2024-25 Dual Enrollment Instructor Handbook

WYTHEVILLE
COMMUNITY COLLEGE

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1.1 Dual Enrollment at Wytheville Community College

1.1.1 Dual Enrollment Instructor Handbook – Purpose

The purpose of this handbook is to fully assist our dedicated dual enrollment instructors, credentialed by Wytheville Community College, with all aspects of their important teaching needs.

For information that is not addressed in this handbook, please contact Joshua Floyd, Coordinator of Dual Enrollment, at (276) 223-4110 – office/(276) 613-3639 – cell/text, jfloyd@wcc.vccs.edu, in person at Bland Hall (Room 102A) or any other appropriate person at Wytheville Community College.

Acknowledgements: While a review of handbooks from Lord Fairfax Community College and Northern Virginia Community College help aid previous revisions (and current revision) of the WCC Dual Enrollment Handbooks (now in its 9th edition), a large amount of information conveyed and assembled was due to the hard work and dedication of Sharon Alexander. Ms. Alexander, who served as WCC's Coordinator of Dual Enrollment for numerous years, has played an overwhelmingly pivotal role in helping WCC's Dual Enrollment program grow to new heights with respect to customer service, student support, partnerships within all school divisions, enrollment and student success.

Ms. Alexander retired from WCC in April 2019. Her dedication to dual enrollment at WCC was crucial in helping make the program what it is today.

1.12   Wytheville Community College Contact List

Administration

Dr. Dean E. Sprinkle, President   (276) 223-4848
dsprinkle@wcc.vccs.edu
Denita Burnett, Executive Secretary to the President   (276) 223-4769
dburnett@wcc.vccs.edu

Academics and Institutional Advancement

Dr. Sherry Phelan, Vice President   (276) 223-4794
sphelan@wcc.vccs.edu
Lindsey Harless, Administrative Assistant   (276) 223-4771
mrothrock@wcc.vccs.edu

Transfer and Educational Partnerships Division

Susan Evans, Dean   (276) 223-4740
sevans@wcc.vccs.edu
Sarah Ryan, Administrative Assistant   (276) 223-4818
sryan@wcc.vccs.edu

Workforce Development and Occupational Programs Division

Perry Hughes, Vice President   (276) 223-4757
phughes@wcc.vccs.edu
Roland Hall, Dean   (276) 223-4724
rhall@wcc.vccs.edu
Lisa Lowe, Administrative Assistant   (276) 223-4867
llowe@wcc.vccs.edu

Student Success and Academic Development

Renee S. Thomas, Dean   (276) 223-4752
rthomas@wcc.vccs.edu
Mary Johnson, Coord. of Admissions and Records   (276) 223-4785
mjohnson@wcc.vccs.edu
Jill Boukadida, New Student Onboarding Specialist (276) 223-4753
jboukadida@wcc.vccs.edu
Hunter Jackson, HP Recruitment/Enroll. Specialist (276) 223-4741
hjackson@wcc.vccs.edu

Coordinator of Dual Enrollment

Joshua W. Floyd   (276) 223-4110
jfloyd@wcc.vccs.edu

LMS Support Specialist

William Trowbridge   (276) 223-4751
wtrowbridge@wcc.vccs.edu

Director of Instructional Technology

Charlie Ruble   (276) 223-4810
cruble@wcc.vccs.edu

1.13   Public and Private School Division Partners

Bland County
Laura Radford, Superintendent

Bland County High School
B.K. Walker, Principal
Rachel Gray, Counselor
Ryan Byrd, Career Coach

Carroll County
Dr. Mark Burnette, Superintendent
Marlin Campbell, Director of Curriculum
and Instruction

Carroll County High School
Charles Thompson, Principal
Larissa Brady, Director
Donna DeHaven, Counselor
Chassney Hodge, Career Coach/College
Success Coach

Galax City
Dr. Susan Tilley, Superintendent

Galax High School
Michelle Finney, Principal
Kevie Ayers, Director
Emily Guynn, Counselor
Heather Cole, Career Coach

Grace Christian Academy
Lori Deel, Executive Director
Lesia Harris, Principal

Grayson County
Kelly Wilmore, Superintendent
Susan Funk, Supervisor of Education
and State/Federal Programs

Grayson County High School
Jerrad Blevins, Principal
Angel Halsey, Counselor

Heather Cole, Career Coach

Oak Hill Academy
Micah Kurtz, President

Oak Hill Academy
Aaron Grubbs, Principal
Haley Lee, Counselor

Smyth County
Dr. Dennis Carter, Superintendent

Marion Senior High School
Dr. Kelli Hughes, Principal
Julie Looney, Counselor/DE Coordinator
Kelly Schwartz, Counselor/Testing
Coordinator
Carol Sheets, Career Coach

Wythe County
Dr. G. Wesley Poole, Superintendent

Fort Chiswell High School
Mandi Tate, Principal
Carey Rocha, Counselor
Ryan Byrd, Career Coach

George Wythe High School
Kimberly Ingo, Principal
Melissa Dalton, Counselor
Gregory Taylor, Counselor
Sarah Hudgins, Career Coach

Rural Retreat High School
Brandon Blankenship, Principal
M.J. Fogelsong, Counselor
Carol Sheets, Career Coach

Wythe Technology Center
Summer Stone, Principal
Sarah Hudgins, Career Coach

1.1.4 Academic Calendar 2024-25
<u>Fall 2024</u>

<u>AUGUST</u>

8	First day of classes (Carroll, Grayson, and Smyth)
14	First day of classes (ALHGS, Bland, and Wythe)
15	First day of classes (Galax)
16	Normal drop deadline (Carroll and Grayson)[1st-9]
21	First day of classes (WCC)
22	Normal drop deadline (ALHGS and Bland)[1st-9]
23	Normal drop deadline (Wythe)[1st-9]
24	Normal drop deadline (Galax)[1st-9]
28	Normal drop deadline (WCC)[1st-9]
	Normal drop deadline (Carroll, Grayson, and Smyth)[s]

<u>SEPTEMBER</u>

2	First day of classes (OHA)
	LABOR DAY – WCC CLOSED
3	First day of classes (GCA)
	Normal drop deadline (Bland, Galax, and Wythe)[s]
6	Normal drop deadline (ALHGS and WCC)[s]
14	'W' drop deadline (Grayson)[1st-9]
17	'W' drop deadline (Carroll)[1st-9]
18	Normal drop deadline (OHA)[s]
	'W' drop deadline (ALHGS)[1st-9]
20	Normal drop deadline (GCA)[s]
	'W' drop deadline (Bland and Wythe)[1st-9]
21	'W' drop deadline (Galax)[1st-9]
24	'W' drop deadline (WCC)[1st-9]

<u>OCTOBER</u>

22	Normal drop deadline (Bland)[2nd-9]
23	Normal drop deadline (Carroll)[2nd-9]
24	Normal drop deadline (Grayson)[2nd-9]
25	Normal drop deadline (Galax and Wythe)[2nd-9]
27	'W' drop deadline (Smyth)[s]
28	Normal drop deadline (ALHGS and WCC)[2nd-9]
	'W' drop deadline (Grayson)[s]
30	'W' drop deadline (Carroll, Galax, and Wythe)[s]
31	'W' drop deadline (Bland)[s]

<u>NOVEMBER</u>

7	'W' drop deadline (OHA)[s]
19	'W' drop deadline (GCA)[s]
	'W' drop deadline (ALHGS, Galax, and WCC)[2nd-9]
20	'W' drop deadline (Bland and Carroll)[2nd-9]
23	'W' drop deadline (Grayson)[2nd-9]
24	'W' drop deadline (Wythe)[2nd-9]
27 (noon)-29	**THANKSGIVING – WCC CLOSED**

<u>DECEMBER</u>

24 (noon)-31	**HOLIDAY BREAK – WCC CLOSED**

[1st-9] First nine-week courses   [2nd-9] Second nine-week courses
[s] Semester-long (16-week) courses

NOTE: These dates do not include any specific school division closings such as Fall Break days, parent-teacher conferences, and/or early dismissals.

1.15   Academic Calendar 2024-25
<u>Spring 2025</u>

<u>JANUARY</u>

1	**HOLIDAY BREAK – WCC CLOSED**
6	First day of classes (Galax, GCA, Smyth, and Wythe)
7	First day of classes (Carroll and Grayson)
8	First day of classes (Bland and WCC)
14	First day of classes (OHA)
	Normal drop deadline (Galax, Smyth, and Wythe)[1st-9]
15	Normal drop deadline (Carroll and Grayson)[1st-9]
16	Normal drop deadline (Bland)[1st-9]
20	**MARTIN LUTHER KING, JR. DAY – WCC CLOSED**
22	Normal drop deadline (ALHGS)[1st-9]
23	Normal drop deadline (ALHGS, GCA, Smyth, and WCC)[s]
24	Normal drop deadline (Galax and Wythe)[s]
27	Normal drop deadline (Carroll and Grayson)[s]
28	Normal drop deadline (Bland)[s]
30	Normal drop deadline (OHA)[s]

<u>FEBRUARY</u>

10	'W' drop deadline (ALHGS)[1st-9]
12	'W' drop deadline (Smyth and Wythe)[1st-9]
13	'W' drop deadline (Carroll, Galax, and Grayson)[1st-9]
18	'W' drop deadline (Bland)[1st-9]

<u>MARCH</u>

10-14	**SPRING BREAK – NO WCC CLASSES**
19	Normal drop deadline (Grayson and Wythe)[2nd-9]
21	'W' drop deadline (ALHGS, GCA, WCC, and Wythe)[s]
24	Normal drop deadline (ALHGS)[2nd-9]
	'W' drop deadline (Grayson and Smyth)[s]
25	Normal drop deadline (Carroll and Galax)[2nd-9]
26	Normal drop deadline (Smyth)[2nd-9]
	'W' drop deadline (Carroll)[s]
31	'W' drop deadline (Bland)[s]

<u>APRIL</u>

2	Normal drop deadline (Bland)[2nd-9]
	'W' drop deadline (Galax)[2nd-9]
11	'W' drop deadline (OHA)[s]
	'W' drop deadline (ALHGS)[2nd-9]
16	'W' drop deadline (Grayson)[2nd-9]
25	'W' drop deadline (Galax)[s]
29	'W' drop deadline (Smyth)[2nd-9]

<u>MAY</u>

2	'W' drop deadline (Bland)[2nd-9]
11	**WCC COMMENCEMENT**

[1st-9]   First nine-week courses
[2nd-9]   Second nine-week courses
[s]   Semester-long (16-week) courses

Please note that the spring 2025 dates for secondary schools are subject to change due to weather-related closures. Should weather-related closures affect calendars, normal and 'W' drop dates will be revised and conveyed to all needed entities (students, school personnel, etc.).

2.1   Information for Dual Enrollment Faculty

2.1.1   Qualifications

Only fully credentialed instructors may teach dual enrollment courses.

2.1.2   Credentialing

Dual enrollment faculty who teach transfer-level courses must meet one of the following minimum standards:
- Hold a Master's degree or higher from an accredited college or university.
- Have completed a minimum of 18 graduate semester hours in the discipline to be taught. These graduate hours may be included as part of the Master's Degree.
- For credentialing information in the career/technical fields, there are several options – one for AAS degree coursework and one for non-degree coursework.
- See **Required Credentials for College Faculty** *(Appendix C)* for a complete list of requirements or https://www.wcc.vccs.edu/dual-enrollment (Administrators/Counselors/Instructors section).

2.1.3   Teaching Dual Enrollment Courses

The credentialing process is as follows:
- The Coordinator of Dual Enrollment will provide a specific job link for state application completion. In addition, WCC will need the following items:
  - Official (preferred) transcripts; copies of official transcripts will work for dual enrollment credentialing only
  - Current resume/CV
  - Cover letter
- Items will be forwarded to the Coordinator of Dual Enrollment.
- The appropriate Dean or Coordinator of Dual Enrollment will notify the guidance counselor or coordinator of the high school's dual enrollment program if the candidate meets the requirements.
- Candidate completes employment information for personnel file and returns this to the college's appropriate Dean/Director.

2.1.4   Credentials for Dual Enrollment Instructors

The primary responsibility of a dual enrollment instructor in the Virginia Community College System is to provide quality instruction for students. This objective is accomplished by working with students in classes, laboratories, individual conferences, and other related activities that will help them develop their interests and abilities to their fullest capacity.

2.1.4   Credentials for Dual Enrollment Instructors (continued)

Each instructor is responsible for the appropriate preparation and delivery of subject matter to be taught, regular evaluation and feedback of student performance and progress, maintenance of accurate class rolls and attendance records, and the prompt submission of grades.

The specific responsibilities of Dual Enrollment faculty include:
- To accept the mission and purposes of the College.
- To be responsible to the appropriate Dean for providing course alignment/rigor.
- To acquaint all students with course requirements and objectives during the first week of class and to provide each student with periodic evaluations of his/her progress.
- To maintain accurate records of student enrollment, attendance and grades. Grades must be reported to the high school's guidance department and posted in the college's Student Information System (SIS) within 10 days of the final class meeting.
- To check email accounts regularly.
- To seek prior approval from the appropriate Dean to use a substitute instructor either to teach a class or to proctor an exam – and to demonstrate that the substitute is appropriately credentialed. This is applicable to all dual enrollment instructors if a long-term substitute is required.
- To meet assigned class(es) at the scheduled time – and for the entire duration. For dual enrolled courses taught in the high school, any long-term leave of absence needs to be reported to the appropriate Division Dean and the Coordinator of Dual Enrollment.
- To submit an electronic copy of the course(s) syllabi to the appropriate Dean during the first week of classes each semester.
- To participate in annual professional development.
- To complete the annual security awareness requirements.

2.1.5   Dual Enrollment/Adjunct Faculty Personnel Files

The college is required to maintain a personnel file for each dual enrollment faculty member. The file is kept in the appropriate Division Dean's office and contains at least the following information:

- VCCS state application
- Official transcripts from all colleges attended
- Credentials verification sheet (completed by the appropriate dean)
- Resume/Curriculum Vitae
- Cover letter

2.1.6   Dual Enrollment Faculty Evaluations

High school faculty members who teach dual enrollment courses will be evaluated under the respective school's division policy. The evaluation will also include a "***Summary Performance Rating for Part-Time Teaching Faculty***" (see page 12) and will be submitted to the appropriate dean, who in turn completes and returns to the respective faculty member.

Student evaluation of dual enrollment faculty will be conducted every semester in accordance with the college's system for student course evaluations. Students will use the Anthology Course Evaluations link, which is located on the main menu of each student's My.WCC account.

Evaluations will open several weeks before the conclusion of respective courses. All evaluations will be found here, no matter the modality. It is imperative that dual enrollment instructors remind – or, if possible, allow time for – students to complete this important process. Most students need just 5-10 minutes for completion.

The Coordinator of Dual Enrollment will notify the dual enrollment instructors (and students) as to when the evaluations open and close each semester.

2.1.7   **Performance Rating Sheet**

WYTHEVILLE COMMUNITY COLLEGE
SUMMARY PERFORMANCE RATING FOR PART-TIME TEACHING FACULTY

PTF-2

NAME ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯ SUBJECT(S) TAUGHT: ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

CRITERIA

The criteria to be used in evaluation shall include but not be limited to the following:
1. Effectiveness in the performance of the tasks delineated in the appropriate position description.
2. Effectiveness in establishing and maintaining positive professional relationships with colleagues, supervisors, students, and the community.
3. Effectiveness in maintaining a current competence in the particular discipline or field of specialization.
4. Adherence to policies, procedures, and regulations of the college and the Virginia Community College System.

Performance evaluations shall include a summary rating of **UNSATISFACTORY, FAIR, GOOD, VERY GOOD, or EXCELLENT**, as defined below:

UNSATISFACTORY   - fails to meet performance standards

FAIR   - marginally meets performance standards

GOOD   - performs satisfactorily, meeting performance standards

VERY GOOD   - clearly exceeds performance standards

EXCELLENT   - consistently delivers outstanding performance, substantially exceeding performance standards

Based on criteria, categories, and definitions for evaluation, the above faculty member received an overall rating of ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯ For 2019-20
                                               (year)
1. The person evaluated received a completed copy of this form.   _____ **YES**   _____ **NO**
2. The person evaluated prepared his/her own reaction to the rating.   _____ **YES**   _____ **NO**
   (attach copy)

Rating Prepared By: ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯   ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯
                                        Supervisor   **Date**

Signature ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯   ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯
                                    Faculty Member   **Date**
(YOUR SIGNATURE DOES NOT INDICATE THAT YOU AGREE WITH THE EVALUATION)

Signature ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯   ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯
                                    Director/Coordinator   **Date**

Signature ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯   ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯
                                    Division Dean   **Date**

Signature ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯   ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯
                                    Vice President of Instruction   **Date**

2.1.8   Professional Development

All dual enrollment instructors are expected to participate in annual WCC professional development activities per the adopted Concurrent Enrollment Quality Standards policy.

2.1.9   Course Syllabus

The terms course plan, syllabus, and outline are considered synonymous. A course syllabus, plan, or outline is required for any course offered by the College. Such outlines are used to assist instructors in their course preparation and development of curriculum. DE faculty should use the college approved syllabus for their content area. They can add to the syllabus, but cannot take away from the approved document.

It is the policy of Wytheville Community College (WCC) to require all teaching faculty, including adjunct and dual enrollment instructors, to use the standardized WCC syllabus templates.

The Coordinator of Dual Enrollment, Lead Faculty member, or Program Head distributes the template to the instructor teaching the WCC Dual Enrollment Course(s). The dual enrollment instructor completes the course syllabus by inserting the appropriate content into the WCC Dual Enrollment Syllabus Template *(Appendix E)* and submitting the syllabus to the Lead Faculty/Program Head for review, feedback, and approval.

Once the syllabus is approved at this level, the Lead Faculty Member/Program Head uploads the syllabus into the college syllabus database. The Lead Faculty Member/Program Head also updates the shared divisional Google Doc indicating the syllabus as approved. Syllabi that do not meet college policy are returned to the dual enrollment instructor for requested revisions.

The appropriate Division Dean/Director ensures that all syllabi are submitted and approved by the Lead Faculty/Program Head and documents final approval of the syllabus. The Coordinator of Dual Enrollment ensures that any syllabi not submitted in a timely manner are collected and forwarded to Lead Faculty/Program Head for review (see *Appendix E* for the Dual Enrollment Syllabus Template, the Syllabus Approval Flow, the Dual Enrollment Process Outline, and the Syllabus Checklist for Faculty Leads/Program Heads.)

Information in the course outline or syllabus represents a contract between the instructor and the students. Each instructor will furnish their students with a copy of the syllabus that outlines objectives, assignments, exam dates, and other appropriate course information. The syllabus is intended to be a student guide to teaching and learning activities. Not only is it a means of promoting learning, but it is a contract which clarifies the instructor's role as teacher and the instructor's expectations of students.

2.1.9   Course Syllabus (continued)

While the course syllabus reflects the individual instructor's teaching methods and strategies, it must be congruent with the standard course design/template and must contain all of the same material. The course contract, grading system, and other information contained therein shall be strictly followed. Since circumstances dictate some adaptability due to the nature of the course, weather, health and other variables, the instructor may find it wise to include a statement that reads "Professor reserves the right to alter the course plan."

An electronic copy of the completed course syllabus must be submitted to the appropriate Lead Faculty/Program Head before the end of the first week of classes.

2.1.10   Course Content and Academic Freedom

WCC faculty have developed course content deemed appropriate for community college students. Dual enrolled students (and their parents) acknowledge that core content will not be changed or altered for younger students.

To ensure the College has an instructional program marked by excellence, the Virginia Community College System supports the concept of academic freedom. In the development of knowledge, research endeavors and creative activities, college faculty and students must be free to cultivate a spirit of inquiry and scholarly criticism.

Faculty members are entitled to freedom in the classroom in discussing their subject but should be careful not to introduce teaching matters that have no relationship to the subjects of instruction. Faculty and students must be able to examine ideas in an atmosphere of freedom and confidence as well as participate as responsible citizens in community affairs.

The System also recognizes that commitment to every freedom carries with it attendant responsibilities. Faculty members must fulfill their responsibility to society and to their profession by manifesting academic competence, professional discretion, and good citizenship.   When faculty speak or write as citizens, they will be free from institutional censorship or discipline, but their special positions in the community impose special obligations. As professional educators they must remember that the public may judge their profession and the institution by faculty members' utterances. Hence, they should always be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they are not institutional spokespersons.

At no time shall the principles of academic freedom prevent the institution from making proper efforts to assure the best possible instruction for all students in accordance with the objectives of the institution.

2.1.11   Textbook Selection (Courses Taught at the High School)

All textbooks and lab manuals must be approved by WCC prior to use.

2.1.12   Canvas

Canvas is the current learning management system used by Wytheville Community College (and all other VCCS colleges) that allows instructors to easily put online their course material such as the course syllabus, handouts, and/or exams. Canvas also has an online grade book. Canvas is a tool that can be used for dual enrollment classes that are delivered online or in the classroom.

The following pages give step-by-step directions for logging in to Canvas, the Student Information System and other account options.

2.1.13   My.WCC/Student Information System (SIS)

To log into your account, click the My.WCC link in the upper left-hand corner of any WCC webpage. WCC's main website is www.wcc.vccs.edu.
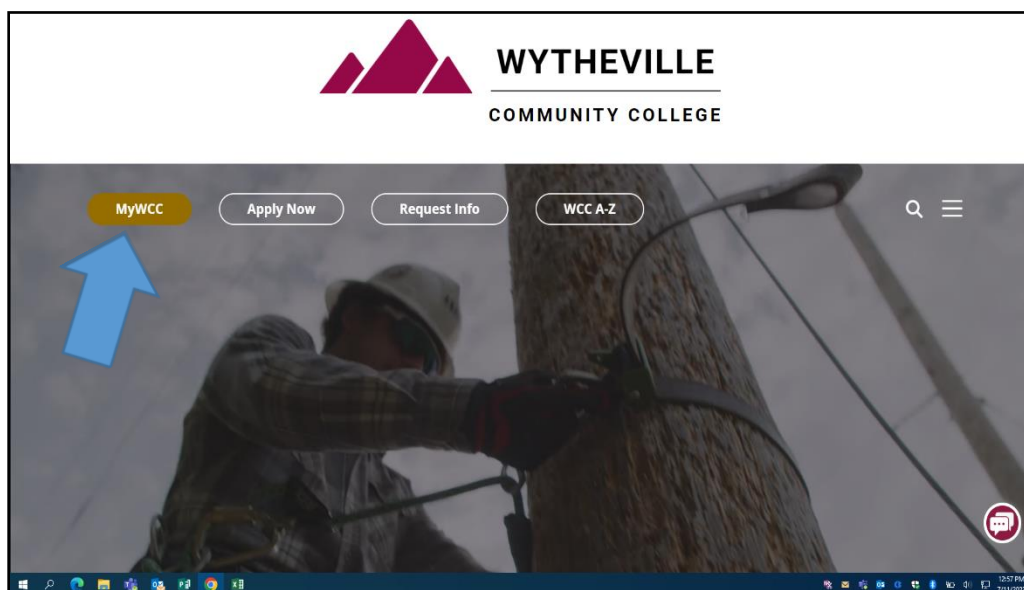
All instructors will use the multi-factor authentication (MFA) setup as part of their login process. More information can be found here: https://myvccs-support.vccs.edu/multi-factor-authentication. Please contact Josh Floyd, Coordinator of Dual Enrollment, with any questions.

2.1.13 My.WCC/Student Information System (SIS) (continued)

- Enter your username and temporary password (or permanent password).
- Click the 'Sign In' button.
- NOTE: If you cannot remember your username, click/tap the 'Forgot Username' button.
- If you chose the 'Forgot Username' link, you will get this screen below. Enter your personal email address on the account (it is probably your school email).
  Click/tap the 'I'm not a robot' check mark. From there, click/tap the 'Next' button.

2.1.13   My.WCC/Student Information System (SIS) (continued)

Forgot my Username

Step 2 of 2

An email containing your username has been sent to the provided email address. You may now close this window.

For students, the personal email must match what you used when you filled out your college admissions application. For employees, the email will be the work email associated with your account. If you do not have these details, then contact your college help desk for assistance at support.vccs.edu. It should NOT be your myVCCS email i.e. @email.vccs.edu

BACK TO LOGIN SCREEN

Check your work/personal email when you receive this message. It should include your respective My.WCC username. If you know your password, return to the main screen – then type in your username and password.

If you cannot remember your password, click/tap the 'Forgot Password' button.

WYTHEVILLE
COMMUNITY COLLEGE

Need Help?

Username

GO >

FORGOT MY PASSWORD   FORGOT MY USERNAME

SETUP MFA

2.1.13   My.WCC/Student Information System (SIS) (continued)

After doing so, you will get this screen.

2.1.13   My.WCC/Student Information System (SIS) (continued)

You will be prompted to select from a list of email addresses on file or mobile device (if applicable). From there, an email or text with a code will be sent. Upon doing so, please enter the code and a new password can be created.

If you are still having challenges, please contact the Coordinator of Dual Enrollment.

2.1.14　　Generating and Checking Class Roster

Faculty are responsible for producing their own class roster information from the College's Student Information System. If there is an error, the instructor should contact WCC's Coordinator of Dual Enrollment and the high school's guidance counselor immediately. The instructor should check the roster to ensure that corrections have been made.

Once you have logged into your My.WCC account, click the SIS: Student Information System button.
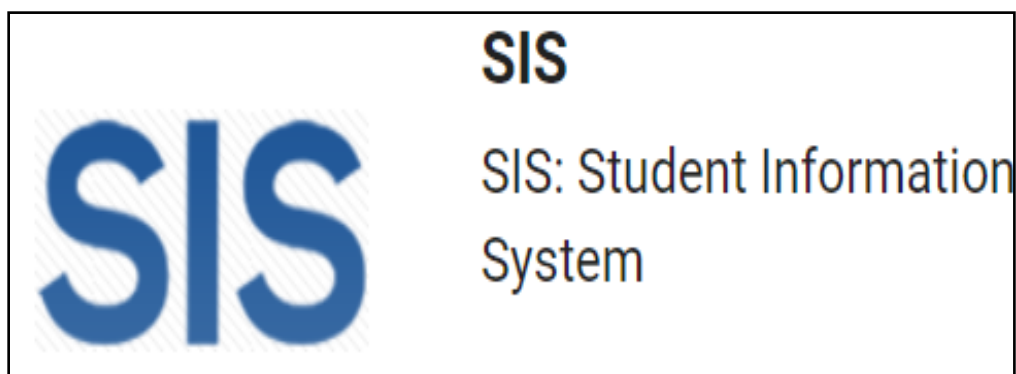
2.1.14   Generating and Checking Class Roster (continued)

Next, click on the Faculty Center link (**NOTE:** The link may be in a different spot on your account).
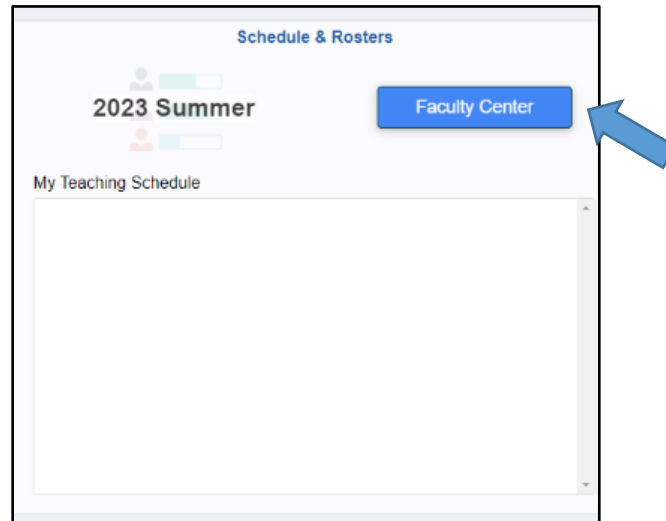
Check the term in bold. If it is not the correct semester, click the 'Change Term' button and click the correct term.

2.1.14   Generating and Checking Class Roster (continued)

Click the 'Class Roster' tab on the left margin to show individual rosters. You can also click the individual class roster by selecting the icon on the left-hand tab besides the specified course or choosing the 'Grade Roster' tab.
NOTE: If you have more than one dual enrollment class, you will need to click the link corresponding to the course in which you wish to review respective rosters.
If you wish to download a copy of the class roster, click the 'Download' icon just below the 'My Teaching Schedule' tab (two icons over from the 'View All' link).
To print a copy of the class roster, click the 'Printer Friendly Version' link.
When you are done and wish to log out of your account, click the 'Sign out' link in the upper right-hand corner.
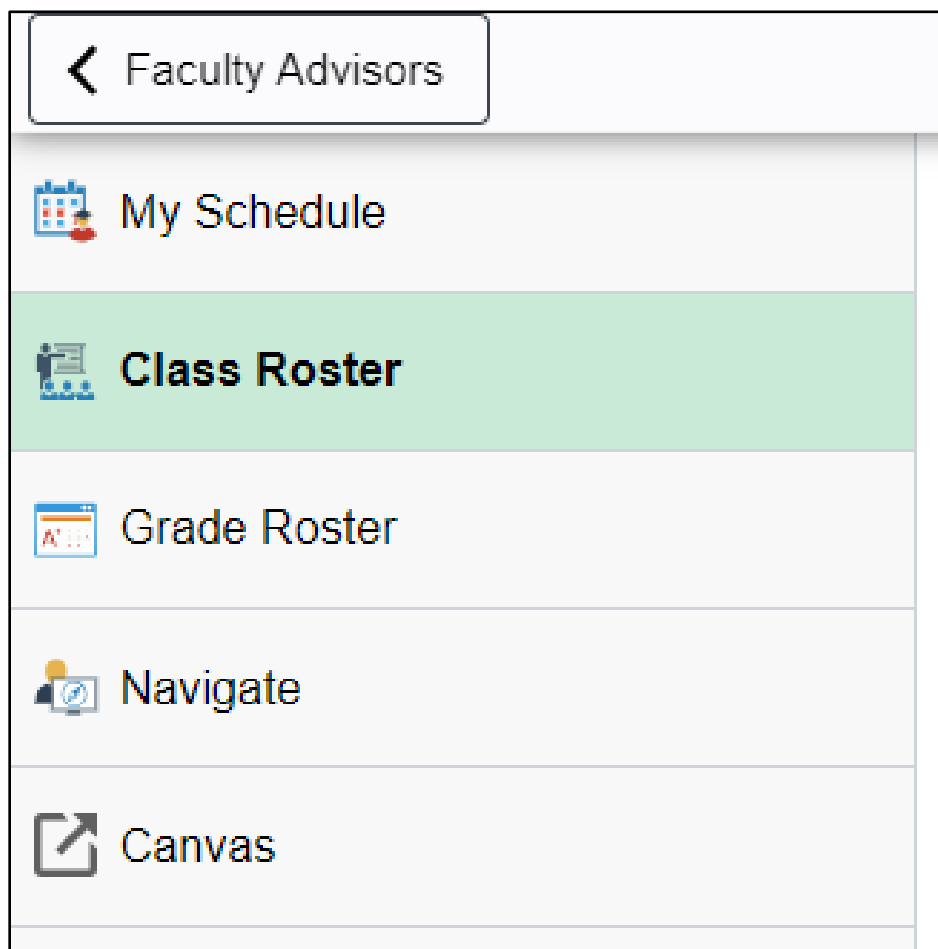
2.1.15   Dual Enrollment Grades

Dual Enrollment instructors will enter student grades using SIS before the final deadline for submitting final grades for the fall and spring semesters. Flexibility is provided for all school divisions depending upon start/end dates. However, grades must be entered by the faculty member no later than 10 days following the end of the semester.

2.1.16   Interim Grade Reports

It is a practice in all school divisions to provide interim grades to students and parents through and at the request of the high school guidance department. Since your students should always know where they stand, it is in the best interest of the student to comply with this request.

2.1.17   Grading Scale

The assignment of grades is the responsibility of the instructor.

Grades of *A*, *B*, *C*, and *D* are passing grades. A grade of *F* is a failing grade. Normally, if a student transfers to a four-year college or university, only grades of *A, B*, and *C* will be accepted for credit in courses equivalent to those offered at the four-year institution.

The recommended numerical range of each letter grade is as follows:

A	91 – 100	4 grade points per credit
B	81 – 90	3 grade points per credit
C	71 – 80	2 grade points per credit
D	61 – 70	1 grade point per credit
F	60 or below	0 grade point per credit
I	Incomplete	
W	Withdrawal	

Instructors are not required to follow this recommended scale. However, if an instructor plans to deviate from this range, students should be informed in the syllabus of the intended scale at the beginning of the term.

2.1.18   Incomplete ('I') Grades

In accordance with the policies of WCC, a dual enrolled student may receive an incomplete grade. An incomplete should be used for extenuating circumstances as deemed by the instructor and must meet the VCCS guidelines for 'I' grades. Failure to complete coursework during the prescribed time limit will result in an 'F' for the course. Instructors must complete an **Incomplete Grade Form** which outlines what work the student needs to complete. A copy of this form may be found in *Appendix F, Form 2*.

Students and parents must understand that an incomplete grade may jeopardize or delay graduation from high school. Students and parents should contact their high school guidance counselor before requesting an incomplete in any course.

Upon completion of the work, instructors must obtain from the Registrar's Office a **Change of Grade Form**. The 'I' grade will be converted to an 'F' if the **Change of Grade Form** is not received in the Registrar's Office by the end of the subsequent semester. 'I' grades earned in spring may be completed as late as the end of the next fall semester.

2.1.19   Recording Grades

The following pages give step-by-step instructions for entering grades in SIS.

2.1.20   Faculty Instructions for Entering Grades (SIS)

Log into your My.WCC account and click the SIS link. From there, click the 'Faculty Center' link.
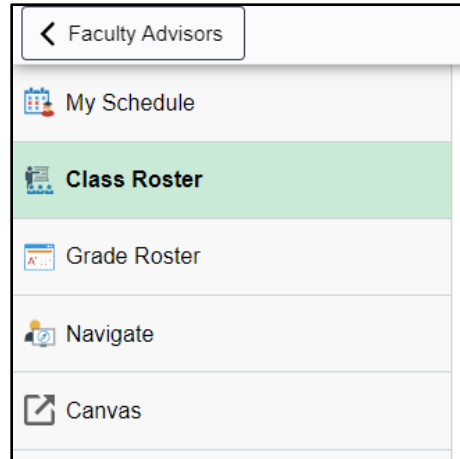

As noted earlier, rosters can be accessed by choosing the 'Class Roster' tab on the left margin to show individual rosters. You can also click the individual class roster by selecting the icon on the left-hand tab besides the specified course or choosing the 'Grade Roster' tab.
NOTE: If you have more than one dual enrollment class, you will need to click the link corresponding to the course in which you wish to review respective rosters.

2.1.20   Faculty Instructions for Entering Grades (SIS) (continued)

After choosing the grade roster tab on the left:
- Select each student's grade from the drop down box. NOTE: The students are listed below this screenshot.
- Then **SAVE** the page.
- Next, change the 'Approval Status' to **Approved** and SAVE the page again.
- Click the RETURN button to return to your list of classes for the next grade roster.
- **NOTE:** It is vitally important that you change the 'Approval Status' to **Approved** and then save the grades. Any other approval status will prohibit the registrar from officially posting grades.

If you have challenges with grade entry, please contact Mary Johnson, WCC's Coordinator of Admissions and Records), at 276-223-4785 or mjohnson@wcc.vccs.edu.

2.1.21   Withdrawing Courses

It is better for a student to withdraw from a course than to receive a grade less than a 'C'. Grades of 'D' or 'F' do not transfer to other institutions.

2.1.22   Withdrawal (Courses Taught in High School)

Requests for withdrawal from a course must be made by the guidance counselor to WCC's Coordinator of Dual Enrollment. The student and/or counselor must send an email to the Coordinator, which contains the following:

- student's name
- student ID number (if possible)
- course name
- course number

2.1.23   Instructor Initiated Withdrawal (IIW)

When an instructor determines that absences constitute unsatisfactory attendance and the student is not progressing satisfactorily in the course, an *Instructor Initiated Withdrawal Form (Appendix F − Form 5)* should be completed and submitted to the Admissions and Records Office. **The last date of attendance must be documented.** Credentialed faculty in the high school shall recommend the withdrawal of a student to the student's high school guidance counselor who will then inform the Coordinator of Dual Enrollment.

2.1.24   Virginia Community College System (VCCS) Withdrawal Policy

A student may withdraw from a course without academic penalty during the first 60 percent of an academic term/session. For purposes of enrollment reporting, the following procedures will apply:

a. If a student withdraws from a class prior to the termination of the add/drop period for the session, the student will be removed from the class roster and no grade will be awarded.
b. After the add/drop period, but prior to the completion of 60 percent of an academic term/session, a student who withdraws from a course will be assigned a grade of 'W'.
c. After that time (60 percent of the academic term/session), if a student withdraws from a course, a grade of 'F' will be assigned. Exceptions to this policy may be made under mitigating circumstances. In these cases, such circumstances must be documented, submitted to the Coordinator of Dual Enrollment for review by the appropriate Dean, and a copy of the documentation placed in the student's academic file.

A grade of withdrawal implies that either the student was making satisfactory progress in the course at the time of the withdrawal, the withdrawal was officially made before the deadline date published in the college calendar, or that the student was administratively withdrawn.

2.1.25   Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law which protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when they are the age of 18 and/or attend a school beyond the high school level. Students to whom the rights have transferred are 'eligible students'.

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent to the following parties or under the following conditions:

  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health or safety emergencies; and/or
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

However, schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (article, webpage, student handbook, and/or letter) is left to the discretion of each school.

2.1.25   Family Educational Rights and Privacy Act (FERPA) (cont.)

A FERPA form *(Appendix F – Form 6)* is available for the student to sign as part of release of respective educational records to a third party. **NOTE: Students must sign it in person at WCC's Admissions Office in order to establish validity. If this is not possible, students must complete/sign this form with an official notary before submitting the information.**

2.1.26   Library Services

The WCC library (LRC – Learning Resource Center, Smyth Hall) is open during the academic year from 8 a.m. to 5 p.m. (Monday through Friday). Hours of operation during summer sessions and semester breaks are posted on campus.

WCC dual enrollment instructors have access to all the library facilities at the college. All dual enrollment students have full access to the library resources as well. All persons desiring to check out materials from the library are required to have a special identification card which carries a barcode. Identification cards are available in Bland Hall's One-Stop Center.

The materials in the library include print, non-print, and electronic media. Dual enrollment faculty members may check out books and audio-visual materials for four weeks. These materials may be renewed for one time if a hold has not been placed on them.

Requests for materials to be placed on reserve should be made at least seven days prior to the assignment. Personal copies of books or other materials put on reserve by faculty will be protected and circulated as library holdings, but risk of loss or damage will be assumed by those placing materials on reserve.

Varied resources and services are available in the library. Faculty members are encouraged to utilize these services and to request assistance of the library staff at any time. Faculty members are encouraged to participate in book selection, particularly in their area of specialization, in order to maintain an updated collection. Instruction in the use of the LRC materials and equipment is available upon request. These services will be provided either in the classroom or in the library itself.

Interlibrary loan services are available to faculty members wishing to obtain materials that are not in the WCC collection.

3.1   Non-Compliance and Concurrent Enrollment Quality Standards

3.1.1   New Instructor Orientation

Following approval of required credentialing standards by both Virginia Community College System (VCCS) policy, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and NACEP (National Alliance of Concurrent Enrollment Partnerships) accreditation, Wytheville Community College's Program Heads/Faculty Liaisons must engage new faculty in required course/discipline orientation prior to instruction.

An approved New Dual Enrollment Instructor Orientation Form (provided in the appendix section) will be completed with the Program Head/Faculty Liaison. The new instructor will review the form and sign (in person or electronically) following completion. Meetings will normally take place at the instructor's high/secondary school, but meetings can also take place at WCC, via Zoom, or even over email (as long as documentation can be provided).

Additionally, new dual enrollment instructors – in addition to current dual enrollment instructors – will be given a handbook each semester regarding policies and procedures. These policies feature syllabus creation and approval, course content/objectives, Canvas utilization, grade recording, withdrawals/drop dates, FERPA rights, site visits, and the availability of student services/library resources. WCC distributes these documents via paper version to each school. WCC has this information located under the Dual Enrollment portion of the WCC website (https://www.wcc.vccs.edu/dual-enrollment) under the 'Administrators/Counselors/Instructors' section.

3.1.2   Annual Professional Development

As part of its commitment to continued partnership and engagement with our dual enrollment partners, Wytheville Community College – in accordance with the Virginia Community College System (VCCS) and the National Association of Concurrent Enrollment Partnerships (NACEP) – must offer annual professional development opportunities. Additionally, it is the requirement of each dual enrollment instructor to participate in annual professional development. Dual enrollment instructors are not required to participate in all professional development activities offered, but they must participate in at least one approved event each academic year.

There are a myriad of ways in which dual enrollment instructors can meet this requirement. Professional development must be **discipline-specific**. This is especially true of any professional development outside of those days, even if it is with WCC.

3.1.2   Annual Professional Development (continued)

This requirement must be led by the Program Head/Faculty Liaison or approved by such person if the professional development is separate from WCC.

For the Fall 2024 semester, annual professional development events will take place on the following dates:
- Friday, Nov. 1 – Crossroads
- Friday, Nov. 8 – WCC
- Friday, Dec. 6 (rescheduled from Oct. 4) – WCC

Attendance at one of these events will meet the annual professional development requirement for the 2024-25 academic year. It is highly recommended that this be the main option!
Also, the following areas MAY be approved by Lead Faculty/Program Liaisons:

- **Training Workshops:**
  o Workshops are held online during the fall, spring, and summer semesters.
  o Workshops run anywhere from two to four weeks through the College's learning management system through Canvas.
  o Workshops are designed to help with discipline-based learning, featuring a variety of topics involving best online teaching practices, Canvas orientation, and collaborative activities, utilizing open educational resources, specific objective writing, and designing effective rubrics.
  o Workshops are supported by WCC's Information Technology Division.

- **Outside Activities:**
  o Annual professional development can occur outside of WCC sponsored activities as long as the activity is designed for **discipline-specific learning** and growth.
  o Attendance/participation must be documented at these events, along with respective activities and engagement.
  o Additionally, Program Heads/Faculty Liaisons must approve of these opportunities.
  o Examples include (but are not limited to) regional peer group conferences, participation in VCCS supported activities such as the annual New Horizons Conference and/or Virginia Master Teacher Seminar, skills/certification training sessions benefitting specific discipline standards, etc.

3.1.3   Site Visits

In an effort to verify dual enrollment courses are equal to that of traditional courses, a site visit schedule has been set by WCC. New instructors will be visited by their Program Head/Faculty Liaison once during the first academic year. Veteran instructors, provided they have received at least a good (or higher) score on course evaluations from dual enrollment students, will be visited on a 3-year cycle as set by the Program Head/Faculty Liaison.

NOTE: Site visits are specific to that of dual enrollment policy and are separate from traditional evaluations from school administration. The official observation form can be found later in this section, denoting part I (pre-observation), part II (observation), and part III (instructor response and signature).

3.1.4   Non-Compliance Policy

In accordance with all policies and procedures established by local, state and national guidelines, dual enrollment instructors must adhere to all aspects surrounding successful dual enrollment policy – including annual professional development and set site visits from Program Heads/Faculty Liaisons.

While it is certainly understandable and unavoidable – especially when dual enrollment instruction and high/secondary school requirements take precedent – that dual enrollment instructors may miss a respective professional development session, this should not be the norm. As part of its commitment to students and dual enrollment from both a qualitative and quantitative sense, WCC features a formal non-compliance policy. Formal notice and establishment of this updated policy took effect on July 1, 2019.

Dual enrollment instructors can be out of compliance for not meeting these requirements:
- Absence/lack of any approved annual professional development
- Failure to complete needed syllabi for respective Program Head/Faculty Liaison approval
- Extended delays in completion of needed grading for dual enrollment courses
- Failure to follow required objectives established by program head and course(s)
- Repeated poor evaluations (at least two consecutive) from required site visits
- Improper verification of final dual enrollment rosters
- Any other policies and procedures stated in the dual enrollment handbook/materials not adequately completed

Should dual enrollment instructors fall into non-compliance, WCC has established the following timeline for adhering to non-compliance procedures:

3.1.4　　Non-Compliance Policy (continued)

<u>**Severe violations:**</u>
- Failure to complete needed syllabi for respective Program Head/Faculty Liaison approval
- Extended delays in completion of needed course grading (***no later than 10 days following last day of semester)***
- Failure to follow required objectives established by program head and course(s)
- Improper verification of final dual enrollment rosters
  First offense:
    o Dual enrollment instructor will be immediately removed from dual enrollment instruction
    o Compliance must be regained, demonstrated, and documented with school administration, Program Head and Dean
    o If met, dual enrollment instructor will be reinstated the following year
    o Upon reinstatement, instructor will have probationary period of three years with which to follow through on action plan; if completed, probationary period is lifted
    o If not met, instructor will be permanently banned from dual enrollment instruction

<u>**Intermediate violations:**</u>
- Absence/lack of any approved annual professional development
- Repeated fair or poor evaluations (at least two consecutive semesters) from student evaluations that fall below the acceptable level
- Any other policies and procedures stated in the dual enrollment handbook/materials not adequately completed

  First offense (if non-compliance occurs between August 2024 and July 2025)
    o Formal warning issued to instructor and high/secondary administration from WCC (Dean/Director and Coordinator of Dual Enrollment)
    o Lead faculty/Program Head notified by Dean/Director/Coordinator of DE
    o Action plan will be put in place (conjunction with Coordinator of DE/Program Head/Dean/Director) and delivered to dual enrollment instructor
    o Meeting at school with both instructor and administration, as needed

  Second offense (second non-compliance occurs between August 2025 and July 2026)
    o Required meeting at school with instructor, administration, Coordinator of DE and either Program Head, Dean, and/or Director
    o Action plan required upon meeting completion

3.1.4   Non-Compliance Policy (continued)

Third offense (third non-compliance occurs between August 2025 and July 2026)
- o Dual enrollment instructor will be immediately removed from dual enrollment instruction
- o With approval from school administrator, dual enrollment instructor has the possibility of following through with guided reinstatement policy
- o If WCC approves of a reinstatement policy, the policy must include individual professional development with lead faculty/program head
- o Compliance must be regained, demonstrated, and documented with school administration, Program Head, Dean, and/or Director
- o If instructor follows through on needed professional development, dual enrollment instructor may be reinstated the following academic year
- o Upon reinstatement, instructor will have probationary period of three years with which to follow through on action plan; if completed, probationary period is lifted

4.1   Appendices

Appendix A   Virginia Plan for Dual Enrollment

Appendix B   Dual Enrollment Admission Criteria Chart

Appendix C   Required Credentials for College Faculty: VCCS 29

Appendix D   Guidelines and Template for Computing Class Contact Time

Appendix E   Course Syllabus Template

Appendix F   Forms

    Form 1   Dual Credit Enrollment Request (Add-Drop)

    Form 2   Incomplete Grade

    Form 3   DE New Course Request

    Form 4   Dual Enrollment Permission

    Form 5   Instructor Initiated Withdrawal

    Form 6   FERPA

    Form 7   New Instructor Observation

    Form 8   Class Observation Form

**VIRGINIA PLAN FOR DUAL ENROLLMENT
BETWEEN
VIRGINIA PUBLIC SCHOOLS AND COMMUNITY COLLEGES
MARCH 2008**

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 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 postsecondary 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 Accrediting 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.

(l) 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.

(signature)   6/17/08

Dr. Thomas Morris   Date
Secretary of Education

(signature)   7/25/08

Dr. Billy K. Cannaday   Date
Superintendent of Public Instruction

(signature)   3-15-08

Dr. Glenn DuBois   Date
Chancellor, Virginia Community College System

Approvals: ASAC 6/2/15; ACOP 6/17/15; SBCC 7/16/15; VDOE 7/31/15; Secretary of Education 8/3/15

GOVERNING PRINCIPLES FOR DUAL ENROLLMENT BETWEEN VIRGINIA'S PUBLIC SCHOOLS AND THE VIRGINIA COMMUNITY COLLEGE SYSTEM

INTRODUCTION

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

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

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

For the purpose of this document, dual enrollment refers to community college coursework taken by high school students under the aegis of an agreement between a public school or public school division and a VCCS college wherein a student takes college-level coursework that counts towards high school graduation and is designed to result in earned college credits. High school students may elect to pursue one of several dual enrollment pathways. Students may take dual enrollment courses to enhance the rigor of their high school coursework but without deliberately seeking a post-secondary credential. Qualified students may choose a pathway that provides the opportunity to complete a certificate or an associate of arts or an associate of science degree and take courses that will transfer to post-secondary colleges and universities. Students may choose to enroll in a career technical educational pathway that provides the opportunity to complete a certificate or an associate in applied science degree during or after high school that leads to entry into the workforce. In all cases the community college shall maintain institutional control of the courses and ensure curricular integrity.

Approvals: ASAC 6/2/15; ACOP 6/17/15; SBCC 7/16/15; VDOE 7/31/15; Secretary of Education 8/3/15

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

STUDENT ELIGIBLITY AND ADMISSION REQUIREMENTS

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

- Written approval of the high school principal 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 will be offered).

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

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

Dual enrollment students must be registered by the end of the add/drop period established for each course; exceptions must be approved by the Vice Chancellor for Academic Services and Research. Dual

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

- 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.

CURRICULUM STANDARDS

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

EVALUATION

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

Student Learning Outcomes

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

Program Learning Outcomes

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

Instructional Effectiveness

The community college shall conduct evaluations of dual enrollment instructors using college guidelines established for all adjunct or full-time faculty. High school faculty or adjunct faculty employed by the

Approvals: ASAC 6/2/15; ACOP 6/17/15; SBCC 7/16/15; VDOE 7/31/15; Secretary of Education 8/3/15

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

enrollment course shall be evaluated in accordance with the college's full-time faculty evaluation process.

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

Evaluation of Longitudinal Outcomes

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

Continuous Improvement

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

FINANCIAL ISSUES

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

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

Approvals: ASAC 6/2/15; ACOP 6/17/15; SBCC 7/16/15; VDOE 7/31/15; Secretary of Education 8/3/15

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

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

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

_____   _____

Anne Holton   Date
Secretary of Education for the Commonwealth

_____   _____

Steven R. Staples   Date
Superintendent of Public Instruction
Virginia Department of Education

_____   _____

Glenn Dubois   Date
Chancellor
Virginia Community College System

Dual Enrollment Admission Criteria Chart

Course Type	High School Transcript*		SAT		PSAT		ACT		VPT
Transfer** Courses (except Math)	3.0 GPA or higher	OR	Minimum 480 (ERW)	OR	Minimum 390 (ERW)	OR	Min. 18 (E&W)	OR	ENG 111 placement
Career and Technical*** Courses (except Math)	2.0 GPA or higher	OR	Minimum 480 (ERW)	OR	Minimum 390 (ERW)	OR	Min. 18 (E&W)	OR	ENF 1 placement or higher
MTH 101-133	3.0 GPA or higher and C grade or higher in HS Math course	OR	Minimum 480 (ERW)/530 (Math)	OR	Minimum 390 (ERW)/500 (Math)	OR	Min. 22 (Math)	OR	MTH 111 placement or higher (MTE 1-3)
MTH 154, 155	3.0 GPA or higher and C grade or higher in HS Math course	OR	Minimum 480 (ERW)/530 (Math)	OR	Minimum 390 (ERW)/500 (Math)	OR	Min. 22 (Math)	OR	MTH 154 placement or higher (MTE 1-5)
MTH 161, 167	3.0 GPA or higher and C grade or higher in Alg. 2 or higher level math course	OR	Minimum 480 (ERW)/530 (Math)	OR	N/A	OR	Min. 22 (Math)	OR	MTH 161 placement (MTE 1-9)

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 course work 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- 29 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.

VCCS-29: Normal Minimum Criteria for Each Faculty Rank   May 2013

	Faculty in Humanities, Social Science, Natural Science, Math, Developmental Studies, English as a Second Language, Administrative and Professional Faculty, Counselors, Librarians		Faculty in Specialized Professional or Technical Associate in Applied Sciences or Art Degree Fields		Faculty in Non-Associate Degree Occupational Fields	
	Initial Appointment/ Promotions	Promotions	Initial Appointment/ Promotions	Promotions	Initial Appointment/ Promotions	Promotions
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
ASSISTANT INSTRUCTOR	Appointment on a temporary or emergency basis for a period of one year for persons who meet most of the minimum requirements for the instructor rank and who show evidence of being able to complete such requirements within one year.					
ASSOCIATE INSTRUCTOR	Appointment as a Level I associate instructor requires the same credentials as an instructor or assistant professor. Appointment as a Level 2 associate instructor requires the same credentials as an associate or full professor					
INSTRUCTOR Teaching Effectiveness Academic Preparation Experience Related Occupational Experience Total Teaching Experience F/T Community College Experience	Demonstrates Potential Master's in field or Master's with 18 graduate semester hours in teaching field (The minimum requirement for faculty teaching ESL & developmental courses at the instructor level is a baccalaureate degree related to the teaching field.) 0 years 0 years 0 years		Demonstrates Potential Bachelor's in teaching field _or_ Associate's in the teaching field with demonstrated competency in teaching field. 2 years 0 years 0 years		Demonstrates Potential H.S. diploma or equivalent; Associate's or equivalent in teaching field preferred. 5 years.current experience 0 years 0 years	
ASSISTANT PROFESSOR Performance Evaluation Academic Preparation Experience: Related Occupational Experience. Total Teaching Experience F/T Community College Experience	Meets Expectations on Most Recent Evaluation Master's + 24 graduate semester hours obtained subsequent to the Master's for a total of 27 graduate semester hours in the teaching field 0 years 0 years 0 years	Meets Expectations on Most Recent Evaluation Master's + 15 graduate semester hours obtained subsequent to the Master's for a total of 27 graduate semester hours in the teaching field 0 years 3 years 3 years	Meets Expectations on Most Recent Evaluation Bachelor's in teaching field + 24 graduate semester hours obtained subsequent to the Bachelor's 2 years 0 years 0 years	Meets Expectations on Most Recent Evaluation Bachelor's in teaching field +15 graduate semester hours obtained subsequent to the Bachelor's 2 years 3 years 3 years	Meets Expectations on Most Recent Evaluation Associate's or equivalent (Major in teaching field) 5 years 0 years 0 years	Meets Expectations on Most Recent Evaluation High school or equivalent + 30 semester hours toward an Assoc. Degree 5 years 3 years 3 years
ASSOCIATE PROFESSOR Performance Evaluation Academic Preparation Experience: Related Occupational Experience. Total Teaching Experience F/T Community College Experience Minimum VCCS Experience in Previous Rank	Meets Expectations on Most Recent Evaluation Doctorate (36 graduate semester hours in teaching field) 0 years 6 years 0 years 0 years	Meets Expectations on Most Recent Evaluation Master's + 39 graduate semester hours obtained subsequent to the Master's (for a total of 36 grad hours in teaching field) 0 years 6 years 3 years	Meets Expectations on Most Recent Evaluation Master's related to teaching field + 15 graduate semester hours obtained subsequent to the Master's 2 years 6 years 0 years 0 years	Meets Expectations on Most Recent Evaluation Master's related to teaching field 2 years 6 years 3 years 3 years	Meets Expectations on Most Recent Evaluation Bachelor's related to the teaching field 5 years 6 years 0 years 0 years	Meets Expectations on Most Recent Evaluation Assoc. related to the teaching field or equiv. + 30 semester hours obtained subsequent to the Associate's 5 years 6 years 3 years 3 years
PROFESSOR Performance Evaluation Academic Preparation Experience: Related Occupational Experience. Total Teaching Experience. F/T Community College Experience Minimum VCCS Experience in Previous Rank	Meets Expectations on Most Recent Evaluation Doctorate (36 graduate semester hours in teaching field) 0 years 9 years Postsecondary 0 years 0 years	Meets Expectations on Most Recent Evaluation Doctorate (36 graduate semester hours in teaching field) 0 years 9 years 3 years 3 years	Meets Expectations on Most Recent Evaluation Master's related to teaching field + 36 graduate semester hours obtained subsequent to the Master's 2 years 9 years Postsecondary 0 years 0 years	Meets Expectations on Most Recent Evaluation Master's related to teaching field + 36 graduate semester hours obtained subsequent to the Master's 2 years 9 years 3 years 3 years	Meets Expectations on Most Recent Evaluation Master's related to the teaching field 5 years 9 years Postsecondary 0 years 0 years	Meets Expectations on Most Recent Evaluation Master's related to the teaching field 5 years 9 years 3 years 3 years

(1). Administrative and Professional faculty must receive at least a "good" summary evaluation rating on the most recent evaluation to be considered for promotion

Computing Course Contact Hours for Dual Enrollment Courses

Contact Hours	X	Required Weeks per Semester (Including Final Exam Period)	X	Minutes per Contact Hour	=	Total Minutes Per Course
3		16		*50		2400
4		16		50		3200
5		16		50		4000
6		16		50		4800

*50 Minutes equal 1 academic hour

High School 4 X 4 Block Schedule: 90 Days X 90 Minutes = 8100 Total Minutes

The following examples will further show how required contact hours with exam period are computed:

Course	Course Credits	Lecture Hours	+ Laboratory Hours	= Contact Hours	Exam Minutes	Total Minutes
BIO 101	4	3	3	6	300 (Lecture + Lab)	4800
BIO 102	4	3	3	6	300 (Lecture + Lab)	4800
ENG 111	3	3		3	150	2400
ENG 112	3	3		3	150	2400
HIS 121	3	3		3	150	2400
HIS 122	3	3		3	150	2400
MTH 163	3	3		3	150	2400
MTH 164	3	3		3	150	2400

Guidelines for Required Course Hours (Contact Hours)
In
Dual Enrollment Courses

Course Hours are the number of lecture hours in class each week (including lecture, seminar, and discussion hours) and/or the number of laboratory hours in class each week (including laboratory, shop, supervised practice, and cooperative work experiences).

Lecture and laboratory hours in class each week are also called "contact" hours because it is time spent under the direct supervision of a faculty member.

In addition to the lecture and laboratory hours in class each week as listed in the course description in the college catalog, each student must also spend some time on out-of-class assignments under his or her own direction. Usually each credit per course requires an average of three hours of out-of-class work each week for 15 weeks. Thus, a 3 credit course will require an average of 9 hours of out-of-class work each week.

Note that Week 16, as shown on the preceding template, is allotted for a final exam period of 150 minutes.

Wytheville Community College
Dual Enrollment Program
Fall 2024/Spring 2025

Contact Information

Include: Name, High School, Position, Office Location, Contact Phone Numbers, Email Address, Office Hours if applicable.
Timing of instructor response (time students can expect a response to e-mail or phone)

Course (Catalog) Description

Course Materials

Textbook/ISBN, Supplemental Materials, Required Supplies.

Course Learning Outcomes/Objectives

Enter your outcomes and objectives for the course.

Method of Evaluating Student Achievement

List your evaluation method

Wytheville Community College

WCC Student Links and Resources

It is the student's responsibility to be familiar with the current WCC Catalog and Student Handbook. A list of key policies with brief descriptions and page numbers appears in the table below.

Policy	What the policy covers	Page
Academic and Computer Integrity	Cheating, plagiarism, and other forms of academic dishonesty. Computer ethics guidelines.	92
Alcohol and Substance Abuse Policy	Drug and alcohol prevention program.	105
FERPA (Family Education Rights and Privacy Act)	Access to educational records.	96
Financial Aid Policy/Return of Funds Policy	Financial Aid Information and policy.	22
Inclement Weather/WCC Alert	Inclement weather policy and schedule.	112
Title IX	Sexual harassment policy.	107
VCCS/WCC Withdrawal Policy	Withdrawing from a course.	95

"Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Student Success and Academic Development for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her [him] to provide any resources that she [he] may possess."

ZOOM Meeting Policy:

Wytheville Community College

Course Information:

Customized by Instructor

Assignment Schedule (weekly assignments and due dates)

SYLLABUS APPROVAL PROCESS

Template Sent to Adjunct by Lead Faculty/Program Head

Adjunct Completes Template, using WCC-Approved SLO

Syllabus Emailed to Lead Faculty/Program Head

Approved

Sent to Dean's Office for Final Approv

Not Approved

Returned to Adjunct with Changes Outlined for Resubmission

Uploaded to Deans' Repository Approval logged in Google Doc

Syllabus Approved
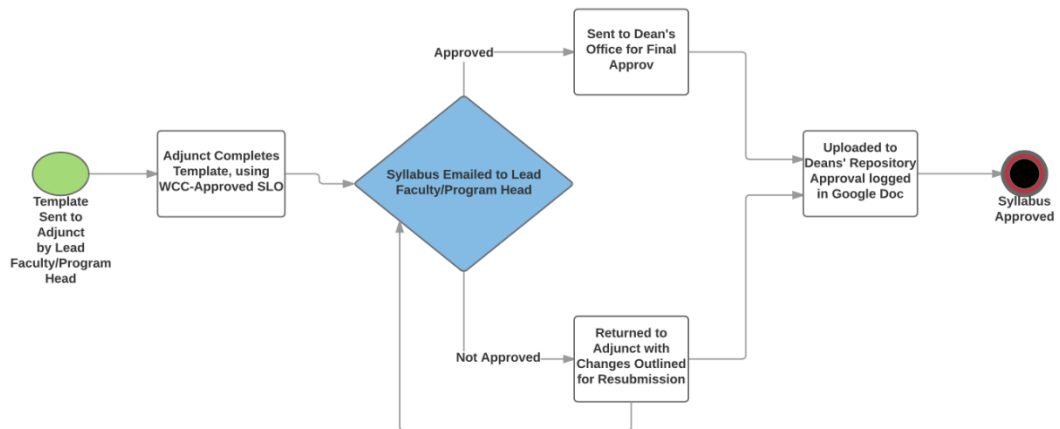
Dual Enrollment Process

To ensure that the rigor of high school dual enrollment classes are consistent with WCC classes:

Goals	Details for Meeting Goals
Goal 1: Objectives identified in the college course outlines are incorporated in the high school curricula	1. DE Instructor submits syllabi and final examinations to the WCC contact (faculty lead or program head) 2. Faculty lead/program head reviews syllabi and approves or assists DE faculty with meeting WCC objectives and forwards to the dean for approval 3. Faculty lead/program head reviews new textbooks for appropriateness
Goal 2: Data collection is consistent with program assessment measures and completing faculty evaluations	1. Faculty lead/program head requests assessment information for course outcomes 2. Faculty lead/program head assists Dean with distribution and collection of student evaluations 3. Faculty lead/program head provides feedback to Dean for the dual enrollment faculty evaluations 4. Dean completes the annual faculty evaluation and forwards to the DE faculty in June
Goal 3: Communication between college and dual enrollment faculty is regular, ongoing, and facilitates meeting course and college objectives	1. Faculty lead/program head sends a welcome letter or email to all new dual enrollment instructors 2. Faculty lead/program head maintains regular contact with DE faculty 3. Faculty lead/program head and dean meet with DE faculty a minimum of two times per calendar year 4. Business Office will reconcile billing and issue reimbursement. 5. Professional development activities conducted
Goal 4: Facilitate best practices between program heads or faculty leads, the coordinator of dual enrollment, the high school faculty, and the high school division	1. Dual enrollment coordinator works with the high schools to determine potential DE instructors; collects transcripts, resume, application and other supporting documents from the candidate/school system Forwards all information with a course request form to the appropriate Dean 2. DE Coordinator notifies identifying person(s) of a credentialing decision (principal, counselor, etc.) 3. DE Coordinator meets with Dean and/or faculty lead/program head to discuss courses to be offered at each school for the academic year 4. DE Coordinator sends a list of DE instructors and classes to the Deans and faculty leads/program heads, including name, location and contact information before classes start or as soon as a new course is added 5. DE Coordinator will meet with school administrators to discuss any faculty that fall below the acceptable evaluation limits 6. Contracts are signed and sent to the System Office before September 1

WYTHEVILLE COMMUNITY COLLEGE

Syllabus Check Sheet

Course Prefix and Number: _____   Section: _____

Regular Credit Course: _____   Dual Enrollment Course: _____

Required Credit Course Items

☐ College's Name

☐ Contact Information

☐ Course Description

☐ Course Material

☐ Course Learning Outcomes/Objectives

☐ Method of Evaluating Students

☐ WCC Student Links

☐ Course Information

_____   _____
Lead Faculty/Program Head   Date
Approval

DUAL CREDIT ENROLLMENT REQUEST

(Complete and submit to the WCC Coordinator of Dual Enrollment who will process and verify enrollment.
Processed Forms are stored at WCC.)

Semester: FALL ☐   SPRING ☐   SUMMER ☐

SUMMER 2024

Last Name: _____

First Name: _____

USER ID: _____

Class Number	Course Number	Section	Credits	Meeting Day(s)	Location

Student Signature: _____
Instructor Signature (if student is absent): _____
Date: _____

Coordinator Signature: _____
Date: _____

Begin Here. *Become Anything.*

Wytheville Community College ▲ 1000 East Main Street, Wytheville, Virginia 24382 ▲ Main (276) 223-4700 ▲ TDD Hearing Impaired (276) 223-4849
wcc.vccs.edu

WYTHEVILLE   COMMUNITY   COLLEGE
1000 East Main Street ● Wytheville, VA 24382

INCOMPLETE GRADE FORM

Student Name _____ Student ID _____

Course Prefix and Number _____ Section _____ Term _____

The following is a description of the work that must be made up by the student:

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

In the event that I am not available to assist the student, the assignments, tests, or other materials described above may be found in:

_____   _____

_____   _____

If a Change of Grade form is not by submitted by the end of the subsequent term, the grade that the student should receive is: (Circle One)

☐ A   ☐ B   ☐ C   ☐ D   ☐ F   ☐ P   (For standard credit classes)

☐ S   ☐ R   ☐ U   (For developmental classes)

Additional information or directions (if needed)

_____

_____

_____

_____

_____

_____

_____

Name (Print): _____   _____

Signature: _____Date _____

Dual Enrollment New Course Request Form

This form must be submitted and the course approved before students are enrolled.

The proposed course must meet course enrollment requirements at Wytheville Community College.   The 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.

High School _____

Course Prefix _____

Course Name _____

*Credentialed Instructor _____

Placement Test Requirements _____

Number of Minutes Required _____

Time/Weekdays Class Will Meet _____

Semester Class will be Offered _____

Text Book Required _____

*ALL NEW INSTRUCTORS MUST COMPLETE WCC APPLICATION PACKETS. Please provide name, email and mailing address for all NEW instructors.

_____

Name   Email

_____

Street   City   State   Zip

SIGNATURES

_____   _____

High School Principal   Academic Dean

_____   _____

High School Counselor   Dual Enrollment Coordinator

Return to:
Joshua Floyd, Coordinator of Dual Enrollment   Email: jfloyd@wcc.vccs.edu
Bland Hall, Room 102A   Fax: (276) 223-4861

Dual Enrollment Permission Form – 2024 – 2025

Name:

_____   _____   ____   _____   _____

Last   First   M.I.   Grade   DOB (mm/dd/yy)

Student Section:

School (please place an X or a ✔ beside corresponding school):

___   Bland   ___   Carroll   ___   Fort Chiswell   ___   Galax
___   George Wythe   ___   Grayson   ___   Homeschool   ___   Marion Sr.
___   Oak Hill   ___   Rural Retreat   ___   Wythe Career and Tech. Center
___   Other (please indicate school) _____

Please indicate which classes you are taking through dual enrollment (check all that apply):

___   In Person (taken with credentialed instructor at high school – Monday – Friday)
___   In Person (taken with credentialed instructor at Governor's School – Monday – Friday)
___   Online (WCC – taken in block or period at high school – Monday – Friday)
___   Online (Governor's School – taken in block or period at high school – Monday – Friday)
___   Other (Classes taken at Crossroads in Galax with WCC instructors – schedule varies)

Student Signature: I understand I must apply to the college and meet all course eligibility requirements, including dual enrollment qualifications and respective prerequisites. I authorize Wytheville Community College to send my transcript and/or final grades to my high school's guidance department at the end of the applicable term.

_____   _____

Student's Signature   Date

Parent or Legal Guardian Signature: I am the parent/guardian of the aforementioned student and give permission for them to enroll in the dual credit courses listed/offered through WCC.

_____   _____

Parent's or Legal Guardian's Signature   Date

Administrator Signature: I give permission for this student to enroll in the dual credit courses listed and offered through WCC.

_____   _____

Administrator Signature   Date

WYTHEVILLE COMMUNITY COLLEGE
1000 East Main Street • Wytheville, VA 24382

Instructor Initiated Withdrawal Form

I. WITHDRAWAL
The following student should be withdrawn for unsatisfactory attendance:

NAME:_____

Emplid (required): _____

Course & Number	Section	Number of Absences	Last Date of Attendance

_____   _____
Instructor Signature   Date

_____   _____
Financial Aid Signature   Date

Submit form to Admissions Office

II. REINSTATEMENT

INSTRUCTOR RECOMMENDATION: REINSTATE: _____ YES _____ NO
   Explanation:

```
┌───────────────────────────────────────────────────────┐
│                                                       │
│                                                       │
│                                                       │
│                                                       │
│                                                       │
└───────────────────────────────────────────────────────┘
```

REINSTATEMENT: ___ APPROVED   ___ DISAPPROVED

_____   _____
Instructor Signature   Date

   Explanations/Conditions:

```
┌───────────────────────────────────────────────────────┐
│                                                       │
│                                                       │
│                                                       │
│                                                       │
│                                                       │
└───────────────────────────────────────────────────────┘
```

FERPA Consent Educational to Release Records

The Family Education Rights and Privacy Act of 1974 (FERPA) states that a student must authorize in writing the release of her or his educational records to a third party. Please print legibly in ink when completing this form.

Student Name: _____

Student ID: _____Date of Birth: _____

Person(s) to whom you authorize the release of your records: _____
_____
_____
You can list multiple people. You must provide each authorized person listed with the password you choose below. *If they are unable to provide the password, your records cannot be released.*

Password: _____
You are responsible for the security of this password. Protect it from unauthorized parties.

I authorize the release of educational records in the following areas (check all that apply):

☐ Academic Records
☐ Financial Aid
☐ Student Accounts

Select the duration for which you authorize the release of your educational records. *Granting access to the parties listed does not preclude you from revoking access to any of the parties or record types above, if done so in writing.*

☐ Grant continuous access for the duration of my academic career
☐ I do not wish to grant continuous access. Access should end on _____/_____/_____.
Month   Day   Year

I realize that if I choose to limit access no information will be shared with the people listed above after the date I select. Access can only be reinstated by completing a subsequent *FERPA Consent to Release Educational Records* form.

Student Signature: _____ Date: _____
Form must be submitted in person at the office below, along with a picture ID. **Otherwise a Notary signature is required.**

I am not submitting my form in person. My notary verification is below.

Notary: _____ Commission Exp: _____

Return Completed Form to:
Wytheville Community College
Admissions Office
1000 East Main Street
Wytheville, VA 24382

Office Use Only

Person who entered authorization into SIS: _____ Date entered: _____

WYTHEVILLE COMMUNITY COLLEGE

NEW DUAL ENROLLMENT INSTRUCTOR ORIENTATION FORM

Instructor: _____ Faculty Liaison: _____

School: _____ Date: _____

General Overview:

☐ Program Review

☐ Faculty Liaison/Instructor Relationship – site visits, in-service items, etc.

☐ Instructor Roles and Responsibilities

☐ Syllabus Review

☐ Book/Lab Requirements

☐ Grading Review

Discipline Overview:

☐ Course Outcomes/Curriculum

☐ Course Philosophy/Learning Outcomes

☐ Assignments/Assessments

☐ Grading

☐ Additional Items:

<u>Meeting Notes:</u>

☐

☐

☐

☐

☐

☐

☐

☐

Instructor: _____   Faculty Liaison: _____

Date: _____   Date: _____

WCC CLASS OBSERVATION ASSESSMENT FORM

DIRECTIONS

1. This form is intended for observations of face-to-face class meetings. For online class observations, the dean/supervisor should use Quality Matters™ or a similar rubric.
2. The dean/supervisor will review with the instructor the class observation process and expectations for the class observation.
3. The instructor should identify possible course(s), section(s), day(s), and time(s) for the class observation. The dean/supervisor will make the final decision about which class will be observed.
4. **Part 1: Background Information** on this form will be completed by the instructor and forwarded to the dean/supervisor observer at least 24 hours before the class observation.
5. **Part 2: Assessment** on this form will be completed by the dean/supervisor observer and returned to the instructor no more than one week after the observation.
6. **Part 3: Response** on this form will be completed by the instructor and returned to the dean/supervisor observer no more than one week after receiving the Part 2 Assessment.
7. The instructor and dean/supervisor observer will meet in person no more than two weeks after the class observation to discuss the class session, the assessment, and the instructor's response. The instructor and supervisor observer will identify both areas of excellence and areas of potential improvement in the instructor's practice. The instructor and supervisor observer will identify specific strategies for addressing areas of potential improvement.

Instructor Name		Position Title	
Supervisor Observer Name		Position Title	
Catalog/Section Number of Observed Class		Course Title	
Date and Start/End Times of Observation		Location	

PART 1: OBJECTIVES

(To be completed by the instructor at least 24 hours before the class observation.)

1. What are the student learning outcomes for this class session?

2. What methods will be used to foster instructor-student interaction?

3. What methods will be used to foster collaborative learning among students?

4. What methods will be used to facilitate active learning?

5. What methods will be used to develop students' high order cognitive skills (e.g. analyzing, evaluating, creating)?

6. What methods will be used to meet a diversity of learning styles?

7. What support materials (technology, media, handouts, etc.) will be used to achieve instructional objectives?

PART 2: ASSESSMENT

(To be completed by dean/supervisor observer no more than one week after the class observation.)

1. The instructor was prepared for the class session.		
☐ YES	☐ NO	☐ PARTIALLY
Comments:		

2. The instructor described the learning outcomes to students at the start of the class session.		
☐ YES	☐ NO	☐ PARTIALLY
Comments:		

3. The instructor successfully interacted with students.		
☐ YES	☐ NO	☐ PARTIALLY
Comments:		

4. The instructor facilitated student-to-student interaction to achieve instructional objectives.		
☐ YES	☐ NO	☐ PARTIALLY
Comments:		

5. The instructor employed methods to facilitate active learning.		
☐ YES	☐ NO	☐ PARTIALLY
Comments:		

6. The instructor employed methods to develop students' high order cognitive skills (e.g. analyzing, evaluating, creating).

☐ YES	☐ NO	☐ PARTIALLY

Comments:

7. The instructor employed methods to target a variety of student learning styles.

☐ YES	☐ NO	☐ PARTIALLY

Comments:

8. The instructor effectively used support materials (e.g., technology, media, handouts, etc.) to achieve instructional objectives.

☐ YES	☐ NO	☐ PARTIALLY

Comments:

9. The stated learning outcomes were achieved.

☐ YES	☐ NO	☐ PARTIALLY

Comments:

10. The instructor summarized learning outcomes for the class session, explained how they connect to previous and to upcoming learning outcomes, and communicated to students, both verbally and in writing (e.g. through Blackboard, on the chalkboard, in the syllabus), the assignments due for the next class session(s).

☐ YES	☐ NO	☐ PARTIALLY

Comments:

11. Within the categories of (1) instructional design, (2) instructional delivery, (3) instructional effectiveness, and (4) instructional expertise, identify a total of 3-5 specific instances where the instructor exceeded expectations. (If the instructor did not exceed expectations in any of the four areas, please note that.)

Comments:

12. Within the categories of (1) instructional design, (2) instructional delivery, (3) instructional effectiveness, and (4) instructional expertise, identify a total of 3-5 specific teaching behaviors the instructor could improve upon. (Note: A behavior targeted for improvement does not necessarily indicate subpar performance; instead, it may indicate the potential to further develop an excellence.)

Comments:

PART 3: RESPONSE

(To be completed by the instructor no more than one week after reviewing the completed Part 2 above.)

Instructor comments after reviewing Part 2 above or after meeting with the supervisor observer to discuss Part 2 above.
Comments:

_____   _____

Instructor Signature   Date

_____   _____

Dean/Supervisor Observer Signature   Date