

Dual Enrollment: Policies & Procedures Manual

Office of Dual Enrollment

Revised: December 2021

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FORWARD

Purpose of the Dual Enrollment Manual

The purpose of this manual is to provide students and parents, faculty, administrators and counselors with details about dual enrollment at Northern Virginia Community College (NOVA). This manual includes information for individual dual enrollment students who take courses on a NOVA campus, through NOVA-Online (formerly Extended Learning Institute or ELI), and for dual enrollment students who take courses at area public and private high schools.

The manual is divided into six sections:

- A. General Information (pg. 3)
- B. Process for Enrolling in NOVA Courses and Grading Policy (pg. 16)
- C. Information for High School Administrators and Dual Enrollment Instructors (pg. 29)
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Office of Dual Enrollment Address and Contact Information

Mailing:
3928 Pender Drive, Suite 211
Fairfax, VA 22030

(E) dualenrollment@nvcc.edu

(O) (703) 764-5067

A. General Information

Throughout this manual, the initials **DE** may be used to replace dual enrollment or dual enrolled. If classes are taught at a high school, they are referred to as “contract classes.” **ODE** will be used to refer to the Office of Dual Enrollment. For information not addressed in this manual, please contact the Office of Dual Enrollment at dualenrollment@nvcc.edu or (703) 764-5067.

I. History of Dual Enrollment

The first Virginia Plan for Dual Enrollment was signed in 1988 by Donald J. Finley, Secretary of Education, S. John Davis, Superintendent of Public Instruction, and Jeff Hockaday, Chancellor of the Virginia Community College System (VCCS). This document provides a statewide framework for dual enrollment agreements between community colleges and public schools in Virginia.

In February, 2012, the Virginia Plan was complemented by Virginia HB 1184, which requires local school boards and community colleges to develop agreements allowing high school students to complete an associate degree or a one-year Uniform Certificate of General Studies from a community college concurrent with a high school diploma. Each school district has developed a pathway for completion of the General Education Certificate and will make this information available to you in an assortment of ways.

In 2015, the “Governing Principles for Dual Enrollment between Virginia’s Public Schools and the Virginia Community College System” was adopted and implemented for the 2016-2017 school year. This document can be found in Appendix I on page 53.

II. Definition of Dual Enrollment

“Dual enrollment” describes an enrichment opportunity allowing high school/home schooled students to earn college credits for courses taken through a post-secondary institution while still being enrolled in high school. Students are enrolled in both a high school (or home school) and a post-secondary institution. In many cases, high school students are able to earn both high school and college credit for college courses that are taught in their high schools, at a college campus, or online. In other cases, students may take certain courses for college credit only while still enrolled in high school.

III. Benefits of Dual Enrollment

Dual enrollment provides an opportunity for qualified high school students to enhance their education by enrolling early in college courses and allows them to progress toward their next academic goal without having to wait until high school graduation. Studies suggest that students who acquire college credits while still in high school are more likely to graduate from high school and continue their formal education.

Dual enrollment opens the doors to a higher education for students who may not have ever thought college could be a possibility for them; they may come from a low-income family or a family where no one in previous generations has attended college. Some dual-enrolled students find that they have more of an aptitude for college-level work than they previously believed.

Dual enrollment class options include those in many of the career and technical education programs offered in our schools. Students can earn credit while testing their interest in a possible career field and may continue coursework if the field interests them.

In addition, a Dual Enrollment program:

- Allows students to receive high school and college credit simultaneously
- Minimizes duplication of course content taken in high school and in college
- Permits students to accumulate credits prior to entering college so they can graduate from college early or on time
- Provides high school students with a wider range of courses, giving them an opportunity to complete general education courses required at most colleges
- Allows students to explore different fields before declaring a major
- Facilitates a seamless transition from high school to college. Students can get a taste of what college is like without being overwhelmed by a new environment. They can see how their high school classes compare to college courses and how college professors differ from high school teachers
- Can engage seniors with rigorous coursework throughout their entire 12th grade year.
- Lowers the cost of a post-secondary education

Finally, as NOVA students, dual enrolled students will have full access to the resources and services provided on campus. Dual enrolled students:

- May take advantage of advising services available on campus
- Have access to the library and check out materials
- May participate in events, activities, clubs and organizations
- May take advantage of intramural sports and/or the use of fitness facilities
- Receive an email account when they enroll in classes and may have access to Blackboard if their teacher is using the college system

IV. Important Considerations before Attempting Dual Enrollment Coursework

It should be noted that there are some risks to taking DE classes rather than regular high school classes:

- Even good students may get a lower grade in their first college course than they usually earn in a high school course. If they are taking courses that also count toward the requirements for high school graduation, a low grade can negatively impact their high school GPA or their ability to graduate
- Some students do not take their DE class seriously and get a low grade as a result. This grade becomes a part of their permanent high school and college transcript and could bring down their college GPA once they move on to their post-secondary education
- A few colleges and universities will not accept DE classes for college credit since they feel once a course is used toward high school graduation, it should not count twice. Similar policies exist for AP and IB credits. Be sure to check the transfer guide at each college being considered for post-secondary education
- Withdrawals (W) from DE courses may impact a student's future ability to receive financial aid

Each post-secondary institution may determine whether to accept AP, IB, and or dual credits. We highly recommend that students explore the advanced standing rules of the institutions they are hoping to attend before making their choice.

V. Differences between Dual Enrollment (DE), Advanced Placement (AP), International Baccalaureate (IB) Courses and the Cambridge Program (AICE)

DE is one of several options for high school students who want to get a head start on college. In all cases, students are taking coursework that is more challenging than normal high school classes and students are held to higher standards both academically and socially. The primary difference comes at the end of the course when DE students receive their college grade and credit for the work done throughout the semester provided they receive an A, B, or C grade.

In order for AP students to receive college credit, they must take a final examination at the end of each course. Student earning certain scores may be eligible to earn college credit, but each college has specific policies regarding accepting AP scores for credit.

IB students take classes that include an international perspective of the subject area. Students completing the Higher Level exams for IB may be granted advanced standing credit for these exams if a certain score is achieved. In order to earn an IB Diploma, students must do extensive research in one of sixty topics which serves as the culmination of their studies and allows them to receive their IB Diploma. Each college has specific policies regarding accepting IB scores for credit.

The Cambridge Program offers the Advanced International Certificate of Education (AICE) which is an accelerated method of academic study offered solely through the University of Cambridge International Examinations (CIE), a division of the University of Cambridge in Cambridge,

England. Students take AICE courses and their subsequent exams in order to earn college credits. Each college has specific policies regarding accepting Cambridge scores for credit.

VI. Rigor of Coursework

Regardless of where the course is taught, all students should expect DE courses to be academically rigorous. Content is not altered to accommodate high school students, so students should expect to participate in college-level content and discussions appropriate for adult learners.

In accordance with policy from the State Council of Higher Education for Virginia (SCHEV), all courses taken must be credit bearing. High School students are not permitted to audit classes; they must take the course to be graded and earn college credit and are not eligible to take developmental classes.

i. Course Syllabus

On the first day of class, instructors will provide each DE student with a copy of the course syllabus. It is important to read and refer to the syllabus carefully as it will provide vital information needed to be successful in the course. The course syllabus is considered to be a type of contract between the instructor and the student. In addition to reflecting the individual instructor's teaching methods and strategies, the syllabus includes:

- Course number and title
- Instructor's name, phone number, college/high school e-mail address, office hours
- Objectives that students are expected to achieve upon successful completion of the course
- Prerequisites and level of preparation expected to succeed in course
- Description of how course is going to be conducted. This is typically a proposed schedule of instruction
- Student responsibilities, including required textbooks or other instructional materials, assignments and other requirements of the course
- Statement of how grades will be determined
- Attendance policy
- Drop and withdrawal dates for the semester
- Additional information, e.g., holidays, etc. or topics may also be included
- Disability accommodations
- Additional academic student resources

It is recommended that students keep a copy of the syllabus for each course taken as it may play a role when colleges are deciding whether to transfer credit into their associate or bachelor program.

VII. Course Selection and Transferability

Dual enrollment students may enroll in most credit courses offered by NOVA as long as they are not developmental (remedial or pre-college) courses or a course that is offered exclusively to students in competitive admissions programs such as nursing. High school students may not take physical education courses for both college and high school credit. In all cases, students must meet administrative and placement criteria before taking a DE class. Once courses are selected, the student will then need approval from a parent/guardian as well as the high school principal and/or counselor.

If the student is taking a class on campus, approval of a NOVA counselor and Dean of Students/Director of Student Services is also required. Satisfactory completion of all DE courses conveys college credit at NOVA. Students who wish to receive high school credit as well as college credit for classes taken on campus or online should work with a high school counselor to select courses that will meet high school graduation requirements. Please remember that not all college courses will satisfy high school graduation requirements.

Generally, course selection falls into two categories: transfer (general education) courses and non-transfer (career/technical) courses. The transfer courses include those courses that are commonly used toward the completion of a baccalaureate degree at four-year colleges and universities. These general education courses include English, history, mathematics, psychology, etc. Only students who have qualified to take the course for college credit are eligible to enroll in DE courses.

Normally, **academic courses intended for transfer** with a grade of “C” or above should transfer to four-year colleges and universities. However, NOVA cannot guarantee transferability to all colleges and universities. Additionally, a student’s choice of major may affect the transferability of specific NOVA courses.

NOVA **career/technical course credits** are applicable to specific curricula and are intended to prepare students for employment in those areas. Examples of these courses include automotive, hospitality management, horticulture, etc. While some of these courses may be accepted for transfer, no unified policy exists on the transfer of these courses. However, career/technical DE courses taken through NOVA will allow students to progress toward earning a specific certificate or degree program from the college.

Students are strongly advised to consult with their institution of choice to determine if their courses will be accepted for transfer.

VIII. Delivery Options and Location of Dual Enrollment Classes

i. Courses Taught at NOVA or via NOVA-Online

High school juniors and seniors taking DE classes on campus are part of the student population on the campuses of NOVA and attend regularly scheduled college courses. These classes operate on the college schedule, which varies greatly from the high school contract classes. Be sure to go to the NOVA website: <http://www.nvcc.edu/schedule/index.html> to find the schedule of classes and semester dates.

If a student wishes to take a DE online course, the student will have to interview with a counselor at NOVA-Online to determine suitability. If accepted, the NOVA-Online counselor will help the student enroll in the desired class. For more information on taking DE courses through NOVA-Online, review the course schedule here: <http://www.nvcc.edu/schedule/index.html>.

ii. Courses Taught at a High School

Classes taught on site at various high schools within the NOVA service region are designated as “contract Dual Enrollment.” These classes are offered during the regular school day for students attending the high school or academy. Dual enrollment classes are taught by instructors who meet all qualifications to teach college courses as outlined in the Virginia Community College System Qualifications of Faculty document which can be found in Appendix II on page 59.

Students should check with their high school guidance office to learn if any contract DE classes are offered at their high school.

IX. Types of Dual Enrolled Students

- i. **Dual credit students** (program/plan code 041) are high school students enrolled in college credit classes who receive both college credit and high school credit towards their secondary school requirements for graduation. Dual credit students can take the college credit classes either on a college campus, online, or at their high school in a contract DE class.
- ii. **Concurrently enrolled students** (program/plan code 042) are home schooled students. Concurrently enrolled students take college credit classes on the college campus or through NOVA-Online.
- iii. **Combination enrolled students** (program/plan code 043) are students who are still in high school and who are taking one or more courses for which they will receive both college and high school credit (dual credit) and one or more courses for which they will receive only college credit. At least one NOVA class will appear only on the NOVA transcript and at least one class will appear on both the NOVA and high school transcripts.

- iv. **Adult dual enrollment students** (program/plan code 04A) are adult students (21 years of age and older) who are enrolled in an alternative high school program. This does not include students enrolled in GED programs.

NOVA counselors, administrators, and academic division administrative staff who enroll DE students in classes will verify that students are correctly coded in one of the categories listed above.

X. Enrollment Eligibility

According to the Governing Principles for Dual Enrollment (2015), Colleges may offer admission to public and private high school juniors and seniors and home-schooled students studying at the high school junior and senior levels, provided they are college ready according to VCCS policy.

Since the admission of freshmen and sophomores is considered exceptional, the college-ready status of each prospective freshman and sophomore student will be evaluated on a case-by-case basis. Formal approval by the AVP of Academic Affairs is required for admitting a ninth or tenth grade high school student.

Home-schooled students must provide a copy of a home school agreement approved by the school district, a letter from the local school board or a copy of the letter filed by the parent or legal guardian declaring home-school for religious exemption. Documentation of parental permission is required for all dual enrollment students.

XI. Exceptions to Grade Level Policy

VCCS policy allows colleges to consider **exceptional underclassmen** who are able to demonstrate readiness for college-level coursework through the colleges' established institutional policies. Each freshman and sophomore student will be evaluated for admission into the program on a case-by-case basis.

i. Courses Taught at NOVA

For all DE students wishing to attend class on a campus, a NOVA student services counselor or advisor will interview the student and the Dean of Students or his/her designee will give formal approval if deemed appropriate. The student will have to demonstrate maturity and motivation to receive approval.

For the initial interview, students should have:

- An **original high school transcript**. Please note, handwritten transcripts will not be accepted
- Documentation of any high school **honors or awards**

- **Proof of English and math competency** through placement test scores as detailed in College Placement in Section 2 – General Enrollment Steps and Policies
- A **recommendation letter** from a teacher, counselor or principal that explains what the student has attained to receive his/her confidence. This would include honors awards or exceptional experiences that have prepared the student for more rigorous work

The request for exception must be sent electronically by NOVA staff to the President / designee for approval and must include appropriate documentation that has been scanned into the student record.

ii. Courses Taught at a High School

For students taking classes in their high school, please contact the ODE or your Coordinator for the necessary documents. You will need to submit:

- A copy of the high school transcript.
- Proof of English and math competency through placement test scores as detailed in College Placement in Section 2 – General Enrollment Process, Requirements and Grading Policies
- A completed Underclass Exception Form

For freshman and sophomore students wishing to take a Career and Technical Education course offered at their high school, the student will follow all submittal requirements, but their VPT scores may minimally place them into ENF 1 and MTE 1 as is required for all other students.

The counselor or teacher is responsible for sending this information electronically to the Office for Dual Enrollment along with the cover sheet for the Exception Packet for Exceptional Students. The information will be reviewed by the Director of Dual Enrollment and then sent forward to the President / designee for final approval.

XII. International / Non-US Citizen Students

i. Courses Taught at NOVA

To be eligible for in-state tuition, students must be domiciled in Virginia for a minimum of one year before the first official day of classes. Domicile is defined as a student's "present, fixed home where student returns following temporary absences and where a student intends to stay indefinitely." In essence, domicile has two parts, and students must meet both to qualify for in-state tuition. Students must reside in Virginia and intend to keep this as home indefinitely.

Students approved under the Deferred Action for Childhood Arrivals (DACA), may be considered for in-state tuition immediately. Talk with a counselor at either your high school or at NOVA to learn more about the process.

For more information, please see:

<http://www.uscis.gov/humanitarian/consideration-deferred-action-childhood-arrivals-daca>.

Students should talk to their high school counselor and NOVA Student Services Center through Admission and Records office for more information to determine what documents are required for submission. Students who are taking courses for both high school and college credit are entitled to in-state tuition rates regardless of domicile status.

All students applying for admission to NOVA claiming entitlement to in-state tuition privileges are required to complete the “Application for Virginia In-State Tuition Rates” form which can be obtained here: http://www.nvcc.edu/forms/pdf/125-030_pg3.pdf. If the requirements are not met and the student is not taking course work for both high school and college credit, the student will be charged out-of-state tuition.

ii. Courses Taught at a High School

Students with a non-U.S. citizen status who take a contract DE course offered in a high school will be covered under the terms and conditions of the agreement signed between NOVA and the school system. Students will not have to present documentation and the school will be charged in-state tuition as long as the student is enrolled in contract DE courses and is also a student at the high school. Once the contract class is over, if students wish to continue taking classes at a NOVA campus, they will be required to submit documentation to support in-state eligibility.

XIII. Students with Disabilities and / or Special Needs

Federal law applying to students with disabilities and/or special needs at the college level differs in some respects from the law that applies to high school students. Colleges operate under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act which guarantees that “no qualified individual with a disability may be excluded from participation in, denied benefits of, or otherwise be subjected to discrimination if otherwise qualified.”

If a student chooses to disclose his/her disability to the college within 45 days from the start of the class, he/she must be able to provide current documentation of the disability and complete an intake appointment with a NOVA disability services counselor in compliance with College procedures. Accommodations will be made if appropriate. Requests for accommodations will be considered based on the standards that apply at the college level; specific accommodations provided for students while in high school may or may not be extended at the college level.

Please note that no accommodation is permitted that fundamentally alters the curriculum.

For more information regarding students with disabilities, visit <http://www.nvcc.edu/disability-services>.

XIV. Academic Advising

Providing students with an ongoing, comprehensive and interactive advising process is important for student success. Therefore, NOVA is committed to providing students with the guidance necessary to make appropriate academic and career decisions.

At the high school, the school counselor is the designated advisor. However, as NOVA students, all DE students have access to NOVA counselors to help explore and plan to meet career and educational goals. Students may access a virtual advisor at <http://www.nvcc.edu/virtualadvising/> or come to a NOVA campus for in-person advising. For more information on academic advising, please visit <http://www.nvcc.edu/advising/index.html>.

Dual enrollment students generally cannot declare a major or be program placed. However, if a DE student is committed to complete any NOVA degree or certificate, he/she may apply to be program placed using the appropriate form which must be signed by the student, parent and high school principal / designee. Advising sheets to help a student/counselor choose courses wisely can be found at <http://www.nvcc.edu/academic-services/advising-sheets/>.

Any dual enrollment students wishing to complete a certificate or degree must also complete the Dual Enrollment Recommendation: Student Commitment to Complete Certificate or Degree Form: <http://www.nvcc.edu/forms/pdf/125-345.pdf>.

XV. Dual Enrollment Class Scheduling

The college academic calendar differs from the school district calendars. If a student plans to take classes on campus, it is important to begin enrollment activities early in order to be ready for the start of the college academic semester. Fall registration usually starts in early April and spring registration begins in early November. Summer students register during spring semester. Check the college catalog for exact dates.

Students who take classes at NOVA must follow the academic semester calendar as established by the College for on-campus Enrollment. Furthermore, students are not permitted to register themselves in any NOVA courses. Therefore, students must submit all their dual enrollment-related paperwork at least three weeks before the start date of each course. Students interested in dropping NOVA classes on campus should consult with their high school counselor to ensure they are meeting high school graduation requirements.

Classes taught in the high schools will have different start and end dates than classes taught on campus or online. Generally, the fall courses start in the beginning of September and then in the beginning of February for spring courses.

The dates for adding, dropping and withdrawing from a class will differ between courses taken on-campus and those taken at a high school. To avoid the class showing on a transcript for a class, it is essential that the class is dropped early in the semester, before 10% of the coursework

is completed. On campus, this date is referred to as the 'Census Date' or refund date. Students wishing to leave the class after the drop deadline date will be allowed to withdraw no later than the completion of 60% of the course. When withdrawing, a form must be completed by the high school instructor; a 'W' grade will be placed on the transcript, and no refund will be awarded (unless specific refund guidelines or criteria are met).

For all courses taught in the high school, no student can be retroactively enrolled after the course is completed. Students should verify their enrollment using their myNOVA accounts each semester. Any issues should be addressed during the semester of enrollment.

XVI. Financial Aid

According to federal guidelines, dual enrolled students are not eligible for financial aid administered by the College. However, poor performance in dual enrolled classes may impact future financial aid eligibility by not making satisfactory academic progress (SAP). More information on SAP can found at <http://www.nvcc.edu/financialaid/policies/sap.html>. Students may apply for financial aid once they have graduated from high school.

Students who continuously accumulate grades of a "D", an "F", and a "W" will contribute to SAP and may not be eligible to use financial aid in future enrollment at NOVA.

XVII. Student Conduct and Discipline

NOVA is a learning community with specific expectations concerning the conduct of its students. NOVA's approach to student learning and student conduct is to provide a safe and healthy learning environment that facilitates NOVA's mission. When a student's conduct adversely affects NOVA's pursuit of its educational objectives, actions will be taken to remedy the situation. NOVA's approach will be both to resolve the problem and to help students learn from their mistakes.

i. Courses Taught at NOVA, Online or at a High School

NOVA has developed campus assessment, response and evaluation (CARE) teams that are committed to a proactive approach to helping our students succeed while maintaining a safe community. To learn more about these teams, please see the web site <http://www.nvcc.edu/novacares/index.html>.

The CARE team's mission is to provide a systematic response to students whose behavior is disruptive to themselves, to others, or to the community. While NOVA does not provide mental health services (per VCCS policy), it does provide faculty, staff and students with appropriate referrals.

In order to take appropriate actions to remedy a situation, faculty or staff are asked to complete and submit the online form NOVACares: NOVA Concerning Behavior found at:
<https://cm.maxient.com/reportingform.php?NorthernVirginiaCC>.

All students should familiarize themselves with NOVA's Student Conduct, Rights and Responsibilities as printed in the NOVA College Catalog and Student Handbook. These documents can be found on the College web site at <http://www.nvcc.edu/students/handbook/>.

XVIII. Confidentiality of Dual Enrolled Student Records

According to the U.S. Department of Education, the Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records.

When a student turns 18 years old or enters a post-secondary institution at any age, the rights under FERPA transfer from the parents to the student. However, although the rights under FERPA have now transferred to the student, a school may disclose information from an "eligible student's" education record to the parents of the student without the student's consent if the student is a dependent for tax purposes.

Neither the age of the student nor the parent's status as a custodial parent is relevant. If a student is claimed as a dependent by either parent for tax purposes, then either parent may have access under this provision. However, if the student is not a dependent, then the student must provide consent for the school to disclose the information to the parents.

For students and parents interested in obtaining more information about FERPA, please visit:
<https://www.2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>

There are several exceptions to FERPA's general prior consent rule. One exception is the disclosure of "directory information." The following is considered "directory information" at NOVA and may, in accordance with FERPA, be disclosed at the discretion of the college:

- student's name
- current enrollment status (full time or part time)
- participation in officially recognized activities and sports
- weight and height of members of athletic teams
- degrees, honors and awards received
- major field of study
- dates of attendance (not individual class sessions)
- number of credit hours' enrollment

Students may specifically request to withhold such information by completing the NVCC Form 125-023: Request to Prevent Disclosure of Student Information: www.nvcc.edu/forms/pdf/125-023.pdf

Furthermore, when a student is enrolled in both a high school and a post-secondary institution, the two schools may exchange information about that student. If the student is under 18, the parents still retain the rights under FERPA at the high school and may inspect and review any records sent by the post-secondary institution to the high school.

The Virginia General Assembly amended § 23-9.2:3 of the Code of Virginia effective July 1, 2008, to give parents or court-appointed legal guardians who claim a student as a dependent on their Federal income tax return, regardless of the student's age, the right to information contained in that student's educational records.

All requests for information must be made to the Campus Registrar or the Dean of Students. A request for any information other than an unofficial transcript must be made in writing.

Under the provisions of the Family Educational Rights and Privacy Act (FERPA), the College has 45 days to respond to the request. The College is not required to provide copies unless the Campus Registrar determines that it is unreasonable to expect the parent to appear in person. (For more information, visit <http://www.ed.gov/poicy/gen/guid/fpco/ferpa/index.html>).

XIX. The Role of Parents when Students are Interested in Dual Enrollment

i. Courses Taught at NOVA

Taking dual enrolled classes gives students the opportunity to be fully responsible for their own behavior and success. It is an opportunity for parents to help their student learn to advocate for themselves with administration, counselors and teachers.

The student should be responsible for completing the online application. Parents may be part of the admissions process as a final reviewer of responses before the application is submitted.

Parents may not be present in the testing center when students are taking placement testing, nor may they sit in a class with the student unless the parent is also enrolling for the class after applying to the college and meeting placement requirements.

In order for a high school student to take a college class on campus, the parent must sign the appropriate recommendation form. When meeting with a counselor to register for courses, the counselor will address the student and will ask parents to refrain from answering questions that the student should be answering. This is an opportunity for the student to demonstrate that he/she is capable of handling this type of discussion about his or her own future.

Within the college setting, parents should refrain from directly interfacing with the college professor about academic issues being faced by the student. All professors welcome students

who wish to discuss course-related issues through an office visit or via the student's NOVA email. Parents are not expected to be part of this discussion unless the student specifically requests that parents be present.

ii. Courses Taught at a High School

It is strongly encouraged that all discussions with a parent regarding a dual enrollment student will include the student. Even though the college course is taken in the high school, there is the expectation that the same respect will be shown to the student as they would receive at the college, and that the student will share in the discussion. Students should be encouraged to speak for themselves regarding any issue in question.

Parent access is guaranteed under the Family Educational Rights and Privacy Act (FERPA) and access must be granted within the process used by the school district.

If the dual enrollment teacher is only employed by NOVA and is not a school district employee, please refer to Section 18, on page 14, to determine the responsibility of the faculty member when a problem is raised by the parent.

B. General Enrollment Process, Requirements, & Grading Policies

All students taking DE classes whether on-campus, online, or within a high school are impacted by the following steps and policies.

i. Discuss Dual Enrollment Opportunities with your Parent and High School Counselor

All students taking DE classes through NOVA should discuss a plan to dual enroll with a parent or guardian and high school counselor. Review the NOVA Catalog and decide which NOVA course(s) to take and if appropriate, the equivalent high school course(s). For more information about the NOVA Catalog, please visit the webpage here: <http://www.nvcc.edu/catalog/index.html>.

ii. Applying to NOVA

The next step for enrolling in classes at NOVA is to apply to the college. The application process is free and must be completed online. Go to <http://www.nvcc.edu> and select the Apply Now tab at the top of the screen on the right side.

The new NOVA/VCCS application wizard was launched on April 28, 2018. Students are encouraged to contact the Office of Dual Enrollment if they require assistance completing the new application or have questions about the new wizard.

After submitting the application online, the student will receive a 7-digit Student ID number (EMPLID), username and temporary password at the end of the application process. EMPLIDs are used to identify students in myNOVA and for college records. Through myNOVA, students can

see their academic records, access NOVA student email, and access Blackboard for NOVA classes.

It is important to note that students activate their myNOVA account within 24 hours of applying and set up their password and security questions. Once students set up their myNOVA account password and security questions, students may now access their Blackboard, Gmail, and Student Information System (SIS) applications.

The NOVA ID and password should be kept in a readily available and secure location for use throughout their NOVA career.

A Social Security number is not required to be on file; however, failure to provide a Social Security number may limit or delay access to services where the number is required by federal or state law (e.g., tax reporting, receiving financial aid after high school graduation).

Students must apply for admission to NOVA; if students have applied to other Virginia community colleges, they must also apply to NOVA using the same student ID number assigned by the original community college.

I. College Placement

Students wishing to take DE classes must demonstrate their readiness to handle college coursework. All students must show proof of English and math readiness through one of the options listed below.

Students interested in taking college courses that commonly transfer to a four-year institution (e.g. history, psychology, math, and others) must place into college-level English on the college placement test and meet all course prerequisites. Students taking courses that could lead to a NOVA Career Studies Certificate (CSC) or Associate of Applied Science (AAS), e.g., Early Childhood Education, Culinary, HVAC, etc., must place into ENF 1 (English Fundamentals) or higher.

In order to be enrolled in dual enrollment classes, all students must demonstrate college readiness by meeting the following placement or scoring criteria in both English and mathematics.

i. English (must meet at least one of the following):

Exam	Test Component(s)	Score Requirement	Test Date Cutoffs
PSAT	Evidence-Based Reading & Writing	390 or higher	Taken within 5 years
SAT	Critical Reading AND Writing	500 or higher	Before Mar. 2016
	Evidence-Based Reading & Writing	480 or higher	Mar. 2016 & After

ACT	English AND Reading	18 or higher	Taken within 5 years
AP	English Literature OR Language & Composition	3 or higher	Taken within 5 years
VPT	English Virginia Placement Test qualifying score in NOVA's student information system		

ii. Mathematics (must meet at least one of the following):

Exam	Test Component(s)	Score Requirement	Test Date Cutoffs
SOL	Algebra I, II or Geometry	400 or higher	Taken within 5 years
PSAT	Math	500 or higher	Taken within 5 years
SAT	Math	520 or higher	Before Mar. 2016
	Math	530 or higher	Mar. 2016 & After
ACT	Math	22 or higher	Taken within 5 years
AP	Math AP Calculus BC	3 or higher	Taken within 5 years
IB	Math	5 or higher	Taken within 5 years
VPT	Math Virginia Placement Test qualifying score in NOVA's student information system. *Student must pass at least any single MTE unit above 0 and in addition meet the mathematics prerequisites of any direct NOVA course(s)		

Scores must have been earned within the past five years. Please note that if using the PSAT or SAT scores, both reading and writing scores must meet the minimum requirements. PSAT 10 or the NMSQT are accepted. PSAT 8 and 9 are not accepted.

For more information on the Virginia Placement Test (VPT), please see the NOVA Placement Testing website: <http://www.nvcc.edu/testing/placement.html>.

iii. Exceptions

Certain courses, usually within the math or engineering disciplines, might have prerequisites or higher placement test requirements. Students taking MTH 263 (Calculus) or higher cannot use PSAT, SAT or ACT math exemptions to qualify them to take the course and must have appropriate placement on VPT. Students enrolling in some upper level math courses must take the Math VPT or have a qualifying AP or IB math score. Check the course descriptions for the individual classes before requesting enrollment.

PSAT and SOL math scores can only be used as placement test exemptions for dual enrollment purposes. Students using these exemptions coming to NOVA after high school graduation should take the appropriate placement test if they have not yet taken a corresponding (English or Math) class.

iv. High School Seniors Wishing to Complete a Degree at NOVA after Graduation

Although dual enrolled seniors may not have completed their final year of high school, it is strongly encouraged for them to register for fall classes at NOVA during the spring. Students should complete NVCC Form 125-104, Early Admission Certificate for Graduating High School Seniors: <https://www.nvcc.edu/forms/pdf/125-104.pdf>. When submitting the form, it must be completed with the necessary high school signatures. When presented to a NOVA counselor,

they will be able to help students move forward in setting the summer or fall schedule following high school graduation.

When transitioning, dual enrolled students should work with either a NOVA GPS First-Year advisor or their Pathway to Baccalaureate counselor, depending on their situation, before enrolling in NOVA classes after graduation. For more information, student are encouraged to visit <http://www.nvcc.edu/startstrong/index.html>.

v. NOVA Student Official Transcripts

Students enrolling in NOVA courses will have a college academic record. To view and print an either an official or unofficial student transcript, go to: <http://www.nvcc.edu/transcripts/>.

After applying to the College students can find their NOVA student ID number (EMPLID / SIS) or username and password at: <https://www.nvcc.edu/novaconnect/students/tuts/id.html>.

II. Courses Taught Through NOVA-Online

Students who wish to request a DE course offered through NOVA-Online should submit the necessary documentation to the Associate Vice President for e-Learning and follow the instructions outlined on the NOVA-Online Dual Enrollment webpage: <http://eli.nvcc.edu/dual-enrollment.htm>.

For more information, visit the NOVA-Online website at <http://eli.nvcc.edu>. A NOVA-Online counselor can be reached at (703) 323-3347 or elicounselors@nvcc.edu.

THE ENROLLMENT PROCESS DIFFERS BY THE LOCATION OF THE CLASS

Different processes apply when DE students register for online classes, in-person classes at a NOVA campus, or classes taught in the high school. For correct processes, students and parents should refer to 'Courses Taught Online,' 'Courses Taught at NOVA' or 'Courses Taught at a High School' depending on their interest and intent. Follow our Dual Enrollment Procedures here: <http://www.nvcc.edu/dual-enrollment/checklist.html>

III. Admissions and Enrollment Process for Courses Taught on a NOVA Campus

Certain high schools and academies offer NOVA Dual Enrollment courses within the school day. The process for these courses differs slightly from courses offered on-campus at NOVA. High school counselors should work with students to determine if they meet any placement testing exemptions based on meeting the criteria identified in the section on College Placement, above. Any exemptions can be recorded on the students DE Intent Form. Counselors should include the

type of test, date the test was taken and the test score. Counselors should sign the form in the appropriate place to verify the accuracy of the information provided.

i. Admission and Enrollment

- Discuss your plan to dual enroll with your parent or guardian and high school counselor. Review the NOVA Catalog and Schedule of Classes. Decide which NOVA course(s) to take and if appropriate, the equivalent high school course(s).
- Before taking your first course at NOVA, apply to NOVA as soon as possible but at least two weeks prior to the start of classes. The application can be found at <https://apply.vccs.edu>. The entire enrollment process, including placement testing, and registration, must be completed before the first day of class. Payment must comply with the payment due date for the semester as established by the College.
- Take the needed placement tests or collect needed documentation showing results from an AP, PSAT, SAT or ACT test for exemption from the college placement test. For math classes, students must have a placement score from the VPT or above tests. Tests are given at each campus testing center. Students must produce a photo ID and EMPLID. For test center information, see <http://www.nvcc.edu/testing>.
- Complete the appropriate DE recommendation form:
 - i. High school students must submit a completed and signed NVCC Form 125-207: Dual Enrollment Recommendation Individual High School Student, giving permission from their high school counselor, principal and parent/guardian. The form is accessed here: <https://www.nvcc.edu/forms/pdf/125-207.pdf>.
 - ii. Home schooled student must submit a completed and signed NVCC Form 125-208: Dual Enrollment Recommendation Home-Schooled Students, giving permission from their parent/guardian. The form is accessed here: <https://www.nvcc.edu/forms/pdf/125-208.pdf>. Home schooled students must also provide a copy of a home school agreement approved by the school district, a letter from the local school board, or a copy of the letter filed by the parent/guardian declaring home-school for religious exemption.

High school students who are 18 years of age or older are not required to submit a DE recommendation unless they are requesting both college and high school credit.

- Before final approval of DE students who take classes on campus, they must submit all documents to dualenrollment@nvcc.edu and can meet with a NOVA DE Coordinator for advising and planning.

- i. Freshmen and sophomores—VCCS policy allows colleges to consider exceptional freshman and sophomore students who are able to demonstrate readiness for college-level coursework through the College’s established institutional policies. Each freshman and sophomore student will be evaluated on a case-by-case basis. The admission of a freshman or sophomore requires approval by the College president or designee.
- ii. Freshman and sophomore students who want to take NOVA classes on campus will be required to meet with a student services representative. Following that, the Dean of Students or designee will give formal approval if the student is admitted. The student will have to demonstrate maturity and motivation to receive approval. For the initial interview, student should have:
 - An original high school transcript
 - Documentation of any high school honors or awards
 - Proof of placement into college English and mathematics through placement testing or the exemptions listed above
- iii. The request for exception will be sent by the NOVA counselor to the President or designee for final review and decision.

Returning dual enrollment students must complete the Dual Enrollment Recommendation Form each semester. Your NOVA transcript and course completion progress will be reviewed prior to approving or denying future enrollments at the College.

Students wishing to take a DE course on campus must remember that College courses always begin before the high school semesters; check the College calendar for critical dates which is found here: <http://www.nvcc.edu/calendars/academic/>.

- All DE students have holds placed into their accounts that will prevent self-registration. If students are approved to take DE courses on campus or online, they must contact a NOVA DE Coordinator for advising and assistance with registration. NOVA DE Coordinators can be reached here: dualenrollment@nvcc.edu.
- Pay for the classes by the payment deadline. Students who take DE coursework on campus must pay the same tuition rate as a regular student.
 - Pay with cash or check at any campus Business Office
 - Pay online by credit card through NOVAConnect or through the NOVA Payment Plan
 - Check enrollment schedule
 - Print a copy of the enrollment schedule from NOVAConnect or call (703) 323-3770 to check classes and payment status
 - High school students taking NOVA courses prior to graduation are not eligible for Financial Aid
- Verify enrollment in the correct courses

- Print a copy of enrollment schedule every time a change is made
- Purchase Books
 - Print schedule of classes and take it to the bookstore where the course is taught or buy books online through the NOVA Barnes and Nobles Bookstore. The College bookstore may also have textbooks available for rent
- Purchase a NOVA Parking Permit
 - Parking permits are required on all NOVA campuses. Also, parking is free after 4:30 p.m. on weekdays. Students can buy a parking permit online through Parking Services using a credit card 24 hours after enrolling and paying for classes. Student can also pay for a permit with cash or by check at any of the campus Parking Services offices.
 - Permits are required for all vehicles parked in all lots (except parking meter and hourly garages). Student permits are valid only in “B” lots and students may never park in Faculty/Staff “A” lots.
 - To use the parking garages at the Annandale and Medical Education campuses, students must have a NOVACard student ID and parking permit
 - Hourly parking is available in the garages for those without a current NOVACard and parking permit
 - For more information about parking, please visit <http://www.nvcc.edu/parking/index.htm>
- Obtain a NOVACard Student Identification Card
 - All NOVA DE students are eligible receive a NOVACard. The first ID card issued is free
 - A NOVACard is the official student identification card
 - Go to <https://www.nvcc.edu/novacard.index.html> for more information about the services students can access with their NOVACard
 - Students should wait 72 hours after registering and paying for classes before obtaining their NOVACard
 - Lost cards will be replaced at a fee of \$10.00. Contact a campus NOVACard Office for more information
- Activate the NOVA Student Email Account
 - After you have applied to the College, you can find your forgotten EMPLID / SIS or username and password at <https://www.nvcc.edu/novaconnect/students/tuts/index.html>

To protect student’s privacy, instructors may only use a student's official NOVA email address. In addition, all correspondence to professors or college officials should be sent from the student’s official NOVA email account.

Students will receive updates on course changes and other pertinent information through their NOVA email account. Students should check their NOVA email on a regular basis.

ii. Tuition Rates for Dual Enrollment Students on Campus

It is the policy of NOVA to admit individual Virginia high school students who can show college readiness and complete the registration procedures.

Individual DE students who take courses on campus are subject to the same tuition rates as other on-campus NOVA students. To be eligible for in-state tuition rates, students must be domiciled in Virginia for a minimum of one year before the first official day of classes or be taking the course for both high school and college credit. Students who attend a Northern Virginia high school who contracts with NOVA and are taking classes for both high school and college credit, are granted in-state tuition. Students not taking courses for dual credit must show proof of domicile to receive in-state tuition rates.

When applying for in-state tuition, students must be prepared to present documentation to support their domicile claim. Documentation used to prove domicile may include: Virginia tax forms, visa/passport, Immigration documents, military ID cards, military dependent ID cards, VA driver's licenses, VA car registration, lease agreements, etc. Please contact any NOVA Student Services Center for more information.

In order to gain in-state rates, undocumented students must go through the DACA process which can be found at: <https://www.uscis.gov/archive/consideration-deferred-action-childhood-arrivals-daca>. When applying for in-state tuition, they should be prepared to present documentation to support their domicile claim. Documentation used to prove domicile include: Virginia tax forms, military ID cards, military dependent ID cards, VA driver's licenses, lease agreements, etc.

iii. Textbooks for Campus Courses

Students are responsible for purchasing textbooks and other supplies. Some textbooks will be available for rent at the campus bookstores. The NOVA Campus Barnes and Nobles bookstores also do price matching with other online vendors.

iv. Attendance and Student Participation for Campus Courses

Education is most effective when it is a partnership between the student and the instructor. Instructors plan a variety of learning activities to help their students master the course content. Students must participate in these activities within the framework established in the class syllabus. Instructors will identify specific class attendance policies and other requirements of the class in the class syllabus that is distributed at the beginning of each term. College faculty have broad latitude to set class requirements and policies that are spelled out in the class syllabus.

Successful learning requires good communication between students and instructors; therefore, regular classroom attendance is essential.

It is the student's responsibility to inform the instructor prior to an absence from class if this is requested by the instructor in the class syllabus. Students are responsible for making up all coursework missed during an absence. In the event of unexplained absences, especially if students miss the first two weeks of class, the instructor will administratively drop students from the course.

v. Withdrawal from Campus Courses

Students are strongly encouraged to withdraw from a course if it is likely that they will earn a grade of "D" or "F" in the class. Students and parents need to be aware that these grades will show on the NOVA transcript and will not typically transfer. Students should refer to the class syllabus for withdrawal date deadlines. Withdrawal dates for classes on NOVA campuses are listed in the college academic calendar and NOVA-Online's academic calendar.

Students should be aware that withdrawals and low GPA earned in DE classes can impact the awarding of Financial Aid after graduating high school.

All students are strongly encouraged to speak with their high school counselor before withdrawing from any course.

Students may withdraw from a course within the first 60 percent of a session without academic penalty and receive a grade of "W." Students may withdraw from a course by completing NVCC Form 125-047: Withdrawal Initiated by the Student: <https://www.nvcc.edu/forms/pdf/125-047.pdf>, and submitting it to the campus Student Services Center. Withdrawal after the first 60% of the session will result in a grade of "F," except under mitigating circumstances that must be documented on the course withdrawal form, approved by the instructor and academic division dean, and submitted to the counseling office. Students may only withdraw after the 60% point if they are in good academic standing. This documentation will be retained electronically.

Should the student be unable to complete the class before the course end date due to an extenuating circumstance beyond the student's control, the student may submit an incomplete ("I" grade) request. The incomplete will allow the student to "pause" his/her coursework during the semester and may continue to complete and submit assignments beyond the course end date. Student must have already completed 60 percent of the entire class work to be eligible. For more information about the incomplete process: <https://www.nvcc.edu/curcatalog/policies/grades.html>.

Tuition paid for the class will not be refunded. To obtain a refund, students must have dropped the classes within the published tuition deadlines or meet extenuating circumstances.

vi. Final Examinations and Assessments on Campus

Students are expected to take tests at regularly scheduled times. In addition, in the majority of classes every student is required to take a final examination or complete some other end-of-semester final project. If neither is required by the teacher, students will continue receiving instruction during the scheduled final examination period. Any deviation from the final examination schedule must be approved by the campus provost.

Students have the right to review their final exam for one semester after the end of the term in which the final exam was taken.

Students should refer to final exam dates in the class syllabus. Dual enrollment students who take classes on a NOVA campus are expected to follow the final exam schedule as listed in the college academic calendar.

IV. Admissions and Enrollment Process for Contract DE Classes Offered in the High School

a. All Activities will Occur at the High School

- i. Discuss your plan to take dual enrollment courses offered at the high school your parent or guardian and a high school counselor
- ii. Meet the high school counseling office to receive the Dual Enrollment Intent Form and receive information on how to apply to NOVA online and dates for taking the placement tests, if needed, at your high school
- iii. Apply to NOVA online and record your student EMPLID / SIS, myNOVA username and password
- iv. Take the required placement test(s) if you do not meet the exemptions through PSAT, SAT, ACT, SOL, AP or IB scores
- v. Complete and submit the required Intent Form to your high school counseling office or Dual Enrollment instructor
- vi. As a student in a contract dual enrollment course, you do not register for classes directly. Required paperwork is collected and vetted by the high school. The entire class will be enrolled by NOVA's Office of Dual Enrollment staff.
- vii. Verify enrollment by logging into myNOVA. Please communicate any error in your academic record immediately to your high school DE instructor or high school counselor
- viii. You may go to the nearest campus to get a NOVACard.

b. Tuition Rates for Contract Dual Enrollment Courses within the High School

Most students enrolled in contract DE classes held in their high school will be charged no tuition for those classes. Rates for in-state tuition will be in accordance with rates established by the State Board for Community Colleges for NOVA and in effect at the time the classes begin. High schools sponsoring the contract classes are given credit for providing opportunities to students as well as the use of their facility and use of their own faculty, reducing the rate to zero.

If taking courses in the high school, student and parents should ignore email or phone calls from the College urging registration or requesting payment for courses. These forms of communication are targeted only to students taking coursework on campus or through NOVA-Online. Please alert ODE by sending an email to dualenrollment@nvcc.edu if a student is asked to pay the College directly for a DE course taught at a high school.

REMEMBER: Students taking DE classes both at their high school and on campus must be prepared to follow the differing policies and processes for each location. Permission forms and the steps for registering for class are different, and tuition rates will be based on where the course is taken.

c. Textbooks for Contract Courses within the High School

NOVA will approve textbooks for use in all DE courses. Students may be responsible for purchasing the textbooks for the course or the high school may choose to purchase books for student use. For more information about specific course textbooks list, contact the high school directly.

d. Attendance and Student Participation for Contract Courses within the High School

In consultation with high school administrators and NOVA, DE instructors will determine the attendance/student participation policies. Instructors will identify specific class attendance policies and other requirements of the class and state these in the class syllabus that is distributed at the beginning of each term.

It is the student's responsibility to inform the instructor prior to an absence from class if this is requested by the instructor in the class syllabus. Students are responsible for making up all coursework missed during an absence. In the event of unexplained absences, the instructor can withdraw students administratively from the course.

e. Withdrawal from Contract Courses within the High School

Students are strongly encouraged to withdraw from a course if it is likely that they will earn a grade of "D" or "F" in the class. Students and parents need to be aware that these grades will be part of the NOVA transcript and these credits will not typically transfer. Students should refer to the class syllabus for withdrawal date deadlines. All students are encouraged to speak with their high school counselor before withdrawing from any course.

In the event of unexplained absences, course instructor can drop students administratively from the course. Students should refer to the class syllabus for the course drop date deadline.

Students should be aware that Withdrawals and low GPA earned in DE classes can impact the awarding of Financial Aid after graduating high school. Students and their parents are strongly advised to regularly evaluate their decision to participate in further DE classes based on factors such as other time commitments and previous class performance.

Students may withdraw from a course within the first 60 percent of a session without academic penalty. Either the teacher or the student may initiate a withdrawal and the teacher will complete the Contract Class Withdrawal Form. The form is scanned and emailed to ODE using dualenrollment@nvcc.edu. Upon receipt, the student will be withdrawn from the class and a “W” grade is placed as the class grade. Although a college transcript will be initiated, the “W” will not affect the college GPA.

It is important to note that the “W” grade may affect the student’s ability to get financial aid once he/she complete high school. A “W” grade also counts as an attempt to complete a course. This is an important distinction if the student chooses to repeat the course.

For contract DE classes taught at the high school, a firm withdrawal date is established by the College. Students cannot rely on a verbal statement as evidence of withdrawal thus it is important to obtain a copy of the signed withdrawal form should problems arise at another time.

c. Final Examinations and Assessments for Contract Courses within the High School

For DE classes taught at the high schools, NOVA, together with the high school, will determine the procedure and dates of the final exam and assessment. Regardless of high school policy on exemption from final examinations based on course grade or other factors, DE courses do not exempt finals.

d. Student Evaluation of Contract DE Instructors

A credit is equivalent to one collegiate semester hour credit. Each semester hour of credit given for a course is based on approximately one academic hour (50 minutes) of formalized structured instructional time for 15 weeks (or equivalent).

Students will receive a final grade each semester for the coursework taken during the semester. The grades are not averaged to give a final grade for the year. College courses are based on semesters.

Grading criteria for a course are determined by each instructor and identified in the course syllabus. Students should consult with the instructor, seek a tutor or consider withdrawing before 60 percent of the class is completed if they experience difficulty with coursework. At the campus, withdrawal deadlines will be determined by the college, posted on the college website and should be included in the teacher’s syllabus. At the high school, drop and withdrawal dates will differ from college dates and should be included in the teacher’s syllabus.

In order for courses to transfer to four-year colleges or universities, a grade of “C” or higher is required.

The grades of “A,” “B,” “C,” “D” are passing grades. A grade of “F” is a failing grade. “I” is an incomplete grade. The “W” is a final grade and carries no credit.

Please note that “+” or “-” is not used for college coursework at Northern Virginia Community College, and “D” does not transfer.

The quality of performance in any academic course is reported by a letter grade, the assignment of which is the responsibility of the instructor. These grades note the character of study and are assigned quality points as follows:

- A = Excellent 4 grade points p/ credit
- B = Good 3 grade points p/ credit
- C = Average 2 grade points p/ credit
- D = Poor 1 grade point p/ credit
- F = Failure 0 grade point
- I = Incomplete No grade point credit

When students take a DE class, they are establishing a college transcript and the DE courses become a part of the student's permanent college transcript. This academic information must be submitted to colleges or universities students wish to attend in the future. This includes graduate and professional school programs. Some employers also require prospective employees to provide copies of all college coursework previously taken. In addition, grades received in DE classes that also count toward the requirements of high school graduation may impact the student's high school GPA.

The incomplete (I) grade is used only for verifiable unavoidable reasons that a student is unable to complete a course within the normal course time. To be eligible to receive an "I" grade, the student must have satisfactorily completed more than 60 percent of the course requirements and must request the faculty member to assign the "I" grade and indicate the reason it is warranted.

The faculty member has the discretion to decide whether the "I" grade will be awarded. Since the "I" grade extends enrollment in the course, requirements for satisfactory completion will be established through consultation between the faculty member and the student and documented on NVCC Form 125-076: "I" Grade Assignment form, <https://www.nvcc.edu/forms/pdf/125-076.pdf>. In assigning the "I" grade, the faculty must complete documentation that:

- States the reason for assigning the grade
- Specifies the work to be completed and indicates its percentage in relationship to the total work of the course
- Stipulates the date by which the work must be completed
- Identifies the default grade (A, B, C, D, or F) based upon course work already completed

Completion dates may not be set beyond the subsequent semester (to include summer term) without written approval of the provost. The student will be given a copy of the documentation. All “I” grades that have not been changed by the faculty member through the normal grade change processes will be subsequently changed to the default grade assigned by the faculty member. An “I” grade will be changed to a “W” only under documented mitigating circumstances, which must be approved by the provost.

Students should contact the high school counselor if they wish to request an incomplete or want to withdraw from a class. Students and parents/guardians must understand that an incomplete grade may jeopardize or delay graduation from high school. Failure to complete coursework during the prescribed time limit may result in an “F” grade for the course.

C. Information for High School Administrators and Dual Enrollment Instructors

I. High School Responsibilities

A high school administrator interested in offering DE classes on site must first contact the Office of Dual Enrollment (ODE). The Coordinator for Dual Enrollment for that district will speak with the high school’s representative to clarify their interests and will arrange to visit the high school to gather additional information and to explain the DE process. Generally, the high school person designated to coordinate the high school’s program is a school counselor or an interested teacher. The principal should also be included in initial meetings to be sure he/she understands the responsibilities of the high school and what to expect from NOVA.

Procedures for adding new DE courses vary significantly by school district. Some districts require the initial request for DE offerings to come through central administration. In this case, schools/teachers/principals should contact central administration prior to contacting the ODE.

II. Recruiting Teachers for Contract Dual Enrollment Classes

The dean whose division sponsors a DE class taught at the high school will approve faculty selection, supervise, and evaluate instructors who teach the NOVA classes. Each DE instructor must meet the qualifications necessary to be a NOVA faculty member. These qualifications are based on the requirements of the Commission on Colleges of the Southern Association of Colleges and Schools, the regional accrediting body for NOVA. The dean will determine if a high school teacher meets NOVA standards which include the minimum credentialing requirements as set forth by the VCCS-29 form and the Commission on Colleges of the Southern Association of Colleges and Schools (see Appendix I on page 55).

NOVA Human Resources (HR) and the dean whose division sponsors the DE class taught at the high school will approve the faculty. The division provides content oversight, supervision, and evaluation of instructors via assigned NOVA faculty liaisons.

High schools may recommend qualified teachers who are interested in teaching DE classes and submit the teacher's resume and unofficial copies of college transcripts to ODE. The ODE will send a copy of the documents to the sponsoring dean/program chair and to the Credentialing Specialist in the Human Resources Department. Both will review the documents and make a determination if the person has the necessary credentials to teach the requested course(s). The Credentialing Specialist and the Assistant Dean or Dean will send an email to ODE giving permission to proceed with the hiring process.

ODE will email all necessary Human Resource forms to the candidate and will serve as the receiver of the forms and official transcripts. All forms are marked as Dual Enrollment to quickly identify that no additional paperwork is necessary.

ODE will notify the school that the teacher has been approved to teach the requested dual enrollment course and will make arrangements for the teacher to meet his/her college liaison.

New DE adjuncts will receive a new DE Adjunct Faculty welcome packet that includes EMPLID and myNOVA/NOVAConnect username and password. This should be saved for future use and reference.

III. Teaching Dual Enrollment Classes at the High School

VCCS policy states that there will be no use of a "teacher of record." One teacher's name may not be on the course syllabus while another teaches the class. Only instructors who have the required credentials will be allowed to teach.

Instructors teaching DE classes at the high school are employed by the district and are dual enrollment adjunct faculty for NOVA. The instructors are responsible to the district and are subject to agreements made in the annual Contract for Dual Enrollment which is signed by the superintendent of the district and by NOVA's president. As agreed in the contract, teachers will be working with a NOVA campus academic division and are both welcomed and encouraged to attend faculty orientation and other in-service programs at the College.

At times, the dual enrollment class may be offered online using a NOVA-Online adjunct as a teacher. Some schools choose to have students who enroll in online classes report to a classroom when the course is scheduled and a high school teacher is assigned to the class in the role of a "learning coach." This person is responsible for classroom management, provides needed help with students during class, and works collaboratively with the NOVA adjunct in planning for the weeks between semesters when the college adjunct does not work. This method is encouraged, especially for students who are having their first experience with an online class and may need assistance with developing the self-discipline required to keep up with an online class.

Occasionally, college faculty will substitute or teach a DE class at the high school. This instructor will follow the high school calendar including high school holidays and teacher work days,

inclement weather policy, etc. Please see section 3.5 for expectations for a NOVA full time or adjunct faculty member teaching a dual enrolled class at the high school.

Schools should immediately notify the Office of Dual Enrollment if a Dual Enrollment teacher leaves the position during the school year. High Schools are encouraged to send resumes and transcripts of potential new Dual Enrollment teachers to the ODE as soon as possible for review.

IV. DE Instructor Personnel File

The official personnel file of a DE adjunct faculty member will be maintained and updated in the Human Resources Office with a copy maintained at the sponsoring division. Items required as part of the personnel file include:

- NVCC Form 105-47A Dual Enrollment Proposal for Adjunct Faculty Initial Appointment
- Official transcripts
- Resume
- Approval by Human Resources Department
- NVCC 105-77 Personnel information / Emergency Contact Information: <https://www.nvcc.edu/forms/pdf/105-077.pdf>
- NVCC Form 105-146 Confidentiality of Student Records (Family Educational Rights and Privacy Act): <https://www.nvcc.edu/forms/pdf/105-146.pdf>
- NVCC Form 105-011 Employee Ethics Agreement: <https://www.nvcc.edu/forms/pdf/105-011.pdf>
- NVCC Form 105-078 IT Acceptable Use Agreement: <https://www.nvcc.edu/forms/pdf/105-078.pdf>
- [Policy 1.75 Use of Electronic Communications and Social Media](#)
- IT Security Awareness Form: http://www.nvcc.edu/policies/_pdf/503-ITSecurityAwarenessPolicy.pdf

If a candidate wishes to teach a non-transferable course and does not have preferred coursework, but has the minimum degree and has experience or other courses that may apply, a Justification Request (<https://www.nvcc.edu/forms/pdf/105-015.pdf>) is required. This above set of documents will also include the justification form; a reference letter; employment verification for any work within the field; any certificates earned within the field; and a copy of their state teacher's license.

Because DE adjunct faculty members from the high schools are employees of the district or accredited private school, there is no need for the following documents:

- I-9
- federal and state tax withholding forms
- child support form

- employment verification form
- 105-045 form as DE Instructors do not need email or LAN access

Should this teacher be used as on-campus adjunct instructor, these forms would then be completed in the campus academic division office and will be forward to HR by the division office. If the high school teacher has taught DE classes for several years, the teacher may be asked to complete the forms again to update old information.

If an instructor for DE classes is employed full time by the high school and the classes are part of the assigned teaching workload, NOVA will reimburse the school system for the services of its employee instead of directly compensating the DE instructor. Although the instructor will be hired similar to a college adjunct, the instructor will not be issued a paycheck by NOVA.

If NOVA employs an instructor who is not affiliated with the high school, the college will pay the instructor member directly and the high school will be billed the established faculty rate. Payment of faculty salaries will be in accordance with rates approved by the VCCS for NOVA and appointments will be made on a term-to-term basis.

All NOVA Dual Enrollment faculty members are assigned an EMPL ID, username and password. These can be found by going to <https://www.nvcc.edu/novaconnect/students/tuts/index.html> or by calling IT HELP DESK at (703) 426-4141

V. DE Instructor Responsibilities

The following are specific responsibilities of adjunct faculty who teach DE classes in the high school:

- Accept the mission and purposes of NOVA as stated in the Adjunct Faculty Handbook
- Teach each assigned DE class as a college class with appropriate rigor and adherence to the course content and outcomes set by the college
- Be responsible to the academic division dean/designee for providing quality instruction for students; meet with the dean and/or liaison to clarify duties and responsibilities
- Adhere to the statement on professional ethics in accordance with NOVA policies, procedures and regulations
- Attend faculty orientation and other in-service programs at the College
- Use textbooks and other instructional materials selected/approved by the academic division sponsoring the DE class. High schools may elect to purchase approved textbooks for their students. Contact the academic division dean's office for an instructor's edition textbook
- Submit syllabi of all DE classes to the ODE Coordinator and academic division sponsoring the DE class before the end of the second week of classes. Give each student a syllabus at

the beginning of the course, and review it with the students. See Section 3.9– Contract Dual Enrollment Course Syllabi for required elements of all contract DE class syllabi

- Review the provided student orientation during the first week of class
- Meet assigned class(es) at the scheduled time and for the entire duration
- Once students are registered for the class through the ODE, review the roster and alert the ODE coordinator if there are issues
- Keep a record of enrollments, drops and withdrawals and inform students and ODE of any changes

Only DE students may participate in college classes earning credit.
Students may not be enrolled retroactively after the drop date.

- Review and verify class roster(s) upon receipt of the electronic form to confirm college credit is accurately awarded.
- If desired, use your district email account when communicating with students.
- Obtain prior approval from the dean or designee to use a substitute instructor either to teach a class or to proctor an exam. The substitute must be appropriately credentialed.
- Upon receipt of the student evaluation link, facilitate a process allowing students time to complete the electronic form. Every instructor should aim to have at least up to 85 percent compliance on the completion of student evaluations
- Enter final grades into SIS at the end of the semester by the deadline provided by the ODE. At the end of the spring semester, **ALL GRADES MUST BE PUT INTO SIS BEFORE LEAVING FOR THE SUMMER**

Directions for entering grades into NOVA’s Student Information System (SIS) can be found at <https://www.nvcc.edu/novaconnect/faculty/tuts/grades/html>.

VI. DE Instructor Privileges

When a high school teacher also becomes a NOVA adjunct, benefits include:

- Opening dialogue and collaboration between high school and community college faculty
- Providing a broader array of courses available to high school students
- Providing an opportunity for high school adjunct instructor to also teach courses at a NOVA campus
- Enhancing the high school teacher’s professional development

Dual enrollment instructors will receive access to NOVAConnect—Student Information System (SIS) for rosters, grading and Blackboard. Although instructors are encouraged to have students

use NOVA's Blackboard tool for placing their syllabus, assignments and other learning materials, it is recognized that some high school instructors will prefer to use their district email and Blackboard or other district tool. The district email may be used to communicate with a student/parent but under no circumstance should this be done using a personal email account.

DE instructors can obtain a NOVACard which will give them access to NOVA libraries, bookstores and technical support. For more information on the NOVACard, please see: <https://www.nvcc.edu/novacard/>. In addition, they are encouraged to take advantage of the many professional development activities offered by the college and to attend division and discipline meetings to meet colleagues and stay aware of issues of importance.

VII. Textbook Selection for DE Courses Taught at the High School

The academic division sponsoring the contract DE class will select the textbook(s) for use in the high schools. At times the department allows the school to use current textbooks that are considered equal to those used by the division. The cost of the textbook will be in addition to the tuition and fees for the course. Many high schools elect to purchase approved textbooks for their students which are used by the students and returned at the end of the course.

VIII. Course Content Summaries

All contract DE classes are NOVA courses and therefore must include the major topics included in the course content summary. A course content summary is a concise, general purpose document used by all faculty as a common basis for describing the major elements of the course. The course content summary is signed by the faculty within the discipline. It is used in the preparation of course syllabi and for various administrative purposes. Course content summaries are maintained in a permanent file that can be found online at <https://www.nvcc.edu/courses/default.aspx>.

IX. Dual Enrollment Course Syllabi

The creation of a course syllabus is based on the course content summary. It outlines a specific plan for conducting instruction in a course and is developed by the faculty member teaching the course. The course syllabus will inform the students about the objectives to be achieved, the topics that will be covered, assignments and other requirements of the course, how the course will be conducted, student responsibilities, attendance, and how grades will be determined. Each student will receive a syllabus for each NOVA course, which will be reviewed at the beginning of the course.

All DE instructors must submit a syllabus for each class per semester they teach. The syllabus must be approved by the academic dean/designee sponsoring the class and will be kept on file for a minimum of four years. Sample syllabi for courses are available in the academic division office.

The syllabus must include the following elements:

- Course number and title
- Instructor's name, phone number, college/high school e-mail address, office hours
- Objectives that students are expected to achieve upon successful completion of the course. These must be consistent with the objectives in the course content summary. See Course Content Summaries at <http://www.nvcc.edu/courses/default.aspx>
- Prerequisites and level of preparation expected to succeed in course
- Description of how course is going to be conducted. This is typically a proposed schedule of instruction. Topics must be consistent with those described in the course content summary and may include additional topics during the semester as time permits
- Student responsibilities, including required textbooks or other instructional materials, assignments and other requirements of the course
- Statement of how grades will be determined
- Attendance policy – each faculty member is responsible for establishing and communicating to students the specific attendance requirements of their courses that are consistent with the objectives of the course and policies of the division
- Drop and withdrawal dates for the semester
- Additional information, e.g., supplemental instructional materials, final exam date, course policies, self-advocacy, special services/disability statement, holidays, etc. or topics may also be included

The information on the syllabus should be organized in a manner that is appropriate to the course.

Academic division deans may specify additional required information to be included and/or formats for course syllabi within their divisions.

Any policies listed or implied in course syllabi must be consistent with NOVA policies. If there is a conflict between a course syllabus and published NOVA policies, NOVA published policies supersede those listed in the syllabus.

X. Student Participation in Dual Enrolled Courses in the High School

Dual Enrollment is primarily offered to junior and senior students and courses may be taken starting the summer between their sophomore and junior year. For DE courses that commonly transfer (for example English, history, psychology) all students in the class must be dual enrolled

and take the class for college credit. These classes may not include students who are not taking the class for dual credit.

For approved DE classes that do not commonly transfer, (e.g. automotive, horticulture, etc.) it is not necessary, but highly recommend, that all students be dual enrolled and take the class for college credit. If the class is mixed, additional assignments should be given to DE students in keeping with assignments given at the college. Students cannot be enrolled in the NOVA section after the drop date for each semester. Students also cannot be enrolled retroactively after the course is completed.

Freshman and sophomore students wanting to participate in DE must complete the Underclass Exception Packet which includes placement scores and transcripts. This packet is sent to Director of DE through the DE Coordinator. Each student seeking DE participation must be approved by the NOVA Vice President of Academic Services. It is expected that the students' exception packets show them to be exceptional.

If a CTE certificate of study program is dual enrolled and begins at level I in a student's sophomore year in high school, those students will be permitted to be dual enrolled, provided that they meet the required placement qualifications for the courses they wish to take. Examples of these types of CTE sophomore exceptions include Welding, Automotive, and certain IT courses.

XI. Recruiting and Preparing Students for Dual Enrolled Courses

ODE staff is available to guide the high school coordinator through the steps in recruiting and preparing students to participate in classes. Students and their parents should be oriented to DE opportunities through parent meetings and / or written materials. The ODE can assist with speakers, presentation materials and brochures to help in this endeavor.

The ODE provides assistance with the application process, with test preparation advice, and with placement testing in the high school. ODE staff will work with the teacher to set a schedule for these activities and prefers to facilitate these activities to minimize potential problems. No student may be enrolled in DE classes without first applying to the college and then completing the testing requirements to assure he/she is capable of handling college level work.

Each student taking DE courses at their high school must complete an intent form. The ODE Coordinator will provide the document to the high school's DE teacher or coordinator for distribution to all interested students. The intent form must be signed by the student and parent (for all students under 18) and by the high school counselor. A student will not be added to the class roster without a signed permission form. The form should provide information of placement on the VPT, (PSAT), SAT, ACT or approved AP course final exam including the date and scores of the exam. It is extremely important that all DE students be enrolled prior to the start of a DE class; students are not permitted to enroll in a class retroactively.

XII. Student Application to NOVA

The first step in taking DE classes at NOVA is to apply to the college. Please refer to Applying to NOVA under Section B, on page 16, – General Enrollment Steps and Policies for information on the student application process. Teachers may take their class to a computer lab and help all students through the process or may require them to apply on their own and bring back the student ID number and the username given to them after submitting the application.

The DE Coordinator/teacher must collect this information for every student wishing to take the placement test and/or who will be providing documentation from one of the options. The application process is simple and requires only a few minutes to complete.

XIII. Placement into a DE Course

Students wishing to take DE classes must demonstrate their readiness to handle college coursework. All students must show proof of English and math readiness. Please see College Placement under Section 2 – General Enrollment Process, Requirements and Grading Policies for information on demonstration of college readiness.

XIV. Testing in the High School

English and/or math placement tests may be given at the high school at prearranged times announced by the high school administrator. The ODE and high school administrator will agree on at least two dates for students to take the test which may be given during the school day, after school, or on Saturday. Students who do not take the test at the school may take the placement test on campus; however, this should not be necessary for most contract DE students. If a student must go on to campus to test, he/she should be given a testing pass from their high school guidance office that contains all his/her NOVA information and specifies what testing needs to be administered.

Many students meet college placement and readiness through other qualifying test scores. For students who are missing placement and/or readiness, testing can be arranged at the high school for groups of 10 or more students. If fewer students require testing, testing passes will be issued to go to their closest NOVA campus to test in the Testing Center.

XV. Dual Enrollment Intent Forms

In order for a student to participate in a DE class, each student must complete an intent form which will be signed by the student, parent/guardian, and high school counselor. Principals will sign a form at the beginning of the year verifying that all students enrolled in the DE section will get the equivalent high school credit.

To prepare an intent form for students, please be sure the form already contains the year/semester of the test and scores, the name of the NOVA course and the equivalent high

school course, and the name of the school. Students can then add their name, signature, and date, EMPLID and signature along with their parent/guardian. For students not taking the VPT, the intent form must include information provided by the high school counselor with the scores and dates of qualifying exemption.

ODE will not enroll a student who does not have a completed intent form by the specified census date each semester.

The school collects all forms and documents, reviews them for complete information, and turns them into their NOVA DE Coordinator. Schools will also need to send official high school rosters to the DE Coordinator before classes can be enrolled. When class sections are created, the high school will send updated class rosters to the DE Coordinator. If the course is a CTE course, the school must indicate which students are taking the course for dual credit. All students in CTE dual enrollment courses need to confirm their enrollment status with their high school. Contract DE students should speak to their high school counselors or teachers if they have questions regarding their contract DE class.

Principals will be sent a separate form (Principal Course Approval Form) at the beginning of the school year verifying that the students enrolled in the DE sections will receive the equivalent high school credit. This signed form will be signed and returned to the DE Coordinator before the enrollment date for the semester.

XVI. Adjunct Faculty Evaluations

All adjunct faculty members who teach DE classes at the high schools will be observed and evaluated by a college designated faculty liaison at least once per academic year. The evaluation will occur during the first semester the course is offered that academic year. A faculty performance evaluation will be completed and kept in the faculty member's file which is maintained in the NOVA academic division office. The DE faculty member will be evaluated on how well the instructor is fulfilling the DE Instructor Responsibilities listed in section 3.5. This includes responsibilities such as providing quality instruction, reviewing class rosters and verifications, and having students complete the course evaluation process.

The academic division dean or designee will provide a written copy of the evaluation with narrative comments to the faculty member along with an invitation to discuss the evaluation. In addition, student evaluations are a required component of the evaluation of all contract DE classes. Students must complete student evaluations for each class each semester. An electronic student evaluation form is used; the link will be sent to each teacher at least one month before the end of class. The results of the responses will be reviewed by the division/designee sponsoring the contract DE class.

Since the student electronic evaluation instrument will be completed and submitted online, to get the best results, it is recommended that the class be taken to a computer lab to complete

this form. Once the information is compiled by the ODE, the results will be sent to the instructor and his/her liaison who will then review and discuss the results.

The faculty evaluation form with all attached narrative comments and student evaluation forms will be made part of the adjunct faculty member's official personnel file. For auditing purposes, the compiled results for the online evaluation must be kept on file for a minimum of four years.

In the event the DE faculty evaluation indicates a concern, an Improvement Plan will be created and provided to the instructor. This plan will also be shared with the high school principal and the school Dual Enrollment coordinator. The college liaison will conduct an additional visit during the academic year to provide feedback and support. If the corrections are not made in a satisfactory manner, the teacher will not be permitted to continue as a Dual Enrollment adjunct faculty member the following school year.

XVII. Final Student Examinations and Assessments

The academic division sponsoring the contract DE class together with the high school will determine the procedure and dates of the final examination and/or assessments. Faculty should confer with the academic division dean or designee regarding the date(s) for the final exam and/or assessments. Some departments may require that a college-wide test be used for the final assessment.

While some school districts may exempt students who are receiving an "A" in a high school course from having to take the final exam for their high school class, all students must take the final examination for every DE course regardless of grade in the course.

XVIII. Grade Submission

All dual enrollment instructors must submit final grades in NOVA's Student Information System within three business days of the end of the semester.

Directions for entering grades into NOVA's student system can be found at:

<http://www.nvcc.edu/novaconnect/faculty/tuts/grades.html>.

XIX. Maintaining Records of Student Enrollment, Attendance, & Withdrawals

Faculty teaching contract DE classes at the high school must pay attention to the attendance of students in order to correctly handle drops and withdrawals before the receipt of the roster verification electronic document. If a student is absent for many or most classes, he/she should be dropped or withdrawn from the class to avoid failing the course.

Contract DE classes follow different deadlines for fall and spring semesters. For both semesters, the deadline to enroll contract DE students is prior to the drop date for the class.

For contract DE classes for which the school is paying tuition, any student on the NOVA roster after these enrollment deadlines will be included on the final invoice sent to the high school or school.

Attendance policies for contract DE classes are established by the academic division sponsoring the class and must be communicated to students. As college students, DE students are personally responsible for regular and punctual class attendance. Dual enrollment teachers are responsible for communicating specific attendance requirements of the class that are consistent with course objectives.

Students may withdraw from a DE class without academic penalty within the first 60% of a session and receive a grade of "W." After that time, students who withdraw will receive a grade of "F," except under mitigating circumstances. After 60% of the course is completed, the student must receive faculty approval and approval by the dean sponsoring the DE class in order for the student to receive a grade of "W" instead of an "F."

All withdrawals after the 60% date must be documented on the course withdrawal form. Mitigating circumstances include personal illness, illness or death in the family, geographic transfer, financial emergency of the student, or other circumstances beyond the student's control.

Mitigating circumstances do not include: failure to attend class or "For the benefit of the student" who does not want to receive a lower grade than expected.

The ODE will provide all contract DE faculty members with the following dates before the DE class begins:

- Last day to enroll contract DE students
- Last day to remove DE students from the class roster, drop date, so that students do not receive a "W" grade on their college transcript. New students may not enroll after this date
- Last day to withdraw without grade penalty (before completion of 60 percent of a session)
- Last day to enter final grades in NOVA's system

XX. Confidentiality of Student Records

As overseen by the U.S. Department of Education, the Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents the right to have access to their children's education

records, the right to seek to have the records amend, and the right to have some control over the disclosure of personally identifiable information from the education records.

Please see Section 18, on page 14 – Confidentiality of Dual Enrolled Student Records.

XXI. Helping High School Senior Dual Enrollment Students Planning to Continue at NOVA

Students will likely be anxious to get their courses settled for the semester after they have graduated from high school. Those who are part of NOVA's Pathway to the Baccalaureate Program will be assisted in choosing their major, completing the financial aid process and registering for college. For high school students not in the program, the student must work with a GPS First-Year Advisor to register for summer or fall classes. Because all high school students have a hold on their file, the student and guidance counselor must complete Form 125-104, Early Admission Certificate for Graduating High School Seniors <https://www.nvcc.edu/forms/pdf/125-104.pdf>.

This should then be taken to the NOVA Student Services Center where he/she will be helped. The student will also be expected to attend an orientation to the college.

It is essential that all counselors working with students to take college classes are aware of the processes for participation either on campus or at the high school. That knowledge assures that students are given the correct guidance and are not wasting time in classes that will not lead to transferal or completion of a degree or certificate.

XXII. NOVA Faculty Teaching a Contract Dual Enrolled Course

Occasionally a school district will ask the College to provide a NOVA faculty member to teach a DE course at the high school. Because high school administrators may have additional expectations from those held by the college, it is recommended that the NOVA faculty member meet with the sponsoring high school administrator before classes begin. In this meeting, the syllabus should be shared, with special attention to the guidance you provide students as to your expectations.

Please note that this is not a meeting for the high school administration to approve or disapprove the college level syllabus. Rather, this is an informational meeting to set expectations. DE classes will meet the same standards for academic rigor, student contact hours, and student behavior as typical NOVA courses.

Following are the **MINIMUM** areas for discussion:

- i. Syllabus: It must be clearly understood that a DE course is a college course for which the student may also be awarded high school credit. A college-level textbook approved by NOVA must be used along with a syllabus that meets college requirements. The syllabus must include the teacher's expectations regarding attendance, classroom behavior, timeliness of assignments, grading, etc.
- ii. Teaching schedule: There are alternatives pending upon the high school schedule, but NOVA teachers are expected to meet with the class through the semester, keeping with the school's class schedule
- iii. Student Attendance: Regular attendance in a college DE class is expected. If a student is / will be absent, the student must contact the faculty member directly, along with their home school and academy
- iv. Teacher attendance: The NOVA FACULTY MEMBER is required to notify the high school and the college-assigned liaison as soon as possible when he/she will be absent from the DE class. The high school is responsible for recruiting a district substitute teacher for an absence which will occur during one week. If the absence will be longer, the college liaison should make arrangements to find a substitute until the teacher returns and arrangements must be made for the payment of the substitute
- v. Make-up work (TO INCLUDE QUIZZES, EXAMS, and PROJECTS): The faculty member should clearly state in the syllabus how make-up work will be handled. High school students are making the transition to college through DE classes; the goal of every person working with these students is to help them succeed and become comfortable working within the rigor of college-level courses. This does not suggest leniency in the timeliness of required work, but does suggest that a make-up assignment lets the student reinforce learning. Grading of any LATE assignment should begin at a lower level than those received on the due date and there should be a cutoff beyond which assignments will no longer be accepted
- vi. Grading: It is a practice in several school districts to provide interim grades to students and parents. Since your students should always know where they stand, there is no reason not to comply with this request. It is important to establish how often these grades will be expected and a clear calendar showing when grades are due. Although high school grades may include a plus or minus sign, the college grade includes only the letter
- vii. Parent meetings: FERPA policy clearly states that college faculty members are able to share DE student information with parents who claim the student as a dependent. In practice, it is expected that the DE teacher will share this information with the appropriate school administrator who will then relate it to the parent. If a college faculty member chooses to participate in a parent meeting, the student must be present and considered an active member within the discussion. College faculty members are not

obligated to reply to email or telephone inquiries of parents of DE students, but if they do have conversations, it is wise to copy the school administrator should the parent choose to follow up with the high school administration

- viii. Faculty meetings, open houses, etc.: The college faculty member is encouraged to participate in any event or meeting which would benefit the relationship between NOVA and the high school. This is a visible and important demonstration of NOVA's community outreach and meets requirements in the faculty member's job description. Although participation is encouraged, attendance is at the discretion of the faculty member
- ix. Drop and Add dates: Students in contract classes have been given a "grace period" before the class starts in order to determine if the student is capable and willing to participate in a DE class. The teacher and administrators should be aware of these drop and withdrawal dates in order to handle the appropriate paperwork and to determine the effect on the invoice that will be received by the high school (if applicable)
- x. Other items to clarify include: Badging, keys, parking passes; IT accounts, copier access and IT support procedures; weather and/or delayed opening notification procedures and schedule

D. Information for NOVA Administrators

The Office of Dual Enrollment (ODE) was created in 2009 because of the increasing number of contract class offerings within Northern Virginia. The ODE is primarily involved in managing all the paperwork and processes related to the business and student services components of DE that take place in the high schools. The responsibilities of this office include:

- Updating the DE manual which is available on the NOVA web site
- Compiling the list of annual courses to be offered in district high schools and sharing with NOVA academic division chairs for review and approval before each semester
- Creating courses and adding rosters in SIS
- Receiving and sending proposed faculty transcripts and resume forward to department for review before an initial meeting between academic representatives from NOVA and high school/district representatives

- Assisting with distribution and collection of HR paperwork and delivering to appropriate division
- Attending initial meeting between NOVA and high school representatives to record agreements
- Attending parent and student information meetings
- Assisting high school DE coordinator/teacher with orientation of potential DE students.
- Working with high school administration to help students apply for admission to NOVA and take the college placement test(s)
- Coordinating and facilitating testing process; proctor tests, record scores and determine students who are eligible to take the DE class
- Collecting from each DE teacher/coordinator all signed Intent Forms. Forms are kept in the ODE for auditing purposes
- Verifying that placement test requirements and prerequisites are met. Collecting all documentation that waives the need for placement testing and posting all placement testing results to the students' records
- Handling all changes on original roster including drops and withdrawals throughout the semester
- Coordinating the verification process by sending and collecting verification forms signed by the DE teacher and school principal
- Working with Finance to assure the billing process is completed
- Facilitating the end of semester online evaluation process; compiling results and submitting to teacher and College liaison
- Monitoring the posting of grades for contract students each semester
- Scanning of all relevant student information into ImageNow
- Identification and recognition of any DE students who have made Dean's List and Presidential Scholar awards for each semester

I. Academic Division Responsibilities for Contract Dual Enrolled Courses & Sponsoring

Contract dual enrolled classes are those offered within a high school, preferably taught by a high school faculty member who meets the credentialing requirements for a NOVA adjunct. High schools sponsoring the contract classes are given credit for providing opportunities to students as well as the in-kind contributions exemplified by use of their facility and use of their own faculty, often reducing the student tuition rate to zero.

Dual enrollment course offerings are determined each semester by a joint decision of the high school and the academic division at NOVA sponsoring the class(es). The final determination of course offerings is based on the number of students who meet the eligibility requirements and the availability of faculty to teach the class.

The academic division dean/designee must ensure that all contract classes are equivalent with other instruction offered on campus, specifically in terms of course objectives, components of

syllabi, level and rigor of content, textbooks, student outcomes assessment and faculty evaluation.

Instructors must conform to college policies regarding verifying class rosters, taking attendance, and providing final grades at the end of the semester. The academic dean/designee overseeing the contract class must evaluate the instructor each semester using NOVA's adjunct evaluation form. Students evaluate the teacher through an electronic evaluation form, and it is recommended for new teachers that there will be a formal meeting at the end of the school year to determine areas of strength and opportunities for improvement.

The following guidelines give a step-by-step checklist of responsibilities for academic deans, designees and / or division staff (Items marked with * indicate those items that are subject to regular audit by the College and the VCCS):

- *Meet with appropriate high school official(s) to discuss DE contract classes and possible course offerings
- *Discuss strategies with high school administrators to inform students and parents of DE opportunity
- *Respond positively to a request made from the high school to participate in a student/parent orientation session at the high school to communicate benefits and risks of DE and the process involved
- *Identify qualified faculty to teach the class
 - i. If a high school teacher is identified, the academic dean/designee is responsible for certifying that the faculty member meets the qualifications necessary to teach at NOVA. Once receiving informal approval, the ODE will handle the distribution and collection of needed documents which will then be turned over to the academic division for signatures through the provost level. Because all original documents will be submitted to HR for the final approval process, it is suggested that the academic division make a copy of the package before sending it forward. It is the division's responsibility to ensure faculty receive academic orientation and other in-service program information

All efforts should be made to identify high school teachers within the district to teach contract DE classes. If the instructor hired to teach classes is employed full-time by the high school and the classes are assigned during the regular school day as part of the assigned teaching workload, NOVA will not provide additional compensation for the faculty member. The workload units for this instructor should be zeroed out so no paycheck is issued.

If the high school does not have a qualified instructor on staff, the academic dean/designee may recommend an on-campus adjunct instructor or full-time faculty member with the flexibility to teach at the high school. This college instructor must agree to work the district calendar, not NOVA's. The district also agrees to pay the faculty fee for the courses taught in the high school.

If the academic division hires a qualified high school instructor to teach the class, a faculty liaison must be paired with the high school instructor. The liaison may:

- Assist in the development and approval of the course syllabus
- Oversee course assignments and share course materials
- Assist with grading standards
- Meet with the high school faculty member in some forum (in person or via telephone) at least twice a semester
- Formally observe the teacher once a semester the first year and once a year thereafter; share the results of the observation and discuss options for improvement if required.
- Make college services known and available to the high school faculty member, e.g., library services and technical services
- Assist with final grade input at the end of the semester

The academic division dean/designee is responsible for ensuring the quality of the course taught at the high school. Contract DE classes are college classes and must maintain the academic standards and quality of all NOVA classes.

The academic division dean/designee is responsible for collecting and approving the course syllabus for each contract class. All course textbook(s) must be approved by the division. The syllabi for contract classes must be kept on file in the academic division and retained for a minimum of four years.

Students in all high school classes must complete electronic evaluations for each class attended during the semester.

In 2010, the ODE took the evaluation form created in 2008 and designed an electronic student evaluation form for use in contract DE classes. An email with the evaluation link is sent to each faculty member the month before the end of the class and teachers are asked to set aside time in a computer lab to assure that all students complete the form. Once all evaluations are in the system, a compiled report will be sent to both the teacher and their liaison for inclusion in their faculty file.

The ODE notifies all teachers when grades are due, and then monitors and reminds teachers if grades are not input by the deadline.

II. Specific Guidelines for Contract Dual Enrolled Courses

There is no age-level requirement for contract students, but they must be high school juniors or seniors. Exceptions to the grade-level policy may be considered for exceptional freshman and sophomore students who are able to demonstrate readiness for college-level coursework. Since the admission of freshman and sophomore students is considered exceptional, each freshman and sophomore student will be treated on a case-by case basis and require formal approval by the College president/designee. See Section I, on page 21, Procedure for Requesting Exception to Grade-Level Policy.

Contract DE classes provide opportunity for high school students to enroll in scheduled college-credit courses conducted exclusively for high school students at their high school. Contract DE classes are NOVA classes, which have been approved as minimally equivalent to high school courses. Because many of these courses are taken all year, it is not difficult to cover all the course competencies required by the College and by the VDOE. These classes have the same academic rigor as the regularly scheduled college-credit classes and meet all the college accreditation standards. The courses offered are determined through mutual agreement of the participating public school or private school and NOVA.

To finalize a DE contract partnership, the superintendent for the school system (or private school equivalent) and the president of NOVA must sign the Dual Enrollment Agreement. Currently, NOVA has signed agreements with eight area public school systems including Alexandria Public Schools, Arlington County Public Schools, Falls Church City Public Schools, Fairfax County Public Schools, Loudoun County Public Schools, Manassas City Public Schools, Manassas Park City Public Schools, and Prince William County Public Schools. NOVA also has contracts with Paul VI Catholic High School, The Seton School, Wakefield School, Bishop Ireton, Christ Chapel and Pinnacle Academy.

Revisions to these agreements may be negotiated between the school system and NOVA. If a revision is needed, the Associate Vice President for Academic Services will serve as NOVA's contact for the negotiations.

The signed agreement defines the terms and conditions under which contract courses will be offered by NOVA. Please email the ODE if you wish a copy of the DE agreement with a specific district/school. These contracts are generally due to the VCCS in early September.

III. Processing Procedures for Dual Enrollment Adjunct Faculty

When a proposed instructor is identified, the following steps will be followed:

- a. The resume and unofficial transcript will be sent by email from the ODE to the Credentialing Specialist in the Human Resources Department and to the appropriate campus dean for credential review. The Adjunct Faculty Specialist and campus academic dean will approve or disapprove the credentials for the course(s) to be taught (or conditionally approve the

adjunct until a Justification Request (JR) is approved) and notify the ODE and the Campus dean of the determination. It is critically important that the academic division evaluate the credentials of potential DE adjunct faculty using exactly the same methods and criteria that would apply to adjunct faculty who teach on campus or for NOVA-Online.

The ODE will email all necessary forms to the candidate and will serve as the receiver of the forms and official transcripts. To assure that the correct forms are used, divisions are asked not to handle this responsibility.

- b. If the teacher is given conditional approval and requires a Justification Request, HR will notify the ODE of the required documentation needed: the justification form; a reference letter; employment verification for any work within the field; any certificates earned within the field; a copy of the state teacher's license. The ODE will gather these documents and submit to the hiring dean for assistance in preparing the Justification Request. The JR will be processed through the Campus of record to HR.
- c. If approved, the ODE will create the adjunct file to include the following forms:
 - NVCC Form 105-47A Dual Enrollment Proposal for Adjunct Faculty Initial Appointment
 - Official transcripts
 - Resume
 - Approval by Human Resources Department
 - NVCC 105-77 Personnel information / Emergency Contact Information: <https://www.nvcc.edu/forms/pdf/105-077.pdf>
 - NVCC Form 105-146 Confidentiality of Student Records (Family Educational Rights and Privacy Act): <https://www.nvcc.edu/forms/pdf/105-146.pdf>
 - NVCC Form 105-011 Employee Ethics Agreement: <https://www.nvcc.edu/forms/pdf/105-011.pdf>
 - NVCC Form 105-078 IT Acceptable Use Agreement: <https://www.nvcc.edu/forms/pdf/105-078.pdf>
 - [Policy 1.75 Use of Electronic Communications and Social Media](#)
 - IT Security Awareness Form: <http://www.nvcc.edu/policies/pdf/503-ITSecurityAwarenessPolicy.pdf>

The Academic division dean will review the NVCC Form 105-47A for correctness, and where necessary, create the NVCC Form 105-015 Justification Request for Faculty Competence (if required)

No payroll forms, background check release, or I-9 need to be completed for contract DE faculty since they are not being paid by NOVA. If a contract DE faculty member also teaches on campus, additional forms will be required.

- d. The ODE will prepare the HR file and will forward it to the sponsoring academic division for signatures. Once all signatures are obtained, the academic division will obtain EMPLID and will place the teacher into the SIS approved Instructor/Advisor table. The academic division will then notify the ODE registrar that the teacher has been added, allowing the registrar to create the appropriate class.
1. The academic division scans the documents into ImageNow and sends the original to the HR office for the final approval process. Once the person has been formally approved, the academic division will be responsible for putting the faculty member in the teaching panel.
 2. The academic division will inform the ODE when the process is complete and provide ODE with the instructor's EMPLID, username and any additional login information. The ODE will inform the instructor of this information.
 3. A communication will be sent to the instructor containing their EMPLID, username, NOVA faculty liaison and other relevant information.

IV. Resolving Quality Concerns (Non-Compliance)

In the case that an instructor fails to meet Dual Enrollment requirements, the following steps will be taken:

- a. The designated Faculty Liaison or the Director of ODE will outline concerns with the DE instructor and set a reasonable time for the instructor to address concerns and come into compliance. All communication should be documented including actions being taken by both parties.
- b. If concerns are not corrected within a reasonable time (i.e., one semester) the Faculty Liaison will inform the Director of ODE of the concerns regarding the instructor so that he/she can contact the high school and / or school district administrator.
- c. If the above steps do not correct compliance concerns, the Director of ODE and Faculty Liaison will co-write a letter to the instructor and / or school district administrator identifying specific items of non-compliance and concern.

The letter documenting the non-compliance issues will contain the following key points:

- Include a specific date by which the non-compliance items need to be addressed or corrected
- Include the consequences of not correcting non-compliance items by the above date
- Include a place for dated signatures of the instructor, Faculty Liaison and Director of ODE
- Request that follow-up discussions are held with the appropriate parties on the non-compliance items

Once the letter has been sent, the Faculty Liaison or the Director of ODE will follow-up with the instructor to see if he/she has addressed and corrected the issues included in the letter before the stated deadline. The DE faculty will be removed from the DE program for the following school year if compliance is not met.

V. Billing Procedures for Contract Dual Enrollment Courses

Starting in fall 2015, students taking contract Dual Enrollment classes are not charged tuition for those classes. However, schools using a NOVA faculty member will be billed and sent an invoice for the faculty fee for that instructor.

The following steps outline the enrolling and billing procedures for contract DE classes charging a faculty fee:

- e. The ODE office receives from the high school a DE contract class roster and a complete packet of all signed student DE contract intent forms with qualifying scores and any other required documents
- f. The ODE office then enrolls all verified students in their respective NOVA contract DE classes
- g. After the drop date has passed the ODE office will send an electronic NOVA roster to the assigned teacher via email asking them to approve roster. Once the teacher approves this roster another email automatically then goes to the designated administrator for final approval. Upon final approval the approved class roster verification is automatically via email sent back to ODE showing that it has been approved by both the teacher and designated administrator
- h. Upon receipt of all the approved verified rosters from the high school, the registrar sends a list of all those rosters to the NOVA Tuition and Contracts Office
- i. NOVA Tuition and Contracts then prepares an invoice for the high school or district
- j. Once the invoice is prepared, the Tuition and Contracts Office via email sends the prepared invoice to the person designated by the high school to receive invoices for payment.

E. NOVA Office of Dual Enrollment

Contact Information

Mailing and Office Address:

3928 Pender Drive,
Suite 211
Fairfax, VA 22030

Office Phone: (703) 764-5067

Email: dualenrollment@nvcc.edu

Dr. Sharon Robertson
AVP, Academic Services

Email: srobertson@nvcc.edu

Ms. Amy Nearman
Director, ODE

Email: anearman@nvcc.edu

Coordinators:

Ms. Katie Aimone
ACPS, APS, FCCPS, FCPS, & Bishop Ireton

Email: kaimone@nvcc.edu

Ms. Kristen Carter
LCPS, Wakefield School, & Fairfax Christian School

Email: kcarter@nvcc.edu

Ms. Courtney Hill
*MCPS, MPCS, & Seton School
PWCS, Christ Chapel, & Paul VI Catholic High School*

Email: cchill@nvcc.edu

Registrars:

Ms. Molly Myers
Mr. Keith von Schrittz

Email: mmyers@nvcc.edu

Email: kvonschrittz@nvcc.edu

Data Specialist:

Mr. Mark Ecleo
Pinnacle Academy

Email: mecleo@nvcc.edu

F. Appendices

I. Governing Principles for Dual Enrollment between Virginia's Public Schools & the Virginia Community College System

a. Introduction

The Governing Principles for Dual Enrollment between Virginia Public Schools and the Virginia Community College System exist to provide a state-wide framework for successful, quality dual enrollment partnerships between public schools and community colleges. As such the Principles encourage rigorous educational pursuits; promote a wider range of course options for high school students; and advance access to and success in higher education and the workplace. In addition, because dual enrollment allows high school students to meet the requirements for high school graduation while simultaneously earning college credit, time is saved and the duplication of facilities and equipment is avoided, both of which have a positive economic impact on the Commonwealth of Virginia.

The benefits of dual enrollment programs are well-known. Dual enrollment programs expose high school students to rigorous coursework and prepare them for the academic and behavioral expectations of colleges and universities. High school students participating in dual enrollment programs have increased motivation and engage deeply with their learning, promoting a smoother college transition and increased chances of long-term academic success. Students who have participated in a dual enrollment program have higher high school graduation and college enrollment rates. When in college, these students have higher persistence and retention rates as well as higher GPAs. The acquisition of dual enrollment credits decreases the time required to complete a college degree resulting in significant cost savings.

These Governing Principles align with the Code of Virginia, which recognizes community colleges as the primary providers of college education for high school students in the Commonwealth; with State Council for Higher Education for Virginia (SCHEV) policy; with Virginia Department of Education (VDOE) policy; and with all policies, standards and requirements set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Dual Enrollment faculty and students shall be bound by these Governing Principles.

For the purpose of this document, dual enrollment refers to community college coursework taken by high school students under the aegis of an agreement between a public school or public school division and a VCCS college wherein a student takes college-level coursework that counts towards high school graduation and is designed to result in earned college credits. High school students may elect to pursue one of several dual enrollment pathways. Students may take dual enrollment courses to enhance the rigor of their high school coursework but without deliberately seeking a post-secondary credential. Qualified students may choose a pathway that provides the opportunity to complete a certificate or an associate of arts or an associate of science degree and take courses that will transfer to post-secondary colleges and universities.

Students may choose to enroll in a career technical educational pathway that provides the opportunity to complete a certificate or an associate in applied science degree during or after high school that leads to entry into the workforce. In all cases the community college shall maintain institutional control of the courses and ensure curricular integrity.

These pathways represent working partnerships between community colleges and the public school divisions and shall be developed at the local level between the public school division and the individual community colleges authorized to contract such agreements. All such agreements, the plans for implementation, and the specific dual enrollment options and pathways provided to students shall comply with these Governing Principles and, as dictated by the Code of Virginia, be submitted by the institutions to the Chancellor of the Virginia Community College System and the Superintendent of Public Instruction annually.

b. Student Eligibility and Admission Requirements

The Regulations Establishing Standards for Accrediting Public Schools in Virginia (8 VAC 20-131), adopted by the Virginia Board of Education, governs and encourages student participation in dual enrollment arrangements under the following specified conditions:

- i. Written approval of the high school principal prior to participation in dual enrollment must be obtained;
- ii. The college must accept the high school student for admission to the course or courses; and
- iii. The course or courses must be offered by the college for degree credits (no remedial courses will be offered)

Colleges may offer admission to public and private high school juniors and seniors and home school students studying at the high school junior and senior levels, provided they are college ready according to VCCS policy.¹ Because admitting freshmen and sophomores is considered exceptional, the college-ready status of each prospective freshman and sophomore student will be treated on a case-by-case basis. Formal approval by the college president is required for admitting a ninth or tenth grade high school student. Home school students must provide a copy of a home school agreement approved by the school district or a letter from the local school board or a copy of the letter filed by the parent or legal guardian declaring home school for religious exemption. Documentation of parental permission is required for all dual enrollment students.

¹ Colleges are encouraged to apply these principles to private high school dual enrollment offerings and home school dual enrollment students. In all cases community colleges shall maintain institutional control of the dual enrollment courses and ensure curricular integrity of those courses.

All dual enrollment students must demonstrate readiness for college through placement testing or appropriate scores on the SAT, ACT, PSAT, AP, IB, or SOL. Students enrolling in a dual enrollment course must meet all college course pre-requisites. The community college shall assume responsibility, either on campus or at another location approved by the college, for administrative oversight of placement testing and registering students.

Dual enrollment students must be registered by the end of the add/drop period established for each course; exceptions must be approved by the Vice Chancellor for Academic Services and Research. Dual enrolled courses taught at the high school may not include non-dual enrolled students without the documented approval of the community college president.

c. Student Support Services

In order to support the dual enrolled student's collegial experience, the community college shall provide dual enrollment students access to appropriate student support programs, academic support services, and activities including access and user privileges to adequate library collections and services and any other learning information or resources.

d. Dual Enrollment Faculty

i. Selection of Faculty

Faculty shall be selected by the participating community college and shall meet the faculty qualification guidelines established by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the State Board for Community Colleges policies. When determining faculty qualifications, an institution considers the highest earned degree in the discipline and related work. The following guidelines shall be used:

- I. Faculty members teaching associate degree courses designed for transfer to a baccalaureate degree have earned a doctorate or master's degree in the teaching discipline or master's degree with a minimum of 18 graduate semester hours in the teaching discipline
- II. Faculty members teaching associate degree courses not designed for transfer to the baccalaureate degree have earned a bachelor's degree in the teaching discipline or associate's degree in the teaching field with demonstrated competencies in the teaching discipline and two years of occupational experience
- III. Faculty members teaching non-associate's degree occupational programs have earned a high school diploma or equivalent, associate or equivalent in the teaching field preferred, and five years of current occupational experience as defined by the State Board for Community Colleges

ii. Faculty Responsibility

Dual enrollment faculty shall conform to all college and departmental responsibilities, policies, and procedures related to dual enrollment courses. The faculty member shall:

- Prepare and disseminate a college-approved course syllabus that include all required information for the college course, including the college's grading scale;
- Adhere to the required number of instructional/contact hours for the course;
- Adhere to established college academic/instructional calendars for enrollment and grade submission;
- Use college-approved instructional materials;
- Incorporate all student learning outcomes and assessment of student learning outcomes into instruction;
- Participate in student evaluation of instructional effectiveness;
- Submit final course grades; and
- Participate in required meetings and professional development opportunities

e. Curriculum Standards

Dual enrollment courses shall be offered for college credit with the same departmental designations, course descriptions, numbers, titles, and credits as those listed in the VCCS Master Course File. All dual enrollment courses shall be equivalent to the pedagogical, theoretical, and philosophical orientation of the community college department and contain the same student learning outcomes, components of the syllabi, level and rigor of content, assessment and evaluation of student learning outcomes, and instructional effectiveness.

f. Evaluation

An effective dual enrollment program requires collaboration between public schools and community colleges to evaluate student learning outcomes, program learning outcomes, instructional effectiveness, and longitudinal outcomes. This evaluative process shall be coordinated by the community college with support from the public school to implement and collect information and data in a timely manner. The following guiding principles establish expectations for the community colleges and public schools regarding the evaluation of the dual enrollment program.

g. Student Learning Outcomes (SLO)

In order to ensure that dual enrollment courses taught at the high school meet the curricular depth and breadth of courses taught on community college campuses, all dual enrollment courses shall have the same student learning outcomes as those courses taught on campus. In addition student learning outcomes in all dual enrollment courses shall be assessed using common assessment measures identified and approved by the college and utilized in courses taught on campus. All course learning outcomes shall be communicated to students.

h. Program Learning Outcomes (PLO)

Where applicable, the community college's assessment of program learning outcomes shall include dual enrollment students.

i. Instructional Effectiveness

The community college shall conduct evaluations of dual enrollment instructors using college guidelines established for all adjunct or full-time faculty. High school faculty or adjunct faculty employed by the community college teaching a dual enrollment course shall be evaluated in accordance with the college's adjunct faculty evaluation process. Full-time community college faculty teaching a dual enrollment course shall be evaluated in accordance with the college's full-time faculty evaluation process.

Part of the evaluation of instructional effectiveness shall include student evaluation of faculty effectiveness. Student evaluation of faculty effectiveness shall be conducted each semester for each course offered in the dual enrollment program and use the same instruments used for all adjunct or full-time faculty. Results of the student evaluations of teaching effectiveness shall be compiled and shared with the academic dean or designee, the faculty member, and the designated public school representative.

j. Evaluation of Longitudinal Outcomes

Community colleges and public schools divisions shall work together to provide tracking data on the performance of dual enrollment students, including credits completed, college courses attempted and completed, cumulative GPA, high school graduation data, and any other data agreed upon. The specific data elements will be reported by the community college on a regular basis.

k. Continuous Improvement

In order to ensure the quality and effectiveness of the dual enrollment program, the community college will specify and evaluate dual enrollment programmatic outcomes and identify changes intended to result in continuous improvement.

l. Financial Issues

Public school divisions and community colleges should provide the opportunity for students to participate in dual enrollment at little or no cost to them or their families. Virginia Community College System (VCCS) policy requires that full tuition and fees be paid to community colleges for each student in every dual enrollment course. However, a college may reimburse a public school division a portion of tuition in recognition of the school division's contribution of resources toward student participation in the dual enrollment program:

- In accordance with the VCCS Dual Enrollment Financial Model, community colleges will reimburse school divisions when dual enrollment courses are offered in the high school and are taught by a qualified high school faculty member. The minimum amount of tuition that will be reimbursed is 60% of tuition charged. The reimbursement rate can be increased up to 100% of the tuition charged based on specific options negotiated by the community college and public school division. Total reimbursement may not exceed 100% of the tuition charged. School divisions may not charge dual enrollment students or their families more than the actual cost

of the tuition and fees charged. Reimbursement rates and justifications shall be documented in the annual dual enrollment contract between the community college and the school division

- When dual enrollment courses are not taught by high school faculty members, the community college may, in order to reduce the net cost to students, reimburse the school division a portion of tuition in recognition of agreed-to contributions of resources provided by the school division

Neither the school division nor the community college will be penalized in its state appropriation for implementing dual enrollment programs. Public schools shall receive average daily membership (ADM) credit for their students participating in these programs, and the community college shall receive full-time equivalent (FTE) credits for high school students participating in dual enrollment.

In accordance with VCCS policy, tuition shall be charged at the Virginia in-state rate for any high school student not otherwise qualified for in-state tuition who is enrolled in courses specifically designed as part of the high school curriculum in a community college for which the student may, upon successful completion, receive high school and community college credit pursuant to a dual enrollment agreement between the high school and the community college. In addition, a capital fee shall not be charged to any out-of-state dual enrolled student.

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Atif Qarni
Virginia Secretary of Education

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Steven R. Staples
Superintendent of Public Instruction

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Glenn Dubois
Chancellor, VCCS

II. Virginia Community College System Qualifications of Faculty

a. Explanation of Policy

- i. **Minimum Qualifications:** for hiring and promotion are comprised of State Board for Community Colleges' Policy as stated on this page, the VCCS-29 chart, and the following Principles of Accreditation of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS-COC).

“The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline in accordance with the guidelines listed below. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.”

- ii. **Emphasis on Continuous Improvement:** Faculty qualifications for promotion must emphasize enhancement of knowledge, skills, and abilities through supplemental education beyond the minimum required for initial hiring and through the accrual of successful full-time teaching experience. For this reason, faculty must complete credit hours beyond the current highest degree attained and/or additional years of full-time teaching experience as partial criteria for promotion.
- iii. **Equality of Rank across Disciplines and Programs:** Each faculty rank carries comparable levels of responsibility and requires comparable levels of content expertise relative to the discipline/program. To this end, faculty in both transfer and career and technical disciplines retain comparable privileges of and, relative to the discipline, must meet comparable expectations for each rank.
- iv. **SACS-COC Credential Guidelines**

Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctoral or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

 - Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: bachelor's degree in the teaching discipline, or associate's degree and demonstrated competencies in the teaching discipline
 - In addition to the above two categories of faculty specified by SACS, the VCCS adds the following categories

- Faculty teaching courses designed for non-associate degree occupational fields: high school diploma or equivalent with demonstrated competencies in the teaching field
 - Faculty teaching developmental courses: bachelor's degree in a discipline related to the teaching assignment and either teaching/occupational experience related to the teaching assignment or graduate coursework in developmental education
 - Faculty teaching Student Development (SDV) courses: A minimum of a bachelor's degree from a regionally accredited institution
- v. **Coverage:** The accompanying chart (VCCS-29) specifies the normal minimum criteria for each faculty rank for:
- Full-time and adjunct teaching faculty
 - Administrative and professional faculty (including counselors and librarians)

For Administrative and Professional Faculty:

- "Teaching effectiveness" refers to effective performance in the primary area of responsibility;
 - "Teaching experience" includes professional service in the primary area of responsibility;
 - "Graduate semester hours in teaching field" refers to coursework in one's occupational field for the purpose of hiring and promotion.
- vi. **Applicable Policies:** The chart will be used and interpreted in conjunction with the above explanation of policy; section 3.2, Faculty Qualifications; section 3.7, Faculty Promotions; and section 3.8.0, Procedure to Determine Faculty Entry Level Salaries in the VCCS Policy Manual.
- vii. **Minimum Requirements:**
- Fulfillment of normal minimum criteria does not guarantee original placement in, or promotion to, a given rank.
 - Minimum degree requirements for original appointments and promotions must be met.
 - The following are appropriate substitutions that may be used at the discretion of the college:
 - a. Teaching experience beyond the minimum required may be used in lieu of occupational experience at the rate of one year of full-time teaching experience being considered equivalent to a required year of full-time occupational experience.
 - b. Occupational experience beyond the minimum required may be used in lieu of teaching experience at the rate of one year of full-time, related occupational experience being considered equivalent to a required year of full-time teaching experience.
 - c. Educational preparation above the requirements for initial placement in rank may fulfill requirements for occupational experience and/or teaching experience at the rate of 30 undergraduate credits being considered equivalent to one year of teaching or occupational experience, and 24 graduate credits being considered equivalent to one year of teaching or occupational experience.

- d. For Columns 3 and 5, business, industry, and professional certifications may substitute for educational requirements. These equivalencies must be documented, approved by the president, and placed in the personnel file.
 - e. Eighteen graduate semester hours of course work related to the teaching field may substitute for the requirement that a bachelor's degree be related to the teaching field.
- viii. **Program Accreditation Requirements:** In cases where program accreditation agencies recommend specific graduate courses for faculty, those courses should be considered to be "in the teaching field" for VCCS-29 purposes regardless of the course prefix or other criteria normally used to determine the status of coursework.
- ix. **Measurement of Teaching Effectiveness:** For initial appointments teaching effectiveness is determined through references. Measurement of performance evaluation for promotions is determined by whether teaching faculties have achieved a "Meets Expectations" summary rating on their most recent faculty evaluation. Administrative and Professional faculty must receive at least a "good" summary evaluation rating on the most recent evaluation to qualify for promotion eligibility. (Per VCCS Policy 3.7.0.1.0, fulfillment of normal minimum criteria does not guarantee promotion to a given faculty rank).
- x. **For Promotions Only:** Credit hour equivalency may be granted for no more than a total of 15 semester hours by either a) or b) below or a combination of both during employment with the VCCS.
 - a. Active participation in given learning experiences (continuing educational unit classes, workshops, conferences, seminars, etc.) when part of a written professional development plan, approved in advance by the president applying the following formula: 45 contact hours is equivalent to one semester credit hour.
 - b. Non-teaching work experience directly related to the faculty member's field at a rate not to exceed 1.25 semester credit hours per month of full-time equivalent work experience and not to include work experience applied toward initial appointment, when part of a written professional development plan approved in advance by the president of the college.
- xi. **Human Resource Delegated Authority Agreements:** Any exceptions to the criteria as outlined in the VCCS-29 must be fully justified and documented in accordance with the community college's Human Resource Delegation Agreement.

III. NOVA Dual Enrollment Course Instructor Syllabus Template



ABC 123 (D00X)
Full NOVA Course Name
Course Syllabus

Instructor	
Session	Fall 2018
Meeting Days	
Time	
Location	(High School Name & Room Number)
Contact	(Instructor High School Email)

Course Description:

(Copy the general summary for your specific NOVA course from the course content summary)
<http://www.nvcc.edu/courses/default.aspx>

General Course Purpose:

(Copy the general summary for your specific NOVA course from the course content summary)
<http://www.nvcc.edu/courses/default.aspx>

Course Prerequisites/Co-Requisites:

(Add any prerequisites for your specific NOVA course found on the course content summary)
<http://www.nvcc.edu/courses/default.aspx>

Course Objectives:

(Copy and paste the course objectives from the course content summary of your specific NOVA course)
<http://www.nvcc.edu/courses/default.aspx>

Major Topics to be Included:

(Copy and paste the course objectives from the course content summary of your specific NOVA course)
<http://www.nvcc.edu/courses/default.aspx>

Required Instructional Materials:

(Name of textbook & any other supplemental materials)

Course Credit:

(List the number of NOVA credit hours for this course)



ABC 123 (D00X)
Full NOVA Course Name
Course Syllabus

Policies:

I. **Grading Policies**

- a. Grading Scale
A= 100 - 90 B= 89 - 80 C= 79 - 70 D=69 - 60 F= 59 and below
- b. *[Instructor: please detail your grading expectations here. Be sure to cover late work, extra credit and retake policies]*
- c. In cases where district grading policies conflict with college grading policies, the high school and college grades may differ; this may include assignment/test retakes, extended assignment due dates, capped minimum grade allowed, among other such district policies.
- d. It is important that students check their final NOVA grades in Blackboard as soon as the course(s) completed.

II. **Course Policies**

a. **Academic Integrity**

- i. The College does not tolerate academic dishonesty. Students who are not honest in their academic work will face disciplinary action along with any grade penalty the instructor imposes. Procedures for disciplinary measures and appeals are outlined in the Student Handbook (<http://www.nvcc.edu/students/handbook/>). In extreme cases, academic dishonesty may result in dismissal from the College.
- ii. **Plagiarism:** is the act of appropriating passages from the work of another individual, either word for word or in substance, and representing them as one's own work. This includes any submission of written work other than one's own. In short, plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Students who are not honest in their academic work will face disciplinary action along with any grade penalty the instructor imposes. For more information about student academic integrity: <https://www.nvcc.edu/curcatalog/policies/integrity.html>
- iii. *(Include any specific cheating policies for your class or for your high school/district)*

b. **Attendance Policy**

- i. *(Include any specific attendance policies for the class. If you are including a specific number of absences, keep in mind the drop and withdrawal dates and policies)*

c. **Disabilities**

- i. Students with disabilities are required to contact NOVA's Office of Disability Support Services (DSS) to discuss possible accommodations. All information is kept confidential and may increase your chances of success in the academic setting. If accommodations are agreed upon, student will receive a Memorandum of Accommodation (MOA) by DSS. For more information about NOVA's DSS office: <https://www.nvcc.edu/disability-services>.

d. **Self-Advocacy**

- i. Students are expected to reach out to their instructor if they do not understand content or expectations.
- ii. College instructors and other college personnel will not talk with a parent without the permission of and presence of the student. The conversation is between the administrator / faculty member and the student. The parent's role is to listen, give moral support, and summarize information and agreements if needed.
- iii. Dual enrolled students have access to full NOVA campus services to include tutoring, library, and counseling services; student resources are found here: <http://www.nvcc.edu/students/index.html>



ABC 123 (D00X)
Full NOVA Course Name
Course Syllabus

III. **Additional Course Information**

- a. *(Include any additional course information that is specific to your course.)* DE students are expected to engage in college level course contents and discussions appropriate for adult learners. Mature topics may be discussed.

IV. **Course Schedule**

a. **Critical Course Dates**

Course Start Date	
Course Drop Date	
Course Withdraw Date	
Final Exam Date	
Course End Date	
<i>(Insert Other Date if needed)</i>	
<i>(Insert Other Date if needed)</i>	

b. **Course Schedule**

<i>(Insert Day or Week 1)</i>	<i>(Month/Day—Month/Day)</i>	<i>(Insert Chapter, Topic, Assignment, etc.)</i>

- c. **Final Exam Date** - *(Each teaching faculty member is required to give a final examination, or provide an appropriate evaluation, or continue instruction during the scheduled final examination period. Check with your NOVA Faculty Liaison as some Divisions/Courses require final exams).*

IV. VCCS-29: Normal Minimum Criteria for Each Faculty Rank Flow Chart

	Faculty in Humanities, Social Science, Natural Science, Math, Developmental Studies, English as a Second Language, Administrative and Professional Faculty, Counselors, Librarians		Faculty in Specialized Professional or Technical Associate in Applied Sciences or Art Degree Fields		Faculty in Non-Associate Degree Occupational Fields	
	Initial Appointment/ Promotions Column 1	Promotions Column 2	Initial Appointment/ Promotions Column 3	Promotions Column 4	Initial Appointment/ Promotions Column 5	Promotions Column 6
ASSISTANT INSTRUCTOR	Appointment on a temporary or emergency basis for a period of one year for persons who meet most of the minimum requirements for the instructor rank and who show evidence of being able to complete such requirements within one year.					
ASSOCIATE INSTRUCTOR	Appointment as a Level 1 associate instructor requires the same credentials as an instructor or assistant professor. Appointment as a Level 2, associate instructor requires the same credentials as an associate or full professor					
INSTRUCTOR						
Teaching Effectiveness	Demonstrates Potential		Demonstrates Potential		Demonstrates Potential	
Academic Preparation	Master's in field or Master's with 18 graduate semester hours in teaching field (The minimum requirement for faculty teaching ESL & developmental courses at the instructor level is a baccalaureate degree related to the teaching field.)		Bachelor's in teaching field or Associate's in the teaching field with demonstrated competency in teaching field.		H.S. diploma or equivalent, Associate's or equivalent in teaching field preferred.	
Experience: Related Occupational Experience Total Teaching Experience FIT Community College Experience	0 years 0 years 0 years		2 years 0 years 0 years		5 years current experience 0 years 0 years	
ASSISTANT PROFESSOR						
Performance Evaluation	Meets Expectations on Most Recent Evaluation		Meets Expectations on Most Recent Evaluation		Meets Expectations on Most Recent Evaluation	
Academic Preparation	Master's + 24 graduate semester hours obtained subsequent to the Master's for a total of 27 graduate semester hours in the teaching field		Bachelor's in teaching field + 24 graduate semester hours obtained subsequent to the Bachelor's		Associate's or equivalent (Major in teaching field)	
Experience: Related Occupational Experience Total Teaching Experience FIT Community College Experience	0 years 0 years 0 years		2 years 0 years 0 years		5 years 0 years 0 years	
ASSOCIATE PROFESSOR						
Performance Evaluation	Meets Expectations on Most Recent Evaluation		Meets Expectations on Most Recent Evaluation		Meets Expectations on Most Recent Evaluation	
Academic Preparation	Doctorate (36 graduate semester hours in teaching field)		Master's related to teaching field + 15 graduate semester hours obtained subsequent to the Master's		Bachelor's related to the teaching field	
Experience: Related Occupational Experience Total Teaching Experience FIT Community College Experience	0 years 6 years 0 years		2 years 6 years 0 years		5 years 6 years 0 years	
Minimum VCCS Experience in Previous Rank	0 years		0 years		0 years	
PROFESSOR						
Performance Evaluation	Meets Expectations on Most Recent Evaluation		Meets Expectations on Most Recent Evaluation		Meets Expectations on Most Recent Evaluation	
Academic Preparation	Doctorate (36 graduate semester hours in teaching field)		Master's related to teaching field + 36 graduate semester hours obtained subsequent to the Master's		Master's related to the teaching field	
Experience: Related Occupational Experience Total Teaching Experience FIT Community College Experience	0 years 9 years Postsecondary 0 years		2 years 9 years Postsecondary 0 years		5 years 9 years Postsecondary 0 years	
Minimum VCCS Experience in Previous Rank	0 years		0 years		0 years	

V. Dual Enrollment Instructor Initial Course Specific Training

Title	Dual Enrollment Instructor Initial Course-Specific Training
Responsible Office	Campus Deans & Office of Dual Enrollment
Subject	Required Initial Training of Dual Enrollment Instructors
Related Policies	Dual Enrollment Instructor Discipline Specific Development
Forms	125-360 Dual Enrollment Faculty Liaison Checklist
Additional Information	
Effective Date	Fall 2017
Last Reviewed Date	Summer 2019

1.0. Scope

This applies to Dual Enrollment Faculty Liaisons and Dual Enrollment Instructors teaching contract dual enrollment courses at a high school.

2.0. Policy

Dual Enrollment Faculty Liaisons or other authorized NOVA faculty representative with expertise in the discipline, will provide all new Dual Enrollment Instructors with initial course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.

3.0. Definitions

N/A

4.0. Procedures

- 4.1. The NOVA Dual Enrollment Faculty Liaison or other appropriate NOVA faculty member will provide a course-specific training for all new Dual Enrollment Instructors.
- 4.2. The Faculty Liaison will submit relevant materials, including but not limited to a meeting agenda or New Instructor Training Checklist, to the Office of Dual Enrollment for tracking and the campus division office for scanning into the Dual Enrollment Faculty Personnel Folder.
- 4.3. If the NOVA Dual Enrollment Faculty Liaison does not conduct initial course-specific training, the Director of Dual Enrollment informs the supervising Dean and Associate Dean, copying the Liaison, to request a replacement or assistance in ensuring the training is completed prior to the start of the semester in which the course will be taught.

4.4. If the Dual Enrollment Instructor does not attend the initial course training, the Director of Dual Enrollment informs the high school partnership Principal and the Dual Enrollment Instructor, detailing the concern. The Dual Enrollment Instructor will not be eligible to teach in the Dual Enrollment Program until the training has been completed.

5.0. Authority

VCCS Policy 6.7.2.2

VI. Dual Enrollment Instructor Discipline Specific Professional Development

Title	Dual Enrollment Instructor Discipline Specific Professional Development
Responsible Office	Campus Deans & Office of Dual Enrollment
Subject	Required Discipline Specific Professional Development for Dual Enrollment Instructor
Related Policies	Dual Enrollment Instructor Initial Course-Specific Training
Forms	
Additional Information	125-360 Dual Enrollment Faculty Liaison Checklist
Effective Date	Fall 2017
Last Reviewed Date	Summer 2019

6.0. Scope

This applies to Dual Enrollment Faculty Liaisons and Dual Enrollment Instructors teaching contract dual enrollment courses at a high school.

7.0. Policy

Each academic year, Dual Enrollment Faculty Liaisons will provide discipline specific professional development opportunities. Dual Enrollment instructors will participate in college-provided annual discipline-specific professional development and ongoing collegial interaction to further enhance the instructors' pedagogy and breadth of knowledge in the teaching discipline. In some cases, the NOVA Faculty Liaison can approve an outside training or graduate course. This option must be approved in advance and the Dual Enrollment Instructor must submit a one-page summary on what

they learned and how they will implement the knowledge in their Dual Enrollment course.

8.0. Definitions

N/A

9.0. Procedures

- 9.1. The Faculty Liaison will contact the Dual Enrollment Instructor to establish a time for the Annual Discipline Specific Professional Development Session.
- 9.2. The Faculty Liaison will either provide the discipline specific professional development or will have the Dual Enrollment Instructor attend discipline specific professional development provided for a group of Dual Enrollment Instructors. In some cases, an outside training or course may be utilized with the approval of the NOVA Faculty Liaison. These would include an industry training seminar, a national conference in the discipline, graduate course in the discipline, or another on-campus professional development opportunity as approved by the NOVA Faculty Liaison.
- 9.3. The Faculty Liaison is responsible for monitoring the Dual Enrollment Instructor's attendance at the professional development activity and communicating attendance to the Office of Dual Enrollment.
- 9.4. The Faculty Liaison will submit relevant materials such as articles read, discussion notes, attendance records, and a detailed agenda to the Office of Dual Enrollment. The Faculty Liaison records the date of the Professional Development on form 125-360 which is scanned into the Dual Enrollment Instructor's HR file in ImageNow at the end of each academic year and sent to the Office of Dual Enrollment.
- 9.5. The Office of Dual Enrollment tracks all discipline specific professional development annually and sends reminders to Faculty Liaisons throughout the academic year. If the NOVA Faculty Liaison does not provide the professional development by the end of the academic year or make arrangements for an alternate method of meeting the training requirement, the Director of Dual Enrollment informs the supervising dean, the associate dean, and the Liaison that this expectation was not met. This will be treated as a personnel issue and meeting will be held with the Dean, Director of Dual Enrollment and the Faculty Liaison to discuss the expectations. Consequences for not fulfilling Faculty Liaison obligations may result in removal from the role.
- 9.6. If the Dual Enrollment Instructor fails to attend professional development conducted or provided by the NOVA Faculty Liaison or any of the alternative options, the Director of Dual Enrollment informs the high school partnership principal, and copies the Dual Enrollment Instructor. The Dual Enrollment Instructor will have one additional semester to complete the required Professional Development. If the Dual Enrollment Instructor does not complete the Professional

Development by the end of the subsequent semester, the instructor will not be permitted to teach NOVA dual enrollment classes for one year. After that time, if the Instructor would like to be reinstated, a meeting will be held with the high school Principal, Dual Enrollment Instructor and Director of Dual Enrollment to verify the commitment to adhering to all NOVA requirements.

10.0. Authority

VCCS Policy 6.7.2.3

VII. Dual Enrollment Instructor Annual Observation Requirement

Title	Dual Enrollment Instructor Annual Observation Requirement
Responsible Office	Academic Affairs & Office of Dual Enrollment
Subject	Dual Enrollment Instructor Observations
Related Policies	
Forms	105-095 Adjunct Faculty Evaluation or Equivalent 125-360 Dual Enrollment Faculty Liaison Checklist
Additional Information	
Effective Date	Fall 2017
Last Reviewed Date	Summer 2019

11.0. Scope

This applies to Dual Enrollment Faculty Liaisons and Dual Enrollment Instructors teaching contract dual enrollment courses at a high school.

12.0. Policy

Dual Enrollment Faculty Liaisons will annually conduct classroom observations of their assigned Dual Enrollment Instructors.

13.0. Definitions

N/A

14.0. Procedures

14.1. The NOVA Dual Enrollment Faculty Liaison will contact the Dual Enrollment Instructor in the Fall semester or the beginning of the Spring semester, dependent

- upon the DE course schedule (classes running in the fall or classes running in the spring), to schedule a class observation date.
- 14.2. The NOVA Dual Enrollment Faculty Liaison will conduct the observation following the guidance provided in the [Dual Enrollment Faculty Liaison Checklist](#).
 - 14.3. The [105-95 Adjunct Faculty Evaluation Form](#) or other equivalent form and the [125-360 Dual Enrollment Faculty Liaison Checklist](#) will be utilized. The 105-95 form is signed by the Faculty Liaison and the Dual Enrollment Instructor. The checklist is signed by the Dual Enrollment Instructor and the Faculty Liaison.
 - 14.4. The Faculty Liaison will meet with the Dual Enrollment Instructor after the observation to provide feedback and discuss concerns or areas needing improvement as well as areas of strength noted. A follow-up observation will be scheduled if there are areas of concern.
 - 14.5. The Faculty Liaison will submit forms 105-95 and 125-360 or equivalent to their campus division office in order to be added to the NOVA Dual Enrollment Faculty Personnel Folder. The Faculty Liaison will also provide copies of all forms to the Dual Enrollment Office so dates may be tracked for compliance.
 - 14.6. The Office of Dual Enrollment will send reminders throughout the fall and spring semesters to the Faculty Liaisons and Deans. If the NOVA Dual Enrollment Faculty Liaison does not observe the assigned Dual Enrollment instructor before the end of the school year, the Director of Dual Enrollment will inform the supervising Dean, the Associate Dean and the Liaison. A meeting will be conducted to discuss concerns. If a Faculty Liaison is unable or unwilling to meet the obligations of the position, the position will be assigned to another Liaison.
 - 14.7. If the Dual Enrollment Instructor obstructs or refuses the intended observation by the NOVA Dual Enrollment Liaison, the Director of Dual Enrollment, informs the high school partnership principal and the Dual Enrollment Instructor that this is a concern. All attempts will be made to arrange the observation prior to the end of the academic year. The instructor will not be eligible to teach in the dual enrollment program until a satisfactory observation has been conducted and a meeting held with the high school Principal and Dual Enrollment Instructor to discuss the importance of compliance with all NOVA policies.

15.0. Authority

VCCS Policy 6.7.4.3