
TITLE: DUAL ENROLLMENT PROGRAMS AND COURSES

POLICY NO: 2-9

EFFECTIVE DATE: 02/06/18

VCCS POLICY NO: [6.0.1.1](#)

REVISED DATE: 02/06/18

I. Purpose:

To provide policy and procedures for the offering of dual enrollment programs and courses to students in participating high schools.

II. Definitions:

Advance College Academy: a primarily high school-based dual enrollment program pathway that provides qualified high school students the opportunity to earn an associate degree by completing college courses that may be substituted for the requirements for a high school diploma.

Dual enrollment: community college coursework taken by high school students pursuant to a written contract and/or memorandum of understanding between a public school division, an individual public high school or technical education center, or an individual private school and Reynolds Community College wherein the college-level coursework, upon successful completion, earns both college credits and high school credits applicable to eligibility for a high school diploma.

Dual enrollment partnerships: agreements governed by an annually renewable contract between a school or district and the community college to allow academically qualified high school juniors and seniors to enroll in college courses that are applicable to degree, diploma, certificate, or career studies certificate programs offered at the college; courses taken for dual enrollment credit pursuant to such agreements shall be transcribed on both the student's college and high school transcripts.

Early College Academy: a dual enrollment program pathway, offered primarily on the college campus, which provides qualified high school students the opportunity to earn an associate degree by completing college courses that may be substituted for the requirements for a high school diploma.

High school-based dual enrollment: dual enrollment college courses and program pathways offered on a high school campus.

III. Policy:

A. Student Eligibility

TITLE: DUAL ENROLLMENT PROGRAMS AND COURSES

POLICY NO: 2-9

EFFECTIVE DATE: 02/06/18

VCCS POLICY NO: 6.0.1.1

REVISED DATE: 02/06/18

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

- written approval of the high school principal or designee prior to participation in dual enrollment must be obtained;
- the college must accept the high school student for admission to the course or courses; and
- the course or courses must be offered by the college for degree credits (no remedial courses shall be offered).

Colleges may offer admission to public and private high school juniors and seniors and home school students studying at the high school junior and senior levels, provided they are college-ready according to VCCS policy (VCCS Policy 6.0.1.1, Dual Enrollment Student Admissions).

Because admitting freshmen and sophomores is considered exceptional, the college-ready status of each prospective freshmen and sophomore student shall be treated on a case-by-case basis. Formal approval by the college president is required for admitting a ninth or tenth grade high school student.

Documentation of parental permission or permission of legal guardian is required for all dual enrollment students.

All dual enrollment students must demonstrate readiness for college through placement testing or appropriate scores on the SAT, ACT, PSAT, or applicable SOL test, as articulated by VCCS Policy (VCCS Policy 6.0.1.1, Dual Enrollment Student Admissions). Students enrolling in a dual enrollment course must meet all course prerequisites as established by the college. The community college shall assume responsibility, either on campus or at another location approved by the college, for administrative oversight of placement testing and registering students.

B. Contractual agreements

Dual enrollment partnerships between J. Sargeant Reynolds Community College (Reynolds) and a public school division, an individual public high school or technical education center, or an individual private school shall be governed by contractual agreements developed and executed annually at the local level between the college and each respective dual enrollment partner. All such agreements, the plans for implementation, and the specific dual enrollment options and pathways provided to students shall comply with the "Governing Principles for Dual Enrollment between Virginia Public Schools and the Virginia Community College System" (2015) (hereinafter "Governing Principles for Dual Enrollment") and, in accordance with the Code of Virginia, shall be submitted by the institutions to the Chancellor of the Virginia Community College System and the Superintendent of Public Instruction annually.

TITLE: DUAL ENROLLMENT PROGRAMS AND COURSES

POLICY NO: 2-9

EFFECTIVE DATE: 02/06/18

VCCS POLICY NO: 6.0.1.1

REVISED DATE: 02/06/18

C. Tuition billing and reimbursement

Virginia Community College System (VCCS) policy requires that full tuition and fees be paid to the community college for each student in every dual enrollment course. However, the college may reimburse a public school division or other dual enrollment partner a portion of tuition in recognition of the school division's or partner's contribution of resources toward student participation in the dual enrollment program.

In accordance with the VCCS Dual Enrollment Financial Model, the college shall reimburse the school division or other dual enrollment partner when dual enrollment courses are offered in the high school and are taught by a qualified high school faculty member. The minimum amount of tuition that shall be reimbursed is 60% of tuition charged. The reimbursement rate can be increased up to 100% of the tuition charged based on specific options negotiated by the community college and public school division or other dual enrollment partner, pursuant to a memorandum of understanding, executed annually and incorporated into the dual enrollment contract. Total reimbursement may not exceed 100% of the tuition charged.

When dual enrollment courses are not taught by high school faculty members, the community college may, in order to reduce the net cost to students, reimburse the school division or other dual enrollment partner a portion of tuition in recognition of agreed-to contributions of resources provided by the school division. Reimbursement rates and corresponding justifications shall be documented and included in the annual dual enrollment contract between the college and the school division or other dual enrollment partner.

D. Faculty qualifications

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

- Faculty members teaching associate degree courses designed for transfer to a baccalaureate degree have earned a doctorate or master's degree in the teaching discipline or master's degree with a minimum of 18 graduate semester hours in the teaching discipline.
- Faculty members teaching associate degree courses not designed for transfer to the baccalaureate degree have earned a bachelor's degree in the teaching discipline or associate's degree in the teaching field with demonstrated competencies in the teaching discipline and two years of occupational experience. Exceptions to this guideline must be justified and documented by completion of [JSRCC Form No. 35-0004](#), Faculty Course Outcomes and Credentials Mapping. In addition to the appropriate earned degree and

TITLE: DUAL ENROLLMENT PROGRAMS AND COURSES

POLICY NO: 2-9

EFFECTIVE DATE: 02/06/18

VCCS POLICY NO: 6.0.1.1

REVISED DATE: 02/06/18

demonstrated competency in the teaching field, faculty may also be required to possess industry certifications that are required by external accrediting bodies or recognized as standards of quality.

- Faculty members teaching non-associate degree occupational programs have earned a high school diploma or equivalent, associate or equivalent in the teaching field preferred, and have five years of current occupational experience as defined by the State Board for Community Colleges. Exceptions to this guideline must be justified and documented by completion of JSRCC Form No. 35-0004, Faculty Course Outcomes and Credentials Mapping.
- Faculty members may be appointed to the rank of assistant instructor based upon 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. Such appointments must be justified and documented by completion of JSRCC Form No. 35-0004, Faculty Course Outcomes and Credentials Mapping. Unless otherwise agreed and documented, faculty appointed to the rank of assistant instructor are expected to acquire any additional credentials necessary for promotion to the rank of Instructor, as prescribed by VCCS-29, within one year of initial appointment.

E. Faculty responsibility

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

- prepare and disseminate a college-approved course syllabus which includes all required information for the college course, including the college's grading scale;
- adhere to the required number of instructional/contact hours for the course;
- adhere to established college academic/instructional calendars for enrollment and grade submission;
- use college-approved instructional materials;
- incorporate all student learning outcomes and assessment of student learning outcomes into instruction;
- participate in student evaluation of instructional effectiveness;
- submit final course grades; and
- participate in required meetings and professional development opportunities.

In accordance with [Reynolds Policy No. 1-3](#), Student Attendance, Faculty members are expected to keep a daily record of attendance and reconcile their Reynolds class roster weekly through the first 15% of their course. In the case where a student is present in the class and not on an official Reynolds class roster, the faculty member must notify the

TITLE: DUAL ENROLLMENT PROGRAMS AND COURSES

POLICY NO: 2-9

EFFECTIVE DATE: 02/06/18

VCCS POLICY NO: 6.0.1.1

REVISED DATE: 02/06/18

appropriate high school counselor, the career coach, or the Reynolds Office of Dual Enrollment to resolve the matter.

Dual enrollment instructors are expected to notify the appropriate high school counselor, the career coach, and/or the Reynolds Office of Dual Enrollment in the event that a dual enrollment student stops attending the dual enrollment course at any point during the semester.

For high school-based dual enrollment programs and courses, instructors are not responsible for complying with Attendance Certification reporting requirements as specified in Reynolds Policy No. 1-3, Student Attendance. For dual enrollment classes taught on the college campus or via distance learning, and for dual enrollment students taking classes with the general college population, faculty are required to certify attendance of students in their courses two times per semester in accordance with Reynolds Policy No. 1-3, Student Attendance.

After the last day of classes, instructors must submit documentation of the daily attendance record to the office of the Reynolds academic school responsible for the course.

F. Faculty orientation and evaluation

Dual enrollment faculty shall receive orientation and on-going instructional support for all courses they are assigned to teach. This orientation shall be personalized to each new dual enrollment instructor according to the particular needs of the program in which individual courses are taught. Orientation may be delivered by way of one-on-one meetings with department heads or other college designated personnel, workshop training with other faculty, and computer or web-based resources, where applicable. In addition, when appropriate or requested, on-site orientation for high school faculty may be coordinated through the Office of Dual Enrollment or through the Office of the Director of College Academies.

Topics of orientation shall include: discipline-specific introduction to collegiate level instruction; institutional expectations for instructional design and delivery; syllabi building and review in alignment with college approved course outlines; and best practices in the classroom. Additional topics of orientation shall include procedures for faculty compliance with institutional responsibilities, such as attendance reporting, the management of student records, and the administration of student surveys.

The college shall provide the following resources to new dual enrollment faculty: web access to all appropriate data-bases, college email, and electronic course management platforms; the *Dual Enrollment Faculty Handbook*; desk-copies of the textbooks for assigned classes; sample syllabi; and, templates for other required documents.

The college shall conduct evaluations of dual enrollment faculty members using the college guidelines and procedures established for all adjunct or full-time faculty. High school faculty or adjunct faculty teaching a dual enrollment course shall be evaluated in

TITLE: DUAL ENROLLMENT PROGRAMS AND COURSES

POLICY NO: 2-9

EFFECTIVE DATE: 02/06/18

VCCS POLICY NO: 6.0.1.1

REVISED DATE: 02/06/18

accordance with the college's adjunct faculty evaluation process. Full-time community college faculty teaching a dual enrollment course shall be evaluated in accordance with the college's full-time faculty evaluation process.

G. Program and course offerings

Dual enrollment offerings provide opportunities for high school students to complete a college degree or certificate program while still in high school or to earn credit for individual college courses that apply to a degree or certificate program offered at the college. Most dual enrollment courses are applicable to both college and high school graduation requirements. Exceptions to said applicability are specified in the corresponding program pathway Implementation Plan, which is incorporated into the dual enrollment contract.

Program offerings include Advance College Academies (ACAs), the Early College Academy (ECA), a variety of program pathways affiliated with Career and Technical Education (CTE) Academies, as well as the online General Education Certificate program.

H. Admissions and enrollment

High school students seeking to participate in dual enrollment should first meet with their high school counselor to discuss the opportunities available, eligibility requirements, etc. Homeschooled students wishing to participate in dual enrollment should contact the Reynolds Office of Admissions and Records.

Upon reaching a decision to participate in dual enrollment, students must submit an application to the college. After receiving notification of acceptance to the college, the student must arrange to take the Virginia Placement Test or provide alternative documentation to certify college readiness. Students who wish to seek a waiver of placement test requirements by providing alternative documentation of college readiness must work with the high school counselor to collect the necessary documentation and submit it to the Reynolds Office of Dual Enrollment.

To enroll in dual enrollment courses, students who have demonstrated the necessary level of college readiness must complete a Dual Enrollment Course Request Form, [JSRCC Form No. 11-0025](#). The completed form must be signed by the student, the student's parent or legal guardian, and the high school counselor. In addition, each dual enrollment student must submit a Residency for Dual and Concurrent Enrollment Applicants Form, [JSRCC Form No. 11-0024](#), signed by the student's parent or legal guardian. Both forms must be submitted to the Reynolds Office of Dual Enrollment prior to the first day of classes.

I. Quality assurance

The dual enrollment program shall maintain a comprehensive quality assurance plan that addresses the instructional equivalency and rigor, student eligibility and support, faculty

TITLE: DUAL ENROLLMENT PROGRAMS AND COURSES

POLICY NO: 2-9

EFFECTIVE DATE: 02/06/18

VCCS POLICY NO: 6.0.1.1

REVISED DATE: 02/06/18

qualifications and professional development, administrative characteristics, and student outcomes.

Program quality shall be regularly assessed and assessment data shall be used for continuous program improvement.

J. Satisfactory academic performance and continuing eligibility

Dual enrollment students must demonstrate satisfactory academic performance in dual enrollment courses in order to retain eligibility to continue to participate in dual enrollment. Students in an Advance College Academy or an Early College Academy must maintain a cumulative GPA of at least 2.5 after each semester in order to demonstrate satisfactory academic performance and to continue in the program. Exceptions to this provision shall be considered on a case-by-case basis and shall require the completion of an agreement setting academic performance expectations for the subsequent academic term signed by the student, approved by the Director of Reynolds College Academies and the appropriate Reynolds Academy Career Coach, and lodged with the appropriate representative(s) of the secondary school division partner. Failure to meet the expectations outlined in the agreement shall result in removal from the program.

All other dual enrollment students must earn a grade of “C” or better in each dual enrollment course and satisfy any additional academic requirements of the college program(s) associated with those courses to demonstrate satisfactory academic performance.

K. Disability services

In accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008 (ADA AA), Reynolds shall provide academic and other accommodations to students who disclose that they have a disability. For students who take classes on Reynolds campus, disclosure must be made to the Office of Student Accommodations in accordance with [Reynolds Policy No. 1-15](#), Eligibility of Students with Disabilities to Receive Accommodations. Students who are enrolled in dual enrollment courses on the high school campus must have their high school counselor work with Reynolds Office of Student Accommodations to determine a reasonable accommodation for the activities related to the course(s). All requests must be made in advance and are not retroactive.

L. Student conduct and threat assessment

All students enrolled in dual enrollment classes are subject to the following:

- [Reynolds Policy No. 1-14](#), Student Sexual Misconduct
- [Reynolds Policy No. 1-22](#), Behavioral Intervention (including Procedures for Denial or Revocation of Admission Status found in [Reynolds Policy No. 1-11](#), Admissions)
- [Reynolds Policy No. 1-35](#), Student Conduct

TITLE: DUAL ENROLLMENT PROGRAMS AND COURSES

POLICY NO: 2-9

EFFECTIVE DATE: 02/06/18

VCCS POLICY NO: 6.0.1.1

REVISED DATE: 02/06/18

- [Reynolds Policy No. 2-7](#), Academic Honesty

Student conduct that poses a threat or that is not in the best interest of the college shall be subject to the policies above, as applicable, and may be removed from participation in the dual enrollment course or program.

For students enrolled in high school-based dual enrollment classes, the Reynolds Office of Student Affairs shall coordinate enforcement of college and high school student conduct policies and procedures with the appropriate high school officials.

IV. Procedures:

A. Student eligibility

Prospective dual enrollment students should first meet with their high school dual enrollment counselor to discuss dual enrollment options. Interested students must complete and submit the Reynolds Community College online application for admission.

Once the application has been processed, students will receive a Student ID number that will allow them to take the placement tests. In order to demonstrate college readiness in English or mathematics by means of placement testing, students must achieve a satisfactory score on the corresponding portion of the Virginia Placement Test (VPT). The VPT may be taken at any of the Reynolds Testing Centers on a walk-in basis. In addition, some group testing opportunities are made available for potential dual enrollment students. Alternatively, students may establish college readiness in English or mathematics by providing evidence of satisfactory performance on certain standardized tests (i.e., SAT, PSAT, ACT, or SOL). For each of these tests, the scores required to demonstrate college readiness in English and mathematics are established by VCCS Policy 6.0.1.1.

Additionally, students must meet all prerequisites for each course in which they wish to enroll.

Upon fulfilling eligibility requirements and course prerequisites, a student may be enrolled in selected classes by submitting their course request forms and residency form to their high school by the appropriate deadline.

B. Contractual agreements

Each year, the Office of the Vice President of Academic Affairs, in collaboration with the executive vice president and the vice president of Finance and Administration will be responsible for the preparation of a dual enrollment contract for each public school division, each private school, and any other secondary school entity with whom the college intends to pursue a dual enrollment partnership.

C. Tuition and billing reimbursement

TITLE: DUAL ENROLLMENT PROGRAMS AND COURSES

POLICY NO: 2-9

EFFECTIVE DATE: 02/06/18

VCCS POLICY NO: 6.0.1.1

REVISED DATE: 02/06/18

Each semester, after all enrollment transactions are finalized, the Reynolds Office of Dual Enrollment will collaborate with high school counselors and dual enrollment instructors to verify the accuracy of each dual enrollment class roster. Upon completion of the roster verification process, the Reynolds Office of Dual Enrollment will issue a billing authorization to each school division or other dual enrollment partnership entity. Each dual enrollment partnership entity will review the billing authorization for accuracy, annotate the authorization with any proposed corrections, and affirm said review by signature of a duly authorized representative of the dual enrollment partner. Upon reconciliation of any proposed corrections, the Reynolds Office of Dual Enrollment will forward the authorization of the college Finance and Administration division, whereupon the college will invoice the dual enrollment partner for all tuition and fees.

Pursuant to the dual enrollment contract, a percentage of tuition and fees thus collected may be reimbursed to the dual enrollment partner.

D. Faculty qualifications

For high school faculty identified by the school division to teach dual enrollment, the appointment and intake procedure at Reynolds begins with the completion of the personnel file. The credentialing documents required are, in effect, the same as that of any other full-time or part-time faculty member at Reynolds. The following items are required in order to evaluate a high school-based instructor's eligibility to teach a dual enrollment course:

- Commonwealth of Virginia State Application for Employment
- resume/curriculum vitae
- official transcripts or certified copy of official transcripts validated by employed school district (signed and dated letter)
- industry credentials: certifications or licensure applicable to the teaching discipline (only for faculty seeking to teach career and technical courses)
- three letters of recommendation (dated within 12 months of adjunct hire date)
- [JSRCC Form No. 40-0009](#), VCCS/Reynolds Information Technology Employee Acceptable Use Agreement
- [JSRCC Form No. 35-0089](#), New Hire/College Equipment Authorization
- supporting documentation to provide justification for exceptions to the credentialing guidelines

These materials are then reviewed by the appropriate Reynolds program head and dean, or designee, who make the initial determinations regarding the prospective dual enrollment faculty member's eligibility to teach. Final approval of the faculty member rests with the Office of the Vice President of Academic Affairs, the executive vice president, and the president, as appropriate.

E. Faculty responsibility

Dual enrollment faculty are expected to complete the self-tutorial modules that comprise the adjunct faculty orientation program. Upon completion of all modules, the faculty

TITLE: DUAL ENROLLMENT PROGRAMS AND COURSES

POLICY NO: 2-9

EFFECTIVE DATE: 02/06/18

VCCS POLICY NO: 6.0.1.1

REVISED DATE: 02/06/18

member will certify completion by submission of the [Adjunct Faculty Pre-Semester Orientation Checklist](#) to the respective supervising dean.

Faculty employed directly by the college to teach dual enrollment at a high school site are expected to contact the dual enrollment counselor at the high school, prior to the start of classes, to receive information about high school policy and procedures, including adherence to high school attendance and grading requirements. Contact information for high school dual enrollment counselors may be obtained from the Reynolds Office of Dual Enrollment.

For dual enrollment programs and courses that are subject to external accreditation, dual enrollment faculty are expected to assure that all aspects of those programs and courses adhere to the standards of that accreditation.

Attendance reporting

For dual enrollment classes taught on the college campus or via distance learning, after the last day of classes, instructors must submit by appropriate means a copy of the daily attendance record to the office of the Reynolds academic school responsible for the course.

For high school-based dual enrollment classes, a summary report of daily attendance may be submitted in lieu of a copy of the daily attendance record.

Non-compliance with college expectations

In the case of concerns from Reynolds administration over the quality of instruction or non-compliance with college expectations, or in the case of dual enrollment faculty members failing to meet the annual requirements of providing a syllabus for every section, obtaining at least two hours of discipline-specific and two hours of general professional development, facilitating annual classroom observations by the full-time faculty liaison, program head, and/or dean, submitting grades and other required reports in a timely manner, and/or providing student course evaluations, the following steps should be taken:

- The faculty liaison, program head, or dean will discuss the concerns with the dual enrollment faculty member and set a reasonable time to address the concerns and correct the problems. The coordinator of dual enrollment and the appropriate director of college or CTE academies should also be informed at this point.
- If the concerns are not corrected within a reasonable time (i.e., one semester), the coordinator of dual enrollment or the appropriate director of college or CTE academies should be notified of the concerns regarding the instructor so that he/she can contact the high school dual enrollment or academy coordinator.

TITLE: DUAL ENROLLMENT PROGRAMS AND COURSES

POLICY NO: 2-9

EFFECTIVE DATE: 02/06/18

VCCS POLICY NO: 6.0.1.1

REVISED DATE: 02/06/18

- If the above steps do not correct the problems, the coordinator of dual enrollment or the appropriate director of college or CTE academies and academic dean will co-write a letter to the appropriate parties listing specific issues:
 - Include a specific date by which the concerns listed in the letter need to be addressed or corrected, as determined on a case-by-case basis within one academic year. Include the consequences of not correcting the problems by the above date.
 - Include a place for dated signatures of the dual enrollment faculty member, the full-time faculty liaison, the program head, the academic dean, and, if applicable, the appropriate director of college or CTE academies.
 - Hold follow-up discussions with the appropriate parties on the issues.
 - Keep a file copy of the letter signed by all appropriate parties.
 - Follow-up with the instructor to see if he/she has addressed and corrected the issues included in the letter before the deadline.
 - Future teaching assignments may be denied if the concerns addressed in the letter are not corrected.

Extended absence

The high school is expected to notify the Reynolds Office of Dual Enrollment when an instructor is absent for more than three consecutive class meeting days. The college is expected to assist the high school with intervention strategies in such cases when normal high school procedures for providing substitute instruction are insufficient to assure delivery of instruction by suitably credentialed faculty.

College or high school closings

In the event of scheduled or authorized unscheduled closings of the college due to inclement weather or other unanticipated circumstances, if the high school site remains open, dual enrollment classes taught at the high school site will continue to meet as scheduled. Exceptions to this provision must be clearly articulated in the course syllabus.

In the event of scheduled or authorized unscheduled closings of the high school site due to inclement weather or other unanticipated circumstances, if the college remains open, dual enrollment classes taught on the college campus site will not meet. Exceptions to this provision must be clearly articulated in the course syllabus.

Dual enrollment students enrolled in college classes with the general college population are expected to attend those classes if the college is open, even if the high school is closed.

F. Faculty orientation and evaluation

Upon certification of faculty qualification for appointment, the dean of each school in which dual enrollment courses are taught will add new faculty members to their roster of

TITLE: DUAL ENROLLMENT PROGRAMS AND COURSES

POLICY NO: 2-9

EFFECTIVE DATE: 02/06/18

VCCS POLICY NO: 6.0.1.1

REVISED DATE: 02/06/18

individuals to participate in orientation. Additionally, the dean will see that dual enrollment faculty are added to appropriate D-lists for intra-unit communication.

Additionally, the dean will follow these steps in ensuring dual enrollment faculty receive orientation:

- identify and assign appropriate personnel to do initial in-take orientation;
- where dual enrollment faculty are teaching as part of special program academies, the dean will coordinate with the director of college academies orientation activities for those faculty;
- report to the Office of Professional Development the names and contact information for new faculty, so that they may receive invitations to general faculty meetings as well as information about on-going professional development opportunities available to all faculty;
- monitor completion of orientation activities of dual enrollment faculty and report to the vice president of academic affairs, or designee, their successful completion.

Reynolds program heads (or designated full-time faculty liaisons) are required to perform annual on-site classroom observations of dual enrollment faculty, using [JSRCC Form No. 36-2000](#), Classroom Observation Planning, and [JSRCC Form No. 36-2002](#), Classroom Observation–Online Classes. Because Reynolds program heads and deans are ultimately responsible for annually submitting [JSRCC Form No. 36-5003](#), Adjunct Teaching Faculty Evaluation Summary, for dual enrollment faculty members, they may choose to conduct their own site visits and classroom observations, or they may choose to work in tandem with designated full-time faculty liaisons in their discipline to collaborate on the completion of Form 36-5003.

In most cases, Reynolds program heads and deans will draw from data submitted to them by full-time faculty liaisons (JSRCC Form No. 36-2000, Classroom Observation Planning, and [JSRCC Form No. 36-2001](#), Classroom Observation–For Face-to-Face Classes), along with other performance measures (such as Student Evaluations and the ACA faculty member's record of documentation and compliance with college policies and submission deadlines), in order to complete JSRCC Form No. 36-5003, Adjunct Teaching Faculty Evaluation Summary. Full-time faculty liaisons should communicate with their program heads and deans to find out the extent to which they are expected to contribute to each assigned dual enrollment faculty member's annual Adjunct Teaching Faculty Evaluation Summary (JSRCC Form No. 36-5003).

As part of yearly evaluation, the dean, or designee, will identify any areas of additional professional development dual enrollment faculty may require in support of their classroom teaching and then see that those resources are provided.

G. Program and course offerings

By February 1 of each year, the Office of Dual Enrollment, in collaboration with the director of college academies and each of the college's dual enrollment partners, will identify the

TITLE: DUAL ENROLLMENT PROGRAMS AND COURSES

POLICY NO: 2-9

EFFECTIVE DATE: 02/06/18

VCCS POLICY NO: 6.0.1.1

REVISED DATE: 02/06/18

courses and number of sections of each course to be offered at each dual enrollment site for the ensuing academic year. Where appropriate, course offerings associated with a contractual dual enrollment program pathway will be identified by means of a program pathway Implementation Plan.

The Office of Dual Enrollment will provide all required course information to the college's Class Scheduling team in order for dual enrollment course offerings to be entered into the Student Information System database in a timely manner. In addition, by March 1, the Office of Dual Enrollment will inform appropriate program heads of the anticipated dual enrollment offerings in order for faculty staffing to be arranged as needed.

H. Admissions and enrollment

Prior to the official start date of each college class for which dual enrollment credit is being sought, high school counselors must submit to the Reynolds Office of Dual Enrollment, for each student, a completed Dual Enrollment Course Request Form, signed by the student, the student's parent or legal guardian, and the counselor, plus a completed Residency for Dual and Concurrent Enrollment Applicants Form signed by the student's parent or legal guardian. In addition, for each student, any documentary evidence to support a waiver of placement test requirements to establish college readiness must be provided.

Upon receipt of the required documentation, students will be enrolled in the appropriate courses and course sections by authorized college personnel. Any subsequent changes to a student's schedule must be initiated by the dual enrollment counselor, the assigned Reynolds career coach, or other authorized high school personnel, using the appropriate college forms.

I. Quality assurance

The Dual Enrollment Program will develop, implement, and maintain a quality assurance plan that identifies annual outcomes and the assessment measures that will be used to assess attainment of outcomes as well as a timeline that indicates when assessment activities will occur. The quality assurance plan will address the following:

- dual enrollment instruction course equivalency;
- student readiness, eligibility, and support;
- faculty qualifications, professional development, and support;
- administrative characteristics; and
- student outcomes assessment.

The Dual Enrollment Quality Assurance team will meet at least annually to review assessment findings, develop a plan of action to address program strengths and weaknesses and lead to continuous improvement, and set new annual outcomes, as needed.

TITLE: DUAL ENROLLMENT PROGRAMS AND COURSES

POLICY NO: 2-9

EFFECTIVE DATE: 02/06/18

VCCS POLICY NO: 6.0.1.1

REVISED DATE: 02/06/18

Program heads (or designated full-time faculty liaisons) will ensure that the quality of each high school dual enrollment course is equivalent to its on-campus counterpart in curriculum, delivery, rigor, assessment, and classroom management. Program heads (when possible, assisted by designated full-time faculty liaisons) will provide discipline-specific professional development to help high school adjunct teachers stay current with the latest information, trends, and technologies in their field.

J. Satisfactory academic performance and continuing eligibility

For students participating in an Advance College Academy or Early College Academy, academic performance will be monitored throughout each academic term by the instructors, career coaches, director of K-12 Coaching and Recruitment, and the director of college academies. Students who are identified, prior to the official withdrawal date of the term, as being in danger of failing to maintain satisfactory academic performance standards will be counseled to withdraw from the course(s) in question and, where appropriate, to discontinue participation in the academy. At the end of each academic term, instructors, career coaches, the director of K-12 Coaching and Recruitment, and the director of college academies will identify students who fail to meet satisfactory academic performance standards and will coordinate advisement of students who are no longer eligible to continue participation in the academy.

For all other dual enrollment students, monitoring of satisfactory academic performance during the academic term is the responsibility of instructors, high school counselors, and career coaches. At the end of each academic term, the Reynolds Office of Dual Enrollment will inform high school counselors of students who have failed to meet satisfactory academic performance standards and who are, thus, unable to continue participation in dual enrollment.

V. Other Information:

Governing Principles for Dual Enrollment between Virginia Public Schools and the Virginia Community College System

VCCS Policy [6.0.1.1](#), Dual Enrollment Student Admissions

Reynolds *Dual Enrollment Faculty Handbook*

[Adjunct Faculty Pre-Semester Orientation Checklist](#)

[Reynolds Policy No. 1-3](#), Student Attendance

[Reynolds Policy No. 1-11](#), Admissions

[Reynolds Policy No. 1-14](#), Student Sexual Misconduct

[Reynolds Policy No. 1-15](#), Eligibility of Students with Disabilities to Receive Accommodations

TITLE: DUAL ENROLLMENT PROGRAMS AND COURSES

POLICY NO: 2-9

EFFECTIVE DATE: 02/06/18

VCCS POLICY NO: 6.0.1.1

REVISED DATE: 02/06/18

[Reynolds Policy No. 1-22](#), Behavioral Intervention

[Reynolds Policy No. 1-35](#), Student Conduct

[Reynolds Policy No. 2-7](#), Academic Honesty

[JSRCC Form No. 11-0024](#), Residency for Dual and Concurrent Enrollment Applicants Form

[JSRCC Form No. 11-0025](#), Dual Enrollment Course Request Form

[JSRCC Form No. 35-0004](#), Faculty Course Outcomes and Credentials Mapping

[JSRCC Form No. 35-0089](#), New Hire/College Equipment Authorization

[JSRCC Form No. 36-2000](#), Classroom Observation Planning

[JSRCC Form No. 36-2001](#), Classroom Observation–For Face-to-Face Classes

[JSRCC Form No. 36-2002](#), Classroom Observation–Online Classes

[JSRCC Form No. 36-5003](#), Adjunct Teaching Faculty Evaluation Summary

[JSRCC Form No. 40-0009](#), VCCS/Reynolds Information Technology Employee Acceptable Use Agreement