Earn College Credit
While in High School


Through dual enrollment, NOVA provides a wide range of academic, career, and technical course options for junior and senior high school students within Northern Virginia. These college courses allow students to experience college-level coursework while, simultaneously earning college and high school credit, completing a certificate or degree program, and gaining confidence to continue their education beyond high school.
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Purpose of the Dual Enrollment Manual

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

The manual is divided into five sections:

Section 1  **General Information** explains all aspects of dual enrollment covering an assortment of topics. It is a good resource for parents and counselors who are helping students consider dual enrollment as an option.

Section 2  **Information for Students and Parents** helps students move through the process of taking dual enrolled classes either at the campus or in their high school. *Please be aware that the processes differ for classes taken on campus from that used within the high school.*

Section 3  **Information for High School and NOVA Counselors** gives information that will allow counselors to provide accurate information to students and parents as they discuss dual enrollment options and determine what is best for each individual student.

Section 4  **Information for High School Administrators and DE Faculty** covers information for instructors who teach contract dual enrolled courses which are offered in some high schools in Northern Virginia public school districts.

Section 5  **Information for NOVA Administrators** is created for use by NOVA and high school administrators and counselors who manage activities within the dual enrollment program.

Section 6  **Appendices and Forms**

**HB 1184: Earning a College Certificate or Associate Degree While in High School**

During the 2012 legislative session, the Virginia General Assembly passed legislation that requires local school boards and the local community college to implement an agreement for postsecondary degree attainment with one of the community colleges in the Virginia Community College System. A pathway to the General Education Certificate has been developed for Northern Virginia, showing students how they can complete the first year of college while completing their high school requirements. The agreement specifies the credit available for dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher. IB coursework may also be used as an option with the number of courses accepted depending on the score of 5 or better. While 25% of the certificate must be taken through dual enrollment, the other 75% can be completed through successful AP or IB coursework.

Please see (Appendix B) for the General Education Certificate pathway.

Visit your school counselor to get a copy of the pathway that is specific to your school district. Please note that it is possible to complete even more of the second year coursework if you plan to take coursework during the summer of...
your rising junior year and through the completion of high school. If you are planning to complete the General Education Certificate, please complete (FORM A) found in the section of forms at the back of the manual.

After graduation, you may finish coursework as a sophomore at one of NOVA’s campuses, and with your degree may be eligible for Guaranteed Admission at Virginia colleges and universities. Visit http://www.nvcc.edu/current-students/transfer/Search/GAAAdmission.aspx to learn about the requirements of the Virginia colleges you are considering.
Section 1 General Information

Throughout the narrative, 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' and ODE will be used to refer to the Office of Dual Enrollment. For information that is not addressed in this manual, please contact the Office of Dual Enrollment at dualenrollment@nvcc.edu or 703-764-6043.

1.1 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. The most recent update of the Virginia Plan for Dual Enrollment was signed in January 2008. (Appendix A)

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 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.

Please see the FORWARD for more specific information.

1.2 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.

1.3 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 show that students who acquire college credits while still in high school are more likely to graduate from high school and continue their formal education.

In addition, it:

- Allows students to receive high school and college credit simultaneously
- Eliminates the duplication of courses taken in high school and in college
- Permits students to accumulate credits prior to entering college so they will be able to graduate from college early or on time
- Provides high school students with a wider range of courses giving them an opportunity to complete general education courses required at most colleges and also allows them to explore different fields before declaring a major
- Facilitates a seamless transition from high school to college. Students can get a taste of what college is like without being overwhelmed by a new environment. They can see how their high school classes compare to college courses and how
college professors differ from high school teachers.

- Engages students with "senioritis" by enhancing student learning in the senior year of high school
- Lowers the cost of a post-secondary education

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

- are free to use the library and check out materials;
- may participate in events, activities, clubs and organizations;
- may take advantage of intramural sports and / or the use of fitness facilities;
- receive an email account when they enroll in classes and may have access to Black Board if their teacher is using the college system.

1.4 Risks of Dual Enrollment

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

- Even good students may get a lower grade in their first college course than they usually earn in a high school course. If they are taking courses that also count toward the requirements for high school graduation, a low grade can negatively impact their high school GPA.
- Some students do not take their DE class seriously and get a low grade. This grade becomes a part of their permanent high school and college transcript and makes it difficult to raise their college GPA once they move on to their post-secondary education.
- A few colleges and universities will not accept classes for college credit since they feel once a course is used toward high school graduation, it should not count twice. Some of these same colleges and universities do accept AP and IB credit. Be sure to check the transfer guide at each of the colleges being considered for post-secondary education.

1.5 Differences among Dual Enrollment, Advanced Placement (AP) and International Baccalaureate (IB) Coursework

In all cases, students are taking coursework that is more challenging than normal high school classes and students are held to higher standards both academically and socially. The primary difference comes at the end of the course when DE students receive their college grade and credit for the work done throughout the semester.

In order for AP students to receive college credit, they must take a final examination at the end of each course and must receive a minimum score of 3 to receive credit for their course at a community college, and 4 or higher to receive credit at most four-year institutions.

IB students take classes that include an international perspective of the subject area. Students completing the Higher Level exams for IB may be granted advanced standing credit for these exams if a score of 4 or above is achieved. In order to earn an IB Diploma, students must do extensive research in one of sixty topics which serves as the culmination of their studies and allows them to receive their IB Diploma.

Students are taking college courses, receive college credit, and may also receive high school credit for a dual enrolled course.
1.6 Rigor of Coursework

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

In accordance with policy from the State Council of Higher Education for Virginia (SCHEV), all courses taken must be credit bearing.

High school students are never eligible to take developmental classes and may not take physical education courses for both college and high school credit. Finally, high school students may not audit classes. Please remember that not all college courses will satisfy high school graduation requirements.

1.7 Course Selection and Transferability

Dual enrollment students may enroll in any credit course offered by NOVA if they have approval from their parent/guardian, high school principal and/or counselor, and meet administrative and placement criteria. If taking a class on campus, approval of a NOVA counselor and Dean of Students/Director of Student Services is also required. Satisfactory completion of all DE courses conveys college credit at NOVA.

Students who wish to receive high school and college credit should work with a high school guidance counselor to carefully select courses that will meet high school graduation requirements.

Generally, course selection falls into two categories: transfer (general education) courses and non-transfer (career/technical) courses. The transfer courses include those courses that are commonly used toward the completion of a baccalaureate degree at four-year colleges and universities. These general education courses include English, history, mathematics, psychology, etc.

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

NOVA career/technical course credits are applicable to specific curricula and are intended to prepare students for employment in those areas. Examples of these courses include automotive, hospitality management, horticulture, etc. While some of these courses may be accepted for transfer, no unified policy exists on the transfer of these courses.

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

1.8 Delivery Options and Location of Dual Enrollment Classes

NOVA offers several DE opportunities for students who meet the eligibility requirements.

Courses Taught at NOVA

High school juniors and seniors taking DE classes on campus are part of the student population on the campuses of NOVA and attend regularly scheduled college courses. These classes operate on the college schedule, which varies greatly from the high school contract classes. Be sure to go to the NOVA web site to find the schedule of classes and semester dates.

If a student wishes to take a DE online course, the student will have to interview with a counselor at the Extended Learning Institute (ELI) to determine suitability. If accepted, the ELI counselor will help the student enroll in the desired class. Please see http://eli.nvcc.edu/doc/Dual_Enrollment_ELI_Checklist.pdf.
Courses Taught at a High School

Classes specially designated as contract DE are offered on site at various high schools within the NOVA service region. These classes are offered during the regular school day for students attending the high school or academy. They are taught by NOVA adjuncts, high school instructors who meet NOVA’s credentialing requirements.

Check with your high school guidance office to learn if any contract DE classes are offered at your high school.

1.9 Types of Dual Enrollment Students

**Dual credit students** (program / plan code 041) are high school students enrolled in college credit classes who receive both college credit and high school credit towards their secondary school requirements for graduation. Dual credit students can take the college credit classes either on a college campus or at their high school in a contract DE class.

**Concurrently enrolled students** (program / plan code 042) are high school or home schooled students enrolled in college credit classes; however, these students are receiving only college credit for the classes they take; no high school credit is awarded. Concurrently enrolled students take college credit classes on the college campus or through ELI.

**Combination enrolled students** (program / plan code 043) are students who are still in high school and who are taking one or more courses for which they will receive both college and high school credit (dual credit) AND one or more courses for which they will receive only college credit. At least one NOVA class will appear only on the NOVA transcript and at least one class will appear on both the NOVA and high school transcripts.

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

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

1.10 Enrollment Eligibility

According to the Virginia Plan for Dual Enrollment (2008), high school juniors and seniors or the home-schooled equivalent, are eligible to participate in the dual enrollment arrangement between public school districts and the community college. All students must meet established institutional placement criteria prior to enrolling in DE coursework.

Dual enrolled students may take no more than 12 credits per semester and must understand that students taking DE courses may not receive financial aid.

1.11 Sophomore Exceptions to Grade-Level Eligibility

VCCS policy allows colleges to consider exceptional freshman and sophomore students who are able to demonstrate readiness for college-level coursework through the colleges’ established institutional policies. Each freshman and sophomore student will be treated on a case-by-case basis.

Courses Taught at NOVA

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

For the initial interview, students should have:

- An original high school transcript
• Documentation of any high school honors or awards
• Proof of placement into college English through:
  o a copy of the English placement scores taken through the college, or
  o proof of PSAT critical reading and writing scores of 50 or more, or
  o proof of SAT critical reading and writing scores of 500 or more, or
  o proof of an ACT combined score of 21 on both the critical reading and writing tests (test must have been taken within the last two years) or
  o proof of AP scores of three or higher for AP English Literature or AP Language and Composition.
• Proof of mathematics competency through:
  o proof of PSAT mathematics score of 52 or above
  o proof of SAT mathematics score of 520 or above
  o proof of ACT mathematics score of 22 or higher
  o proof of passing the Algebra I SOL in Virginia

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

Courses Taught at NOVA

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

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

Talk to your high school counselor and NOVA Student Services Center Admissions and Records for more information to determine what documents are

For sophomore students wishing to take a CTE course offered at their high school, the student will follow all submittal requirements, but their VPT scores may minimally place them into ENF 1 and MTE 1 as is required for all other students. This policy does not apply to students wishing to take a CTE class on campus.

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

1.12 International / Non-U.S. Citizen Students

Courses Taught at NOVA

For students taking classes in their high school, a template is available listing all the requirements for a submittal.

• A copy of the high school transcript.
• The score from the English placement test assigning the student into college English. A recommendation from a teacher, counselor or principal that explains what the student has attained to receive his / her confidence. This would include honors / awards or exceptional experiences that have prepared the student for more rigorous work.

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required for submission. Students who are on temporary visas or undocumented are not eligible to establish domicile and not eligible for in-state tuition rates. This does not apply to students with DACA status.

All students applying for admission to NOVA claiming entitlement to in-state tuition privileges are required to complete the “Application for Virginia In-State Tuition Rates.” If the requirements are not met, a student will be charged out-of-state tuition.

Courses Taught at a High School

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

1.13 Students with Disabilities and / or Special Needs

In a college course, the rules change for students with special needs or disabilities. Colleges operate under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act which guarantees that “no qualified individual with a disability may be excluded from participation in, denied benefits of, or otherwise be subjected to discrimination if otherwise qualified.”

What that means to high school students with IEPs is that there is no IEP in college, just equal access. The college will not waive or eliminate any requirements essential to the program or college; age qualification and qualifying scores on the placement tests must be met; and the student must be able to participate and achieve in class **without modification of course work**.

If a student chooses to disclose his / her disability to the college within 45 days from the start of class, he / she must be able to provide **current** documentation of the disability and complete an intake appointment with a NOVA disability services counselor in compliance with College procedures. Accommodations will be made if appropriate.

For more information regarding students with disabilities, visit [www.nvcc.edu/current-students/disability-services/index.html](http://www.nvcc.edu/current-students/disability-services/index.html).

1.14 Academic Advising

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

At the high school, the guidance counselor is the designated advisor. However, as NOVA students, all DE students have access to NOVA counselors to help explore and plan to meet career and educational goals. Dual enrollment students generally cannot declare a major or be program placed. However, if a DE student is committed to complete the General Education Certificate and to complete an AS or AAS degree after high school graduation, he / she may apply to be program placed using the appropriate form which must be signed by the student, parent and high school principal / designee.

Advising sheets to help a student / counselor choose courses wisely can be found at [http://www.nvcc.edu/depts/academic/proginfo.htm](http://www.nvcc.edu/depts/academic/proginfo.htm)
1.15 Dual Enrollment Class Scheduling

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

Students who take classes at NOVA must follow the academic semester calendar as established by the college for on-campus enrollment. This includes dates for adding, dropping or withdrawing from a class.

Classes taught in the high schools will have different start and end dates than classes taught at the college. Generally the fall courses begin October 1 and the spring courses begin February 1.

The dates for adding, dropping and withdrawing from a class will differ between courses taken on-campus and those taken at a high school. To avoid being charged for a class, it is essential that the class is dropped early in the semester, before 10% of the coursework is completed. (On campus, this date is referred to as the Census Date.) Students wishing to leave the class after the drop deadline date will be allowed to withdraw no later than the completion of 60% of the course completion. When withdrawing, a form must be completed, a W will be place on the transcript, and no money will be returned to the student.

1.16 Financial Aid

According to federal guidelines, dual enrolled students are not eligible for financial aid administered by the college. However, poor performance in dual enrolled classes may impact future financial aid eligibility. Students may apply for financial aid once they have graduated from high school.

1.17 Student Conduct – Discipline

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

Courses Taught at NOVA

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

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

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

All students should familiarize themselves with NOVA’s Student Conduct, Rights and Responsibilities as printed in the NOVA College Catalog and Student Handbook. These documents can be found on the
College web site at www.nvcc.edu/resources/stuhandbook/.

Courses Taught at a High School

For students taking DE courses taught at the high school, the policies and procedures of the school system apply.

1.8 Confidentiality of Dual Enrolled Student Records

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

When a student turns 18 years old or enters a post-secondary institution at any age, the rights under FERPA transfer from the parents to the student. However, although the rights under FERPA have now transferred to the student, a school may disclose information from an "eligible student's" education records 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.

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; Address; Telephone listing; E-mail address
- Most recent educational agency or institution attend; Number of credit hours enrolled
- Dates of attendance; Grade level
- Degree, honors and awards received; Major field of study
- Participation in officially recognized activities or sports; Weight and height of members of athletic teams

Students may specifically request to withhold such information by completing FORM 125-23: Student Record Disclosure. (Form F)

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

The Virginia General Assembly amended § 23-9.2:3 of the Code of Virginia effective July 1, 2008, to give parents or court-appointed legal guardians who claim a student as a dependent on their Federal income tax return, regardless of the student's age, the right to information contained in that student's educational records. All requests for information must be made to the Campus Registrar or the Dean of Students. A request for any information other than an unofficial transcript must be made in writing. Under the provisions of the Family Educational Rights and Privacy Act (FERPA), the College has 45 days to respond to the request. The College is not required to provide copies unless the Campus Registrar determines that it is unreasonable to expect the parent to appear in person. (For more information, visit http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html.)
1.19 The Role of Parents With Dual Enrolled Students

Courses Taught at NOVA

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

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

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

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

Within the college setting, parents should refrain from directly interfacing with the college professor about academic issues being faced by the student. All professors welcome students who wish to discuss course-related issues through an office visit or via the student’s NOVA email. Parents are not expected to be part of this discussion unless the student and professor agree.

Courses Taught at a High School

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

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

If the teacher is a full or part time faculty member from the college, please refer to Section 3.20 to determine the responsibility of the faculty member when a problem is raised by the parent.
Section 2 Process for Enrolling in NOVA Classes

NOTE: Where a process is different on campus from classes taught in a high school (contract classes), directions for the campus comes first, followed by the information for high schools.

2.1 Applying to NOVA

The first step in taking DE classes at NOVA is to apply to the college. The application process is free and must be completed online. Go to www.nvcc.edu and select the Apply Now tab on the right of the screen next to the rotating picture. Follow the guidelines provided.

Students wishing to take a DE class on campus must complete the admissions process two weeks prior to the start of class. The entire enrollment process, including registration must be completed by the first day of class. Payment must comply with the payment due date for the semester as established by the College. If a student takes a DE course at both the high school and the college, a different permission form will be used for each location.

2.2 NOVA Student ID Number

At the time a student applies for admission, the VCCS assigns a 7-digit Student ID number at the end of the application process. NOVA Student IDs are used to identify students in NovaConnect and for College records. Along with the ID number is a username that will be used to access MY NOVA where you can look at your record, and to Blackboard which is used in many classes.

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

After you have applied to the college, you can find your forgotten EMPL ID or user name and password by copying and pasting this URL:
http://www.nvcc.edu/current-students/technology/novaconnect/tutorials/id/index.html

2.3 College Placement

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

Scores must have been earned within the past two years. Please note that if using the PSAT or SAT scores, both Reading and Writing scores must meet the minimum requirements.

Students interested in taking college courses that commonly transfer to a four year institution (e.g. history, psychology, and others) must place into college English on the college placement test and meet all course prerequisites. * Students taking courses that could lead to a certificate or associate of applied science (e.g. Early Childhood Education, Culinary, HVAC) must place into ENF 1 (English Fundamentals) or higher.
Any exceptions to the college placement test policy must be approved by the dean sponsoring the contract DE class. The dean’s approval and signature must accompany the student’s DE recommendation form and must be kept as part of the student’s record in case of audit.

<table>
<thead>
<tr>
<th>Readiness Options</th>
<th>Reading</th>
<th>Writing / English</th>
<th>* Non-transferable Courses</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>VPT</td>
<td>ENG 111 / ENF3</td>
<td>ENG 111 / ENF3</td>
<td>ENF1</td>
<td>MTE 1</td>
</tr>
<tr>
<td>PSAT</td>
<td>50</td>
<td>50</td>
<td></td>
<td>52</td>
</tr>
<tr>
<td>SAT</td>
<td>500</td>
<td>500</td>
<td></td>
<td>520</td>
</tr>
<tr>
<td>ACT</td>
<td></td>
<td>Combines score of 21 on English and Writing</td>
<td>Minimum of 22 on math portion of test</td>
<td></td>
</tr>
<tr>
<td>AP, IB, Cambridge</td>
<td>Higher level scores that would grant credit for ENG 111</td>
<td>Higher level scores that would grant credit for ENG 111</td>
<td>Higher level scores that would grant credit for MTH 151 or higher</td>
<td></td>
</tr>
<tr>
<td>SOL</td>
<td></td>
<td></td>
<td>Math SOL passed within last 2 years</td>
<td></td>
</tr>
</tbody>
</table>

NOVA Catalog and Schedule of Classes. Decide which NOVA course(s) to take and if appropriate, the equivalent high school course(s).

2. Before taking your first course at NOVA, apply to NOVA at least two weeks prior to the start of classes. The application can be found at www.nvcc.edu. The entire enrollment process, including registration, must be completed before the first day of class. Payment must comply with the payment due date for the semester as established by the College.

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

3. Take the needed placement tests or collect needed documentation showing results from an AP, PSAT, SAT or ACT test that would exempt you from taking the college placement test. (See 2.3 and 2.4 for details) For math classes taken on campus, students must have a placement score from the VPT or above tests. SOL scores are not admissible. Tests are given at each campus testing center. Students must produce a photo ID and NOVA student ID#. Allow approximately two and one-half hours for each test. For test center information, see http://www.nvcc.edu/current-students/services-to-students/testing/index.html.

4. Complete the appropriate DE recommendation form.
   - High school students must submit a completed and signed NVCC 125-207: Dual Enrollment Recommendation: Individual High School Student, giving permission from their high school counselor, principal and parent / guardian. (FORM B)
   - Home schooled students must submit a completed and signed NVCC 125-208: Dual

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**THE ENROLLMENT PROCESS DIFFERS BY THE LOCATION OF THE CLASS.**

*At this point, students and parents should read either ‘Courses Taught at NOVA’ or ‘Courses Taught at a High School’ depending on their interest and intent.*

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### 2.4 Admissions and Enrollment Process

**Courses Taught at NOVA**

1. Discuss plan to dual enroll with parent or guardian and high school counselor. Review the

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### Table: Readiness Options

<table>
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<tr>
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<td></td>
</tr>
</tbody>
</table>
Enrollment Recommendation: Home Schooled Students, giving permission from their parent / guardian. (FORM C) Home school students must also 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 / legal guardian declaring home school for religious exemption.

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

5. Before final approval of DE students who take classes on campus, they must first meet with a NOVA counselor and may be asked to meet with the Dean of Students (or designee) at the campus they plan to attend. First time students must bring a sealed official high school transcript to the meeting, along with the completed DE form and a copy of their placement scores. A new permission form must be submitted for each term classes are being taken on campus.

6. If DE is approved, students must register for classes in person at the Student Services Center / Counseling Center. Generally, DE students are restricted to part-time enrollment (fewer than 12 credits) unless working towards a certificate or associate degree while completing high school.

Students wishing to take a DE class on campus must remember that college courses always begin before the high school semesters – check the College Schedule or web site for deadline dates.

7. Pay for the classes by the payment deadline.
   - Pay with cash or check at any campus Business Office.
   - Pay online by credit card through NOVA Connect or call 703-323-3770. For Prince William County, call 703-330-3770. Check enrollment schedule. Print a copy of the enrollment schedule from NOVAConnect or call 703-323-3770 or 703-330-3770 (Prince William County) to check classes and payment status.

8. Verify enrollment in the correct courses.
   - Print a copy of enrollment schedule every time a change is made.

9. Purchase Books
   - Print schedule of classes and take it to the campus bookstore where you are taking the course or buy books online. The College bookstores also have many textbooks available for rent

10. Purchase a Parking Permit
    - Parking permits are required for all semesters / sessions of enrollment.
    - Parking permits are required on all NOVA campuses during the daytime hours. Students can buy a parking permit online through Parking Services using a credit card 24 hours after enrolling and paying for classes. Students can also pay for a permit with cash or by check at any of the campus Parking Services offices. The charge for the parking permit will be $10 less if purchased online.
    - Permits are required for all vehicles parked in all lots (except parking meters and hourly pay lots). Student permits are valid only in "B" lots
and students may never park in Faculty / Staff parking lots.

- To use the parking garages at the Annandale and Medical Education campuses, students must have a NOVACard ID and a parking permit.
- Hourly pay parking is available in the garages for those without a current permit and ID card.

**Effective August 1, 2014, permits are not required in the “B” lots weekday evenings after 4:00 p.m. or on weekends.**

11. Obtain a NOVACard Student Identification

All NOVA students are eligible to receive a NOVACard. A NOVACard is the official NOVA identification card. These cards are provided to students through the student activities fee. Students use their NOVACard to obtain a number of benefits and services which include access to various campus buildings and parking garages, purchases at select café locations, and discounts on campus. It also serves as a NOVA library card and can be used for copying on campus and a variety of discounts.

Students should wait 72 hours after first registering and paying or classes before going to a campus NOVACard Office to obtain ID cards. You may deposit money to your NOVACard Account by going to any of the Campus NOVACard Offices where you can deposit money using cash, a credit or debit card. There is a minimum amount of one dollar needed to start a NOVACard Account.

To find office locations, go to [http://www.nvcc.edu/current-students/novacard/office-locations/index.html](http://www.nvcc.edu/current-students/novacard/office-locations/index.html) to find Office locations.

**Cards must be loaded with cash before being used for purchases.** You may add money to the NOVACard at any of the C$VT machines which accepts CASH ONLY - $1, $5, $10 and $20 bills. The most likely place to find a C$VT machine on each NOVA campus is either in the library or the cafeteria. Follow the instructions listed on the machine to complete a deposit. Remember, the C$VT machine accepts cash only.

Lost cards will be replaced at a fee of $10.00. Contact a campus NOVACard Office for more information.

12. Activate NOVA Student Email Account

- To protect student's privacy, instructors may only use a student's official NOVA email address. In addition, all correspondence to professors or college officials should be sent from the student's official NOVA email account.
- Students will receive updates on course changes and other pertinent information through their NOVA email account. Students should check their NOVA email on a regular basis.

Courses Taught at a High School

*(All activities will occur at the high school.)*

1. Discuss your plan to take DE class offered at the high school with parent or guardian and high school counselor.
2. Check with the guidance office for information on how to apply online to NOVA and the dates for taking the placement tests at the high school.
3. Take the required placement test(s) or collect documents to show eligibility through PSAT, SAT, ACT or AP results.
4. Complete and submit the required NVCC 125-209: Dual Enrollment Recommendation: Contract Class for High School Students with required signatures. (Form D) Check with the high school for the cost
of the class. Checks will be payable to the high school (not NOVA). Some school districts do not require payment by the student. Students may go to the nearest campus to get a NOVACard, or arrangements can be made for photos to be taken at the high schools and cards made for students. The cards will provide all the services listed above and money may be loaded onto them at either the NOVACard Office or through a CSVT machine. See the explanation in 2.4 #11 for complete information.

**Students in contract DE classes do not register for class(es) or pay NOVA directly.** Needed paperwork is collected by the high school. The entire class will be enrolled by NOVA’s Office of Dual Enrollment (ODE) and student payments will be made directly to the high school.

### 2.5 Placement into Online Classes

Students who wish to request a DE course offered through ELI (Extended Learning Institute) should submit the necessary documentation to the Associate Vice President for e-Learning and follow the instructions outlined on the ELI web page: [http://eli.nvcc.edu/doc/Dual_Enrollment_ELI_Check list.pdf](http://eli.nvcc.edu/doc/Dual_Enrollment_ELI_Check list.pdf).

For information, visit the Distance Learning Web site at [http://eli.nvcc.edu](http://eli.nvcc.edu). An ELI counselor can be reached at 703-323-3368 or 703-323-3347.

### 2.6 Dual Enrollment Recommendation Forms

Students must complete the appropriate DE recommendation form with necessary signatures. (Form B for students taking DE course on campus; Form C for home school students taking a course on campus; Form D for students taking a DE course at their high school; or Form E for sophomore students who are asking for special permission.

**High school students who are 18 years of age or older may be considered adult students and do not need parent signatures on the DE Recommendation form. However, if taken in the high school, it is often preferred that parent signatures are on the form.**

### Courses Taught at NOVA

Prospective DE students, who are juniors or seniors in high school and wish to take a class at a NOVA campus, should schedule an appointment with a counselor at the campus they wish to attend. The counselor will discuss their goals and other factors that may affect their ability to benefit from DE, and the student may be asked to talk with the dean / designee who grants the final approval. Continuing DE students will have their progress reviewed before receiving permission to register for another DE class.

### Courses Taught at a High School

The coordinator of DE for the high school will distribute forms that must be signed by the student, parent and a school representative. This form acknowledges the parent is aware of the student’s plan to take a college course and the high school is willing to give high school credit for the college course. The school DE coordinator will collect all forms and are responsible for sending them to the ODE registrar.

**A student will not be enrolled for a DE class without receipt of a permission form by the ODE. Students who are 18 or older do not need parent permission to take the course, but must complete all other parts of the form.**

### 2.7 Tuition Rates for Dual Enrollment Students

**Courses Taught at NOVA**

It is the policy of NOVA to admit individual Virginia high school students even if they are not able to document their legal presence. Those who cannot
prove that they have lived in Virginia for at least a year and are planning to stay in Virginia for an unlimited amount of time will pay tuition at the out-of-state rate.

Individual DE students who take courses on campus are subject to the same tuition rates as other on-campus NOVA students. To be eligible for in-state tuition rates, students must be domiciled in Virginia for a minimum of one year before the first official day of classes.

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

In order to gain in-state rates, undocumented students must go through the DACA process which can be found at:

http://www.uscis.gov/humanitarian/consideration-deferred-action-childhood-arrivals-daca. When applying for in-state tuition, they should be prepared to present documentation to support their domicile claim. Documentation used to prove domicile include: Virginia tax forms, military ID cards, military dependent ID cards, VA driver’s licenses, lease agreements, etc.

If students are responsible for tuition payment as established by the DE agreement, the high school administration is responsible for collecting payment from the students. NOVA does not accept individual payments from students taking college classes in their high school. Contract DE courses are billed to the high schools / school systems not to individual students.

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

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

2.8 Textbooks

Courses Taught at NOVA

Students are responsible for purchasing textbooks and other supplies. Some textbooks will be available for rent at the campus bookstores.

Courses Taught at a High School

NOVA will determine textbooks for use in all DE courses. Students may be responsible for purchasing the textbooks for the course or the high school may choose to purchase books for students.
2.9 Dual Enrollment Course Syllabus

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

- Instructor’s name and contact information
- Office hours, office phone number and e-mail address
- Textbook(s): required / suggested
- Course outline, objectives and requirements
- Required / suggested resources, references and supplies
- Grading and evaluation
- Attendance and other requirements set by the division or teacher

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

2.10 Attendance and Student Participation

Courses Taught at NOVA

Education is a partnership between the student and the instructor. Instructors plan a variety of learning activities to help their students master the course content. Students must participate in these activities within the framework established in the class syllabus. Instructors will identify specific class attendance policies and other requirements of the class in the class syllabus that is distributed at the beginning of each term. Successful learning requires good communication between students and instructors; therefore regular classroom attendance is essential.

It is the student’s responsibility to inform the instructor prior to an absence from class if this is requested by the instructor in the class syllabus.

Students are responsible for making up all coursework missed during an absence. In the event of unexplained absences, especially if students miss the first two weeks of class, the instructor will administratively withdraw students from the course.

Courses Taught at a High School

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

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

2.11 Credit and Grading System

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

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

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

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

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

**Please note that + or - is not used for college coursework at Northern Virginia Community College, and D’s do not transfer.**

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

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

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

The faculty member has the discretion to decide whether the “I” grade will be awarded. Since the “I” grade extends enrollment in the course, requirements for satisfactory completion will be established through consultation between the faculty member and the student and documented on the “I” Grade Assignment form, 125-076. In assigning the "I" grade, the faculty must complete documentation that

1. States the reason for assigning the grade
2. Specifies the work to be completed and indicates its percentage in relationship to the total work of the course
3. Stipulates the date by which the work must be completed
4. Identifies the default grade (B, C, D, F, P, R, or U) based upon course work already completed.

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

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

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**2.12 Withdrawal from Class**

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

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

Courses Taught at NOVA

Students may withdraw from a course within the first 60% of a session without academic penalty and receive a grade of "W." Students may withdraw from a course through NovaConnect or by completing NOVA form 125-047: Withdrawal Initiated by the Student, and submitting it to the campus Student Services Center. Withdrawal after the first 60% of the session will result in a grade of "F," except under mitigating circumstances that must be documented on the course withdrawal form, approved by the instructor and division dean, and submitted to the Student Services Center. Students may only withdraw after the 60% point if they are in good academic standing. This documentation will be retained electronically.

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

Withdrawal Form. (Form G) The form is then faxed to the ODE; upon receipt, the student will be withdrawn from the class and a "W" given as a class grade. Although a college transcript will be initiated, the "W" will not affect the college GPA. However, the "W" may affect your ability to get financial aid once you complete high school. A "W" also counts as an attempt at a course, an important distinction if the student chooses to repeat the course.

2.13 Final Examinations and Assessments

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

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

For DE classes taught at the high schools, NOVA, together with the high school, will determine the procedure and dates of the final exam and assessment.

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

2.14 Student Evaluation of Instructor

Courses Taught at NOVA

Dual enrollment students will evaluate their instructor according to the policies and procedures as set forth in the Faculty Handbook.

Courses Taught at a High School

Students may withdraw from a course within the first 60% of a session without academic penalty. Either the teacher or the student may initiate a withdrawal and the teacher will complete the Contract Class

For contract DE classes taught at the high school, a firm withdrawal date is established by the college. Students cannot rely on a verbal statement as evidence of withdrawal thus it is important to obtain a copy of the signed withdrawal form should problems arise at another time.
Each semester DE students will evaluate their instructor(s) using the college’s electronic contract class evaluation process. Student compliance is expected as a way to determine if changes need to be made within the course.

2.15 Seniors Wishing to Complete a Degree at NOVA

Although dual enrolled seniors may not have completed their final year of high school, they will want to register for fall classes at NOVA during the spring. Students should complete the Early Admission Certificate for Graduating High School Seniors. (Form H) complete with the necessary high school signatures. When presented to a NOVA counselor, they will be able to help you move forward in setting the summer or fall schedule following high school graduation.

District students who are dual enrolled and part of the Pathway to the Baccalaureate Program will not need to go to campus to receive assistance. Their Pathway counselor will be working with them throughout the spring to complete the financial aid application, to take placement tests if needed, and to register students for the following semester.

2.16 NOVA Student Transcripts

To view and print an official or unofficial student transcript go to:

www.nvcc.edu/current-students/services-to-students/transcripts/index.html.

1. Log into NOVAConnect by clicking My NOVA on the NOVA home page. Then click VCCS SIS.
2. Click Self Service and then Student Center.
3. In the Academics section, click on the drop down menu. Select Official or Unofficial Transcript and click the Go button to the left of the menu box.
4. Select Northern Virginia Community College from the Academic Institution menu.
5. Select Student Official or Unofficial from the Report Type box and click Go.
6. Your transcript will appear on the next screen and you may print it from this screen.

To order official transcripts, go to http://www.nvcc.edu/current-students/technology/novaconnect/tutorials/academics/official.html and follow the directions.

After you have applied to the college, you can find your forgotten EMPL ID or user name and password by copying and pasting the following URL:

http://www.nvcc.edu/current-students/technology/novaconnect/tutorials/id/index.html
3.1 Dual Enrollment – a Great Option for Many Students

In fact, the College & Career Readiness & Success Center at the American Institutes for Research has found that students taking dual enrolled classes have a higher level of college readiness, a lower remediation rate for students who started college coursework while in high school, and are able to complete college degrees in a reduced timeframe.

There are significant advantages for students taking dual enrolled classes:

- Dual enrollment opens the doors to a higher education for students who may not have ever thought college could be a possibility – they may come from a low-income family or a family where no one has ever gone to college. Possibly the student thinks he / she isn’t smart enough, because reading and writing have been difficult for him / her.
- Dual enrolled class options include those in many of the career and technical education programs offered in our schools. Students can earn credit while testing their interest in a possible career field and may continue coursework if the field interests them.
- Dual enrolled classes allow students to be evaluated throughout the class and receive college credit based on the entire year’s work rather than from specific results on an end-of-course test.
- Earning college credit while in high school can decrease the time and cost for students to complete a college degree and / or career-related certification.

3.2 Pathways Leading to a Year of College

In Virginia, all public school districts and community colleges have been given a directive by the Virginia Commonwealth legislature to work together to provide the option for high school students to complete at least one year of college credits while in
high school. Even better, they have been required to create an option where students can complete a full associate degree program while in high school.

NOVA and all school districts in our service area have created pathways for students to earn a General Education Certificate (see Appendix B) which includes only transferable courses that will be accepted by the vast number of colleges. The certificate can be earned with a combination of DE, AP or IB courses, with at least 25% of the courses taken as dual enrolled. If a student wishes to complete an entire associate degree in order to take advantage of Virginia’s Guaranteed Acceptance Program, college and high school counselors can help the student plan their college schedule.

There is a chart available showing whether a Virginia college will accept the General Education Certificate without the analysis of course by course. Email dualenrollment@nvcc.edu if you would like a copy.

3.3 If a Student Chooses to Take Classes on Campus

The districts and NOVA are working together to offer more dual enrolled classes within the high schools, but most often, students will have to take some of the courses on a NOVA campus or through ELI, NOVA’s online program.

When helping a student prepare to take classes on campus, please remind students that the process is only partly the same, but most importantly that the college semesters are different than the high schools’ and planning should start early in the previous semester before taking a class at NOVA.

Section 2 of the Dual Enrollment Manual contains all the steps needed to take classes on campus or at their high school. The first three steps are universal:

1. Apply to NOVA on the website at www.nvcc.edu. Keep in a safe place the ID number and user name given at the end of the application process.
2. Either take the Virginia Placement Tests for English and Math or provide documentation showing other test scores that may allow the student to be exempt from taking the tests.
3. Complete the appropriate Recommendation form for an Individual Student or for a Home Schooled Student. Be sure the form contains all required signatures and remember that the signature of the principal/designee guarantees the student will also be given high school credit for the class.

Students wishing both college and high school credit must take two successive courses of 3 to 4 credits each in order to earn the high school credit.

4. Request an official copy of the high school transcript and take to the college counselor.
5. Meet with a college counselor who knows the remaining process for students wishing to take dual enrolled classes on campus.
6. Since this is the first time the student will be requesting to take a college class, the NOVA counselor may ask the student to speak with another person with more authority for final approval.
7. The NOVA counselor will then help with enrollment into the desired class. Dual Enrolled students may never register themselves for classes.
8. NOVA’s full tuition and fees must be paid by a given deadline date. Undocumented students will be required to pay the out-of-state rate unless they can prove DACA.

3.4 Senior Dual Enrollment Students Planning to Continue at NOVA

Students will likely be anxious to get their courses settled for the semester after they have graduated from high school. Those who are part of NOVA’s
Pathway to the Baccalaureate Program will be assisted in choosing their major, completing the financial aid process and registering for college. For high school students not in the program, the student must go to campus 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 the Early Admission Certificate for Graduating High School Seniors (Form H) This should then be taken to the NOVA counseling center where he/she will be helped.

The student will also be expected to attend an orientation to the college.

It is essential that all counselors working with students to take college classes are aware of the processes for participation either on campus or at the high school. That knowledge assures that students are given the correct guidance and are not wasting time in classes that will not lead to transferal or completion of a degree or certificate.
Section 4  Information for High School Administrators and Dual Enrollment Faculty

4.1 High School Responsibilities

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

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.

4.2 Recruiting Teachers for Contract Classes

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

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

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

The ODE will prepare the HR file and will forward it to the sponsoring division / provost for signatures. The division makes a copy of the documents for their files and sends the original to the HR office for the final approval process. If approved, the EMPL ID will be assigned by the Division and the Division will be responsible for putting the faculty member in the teaching panel. The Division should send the EMPL ID to the ODE Coordinator.

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

New DE adjuncts will receive a new DE Adjunct Faculty Brochure that includes EMPL ID # and username for SIS. This should be saved for future use and reference!

4.3 Teaching Dual Enrollment Classes at the High School

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

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

At times, the dual enrollment class may be offered online using a NOVA ELI (Extended Learning Instruction) adjunct as a teacher. Some schools choose to have students 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 ELI adjunct in planning for the weeks between semesters when the college adjunct does not work.

Occasionally college faculty will substitute or teach a DE classes at the high school. This instructor will follow the high school calendar including high school holidays and teacher work days, inclement weather policy, etc. Please see 3.20 for expectations for a NOVA full time or adjunct faculty member teaching a dual enrolled class at the high school.

4.4 Dual Enrollment Adjunct Personnel File

The official personnel file of a DE adjunct faculty member will be maintained and updated in the Human Resources Office with a copy maintained at the sponsoring division. Items required as part of the personnel file include: 105-47A Proposal for Adjunct Faculty Initial Appointment; official transcripts; resume; 105-77 Personnel Information / Emergency Contact Information; 105-146 Confidentiality of Student Records (Family Educational Rights and Privacy Act); 105-011 Employee Ethics Agreement; 105-048 IT Acceptable Use Agreement; and 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 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 I-9; federal and state tax withholding forms; child support form or employment verification form. Should this teacher be used as on-campus adjunct instructor, these forms would then be completed in the division office and will be forwarded to HR by the division office. If the high school teacher has taught DE classes for several years, the teacher may be asked to complete the whole set of forms again to update old information.

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

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

All NOVA adjunct faculty are assigned an EMPL ID, user name and password. They can be found by going to http://www.nvcc.edu/current-students/technology/novacconnect/tutorials/id/index.html and completing the form, or by calling IT HELP DESK at 703.426.4141.
4.5 DE Instructor Responsibilities

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

- Accept the mission and purposes of NOVA as stated in the Adjunct Faculty Handbook.
- Be responsible to the Division dean/designee for providing quality instruction for students; meet with the dean & / or liaison to clarify duties and responsibilities.
- Adhere to the statement on professional ethics in accordance with NOVA policies, procedures and regulations.
- Attend faculty orientation and other in-service programs at the College.
- Use textbooks and other instructional materials selected/approved by the division sponsoring the DE class. High schools may elect to purchase approved textbooks for their students. Contact the division dean’s office for an instructor’s edition textbook.
- Submit syllabi of all DE classes to the ODE Coordinator and division sponsoring the DE class before the end of the second week of classes. Give each student a syllabus at the beginning of the course, and review it with the students. See Section 3.8 – Contract Dual Enrollment Course Syllabi for required elements of all contract DE class syllabi.
- 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 registrar if there are issues.

- Teachers are encouraged to use their NOVA email account, but many divisions allow DE teachers to use their district email account. However, without the NOVA email, it is unlikely that the teacher will receive information about college events, policies and other important issues.
- 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 teacher should have a minimum of 85% compliance on the completion of student evaluations.
- Enter final grades into SIS at the end of the semester by the deadline provided by the ODE. At the end of the spring semester ALL GRADES MUST BE PUT INTO SIS BEFORE LEAVING FOR THE SUMMER.

Directions for entering grades into NOVA’s student system can be found at http://www.nvcc.edu/novaconnect/faculty/entergrades.htm

4.6 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
- Extending the high school curriculum
- 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 a NOVA ID, email account, and access to the VCCS Student Information System (SIS) for rosters, grading and Blackboard. Although instructors are encouraged to have students correspond with them through the NOVA email account and to use NOVA’s Blackboard as

Only DE students may participate in college classes earning transferable credit. However, students taking career and technical courses for DE credit may be mixed with non-DE students.
the tool for placing their syllabus, assignments and other learning materials, it is recognized that most high school instructors will prefer to use their district email and Blackboard or other district tool. The district email may be used to communicate with a student / parent but under no circumstance should this be done using a personal email account.

DE instructors should obtain a NOVA ID which will give them access to NOVA libraries, bookstores and technical support. In addition, they are encouraged to take advantage of the many professional development activities offered by the college and to attend division and discipline meetings to meet colleagues and stay aware of issues of importance.

4.7 Textbook Selection for Courses Taught at the High Schools

The 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.

4.8 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 www.nvcc.edu/academic/coursecont.htm.

4.9 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, 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 division 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 division office. Appendix D is the Required Template for Dual Enrolled Course Syllabus.

The syllabus must include the following elements:

- Course number and title.
- Instructor’s name, phone number, college / high school e-mail address, office hours.
- Objectives that students are expected to achieve upon successful completion of the course. These must be consistent with the objectives in the course content summary. See Section 3.8 – Course Content Summaries for more information.
- Prerequisites and level of preparation expected to succeed in course.
- Description of how course is going to be conducted. This is typically a proposed schedule of instruction. Topics must be consistent with those described in the course content summary and may include additional topics during the semester as time permits.
- Student responsibilities, including required textbooks or other instructional materials, assignments and other requirements of the course.
- Statement of how grades will be determined.
- Attendance policy – each faculty member is responsible for establishing and communicating to students the specific attendance requirements of their courses that are consistent with the objectives of the course and policies of the division.
- Additional information, e.g., last day to drop, holidays, etc. or topics may also be included.

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

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.

### 4.10 Student Participation in Dual Enrolled Classes at a High School

Dual Enrollment is primarily offered to junior and senior students and classes may be taken starting the summer between their sophomore and junior year. For DE **classes that commonly transfer** (for example English, history, psychology) all students in the class must be dual enrolled and take the class for college credit. These classes may not include students who are not taking the class for dual credit.

For DE classes that do not commonly transfer, (e.g. automotive, horticulture, etc.) it is not necessary, but highly recommend, that all students be dual enrolled and take the class for college credit. If the class is mixed, additional assignments should be given to DE students in keeping with assignments given at the college.

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

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

### 4.11 Recruiting and Preparing Students for Dual Enrolled Classes

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

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

Each student taking DE courses at their high school must complete a permission form. The ODE Coordinator will provide the document to the high school’s DE teacher or coordinator for distribution to all interested students. The permission form must be signed by the student and parent (for all students
under 18) and by the high school principal / designee. A student will not be added to the class roster without a signed permission form. The form should be accompanied by a document which provides proof of placement on the VPT, SAT, ACT or approved AP course final exam.

It is expected that the tuition to be collected from students is the same as that charged to the high school by NOVA. ODE staff will provide tuition information in order to determine a realistic amount to cover the cost of both fall and spring coursework.

Collected tuition monies should be turned over to the designated school staff, usually the bookkeeper, who will hold the money in an account until NOVA bills the high school for the tuition due.

### 4.12 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.

### 4.13 Placement into a Dual Enrolled Class

Students wishing to take DE classes must demonstrate their readiness to handle college coursework. All students must show proof of English and math readiness.

**English:** In order to place into all DE courses, students must place into English through one of the following options:

- Earn a satisfactory score on the Virginia Placement Test (VPT). Students interested in taking college courses that commonly transfer to a four year institution (e.g. history, psychology, and others) must place into ENG 111 / ENF 3 on the college placement test and meet all course prerequisites. Students taking courses that could lead to a certificate or associate of applied science (e.g. Early Childhood Education, Culinary, HVAC) must place into ENF 1 (English Fundamentals) or higher.

<table>
<thead>
<tr>
<th>Students taking English 111 / 112 must place into ENG 111. Students taking other general education courses may place into ENF 3.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Score 50 or higher on both the Critical Reading and Writing Sections of the PSAT</td>
</tr>
<tr>
<td>• Score 500 or higher on both the Critical Reading and Writing sections of the SAT</td>
</tr>
<tr>
<td>• Provide evidence of a combined score of 21 or more on both the English and Writing tests of the ACT, taken within the last two years</td>
</tr>
<tr>
<td>• Receive a 3 or better on the final test for AP English Literature or AP Language and Composition course taken in high school.</td>
</tr>
<tr>
<td>• Receive a score of 5 or higher on the IB Higher Level examination</td>
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</table>

English test scores are valid for two years after the date of the test.

**Mathematics:**

DE students must demonstrate math readiness for all DE courses. Math readiness can be demonstrated by documentation of any one of the following:

- Successfully passing at least one math unit on the Virginia Placement Test (VPT).
- Passing the Algebra I SOL taken within a two year academic window. If Algebra I SOL is older than two years, documentation of the next higher SOL pass can be used.

Students taking a mathematics course or a course with a mathematics prerequisite must place into the needed level of math through one of the following options:
• Earn a satisfactory score on the Virginia Placement Test (VPT)

• Score 52 or more on the Math portion of the PSAT. PSAT score of 52 or better will allow placement into MTH 115, 126, 150, 151, 152, 157 or 181.

• Score 520 or more on the Math portion of the SAT. SAT score of 520 or better will allow placement into MTH 115, 126, 150, 151, 152, 157 or 181.

• Score a minimum of 22 on the Math portion of the ACT, taken within the last two years

• AP, Cambridge, or IB Higher Level scores that would grant credit for MTH 151 or higher

• For advanced math courses such as Vector Calculus, the student will not have to take a placement test, but will have to show that the AP Calculus B test was passed with a 3 or better.

Math test scores are valid for two years after the date of the test.

Any exceptions to the college placement test policy must be approved by the dean sponsoring the contract DE class. The dean’s approval and signature must accompany the student’s DE recommendation form and must be kept as part of the student’s record in case of audit.

4.14 College Readiness Testing in the High School

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

Please see Appendix G for specific requirements and processes for the Virginia Placement Tests to be offered within your high school.

4.15 Dual Enrollment Permission Forms

In order for a student to participate in a DE class, each student must complete a permission form (Form C) which will be signed by the student, the parent and a school administrator.

To prepare a permission form for students, please be sure the form already contains the year / semester of the test, the name of the NOVA course and the equivalent high school course, and the name of the school, city, state and zip code. Students can then add their name, NOVA ID and signature. In addition, they must get the signature of their parent. For students not taking the Virginia Placement Test (VPT) the permission form must be accompanied by documentation showing exemption through PSAT, SAT, ACT or AP.

The ODE WILL NOT ENROLL A STUDENT WHO DOES NOT HAVE A PERMISSION FORM COMPLETED BY THE GIVEN DEADLINES.

Starting in fall 2012, the high school administrator collects all forms and documents, reviews them for complete information, arranges them into the appropriate sections, and scans or faxes each document to the ODE. Each section must have an official class roster placed on top of the group. If the course is a CTE course, the administrator must indicate which students are taking the course for dual credit. Contract DE students should speak to their high school guidance counselors or teachers if they have questions regarding their contract DE class.

4.16 Adjunct Faculty Evaluations

All adjunct faculty who teach DE classes at the high schools will be evaluated each semester they teach by
the division dean / designee. A faculty performance evaluation will be completed and kept in the faculty member’s file which is maintained in the NOVA division office. The basic observation / evaluation instrument will be form 105-095: Adjunct Faculty Evaluation. (Appendix E)

The division dean or designee will provide a written copy of the evaluation with narrative comments to the faculty member along with an invitation to discuss the evaluation.

In addition, student evaluation is a required component of the evaluation of all contract DE classes. Students must complete student evaluations for each class each semester. An electronic student evaluation form from IOTA is used; the link will be sent to each teacher at least one month before the end of class. The results of the responses will be reviewed by the division / designee sponsoring the contract DE class.

Since the student electronic evaluation instrument will be completed and submitted online, to get the best results, it is recommended that the class be taken to a computer lab to complete this form. Once the information is compiled by the ODE, the results will be sent to the instructor and his / her liaison who will review and discuss the results.

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

4.17 Final Student Examinations and Assessments

The 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 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.

4.18 Grade Submission

The grade given for the high school and the college course must be the same, with the exception of the plus or minus which can be added only to a high school grade. Colleges are comparing the high school and dual enrolled grades and the high school grade comes into question if it is significantly higher than the DE grade.

In the rare instance where the high school and college grade are different, the DE teacher must submit an e-mail to their DE Coordinator in advance of the grade posting explaining the discrepancy between the grades. The requirements for the completion of the college course should be the same as the completion of the high school course.

Faculty teaching DE classes will enter student grades via NOVAConnect, generally within 5 work days after the completion of the semester. Spring semester grades must be submitted before the teacher leaves for the summer break.

Directions for entering grades into NOVA’s student system can be found at http://www.nvcc.edu/novaconnect/faculty/entergrades.htm

4.19 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, he / she should be dropped or withdrawn from the class to avoid failing the class.
Contract DE classes follow different deadlines for fall and spring semesters. For fall semester, the deadline to enroll contract DE students is the last Friday in September. For spring semester, the deadline is the last Friday in February.

Any student on the NOVA roster after these enrollment deadlines will be included on the final invoice sent to the high school or school system.

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

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

All withdrawals after the 60% date must be documented on the course withdrawal form. (Form G - Withdrawal Initiated by Instructor: NOVA 125-031) 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 with the following dates before the DE class begins:

- Last day to enroll contract DE students. This is also the last day to remove DE students from the class roster so that students are not invoiced for the class and do not receive a “W” grade on their college transcript. New students may not enroll after this date. For fall semester, this is the last Friday in September; for spring semester, this is the last Friday in February.

- Last day to withdraw without grade penalty (before completion of 60% of a session)
- Last day to enter final grades in NOVA’s system; generally 5 days after the end of the semester, but before the teacher leaves for an extended period of time.

### 4.20 Confidentiality of Dual Enrollment Student Records

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

When a student turns 18 years old, or enters a post-secondary institution at any age, the rights under FERPA transfer from the parents to the student. However, although the rights under FERPA have now transferred to the student, a school may disclose information from an “eligible student’s” education records 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.

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; Address; Telephone listing; E-mail address; Most recent educational agency or institution attended; Dates of attendance; Grade level; Major field of study; Number of credit hours enrolled; Degree, honors and awards received; Participation in officially recognized activities or sports; Weight and height of members of athletic teams

Students may specifically request to withhold such information by completing FORM 125-23: Student Record Disclosure (see Form F)

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

4.21 NOVA Faculty Teaching a Dual Enrolled Course at a High School

Occasionally a 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 recommend that the NOVA faculty member meet with the sponsoring high school administrator before classes begin. In this meeting, the syllabus should be shared, with special attention to the guidance you provide students as to your expectations.

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:

**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.

**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.

**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 academic.

**Teacher attendance:** The NOVA FACULTY is required to notify the high school and the college-assigned liaison as soon as possible when he / she will be absent from the DE class. The high school is responsible for recruiting a district substitute teacher for an absence which will occur during one week. If the absence will be longer, the college liaison should make arrangements to find a substitute until the teacher returns and arrangements must be made for the payment of the substitute.

**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.
**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.*

**Parent meetings:** The 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.

**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.

**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.

**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
Section 5  Information for NOVA Administrators / Coordinators

5.1 Academic Division Responsibilities for Dual Enrolled Classes

Contract dual enrolled classes are those offered within a high school, preferably taught by a high school faculty member who meets the credentialing requirements for a NOVA adjunct. Students receive a greatly reduced tuition rate for college credit.

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

The division / designee must ensure that all contract classes are equivalent with other instruction offered on campus, specifically in terms of course objectives, components of syllabi, level and rigor of content, textbooks, student outcomes assessment and faculty evaluation.

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

The following guidelines give a step-by-step checklist of responsibilities for academic deans, designees and / or division staff:

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

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

Items marked with * indicate those items that are subject to regular audit by the College and the VCCS.
If the high school does not have a qualified instructor on staff, the academic dean/designee may recommend an on-campus adjunct instructor or full-time faculty member with the flexibility to teach at the high school. This college instructor must agree to work the district calendar, not NOVA's.

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

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

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

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

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

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

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

To better understand the academic responsibilities between the campus division and contract DE teacher, please see the Academic Responsibilities Chart. (Appendix G)

5.3 Specific Guidelines for Contract Dual Enrolled Classes

There is no age-level requirement for contract students, but they must be high school juniors or seniors. Exceptions to the grade-level policy may be considered for freshman and sophomore students who are able to demonstrate readiness for college-level coursework. Because admitting freshman and sophomore students is considered exceptional, each freshman and sophomore student will be treated on a case-by-case basis and require formal approval by the College president/designee. See Section 3.12 Procedure for Requesting Exception to Grade-Level Policy.

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

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

Revisions to these agreements may be negotiated between the school system and NOVA. If a revision is needed, the associate vice president for Academic Services will serve as NOVA’s contact for the negotiations.

The signed agreement defines the terms and conditions under which contract courses will be offered by NOVA. Please email the ODE if you wish a copy of the DE agreement with a specific district/school.

5.4 Processing Procedures for Dual Enrollment Adjunct Faculty

(Effective August 2011)

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

1. The resume and unofficial transcript will be sent by email from the ODE to the Adjunct Faculty Specialist in the Human Resources Department and to the appropriate campus dean for credential review. The Adjunct Faculty Specialist will approve or disapprove the credentials for the course(s) to be taught (or conditionally approve the adjunct until a Justification Request (JR) is approved) and notify the ODE and the Campus dean of the determination.

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

2. If the teacher is given conditional approval and requires a Justification Request, HR will notify the ODE of the required documentation needed: the justification form; a reference letter; employment verification for any work within the field; any certificates earned within the field; a copy of the state teacher’s license. The ODE will gather these documents and submit to the hiring dean for assistance in preparing the Justification Request. The JR will be processed through the Campus of record to HR.

3. If approved, the ODE will create the adjunct file to include the following forms:
   - 105-47A Proposal for Adjunct Faculty Initial Appointment;
   - Official transcripts;
   - Resume;
   - 105-77 Personnel Information / Emergency Contact Information;
   - 105-146 Confidentiality of Student Records (Family Educational Rights and Privacy Act);
   - 105-011 Employee Ethics Agreement;
   - 105-048 IT Acceptable Use Agreement; and
   - Policy 1.75 Use of Electronic Communications and Social Media

   The Division dean will review the NVCC 105-47A for correctness, and where necessary, create the NVCC 105-015 Justification Request for Faculty Competence (if required)
No payroll forms, background check release, or I-9 need to be completed for contract DE faculty since they are not being paid by NOVA. If a contract teaches on campus additional forms will be required.

4. The ODE will prepare the HR file and will forward it to the sponsoring division for signatures. Once all signatures are obtained, the division will obtain an EMPL ID# and will place the teacher into the SIS approved teaching panel. The division will then notify the ODE registrar that the teacher has been added, allowing the registrar to create the appropriate class.

5. The division scans the documents into ImageNow and sends the original to the HR office for the final approval process. Once the person has been formally approved, the division will be responsible for putting the faculty member in the teaching panel.

6. Both a college and a DE contract will be sent to faculty in the high schools. Both will need to be signed by the teacher and returned to the sponsoring division.

7. Signed contracts should be returned to the Division office. Should a signed contract be received by ODE, it will be forwarded to the appropriate division office for signatures and for scanning into ImageNow.

8. After scanning the contract into the ImageNow file, the physical contracts will be kept in the teacher’s file in the Division.

5.5 Procedure for Communicating Individual Dual Enrollment Requests Among Campuses

Some individual students are granted permission to dual enroll on one campus, but once approval is given, they may want to take the course or a second course on another campus. Reasons for this may include cancelled classes, closed sections, course offerings specific to one campus, or other personal reasons.

If a DE student is granted permission to enroll in a class at the home campus but then decides to take the class on another campus, the Student Services Center (SSC) at the student’s home campus can register the student in the class at the campus of choice. However, if it is not the home campus, the SSC must make a note on the bottom of the DE form. The form is then copied and given to the dean of students of the home campus.

The DE form will be scanned and linked to the student’s record by the SSC where the student was registered in case documentation of signatures is needed. This procedure will simplify the process for individual DE students and eliminate the need for students to travel from one campus to another to register for a class.

Within a week of receipt of the copied DE form, the dean of students at the home campus is responsible for notifying via e-mail the dean of students of the receiving campus where the DE student is enrolled. This will allow time for the dean of the receiving campus to review the documents and if there are concerns about a student’s enrollment on the campus, the dean may request a meeting with the student.

5.6 Wait Listing for On-Campus Dual Enrolled Students

Dual enrolled students are allowed to be wait listed for on-campus courses that are currently filled. When a DE student is being registered by a campus counselor, the counselor should remove the WA9 Dual Enrollment hold for that term. Should the class open, the student would be eligible to register for the class on a first-come first-serve basis. Please note that some courses will not have the wait list option.
A student cannot use the wait list if:

- The student has a class conflict, is already enrolled in another section of the class or is repeating the class.
- The student is on a wait list for a class but is not eligible to be enrolled for one of the reasons stated above. The system will enroll the next eligible student.
- The class section requires DEPARTMENT CONSENT.
- The student does not have the prerequisite, if there is a hold, or if a wait list is not available.
- A student cannot get on a wait list if the wait list is full.

The last day for a student to get on a Wait List is two business days before the regular 16 week semester begins even if the student plans to take a course during an eight week semester or a dynamic session. The last day students will be moved from the Wait List to the enrolled status will be one day before the 16 week semester begins (not the class start date). Thereafter the Wait List will be deleted.

5.8 Business and Billing Procedures for Contract Dual Enrollment Classes

The following steps outline the business and billing procedures for contract DE classes:

- Upon receipt of permission forms for each section to be taught by the DE faculty member, the ODE registrar enrolls the students in NOVA SIS. No student will be registered without the permission form and acceptable placement scores for the course. If the student is exempted from testing due to PSAT, SAT, ACT or AP scores, evidence of the acceptable scores must accompany the permission form.
- After the ODE Registrar enrolls the students into their classes a DND (Do not Drop) indicator is put on each student's account which alerts college staff that the student is in a contract class should not be dropped and that for the contract class the charge will be paid by Third Party. This relieves the student from paying the college directly and indicates that the class tuition and fees will be paid by the hosting high school.

5.7 Online Courses

Requests by DE students to enroll in the Extend Learning Institute (ELI) online courses are handled on a case-by-case basis. DE students who wish to request a course offered through ELI should submit the necessary documentation to the Associate Vice President for e-Learning and follow the instructions outlined on the ELI web page: http://eli.nvcc.edu/doc/Dual_Enrollment_ELIChecklist.pdf.

For information visit the Distance Learning Web site at http://eli.nvcc.edu. An ELI counselor can be reached at 703-323-3368 or 703-323-3347.

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**NOVA does not accept individual payments from students in contract classes. High schools / school systems must inform students that payment for contract DE classes is made to the high school / school system, not NOVA. NOVA will send one invoice each semester to the high school / school system and be paid with one check covering the tuition for participating students. Prior arrangements can be made to separate invoices for separate funding accounts.**

- Once the drop date has passed the verification process will begin. Each teacher for each class will receive an email verification. Upon approval by the teacher, the form is automatically submitted to the school administrator who gives final approval. The electronic verification must be approved by both the teacher and the designated administrator before it is electronically returned to the ODE.
• Upon receipt of all the verified rosters from the same school, the registrar sends an electronic verification to the Tuition and Contracts Office with all the approved rosters for the invoice to be prepared. Once the invoice is prepared, the Tuition and Contracts Office sends the prepared invoice to the person designated by the high school to receive invoices for payment. The invoice clearly state that the invoices are due within 30 days.

5.9 Office of Dual Enrollment

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

• Updating the DE manual which is available on the NOVA web site.
• Compiling the list of annual courses to be offered in district high schools and sharing with NOVA division chairs for review and approval before each semester.
• Creating courses and adding rosters in SIS.
• Receiving and sending proposed faculty transcripts and resume forward to department for review before an initial meeting between academic representatives from NOVA and high school / district representatives.
• Assisting with distribution and collection of HR paperwork and delivering to appropriate division.
• Attending initial meeting between NOVA and high school representatives to record agreements.
• Assisting high school DE coordinator / teacher with orientation of potential DE students.
• Working with high school administration to help students apply for admission to NOVA and take the college placement test(s).
• Coordinating and facilitating testing process; proctor tests, record scores and determine students who are eligible to take the DE class.
• Collecting from each DE teacher / coordinator all signed permission forms, 125-209: Dual Enrollment Recommendation: Contract Class for High School Students. Forms are kept in the ODE for auditing purposes.
• Verifying that placement test requirements and prerequisites are met. Collecting all documentation that waives the need for placement testing and posting all placement testing results to the students’ records.
• Handling all changes on original roster and withdrawals throughout the semester.
• Coordinating the verification process by sending and collecting verification forms signed by the DE teacher and school principal.
• Working with Finance to assure the billing process is completed.
• Facilitating the end of semester online evaluation process; compiling results and submitting to teacher and college liaison
• Monitoring the posting of grades for contract students each semester.
Section 6  Appendices

Appendix A  Virginia Plan for Dual Enrollment
Appendix B  Earning College Credit in High School
Appendix C  Required Credentials for College Faculty:  VCCS 29 Form
Appendix D  Sample Course Syllabus
Appendix E  Adjunct Faculty Evaluation: NOVA 105-095
Appendix F  Academic Responsibilities Chart

Form A  Recommendation for Individual High School Student: NOVA 125-207
Form B  Recommendation for Home Schooled Student: NOVA 125-208
Form C  Permission for Contract High School Student: NOVA 125-209
Form D  Recommendation for Continuing Dual Enrolled Student: NOVA 125-206
Form E  Cover Sheet: Exemption Packet for Exceptional Students
Form F  Student Record Disclosure: NOVA 125-23
Form G  Drop / Withdrawal of Contract Dual Enrolled Students
Form H  Early Admission Certificate for Graduating High School Seniors
Broadly speaking, dual enrollment allows high school students to meet the requirements for high school graduation while simultaneously earning college credit. National research has demonstrated that dual enrollment is a vehicle for increasing postsecondary participation rates. The Virginia Plan for Dual Enrollment gives a state-wide framework for dual enrollment arrangements between the public schools and community colleges. These arrangements may be made at the local level, i.e., between the representatives of boards of the participating public school and the participating community college authorized to contract such agreements. These arrangements may be formed in three distinct ways. First, high school students may be enrolled in the regularly scheduled college credit courses with the other students taught at the community college. Second, high school students may be enrolled in specially scheduled college credit courses conducted exclusively for high school students taught at the high school. Third, high school students may be enrolled in specially scheduled college credit courses conducted exclusively for high school students taught at the community college. In the latter two cases where the college credit courses are specially scheduled for the high school students, these courses shall have the same academic rigor as the regularly scheduled college credit courses and meet all of the college accreditation standards. In all cases, the particular courses to be offered shall be determined through the mutual agreement of the participating public school and community college. Some colleges and school divisions may choose to also enter into partnerships whereby validated course credits are awarded to high school students. These validated credit arrangements must follow accepted VCCS guidelines and be agreed upon by both the college and the school division.

**Purpose**

The purpose of the Virginia Plan for Dual Enrollment is to provide a wider range of course options for high school students in academic, career/occupational-technical subject areas where appropriate. As such, the plan promotes rigorous educational pursuits and encourages learning as a lifelong process. It recognizes that high school students who accrue college credit are more likely to continue with their education beyond high school than those who do not. The plan also offers a direct cost benefit to the Commonwealth of Virginia, especially as it avoids the unnecessary duplication of facilities and equipment when students receive credit towards a post-secondary credential while enrolled in high school.

**Collaboration Between Community Colleges and Public School Divisions**

Dual enrollment agreements are partnerships between secondary and postsecondary entities, both of whom play essential roles in the educational pipeline. As such, the community college and public school division will collaborate to identify need and select dual enrollment course offerings available to students. Further, the community college will identify a coordinator of dual enrollment to serve as a liaison to the high school, whose responsibilities shall include offering informational sessions to high school students and their parents and facilitating meetings between college and high school stakeholders to discuss logistics.

**Student Eligibility**

Dual enrollment coursework is restricted to high school juniors and seniors. Exceptions may be considered for freshman and sophomore students who are able to demonstrate readiness for college level coursework through, the
colleges’ established institutional policies. It is required that all freshman and sophomore students meet established institutional placement criteria prior to enrolling in dual enrollment coursework. Appropriate public school and community college officials should take the necessary steps to assure that every student who is registered under the dual enrollment arrangement is amply prepared for the demands of a college-level course and can benefit from the enrichment opportunity.

**Admissions Requirements**

The Virginia Board of Education *Regulations Establishing Standards for Accrediting Public Schools in Virginia* govern the student’s participation in dual enrollment arrangements. First, the public school principal must approve the cross-registration of the high school student to the community college. Second, the community college must accept the high school student for admission to the college-level course. All Virginia Community College System and institutional placement criteria must be met by the student prior to enrolling in a dual enrollment course. The community college will assume responsibility for administering the placement test to students recommended for dual enrollment courses, and for registering students in the courses.

**Course Eligibility**

Courses may be drawn from all the college subject areas. The courses must be offered for college credit and must meet course enrollment requirements at the community college. The community college has the responsibility to ensure that all dual enrollment courses taught are equivalent to other instruction offered by the college, specifically in terms of course objectives, components of the syllabi, level and rigor of content, evaluation of students, textbooks, student outcomes and assessment and faculty evaluation.

**Compliance with Accreditation Standards**

The Virginia Plan for Dual Enrollment complies with the all criteria of the Southern Association of Colleges and Schools and with the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.

**Credit Awarded**

College credit shall be awarded by the community college to the participating high school students upon successful completion of the course. The award shall be in compliance with appropriate accrediting standards for community colleges. High school credit also shall be awarded to the participating high school students upon successful completion of the course. The award shall be in compliance with state standards.

**Selection of Faculty**

The faculty shall be selected and employed by the participating community college and shall meet the faculty hiring criteria established by SACS and the State Board for Community Colleges. For credentialing guidelines, the SACS criteria state, “Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctor’s 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).”

If a part-time faculty member of the community college is employed simultaneously full-time by the public school, the college may reimburse the public school board for the services of its faculty member in lieu of direct compensation to the faculty member. Alternate faculty compensation plans may be negotiated by the participating community college and public school.
Tuition and Fees

According to the *Regulations Establishing Standards for Accreditling Public Schools in Virginia*, the public school will not be penalized in its state appropriation for developing and implementing dual enrollment. Schools and colleges are encouraged to provide high school students the opportunity for dual enrollment at no tuition cost to them or their families. In addition, neither the public school nor the community college shall be penalized in state appropriations it receives for developing and implementing the dual enrollment arrangement. The public school shall receive average daily membership (ADM) credit for its students who participate in the dual enrollment arrangement, and the community college shall receive full-time equivalent (FTE) student credit for the participating high school students.

Assessment and Evaluation

Assessment has long been recognized in Virginia as an important aspect of an effective instructional program. In this spirit, all dual enrollment arrangements developed and implemented under the auspices of the Virginia Plan for Dual Enrollment shall include a formal mechanism to assess faculty effectiveness and student success. The community college has the responsibility to ensure that all dual enrollment courses taught are equivalent to other instruction offered by the college, specifically in terms of course objectives, components of the syllabi, level and rigor of content, evaluation of students, textbooks, student outcomes and assessment and faculty evaluation. Student and faculty evaluations are an integral component of the assessment process for a college course. The Commission on Colleges Southern Association of Colleges and Schools (SACS) states, within its document *Principles of Accreditation*, that an institution should regularly evaluate the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status. Part of the faculty evaluation process should include student evaluation of faculty effectiveness.

(1) Faculty Evaluation -- The community college will conduct faculty evaluations for dual enrollment instructors using the college guidelines adopted for all adjunct faculty. A copy of the evaluation results will be submitted to the designated school division representative.

(2) Student evaluations on all dual enrollment adjunct instructors will be conducted each semester for each course offered through the dual enrollment program. Results of the student evaluations will be compiled and shared with the Dean, Program Lead, faculty member, and designated school division representative.

Dr. Thomas Morris
Secretary of Education

Dr. Billy K. Cannaday
Superintendent of Public Instruction

Dr. Glenn DuBois
Chancellor, Virginia Community College System
This chart shows the requirements of the **General Education Certificate** which completes the Freshman year of college. Credit can be earned through dual enrolled courses, or through AP / IB courses with the necessary end of course score and are eligible to earn college credit. DE courses are available to rising junior through senior high school students who are qualified to take the course; exceptions can be made for exceptional sophomores who meet the qualification standards. **Put an X by those courses you have already taken to determine what more is needed.**

<table>
<thead>
<tr>
<th>NOVA General Education Certificate</th>
<th>Dual Enrollment</th>
<th>AP</th>
<th>IB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students receive college credits at the end of the course; C or better would likely transfer to a Virginia college</td>
<td></td>
<td>College credits earned by passing final exam</td>
<td>College credits earned through higher level course</td>
</tr>
<tr>
<td><strong>NOVA General Education Certificate</strong></td>
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</tr>
<tr>
<td>SDV 100 College Success Skills (1 credit)</td>
<td>Dual Enrollment</td>
<td>AP English Literature or AP Language &amp; Composition = ENG 111-112</td>
<td>IB English A1 = / ENG 111</td>
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<td></td>
<td></td>
<td>= ENG 111-112</td>
<td>// ENG 111-112</td>
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<td>IB English B = / ENG 111</td>
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<td></td>
<td></td>
<td></td>
<td>// ENG 111</td>
</tr>
<tr>
<td><strong>English ENG 111-112 College Composition I &amp; II (3 credits each)</strong></td>
<td>College Composition: ENG 111-112 and/or World Literature: ENG 251-252</td>
<td>AP English Literature OR AP Language &amp; Composition = ENG 111-112</td>
<td>IB English A1 = / ENG 111</td>
</tr>
<tr>
<td>ENG 125 Survey of Literature or a Communications course can be used as an alternative to College Composition II</td>
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<tr>
<td></td>
<td></td>
<td>AP Calculus AB = MTH 173</td>
<td>IB English B = / ENG 111</td>
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<td></td>
<td></td>
<td>AP Calculus BC = MTH 173-174</td>
<td>// ENG 111</td>
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<td></td>
<td></td>
<td>AP Statistics = MTH 241</td>
<td>IB English A1 = / ENG 111</td>
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<td>// ENG 111</td>
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<td>// CHM 111-112</td>
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<tr>
<td></td>
<td></td>
<td>// MTH 173-174</td>
<td>IB Physics = / PHY 201</td>
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<td>// PHY 201-202</td>
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<td><strong>Physical or Life Science Elective w/Lab I &amp; II (4 credits each course)</strong></td>
<td>Biology: BIO 101-102 Chemistry: CHM 111-112 Physics: PHY 201-202 Environmental Science: ENV 121-122</td>
<td>AP Biology = BIO 101-102</td>
<td>IB Biology = / BIO 101</td>
</tr>
<tr>
<td>Some colleges require a two semester sequence</td>
<td></td>
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<td>// BIO 101-102</td>
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<td></td>
<td></td>
<td>AP Physics B = PHY 201-201</td>
<td>IB Chemistry = / CHM 111</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Environmental Science = ENV 121-122</td>
<td>// CHM 111-112</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Environmental Science = ENV 121-122</td>
<td>IB Physics = / PHY 201</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Environmental Science = ENV 121-122</td>
<td>// PHY 201-202</td>
</tr>
<tr>
<td>Social / Behavioral Sciences</td>
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<td>-----------------------------</td>
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<tr>
<td><strong>3 Electives Required</strong></td>
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</tr>
<tr>
<td><em>(9 credits total)</em></td>
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<tr>
<td>Many AS degrees require at least one history course.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Any Equivalent Economics, Geography, History, Political Science, Psychology, OR Sociology Course</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>AP Human Geography = GEO 210</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Psychology = PSY 201-202</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP US History = HIS 121-122</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP European History = HIS 101-102</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP World History = HIS 111-112</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP US Government = PLS 211-212</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP US Comparative Government &amp; Politics = PLS 120</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>AP US Government &amp; Politics = PLS 135, PLS 211</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>AP Economics, Macro = ECO 201; Micro = ECO 202</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Geography = / GEO 220</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>// GEO 220 + GEO elective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology = / PSY 201</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>// PSY 201-202</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Anthropology = / SOC 211</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>// SOC 211-212</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Humanities/ Fine Arts Elective I &amp; II</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(6 credits total)</em></td>
</tr>
<tr>
<td>Completion of two years of an AP / IB language fulfills the humanities requirement</td>
</tr>
<tr>
<td>World Literature: ENG 251-252 OR other Literature courses; OR approved Art or Drama courses; OR any 200 level Foreign Language: Arabic, Chinese, French, German, Greek, Hindi, Italian, Japanese, Korean, Latin, Portuguese, Russian, Spanish and Vietnamese <em>(American Sign Language may be accepted at Virginia Community Colleges but may not transfer to a four year institution)</em></td>
</tr>
<tr>
<td>AP Art History = ART 101-102</td>
</tr>
<tr>
<td>AP Music Theory = MUS 111-112</td>
</tr>
<tr>
<td>AP Chinese Language &amp; Culture = CHI 201-202</td>
</tr>
<tr>
<td>AP French Language = FRE 201-202</td>
</tr>
<tr>
<td>AP French Literature = FRE 233-234</td>
</tr>
<tr>
<td>AP German Language = GER 201-202</td>
</tr>
<tr>
<td>AP Italian Language &amp; Culture = ITA 201-202</td>
</tr>
<tr>
<td>AP Japanese Language &amp; Culture = JPN 201-202</td>
</tr>
<tr>
<td>AP Latin / Literature or Virgil = LAT 101-102 <em>(only used as general elective for NOVA)</em></td>
</tr>
<tr>
<td>AP Russian Language &amp; Culture = RUS 201-202</td>
</tr>
<tr>
<td>AP Spanish Language = SPA 201-202</td>
</tr>
<tr>
<td>AP Spanish Literature = SPA 233 + SPA elective OR SPA 271-272</td>
</tr>
<tr>
<td>Philosophy = / PHI 101</td>
</tr>
<tr>
<td>// PHI 101-102</td>
</tr>
<tr>
<td>French A1 or B = / no credit</td>
</tr>
<tr>
<td>// FRE 201-202</td>
</tr>
<tr>
<td>German A1 or B = / no credit</td>
</tr>
<tr>
<td>// GER 201-202</td>
</tr>
<tr>
<td>Spanish A1 or B = / no credit</td>
</tr>
<tr>
<td>// SPA 201-202</td>
</tr>
</tbody>
</table>
Virginia Community College System Qualifications of Faculty

Explanation of Policy

1) **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.”

2) **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.

3) **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.

4) **SACS-COC Credential Guidelines**
   a) 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).
   b) 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.
   c) Faculty teaching courses designed for non-associate degree occupational fields: high school diploma or equivalent with demonstrated competencies in the teaching field.
   d) 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.
   e) Faculty teaching Student Development (SDV) courses: A minimum of a bachelor’s degree from a regionally accredited institution.

5) **Coverage:** The accompanying chart (VCCS-29) specifies the normal minimum criteria for each faculty rank for:
   a) Full-time and adjunct teaching faculty
   b) 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.

6) **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.

7) **Minimum Requirements**
   a) Fulfillment of normal minimum criteria does not guarantee original placement in, or promotion to, a given rank.
   b) Minimum degree requirements for original appointments and promotions must be met.
   c) The following are appropriate substitutions that may be used at the discretion of the college:
      1) 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.
      2) 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.
      3) Educational preparation above the requirements for initial placement in rank may fulfill requirements for occupational experience and/or teaching experience at the rate of 30 undergraduate credits being considered equivalent to one year of teaching or occupational experience, and 24 graduate credits being considered equivalent to one year of teaching or occupational experience.
      4) 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.
      5) Eighteen graduate semester hours of coursework related to the teaching field may substitute for the requirement that a bachelor’s degree be related to the teaching field.

8) **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 purposes regardless of the course prefix or other criteria normally used to determine the status of coursework.

9) **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.)

10) **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.

11) **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.
## Minimum Normal Criteria for Each Faculty Rank

**VCCS-29: Faculty in Humanities, Social Science, Natural Science, Math, Developmental Studies, English as a Second Language, Administrative and Professional Faculty, Counselors, Librarians**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Initial Appointment/ Promotions</th>
<th>Performance Evaluation</th>
<th>Academic Preparation</th>
<th>ExperienceMINIMUM VCCS Experience in Previous Rank</th>
<th>Total Teaching Experience</th>
<th>F/T Community College Experience</th>
<th>Minimum VCCS Experience in Previous Rank</th>
<th>Related Occupational Experience</th>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
<th>Column 5</th>
<th>Column 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSISTANT INSTRUCTOR</strong></td>
<td></td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td><strong>ASSOCIATE INSTRUCTOR</strong></td>
<td>Appointment as a Level I associate instructor requires the same credentials as an instructor or assistant professor. Appointment as a Level II associate instructor requires the same credentials as an associate or full professor</td>
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<tr>
<td><strong>INSTRUCTOR</strong></td>
<td>Demonstrates Potential</td>
<td>Meets Expectations on Most Recent Evaluation</td>
<td>Master's in field or Master's with 18 graduate semester hours in teaching field</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Meets Expectations on Most Recent Evaluation</td>
<td>Bachelor's in teaching field + 24 graduate semester hours obtained subsequent to the Bachelor's</td>
<td>2 years</td>
<td>2 years</td>
<td>2 years</td>
<td>2 years</td>
<td>2 years</td>
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<tr>
<td></td>
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<td></td>
<td>Master's in teaching field + 24 graduate semester hours obtained subsequent to the Bachelor's</td>
<td>0 years</td>
<td>0 years</td>
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<td>Associate's in the teaching field with demonstrated competency in teaching field</td>
<td>6 years</td>
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</tr>
<tr>
<td><strong>ASSISTANT PROFESSOR</strong></td>
<td>Meets Expectations on Most Recent Evaluation</td>
<td>Master's + 24 graduate semester hours obtained subsequent to the Master's</td>
<td>Bachelor's in teaching field + 24 graduate semester hours obtained subsequent to the Bachelor's</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
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<td>0 years</td>
<td>0 years</td>
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<tr>
<td></td>
<td></td>
<td>Meets Expectations on Most Recent Evaluation</td>
<td>Master's related to teaching field + 15 graduate semester hours obtained subsequent to the Master's</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
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<td>0 years</td>
</tr>
<tr>
<td><strong>ASSOCIATE PROFESSOR</strong></td>
<td>Meets Expectations on Most Recent Evaluation</td>
<td>Doctorate (36 graduate semester hours in teaching field)</td>
<td>Master's related to teaching field + 36 graduate semester hours obtained subsequent to the Master's</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
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<td>0 years</td>
<td>0 years</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meets Expectations on Most Recent Evaluation</td>
<td>Master's related to the teaching field</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
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<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
</tr>
<tr>
<td><strong>PROFESSOR</strong></td>
<td>Meets Expectations on Most Recent Evaluation</td>
<td>Doctorate (36 graduate semester hours in teaching field)</td>
<td>Master's related to teaching field + 36 graduate semester hours obtained subsequent to the Master's</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
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<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meets Expectations on Most Recent Evaluation</td>
<td>Master's related to the teaching field</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
</tr>
</tbody>
</table>

**Note:**
- **Initial Appointment/Promotions** refer to the requirements for initial appointment or promotion to the respective faculty rank.
- **Performance Evaluation** and **Academic Preparation** specify the criteria for evaluation and academic qualifications.
- **Experience** includes years of related experience and total teaching experience.
- **Minimum VCCS Experience in Previous Rank** and **Total Teaching Experience** and **F/T Community College Experience** detail the academic and professional experience required.

**May 2013**

**Fields of Study:**
- Humanities
- Social Sciences
- Natural Sciences
- Mathematics
- Developmental Studies
- English as a Second Language
- Administration
- Professional Faculty
- Counseling
- Librarians
APENDIX D
Required Template for Course Syllabus

<table>
<thead>
<tr>
<th>Course Syllabus</th>
<th>SUB 100 – 00/01, Name of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester, Mode, Campus</td>
<td>Instructor Name, Position</td>
</tr>
<tr>
<td>Semester, Mode, Campus</td>
<td>Course Syllabus</td>
</tr>
</tbody>
</table>

*This dual enrolled class is subject to policies and procedures of both the college and the high school. A dual enrolled student has full access to all campus resources assuming the student has a NOVA badge.*

**Instructor Contact Information**
Name:
Email:
Phone:
Instructor Availability: *Include office hours and location.*
Response Time:

**Course Description:**
*Use description from VCCS Course Catalog.*
This course will fulfill the requirement for (Deans will provide statement how this course fulfills requirements for and for which degree/certificate)

**Course Credit:** Amount of credits.
**Prerequisites:** Prerequisites from SIS

**Exam Date:** Course exam date for this semester
**Withdrawal Date:** Course withdrawal date for this semester

**Objectives:**
Course Objectives (Check whether department or VCCS Course Objectives exist)

**Method of Instruction:**
Includes classroom, Blackboard (or similar course management system), and / or other instructional tools

**Instructional Materials:**
Textbooks, CD’s, websites, etc.

**Grading and Evaluation:**
Grading scale and assignment percentage/point value

**Honor Code:**
NVCC does not condone academic dishonesty. The complete policy may be reviewed at [https://www.nvcc.edu/curcatalog/policies/integrity](https://www.nvcc.edu/curcatalog/policies/integrity). Faculty are required to report violations of the policy and include clearly in the Syllabus how the violation will be handled. *Suggestions for consequences for violators are below:*
a. Give a formal warning—an oral or written statement to the student that he or she has violated the policy, and that this may result in more severe disciplinary action should the student be found guilty of any subsequent violation.
b. The opportunity to repeat the quiz, test or assignment, which may be in a different format than the original.
c. A grade of zero (0) for the quiz, test or assignment.
d. A grade of F for the course.

Students have the right to due process and to appeal as defined in the sections on Student Disciplinary Procedure and Student Grievance and Academic Due Process in the student handbook.

Accommodations:
Policies for the high schools and colleges differ. For students taking the dual enrolled class in the high school, EIP accommodations will be honored for those who qualify for the course through approved assessments. However, the student with accommodations will be responsible for completing all assignments within the semester in order to receive college credit.

Students taking courses at the campus will be expected to work within the college policies. In accordance with the Americans with Disabilities Act (ADA) NOVA provides reasonable accommodations to qualified students with documented disabilities. Therefore, any student who feels that they may need some type of accommodation in order to make this class a successful setting, should go to a campus counseling office for information about applying for services and accommodations. You will need to provide current documentation of your disability and recommended accommodation for that disability.

For additional information refer to “Student Services” on the NVCC website and look for: http://www.nvcc.edu/current-students/services-to-students/

Attendance Policy:
Course policy for attendance must be clearly defined.
Example for an online course: Attendance is evaluated by your participation in the class on a weekly basis. You must post attendance at least 3 times each week in a variety of ways:
- Participation in Discussion Boards
- Completing quizzes
- Blogging
- Journaling
- Accessing course materials that are tracked (videos, supplemental readings, lessons, etc.)
- Attending Bb virtual office hours

- Participation less than 3 times in a week will result in one absence. Faculty can monitor participation in Performance Dashboard and Statistics Tracking. Be visible in the course to prevent absences!!
- Students who have three (3) or more absences will be administratively withdrawn from the course. If the third absence is before the last day to drop without academic penalty, the student will receive a grade of “W”. If the third absence is after the last day to withdraw without
academic penalty, the student will receive a grade of “F”. Faculty members may not permit any number of absences that are in excess of 20% of the total contact hours. That equates to 6 hours of absence as the maximum allowable for this 2-credit course.

Example for course with a laboratory: Attendance is required for all lecture and lab sessions. Attendance counts for 10% of the grade. To determine the earned score, the fractional attendance will be multiplied by 10%. If you are late * for a lecture, leave early, come unprepared, behave inattentively, or for any other reason miss a significant portion of that class, this will be tallied as one half an absence. For example, if out of 30 lectures, you miss two full classes and are late for one other, you will be counted as absent 2.5 times or, equivalently, present 27.5 times. Thus your earned score would be,

\[ \frac{27.5}{30} \times 10\% = 9.17\%. \]

* (NOTE: “Late” means arriving after 9:40 once, or between 9:30 and 9:40 three times.)

If an absence is unavoidable, please notify me as early as possible in advance of the absence. I will help you as much as our mutual schedules allow to get caught up. I reserve the right to exempt students from the attendance requirement, but this will be done only in very rare cases, for extraordinary and bona fide reasons, and only when the situation has been discussed with me in advance.

Testing Policy:
Course policy for testing, not college policy.

Additional Course Information:
Optional. Possible categories are late paper policy, presentation formats, specific discipline rules etc.

Learning Sequence:
Weekly or module based schedule of concepts

Northern Virginia Community College Course Policies and Procedures can be found at http://www.nvcc.edu/current-students/policies--forms/student-handbook/

Teach Act Copyright Notice "The materials provided for this course are only for the use of students enrolled in this course for purposes associated with this course, and may not be retained or further disseminated."
### Adjunct Faculty Evaluation

**Name** ____________________________  **Semester/Academic Year** ____________________________

**Division/Campus** ____________________________  **Teaching Discipline** ____________________________

**Satisfactory** – Meets expectations of criteria. **Unsatisfactory** – Does not meet expectations of criteria.

#### EVALUATION CRITERIA

1. Effectiveness in the performance of instruction.

2. Effectiveness in establishing and maintaining positive professional relationships with colleagues and students.

3. Effectiveness in maintaining a current competence in the particular discipline or field of specialization.

4. Adherence to policies, procedures, and regulations of NOVA and the VCCS.

**OVERALL RATING**

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>*Unsatisfactory</th>
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<tbody>
<tr>
<td>☐</td>
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</table>

**Narrative** (*Unsatisfactory ratings require a written narrative.)*

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**Comments by Adjunct Faculty Member (optional)**

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_________________________________________________________________________________________

_________________________________________________________________________________________

Adjunct Faculty Member signature ____________________________  Date __________________

Program Head/ADC signature ____________________________  Date __________________

Division Chair signature ____________________________  Date __________________

Provost signature ____________________________  Date __________________
## DUAL ENROLLMENT (DE)
### ACADEMIC RELATIONSHIP / RESPONSIBILITIES

<table>
<thead>
<tr>
<th>NOVA Department / Office of DE</th>
<th>High School Teacher / Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Human Resource Process</strong></td>
<td></td>
</tr>
<tr>
<td>Review transcripts to determine if teacher has necessary credentials to teach requested courses</td>
<td>Before initial meeting, present your resume and copies of all college transcripts to sponsor for review</td>
</tr>
<tr>
<td>AFTER INITIAL MEETING, if high school teacher has necessary qualifications, ODE will send HR forms to candidate via email</td>
<td>Complete all HR paperwork and request official transcripts be sent to ODE; Return HR paperwork to ODE</td>
</tr>
<tr>
<td>ODE collects all HR paperwork and sends completed package to sponsoring department. Once approved, department requests a NOVA ID and enters the name into the teaching panel</td>
<td>If NOVA e-mail and Blackboard are to be used, complete the MOAT training which is required each year</td>
</tr>
<tr>
<td><strong>Initial Discussion</strong></td>
<td></td>
</tr>
<tr>
<td>Initial meeting with DE representative, school representative and interested teacher</td>
<td>Before initial discussion, review course summaries to determine where there are matches between high school and college content</td>
</tr>
<tr>
<td>• review course content summaries for proposed courses</td>
<td></td>
</tr>
<tr>
<td>• determine course sequence, text books, semester to be offered, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>Planning Process</strong></td>
<td></td>
</tr>
<tr>
<td>Discuss syllabus template and expectations for this document</td>
<td>Become familiar with content of dual enrollment manual</td>
</tr>
<tr>
<td>Complete syllabus and submit to sponsor for review and feedback</td>
<td></td>
</tr>
<tr>
<td>Order textbooks for class – these may be treated as school copies for students to use or you can have students purchase their own books</td>
<td></td>
</tr>
<tr>
<td>Confirm that DE coordinator sent student DE brochure and DE permission form template to teacher (should already have course information on it)</td>
<td>Market program and determine interested students *brochures or a web link can be sent home to parents; parent info session is often helpful</td>
</tr>
<tr>
<td>Tuition will be determined by the college; Distribute and collect DE permission forms and collect required payments from students (school is responsible for money – college bills the school)</td>
<td></td>
</tr>
<tr>
<td><strong>Orientation / Testing Process</strong></td>
<td>APPLY &gt; PLACEMENT &gt; PERMISSION &gt; ENROLL</td>
</tr>
<tr>
<td>DE coordinator will work with high school DE coordinator to set orientation and testing schedule</td>
<td>Determine dates, reserve space with maximum number of computers</td>
</tr>
<tr>
<td><strong>Help students apply to NOVA and collect their name and NOA ID – determine students who are exempt from testing due to SAT, ACT or AP scores; send list of students taking placement test to DE Coordinator 2 days before testing</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Organize and assist in proctoring placement test(s); be sure placements are collected on form provided by ODE</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Collect proof of placement and permission forms; submit to the Office of Dual Enrollment for registration and billing</strong></td>
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</tr>
</tbody>
</table>

**Teaching the Course**

| **Provide all students with a copy of syllabus at the beginning of the course** | |
| **Give students graded work within first 2 – 3 weeks; determine which students demonstrate disinterest and DROP them from class** | |
| **Upon receipt of electronic roster verification form, review, agree and submit; will electronically go to principal for final signature** | |
| **Observe teacher each semester and share feedback** | **Invite sponsor to observe you; discuss findings** |
| **ODE will send each teacher the URL to be shared with students allowing them to evaluate their DE teacher; should arrive one month before the class is over** | **Arrange to have class use computer room to complete online evaluations** |
| **ODE will send grading directions one month before end of class; faculty coordinator will be available for questions and guidance** | **Enter grades into NOA’s system at end of semester; high school grade must be the same as the college grade** |
| **Review student evaluations for specific feedback – share with teacher and discuss plans for next year** | **Complete online NOA evaluation for adjunct DE teachers** |

**Professional Development**

| **Orient the teacher to resources and services provided by college to its faculty** | **Attend meetings sponsored by the Office of Dual Enrollment** |
| **Serve as host for DE faculty attending the DE fall faculty / professional development meeting** | **Attend DE fall faculty / professional development meeting** |
| **Invite DE faculty members to department meetings, events, professional development opportunities** | |
## Calendar of DE Activities for Districts / High Schools

<table>
<thead>
<tr>
<th>Month</th>
<th>Activities</th>
</tr>
</thead>
</table>
| **August**| - Communicate with DE Coordinator in each school to confirm general education classes / # students  
- DE faculty / liaison meetings within campus convocation days                                                                                     |
| **September** | - Permission forms for year-long transferable courses are due by the end of 2nd week of school; Perm forms must be signed by student, parent and principal / designee, must have proof of placement score attached to the form and there **must be an official class roster with each group of students.** Non approved students must be removed from the class.  
- CTE forms due by last Friday in Sept  
- Towards end of month begin / continue discussions regarding new offerings for 2014 - 2015  
- Set meetings with DE coordinators and teachers                                                                                                     |
| **October** | - First Monday begins the fall term  
- Testing of CTE students with classes officially beginning in spring semester  
- Meetings with DE Coordinators and teachers  
- Finalize discussions regarding new offerings for insertion into upcoming course of study  
- Roster verifications beginning to be sent to school                                                                                               |
| **November** | - Completion of verifications and billing process  
- Liaison observations for new teachers of transferable classes  
- Testing completed                                                                                                                                |
| **December** | - All forms for spring classes due by first school day in December. Permission forms must be accompanied by placement scores and official class roster  
- Completion of student evaluation process for fall semester                                                                                         |
| **January** | - Set up testing dates for spring testing  
- Addition / deletion of students from DE classes  
- Recruiting meetings for interested students in high school offerings                                                                               |
| **February** | - Beginning of spring semester  
- Start of spring testing for general education classes offered 2014 - 2015                                                                           |
| **March** | - Continued testing  
- Verification / billing process                                                                                                                   |
| **April** | - Continued testing through mid to end of month  
- Liaison observations for teachers of transferable and CTE classes                                                                                   |
| **May** | - Finalization of all paperwork for faculty candidates  
- Completion of student evaluation process for fall semester                                                                                          |
| **June** | - Final grades put into NOVA SIS before teachers leave for the summer                                                                                  |
| **July** | Enjoy some down time!                                                                                                                                     |
The Office of Dual Enrollment

3922 Pender Drive, Suite 168
Fairfax, VA  22030-0967

Phone:  703-764-6043
Fax:  703-323-3100
Email: dualenrollment@nvcc.edu

Director: Ruthe D. Brown  rdbrown@nvcc.edu
Registrar: Molly Myers  mmyers@nvcc.edu
Assistant Registrar: Joanne Knowles
jknowles@nvcc.edu

Campus Coordinators:
Annandale: Marc Robinson  msrobinson@nvcc.edu
Alexandria: Tom Grane  tgrane@nvcc.edu
Loudoun: Ruthe Brown  rdbrown@nvcc.edu
Manassas and Woodbridge: Courtney Hill  cchill@nvcc.edu

Testing Coordinator & Data Collection:
Rachel Zuckerman  rzuckerman@nvcc.edu

All NOVA adjuncts are assigned an EMPL ID, user name and password. They can be found by going to https://nvcc.my.vccs.edu/jsp/userconfig.jsp?action=lookup and completing the form, or by calling IT HELP DESK at 703.426.4141

DE Manual
http://www.nvcc.edu/resources/ dualEnrollment/
The Virginia Placement Test (VPT) for English and math (the NOVA placement tests) are web-based, adaptive tests administered through the College Success system created by McCann Associates. The test content specifically aligns with Virginia Community College System (VCCS) English and math curriculum. The tests are used state-wide to determine college readiness and to place students into developmental or credit level English and math courses at a VCCS institution.

Students are strongly encouraged to review prior to testing. Online practice tests for both English and math are available on the NOVA Placement Testing website (http://www.nvcc.edu/future-students/placement-tests/index.html). This site also includes review materials and resources.

The tests are untimed and can take two to three hours each, sometimes more. It is recommended that students not take the math and English tests on the same day. Students who need additional time or are unable to attend scheduled testing dates at their high school will be given a pass and may take their test at any one of NOVA’s six campus Testing Centers.

**ENGLISH PLACEMENT TEST**

The VPT English consists of two sections: essay and multiple choice.

In the essay section, students choose one of two prompts on which to write a 300-600 word essay. Both topics relate to personal opinions/experiences and neither is designed to test students on factual or subject knowledge.

The multiple choice section consists of 40 multiple choice questions. 35 of these questions are scores and 5 are trial questions to be added to the test pool; the student will not know which the scored questions are and which the trial questions are. Topics covered include reading comprehension, study and research skills, vocabulary, grammar, and punctuation.

The student receives raw scores in each section which are combined into a holistic placement level of developmental English or College Composition I (English 111). The essay section is weighted higher than the multiple choice section. The test is scored and a score sheet generated immediately upon completion of the test.

**MATH PLACEMENT TEST**

The VPT Math consists of between one and ten sections of math problems of varying difficulty.

The number of sections the student sees depends on his skill level, but the length of the test is not necessarily an indicator of skill level; for example, a long test does not necessarily mean the student has a high skill level or a low skill level. A calculator is embedded in the test program and is the only calculator that may be used during the test. The calculator is only available for the problems that the test designers determined a calculator was needed to solve.
The student receives raw scores in each section which are combined to place the student into either developmental math or any number of credit-level math courses including Calculus and Statistics. The test is scored and a score sheet generated immediately upon completion of the test.

SCORE VALIDITY AND RETESTING

Test scores are valid for two years. Students who take a placement test and do not enroll in a class in that subject (English or math, respectively) may retake the test one time within twelve months of their original test date. After twelve months, students may again take and retake the test once within a twelve month period.

DEMONSTRATION OF COLLEGE READINESS

In order to take dual enrollment classes, students must demonstrate college readiness in English and math by meeting the following minimum score requirements on the VPT

<table>
<thead>
<tr>
<th>CTE (NON-TRANSFERRABLE)</th>
<th>ENGLISH</th>
<th>MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENF 1 placement</td>
<td>Pass Unit 1</td>
<td></td>
</tr>
<tr>
<td>ENF 3 placement</td>
<td>Pass Unit 1</td>
<td></td>
</tr>
</tbody>
</table>

Students may be exempted from taking the VPT for college readiness by providing documentation of any one of the following qualifying standardized test scores taken within the last two years:

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT</td>
<td>500+ on both Critical Reading and Writing</td>
</tr>
<tr>
<td>ACT</td>
<td>21+ combined Reading and English</td>
</tr>
<tr>
<td>PSAT</td>
<td>50+ on both Reading and Writing</td>
</tr>
<tr>
<td>SOL</td>
<td>n/a</td>
</tr>
<tr>
<td>AP</td>
<td>3+ AP Literature or AP Language and Composition</td>
</tr>
<tr>
<td>IB</td>
<td>5+ on IB English A1 or B</td>
</tr>
</tbody>
</table>

† Only AP Calculus BC scores are accepted for enrollment in Vector Calculus (MTH 277).
Students wishing to take any Contract Dual Enrollment class must either take the placement test or demonstrate college readiness by presenting qualifying standardized test scores; students taking SDV 100 may complete the placement tests after completing their instructional unit on testing skills. Contract Dual Enrollment students are not exempted from the English placement requirements for any classes.

Effective Fall 2014, students wishing to enroll in any Contract Dual Enrollment class must demonstrate college readiness in both math and English by either taking the placement tests or presenting qualifying standardized test scores.

Students are subject to testing policies in place at the time of their entrance into the Contract Dual Enrollment program.

Unofficial AP score reports are acceptable to indicate a pre-requisite has been met; students who wish to obtain transcripted credit, however, must present official AP scores to a campus Student Services Center or Counseling office.

Contract Dual Enrollment students may not take the Accuplacer ESL placement test to qualify for dual enrollment classes. Prior Accuplacer scores of level 6 (ENF3/ENG111) or level 7 (ENG111), however, will be accepted for demonstration of college readiness.

For the purpose of enrollment in Contract Dual Enrollment classes, PSAT scores carry the same placement test exemptions as SAT and ACT scores.

### PLACEMENT TEST EXEMPTIONS AND RETEST POLICIES

- **Exemptions**
  - **English/ESL**
    - provide documentation of one of the following score sets less than 2 years old:
      - SAT minimum score of 500 on both Critical Reading and Writing portions
      - ACT minimum combined score of 21 on both the English and Writing tests
      - AP score of 3 or higher on the English Literature OR AP Language & Composition
      - TOEFL iBT score of 95 or higher
      - **DUAL ENROLLMENT ONLY:** PSAT score of 50 or higher or both the Reading and Writing section
  - **Math**
    - With documentation of one of the following score sets less than 2 years old, students may enroll in MTH115, MTH126, MTH150, MTH151, MTH152, MTH157, or MTH181:
      - SAT minimum score of 520 on the Mathematics portion
      - ACT minimum score of 22 on the Mathematics portion
      - **DUAL ENROLLMENT ONLY:** PSAT score of 52 or higher on the Mathematics portion
      - **DUAL ENROLLMENT ONLY:** Passing score on Algebra 1 SOL

- **Retest policy**
  - **English**
    - Students who take the English placement test and who do not enroll in an English class are allowed to take one retest within 12 months of their initial test date.
    - Students who attempt an English course will be ineligible for a retest.
Math
- Students who take the placement test and who do not enroll in a math class are allowed to take one retest within 12 months of their initial test date.
- Students who attempt a math class will be ineligible for a retest.
- Division deans may grant exceptions to this policy on a case-by-case basis.

ESL
- Students placing into ACLI may retest after 6 months from their initial test date
- Students placing into Level 2 or higher may retest after 12 months from their initial test date

Score Validity (from date of test)
- After scores expire, students must retest in order to enroll in classes.
  - English - 2 years
  - Math - 2 years
  - ESL - 1 year
DUAL ENROLLMENT HIGH SCHOOL TESTING PROCEDURES

Setting up Testing Dates

1. Campus Coordinator and High School Representative determine number of students who will need to test.
2. Campus Coordinator and High School Representative determine dates that high school is able to provide appropriate lab for testing.
3. Student must have at minimum two hours for English test AND two hours for math test. These blocks SHOULD NOT be back-to-back.
4. Campus Coordinator informs Testing Coordinator of testing dates and times.
5. Testing Coordinator puts testing dates on HS Testing Calendar
6. Campus Coordinator determines, based on personal schedule and number of students testing, if additional college staff members are needed for testing coverage. Make sure to see if high school personnel are available to assist with proctoring.
7. Appropriate proctor to student ratio is 1:15.
8. If additional college staff members are needed, Campus Coordinator contacts Testing Coordinator
9. Testing Coordinator contacts other DE staff, Pathways and High School Outreach staff to ask for assistance.
10. Testing Coordinator informs Campus Coordinator of names of other college staff members who will be assisting.
11. Campus Coordinator informs High School Representative of names of additional staff members who will be assisting.
12. Campus Coordinator and High School Representative communicate necessary information to other college staff members

Testing Training

- Campus Coordinators should advise High School Representatives who assist with testing that training is available if desired.
- High School Representative emails Testing Coordinator to set up training.
- Testing Coordinator conducts training for High School Representative at NOVA or high school
- Testing Coordinator creates VPT account for trained High School Representatives.
  - No one is permitted to access VPT without training. Sharing login information is strictly prohibited and will result in loss of VPT access.
- High School Representative may then conduct testing on an as needed basis.
  - School Representatives are given access to VPT for the purpose of administering tests to individual students who cannot attend formal testing dates, need to finish a test, or need to retest.

Day of Testing Notes

- Call Testing Coordinator if any problems arise. Advise Testing Coordinator of any “Pending” essays.
  - Testing Coordinator will inform Campus Coordinator and High School Representative of placement scores once essays have been graded.
- Be sure to keep a copy (printed or saved PDF) of every student's score sheet.
- Provide a copy of score sheet(s) to the ODE Registrar with each student's permission form.
Dual Enrollment Recommendation:
Student Commitment to Complete Certificate or Degree

This form is for high school students who wish to complete a certificate or degree program while in their junior/ senior year of high school. Students who only plan to take a few dual enrolled classes to get a head start on college coursework should NOT complete this form.

Attached to this form must be 1) An official high school transcript, 2) proof of English and math placement scores, and 3) the advising sheet for the NOVA program the student is pursuing. The advising sheet can be found at http://www.nvcc.edu/depts/academic/proginfo.htm

Please type or print all information.

Student Name: 

NOVA Student ID: _______________ High School Grade Level: ___________ Home/cell Phone#: _______________________

Personal Email Address: ___________________________ VCCS Email Address: ___________________________

Name of Certificate or Degree you plan to complete: ________________________________

---

Dual enrollment students will be expected to engage in college-level course content and discussions appropriate for adult learners.

---

TO BE COMPLETED BY THE STUDENT:

Step 1: Please complete all information requested above.

Step 2: Discuss your plan to dual enroll with your parent or guardian and your high school counselor. Each must sign on the second page of this form to demonstrate their approval. Your school counselor may also want to suggest which courses are desirable for you to take to earn both college and high school credit.

Step 3: The signed forms are to be sent to the Office of Dual Enrollment for initial review by the Director, and the ODE will then forward the form to the appropriate campus counseling office. Before the student is placed into a program, this document must be signed by the Dean of Students. The signed document must then be scanned into the student’s record.

Step 4: Register for NOVA classes in person at the Student Services / Counseling Center of the campus you plan to attend. For each semester you plan to take on campus, you will need a signed recommendation form. If you are planning to take classes at your high school, check with your high school counselor to learn the process.

---

$$ As a dual enrollment student, you will not be eligible for student financial aid administered by the college. $$.

Students who complete a full two year transfer degree as a dual enrolled student may not be eligible for some Guaranteed Admission Agreements. Please check with your college or university of choice to learn their policy.

ALWAYS make copies of documents submitted to the college.

---

By signing below, I acknowledge that I understand NOVA policies and expectations of dual enrollment students, and I am voluntarily giving my parent/guardian and high school counselor access to my educational records.

_________________________________                  ______________________________________

Student Name (printed)  Signature  Date
TO BE COMPLETED BY THE PARENT OR GUARDIAN AND HIGH SCHOOL COUNSELOR:

By signing below, I acknowledge that I understand NOVA policies and expectations of dual enrollment students and I support this student’s plan to complete a certificate or degree through NOVA while still in high school.

Parent/Guardian (print name and then add your signature)  Date

High School Counselor  Date

High School  City  State  Zip

TO BE COMPLETED BY DESIGNATED NOVA ADMINISTRATORS:

☐ I recommend that this student be permitted to enroll in the course(s) required for the certificate or degree stated on page 1:

Director of the Office of Dual Enrollment  Date

Dean of Students  Date

☐ I do not approve this student’s enrollment in the certificate or degree program because: _______________________

________________________________________________________________________________

________________________________________________________________________________

With the signature of the dean, all documents will be scanned into the student’s record.

Initials: _______________________  Date Form Scanned: _______________________  Date Linked: _______________________

DID YOU REMEMBER? Be sure you attach:

☐ Official high school transcript (in an envelope sealed by your high school). Your advisor will note any AP, IB, or Cambridge classes in which you have a score high enough to grant NOVA credit for any courses relevant to your program and will advise you as to whether or not you should request such credit. If you and your advisor decide you should seek this credit, you will need to have an official transcript sent to the Student Services Center of the campus you attend and you will need to complete a form requesting that the AP/IB/Cambridge transcript be evaluated.

☐ Official proof of English and math placement either through scores from the Virginia Placement Test, PSAT, SAT or ACT scores. In some cases AP / IB or SOL scores may exempt you from taking part or all of the VPT.

☐ Advising sheet for the program you wish to complete
Dual Enrollment Recommendation: Individual High School Students

Student Name: ____________________________

NOVA Student ID: ____________________________

Semester and Year: ____________________________

Home Phone #: ____________________________

Home Email Address: ____________________________

If you are a high school junior or senior, you may be able to attend NOVA under certain conditions. Factors in your academic or personal record may be considered when approving or denying this dual enrollment request.

_Dual enrollment students will be expected to engage in college-level course content and discussions appropriate for adult learners._

SECTION A

Step 1: Apply to the College at www.nvcc.edu. You will be assigned a NOVA student ID once you complete the application. Enter your name and NOVA Student ID number above.

Step 2: Check the enrollment option that you are requesting:

- **Dual Credit:** You expect to receive both college credit and high school credit (code 041).
- **College Credit Only:** You expect to receive only college credit. No high school credit will be given under this option (code 042).
- **Combination:** You expect to receive both college and high school credit for one or more courses, AND you expect to receive only college credit for one or more courses (code 043).
- **Adult Students:** Adult students who are 21+ years old and enrolled in an alternative high school program. You expect to receive both college credit and high school credit (code 04A).

Step 3: Demonstrate college readiness in each area through one of the options listed. In order to be admitted to dual enrollment classes, all students must demonstrate college readiness in reading, writing, and math. Most students do this by taking the Virginia Placement Test (VPT), but other options are available as shown below. All assessments must have been _completed within the last two years_. For information about testing, contact a campus Testing Center.

**Admission Criteria for Transfer and Non-transfer Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>VPT</th>
<th>PSAT</th>
<th>SAT</th>
<th>ACT</th>
<th>SOL</th>
<th>AP, IB, Cambridge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
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<tr>
<td>Transfer</td>
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<tr>
<td>Non-transfer</td>
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<tr>
<td>ENG 111/ENF 3* ENF 1</td>
<td>_lang</td>
<td>50</td>
<td>500</td>
<td>21</td>
<td>N/A</td>
<td>AP, Cambridge, or IB Higher Level</td>
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<td></td>
<td></td>
<td>scores that would grant credit for</td>
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<td></td>
<td>ENG 111</td>
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<tr>
<td>Writing / English</td>
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<td>Transfer</td>
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<td>Non-transfer</td>
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<td>ENG 111/ENF 3* ENF 1</td>
<td>_lang</td>
<td>50</td>
<td>500</td>
<td>21</td>
<td>N/A</td>
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<td>ENG 111</td>
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<td>Mathematics</td>
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<td>Transfer and</td>
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<tr>
<td>Non-transfer</td>
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<tr>
<td>MTE 1</td>
<td>_lang</td>
<td>52</td>
<td>520</td>
<td>22</td>
<td></td>
<td>Algebra I or higher</td>
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<td></td>
<td>AP, Cambridge, or IB Higher Level</td>
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<td>scores that would grant credit for</td>
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<td></td>
<td>MTH 151 or higher</td>
</tr>
</tbody>
</table>

*Students taking English classes must place into ENG 111.

You must also meet any course-specific prerequisites.

Step 4: Decide the NOVA course(s) you want to take and, if appropriate, the equivalent high school course(s). Write this information in SECTION B.

Step 5: Discuss your plan to dual enroll with your parent or guardian, your high school counselor, and your high school principal. They all must sign SECTION C of this form to show their approval.
**Step 6:** Meet with a NOVA counselor. Bring this form with SECTIONS B and C completed, your placement test scores and/or other college readiness documentation, and an official copy of your high school transcript. If s/he approves, the counselor will sign the form and request approval from the Dean of Students or designee. Before final admission to NOVA is granted, you and your parent or guardian may be required to meet with the dean or designee to discuss your goals and other factors affecting your ability to benefit from dual enrollment. Final approval of your dual enrollment request lies with the dean.

**Step 7:** Register for NOVA classes in person at the Student Services Center/Counseling Center. As a dual enrollment student, you will not be eligible for student financial aid administered by the college.

### SECTION B
Review current Schedule of Classes and list the NOVA courses you wish to take and, if appropriate, the equivalent high school courses.

<table>
<thead>
<tr>
<th>NOVA Course (Prefix, Number, Section, Class Number)</th>
<th>High School Course Equivalent (Name &amp; Number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example ENG 111 01N (12345)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NOVA Course (Prefix, Number, Section, Class Number)</th>
<th>High School Course Equivalent (Name &amp; Number)</th>
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</table>

<table>
<thead>
<tr>
<th>NOVA Course (Prefix, Number, Section, Class Number)</th>
<th>High School Course Equivalent (Name &amp; Number)</th>
</tr>
</thead>
</table>

### SECTION C
By signing below, I acknowledge that I understand NOVA policies and expectations of dual enrollment students, and I am voluntarily giving my parent/guardian and high school counselor access to my educational records.

Student Signature __________________________ NOVA ID __________ Date __________

By signing below, I acknowledge that I understand NOVA policies and expectations of dual enrollment students.

Parent/Guardian __________________________________________ Date __________

High School Counselor ____________________________________ Date __________

High School Principal /Designee __________________________ Date __________

High School ____________________________________________ City __________ State __________ Zip __________

### SECTION D
I recommend that this student be permitted to enroll in the course(s) listed on this form.

NOVA Counselor __________________________________________ Campus __________ Date __________

☐ I approve this student’s enrollment in the course(s) listed on this form.

☐ I do not approve this student’s enrollment in _________________________________ because _________________________________

Dean of Students/Designee __________________________ Campus __________ Date __________

Staff in the office of the Dean of Students will: a) give two photocopies of the completed, signed form to the student. The student will keep one copy and give the other to the high school counselor. b) take the original completed and signed form to the SSC;

Staff in Student Services Center will image this completed form and link it to the student’s record.

Date Form Scanned: __________ Date Linked: __________ Initials: __________
Dual Enrollment Recommendation: Home Schooled Students

Student Name: ____________________________ NOVA ID#: ____________________________

Last First M.I. Home Phone #: _________ Home Email Address: ____________________________

Home schooled students who have not yet earned a high school diploma or its equivalent and who are the equivalent of a high school junior or senior may be eligible for admission to Northern Virginia Community College (NOVA). Home schooled students may take college courses as enrichment to the home school program, but dual enrollment is not intended to substitute for the home school experience. Factors in a student’s academic or personal record may be considered as part of approving or denying this dual enrollment request. NOTE: A new form must be completed each semester.

**Dual-enrolled students will be expected to engage in college-level course content and discussions appropriate for adult learners.**

SECTION A:

**Step 1: Apply to the College** at www.nvcc.edu. You will be assigned a NOVA student ID once you complete the application. NOTE: All home schooled students are enrolled as code 042.

**Step 2: Demonstrate college readiness in each area through one of the options listed.** In order to be admitted to dual enrollment classes, all students must demonstrate college readiness in reading, writing, and math. Most students do this by taking the Virginia Placement Test (VPT), but other options are available as shown below. All assessments must have been completed within the last two years. For information about testing, contact a campus Testing Center.

<table>
<thead>
<tr>
<th>Admission Criteria for Transfer and Non-transfer Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>Transfer Non-transfer</td>
</tr>
<tr>
<td>VPT: ENG 111/ENF 3* ENF 1</td>
</tr>
<tr>
<td>PSAT: 50</td>
</tr>
<tr>
<td>SAT: 500</td>
</tr>
<tr>
<td>ACT: 21</td>
</tr>
<tr>
<td>SOL: N/A</td>
</tr>
<tr>
<td>AP, Cambridge, or IB Higher Level scores that would grant credit for ENG 111</td>
</tr>
</tbody>
</table>

| **Writing / English**                                   |
| Transfer Non-transfer                                    |
| VPT: ENG 111/ENF 3* ENF 1                              |
| PSAT: 50                                               |
| SAT: 500                                                |
| ACT: 21                                                |
| SOL: N/A                                                |
| AP, Cambridge, or IB Higher Level scores that would grant credit for ENG 111 |

| **Mathematics**                                          |
| Transfer and Non-transfer                                |
| VPT: MTE 1                                              |
| PSAT: 52                                               |
| SAT: 520                                                |
| ACT: 22                                                |
| SOL: Algebra I or higher                                |
| AP, Cambridge, or IB Higher Level scores that would grant credit for MTH 151 or higher |

*Students taking English classes must place into ENG 111.

Students must also meet any course-specific prerequisites.

**Step 3:** Enter your name and NOVA Student ID number on this form.

**Step 4:** Decide which NOVA course(s) you want to take. Write this information in SECTION B.

**Step 5:** Discuss your plan to dual enroll with your parent or guardian. S/He must sign SECTION C of this form to show approval.

**Step 6:** Meet with a NOVA counselor. Bring a copy of your approved request for exemption from compulsory school attendance (if applicable), this form with SECTIONS B and C completed, your placement test scores, and a copy of your home school transcript when you meet with the NOVA counselor. If s/he approves, the counselor will sign the form and request approval from the Dean of Students or designee. Before final admission to NOVA is granted, you and your parent or guardian must meet with the dean or designee to talk about your goals and other factors affecting your ability to benefit from dual enrollment. Final approval of your dual enrollment request lies with the dean.

**Step 7:** Register for NOVA classes in person at the Student Services Center/Counseling Center. You will not be eligible for student financial aid administered by the college.

SECTION B: Review current Schedule of Classes and list the NOVA courses you wish to take:

<table>
<thead>
<tr>
<th>NOVA Course: (Prefix, Course Number, Section, Class Number)</th>
<th>Semester and year ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOVA Course: (Prefix, Course Number, Section, Class Number)</td>
<td>Sample: ENG 111-01N (12345)</td>
</tr>
<tr>
<td>NOVA Course: (Prefix, Course Number, Section, Class Number)</td>
<td></td>
</tr>
</tbody>
</table>
SECTION C:

By signing below, I acknowledge that I understand NOVA policies and expectations of dual-enrolled students, and I am voluntarily giving my parent/guardian access to my educational records.

Student Signature ___________________________ Date ____________

By signing below, I acknowledge that I understand NOVA policies and expectations of dual-enrolled students.

Parent/Guardian ___________________________ Date ____________

SECTION D:

I recommend that this student be permitted to enroll in the course(s) listed on this form.

NOVA Counselor's Signature ___________________________ Campus ___________________________ Date ____________

☐ I approve this student’s enrollment in the course(s) listed on this form. ___________________________

☐ I do not approve this student’s enrollment in ___________________________ because ___________________________

 ___________________________

Dean of Students/Designee ___________________________ Campus ___________________________ Date ____________

Staff in the office of the Dean of Students will:

• take the original completed, signed form to the Student Services Center;
• give one photocopy of this completed, signed form to the student.

Staff in Student Services Center will image this completed form and link it to the student’s record.

Date Form Scanned: ____________ Date Linked: ____________ Initials: ____________
Dual Enrollment Permission Form – Contract Class (es) for High School Students

Please Print Clearly

Student Name: ________________________________  Last  First  M.I.

NOVA Student ID: ____________________________  Semester and Year: ____________________________

**Dual enrollment students will be expected to engage in college-level course content and discussions appropriate for adult learners.**

Demonstrate college readiness in each area through one of the options listed.

In order to be admitted to dual enrollment classes, all students must demonstrate college readiness in reading, writing, and math. Most students do this by taking the Virginia Placement Test (VPT), but other options are available as shown below. All assessments must have been completed within the last two years. For information about testing, contact a campus Testing Center.

**Admission Criteria for Transfer and Non-transfer Courses**

<table>
<thead>
<tr>
<th></th>
<th>VPT</th>
<th>PSAT</th>
<th>SAT</th>
<th>ACT</th>
<th>SOL</th>
<th>AP, IB, Cambridge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
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<tr>
<td>Transfer</td>
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<tr>
<td>Non-transfer</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>ENG 111/ENF 3*</td>
<td>50</td>
<td>500</td>
<td>21</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENF 1</td>
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<tr>
<td>Writing / English</td>
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<td>Transfer</td>
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<tr>
<td>Non-transfer</td>
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<tr>
<td>Mathematics</td>
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<td>Transfer and</td>
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<tr>
<td>Non-transfer</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTE 1</td>
<td>52</td>
<td>520</td>
<td>22</td>
<td></td>
<td>Algebra I or</td>
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</tr>
</tbody>
</table>

*Students taking English classes must place into ENG 111. Students must also meet any course-specific prerequisites.*

**List the NOVA courses you wish to take and the equivalent high school courses.**

If permission is being requested for sequential courses, please list both courses below. Should the student not pass the first course with a D or better, he/she will be dropped / withdrawn from the second course in the sequence.

<table>
<thead>
<tr>
<th>NOVA Course (Prefix, Number, Name)</th>
<th>High School Course Equivalent (Name and Number)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*By signing below, I acknowledge that I understand NOVA policies and expectations for dual enrollment students.*

Student ____________________________  Date  Base High School (if also attending a technical academy)

Parent/Guardian ____________________  Date

*By signing below, I acknowledge that this student will receive high school credit for the NOVA course(s) being taken.*

High School Principal/Designee  Date

Name of High School ____________________________  City  State  Zip
EXEMPTION
FOR PARTICIPATION IN CONTRACT DUAL ENROLLMENT CLASS

High School juniors and seniors are eligible to take dual enrolled classes at their high school providing they successfully score on the required college placement tests. Because some CTE programs commence with Level I during the sophomore year, these students are eligible to participate in contract DE classes provided they meet the placement requirements. **In all cases, each student will be treated on a case-by-case basis.**

To be considered, the student must first apply to the college and take the required college placement tests. Below are the required documents that must be sent electronically to the Office of Dual Enrollment for consideration. [dualenrollment@nvcc.edu](mailto:dualenrollment@nvcc.edu)

Please check the items included within this Exemption Packet.

- Copy of college placement scores – All students must meet the required admission criteria found on the chart below; sophomore CTE students must meet the same requirements as other students.

<table>
<thead>
<tr>
<th>Admission Criteria for Transfer and Non-transfer Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong> Transfer Non-transfer</td>
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</tr>
<tr>
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<tr>
<td>SAT: 500</td>
</tr>
<tr>
<td>ACT: 21</td>
</tr>
<tr>
<td>SOL: N/A</td>
</tr>
<tr>
<td>AP, IB, Cambridge, or IB Higher Level scores that would grant credit for ENG 111</td>
</tr>
<tr>
<td><strong>Writing / English</strong> Transfer Non-transfer</td>
</tr>
<tr>
<td>VPT: ENG 111/ENF 3* ENF 1</td>
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<td>ACT: 21</td>
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<tr>
<td>SOL: N/A</td>
</tr>
<tr>
<td>AP, Cambridge, or IB Higher Level scores that would grant credit for ENG 111</td>
</tr>
<tr>
<td><strong>Mathematics</strong> Transfer and Non-transfer</td>
</tr>
<tr>
<td>VPT: Algebra I or higher</td>
</tr>
<tr>
<td>PSAT: 52</td>
</tr>
<tr>
<td>SAT: 520</td>
</tr>
<tr>
<td>ACT: 22</td>
</tr>
<tr>
<td>SOL: MTH 151 or higher</td>
</tr>
<tr>
<td>AP, Cambridge, or IB Higher Level scores that would grant credit for MTH 151 or higher</td>
</tr>
</tbody>
</table>

- Copy of high school transcript
- Letter of recommendation from a school administrator which includes:
  1) A summary of student achievements; honors / awards or exceptional experiences that have prepared the student for more rigorous work
  2) Characteristics which make the student eligible to be considered
  3) A statement of why / how the student will benefit from participation

Name of Student: _____________________________________________

Course Name: _________________________________________________

School Sponsor (person responsible for exemption packet):
Name: ________________________________________________________
School: _______________________________________________________
Contact Phone #: _____________________________________________
Email Address: ______________________________________________

Once the Exemption Packet is received, you will receive a notice of receipt followed by the decision of the college president / designee. Decisions are normally made within two to three working days.
Student Record Disclosure

The following information is considered “directory” information and may be given to any inquirer unless you specifically request the Student Services Center to withhold such information:

1. Whether or not you are or have been admitted and/or enrolled at NOVA, beginning and ending dates may be given.
2. Curriculum in which you are currently enrolled.
3. Degrees or certificates awarded.
4. Date of graduation.

Check the appropriate box(es):

☐ I specifically request that no information, to include “directory” information be released from my academic record unless I present a request in-person with proper identification at my campus of record.

☐ I will assign myself a pin number to insure privacy of information through NOVACConnect.

☐ I wish to release the previous request on record with the Student Services Center to withhold information.

____________________________  ______________________________
Student Signature          Print Name

____________________________
NOVA Student ID Number

Note: Only an original signature will be accepted. If you are out of the area, your notarized signature is required.

For Office Use Only:
Original - Student Services
Copy - Student

Update/Initials ________________ Date ______________
Northern Virginia Community College
DROPOUT/WITHDRAWAL OF CONTRACT DUAL ENROLLED STUDENT

To drop a student, you may choose to send an email to mmyers@nvcc.edu. However, this form must be used to withdraw a student under the following circumstances:

- During the first and second week of a SEMESTER (October - fall semester or February - spring semester) students will be dropped from the roster and the high school will not be charged for this student. There will be no record that the student ever enrolled in this course.
- Students withdrawn before 60% of the course is complete will receive a W on their transcript. The high school will be charged for this student and the student will have a college transcript with a W on their record. The W does not affect a student’s GPA.
- After 60% of the course is complete, withdrawn students will be assigned a grade of F. If there is a mitigating circumstance, assign a W grade to indicate that the student was in good academic standing at the time of withdrawal and attach evidence provided by the student. Evidence might include doctor’s letters, release forms from hospital, letter from supervisor, military orders, etc.
  - Mitigating circumstances include: 1. Personal illness 2. Illness or death in the family 3. Geographic transfer or change in the hours or conditions of employment 4. Financial emergency of the student 5. Active duty military service 6. Other circumstances beyond the student’s control. This does NOT include wanting to avoid a low grade.
- At any time, assign a grade of F if the student is being withdrawn for poor attendance or for disciplinary reasons.

Complete one form for each student you wish to drop or withdraw. Please type all info except signatures. Fax signed form to Director of Dual Enrollment at 703-323-3100 or scan and email it to mmyers@nvcc.edu.

NOVA ID: ______________________ Student Name: ________________________________________________________________
Please Print Name

High School: ___________________________ Semester: ☐ FALL ☐ SPRING Year: __________

College course prefix, number, and name: ________________________________________________________________

Class # ___________ (may be found on verification form.)

Date of removal from class: ___________________________ Grade: _____________________
(Drop, W or F)

Reason for removal: ________________________________________________________________

If mitigating circumstance, please explain. (Be very specific and attach any documentation):

Instructor’s name: ___________________________ Signature: ___________________________ Date: ________

Student’s signature (optional): ___________________________ Date: ________

Director of Dual Enrollment signature: ___________________________ Date: ________

Division Dean’s signature: ___________________________ Date: ________
(Required only if withdrawn after 60% of the course is completed.)

Please give a copy of this to your high school dual enrollment coordinator. The Office of Dual Enrollment will file this form with the student permission form.
Early Admission Certification for Graduating High School Seniors

Instructions to the high school student: Please fill out the top section of the form. Have the middle portion signed by your high school counselor.

Student's Name: ___________________________ NOVA ID #: _____________________
Last   First   M.I.
Address: ________________________________________________________________
Phone: ___________________________ E-mail: ______________________________

High School Counselor Certification:

The above-named individual is requesting early admission/enrollment at Northern Virginia Community College (NOVA). The student is currently enrolled as a senior at

Name of High School: ______________________________________________________
Address of High School: __________________________________________________

Projected HS graduation date: ___________ Anticipated NOVA Enrollment Term: ___________

High School Counselor's Name (Printed): ___________________________ Phone: ___________

High School Counselor's Signature: ___________________________ Date: ___________

Student: Take this completed form to the NOVA Student Services Center (SSC) at the campus of your choice. SSC locations and contacts are also listed on the NOVA website – www.nvcc.edu.

Alexandria Campus
3001 North Beauregard Street, Room AA 194
Alexandria, VA 22311-5097
Phone: 703-933-5073

Annandale Campus
8333 Little River Turnpike, Room CA 114
Annandale, VA 22003-3796
Phone: 703-323-3400

Loudoun Campus
1000 Harry Flood Byrd Highway, Room LR 246
Sterling, VA 20164-8699
Phone: 703-450-2501

Manassas Campus
6901 Sudley Road
Howsmon Hall, Room 111
Manassas, VA 20109-2305
Phone: 703-257-6620

Medical Education Campus
6699 Springfield Center Drive, Room 202
Springfield, VA 22150-1913
Phone: 703-822-6531

Woodbridge Campus
15200 Neabsco Mills Road, Room WC 202
Woodbridge, VA 22191-4099
Phone: 703-878-5760