

TAFT COLLEGE ACADEMIC POLICIES AND PROCEDURES COMMITTEE
AGENDA SPECIAL MEETING
Monday, February 5, 2024
1:10 PM -2:00 PM
Cougar Conference Room

CALL TO ORDER

PUBLIC COMMENTARY

NEW BUSINESS

1. Request for an exception to AP 5011 for LRSK 0250 for Spring 2024 (01/29/2024-03/22/2024)

ACTION

ADJOURNMENT

AP 5011 Admission and Concurrent Enrollment of High School and Other Young Adults

Reference:

Education Code Sections 48800, 48800.5, 76001, 76002, and 76004

Admission criteria and procedures for younger students enrolling in the community college:

Special Part-Time High School Student: To be considered for admittance as a special part-time high school student at the college, the student must meet the eligibility standards as established in Education Code Sections 48800 and 76001. The student's school must provide transcripts and a signed letter from the principal indicating how his/her opinion the student can benefit from instruction. The Vice President of Student Services will make the determination as to whether the student has the abilities and sufficient preparation to benefit from instruction at a community college.

1. Admission is subject to seat availability. The student must submit and meet the following requirements to the Admissions department:
 - A. Completed application for admission.
 - B. Written and signed parental or guardian consent, on the Special Admit Form. Special Admit form is required each semester regardless of continuous attendance, and all required steps must be completed.
 - C. Written and signed approval of the applicant's school principal. (Note: A parent or guardian of a pupil who is not enrolled in a public or private school may petition directly to the Superintendent/President or designee without the signature of a principal.) **If the student is home schooled, he/she must provide verification that the home school program is recognized and approved by the county department of education.**
 - D. Demonstration that the student is capable of profiting from instruction. The Director of Admissions or Vice President of Student Services has the authority to make the final decision whether a student can benefit from instruction.

- E. Students may register during open registration. Students can refer to the priority registration schedule each semester to determine the open registration time period. Registration will be processed by the Admissions Office upon receiving the Special Admit Form with all required signatures.
2. Limitations:
- A. Students may not enroll in more than 11 units per fall and spring terms; and up to 5 units in the summer term. (Education Code Section 76001.d)
 - B. Special part-time high school students will not receive priority registration status. (Education Code Section 76001.e.) In order to ensure that these students do not displace regularly admitted students.
 - C. Students who have previously enrolled and who have dropped their courses and/or have not made satisfactory progress will not be allowed to continue in the Special Admit Program.
 - D. Enrollment of non-public school aged children at the College is not permitted as substitute for the student's K-12 educational program as required by the State of California.
 - E. Students may take college level courses that are transferrable (courses numbered 1500 or higher) with the exception of Math 1060, (California Code of Regulations – Title 5: 55002(a)/76002(b)) on a seats-available basis with permission from a parent, their school principal, and the instructor of the course. All courses completed will be posted to students' college transcripts.
 - F. Enrollment in physical education courses have been restricted or excluded.
 - G. Special admit students are eligible for membership in groups/clubs; however, membership does not change registration priority for enrollment purposes.
3. For the purposes of receiving state apportionments:
- A. A community college district may include K-12 pupils who attend a community college within the District pursuant to Sections 48800 and 76001 in the District's report of full-time equivalent students (FTES) only if those pupils are enrolled in community college classes that meet all of the following criteria:

- 1) The class is open to the general public.
 - 2) The class is advertised as open to the general public in one or more of the following:
 - a. The college catalog.
 - b. The regular schedule of classes.
 - c. An addendum to the college catalog or regular schedule of classes.
 - B. If a decision to offer a class on a high school campus is made after the publication of the regular schedule of classes, and the class is solely advertised to the general public through electronic media, the class shall be so advertised for a minimum of 30 continuous days prior to the first meeting of the class.
 - C. If the class is offered at a high school campus, the class may not be held during the time the campus is closed to the general public.
 - D. K-12 students may not enroll in lab only physical education courses.
4. Enrollment Fees
- A. Special admit high school students will pay the same enrollment fee as any other regular community college student (California Education Code 76300.) Exceptions: California Public High school students ~~in the West Kern Community College District service area~~ are exempt from enrollment fees ~~for the spring and fall terms. All high school students must pay enrollment fees during the summer sessions. The West Kern Community College service area is defined as those residing in zip codes 93268, 93224, 93258, 93276, and 93252.~~
5. College and Career Access Pathways (CCAP):
- A. The governing board had adopted all the legal requirements of Education Code Section 76004 in order to participate in the College and Career Access Pathways (CCAP) partnership with the governing board of a school district for the purpose of offering or expanding dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school, including continuation high school, to community college for career technical education or preparation for transfer, improving high

school graduation rates, or helping high school pupils achieve college and career readiness.

- B. The District may enter into a CCAP partnership with a school district partner that is governed by a CCAP partnership agreement approved by the governing boards of both districts. As a condition of adopting a CCAP partnership agreement, the governing board of each district shall:
- a. For career technical education pathways to be provided under the partnership, consult with, and consider the input of, the appropriate local workforce development board to determine the extent to which the pathways are aligned with regional and statewide employment needs. The governing board of each district shall have final decision-making authority regarding the career technical education pathways to be provided under the partnership; and
 - b. Present, take comments from the public on, and approve or disapprove the dual enrollment partnership agreement at an open public meeting of the governing board of the district.
- C. The CCAP partnership agreement shall be filed with the office of the Chancellor of the California Community Colleges Chancellor's Office and with the department before the start of the CCAP partnership, and shall:
- 1) Outline the terms of the CCAP partnership and shall include, but not necessarily be limited to, the total number of high school pupils to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those pupils; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses.
 - 2) Establish protocols for information sharing, in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses. The protocols shall only require a high school pupil participating in a CCAP partnership to submit one parental consent form and principal recommendation for the duration of the pupil's participation in the CCAP partnership.
 - 3) Identify a point of contact for the participating community college district and school district partner.
 - 4) Certify that any community college instructor teaching a course on a high school campus has not been convicted of any sex offense as defined in Education Code Section 87010 or any

controlled substance offense as defined in Education Code Section 87011.

- 5) Certify that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus.
- 6) Certify that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus.
- 7) Include a plan by the participating community college district to ensure all of the following:
 - a. A community college course offered for college credit at the partnering high school campus does not reduce access to the same course offered at the partnering community college campus;
 - b. A community college course that is oversubscribed or has a waiting list shall not be offered in the CCAP partnership;
 - c. Participation in a CCAP partnership is consistent with the core mission of the community colleges pursuant to Education Code Section 66010.4, and that pupils participating in a CCAP partnership will not lead to enrollment displacement of otherwise eligible adults in the community college.
- 8) Certify that both the school district and community college district partners comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP partnership course offered for high school credit.
- 9) Specify both of the following:
 - a. Which participating district will be the employer of record for purposes of assignment monitoring and reporting to the county office of education; and

- b. Which participating district will assume reporting responsibilities pursuant to applicable federal teacher quality mandates.
- 10) Certify that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school pupils who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering school district, and shall involve a collaborative effort between high school and community college faculty to deliver an innovative remediation course as an intervention in the pupil's junior or senior year to ensure the pupil is prepared for college-level work upon graduation.
- D. A community college district participating in a CCAP partnership shall not provide physical education course opportunities to high school pupils or any other course opportunities that do not assist in the attainment of at least one of the following goals:
 - 1) Developing seamless pathways from high school to community college for career technical education or preparation for transfer;
 - 2) Improving high school graduation rates; or
 - 3) Helping high school pupils achieve college and career readiness.
- E. The District will not enter into a CCAP partnership with a school district within the service area of another community college district, except where an agreement exists, or is established, between those community college districts authorizing that CCAP partnership.
- F. A high school pupil enrolled in a course offered through a CCAP partnership shall not be assessed any fee that is prohibited by Education Code Section 49011.
- G. The District may assign priority for enrollment and course registration to a pupil seeking to enroll in a community college course that is required for the pupil's CCAP partnership program that is equivalent to the priority assigned to a pupil attending a middle college high school as described in Education Code Section 11300 and consistent with middle college high school provisions in Education Code Section 76001. Units completed by a pupil pursuant to a CCAP agreement may count towards determining a pupil's registration priority for enrollment and course registration at a community college.

- H. The District may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus, either in person or using an online platform, during the regular school day and the community college course is offered pursuant to a CCAP partnership agreement.
- I. The District may allow a special part-time student participating in a CCAP partnership agreement established pursuant to this article to enroll in up to a maximum of 15 units per term if all of the following circumstances are satisfied:
 - 1) The units constitute no more than four community college courses per term;
 - 2) The units are part of an academic program that is part of a CCAP partnership agreement established pursuant to this article; and
 - 3) The units are part of an academic program that is designed to award students both a high school diploma and an associate degree or a certificate or credential.
- J. The governing board of the District exempts special part-time students from the following fee requirements:
 - 1) Student representation fee (Education Code Section 76060.5)
 - 2) Nonresident tuition fee and corresponding permissible capital outlay fee and/or processing fee (Education Code Section 76140)
 - 3) Transcript fees (Education Code Section 76223)
 - 4) Course enrollment fees (Education Code Section 76300)
 - 5) Apprenticeship course fees (Education Code Section 76350)
 - 6) Child development center fees (Education Code Section 79121)
- K. The District shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment.
- L. The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Education Code Section 48802 or

76002, provided that no school district has received reimbursement for the same instructional activity. For purposes of calculating classroom-based average daily attendance for classroom-based instruction apportionments, at least 80 percent (80%) of the instructional time offered by a charter school pursuant to an authorized CCAP partnership agreement shall be at the school site, the charter school shall require the attendance of a pupil for a minimum of 50 percent (50%) of the minimum instructional time required to be offered pursuant to paragraph (1) of subdivision (a) of Education Code Section 47612.5, if the pupil is also a special part-time student enrolled in a community college pursuant to this section and the pupil will received academic credit upon satisfactory completion of enrolled courses.

- M. For each CCAP partnership agreement entered into pursuant to this section, the district shall report annually to the office of the Chancellor of the California Community Colleges Chancellor's Office, the Legislature, the Director of Finance, and the Superintendent all of the following information:
- a. The total number of high school pupils by school site enrolled in each CCAP partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws.
 - b. The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants.
 - c. The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants.
 - d. The total number of full-time equivalent students generated by CCAP partnership community college district participants.
 - e. The total number of full-time equivalent students served online generated by CCAP partnership community colleges district participants.

Reviewed by: J. Ross
Date reviewed: Fall 1995

Learning Skills (LRSK) 0250 Improving Study Skill Strategies (1 unit per semester; limit 4 units)
[formerly Learning Skills 55ABCD]

Prerequisite: None

Total Hours: 16 hours lecture

Catalog Description: This course offers specialized computer assisted instruction and study skills for disabled students to provide an opportunity to maximize their study skills and increase their academic efficiency and success.

Type of Class/Course: Non-degree applicable

Text: None

Additional Instructional Materials: Data disks and notebooks

Course Objectives:

By the end of the course, a successful student will be able to

1. demonstrate with 80% accuracy the ability to compare, contrast and apply strategies necessary to achieve competency with software programs as assigned by the instructor and measured by pre- and post-assessment.
2. make measurable progress toward fulfillment of the goals and objectives stated in her/his Student Educational Program/Individualized Educational Plan that are appropriate to the content and scope of this course,
3. enhance their study skills through computer assisted instruction,
4. develop and refine study skills and strategies,
5. improve or enhance attitudes toward studying, time management, note taking techniques, critical reading skills, memory training, test taking strategies, and math study skills, and
6. increase learning efficiency through use of compensatory strategies and computer assisted instruction.

Course Scope and Content:

Unit I

Textbook

- A. Develop and refine study skill techniques through the use of textbook, videos, and computer software. Areas of development and instruction covered are: attitude, goal setting, time management, note taking techniques, critical reading skills, memory training, test taking skills, and math study skills.

Computer Software

1. Homeworke - time management and flash cards
2. Printshop - time management and goal setting
3. Cognitive Rehab - memory, sequencing, association and categorization

4. Study Skills - Active listening, note-taking, reading for facts, math steps and learning styles
5. Self-esteem - "should-would" thoughts and "all or nothing" thinking
6. Test Taking Made Easy - preparation for true/false, multiple choice, fill-in-the- blank questions
7. Following Directions - understanding numerical sequence, reading comprehension, understanding the concepts of first, middle, and last and visual comprehension, one-step and multiple-step directions
8. SkillsBank - reference materials and library skills
9. US & World Atlas CD-ROM - map, graph, chart and table reading skills, gathering, organizing, and use of reference information

Unit II Application of Study Skill Strategies

- A. Develop and apply the practical use of study skill strategies. Use of computer tutorials, simulations and guided practice will be used to successfully support participation in Learning Disabled and mainstream classes.

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 2 hours per week outside of the regular class time doing the following:

1. Computer work
2. Planning, organizing, and self monitoring in the student's own environment

Methods of Instruction:

Instruction will be provided through a lecture and story format utilizing both individual and group action as appropriate. Cooperative learning groups will also be utilized as an instructional method.

Methods of Evaluation:

Pre- and post-assessment by the instructor will be based on the criteria specified in Student Educational act/Individualized Education Plan.

1. Students must state reasonable progress in the ability to compare, and
2. Apply study skill strategies necessary to state competency with each software program assigned instructor.