussion forum, and remember to comment on other postings from at least 2 other classmates
- Complete the Study Guide Exercise 1 (Covers first 4 Study Guides)

All assignments are due no later than 5p PST Sunday (first post... *your answer*... ideally by Wednesday, no later than 11:59p Friday to earn points).

Week 8: Mindfulness and Cross-Cultural Skills- Week of 3/13

- Read the chapter called “Mindfulness and Cross-Cultural Skills” in the textbook
- Study your answers to the study guide questions
- Watch the Diversity Day episode of “The Office” and answer the significant questions.
- Post to “The Office-Diversity Day” discussion forum, and remember to comment on other postings from at least 2 other classmates

All assignments are due no later than 5p PST Sunday (first post... *your answer*... ideally by Wednesday, no later than 11:59p Friday to earn points).

Week 9: Midterm Test- Week of 3/20**Week 10: Worldview Project Presentations Week of 3/27**

- Worldview Project Extra Credit Presentations
- **Mandatory class Wed. 3/29 on LPS Campus.** If you do not attend you will be dropped from the course.

Week 11: Communicating, Negotiating & Resolving Conflicts across Cultures- Week of 4/3**LPS Spring Break (LPS Students= Due by Sunday, 4/16)**

- Read the chapter called “Communicating, Negotiating & Resolving Conflicts across Cultures” in the textbook
- Study your answers to the study guide questions
- Watch the “Job Interview” and answer the significant questions.
- Post to the “Barton & May Ying” discussion forum, and remember to comment on other postings from at least 2 other classmates

All assignments are due no later than 5p PST Sunday (first post... *your answer*... ideally by Wednesday, no later than 11:59p Friday to earn points).

Week 12: Developing Cultural Intelligence in a Global World 4/10**Merritt Spring Break (Merritt Students= Due by Sunday, 4/23)**

- Read the chapter called “Developing Cultural Intelligence in a Global World” in the textbook
- Study your answers to the study guide questions
- Watch the time codes for the film *Do The Right Thing* and answer the significant questions.
- Post to the “Do The Right Thing” discussion forum, and remember to comment on other postings from at least 2 other classmates

All assignments are due no later than 5p PST Sunday (first post... *your answer*... ideally by Wednesday, no later than 11:59p Friday to earn points).

Week 13: Working with Multicultural Groups and Teams 4/17

- Read the chapter called “Working with Multicultural Groups and Teams” in the textbook
- Study your answers to the study guide questions
- Watch the Profiles in Courage episode of “The George Lopez Show” and answer the significant questions.
- Post to “The George Lopez Show” discussion forum, and remember to comment on other postings from at least 2 other classmates

All assignments are due no later than 5p PST Sunday (first post... *your answer*... ideally by Wednesday, no later than 11:59p Friday to earn points).

Week 14: Motivating & Leading across Cultures 4/24

- Read the chapter called “Motivating & Leading across Cultures” in the textbook
- Study your answers to the study guide questions
- Post to the “Key Qualities of Cross Cultural Leadership” discussion forum, and remember to comment on other postings from at least 2 other classmates
- Global Leader/Icon Research Project sign-up
- Complete the Study Guide Exercise 2 (Covers last 5 Study Guides)

All assignments are due no later than 5p PST Sunday (first post... *your answer*... ideally by Wednesday, no later than 11:59p Friday to earn points).

Week 15: Global Leader/Icon Research Project 5/1

- Library Review

Week 16: Global Leader/Icon Research Project Presentations Due- Week of 5/8

- **Mandatory class Wed. 5/10 on LPS Campus.** If you do not attend you will be dropped from the course.
- Presentations & Works Cited due

Week 17: Exit Survey & Extra Credit Presentations Week of 5/15

Week 18: Final Test 5/22

Due Wednesday 5/24 at 5p.

Transferability of COMM Courses

High School Level UC A-G Approved Course List

College-Preparatory Elective ("g") 1 year required

One unit (equivalent to one year) chosen from the "a-f" courses beyond those used to satisfy the requirements of the "a-f" subjects, or courses that have been approved solely in the elective area.

Title	Transcript Abbreviation	Discipline	Honors Type	Course Notes
Interpersonal Communication	COMM 20	English	Community College	
Intercultural Communication	COMM 6	English	Community College	

(adapted from <https://hs-articulation.ucop.edu/agcourselist#/list/search/institution>)

Community College AA, GE & Transfer Matrix

Course	Number	Credits	Certificate	AA GE	CSU Transfer / BA GE	AA Major
Interpersonal Communication	COMM 20	3		<ul style="list-style-type: none"> Area 4d- Language & Rationality; Oral and Written Communications 	<ul style="list-style-type: none"> A.1 English Language Communication & Critical Thinking; Oral Communication 	<ul style="list-style-type: none"> AA-Transfer
Intercultural Communication	COMM 6	3		<ul style="list-style-type: none"> Area 2- Soc & Behavioral Sciences 	<ul style="list-style-type: none"> AREA D Social Sciences 	<ul style="list-style-type: none"> AA-Transfer

CSU Baccalaureate Level Course List by Department - Merritt College (16-17)

Course	Title	IGETC	CSU GE	UC Area	Semester Units
COMM 20	Interpersonal Communication	1C	A1	-	3
COMM 6	Intercultural Communication	4C, 4G	D3, D7	UC-B	3

(adapted from assist.org)

Facilitation Materials & Guides

Best Practices - 2016-2017 Course Facilitator, Ms. Dominique Creer	
Lesson planning & Class organization	<ul style="list-style-type: none"> ● Weekly lesson plan for the HS class period. ● Class is organized in a similar fashion to LPS Oakland English courses, with intentionally fewer in class supports. <ul style="list-style-type: none"> ○ Plan for when students will break out into smaller groups for support. ○ Plan for students who need more time - example, beginning discussion posts earlier for students with IEPs.
Google Classroom	<ul style="list-style-type: none"> ● Utilize Google Classroom for students to: ● Draft discussion posts <ul style="list-style-type: none"> ○ Draft study guides ○ Share whole-class reminders
Scaffolding	<ul style="list-style-type: none"> ● Take documents (ex - assignments, readings) provided by the Professor and create age-appropriate scaffolds for students.
Student Check Ins	<ul style="list-style-type: none"> ● <i>One on one grade check ins</i> after every quiz or midterm between student and course facilitator. Grade is consistently updated on our grading system (Illuminate) for students to have a consistent pulse. This consistent tracking helps build student agency over their grade in the college course.
Supporting struggling students	<ul style="list-style-type: none"> ● When students are struggling in the class, <i>coordinate structured time outside of class to make progress</i>. LPS Oakland utilizes school breaks (ex - Thanksgiving break) for students to come in for additional supports and opportunities to complete extra credit, as well as access Internet content.
In class videos	<ul style="list-style-type: none"> ● <i>View videos as a class</i>. Periodically pause and hold discussions/answer questions about content or study guide provided by professor.
Reading structures	<ul style="list-style-type: none"> ● For courses with less reading material (COMM 20), students read independently and then work in groups. For courses with a larger reading load (COMM 6), students read together (popcorn reading, partner reading, etc) and then complete the study guide questions.
Parent communication	<ul style="list-style-type: none"> ● Course facilitator communicates with families regarding student progress.
Communication Loops	<ul style="list-style-type: none"> ● Ongoing <i>communication between the professor and course facilitator</i>. Review course content, upcoming assignments, grades. ● Ongoing <i>communication between counseling liaison and course facilitator</i>. Review students who are borderline passing, any changes in students to support individually and reinforce expectations.

Scaffolds & Google Classroom Sample Items

Sample image of college provided study guide:

Find the answers in the textbook reading and study them. They will be featured on future tests, quizzes, and/or study guide exercises.

Living and Working in the Global Village Reading 2: Textbook- Chapter 1

1) Why does Joanne quit?

2) Why weren't Bob and Joanne able to resolve their issues? How could it have been resolved?

Sample image of course facilitator provided study guide (small tweaks to support students)

Living and Working in the Global Village Reading 2: Textbook- Chapter 1

Name:

Date:

Block:

Directions: Find the answers in the textbook reading and study them. They will be featured on future tests, quizzes, and/or study guide exercises

1) Why does Joanne quit?

|

2) Why weren't Bob and Joanne able to resolve their issues? How could it have been resolved?

Sample post on Google Classroom for Study Guide:

The screenshot shows a Google Classroom post by Dominique Creer at 9:46 AM. The post title is "Study Guide 2" and the text says: "Today you will be answering the questions in Study Guide 2. Please be sure to read the Chapter 1 from your book. There will be quiz coming up soon so it is important to have these items down for future reference." To the right of the text, there is a progress indicator showing 0 DONE and 21 NOT DONE. Below the text, there is a link to a Google Docs file titled "Study Guide 2: Textbook- Chapter 1" with the note "Each student will get a copy".

Sample post on Google Classroom for discussion post:

 Dominique Creer
Feb 8

Discussion Post

Answer the following post by looking over your questions.

0
DONE

21
NOT DONE



Week 3 Discussion Forum - Journey Man
Google Docs

Each student will get a copy

 Add class comment...

Week 3 Discussion Forum - Journey man

DISCUSSION FORUM QUESTIONS:

1. How should the information from the video affect your ability to use cultural intelligence?
2. Which characteristics that support the development of cultural intelligence do you believe you do well, and which do you hope to greatly improve by the end of the course.

Explain why for each one... (Don't answer "All of them" be specific)

Review Checklist:

- Include **details** from the movie & the reading (vocabulary!)
- Read the post out loud** to a peer to catch mistakes
- When in doubt, use **short and simple** sentences.
- Capitalize letters** at the start of sentences and "I"
- Answer the **whole** question - Re-read it!
- Grade your work** using the rubric - revise as needed
- Indent** your writing

Step 0: Communication and Collaboration

- Meet with all stakeholders and be very clear about the course and your role for the semester. Determine norms of collaboration between high school and college stakeholders. See example of collaboration document [here](#)
- Check for understanding - make sure everyone is clear about who is responsible for what.
- Determine a schedule for checking in to meet periodically throughout the semester with the college partner and high school partner.
- Make sure professors have school calendar and the school has the college calendar. Plan all dates that the professor will visit to campus ahead of time. This information needs to be provided to the high school students so they are 100% clear about days they must be present.

Step 1: Review the course Syllabus/weekly calendar and textbook.

Make sure you are very clear on the course syllabus so that you can accurately support students in engaging in the content. Your role is one of an assistant to the professor, as well as the course facilitator in your high school classroom. You are responsible for doing the assignments ahead of time so that you can model your process for students. This takes the same amount of planning and feedback as a regular English-based teaching course. Plan to use at least a full planning period per day for the college course.

You will also need to get ahold of the textbook as soon as possible, so you can start reading the necessary chapters ahead of time - this way you can walk students through the metacognitive process of analyzing the text. You should plan to not only cover the college content, but you will need to model best ELA strategies for engaging with college texts. [Check out this article for recommended practices.](#)

- Example of syllabus from Comm 20 [here](#)
- Example of weekly calendar [here](#)
- Example of Ms. Tesch's own calendars
- [Communication 6](#)

Step 2: Determine a system for providing your students with access to the content.

If you're teaching a hybrid course through Merritt College, they are likely to use the online system known as "Moodle". In addition to the college system, you will want to have your own digital classroom systems. For example, I used Google Classroom to distribute copies of supporting documents. Additionally, I copied any writing prompts onto google documents and distributed them through google classroom so that I could easily review students' writings before they submitted them to the professor. See examples [here](#)

Depending on the course content, the amount of time this will take will vary. The benefit here is that the high school teacher isn't responsible for the grading, but to ensure that students are setup to earn the best grade possible, it will be crucial to invest plenty of time checking the quality of the work. I would ensure that all work is verified for each student prior to submission. Teacher should create a calendar that fits their particular needs, but can often use time in class to conference with students to check to see where they are and to provide in-the-moment feedback.

<p>Step 3: Determine a system for providing feedback on writing/assignments for students before they turn their work in. Even though they're in college, they're still in high school - this is a learning experience and they will need to be given the benefit of the high school resources - don't just expect that they should already know how to write at the college level because they're in a college course.</p>	<p>Suggestion: Review anchor examples of exemplar responses of the assignment. In the beginning, you should make your own great example to show to students. Additionally, review important information with students as it pertains to the project, in terms of grammar review for writing, etc. Also, sentence starters or sentence closers can be helpful for supporting students with organizing their writing - even in college! Utilize best practices from the ELA classroom.</p> <p>Also, I would have students peer edit before I (the teacher) provided feedback. Throughout the semester you should work on gradually releasing control of responsibility so that students are starting to be more self-reliant... if you put in a ton of work in the beginning the students can be very successful at the end!</p>
<p>Step 4: Tracking all student's progress</p> <p>You should ask students for their ID number and password for their accounts so that you can access them as needed. That will allow you to engage in course content and verify their work. Collect this information through a google form.</p>	<p>Every week when students' grades are updated on moodle, I had students take a google survey that I linked on google classroom so I could quickly update their grade and track their progress.</p> <p>Additionally, this allowed me to determine which students I needed to intervene with. Additionally, when the professor made errors in the grades, we could quickly address that to ensure that final grades were accurate.</p>
<p>Step 5 - Support students in taking responsibility and reflecting on their progress.</p>	<p>I held monthly/full class reflections - this could also be done in the form of a socratic seminar.</p> <p>I would advise you to collaborate with other campus stakeholders to ensure that students are meeting their academic goals. In addition to meeting individually with struggling students, I connected with the college counselor who also checked-in with students to support with progress monitoring. As a team, we were able to support 100% of students to pass their college course in the Spring of 2016.</p>
<p>Step 6 - Support students with preparing for major exams</p>	<p>Review best practices for preparing for final exams, support students by creating study groups - get study prep material from professors and guide students accordingly.</p>

Common Pitfalls	- Some students may forget to meet a deadline, for posting
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Miscellaneous suggestions

- Show students how to professionally communicate with their professor via e-mail
- Utilize effective classroom management strategies - even though they're taking a college course, they're still in high school
- Communicate with the families of students when they're absent or otherwise off track, reinforce the importance of excelling in the college course
- Track the distribution of all classroom materials and track their return as well - through a google spreadsheet.
- If you have class in the high school before the college course, you can preview the topic, find related articles to the topic, do community building activities or utilize other creative investment strategies like reading articles about the benefits of concurrent enrollment.
- When our class finished two weeks before the end of the high school semester, we spent two weeks creating Resumes, Cover letters and a linkedin profile for Seniors and Juniors.

Counseling Liaison Coordinating

Steps to Enrolling Students

Pre Planning

These steps should be completed well in advance of the semester start dates:

- End of June for FALL semester
- Early December for SPRING semester
- Connect with admissions and records staff to coordinate enrollment deadlines.

Determine which students will complete the online Merritt application.

- If students took a Peralta/ Merritt College course the semester before the hybrid course is offered at your high school, they do not need to complete the application. They should use the same Peralta ID for enrollment
 - Students who have taken courses at a Peralta College but have been out of the Peralta system for more than 1 academic year, must complete the online application.
- Students should have their SSN or ITIN numbers available when completing the application. (DACA numbers should not be included. Simply leave SSN section blank.)
 - *Students with DACA or who are undocumented are eligible to apply!*
- If students have an [Open CC account](#) they can use that account for completing the online Merritt Application.
 - Note: CSU Mentor account logins can be used for Open CC
- Refer students to this blog, it has all the enrollment links students need and will be referenced throughout the 2016/17 school year.
 - <http://tinyurl.com/LPSMerrittRegBlog>

Step 1: Prepare the [Peralta Colleges Concurrent Enrollment Form](#)

- Write or type your school's address, etc. in the *High School Authorization* section
- Counselor Liaison usually completes the *Authorized Class Schedule Section*
- ignore the Peralta Community College District Authorization portion
- after you collect the forms (or before if you prefer) have your principal sign them, and seal/ stamp the form in the areas indicated.
- **Make sure you seal/stamp the form with your school stamp, Peralta will not process forms without a stamp/seal.**

Peralta Concurrent Enrollment Form

	Peralta Community College District Admissions and Records	Berkeley City College College of Alameda Laney College Merritt College
HIGH SCHOOL SPECIAL ENROLLMENT		
Request for High School students to attend: <input type="checkbox"/> Alameda <input type="checkbox"/> Berkeley <input type="checkbox"/> Laney <input checked="" type="checkbox"/> Merritt		
Term: <input type="checkbox"/> Summer <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring Year: <u>2016</u> H.S. Grade Level (on the 1 st day of the college term): _____		
High School Student Information		
Student's Name: _____ <small>Last Name First Name M.I.</small>		
Peralta Student ID: _____ Date of Birth: _____ <small>...on last 4 digits of SSN...</small>		
Address: _____ <small>Street City State Zip</small>		
Phone: _____ Email: _____		
<small>M.C. Student's Signature: _____ Date: _____</small>		

Step 2: Register students for Merritt College through Open CCC

- Students will need their Social Security Numbers, ITIN - and/or Permanent Resident A#. DACA students should leave the SSN section blank
- Use the [Merritt College Registration Guide PPT](#)
- Review and make a copy & edit as needed. The guide is specific for LPS Oakland.

Step 3: Peralta Student ID (This is the ID that we will need on the Peralta Concurrent Enrollment forms.)

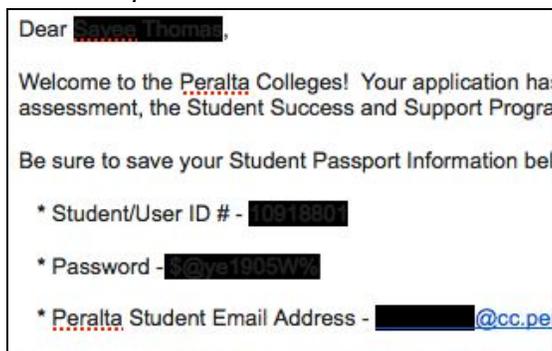
- Peralta assigns a student ID **and** Password to students.
- Students should look out for an email titled: **Student Passport Information**
- It can take up to 24 hours to receive via email
- Slides in the registration PPT guide detail to students what the email looks like, etc.
- Once students get the passport email, have them forward the Peralta ID with you.

Coordination Tip!

- Create a Google Form to collect students Peralta IDs and Passwords. This information is helpful for coordinators to enroll students.
- Sample [form](#) linked here.
- Sample spreadsheet for coordinator use:

Last Name	First Name	Grade Level	Date of Birth	Peralta ID	Peralta Password	Course	College Email	LPS email
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Sample "Student Passport Information" Email from Peralta Colleges



Step 4: Distribute & Collect the Concurrent Enrollment form to students

- Students should complete the *High School Student Information* section
- The Student ID should only include their Peralta ID. They should not include a high school ID nor their SSN - it must be their Peralta ID.
- Have students take the forms home to be signed by a parent

Step 5: Collect completed Concurrent Enrollment forms

- Thoroughly review forms to ensure they:
 - are signed by students and parents
 - have the student's Peralta ID listed
 - are stamped/ sealed and signed by the counselor & the principal.

Incomplete forms cannot be processed by admissions & records.

Step 6: Compile Enrollment Spreadsheet

- Gather student data to prepare “cover sheet” enrollment spreadsheets for Merritt Admissions & Records personnel.
- Provide all information listed in this sample:

Student Last Name	Student First Name	Grade Level	Merritt Course	MERRITT Course Code	Peralta ID	Concurrent Enrollment Form Complete
Doe	Jane	12	COMM 20	123456	1093333	X

Step 8: Submit forms to Merritt Admissions & Records Office

- Coordinate a date to drop off completed forms with admissions staff (Susana De La Torre or other designee)
- Place the cover sheet spreadsheets on top of stack of forms
- Email spreadsheet to admissions staff
- Follow up with admissions staff regarding enrollment and student records as needed.

Case Management Meetings

Purpose: The counseling liaison and the course professor connect at minimum 4 times throughout each semester to discuss student enrollment and student progress. Meetings are in person or via phone/ google hangout.

1st Meeting / Hangout / Phone Call - Before Semester Begins

- Liaison shares enrollment spreadsheets with professors
- Professor and liaison cross reference Merritt enrollment rosters
- Liaison follows up with admissions office as needed.
- Liaison sets up a meeting with the course facilitators and professor to review course details.

2nd Meeting/ Hangout / Phone Call - Before 1st Drop Deadline

- Liaison connects with students and course facilitators to discuss which students should be dropped from the course.
- Usually students dropped at the first drop deadline is due to scheduling conflicts.

3rd Meeting - Before Final Drop Deadline

- Students dropped at final drop deadline will earn a W (withdrawal) on their Merritt transcript.
- Liaison, Professor, Course Facilitator and possibly Principal meet review student progress and grades
 - Determine which students do not have sufficient points to pass the semester with at C or better.
 - Create list of students who will be dropped and liaison follows up with students.

Final Meeting / Hangout / Phone Call - Final Grade Summary - Course Survey

- Professor provides a final grade spreadsheet to be imported to the student's high school transcripts.
- Liaison coordinates grade data imports with network/ district data coordinators.
- Liaison determines which students need to retake the course due to earning a D/F grade.
 - Liaison re-enrolls students into the course and helps them complete the *Petition to Repeat a course form* to be submitted to Merritt admissions & records

Course Reflection (can be combined with Meeting 1 for ongoing course - *Review and Reflection for Course Improvement*)

- Professor, Liaison, Course Facilitator, Principal and potentially CMO liaison meet to reflect on course and plan improvements for subsequent offerings.

Institutional Arrangements

[FERPA guidelines and data sharing](#) Question 8

[Sample MOU](#)