

## High School Guidance Office

### California Community College Enrollment Information

#### General Information

Many students opt to use the California Community Colleges to supplement their education or to satisfy graduation and college entrance requirements. The following information will help you access this resource.

IEM Charter Schools encourage students to enroll in community college courses only when it is deemed appropriate by the parent and the Educational Specialist. Students desiring entrance to a UC should be sure to read about the university requirements found in the guidance section of the school's website. All community colleges have posted the Intersegmental General Transfer Curriculum (IGETC) on their websites to aid students in selecting the appropriate, transferable courses.

The parent (not your ES) is responsible for enrolling the student by contacting the college enrollment office. *The parents must identify the student as being currently enrolled in a public high school.* Each community college is able to set its own standards for admittance --- such as a minimum age, demonstrated ability, or professor approval. Colleges may require placement testing and/or orientation sessions. They may also require the ES to sign letters of recommendation and require official transcripts before admitting the high school student. It is important for parents to start this process early to meet application and enrollment deadlines. Visit your prospective California Community colleges' web pages to view their individual schools' enrollment policy. [www.cccco.edu](http://www.cccco.edu)

All community colleges' admission requirements include official approval from the student's high school. In general, colleges provide some type of concurrent enrollment form that must be signed by the school's guidance counselor &/or principal. These signatures provide verification that the student meets the requirements for a high school student to attend that community college. They do not guarantee that the college will enroll the student in the requested courses. When submitting the college's form to our guidance department, it is important that it be accompanied by our Pre Concurrent Enrollment form <http://www.ieminc.org/genericforms/conenrollmentiem.pdf>

The Pre Concurrent Enrollment form provides the ES's approval and verification that the parents understand the responsibilities and requirements of having their student concurrently enrolled in college courses. It also provides contact information --- including to whom/ where

the processed form should be faxed &/or mailed. Please note: both forms must be fully completed or the request for concurrent enrollment cannot be processed in a timely manner. Our guidance department must be provided adequate time to process the request for concurrent enrollment paperwork. Incomplete paperwork and last minute submissions may result in the student's paperwork not being processed before the college's deadline for enrollment. *Note: This paperwork is required whether or not the coursework will be included in the student's learning record.*

### How to Access the Community College

Each community college has established its own school eligibility for concurrent high school students. Please check with your local community college on their current policy.

### College Tuition

IEM charter schools cannot pay for community college courses although many community colleges will waive the tuition for high school students. Check with the college you are interested in attending for their requirements.

### Writing the Learning Record

It is not mandatory that classes taken at the community college be documented on the learning record if the student is taking at least 25 credits not counting the college classes and the courses are not needed for high school graduation. The parent should be advised to consult with the university admissions office where the student intends to enroll after graduation to determine whether to have college courses included on the high school transcript. Some universities may not accept any transfer community college credits that have also been used for high school graduation credit.

No grades or credits may be assigned for any course not listed on the learning record.

Writing learning records for a student attending college classes follows the same general guidelines for writing any other high school learning record:

- Learning records will include descriptions of the major objectives covered and activities used within each assignment period.
- The documentation of learning should include content of what is learned but not where it is learned.
- Means of student assessment/ evaluation must be included for each learning period.
- The amount of time that learning took place or the dates that learning took place for any activity; do not need to be stated.
- Any references to religious content must be in the context of the study of world religions only.
- A learning record can include nontraditional learning as well as traditional.

- A properly written learning record should provide a record of student progress which may be used to support the life goals of that student.
- Information present on the learning record should be organized and professionally presented.

## Examples

*Computer Programming 1B:* Julio listened to lectures, took notes, and completed lab assignments on the following topics: I/O Streams as an Introduction to Objects and Classes-streams and basic file I/O, tools for stream I/O, character I/O, inheritance among stream classes; Defining Classes and Abstract Data types-structures, classes abstract data types, classes to produce ADTs, alternative implementation of a class. He was pleased to get 86% on his midterm.

*Art 1B:* Madeline listened to lectures, read her text, viewed other students' samples, and created her own samples modeling the style of the following artists: Tiffany, Rouault, Kollwitz and Barlach. She made a mosaic tree out of tiles, created a stained 'glass' flower out of tissue paper, drew a sketch of a face using boxes for dimensions, and made an action scene with balloon people. Assessment was through peer review and oral discussion with the student.

*Physics:* Brian listened to lectures, took notes, read the text, answered written comprehension and vocabulary questions, performed labs, and took chapter tests on the following topics: Sound-the nature of sound waves, loudness, pitch, speed of sound, boundary effects; Music-consonance, overtones, musical instruments. Labs conducted were on "the property of waves" and "vibrating strings". Student demonstrated learning through completion of lab sheets. Evaluations were based on written and oral assessments.

## Assigning Credits

IEM Charter Schools allow students to receive credit for a high school course and to keep the in college credits. The college evaluates and assigns the college credits. The ES documents and evaluates the learning that takes place in the college course and then assigns appropriate high school credit under a similar high school class name. The name of the high school class may or may not be the same name as the college course. The number of high school credits earned depends on the content of the class and what learning took place. There is no specific formula. The ESs must use their professional judgment as for any high school course. Consult with your ES Advisor if you need help with this.

Examples of classes.

- PE - Student meets with class three times a week performing specific exercises. HS Credit evaluation using time as the guideline: 12-15 hours= 1 credit.

- Spanish - Student's class meets three times weekly for Spanish. ES compares the content of what the student has learned in the college Spanish class with what the student would learn in a regular high school Spanish class. In this case, the high school student covers in one semester the equivalent of a yearlong Spanish class. HS Credit evaluation: body of work comparison = 10 credits.

If you are unsure what the course entails, get a copy of the course syllabus to help judge the content as you evaluate the student's work. The ES Advisor can also help the ES through the process of evaluating the high school credit value of a college course. Students may not receive more than 10 credits per course name, 5 credits for the "A" semester and 5 credits for semester "B".

### **Summer School Courses**

Summer School courses taken at a community college can be placed on the student's high school transcript. The student should request that an official college transcript be sent to the IEM office, and the courses will be reviewed. Students who have their college summer school courses added in this manner for summer school, do not have the information recorded in their learning record nor does the ES add a course title and credits to the student's report card. Concurrent enrollment in the charter school and a community college is not allowed during summer school. Students may be enrolled at the charter school or at the community college, not both.

### **College Books**

College bookstores are treated the same as any other vendor. Approach your local community college bookstore and ask if they will become a vendor, then follow the established new vendor request procedure.

If the college bookstore is not a vendor, the book may have to be ordered directly from the publisher. Ask parents to obtain the book list as soon after enrolling as possible. Parents should get the complete book name, ISBN, price, and publisher's name. Books may also be ordered by the ISBN from any school approved vendor, although this option may take extra time. Often the college library has books that may be used until arrival of those ordered from our vendors. Parents may also choose to spend their personal funds to purchase the books, but no reimbursement will be given.