



CATEGORY: **Instruction**

SUBJECT: **Enrollment in College/University Coursework**

A. PURPOSE AND SCOPE

1. To outline administrative procedures regarding enrollment of high school students in college/university coursework to earn high school credit and satisfy district graduation requirements.
2. Enrollment in college/university coursework provides an advanced academic or vocational enrichment opportunity for a limited number of high school students who are capable of advanced work and helps ensure a smoother transition from high school to college by providing students with greater exposure to the collegiate atmosphere. It does not reduce high school course requirements and is not intended for remedial or make-up work or to parallel high school programs.
3. **Related Procedures:**

Length of 7-12 School Day	4026
Adult Education Programs	4400
High School Diploma Program (HSPD)	4410
Campus Recruiting Activities	4595
Progress Reporting, 7-12	4705
Graduation from Senior High School	4770
Classroom Grouping Practices and Counseling Procedures	6020
Exemptions from Compulsory Full-time and Continuation Education	6185
Release of Directory-Type Student Information	6525

B. LEGAL AND POLICY BASIS

1. **Reference:** Board policies F-2000, F-2200, F-2550, F-3300, F-7000, and F-7100; Board action of June 25, 2013 regarding awarding of dual credit; California Education Code §11300-11301, 48800-48802, 49061, 51225.3(b), 68130.5 (AB540) and 76001-76003.

C. GENERAL

1. **Originating Office.** Suggestions or questions concerning this procedure should be directed to the Office of Secondary Schools.
2. Education Code §51225.3(b) provides for a governing board to adopt alternative means for students to complete course requirements for a high school diploma, including credit earned at a postsecondary institution.
3. Education Code §68130.5 (AB540) exempts payment of non-resident tuition for certain non-resident students who have attended high school in California and intend to receive or have received a California high school diploma or its equivalent.
4. **Definitions.**
 - a. **Accelerated College Programs (ACP):** Community College courses offered on the high school campus during the school day, taught by Community College instructors (e.g., PoliSci, Math 150) in person, on-line or in a hybrid combination.

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- b. **Articulation:** Credit for high school courses awarded on community college transcripts (e.g., CCTE Articulated Pathways).
 - c. **Concurrent Enrollment:** High school student *independently* attends college classes *outside the regular school day in addition* to the student's regular academic program.
 - d. **Dual Credit:** Awarding of credit on a student's high school *and* college transcripts for a college course. The grade earned from a college course earns equivalent district core course graduation credit whenever possible; elective credit is awarded if there is no equivalent district course in the board-approved Course of Study, TK-12. Awarding of dual credit is outlined in Section C.8.
 - e. **Dual Enrollment:** High school student attends college classes *during the regular instructional day* as part of the student's academic program, but outside of the minimum instructional day, which allows the student to experience college level courses, explore career options, and shorten the time required to complete an Associate or Baccalaureate degree (e.g., Kearny Fast Track, Lincoln STEAM Middle College).
 - f. **Early College High School:** Small high schools designed so that students can earn both a high school diploma and an Associate's degree or up to two years of credit toward a Bachelor's degree. Early college high schools have the potential to improve high school graduation rates and better prepare all students for high-skill careers by engaging them in a rigorous, college preparatory curriculum and compressing the number of years to a college degree.
 - g. **Early College High School Initiative:** Through original start-up funding from the Bill & Melinda Gates Foundation, Carnegie Corporation of New York, the Ford Foundation, the W.K. Kellogg Foundation, and the Lumina Foundation for Education, this initiative focuses on young people for whom the transition into postsecondary education is problematic. Its priority is to serve low-income young people, first-generation college goers, English Learners, and students of color, all of whom are statistically underrepresented in higher education and for whom society often has low aspirations for academic achievement.
 - h. **Early/Middle College High School:** A blended high school and college program in which a high school campus may be located on a college campus that offers a college/career preparatory curriculum and reduced student-adult ratio, flexible scheduling to allow for work internships, community service experience, interaction with community college student role models, opportunities for experiential internships, work apprenticeships, and community service (e.g., San Diego Metropolitan Regional and Technical ["Met"], East Village High School).
 - i. **Partnership Agreement:** Formal written agreement between the district and a college/university for a program offered at a specific high school. Partnership Agreements require Board of Education approval. Note: site principals/administrators are *not* authorized to enter into or sign Partnership Agreements on behalf of the district. (Examples: East Village MOU with San Diego City College, Met MOU with Mesa College, Mira Mesa and Scripps Ranch Educational Partnership Agreements with Miramar College)

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- j. **Student Services and Outreach:** College assessment, transfer planning, orientation/tours, financial aid, career planning, and academic advisement provided to high school students by college personnel. These services may be provided to high school students by mutual verbal agreement of the site principal/administrator and college representatives. (Refer to Administrative Procedure 4595 for on-campus activity guidelines.)
5. **Student Participation Criteria.** Eligibility for participation in college coursework includes:
- a. School counselor and/or site principal/administrator review of a student's transcript to ensure appropriate pre-requisite coursework has been satisfactorily met so that the student is prepared to be successful in a college-level course.
 - b. San Diego Unified requires students to have a minimum cumulative Grade Point Average (GPA) of 2.5 or higher; ideally a minimum of 3.0. (Note: The San Diego Community College District [SDCCD] requires that students maintain a 2.0 GPA in all *college work*).
 - c. Student performance on the English and/or Math college assessment test(s) that determines college course placement (e.g., SDCCD AccuPlacer) as applicable.
 - d. School counselor and/or site principal/administrator meeting with student and parent/guardian to review program requirements, college application, registration and appropriate forms, etc. School counselor, site principal/administrator, student, and parent/guardian must acknowledge review and receipt of Student College/University Participation Criteria (Attachment 1).
6. **Considerations. *Prior*** to recommending a student to participate in college/university coursework, school counselors and site principals/administrators must consider if any of the situations/conditions below create a negative impact on a student, and must review Student College/University Participation Criteria (Attachment 1) with student and parent/guardian:
- a. Effect of participation in a college/university course as a high school student on the student's eligibility to apply for college (i.e., UC first time student vs. transfer student).
 - b. Effect of participation in a college/university course on the student's eligibility to apply for financial aid (e.g., CalGrant first time applicants must be full time high school students).
 - c. A plan is in place for the student if he/she drops or withdraws from a college course that is being taken for high school graduation credit. Note: parents, guardians, or relatives of the student are not permitted to enroll, drop, or add classes on behalf of the student.
 - d. A plan is in place for the student if his/her grades result in academic probation at the college (i.e., take the district equivalent course).
 - e. A plan is in place for the student if he/she earns a D or F in a college course being taken for high school credit, and the student and his/her parent/guardian acknowledge *prior to enrollment* that a D or F grade is permanently reflected on the student's high school and college transcripts.

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- f. Effect, if any, of enrollment in a college/university course on the student's California Interscholastic Federation (CIF) eligibility (i.e., college courses do not count in the calculation of athletic grade eligibility) and effect, if any, of enrollment in a college/university course on the student's National Collegiate Athletic Association (NCAA) eligibility (i.e., courses must be approved in advance).
 - g. The student's level of maturity, as minor students taking college/university courses are expected to take primary responsibility for their own safety and conduct. Colleges/universities are open campuses and are adult learning environments. Curriculum and college processes will not be changed to accommodate high school students. Students must act on their own behalf.
 - h. Confidentiality laws and Education Code §49061 prohibits parents/guardians from accessing student records at community colleges without the written consent of the student. College instructors are not required to discuss student performance with parents/guardians. Parents/guardians are to contact the high school if there are questions or concerns regarding student performance.
 - i. The site's master schedule must accurately reflect the **physical** location of students in each class period during the school day. Appropriate and accurate course codes must be entered into the master schedule. The teacher of record should be recorded as "Community College, no first name." Sites must work with the Interdivisional Curriculum Committee (ICC) to establish course codes and titles that are reflective of actual student location. Use of course requests in building the master schedule is recommended as a record of the student's engagement in course selection.
 - j. Enrollment of students into college courses during the regular school day is not intended to reduce the number of credentialed high school staff. If a significant number of students are taking off-campus college courses, high school staff are to be utilized for providing remaining students intervention, extra assistance, etc. (Contact the Labor Relations Department for guidance on the SDEA Collective Negotiations Agreement.)
 - k. High school site principals/administrators must certify that Average Daily Attendance (ADA) for students dually enrolled in college coursework is claimed in accordance with the law.
 - l. Students who have met all graduation requirements that qualify as mid-year graduates must be treated as such and *not* retained on the high school's roster without being enrolled in any high school coursework, or in courses that are not reflective of the student's physical location (e.g., Assigned Time Home, Internship).
 - m. College semester start and end dates do not always align to district semester dates. Students and parents/guardians must be informed of course dates and that it is the student's responsibility to be in attendance for all course sessions.
7. The site is responsible for ensuring that necessary textbooks and materials are provided for students taking college coursework during the school day as part of their regular instructional program. The college/university is not responsible for providing required textbooks and materials. Students and parents/guardians cannot be required to purchase textbooks or materials.

8. High School Credit for College/University Coursework (summarized on Attachment 2)

- a. The Board of Education may approve offering high school graduation credit for college/university coursework taken by students on the college campus during the school day, on the high school campus during the school day, or independently at the college campus outside the regular school day¹. Such coursework must be in the fields and subjects included in the Course of Study, TK-12. Credit may be granted if *all* of the following conditions are met:
- (1) Site determines that it wishes to award dual credit for a course and the Board of Education approves awarding district graduation core or elective credit for the college/university coursework *before instruction begins, and*
 - (2) Site determines whether the college course grade will be calculated into student GPAs *before instruction begins, and*
 - (3) Students earning core or elective high school credit for college/university coursework are regularly enrolled and in attendance for a minimum of 180 minutes per day at the district high school, *and*
 - (4) The institution offering the college/university coursework is accredited by the Western Association of Schools and Colleges (WASC), *and*
 - (5) The course is UC/CSU transferrable (if questions, refer to University of California A-G Guide, available at <http://www.ucop.edu/agguide/>), *and*
 - (6) The Interdivisional Curriculum Committee (ICC) has determined that the content and rigor of the course is equivalent to or exceeds district course requirements for graduation in a specified subject area (e.g., mathematics, science) and the school site secures *prior approval* from the ICC to offer the course as a site-adopted course, *and*
 - (7) The student and his/her parent/guardian indicate their understanding of the implications of dual credit prior to enrollment in the course via the Student College/University Participation Criteria (Attachment 1), *and*
 - (8) College coursework may not be used for grade suppression purposes (i.e., D/F make-up).
- b. *A maximum of five UC transferrable classes* (10 district credits) in the Course of Study, TK-12, may count toward high school graduation credit on the student's transcript, and may be selected from the following categories:
- (1) History (UC 'a')
 - (2) English Composition 101 or 105 (UC 'b')

¹ Concurrently enrolled students may provide a college transcript showing successful course completion to be considered for district credit. Course(s) taken must meet the criteria shown in Section C.8.a.(3), (4), (5), (8), and Section C.8.b. Site principal/administrator has the discretion to award any district credit for college coursework earned independently outside the regular instructional day.

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- (3) Math 150 (or any Math course 96 or above) (UC 'c')
 - (4) World Language (100 or above) (UC 'e')
 - (5) Art (100 or above) (UC 'f')
 - (6) Elective (UC 'g')
 - (7) Political Science

9. **College/University Partnerships.** The Board of Education may approve the establishment of partnerships with public or private community colleges, colleges, or universities for students to earn high school credit for college/university coursework and satisfy district graduation requirements. Such coursework must be in the fields and subjects included in the Course of Study, TK-12. Partnerships may be authorized if all of the following conditions are met:
- a. A minimum day for students is 180 minutes of attendance if the student is also enrolled part time in college/university classes. (Average daily attendance for these students is computed and reported for three-quarters of the full 240-minute day) (Education Code §46146), *and*
 - b. The institution offering the college/university coursework is accredited by the Western Association of Schools and Colleges (WASC), *and*
 - c. Core coursework taken at the community college, college, or university is UC/CSU transferable (if questions, refer to University of California A-G Guide, available at <http://www.ucop.edu/agguide/>), *and*
 - d. The Interdivisional Curriculum Committee (ICC) has determined that the content and rigor of the courses are equivalent to or exceed similar district course offerings (Note: All district high schools may offer Political Science 101, 102 and Math 150 college/university courses taught on the high school campus to meet district graduation requirements), *and*
 - e. The site secures *prior approval* from the Interdivisional Curriculum Committee (ICC) to offer the course as a site-adopted course, *and*
 - f. The Board of Education approves awarding district graduation credit for the college/university coursework *before instruction begins*.
10. **Enrollment of Students in College Classes on a Full-Time Basis.** A parent or guardian of any student, regardless of the student's age or class level, may petition the governing board of the school district in which the student is enrolled to authorize the attendance of the student at a community college as a special full-time student, provided the student meets the community college district's admissions standards. The basis for the request is that the student would benefit from advanced scholastic or vocational training available only at the community college. A parent or guardian of a student who is not enrolled in a public school may directly petition the president of any community college to authorize the attendance of the student at the community college as a special full-time student.

D. IMPLEMENTATION

1. The site principal/administrator discusses the concept of offering the opportunity for students to participate in college/university courses with his/her Area Superintendent and the Office of Secondary Schools, including:
 - a. Rationale for establishing the program or partnership and expected impact that the program or partnership will have on student performance,
 - b. A listing of college/university coursework that will be offered to students via the program or partnership and the specific district graduation requirement that will be satisfied by each college/university course,
 - c. Assurances that Common Core State Standards will be addressed (e.g., syllabus, course outline), and a brief description of the learning environment (e.g., course taught at community college, college, or university) and instructional methods (e.g., lecture, lab, field experience) that will be used,
 - d. A description of the responsibilities (e.g., facilities, health fees, staffing, record-keeping) of all parties (i.e., district, high school, college/university) in the program or partnership, and
 - e. A description of the method that will be used to evaluate the effectiveness of the program or partnership.
2. If the Area Superintendent and Office of Secondary Schools support the program or partnership, an agreement is developed in accordance with district contracting and legal requirements and is placed on the Board of Education agenda for approval prior to the program's start.
3. Upon Board of Education approval of the program or partnership, appropriate course codes are developed and entered into the student information system.
4. The site principal/administrator verifies that transcript release forms² for all participating students have been obtained and are on file at the high school prior to student enrollment in college/university coursework.
5. Changes and/or additions to the site-adopted college/university coursework must be approved by the Interdivisional Curriculum Committee (ICC) and the Board of Education *prior* to implementation.
6. Site principal/administrator, Area Superintendent and Office of Secondary Schools are to review effectiveness of college/university programs or partnerships on a regular basis and make adjustments as necessary to meet student needs.

² Transcript release authorization is included on the district Preschool-Grade 12 Enrollment Form (Section III)

7. The site is responsible for ensuring that necessary textbooks and materials are provided for students taking college coursework during the school day as part of their regular instructional program. The college/university is not responsible for providing required textbooks and materials. Students and parents/guardians cannot be required to purchase textbooks or materials.

E. FORMS AND AUXILIARY REFERENCES

1. Student College/University Participation Criteria (Attachment 1)
2. Course of Study, TK-12, available on the district website at <https://www.sandiegounified.org/course-study>
3. Transcript Release Form or San Diego Unified School District Preschool – Grade 12 Enrollment Form (Section III)
4. San Diego Community College District Supplemental Application and Certification of Special Part-Time High School Student (Section: "Access to District Records")
5. University of California A-G Guide, available at <http://www.ucop.edu/agguide/>
6. Summary of AP4322 Sections C.5. and C.8. (Attachment 2)

F. REPORTS AND RECORDS

1. Signed college application, Student College/University Participation Criteria (Attachment 1) and other associated documentation must be retained by the school site as part of the student's record.

G. APPROVED BY



General Counsel, Legal Services
As to form and legality

H. ISSUED BY



Chief of Staff