

# **NOVA** | **Dual Enrollment**

## Dual Enrollment: High School Faculty and Administrator Manual

Office of Dual Enrollment, Outreach & Recruitment  
Revised June 2024

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### **Purpose of the High School Dual Enrollment Faculty and Administrator Manual**

The purpose of this manual is to provide high school faculty and administrators with details about dual enrollment at Northern Virginia Community College (NOVA). This manual includes information on credentialing procedures, annual DE faculty requirements, and NOVA policies.

### **Office of Dual Enrollment Address and Contact Information**

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## I. 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, Outreach & Recruitment. For information not addressed in this manual, please contact the Office of Dual Enrollment, Outreach & Recruitment at [dualenrollment@nvcc.edu](mailto:dualenrollment@nvcc.edu) or 703.503.6291

### A. 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.

### B. 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.

### C. 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 thought college would 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 general education courses, as well as 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, for some courses.
- Minimizes duplication of course content taken in high school and in college.
- Initiates a college transcript and students can use these courses towards a NOVA degree or transfer to another college or university.
- 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 experience college courses 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.
- Engages students with rigorous coursework.
- Lowers the cost of a post-secondary education.

## II. High School Responsibilities

### A. Interest in Offering contract DE classes in the high school setting

A high school administrator interested in offering DE classes on site must first contact the Office of Dual Enrollment (ODE). The DE Coordinator assigned to that school district will speak with the high school's representative to clarify their interests, gather additional information, and 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 they understand 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.

### **B. Oversight of Credentialing**

To ensure the quality and consistency of dual enrollment (DE) classes taught at high schools, the Associate Dean for the sponsoring Academic Division will oversee the selection, supervision, and evaluation of instructors teaching NOVA classes. All DE instructors are required to meet the qualifications necessary to be a NOVA faculty member. These qualifications align with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), NOVA's regional accrediting body. The Associate Dean, in consultation with the Department Chair, will assess whether high school teachers meet NOVA standards, including the minimum credentialing requirements outlined in the VCCS-29 form and SACSCOC (refer to Appendix IV on page 35).

Approval of faculty for DE classes at high schools involves collaboration between NOVA Human Resources (HR) and the Associate Dean responsible for the sponsoring division. The division provides content oversight, supervision, and evaluation of instructors through assigned NOVA faculty liaisons.

### **C. Credentialing Process for Contract Dual Enrollment Classes**

To be reviewed as a dual enrollment faculty at Northern Virginia Community College (NOVA), a high school must recommend a prospective teacher to the Office of Dual Enrollment (ODE). Once this recommendation is received, a Dual Enrollment (DE) Coordinator will enter the teacher's contact information into the third party vendor, [DualEnroll](#), which will then trigger an email to be sent to the prospective DE instructor to create an account. The teacher must upload a current resume and unofficial copies of all college transcripts in the DualEnroll account. Once credentialing documents are received, the ODE will assign the credentialing review to the Associate Dean whose division will sponsor the DE class in the high school, as well as a credentialing specialist in the Human Resources (HR) Department. Both parties will review the documents and make a determination if the person has the necessary credentials to teach the requested course(s). Each DE instructor must meet the qualifications necessary to be a NOVA faculty member, which is set forth by the VCCS-29: Normal Minimum Criteria for Each Faculty Rank and the SACSCOC.

**D. Appeal Process for Credentialing Denial**

If a teacher does not meet the eligibility requirements to teach at NOVA, this will be noted in the DualEnroll system by either the Associate Dean and/or HR, and an automated alert will be sent from the DualEnroll system, notifying the teacher of the denial. It is then customary practice for the DE Coordinator to follow up via email to the teacher and high school within a 24-48 hour period to provide more detailed information related to the denial. Any appeals to credentialing decisions must be directed in writing on official letterhead to the Director of Dual Enrollment by the high school's Principal via defaculty@nvcc.edu, addressing reasons for denial and providing additional evidence. NOVA's Chief Academic Officer, VP of Academic Affairs will coordinate with the academic division and HR to make a final decision regarding the appeal.

**E. Credentialing Approval Paperwork**

An approval to teach in the system will prompt the high school teacher to download the six required HR and security documents needed for DE instructor processing from the DualEnroll system. The DualEnroll system will also advise the high school teacher to have official copies of all transcripts sent directly to NOVA. Once all required signed documents and official transcripts are received, the academic division sponsoring the course will process the DE faculty member's paperwork. 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 their DE faculty liaison and advise on a future onboarding session. New DE adjuncts will receive a new DE Adjunct Faculty welcome packet that includes EMPLID and myNOVA username. This should be saved for future use and reference.

**F. 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 college 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 district superintendent 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 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 high 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.

High schools should immediately notify the ODE if a Dual Enrollment faculty leaves the position during the school year.

### III. Dual Enrollment Faculty Procedures and Responsibilities

#### A. DE Instructor Personnel File

The official personnel file of a DE 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 academic division and Human Resources department
- NVCC 105-077 Personnel information / Emergency Contact Information:  
<https://www.nvcc.edu/forms/pdf/105-077.pdf>
- NVCC Form 105-146 Student Records (FERPA): Employee Agreement: [105-146.pdf](#)
- NVCC Form 105-011 IT Employee Ethics Agreement
- NVCC Form 105-078 IT Employee Acceptable Use Agreement:  
[https://www.nvcc.edu/policies/\\_files/502-Acceptable-Computer-Use.pdf](https://www.nvcc.edu/policies/_files/502-Acceptable-Computer-Use.pdf)
- IT Security Awareness Form:  
[https://www.nvcc.edu/policies/\\_files/503-IT-Security-Awareness-Policy.pdf](https://www.nvcc.edu/policies/_files/503-IT-Security-Awareness-Policy.pdf)
- Policy 1.75 Use of Electronic Communications and Social Media

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 DE faculty be used as an on-campus adjunct, these forms would then be completed in the campus academic division office and will be forwarded to HR by the division office. If the high school teacher has not taught DE classes for several years, the teacher may be asked to complete the forms again to update old information.

If NOVA employs an adjunct who is not affiliated with the high school, the college will pay the faculty 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 DE faculty members are assigned an EMPL ID and username. These are provided by the ODE, once the DE faculty is fully processed. If any DE faculty requires this information, they can reach out to their DE Coordinator or contact NOVA's IT Help Desk at (703) 426-4141.

## **B. DE Adjunct 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 DE faculty onboarding and other in-service programs at the College

- New DE instructors must work to schedule an in-person observation with their assigned faculty liaison during the first school year teaching DE
- All veteran DE instructors must participate in an in-person observation every three years
- 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 DualEnroll portal by July 1 for any yearlong or fall semester courses. Spring semester syllabi must be submitted prior to winter break. Give each student a syllabus at the beginning of the course, upload the syllabus into the Canvas site, and review it with the students
- Advertise the ODE-led, virtual student orientation to students and share the slides within the Canvas class section
- 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
- 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**
- Attend the required, annual discipline-specific training each school year

Resources for DE faculty: <https://www.nvcc.edu/info-for/faculty-staff/index.html>.

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

### **C. 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 myNOVA — Student Information System (SIS) for rosters, grading and Canvas. DE faculty are required to have their course syllabus and contact information listed in NOVA's Canvas. However, it is recognized that some high school instructors will prefer to use their district email and district learning management system or

other district tools for their course(s). 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 faculty can obtain a NOVACard which will give them access to NOVA libraries, bookstores and technical support. Please notify the ODE of your interest, so they can reach out to HR on your behalf. In addition, they are encouraged to take advantage of the various professional development activities offered by the college and to attend division and discipline meetings to meet colleagues and stay aware of issues of importance within their discipline and in higher education.

### **D. 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.

### **E. 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>.

## **F. 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 email address, office hours
- Link to NOVA's course 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 the course is going to be conducted. This is typically a proposed schedule of instruction, to include specific deadlines for major assignments and assessments. 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, including a grade distribution and only listing the college grading policies.
- 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

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.

### **G. Student Participation in Dual Enrolled Courses in the High School**

Dual Enrollment is restricted to rising junior and seniors or homeschool students at the equivalent level. For DE courses that commonly transfer (e.g. English, history, etc.), all students in the class must be dual enrolled and be eligible to 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 are CTE-based, it is allowed to mix these classes with DE and non-DE students. However, it is highly recommended 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 to remain in alignment 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 work with a NOVA Dual Enrollment Coordinator regarding the underclass exception process. Each student seeking DE participation will be reviewed on a case by case basis by NOVA's Chief Academic Officer, or college designee

### **H. 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 parent/guardian should be oriented to DE opportunities through information sessions and/or written materials. The ODE can assist with the student application process, speaking at high school curriculum nights or in high school classrooms, and providing handouts to help in this endeavor. ODE staff will work with the high school to set a schedule for these activities and are available to facilitate these activities to minimize potential application errors.

No student may be enrolled in DE classes without first [applying to the college](#), completing an online request at [nvcc.dualenroll.com](http://nvcc.dualenroll.com), and meeting the placement requirements to assure they are capable of handling college level work. Parent/guardian e-consent is also required for all high school students.

### **I. Student Application to NOVA**

The first step in taking DE classes at NOVA is to apply to the college. 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.

### **J. 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 readiness through GPA, standardized test scores, and/or AP/IB scores. Depending on the courses selected, additional pre- and co-requisites may also be required. Please see the Dual Enrollment Student Manual for specific college placement information.

### **K. Alternative Placement**

Should a student not meet college placement and readiness via GPA or other qualifying test scores, the Virginia Placement Test (VPT) can be taken in the college Testing Center at one of NOVA's campuses. In these cases, the high school counselor should work with the ODE Coordinator on the process.

### **L. Dual Enrollment Registration**

In order for a student to participate in a DE class, each student must complete a NOVA application and create a DualEnroll account at [nvcc.dualenroll.com](http://nvcc.dualenroll.com). An e-signature from the parent/guardian is required each school year. The ODE collects placement scores from each high school/district to verify student eligibility. Any missing items will show in yellow on the DualEnroll dashboard for each high school. The ODE office cannot enroll any high school students in their contract DE courses until the official rosters are received by the 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 sign a “Principal Course Approval Form” in the spring prior to the fall start, verifying the contract DE classes being offered in the high school building and that all students enrolled in the DE sections will get the equivalent high school credit.

ODE will not enroll a student who does not have a completed college application by the first day of classes.

### **M. DE Faculty Observations**

All NEW, DE faculty members who teach DE classes at the high schools will be observed in-person by a college-designated, DE faculty liaison during their first teaching year. All veteran

DE faculty will have an observation on a 3-year cycle. A faculty observation form 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. This includes responsibilities such as providing quality instruction, reviewing class rosters and verifications, and having students complete the course evaluation process. A written copy of the observation will be provided to the DE faculty via the DualEnroll system, allowing the DE faculty member to request additional information, if needed.

In addition, student evaluations are a required component of the evaluation of all contract DE classes. Students must complete these electronic evaluations for each class each semester. The link will be sent to each DE faculty near the end of the semester. The results of the responses will be reviewed by the division/designee sponsoring the contract DE class, as well as sent to the DE faculty member for review.

The faculty observation 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, a Performance Improvement Plan (PIP) will be created and provided to the DE faculty. This plan will be developed by the assigned academic division, and a division designee 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 DE faculty will not be permitted to continue as a Dual Enrollment adjunct faculty member the following school year.

### **N. 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 the grade in the course.

#### **O. Grade Submission**

All dual enrollment instructors must submit final grades in NOVA’s Student Information System (SIS) within two 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>.

#### **P. Maintaining Records of Student Enrollment, Attendance and 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, they 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. Per the [2024-2025 NOVA Catalog](#), a credit at NOVA is equivalent to one collegiate semester hour. One credit is awarded for the following: one hour per week of lecture (15 hours per semester plus an exam period). As college students, DE students are personally responsible for regular and punctual class attendance and must meet the minimum seat time requirements. DE faculty 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 late withdrawal for mitigating circumstances. 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

#### **Q. 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.

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: [Family Educational Rights and Privacy Act \(FERPA\)](#).

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

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 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 <https://studentprivacy.ed.gov/audience/school-officials-k-12>

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](http://www.nvcc.edu/forms/pdf/125-023.pdf)

## **R. 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. These graduating students must work with a DE Coordinator 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 sent to the ODE at [dualenrollment@nvcc.edu](mailto:dualenrollment@nvcc.edu). The student will also be expected to attend college orientation in preparation of their first college semester.

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.

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 members 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 they 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.

## Appendices

### **I. Governing Principles for Dual Enrollment between Virginia's Public Schools and the Virginia Community College System (VCCS)**

#### **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.<sup>1</sup> 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 homeschool for religious exemption. Documentation of parental permission is required for all dual enrollment students.

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<sup>1</sup> 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 prerequisites. 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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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.
- i. **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.
- ii. **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

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- 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.
- iii. **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.
  - iv. **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).
  - v. **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.
  - vi. **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	<i>Fall 2024</i>
Meeting Days	
Time	
Location	<i>(High School Name &amp; Room Number)</i>
Contact	<i>(Instructor High School Email)</i>

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)*

**POLICIES****I. Grading Policies**

- A. Grading Scale: A = 100 – 90; B = 89 – 80; C = 79 – 70; D = 69 – 60; F = 59 or below
- B. **[DE Instructor: please detail your NOVA 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 SIS as soon as their course is completed.
- E. Course Grade Appeals
  1. Students who think that a semester grade is in error should contact the instructor immediately to present their concerns. Students who wish to appeal their grade or otherwise report a grievance will need to submit Form 125-021 **within 20 days of the end of the semester**. The original grade will stand if the student delays in submitting their appeal.
  2. NOVA's Student Grievance policy can be found here: <https://www.nvcc.edu/policies/files/608-Student-Grievances.pdf>
  3. Form 125-021 can be found here: <https://www.nvcc.edu/forms/>
- F. Grade Distribution- **[DE Instructor, please provide a breakdown of how the final grade will be calculated.]**

**II. Course Policies**

- A. Student Rights and Responsibilities
  1. Students should be familiar with the college's specific expectations concerning the conduct of its students. These expectations apply to all students, including Dual Enrollment students.
  2. Student Rights and Responsibilities are outlined in the Student Code of Conduct, found here: <https://www.nvcc.edu/students/handbook/conduct.html>
- B. Academic Integrity
  1. NOVA promotes and emphasizes the importance of honesty in academic work. It is therefore imperative for students to maintain the highest standard of honor in their scholastic work.

Academic dishonesty, as outlined in more detail in the [Academic Integrity Policy \(Policy Number: 224\)](#), can include, but is not limited to cheating on an exam or quiz, submitting work that is not your own (plagiarism), or sharing assessments online. Consequences of academic dishonesty can include a failing grade on an assignment, a failing grade in the course, and may include additional administrative sanctions such as suspension or expulsion from the college. Procedures for disciplinary measures and appeals are outlined in the [Academic Integrity Procedures](#). It is a student's responsibility to become familiar with the student code of conduct. Lack of awareness is no excuse for noncompliance with NOVA's policies and procedures.
  2. NOVA Faculty may choose to use tools, such as Turnitin, to detect and flag instances of plagiarism in academic writing. These tools can also identify text written by artificial intelligence (AI) applications, including ChatGPT, and flag it as potential plagiarism.

The use of AI to complete assigned work may be considered a violation of the academic integrity policy. Students are urged to be cautious when using any web tools designed to assist with assignments without their instructors' explicit permission to do so and to cite their sources in all their work.
  3. Violating the Academic Integrity Policy will incur consequences. Your instructor may give you a failing grade for the assignment or for the course. Further, you may be referred to the [Office of Wellness and Mental Health](#), reported to an academic dean, or even referred to the Dean of Students for disciplinary action depending on how serious an infraction was committed.
- C. Accommodations and Accessibility Services
  1. NOVA is committed to ensuring all students have an opportunity to pursue a college education regardless of the presence or absence of a disability. Information on NOVA's Accommodations and Accessibility Services, including how to reach an Accommodations and Accessibility Services counselor, can be found here: <https://www.nvcc.edu/student-resources/accessibility/process.html>.





2. Students must reach out to contact NOVA's Accommodations and Accessibility Services to apply for [accommodations](#). A student with a 504 plan or IEP at their high school will still need to apply with NOVA's Accommodations and Accessibility Services – those plans do not automatically carry over to your Dual Enrollment course. If [accommodations are](#) agreed upon, students will receive a Memorandum of Accommodation (MOA) by AAS. All information is kept confidential and may increase your chances of success in the academic setting. Approved accommodations are valid for one semester.
- D. Advocacy and Privacy of Student Records
1. Students are expected to reach out to their instructor if they do not understand [content](#) or expectations.
  2. You, as a NOVA student, have a right to review your NOVA grades and other records. Your high school may share grades and other records with NOVA, and NOVA will share your post-secondary (college) grades with your high school. The grades you earn at NOVA are part of a permanent transcript, and you will be required to include your NOVA transcript as part of any future college or graduate school application. NOVA instructors and other college personnel generally may not release a student's educational records without written consent of the student. For dual enrolled students under 18, parents or guardians may generally access records and grades which are created by or shared with a student's high school. For the purposes of these privacy rules, your Dual Enrollment instructor is considered a NOVA employee.
  3. To grant parents or guardians direct access to NOVA records, students will be required to submit a notarized copy of [NOVA Form 125-356](#).
  4. For more information about student privacy, parent limitations of access to students' educational records, and other restrictions on sharing students' personally identifiable information, please review [NOVA Policy 613 \(FERPA\)](#).
- E. Campus Services
1. Dual enrolled students have access to full NOVA campus services to include tutoring, library, and counseling services; student resources are found here: <https://www.nvcc.edu/student-resources/index.html>.
- F. Office of Wellness and Mental Health
1. During your time at NOVA, you may experience challenges including struggles with academics, finances, or your personal well-being. NOVA has support resources available. If you are seeking resources and support or if you are worried about a friend or classmate: <https://www.nvcc.edu/wellness/index.html>.
- G. Course Drop and Withdrawal Policy
1. Please note two important dates related to your enrollment in a course:
    - a. The "Drop" date (also known as census date) for a course is the last day to [drop](#) a course. Dropping a course before the drop date will not appear on your NOVA transcript.
    - b. The "Withdrawal" date is the last day to [withdraw](#) without a grade penalty. Dropping a course after the drop date and before the withdrawal date will result in a "W" grade appearing on your transcript. A "W" on the transcript does not impact your college GPA.
    - c. To identify these dates for your dual enrollment course, please see below on the 'Course Schedule' chart or log into your [myNOVA](#) account and SIS.
  2. Withdrawal Process
    - a. Dual enrolled students are responsible for requesting to drop or withdraw from their DE classes, using Form 125-03, found at the following link: <https://dashboard.nvcc.edu/Forms/125-03>
    - b. Dual enrolled students will use their [myNOVA](#) credentials to access the withdrawal form and will select one or more enrolled DE classes to withdraw.
    - c. The withdrawal form is then routed to the assigned DE instructor and the Office of Dual Enrollment for review and approval.
    - d. Check your VCCS email for the status of your request.
- H. Communication
1. Students are required to use their VCCS email accounts (\_\_\_\_@email.vccs.edu) to communicate with college personnel and should check their email accounts regularly. Students may access their VCCS email accounts through [myNOVA](#).
- I. Title IX



1. Title IX is a civil rights law that prohibits discrimination on the basis of sex in educational programs, activities, admission and employment. Complaints of sex-based discrimination, sexual violence, domestic violence, and sexual or gender-based harassment are governed by the Title IX Policy. For more information about Title IX or to make a report: <https://www.nvcc.edu/titleix/index.html>.

III. Additional Course Information

- A. DE students are expected to engage in college level course contents and discussions appropriate for adult learners. Mature topics may be discussed.
- B. Attendance
  - a. Per the [2024-2025 NOVA Catalog](#), a credit at NOVA is equivalent to one collegiate semester hour. One credit is awarded for the following: one hour per week of lecture (15 hours per semester plus an exam period).
- B. [DE Instructor, please include any additional course information that is specific to your course.]
  1. ...
    - a. ...

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>	

B. Course Schedule [DE Instructors, please include a detailed list of assignments/assessments with deadlines in the chart below.]

<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 DE Instructor 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 DE 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
<b>ASSISTANT INSTRUCTOR</b>	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.					
<b>ASSOCIATE INSTRUCTOR</b>	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					
<b>INSTRUCTOR</b>						
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 <i>or</i> 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	
<b>ASSISTANT PROFESSOR</b>						
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	
<b>ASSOCIATE PROFESSOR</b>						
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	
<b>PROFESSOR</b>						
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	

**IV. Dual Enrollment Instructor Initial Course Specific Training**

<b>Title</b>	<b>Dual Enrollment Instructor Initial Course-Specific Training</b>
<b>Responsible Office</b>	<b>Campus Deans &amp; Office of Dual Enrollment</b>
<b>Subject</b>	<b>Required Initial Training of Dual Enrollment Instructors</b>
<b>Related Policies</b>	<b>Dual Enrollment Instructor Discipline Specific Development</b>
<b>Forms</b>	<a href="#"><u>125-360 Dual Enrollment Faculty Liaison Checklist</u></a>
<b>Additional Information</b>	
<b>Effective Date</b>	<b>Fall 2017</b>
<b>Last Reviewed Date</b>	<b>Summer 2019</b>

**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

**V. Dual Enrollment Instructor Discipline Specific Professional Development**

<b>Title</b>	<b>Dual Enrollment Instructor Discipline Specific Professional Development</b>
<b>Responsible Office</b>	<b>Campus Deans &amp; Office of Dual Enrollment</b>
<b>Subject</b>	<b>Required Discipline Specific Professional Development for Dual Enrollment Instructor</b>
<b>Related Policies</b>	<b>Dual Enrollment Instructor Initial Course-Specific Training</b>
<b>Forms</b>	
<b>Additional Information</b>	
<b>Effective Date</b>	<b>Fall 2017</b>
<b>Last Reviewed Date</b>	<b>Summer 2019</b>

**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

**VI. Dual Enrollment Instructor Annual Observation Requirement**

<b>Title</b>	<b>Dual Enrollment Instructor Annual Observation Requirement</b>
<b>Responsible Office</b>	<b>Academic Affairs &amp; Office of Dual Enrollment</b>
<b>Subject</b>	<b>Dual Enrollment Instructor Observations</b>
<b>Related Policies</b>	
<b>Forms</b>	<a href="#">105-095 Adjunct Faculty Evaluation or Equivalent</a> <a href="#">125-360 Dual Enrollment Faculty Liaison Checklist</a>
<b>Additional Information</b>	
<b>Effective Date</b>	<b>Fall 2017</b>
<b>Last Reviewed Date</b>	<b>Summer 2019</b>

**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