Virginia Board of Education Agenda Item

Agenda Item: **Date:** May 23, 2013

Title	Final Review of Proposal to Establish the following Governor's Health Sciences Academies: 1) Albemarle County Public Schools Governor's Health Sciences Academy; 2) Chesterfield County Public Schools Governor's Health Sciences Academy; 3) Cumberland County Public Schools Superintendents' Region 8 Governor's Health Sciences Academy; 4) Fairfax County Public Schools Governor's Health Sciences Academy at Falls Church High School; and 5) Fairfax County Public Schools Governor's Health Sciences Academy at West Potomac High School.		
Presenter	Ms. Lolita B. Hall, Director, Office of Career and Technical Education Services		
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Purpose of Presentation:
Other initiative or requirement. Specify below:
Final Review of the Proposals to Establish the following Governor's Health Sciences Academies: 1) Albemarle County Public Schools Governor's Health Sciences Academy; 2) Chesterfield County Public Schools Governor's Health Sciences Academy; 3) Cumberland County Public Schools Superintendents' Region 8 Governor's Health Sciences Academy; 4) Fairfax County Public Schools Governor's Health Sciences Academy at Falls Church High School; and 5) Fairfax County Public Schools Governor's Health Sciences Academy at West Potomac High School.

Previous Review or Action:
Previous review and action. Specify date and action taken below:
Date: April 25, 2013
Action: First Review

Action Requested:
Final review: Action requested at this meeting.

Alignment with Board of Education Goals: Please indicate (X) all that apply:

X	Goal 1: Accountability for Student Learning
	Goal 2: Rigorous Standards to Promote College and Career Readiness
X	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:
Goal 1: The Academy must meet rigorous criteria established by the Board of Education under the Governor's Science, Technology, Engineering, and Mathematics Academy Program. Students progress in academic and technical knowledge and skills; and their employability knowledge and skills are monitored and measured annually to ensure successful transition to college and career.

Goal 3: The Academy is designed to expand options for students' health science literacy and other critical knowledge, skills, and credentials that will prepare them for high-demand, high-wage and high-skill health sciences careers in Virginia.

On September 7, 2012, the Virginia Department of Education announced planning/implementation grants in the amount of $10,000 each for establishment of Governor's Health Sciences Academies in the eight superintendents' regions. The Governor's Health Sciences Academy shall consists of partnerships of one or more public school divisions or multiple schools within a school division, healthcare institutions, business and industry, and higher education institutions; and offer rigorous academic content with career and technical instruction. The Academy must include specialty programs within the five career pathways.

Health Sciences Career Cluster

Career Pathways	General Description
Therapeutic Services	Care and treat patients to improve their health over time. Counsel patients and provide them the tools needed to live a healthier and problem-free lifestyle.
Diagnostic Services	Use tests and evaluations to aid in the detection, diagnosis and treatment of diseases, injuries or other physical conditions.
Health Informatics	Manage health care agencies by overseeing all patient data, financial information and technological applications to health care processes and procedures.
Support Services	Assist health care professionals with a range of administrative and maintenance duties to ensure that the health care environment is maintained.
Biotechnology Research and Development	Discover new treatments and medical technologies to improve human health and advance the overall health science field.

At least two of the health sciences career pathways must be implemented initially. The remaining three pathways must be fully articulated and implemented within the next three years. Also, the Academy must agree to participate in the Governor's Exemplary Standards Award Program.

As required by the Board of Education, the State Council of Higher Education for Virginia (SCHEV) has reviewed the attached proposals and recommends that the Board approve each proposal. Staff members of the Virginia Department of Education (VDOE) have reviewed the proposal in the context of the established criteria. An executive summary of the proposal is in Attachment A. Attachment B is the report from the review by SCHEV and Attachment C is the report from the review by the VDOE. Attachment D is the complete proposal.

Currently, there are two Governor's Health Sciences Academies in Virginia. They are as follows: 1) Divisionwide model, located at Bethel High School, Hampton City Public Schools; and 2) Regional model, located at Warwick High School, Newport News City Public Schools and Bruton High School, York County Public Schools.

Summary of Important Issues:

1) Proposal to Establish the Albemarle County Public Schools Governor's Health Sciences Academy

The proposed Albemarle County Public Schools Governor's Health Sciences Academy will be located at Monticello High School. It will be available to students in all high schools within Albemarle County and when fully implemented it will have the capacity to enroll 200 students, grades 9-12. To enhance learning experiences for students, the Academy has established extensive partnerships with Charlottesville/Albemarle Technical Education Center, University of Virginia, University of Virginia Healthcare System, University of Virginia School of Medicine, University of Virginia Innovations, Piedmont Virginia Community College, Martha Jefferson Hospital, Virginia Biotechnology Association, Defense Intelligence Agency, Albemarle County Economic Development, Hemoshear, Phthisis Diagnostics, Afton Scientific, Orange Family Physicians, and Charlottesville Sedation Dentistry.

Beginning in 2013-14, the career pathway programs for Biotechnology Research and Development and Therapeutic Services will be implemented. The three additional pathway programs will be implemented in subsequent years: Health Informatics in 2014-15; Diagnostic Services in 2015-16; and Support Services in 2016-17.

The curriculum is designed to prepare students for health-related programs leading to bachelor's degrees, two-year associate degrees, apprenticeships, and employment. The health sciences pathways plans of study (Appendix C) will provide the core academic, technical, and employability skills, and credentials necessary for successful transition to postsecondary education and careers such as dentistry, nursing, pharmacy, emergency medicine, radiology, and infection control. Students will engage in case study work, as well as participate in job shadowing, internships, and clinical experiences. Students will explore core content with technology through integrated projects, and focused learning experiences. The curriculum delivery will include dual enrollment and advanced placement coursework.

Data from the Virginia Employment Commission supports the need for the Academy. Short-term and long-term projections in the healthcare industry indicate a great increase in need for health-related occupations in the Charlottesville Metropolitan Statistical Area Community Profile. Projected job growth in several healthcare fields is expected to increase by 26 percent for registered nurses, dentists, physical therapists, pharmacists, and optometrists.

2) Proposal to Establish the Chesterfield County Public Schools Governor's Health Sciences Academy

The Chesterfield proposed Academy is a multi-campus model located at the Chesterfield Technical Center, Cosby High School, and Monacan High School. This model combines resources from the high schools' Health Science Specialty Center Programs at the high schools with the health science offerings at the technical center to provide students selected from the 10 high schools in the division opportunities in a broad range of programs within the five career pathways. The Academy will have the capacity to enroll 400 students, grades 9-12.

The proposed Chesterfield County Public Schools Governor's Health Sciences Academy has established partnerships with Chippenham-Johnston Willis Medical Center, Virginia Commonwealth University, John Tyler Community College, Virginia Tech, ECPI, Bon Secours Sports Medicine, Sheltering Arms Hospital, St. Francis Hospital, St. Mary's Hospital, Memorial Regional and Richmond Community Hospital, Central Virginia Health Planning Agency, Brandermill Woods

Retirement Facility, West End Orthopedic, Medical College of Virginia and Wauford Group.

Beginning in 2013-14, the Academy will offer the pathway plans of study for Diagnostic Services and Therapeutic Services. In 2014-15, the Health Informatics, Support Services, and Biotechnology Research and Development pathways will be fully implemented.

The health sciences pathways plans of study (Appendix C) will provide rigorous academic, technical, and employability skills, and credentials necessary for students' successful transition to postsecondary education and careers. Based on students' career interest, the articulated plans of study will provide the foundational skills and work-based experiences that lead to careers in dentistry, nursing, physical and occupational therapy, sports medicine, biotechnologies in medicine and forensics, and medical systems administration.

The 2010-2011 edition of the Bureau of Labor Statistics Career Guide to Industries reports the health care field will generate 3.2 million new wage and salary jobs between 2008 and 2018. The rate of employment in health care is expected to be approximately 22 percent versus 11 percent for all other industries combined.

The proposed Chesterfield County Public Schools Governor's Health Sciences Academy is poised to address this need in central Virginia and will be a valuable resource to prepare students to pursue health care careers to meet the Commonwealth's demand.

3) Proposal to Establish the Cumberland County Public Schools Superintendents' Region 8 Governor's Health Sciences Academy

The proposal for Superintendents' Region 8 Governor's Health Sciences Academy consists of partnerships among the counties of: Cumberland, Amelia, Brunswick, Buckingham, Charlotte, Greensville, Halifax, Lunenburg, Mecklenburg, Nottoway, and Prince Edward; and Southside Virginia Community College, Piedmont Health District, and South Central Workforce Investment Board Region. The Academy's secondary academic and career and technical courses will be offered in each of the participating school divisions and the postsecondary courses, including dual enrollment courses, will be offered at Southside Virginia Community College. The Academy will have the capacity to enroll 200 students, grades 9-12. Beginning in 2013-14, the Academy will implement the Therapeutic Services and Health Informatics Services pathways. In 2014-15, the Biotechnology Research and Development, Diagnostic Services, and Support Services Pathways will be implemented.

The health sciences pathways plans of study (Appendix C) will provide the core academic, technical, and employability skills, and credentials necessary for successful transition to postsecondary education and careers in respiratory therapy, nursing, medical laboratory technology, radiology technology, therapeutic massage therapy; health care data analysis, and dietary and food service in health care institutions.

According to the Virginia Community College System Community Profile from the Virginia Employment Commission, updated on February 21, 2013, of the 50 largest employers in Southside Virginia, nine are either hospitals or nursing homes. The same profile shows the healthcare occupations are the fourth largest among new hires by the industry and the eighth highest, 9.8 percent, in turnover. In Region 8, currently there are 93,531 workers in health care who are 55 and older and will be retiring soon. The Virginia Employment Commission predicts that an additional

35.4 percent of health care and social assistance workers will be needed by 2020.

4) Proposal to Establish the Fairfax County Public Schools Governor's Health Sciences Academy at Falls Church High School

According to the U.S. Bureau of Labor Statistics, the health sector employment is projected to increase to nearly 18.3 million jobs in 2020. Greater than one million of these jobs will be in the Northern Virginia area. It is imperative that high school students be exposed to the health sciences as a means of increasing knowledge and experiences that may lead to postsecondary degrees in the health care fields, thus helping to meet the demands of Virginia's work force.

Falls Church High School offers one of six academy programs within Fairfax County Public Schools. Currently, the Falls Church High School Academy offers two health sciences career pathways, Therapeutic Services and Diagnostic Services. The proposed Fairfax County Public Schools Governor's Health Sciences Academy will combine these two pathway offerings with the three additional pathways to offer students a wider range of programs within the cluster.

Beginning in 2013-14, the Governor's Health Sciences Academy will offer Health Informatics along with Therapeutic Services and Diagnostic Services; Support Services in 2014-15; and Biotechnology Research and Development in 2015-16. The Governor's Health Sciences Academy will be available to students from 25 high schools and will have the capacity to enroll 300 students, grades 10-12. During the initial school year (2013-2014) applications will be accepted for 145 students.

The Governor's Health Sciences Academy has established an extensive network of healthcare professionals, business and industry, and postsecondary education institutions partners that will provide extended learning opportunities for students through industry tours, job shadow experiences, internships with industry partners specializing in high-tech professions, access to highly ranked medical facilities as well as federal government facilities located close to Fairfax schools. The Academy partners include: Fairfax County Public Schools, Annandale Chamber of Commerce, Falls Church Chamber of Commerce, George Mason University – Department of Nursing, Northern Virginia Community College, Howard University College of Dentistry, University of Maryland School of Dentistry, Virginia Commonwealth University - School of Pharmacy, American Association of Colleges of Pharmacy, Association of American Medical Colleges—Aspiring Docs Program, Inova Health System, Capital Caring (hospice & palliative care), Wise Hospice Options, Walgreens Pharmacy, U.S. Department of Homeland Security--Secret Service, County of Fairfax, VA (Fairfax County Police Department, Fairfax County Fire and Rescue Department, Fairfax County Sheriff's Office), Arlington County Fire Department, Sterling Fire and Rescue, Occoquan-Woodbridge-Lorton Fire and Rescue, James Madison Fire and Rescue, Virginia Tech Fire and Rescue, Prince William County Fire and Rescue – Paramedics, International Association of Fire Fighters, Falls Church Early Childhood Class Based Special Education Center, Northern Virginia Dental Clinic, Mission of Mercy–Northern Virginia Dental Association, Donate Life Virginia, Patterson Dental, and Pace Dental.

The health sciences pathways plans of study (Appendix C) will provide rigorous academic, technical, and employability skills, and credentials necessary for students' successful transition to postsecondary education and careers. Considering students' career interest, the articulated plans of study will provide the foundational skills and work-based experiences that lead to careers in dentistry, nursing, pharmacy, emergency medical services, medical laboratory technology, health care administration, environmental services, and research in biotechnologies and nuclear medicine.

Highly specialized equipment for the health career specialty programs in dentistry, nursing, and pharmacy is available to enable students' clinical laboratory practice in a safe and supervised learning environment. Opportunities are available for virtual and simulated experiences to further enhance learning. Co-curricular participation in the Health Occupations Student Association (HOSA) provides leadership skills, service learning experiences, networking, and other professional learning opportunities for students.

5) Proposal to Establish the Fairfax County Public Schools Governor's Health Sciences Academy at West Potomac High School.

West Potomac High School offers one of six academy programs within Fairfax County Public Schools. Currently, the West Potomac High School Academy offers two health sciences career pathways, Therapeutic Services and Diagnostic Services. The proposed Fairfax County Public Schools Governor's Health Sciences Academy will combine these two pathway offerings with the three additional pathways to offer students a wider range of programs within the cluster.

Beginning in 2013-14, the Governor's Health Sciences Academy will offer Health Informatics along with Therapeutic Services and Diagnostic Services; Support Services in 2014-15; and Biotechnology Research and Development in 2015-16. The Governor's Health Sciences Academy will be available to students from 26 high schools and five centers and will have the capacity to enroll 375 students, grades 10-12. During the initial school year (2013-2014) applications will be accepted for 175 students.

The proposed Governor's Health Sciences Academy at West Potomac High School has established extensive partnerships among: Fairfax County Public Schools, Northern Virginia Community College Medical Education Campus, Howard University College of Dentistry, Virginia Commonwealth University School of Pharmacy, Columbia University College of Dental Medicine, University of Maryland School of Dentistry, Virginia Dental Association, Inova Health System, Capital Caring Hospice and Palliative Care, and Walgreens. The full-time career experience specialist coordinates with the Academy faculty, students, local business and industry, government, postsecondary education partners to provide students a range of work-based learning experiences from pediatrics to geriatrics, and varying degrees of health/wellness stages from home to other healthcare environments.

The health sciences pathways plans of study (Appendix C) will provide rigorous academic, technical, and employability skills, and credentials necessary for students' successful transition to postsecondary education and careers in dentistry, pharmacy, occupational therapy and/physical therapy, medical laboratory technology, and research in biotechnologies. Co-curricular participation in the Health Occupations Student Association (HOSA) provides leadership skills, service learning experiences, networking, and other professional learning opportunities for students.

The proposed Governor's Health Sciences Academy at West Potomac High School will provide programs that prepare students for postsecondary education and/or entry into high-demand careers in Northern Virginia.

Impact on Fiscal and Human Resources:
Funding for implementation must be provided at the local level.

Timetable for Further Review/Action:
The proposed beginning date is school year 2013-14 for the following:

1) Proposal to Establish the Albemarle County Public Schools Governor's Health Sciences Academy
2) Proposal to Establish the Chesterfield County Public Schools Governor's Health Sciences Academy
3) Proposal to Establish the Cumberland County Public Schools Superintendents' Region 8 Governor's Health Sciences Academy
4) Proposal to Establish the Fairfax County Public Schools Governor's Health Sciences Academy at Falls Church High School
5) Proposal to Establish the Fairfax County Public Schools Governor's Health Sciences Academy at West Potomac High School

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education approve the proposals to establish a Governor's Health Sciences Academy for the following:

1) Albemarle County Public Schools Governor's Health Sciences Academy
2) Chesterfield County Public Schools Governor's Health Sciences Academy
3) Cumberland County Public Schools Superintendents' Region 8 Governor's Health Sciences Academy
4) Fairfax County Public Schools Governor's Health Sciences Academy at Falls Church High School
5) Fairfax County Public Schools Governor's Health Sciences Academy at West Potomac High School

Superintendents' Region 8

Governor's Health Sciences Academy

Executive Summary

April 4, 2013

Partnership: Cumberland County Public Schools, Southside Virginia Community College, Amelia County Public Schools, Brunswick County Public Schools, Buckingham County Public Schools, Charlotte County Public Schools, Greensville County Public Schools, Halifax County Public Schools, Lunenburg County Public Schools, Mecklenburg County Public Schools, Nottoway County Public Schools, Prince Edward County Public Schools, Piedmont Health District, and South Central Workforce Investment Board Region.

Lead/Fiscal Agent: Cumberland County Public Schools

Contact Person:
Dr. Amy Griffin
Superintendent, Cumberland County Public Schools
804 492-4212
agriffin@cucps.k12.va.us

Academy Location: Secondary courses will be offered in each of the participating local school divisions and the postsecondary courses will be offered at Southside Virginia Community College

Number Students: The Governor's Health Sciences Academy will have the capacity to enroll 200 students, grades 9-12. During the initial school year (2013-2014) applications will be accepted for 44 students.

Career Pathways:
Health Informatics (2013-2014)
Therapeutic Services (2013-2014)
Biotechnology Research and Development (2014-2015)
Diagnostic Services (2014-2015)
Support Services (2014-2015)

Academy Goals and Description: The overall goals of the Governor's Health Sciences Academy are to provide expanded options for students' health science literacy and other critical knowledge, skills, and credentials that will prepare them for high-demand, high-wage, and high-shills health sciences careers in Virginia

Specific Governor's Health Sciences Academy objectives include:

- Improve academic achievement of students in the Academy;
- Increase completion of dual enrollment courses;
- Provide work-based experiences for students through strong partnerships with businesses;
- Increase high school graduation rates;
- Reduce dropout rates;
- Increase enrollment and retention in postsecondary education.

Program Highlights:

As a result of participating in the Governor's Health Sciences Academy, students will:

- Gain a deeper understanding of the skills and knowledge incorporated in their fields of study;
- Benefit from specialized, project-based courses which develop critical-thinking, problem-solving, and decision-making skills, preparing them for the 21st-century world;
- Acquire greater communication and collaborative skills;
- Develop workplace readiness skills;
- Receive opportunities to earn industry certifications preparing them to be more competitive in the work force and when applying to advanced training schools or postsecondary institutions;
- Obtain meaningful, real-life, hands-on experiences in their career pathway; and
- Profit from opportunities for internships, mentorships, and cooperative education, providing the student with an advantage when entering postsecondary education and/or the workplace.

The State Council of Higher Education for Virginia

Review of Governor's STEM Academy Proposal

Name of Lead Entity on Proposal: *Superintendents' Region 8 including:*

Bluestone High School (Mecklenburg County Public Schools)
Park View High School, (Mecklenburg County Public Schools)
Nottoway High School (Nottoway County Public Schools)
Brunswick High School (Brunswick County Public Schools)
Buckingham High School (Buckingham County Public Schools)
Randolph Henry High School (Charlotte County Public Schools)
Central High School (Lunenburg County Public Schools)
Cumberland High School (Cumberland County Public Schools)
Amelia High School (Amelia County Public Schools)
Greenville High School (Greenville County Public Schools)
Halifax High School (Halifax County Public Schools)
Prince Edward High School (Prince Edward County Public Schools)

Date of Review: May 8, 2013

The State Council of Higher Education for Virginia recommends approval of: *Governor's Health Sciences Academy*

Peter Blake
Director

5/8/13
Date

Virginia Department of Education
Governor's Health Sciences Academy
Planning Grant
Proposal Review Checklist

For

Superintendents' Region 8

Governor's Health Sciences Academy

Virginia Department of Education
Governor's Academy for Health Sciences
Planning Grant Proposal Review Checklist

I. Partnership Capacity

Partnerships desiring to implement a Governor's Academy for Health Sciences shall provide the Department of Education with evidence of the following:

Criteria	Documentation			Comments
	Full	Partial	None	
A. An active, ongoing planning committee, including a list of members and signed certifications from each that they are willing and able to serve in that capacity. At a minimum, members must represent regional K-12 education (superintendents or designee), higher education, healthcare agencies, and business and industry. All partners must be represented on the committee.	X			
B. An advisory committee, including a list of members and signed certifications from each that they are willing and able to serve in the capacity.	X			
C. A written memorandum of agreement among school divisions, local businesses, postsecondary institutions, and any other partners that outlines ways in which community resources will contribute to the Governor's Academy for Health Sciences to broaden the scope of students' educational experiences.	X			
D. A statement of assurances that the Governor's Academy for Health Sciences Planning Committee has reviewed provisions of *Administrative Procedures Guide for the Establishment of Governor's Academies for Health Sciences* and agrees to follow the guidelines set forth in the document (see appendix).	X			

Criteria	Documentation			Comments
	Full	Partial	None	
E. A statement of assurances that an ongoing Governing Board will be established to reflect current Board of Education regulations relative to jointly operated schools and programs (see appendix).				N/A
Comments:				

II. Need/Rationale for the Academy

Partnerships desiring to implement a Governor's Academy for Health Sciences shall provide the Department of Education with evidence of the following:

Criteria	Documentation			Comments
	Full	Partial	None	
A. Demonstration of the need/rationale for the Academy. This statement should be concise and state the major reasons to have a Governor's Academy for Health Sciences, including need at the state, regional, and local levels.	X			
B. A description of the enhanced or additional offerings in health sciences as well as in career and technical education that will meet the need described above.	X			
C. A fiscal agent that is a school division, including a certification that the division is willing and able to serve in that capacity.	X			
Comments:				

III. Program Description

Each regional Governor's Academy for Health Sciences planning committee shall develop cooperatively with at least two or more school divisions, business and industry, community, healthcare agencies, and higher education partners and have available for review and dissemination, a program description.

A. A statement of program goals addressing the following criteria:

Criteria	Documentation			Comments
	Full	Partial	None	
1. Rigorous academic content with career and technical instruction.	X			
2. For year one of implementation, at least two of the five pathways for health sciences are well articulated and fully developed and available to students. The remaining three pathways must be fully articulated and implemented within the next three years.	X			
3. Individualized high school plans to ensure course selections that are aligned with students' transition and career goals after high school.	X			
4. Evidence that graduates will complete a college and career readiness curriculum for a particular health science career pathway.	X			
5. Incorporation of *Virginia's Workplace Readiness Skills for the Commonwealth*.	X			
Comments:				

B. A statement of program objectives and performance measures to:

Criteria	Documentation			Comments
	Full	Partial	None	
1. Improve academic achievement of Academy students;	X			
2. Increase completion of dual enrollment courses;	X			
3. Provide work-based experiences for students through strong partnerships with businesses;	X			
4. Increase high school graduation rates;	X			
5. Reduce dropout rates;	X			
6. Increase enrollment and retention in postsecondary education;	X			
7. Increase the proportion of students completing a college and career readiness curriculum in high school;	X			
8. Reduce the proportion of students requiring remediation in college;	X			
9. Increase the number of industry certifications awarded to high school students; and	X			
10. Increase the number of graduates employed in high-wage, high-demand and high-skill careers.	X			
Comments:				

C. A brief description of the proposed program, including:

Criteria	Documentation			Comments
	Full	Partial	None	
1. Site location;	X			
2. Number of students to be served;	X			
3. Grade levels;	X			
4. Curriculum design including CTE and academic;	X			
5. List of courses to be delivered;				
6. Description of how/where the courses will be delivered. Courses may be delivered on a high school, technical center or community college campus, online, or in other innovative ways; and	X			
7. Designation of full-day or part-day, academic-year program.	X			
Comments:				

D. Evidence of participation in the Governor's Exemplary Standards Award Program for Career and Technical Education:

Evidence	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

E. Program and course descriptions:

E.1. For year one of implementation, at least two of the five well-articulated career pathways in health sciences must be available for students. The remaining three health sciences pathways must be implemented within the next three years.

Each of the five health science pathways must meet the following criteria:

Criteria	Documentation			Comments
	Full	Partial	None	
Pathway #1 – Therapeutic Services				
a. Must include opportunities to earn industry credentials, postsecondary certificates, diplomas or associate degrees while in high school and pursue additional industry credentials and academic degrees at the associate, bachelors and graduate levels.	X			
b. Must be in a high demand health science field identified by a statewide authority or organization, such as the Virginia Economic Development Partnership as a strategic growth area for Virginia, or	X			
c. Must address regional and local work force demand in high-wage, high-skill occupations as identified by employers and work force officials.	X			
d. This career pathway should drive the innovative capacity of the region and/or state.	X			
Comments:				

Criteria	Documentation			Comments
	Full	Partial	None	
Pathway #2 – Diagnostic Services				
a. Must include opportunities to earn industry credentials, postsecondary certificates, diplomas or associate degrees while in high school and pursue additional industry credentials and academic degrees at the associate, bachelors and graduate levels.	X			
b. Must be in a demanded health science field identified by a statewide authority or organization, such as the Virginia Economic Development Partnership as a strategic growth area for Virginia, or	X			
c. Must address regional and local work force demand in high-wage, high-skill occupations as identified by employers and work force officials.	X			
d. This career pathway should drive the innovative capacity of the region and/or state.	X			
Comments:				

Criteria	Documentation			Comments
	Full	Partial	None	
Pathway #3 – Health Informatics				
a. Must include opportunities to earn industry credentials, postsecondary certificates, diplomas or associate degrees while in high school and pursue additional industry credentials and academic degrees at the associate, bachelors and graduate levels.	X			
b. Must be in a demanded health science field identified by a statewide authority or organization, such as the Virginia Economic Development Partnership as a strategic growth area for Virginia, or	X			
c. Must address regional and local work force demand in high-wage, high-skill occupations as identified by employers and work force officials.	X			
d. This career pathway should drive the innovative capacity of the region and/or state.	X			
Comments:				

Criteria	Documentation			Comments
	Full	Partial	None	
Pathway #4 – Support Services				
a. Must include opportunities to earn industry credentials, postsecondary certificates, diplomas or associate degrees while in high school and pursue additional industry credentials and academic degrees at the associate, bachelors and graduate levels.	X			
b. Must be in a demanded health science field identified by a statewide authority or organization, such as the Virginia Economic Development Partnership as a strategic growth area for Virginia, or	X			
c. Must address regional and local work force demand in high-wage, high-skill occupations as identified by employers and work force officials.	X			
d. This career pathway should drive the innovative capacity of the region and/or state.	X			
Comments:				

Criteria	Documentation			Comments
	Full	Partial	None	
Pathway #5 – Biotechnology Research and Development				
a. Must include opportunities to earn industry credentials, postsecondary certificates, diplomas or associate degrees while in high school and pursue additional industry credentials and academic degrees at the associate, bachelors and graduate levels.	X			
b. Must be in a demanded health science field identified by a statewide authority or organization, such as the Virginia Economic Development Partnership as a strategic growth area for Virginia, or	X			
c. Must address regional and local work force demand in high-wage, high-skill occupations as identified by employers and work force officials.	X			
d. This career pathway should drive the innovative capacity of the region and/or state.	X			
Comments:				

E.2. List of all requirements for successful program completion:

Requirement for Program Completion	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

E.3. Academy graduates must achieve one or more of the following benchmarks:

Criteria	Documentation			Comments
	Full	Partial	None	
a. Earn one or more industry certifications or state occupational licenses, and/or demonstrate competencies on an assessment instrument recognized by postsecondary institutions such as CLEP examinations, collaboratively designed or mutually approved end-of-course tests, college placement tests, or student portfolios reviewed by a team of college and high school faculty; **or**	X			
b. Earn at least nine transferable college credits as defined in the Early College Scholars program (includes dual enrollment, AP and other options); **or**	X			
c. Earn an Associate Degree.	X			
Comments:				

E.4. Significant work-based experience must be included representing additional instruction or training beyond the classroom such as:

Criteria	Documentation			Comments
	Full	Partial	None	
a. Cooperative Education; **or**			N/A	
b. Internships; **or**	X			
c. Job Shadowing; **or**	X			
d. Mentorships; **or**	X			
e. Project-based learning; **or**	X			
f. Service learning; **or**	X			
g. A combination of the above.				
Comments:				

F. Length of program and daily schedule
Governor's Academies for Health Sciences are defined by program content, not by the location or delivery system of courses. Evidence of the following must be submitted:

Comments	Documentation			Comments
	Full	Partial	None	
Designation of full-day or part-day, academic-year program.	X			

G. Assurance from the fiscal agent that on-going operating funds and facilities are available to support the Governor's Academy for Health Sciences and are adequate to meet the needs of the program.

Evidence	Documentation			Comments
	Full	Partial	None	
	X			

H. Materials and equipment to be provided to accomplish program goals and objectives.

Evidence	Documentation			Comments
	Full	Partial	None	
	X			

I. A brief description of the proposed program, including:

Criteria	Documentation			Comments
	Full	Partial	None	
1. A review of the Academy's policies, procedures, and outcomes;	X			
2. A review of the program design and instructional delivery;	X			
3. Consideration of feedback from students, staff, parents, the community, and partnership members, and	X			
4. Annual collection and reporting of data to the Department of Education related to student achievement, goal achievement, and other indicators.	X			
Comments:				

IV. Administrative Procedures

Each Governor's Academy for Health Sciences must develop and maintain procedures developed cooperatively with participation partners. There should be evidence of procedures in the seven areas that follow:

A. Partnerships – The role of business and industry, public school divisions, health science related agencies, and postsecondary institutions in the partnership, and where appropriate, should include the role of work force and economic development entities.

Evidence	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

B. Student recruitment, selection criteria, and admissions.

Evidence	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

C. Code of student conduct and attendance.

Evidence	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

D. Transportation provided by the appropriate school division is in compliance with all applicable federal and state regulations.

Evidence	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

E. Staff recruitment, selection, and assignment – The Governor's Academy for Health Sciences shall hire staff members who meet the Virginia teacher licensure requirements and/or postsecondary faculty qualifications. Where applicable, they must have industry-specific education with training and experience, including industry certification.

Evidence	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

F. Staff development – The program will provide appropriate staff training in addition to staff instructional planning time.

Evidence	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

G. Staff evaluation – Staff will be evaluated according to the human resources policies of the agency or institution employment Academy personnel.

Evidence	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

H. Parent, student and community involvement

Criteria	Documentation			Comments
	Full	Partial	None	
1. Preparation for entering the Academy should begin by eighth grade.	X			
2. Students, parents, teachers, and school counselors should work collaboratively to: a. Complete career interest inventories;	X			
b. Prepare academic and career plans outlining an intended course of study in high school;	X			
c. Review multiple postsecondary pathways and the steps required to pursue them;	X			
d. Participate in career assessments to identify areas students should strengthen to qualify for their selected health science pathway; and	X			
e. Discuss available diplomas, seals and other recognitions including admission to specialized programs such as Governor's Academies.	X			
Comments:				

V. Documentation of insurance, budget, and other fiscal information:

Criteria	Documentation			Comments
	Full	Partial	None	
Insurance	X			
Budget (from appendix)	X			
Budget Narrative	X			
Other				
Comments:				

Attachment D

Park View High School (Mecklenburg)

Cumberland High School

Nottoway High School

Randolph Henry High School (Charlotte)

Amelia High School

Brunswick High School

Greensville High School

Superintendents' Region 8

Buckingham High School

Halifax High School

Central High School (Lunenburg)

Bluestone High School (Mecklenburg)

Prince Edward High School

Proposal To Establish a Governor's Health Sciences Academy

Cumberland County Public Schools

Submitted to the
Virginia Department of Education
April 25, 2013

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Superintendents' Region 8

Governor's Health Sciences Academy Proposal

Program Description and Overview

The Superintendents' Region 8 Governor's Health Sciences Academy offers a program of study designed to expand options for students to acquire skills in the health sciences. In partnership with Southside Virginia Community College (SVCC) and surrounding hospitals, nursing homes, assisted living homes, South Central Workforce Investment Board Region VIII, Piedmont Health District, Southside Director of Governor's School and Superintendents' Region 8 school divisions (Amelia, Brunswick, Buckingham, Charlotte, Cumberland, Greensville, Halifax, Lunenburg, Mecklenburg, Nottoway, and Prince Edward), the Academy will launch with programs in Therapeutic Services and Health Informatics. The Academy combines coursework and research experience with a challenging and focused school and college environment to prepare students for 21st century careers. Students will gain the knowledge and skills they need to succeed in technologically rich workplaces by learning how to work in teams, communicate effectively, think critically, solve problems, and demonstrate a positive work ethic. Students will choose specific career pathways within the Career Cluster of Health Science. The courses students choose will equip them with the skills they will need for success in their chosen careers. The chart below shows the timeline for the implementation of the Governor's Health Sciences Academy.

Date	Implementation
School Year 2013-14	• Therapeutic Services • Health Informatics
School Year 2014-15	• Therapeutic Services • Health Informatics • Diagnostic Services

	• Support Services • Biotechnology Research and Development.

The Region 8 Governor's Health Sciences Academy is designed to give students in grades 11-12 the opportunity to enroll in the health sciences career pathway while incorporating Virginia's Workplace Readiness Skills for the Commonwealth. Career pathways prepare students for programs leading to bachelor's degrees, associate degrees, and industry credentials. Work-based experience such as internships, project-based activities, and job shadowing will be provided to the students in these career pathways. The Region 8 Governor's Health Sciences Academy will accept approximately 50 students for the initial school year (2013-14). For the 2014-15 school year, enrollment will increase to approximately 108 students. The Academy will help to raise student aspirations and attract more students to postsecondary education in preparation for career pathways in Therapeutic Services and Health Informatics. Our goal is to provide expanded options for students' health science literacy and other critical knowledge, skills, and credentials that will prepare them for high-demand, high-wage, and high-skills health sciences careers in Virginia.

Length of Program and Daily Schedule

Students will have the opportunity to choose a concentration and take specialized courses at their high school campus (See Appendix A-Sample Bell Schedule) during the ninth, tenth, and eleventh grades. In their senior year, Academy students will attend Southside Virginia Community College for one-half of their school day. In addition to their regular classes, including arts and social studies, students will be given the opportunity to take dual enrollment classes starting in the ninth grade. These core courses will also integrate health sciences (See Appendix B-Plans of Study). During the twelfth grade, students will have the opportunity to

apply their knowledge of health sciences, as well as 21st century skills, in a real-world work experience by participating in job shadowing, clinical areas, and possible internships related to their chosen career.

Course Sequence

Students will stay in their home school in grades nine through eleven and will be given the opportunity to take dual enrollment courses. In their senior year they will take courses at Southside Virginia Community College through the Governor's School of Southside Virginia. There will be a clear emphasis on the career pathways of Therapeutic Services and Health Informatics for the 2013-14 school year. Students may complete study in the following courses in the Governor's Health Sciences Academy by the 2014-15 school year: Respiratory Therapy, Massage Therapy, Health Records Coding or Medical Office Assisting Career Studies Certificate (Electronic Medical Records). The Governor's Health Sciences Academy will also include programs of study in Diagnostic Services (Radiology Technology), Biotechnology Research and Development (Biotechnology), and Support Services (Culinary Arts) during the 2014-15 school year.

The Region 8 Governor's Health Sciences Academy Planning/Steering Committee has selected the following course sequences for students enrolled in the Academy:

Career Pathway/Programs	9th GRADE	10th GRADE	11th GRADE	12th GRADE
THERAPEUTIC SERVICES • Respiratory Therapy	DE H/PE 9 SDV 100 DE Computer Literature ITE 115	DE Humanities HUM EEE	DE English 11 ENG 111/112	DE English 12 ENG 243/244 DE Biology BIO 231/232 Developmental Psychology

• Therapeutic Massage			First Aid and CPR DE HLT 100 Concepts of Personal and Community Health DE HLT 110 DE Business Elective BUS EEE	PSY 230 Intro Sociology SOC 200 Cardiopulmonary Science I RTH 121 DE Musculoskeletal Structure and Function PTH 151 Intro to Massage HLT 170 Therapeutic Massage I HLT 180 Therapeutic Massage II HLT 280 Therapeutic Massage III HLT 281
HEALTH INFORMATICS ➢ Medical Office Assisting (Electronic Medical Records)	DE Computer Literature ITE 115	DE Keyboarding AST 101	DE English 11 AST 107 DE Biology BIO 100	DE Medical Office Procedures I AST 271 Records and Database Management AST 234 Health Records Coding HIM 253

		Advanced Coding and Reimbursement HIM 254 Medical Terminology HLT 143

Related Industry Certifications

Students will have the opportunity to earn industry certifications in the following programs:

- Therapeutic Services
    - Certified Respiratory Therapist (CRT) with completion of an associate degree
    - Registered Respiratory Therapist (RRT) with completion of an associate degree
    - National certification for Therapeutic Massage and Bodywork
- Health Informatics
    - Certified Coding Associate (CCA)
    - Certified Coding Specialist (CCS)
    - Certified Health Data Analyst (CHDA)
    - Certified Professional Coder (CPC)
    - Certified Professional Coder-Hospital Outpatient (CPC-H)

In addition, a student in the Therapeutic Services Pathway for Respiratory Therapy will earn a Career Studies Certificate at the end of their senior year and will have all of the requirements to enter the associate degree program in the Respiratory Therapy or Nursing programs at SVCC.

Course Descriptions

In addition to courses in English, mathematics, social studies, science, health and physical education, art, and world language, students in the Governor's Health Sciences Academy will take the following health sciences related courses:

Therapeutic Services

Title:	**Career Studies Certificate in Health Sciences**
Length:	27 credit hour program
Purpose:	To prepare students to enter into a health science program area that may include respiratory therapy, nursing, medical lab technology or radiology technician.

BIO 231-Human Anatomy and Physiology I

Integrates the study of gross and microscopic anatomy with physiology, emphasizing the analysis and interpretation of physiological data. Prerequisites: one year of college biology and one year of college chemistry or divisional approval.

BIO 232-Human Anatomy and Physiology II

Integrates the study of gross and microscopic anatomy with physiology, emphasizing the analysis and interpretation of physiological data. Prerequisites: one year of college biology and one year of college chemistry or divisional approval.

SDV 100-College Success Skills

Assists students in transition to colleges. Provides overviews of college policies, procedures, curricular offerings. Encourages contacts with other students and staff. Assists students toward college success through information regarding effective study habits, career and academic planning, and other college resources available to students. May include English and mathematics placement testing. Strongly recommended for beginning students. Required for graduation.

ENG 111-College Composition I

Introduces students to critical thinking and the fundamentals of academic writing. Through the writing process, students refine topics; develop and support ideas; investigate, evaluate, and incorporate appropriate resources; edit for effective style and usage; and determine appropriate approaches for a variety of contexts, audiences, and purposes. Writing activities will include exposition and argumentation with at least one researched essay.

PSY 230-Developmental Psychology

Studies the development of the individual from conception to death. Follows a life-span perspective on the development of the person's physical, cognitive, and psychosocial growth.

HUM EEE-Humanities Elective

100 level or greater Humanities course.

ENG 112-College Composition II

Continues to develop college writing with increased emphasis on critical essays, argumentation, and research, developing these competencies through the examination of a range of texts about the human experience. Requires students to locate, evaluate, integrate, and document sources and effectively edit for style and usage. Prerequisite: Students must successfully complete ENG 111 or its equivalent, and must be able to use word processing software.

ITE 115-Intro to Computer Applications

Covers computer concepts and Internet skills and uses a software suite which includes word processing, spreadsheet, database, and presentation software to demonstrate skills. Recommended prerequisite: keyboarding skills.

SOC 200-Intro to Sociology

Introduces fundamentals of social life. Presents significant research and theory in areas such as culture, social structure, socialization, deviance, social stratification, and social institutions.

Title: **Associate of Applied Science Degree in Respiratory Therapy**

Length: 70 credit hours

Purpose: The purpose of this curriculum is to prepare selected students for employment as respiratory care practitioners and the Registry by the National Board for Respiratory Care. Employment opportunities for respiratory care practitioners are available in hospitals, skilled nursing facilities, physician offices, home care, and sales. Students will take all of the courses listed above for the Career Studies Certificate in Health Sciences, and if they are going to enroll in the Associate of Applied Science Degree in Respiratory Therapy program after high school, they can also take the courses listed during their senior year. Thirty-three of the required 71 credits needed will have been completed when students graduate from high school.

RTH 101-Integrated Sciences for Respiratory Care I

Integrates the application of mathematics, chemistry, microbiology, physics, and computer technology, the practice of respiratory care.

RTH 121-Cardiopulmonary Science I

Focuses on pathophysiology, assessment, treatment, and evaluation of patients with cardiopulmonary disease. Explores cardiopulmonary and neuromuscular physiology and pathophysiology.

Title:	**Career Studies Certificate in Massage Therapy**
Length:	22 credit hours
Purpose:	Massage therapy is part of an increasing use of holistic and traditional healthcare assessment and treatment. This program prepares the student to sit for the national certification exam for therapeutic massage and bodywork. Graduates work in rehabilitation centers, doctors' offices, wellness spas, and nursing homes.

PTH 151-Musculoskeletal Structure and Function

Studies the human musculoskeletal system. Covers terms of position and movement, location and identification of specific bony landmarks, joint structure and design, ligaments, muscle origin, action and innervation, and emphasizes types of contraction.

HLT 100-First Aid and Cardiopulmonary Resuscitation

Focuses on the principles and techniques of safety, first aid, and cardiopulmonary resuscitation.

HLT 110-Concepts of Personal and Community Health

Studies the concepts related to the maintenance of health, safety, and the prevention of illness at the personal and community level.

HLT 170-Introduction to Massage

Introduces the student to the field of massage therapy. Student practices basic Swedish massage strokes, aromatherapy, effleurage, presage and friction, as well as indications and contraindications for massage.

HLT 180-Therapeutic Massage I

Introduces the student to the history of and requirements for massage therapy. Covers the terms and practice of massage with introduction to equipment, safety, and ethics as well as massage movements and techniques. Includes information about the benefits of massage, contraindications, client interview, client-therapist relationship, draping, good body mechanics, and anatomical landmarks. Basic massage techniques are blended into a relaxing, health-enhancing full-body session preparing the student for their student clinical experience.

HLT 280 - Therapeutic Massage II

Introduces the student to the history of and requirements for massage therapy. Covers the terms and practice of massage with introduction to equipment, safety, and ethics as well as massage movements and techniques. Includes information about the benefits of

massage, contraindications, client interview, client-therapist relationship, draping, good body mechanics, and anatomical landmarks. Basic massage techniques are blended into a relaxing, health-enhancing full-body session preparing the student for their student clinical experience.

HLT 281 - Therapeutic Massage III

Introduces the concept of consultation, client management, session design, and integration of specific therapeutic approaches into a full-body session. Students learn to give specific therapeutic attention to the regions of the back, neck, and torso. Using knowledge of muscle anatomy, students perform more advanced massage techniques to address hypertonicity, chronic ischemia, trigger points, fibrotic tissue, adhesions and scar tissue. Includes common clinical applications in the body regions covered and the integration of specific techniques into a full-body session.

BUS EEE- Business Elective

Recommend BUS 100 or BUS 200.

Health Informatics

Title:	**Medical Office Assisting Career Studies Certificate (Electronic Medical Records)**
Length:	28 credit hours
Purpose:	The Medical Office Assisting Career Studies Certificate (Electronic Medical Records) program provides the skills needed to work as a receptionist or clerical office assistant in a medical facility. Students will acquire skills in medical terminology, medical office procedures, records management, health records coding, electronic medical records, and basic computer applications.

AST 101-Keyboarding I

Teaches the alphanumeric keyboard with emphasis on correct techniques, speed, and accuracy. Teaches formatting of basic personal and business correspondence, reports, and tabulation. A laboratory co-requisite (AST 103) may be required.

AST 107-Editing/Proofreading Skills

Develops skills essential to creating and editing business documents. Covers grammar, spelling, diction, punctuation, capitalization, and other usage problems.

AST 271-Medical Office Procedures I

Covers medical office procedures, records management, preparation of medical reports, and other medical documents. Co-requisite (AST 102) or equivalent.

AST 234-Records and Database Management

Teaches filing and records management procedures using microcomputer database software. Incorporates both manual and electronic methods for managing information. A laboratory co-requisite (AST 235) may be required.

BIO 100-Basic Human Biology

Presents basic principles of human anatomy and physiology. Discusses cells, tissues, and selected human systems.

HIM 253-Health Records Coding

Examines the development of coding classification systems. Introduces ICD-9-CM coding classification system, its format,and conventions. Stresses basic coding steps and guidelines according to body systems. Provides actual coding exercises in relation to each system covered.

HIM 254-Advanced Coding and Reimbursement

Stresses advanced coding skills through practical exercises using actual medical records. Introduces CPT-4 coding system and guidelines for outpatient/ambulatory surgery coding. Introduces prospective payment system and its integration with ICD-9-CM coding.

HLT 143-Medical Terminology I

Provides an understanding of medical abbreviations and terms. Includes the study of prefixes, suffixes, word stems, and technical terms with emphasis on proper spelling, pronunciation, and usage. Emphasizes more complex skills and techniques in understanding medical terminology.

ITE 115 - Introduction to Computer Applications and Concepts

Covers computer concepts and Internet skills, and uses a software suite which includes word processing, spreadsheet, database, and presentation software to demonstrate skills. Recommended prerequisite: keyboarding skills.

Materials and Equipment

Materials and equipment for the Governor's Health Sciences Academy will follow the state purchasing guidelines for both the school divisions and Southside Virginia Community College. The materials and equipment for the specific Therapeutic Services and the Health Informatics classes will be provided by SVCC. The College uses Perkins funds and other grant funds to purchase equipment for the courses. Equipment purchased through Perkins funds will meet all applicable grant regulations, as will funds from other grants.

Postsecondary Opportunities/Work-Based Learning Experiences

Students in the Governor's Health Sciences Academy have the opportunity to qualify for an Advanced Studies Diploma and earn the following diploma seals upon graduation: Governor's Seal, Board of Education's Advanced Mathematics and Technology Seal, and the Board of Education's Career and Technical Education Seal. They also can qualify for the Early College Scholars Program.

Upon completion of the Academy, students will have the skills they need to continue postsecondary opportunities with community colleges, four-year colleges and universities, as well as local programs including Southside Virginia Community College's Associate of Applied Science. The Virginia Community College System has articulation agreements with all of the public senior institutions in Virginia.

While in the Academy, students will have the opportunity to participate in the following work-based learning experiences and college and career activities:

- Earning a minimum of 15 or more postsecondary credits with Southside Virginia Community College (See Appendix C-Southside Virginia Community College Dual Enrollment Agreement)
- Extensive partnerships, internships, and job shadowing with local health care facilities
- Integrated curriculum that helps students see connections among mathematics, science, English, and technology
- School and college culture designed to develop students' workplace readiness skills to meet industry needs

- Opportunities to learn about careers through mentors, career and technical education student organizations, work site visits, guest speakers, internships, and job shadowing experiences
- Participation in school and community Health Sciences showcase of activities.

Rationale

The Superintendents' Region 8 school divisions (Amelia, Brunswick, Buckingham, Charlotte, Cumberland, Greensville, Halifax, Lunenburg, Mecklenburg, Nottoway, and Prince Edward), in partnership with Southside Virginia Community College will run the Governor's Health Sciences Academy similar to the Governor's School Program located on both campuses of SVCC. It will operate for one-half of the school day and will be open to high school seniors. The Academy will focus on Therapeutic Services and Health Informatics during the first year. The courses will be delivered by college professors, in some cases online, or hybrid, as appropriate. These programs will be delivered through comprehensive courses of study that prepare students for transition to postsecondary education and careers. Before students join the Academy they are required to take the SVCC placement test and meet the required cut score.
A study conducted by the Virginia Hospital Association of the needs in healthcare manpower in Virginia revealed a large disparity between supply and demand. This disparity is expected to widen in all health services careers. Respiratory therapy was identified as a high manpower need area in Virginia, with a 28 percent (faster than average) growth rate forecasted by the U.S. Bureau of Labor Statistics between 2010 and 2020. Factors in the SVCC service area that affect the need for respiratory therapy manpower include the increasing number of individuals with chronic obstructive pulmonary disease and asthma, the large number of smokers in the area, and the large number of aging members of the population. Together with this needs forecast and the

County Health Rankings online report provided by the Robert Wood Johnson Foundation, the Governor's Health Sciences Academy will develop a Respiratory Therapist program that will serve as a pipeline for the high schools that will identify, educate, recruit, and retain a diverse, appropriately geographically distributed and quality work force.

The chart below shows the counties that will be covered by the Health Sciences Academy and whether they are classified as Medically Underserved Areas (MUAs) as well as High Priority Target Areas (HPTAs) with patients with numerous diseases. This information was gathered from the Health Chart Book at www.vahealthchartbook.org. Also, the county's *Health Outcomes* rankings and *Health Factors* from the Robert Wood Johnson Foundation for 2012 will be shown. The *Health Outcomes* rankings are based on equal weighting of mortality and morbidity measures among cities and counties in Virginia. The *Health Factors* rankings are based on weighted scores of four types of factors: behavior (tobacco use, diet & exercise, alcohol use, sexual activity), clinical (access to care, quality of care), social and economic, and environmental. It is obvious by the high ranking that there is a need for health service workers. The same population will also be in need of massage therapy as they age and/or enter hospitals, nursing homes, rehabilitation centers, and wellness spas.

County	Medically Underserved Areas (MUAs)	High Priority Target Areas (HPTAs)	Health Outcomes Rankings (1-131)	Health Factors Rankings (1-131)
Amelia	X	X	82	84
Brunswick	X	X	101	128
Buckingham	X	X	98	94
Charlotte	X		114	89
Cumberland	X	X	90	85
Greensville	X	X	96	106
Halifax	X	X	120	114
Lunenburg	X	X	103	116
Mecklenburg	X	X	99	111
Nottoway	X	X	72	104
Prince Edward	X		107	109

According to the Occupational Outlook Handbook on the Bureau of Labor Statistics (BLS) Web site, employment in medical office assisting (electronic medical records) is expected to grow by 21 percent from 2010 to 2020, faster than average for all occupations. The reason for the growth, according to BLS, is that demand for health services is expected to increase as the population ages. An aging population will need more medical tests, treatments, and procedures. This will also mean more claims for reimbursement from private and public insurance. Additional records, coupled with widespread use of electronic health records by all types of health care providers, should lead to an increased need for technicians to organize and manage the associated information in all areas of the healthcare industry. According to Information Week (March 29, 2012), one of the hottest skill sets healthcare employers are looking for these days is someone who is trained in electronic medical records. The U.S. Bureau of Labor Statistics says the demand for electronic medical records employees is predicted to rise by 20 percent from 2008-18.

Of the 50 largest employers in the Superintendents' Region 8 school divisions, nine are either hospitals or nursing homes, according to the Virginia Community College System Community Profile from the Virginia Employment Commission (updated on February 21, 2013). The same profile shows the healthcare occupation is the fourth largest among new hires by industry and the eighth highest (9.8 percent) in turnover. In this region, 93,531 workers in health care are now 55 and older and will be retiring soon. The Virginia Employment Commission predicts that an additional 35.4 percent of health care and social assistance workers will be needed by 2020. Superintendents' Region 8 is uniquely positioned to take full advantage of the high concentration of health services careers in this region.

The Bureau of Labor Statistics, U. S. Department of Labor, *Occupational Outlook Handbook*, 2012-2013, says that Radiologic Technologists will earn $54, 340 per year and that the job outlook for 2010 to 2020 is 28 percent (faster than average). The Department of Labor shows that Biological Technicians will earn $39,020 per year and the job outlook for 2010 to 2020 is 14 percent (about as fast as average). The Virginia Employment Commission, Economic Information Services Division, *Virginia Job Outlook* projected to 2018 shows Culinary Arts (Food Service Managers, Cooks, Institution and Cafeteria) being high-growth occupations and increasing by over 2,200 workers and earning anywhere between $23,100 to $49,200 per year depending on the area of employment.

Goals and Performance Measures

The goal of the Superintendents' Region 8 Governor's Health Sciences Academy is to provide expanded options for students' health science literacy and other critical knowledge, skills, and credentials that will prepare them for high-demand, high-wage, and high-skills health sciences careers in Virginia.

The following performance measures have been established by the Planning/Steering Committee:

- Increase the number of students who have a grade-point average (GPA) of 3.0 over the next four years, using 2012-13 academic data for the baseline.
- Increase the number of Academy students meeting the requirements of the Advanced Studies Diploma by 10 percent over the next four years, using 2011-12 academic data for the baseline.

- Increase the number of students taking dual enrollment courses by 10 percent over the next four years, using 2012-13 academic data for the baseline.
- Increase the number of postsecondary credits earned through dual enrollment, Advanced Placement courses, and the Governor's School of Southside Virginia by 5 percent over the next four years, using 2012-13 academic data for the baseline.
- Ensure that 100 percent of students participate in work-based learning experiences, through strong partnerships with businesses and organizations.
- Increase the number of students earning industry certifications by 10 percent over the next four years.
- Increase the high school graduation rate of each division participating in the Academy by three percent over the next four years, using 2011-12 academic data for the baseline.
- Reduce the high school dropout rate of each division participating in the Academy by two percent over the next four years, using 2011-12 academic data for the baseline.
- Increase enrollment and retention in postsecondary education by five percent over the next four years by giving students the opportunity to earn dual enrollment credit. After graduation from high school, Academy graduates will complete Career and Technical Education Follow-Up surveys to determine successful enrollment and retention in postsecondary institutions using 2012-13 data as the baseline.
- Increase the proportion of students completing a college and career curriculum in high school by increasing enrollment and completion rates annually by five percent in specified career pathway Academy courses.
- Reduce the proportion of students requiring remediation in college by five percent annually over four years by carefully monitoring student achievement and providing

academic support when necessary. Success will be measured by the number of students who meet the basic college entrance criteria as determined by the Virginia Community College System. A Comprehensive Learning Center will be available for Academy students and Academy graduates.

- Increase the number of Academy graduates employed in high-wage, high-demand, and high-skill careers as identified by the Virginia Employment Commission over the next six years after high school. Approximately 60 percent of Academy graduates will obtain employment within the identified career pathways and related occupations following postsecondary education.

Baseline Data

The charts listed below show baseline student data from 2011-12 and four-year projections for all the school divisions participating in the Academy. This chart shows the increase of the school divisions' graduation rate by three percent over the next four years.

School Division's Virginia On Time Graduation Rate	2011-2012	Projections 2013-2014	Projections 2014-2015	Projections 2015-2016	Projections 2016-2017
Amelia	93%	93.70%	94.40%	95.11%	95.82%
Brunswick	81.8%	82.41%	83.03%	83.65%	84.28%
Buckingham	89.4%	90.07%	90.75%	91.43%	92.11%
Charlotte	87.6%	88.26%	88.92%	89.59%	90.26%
Cumberland	86.2%	86.65%	87.29%	87.95%	88.61%
Greensville	88.9%	89.57%	90.24%	90.92%	91.60%
Halifax	85.9%	86.54%	87.19%	87.85%	88.51%
Lunenburg	79.2%	79.79%	80.39%	81.00%	81.60%
Mecklenburg	87.9%	88.56%	89.22%	89.89%	90.57%
Nottoway	84.9%	85.54%	86.18%	86.82%	87.48%
Prince Edward	84.7%	85.34%	85.98%	86.62%	87.27%

This chart shows the school divisions' drop-out rate reducing by two percent over the next four years.

School Division's Drop-Out Rate	2011-2012	Projections 2013-2014	Projections 2014-2015	Projections 2015-2016	Projections 2016-2017
Amelia	3.5%	3.48%	3.47%	3.45%	3.43%
Brunswick	10.6%	10.55%	10.49%	10.44%	10.39%
Buckingham	7.5%	7.46%	7.43%	7.39%	7.35%
Charlotte	1.8%	1.79%	1.78%	1.77%	1.76%
Cumberland	3.8%	3.78%	3.76%	3.74%	3.72%
Greensville	9.5%	9.45%	9.41%	9.36%	9.31%
Halifax	8.6%	8.56%	8.51%	8.47%	8.43%
Lunenburg	10.8%	10.75%	10.69%	10.64%	10.59%
Mecklenburg	7.9%	7.86%	7.82%	7.78%	7.74%
Nottoway	8.1%	8.06%	8.02%	7.98%	7.94%
Prince Edward	8.4%	8.36%	8.32%	8.27%	8.23%

This chart shows the school divisions' Advanced Studies Diploma increasing by 10 percent over the next four years.

School Division's Advanced Studies Diploma	2011-2012	Projections 2013-2014	Projections 2014-2015	Projections 2015-2016	Projections 2016-2017
Amelia	41.96%	43.01%	44.08%	45.18%	46.31%
Brunswick	27.10%	27.78%	28.47%	29.18%	29.91%
Buckingham	40.27%	41.27%	42.30%	43.35%	44.44%
Charlotte	46.11%	47.26%	48.44%	49.66%	50.90%
Cumberland	60.18%	61.68%	63.23%	64.81%	66.43%
Greensville	38.95%	39.92%	40.92%	41.94%	42.99%
Halifax	36.15%	37.05%	37.98%	38.93%	39.90%
Lunenburg	37.86%	38.80%	39.78%	40.77%	41.79%
Mecklenburg	43.52%	44.61%	45.72%	46.87%	48.04%
Nottoway	46.75%	47.91%	49.12%	50.34%	51.50%
Prince Edward	31.58%	32.37%	33.18%	34.01%	34.86%

This chart shows the school divisions' dual enrollment credits earned increasing by 10 percent over the next four years.

School Division's Dual Enrollment Credits Earned	2011-2012	Projections 2013-2014	Projections 2014-2015	Projections 2015-2016	Projections 2016-2017
Amelia	178	182	187	192	196
Brunswick	212	217	223	228	234
Buckingham	302	310	317	325	333
Charlotte	318	326	334	342	351
Cumberland	271	278	285	292	299
Greensville	371	380	390	399	410
Halifax	1,827	1,872	1,919	1,967	2016
Lunenburg	128	131	134	137	141
Mecklenburg	870	892	914	937	960
Nottoway	248	254	260	267	273
Prince Edward	276	283	290	297	304

This chart shows the school divisions' number of credentials passed increasing by 10 percent over the next four years.

School Division's Number of Credentials Passed	2011-2012	Projections 2013-2014	Projections 2014-2015	Projections 2015-2016	Projections 2016-2017
Amelia	106	109	111	114	117
Brunswick	201	206	211	216	221
Buckingham	456	467	479	491	503
Charlotte	129	132	136	138	142
Cumberland	94	96	98	101	104
Greensville	108	111	113	116	119
Halifax	1,216	1,246	1,277	1,309	1,342
Lunenburg	38	39	40	41	42
Mecklenburg	728	746	765	784	802
Nottoway	209	214	220	225	230
Prince Edward	208	213	219	223	229

Progress will be measured by grade reports in dual enrollment courses, health sciences courses, industry certification pass rates, number of postsecondary credits earned, internship and job shadowing student placements, division graduation index reports, student program enrollment reports, and student surveys.

Program Evaluation

The Region 8 Governor's Health Sciences Academy will be evaluated by the Planning/Steering and Advisory Committees and various academic and career and technical education assessments to provide feedback and data for internal evaluation. The Planning/Steering and Advisory committees will meet regularly throughout the development process and will continue with a specific and purposeful schedule once the Governor's Health Sciences Academy is established. Each school division and Southside Virginia Community College will incorporate its instructional evaluation process into all health sciences programs and courses.

Governor's Exemplary Standards Award Program for Career and Technical Education

The Region 8 Governor's Health Sciences Academy will adhere to the Governor's Exemplary Standards Award Program for Career and Technical Education. The Academy is committed to promoting high academic standards and improving other measures of program quality while strengthening our business and community partnerships and aligning with postsecondary education and industry needs. As we demonstrate relevant and positive outcomes, the Academy will share best practices with other programs striving for this designation. The Academy will meet the following criteria for exemplary programs:

- Program Excellence
  - Learning goals and objectives are clear, challenging, and measurable.
  - The program content aligns with learning goals and is accurate, current, and relevant.

- The program is aligned with academic standards.
- The program is aligned with industry standards and validated by Virginia business/industry representatives.
- Collaborations maintained with internal and external organizations as well as stakeholders who serve to strengthen the quality and effectiveness of the program.

- Educational Significance
  - The program addresses important individual, societal, and business/industry needs.
  - The program contributes to educational excellence for all learners and leads to other positive results or outcomes.
  - The program design is innovative, dynamic, and reflects current research.
- Evidence of Effectiveness and Success
  - The program makes a measurable difference in learning for all program participants.
  - The program exceeds identified performance goals.
  - A systematic evaluation process ensures the program's continuous improvement.
  - The whole program, process, or significant elements of the program can be successfully implemented, adopted, or adapted in other educational settings.

Operational Structure

Governing Board

Members of each school division's administrative team and the vice president of adult education and grants as well as deans of instruction at each community college site will serve as the Governing Board for the Region 8 Governor's Health Sciences Academy. Governing Board members will consist of the superintendent or his/her designee from each school division, the

high school principal from each division, the director of the Governor's School of Southside Virginia, the Region 8 Health Sciences Academy Planning/Steering Committee, the director of guidance services from each high school and the director of career and technical education from each school division.

Planning/Steering and Advisory Committees

The Region 8 Governor's Health Sciences Academy Planning/Steering Committee is made up of three superintendents, the vice president of adult education and grants for SVCC, dean of instruction from each SVCC campus, SVCC dual enrollment coordinator, SVCC dean of health sciences, a representative from Piedmont Health District, Governor's School director, SVCC director of transitional programs, a Community Memorial Health Center administrator, and SVCC grant writer. This committee will oversee the responsibility for the design, implementation, and evaluation of all initiatives. The chairperson of the committee, superintendent of Cumberland County Public Schools, will be responsible for the facilitation, coordination, and/or implementation of the Planning/Steering Committee recommendations. The Advisory Committee is made up of all 11 division superintendents, the members of the Steering/Planning Committee, and four additional health care facilities administrators. (See Appendix D-Planning/Steering Committee Agreement and Advisory Committee Agreement).

Coordination

The Superintendent of Cumberland County Public Schools will serve as the director of the Academy and will be assisted by the SVCC dual enrollment coordinator, the director of SVCC Governor's School of Southside Virginia, and SVCC vice president of adult education and grants. This position will report to the Planning/Steering and Advisory Committees.

Director Responsibilities

The Region 8 Health Sciences Academy director will serve as a facilitator and/or coordinator of the Health Sciences Academy partners and the Virginia Department of Education (VDOE) and will be responsible for the design, implementation, coordination, evaluation, and reporting of the Governor's Health Sciences Academy.

Responsibilities of the Region 8 Governor's Health Science Academy's director will include, but are not limited to, the following:

- Facilitate the Region 8 Governor's Health Science Academy Steering/Planning and Advisory Committees regarding the design and implementation process.
- Serve as a primary contact to the Virginia Department of Education.
- Develop Academy marketing materials, Web site, and forms.
- Assist with scheduling and coordination of events with sponsoring partners.
- Coordinate the application and selection process for the Academy.
- Serve as liaison with colleges and universities in the development and oversight of dual enrollment courses.
- Facilitate business and organizational participation and support of the Academy.
- Prepare and monitor the budget related to the Academy and information requested by the VDOE, submit state reports, manage program data, and demographics as related to defined Governor's Health Sciences Academy outcomes in coordination with other partners.
- Coordinate the Governor's Health Sciences Academy staff development activities with Southside Virginia Community College.

Administrative Procedures

Staff Selection and Evaluation

Direct supervision of the Governor's Health Sciences Academy instructional faculty for dual enrollment courses will be handled according to the policies and procedures set by each school division. Courses taught at Southside Virginia Community College will be handled according to the policies and procedures set by SVCC. Personnel will be hired who meet the Virginia teacher licensure requirements and/or postsecondary qualifications. Where applicable, teachers must have industry-specific education with training and experience, including industry certification. Staff will be evaluated according to the human resources policies of each school division and the community college.

Staff Development

All teachers and school counselors will be given the opportunity to participate in engaging health sciences professional development activities to assist in providing high-quality instruction and guidance to prepare students for the Academy coursework. Teachers will participate in summer institutes, conferences, workshops, and in-building professional development opportunities to expand their use of project-based and experiential learning strategies. Teachers will be required to integrate the content and strategies they have learned into classroom modules and lessons. Opportunities for learning during the school year will be provided through observations of classroom instruction. Follow-up activities and resources will be provided and communicated with teachers. Training will support research-based instructional strategies. Where applicable, business partners will also assist in providing teacher training. Teachers will collaborate with postsecondary and business partners to create real-world learning opportunities for students to apply what they have learned.

Parent, Student, and Community Involvement

Parents, students, and the community will be actively involved in the Governor's Health Sciences Academy program planning. Student and parent informational workshops, parent-teacher conferences, college visits, and business partnerships will be among the resources used to encourage student, parent, and community involvement with Academy initiatives. Beginning in middle school, all students will have the opportunity to learn about the Academy and take site tours to the community college. Students will complete interest inventories in middle school and throughout high school, under the guidance of school counselors, career coaches, and classroom instructors who will monitor individual career pathways identified by students. During high school, students will work with school counselors to complete career assessments and create academic and career plans outlining intended courses of study. These career plans will be reviewed annually prior to course registration and adjusted as needed to meet the needs and interests of the student. Postsecondary pathways will also be reviewed and discussed. School admission requirements, industry certifications and credentialing options, career studies, associate or technical college degrees, and advanced college degree programs will also be reviewed with students and parents. Local businesses and educational institutions will be instrumental in providing health sciences resources and opportunities for students enrolled in the Academy, while providing data that will be essential to ensuring that Academy program options are aligned with postsecondary education and industry needs.

Student Enrichment Opportunities/Summer Experiences

Rising seniors will be given opportunities during the summer to meet with and shadow businesses and industries in their chosen career pathway. The job shadowing will be organized through Southside Virginia Community College instructors in health services. Rising seniors

will be given opportunities to visit the SVCC campus during the summer and meet the instructors that they will have in the fall. They will also be given the opportunity to participate in a two-day Health Sciences Fair on the SVCC campus. This event will also be open to middle school students and ninth and tenth graders. The counselors from each school will be invited to attend the event with the students. Parents and students will be invited to participate in a program planned on the first night of the event in which partnering health care facilities will explain to the students and their parents the career opportunities in the health sciences.

Student Recruitment, Selection Criteria, and Admission Procedures

Student recruitment will be the responsibility of the Region 8 Governor's Health Sciences Academy director and members of the Planning/Steering and Advisory committees. Recruitment will begin at the middle school level in grades seven and eight. Visits to the middle schools, along with parent information nights, open houses, mentorship programs, and school-related functions are conducted to expose students and parents to opportunities that are available when the students reach high school. Of course, eligible high school students in the division will also be recruited. All students interested in participating in the Governor's Health Sciences Academy at the high schools will be required to complete a Governor's Health Sciences Academy application (see Appendix E-Region 8 Governor's Health Sciences Academy Student Application).

Students who apply to the Academy will be required to meet the following criteria to be accepted in the program:

- Applicants must have completed Algebra I, Geometry, Algebra II, and Biology, and Chemistry for Respiratory Therapy applicants prior to the beginning of the term.

- Maintain a minimum 3.0 grade-point average for Respiratory Therapy program and a 2.5 grade-point average for Therapeutic Massage and Medical Office Assisting (Electronic Medical Records programs). We are striving to assist the average student who needs to focus on a career pathway that will lead to employment or further postsecondary studies. Students are expected to have a grade-point average of 3.0 or higher upon completion of the requirements for the Career Studies Certificate.
- 85th percentile ranking or higher on one or more of the following on a recent standardized norm-reference test:
    - Complete Composite
    - Mathematics
    - Science
- A recommendation from two teachers who believe the pupil would qualify, except for unusual situations or conditions.

Students who are selected for the Academy will be required to meet the following criteria to complete the program successfully:

- Maintain a minimum 3.0 grade-point average for Respiratory Therapy program and a 2.5 grade-point average for Therapeutic Massage and Medical Office Assisting (Electronic Medical Records programs)
- Take the required dual enrollment courses at their home schools
- Complete a health sciences work-based internship or job shadowing (minimum of 15 hours)
- Complete course with a specific pathway in health sciences
- Earn an industry certification or at least 15 transferrable college credits.

Student Code of Conduct, Attendance, and Safety

The Region 8 Governor's Health Sciences Academy's student discipline, attendance, and safety policies will be handled according to the policies and practices of the school divisions and/or the provider of services (e.g., colleges/universities, business partners).

Transportation

Transportation will be provided by each school division's Department of Transportation and will be in compliance with all applicable federal and state regulations. All students who are accepted into the Governor's Health Sciences Academy will be provided daily transportation to SVCC.

Fiscal Agent/Certificates of Insurance

The fiscal agent for the Region 8 Governor's Health Sciences Academy will be Cumberland County Public Schools (see Appendix F-Cumberland County Public Schools Certificate of Liability Insurance).

Budget

All start-up expenses required for the Region 8 Governor's Health Sciences Academy were incurred with the establishment of the Governor's School of Southside Virginia. Funding for the Governor's Health Sciences Academy will be secured through each participating school division. In addition to the school divisions' resources and grants, in-kind donations from business partners will also be used to supplement the program. Equipment and software updates will be funded through the Career and Technical Education budget and Perkins funds (see Appendix G-Budget and Budget Narrative)

Partnership Capacity/Memorandum of Agreement (MOA)

Business and industry, the public school divisions, postsecondary institutions, and the Workforce Investment Board will be among the partners of the Region 8 Governor's Health Sciences Academy. Their role will be to support the goals of the Academy and to provide health sciences resources and opportunities for students enrolled in the program.

A written MOA outlining ways in which community resources will contribute to the Governor's Health Sciences Academy to broaden the scope of students' educational experiences will be signed by all current and future partners. This MOA outlines responsibilities for each of the partner groups, including all participating school divisions in Region 8, local business and industry partners, and postsecondary institutions.

The Region 8 Governor's Health Sciences Academy has formed strategic partnerships with local businesses, institutions of higher education, and work force development agencies to ensure that our students are prepared to meet the future regional work force demands in health sciences. Participating Superintendents' Region 8 school divisions, in partnership with Community Memorial Healthcenter, Halifax Regional Hospital, Southern Virginia Regional Medical Center, Woodlands, Centra Southside Community Hospital, South Central Workforce Investment Board Region VIII, Piedmont Health District, Southside Area Health Education Center and Southside Virginia Community College, have developed the Governor's Health Sciences Academy to advance the mission of ensuring that students are equipped with the skills they need to be globally competitive in the 21st century while focusing on careers in health sciences (see Appendix H-Partnership Capacity/Memorandum of Agreement).

Statement of Assurances

A statement of assurances has been signed by Cumberland County Public Schools' superintendent on behalf of the Governor's Health Sciences Academy stipulating that the Planning/Steering Committee for the Region 8 Governor's Health Sciences Academy has reviewed provisions of *Administrative Procedures Guide for the Establishment of Governor's Health Sciences Academies* and agrees to follow the guidelines set forth in the document (see Appendix I-Statement of Assurances).

APPENDICES

APPENDIX A

Sample Bell Schedule

R-HHS 2011-2012 BELL SCHEDULES

	Regular	12:30 Dismissal	1-Hour Late		Activity		2-Hour Late
Warning Bell	8:16	8:16	9:16	**Warning Bell**	8:16	**Warning Bell**	10:16
First Period	8:20-9:43	8:20-9:04	9:20-10:29	**First Period**	8:20-9:29	**First Period**	10:20-11:14
Second Period	9:47 – 11:10	9:08-9:52	10:33-11:42	**Second Period**	9:33 – 10:42	**Second Period**	11:18-12:42
Third Period	11:14-1:02	9:56-11:06	11:46-1:21	**Fourth Period (I/E Period)**	10:46 – 11:26	**1st Lunch**	11:15-11:37
1st Lunch	11:10-11:33	9:52-10:14	11:42-12:05	**Third Period**	11:30 – 1:00	**2nd Lunch**	11:47-12:09
2nd Lunch	11:56-12:19	10:18-10:40	12:23-12:46	**1st Lunch**	11:26-11:49	**3rd Lunch**	12:16-12:38
3rd Lunch	12:39-1:02	10:44-11:06	12:58-1:21	**2nd Lunch**	12:00 – 12:23	**Third Period**	12:42-1:36
Fourth Period	1:06 – 1:51	11:10-11:42	1:25-2:05	**3rd Lunch**	12:38-1:01	**Fourth Period**	1:40- 2:20
	N/A	N/A	N/A	**Activity**	1:05– 2:05		N/A
Fifth Period	1:55-3:18	11:46-12:30	2:09-3:18	**Fifth Period**	2:09-3:18	**Fifth Period**	2:24-3:18

**** 2 hour late schedule, students will eat with their 2nd block teachers.*

APPENDIX B

Plan of Study

Therapeutic Services

Respiratory Therapist

Rev: 6/12

CareerClusters™
PATHWAYS TO COLLEGE & CAREER READINESS

Health Science

Commonwealth of Virginia Plan of Study

Student Name: _____
School: _____
Date: _____

Cluster: Health Science **Pathway:** Therapeutic Services

This Career Pathway Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Mathematics	Science	Social Studies/ Science	Other Required Courses Recommended Electives Learner Activities	Recommended Career and Technical Courses Source: Administrative Planning Guide http://www.cteresource.org/apg/	SAMPLE – Occupations Relating to This Pathway: http://www.doe.virginia.gov/instruction/career_technical/career_clusters/sample_plans_study/index.shtml http://www.careerclusters.org http://www.cteresource.org/cpg/
		NOTE: Indicate State Course Titles and Codes						
Graduation Requirements: http://www.doe.virginia.gov/instruction/graduation/index.shtml								
MIDDLE	7	English 7 (1110)	Math 7 (3111)	Life Science (4115)	U S History (2354)		Exploratory of Health and Medical Sciences (8370)	
MIDDLE	8	English 8 (1120)	Math 8/Pre-Algebra/Algebra I (3112)	Physical Science (4125)	Civics & Economics (2357)		Computer Applications (6617/6611)	
Career Assessment: Identify an appropriate career assessment instrument at the middle school level used to help students and their parents plan for high school: VA Wizard ☒ or other assessment (please indicate): _____								
SECONDARY	9	English (1130)	Algebra II (3135)	Earth Sciences (4210)	World History/ Geography I (2215)	DE H/PE 9 (SDV 100) Economics & Personal Finance (6120) Health & PE (2 years) Foreign Language (3 years) Other Electives to Complement Pathway (Core Academic and CTE): DE Developmental Psychology (PSY 230) DE Intro to Sociology (SOC 200)	DE Computer Literature (ITE 115)	- Respiratory Therapist
SECONDARY	10	English (1140)	Geometry (3143)	Biology (4310)	World History/ Geography II (2216)		DE Humanities (HUM EEE)	
SECONDARY	11	DE English 111 (ENG 111/112)	Algebra II (3135)	DE Chemistry (CHM III)	DE US/VA History (HIS 121)			
SECONDARY	12	DE English 12 (ENG 243/244)	Trigonometry/ Advanced Algebra (3137)	DE Biology (231/232)	DE Government (PLS 211)			
High school courses in the pathway offered locally for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)								

List related certifications/credentials approved by VDOE and offered locally:
http://www.cteresource.org/apg (Go to Certification – License Section)

Career Studies Certificate in Health Science which can lead to an Associate's Degree in Health Science.
Workplace Readiness Skills for the Commonwealth (CTECS)

Additional Learning Opportunities:
CTSO Organization(s): ☐ DECA ☐ FBLA ☐ FCCLA ☐ FFA ☐ FEA ☒ HOSA ☐ SkillsUSA ☐ TSA

Work-Based Learning:
☐ Career Research ☐ Cooperative Education ☒ Internship ☐ Mentorship
☒ Job Shadowing ☐ Service Learning Project ☐ Student Apprenticeship

Postsecondary: Placement Assessments such as Virginia Placement Test or COMPASS

College Entrance Exams such as ACT & SAT

POSTSECONDARY

SAMPLE POSTSECONDARY PROGRAMS RELATED TO THIS CAREER PATHWAY
Individual plans must include locally agreed upon courses at the postsecondary level (See page 2)

Pathway	Associate Degree, College Certificate, or Apprenticeship	Bachelors Degree	Postgraduate Degree

Therapeutic Services	Associate of Applied Science		

College: Southside Virginia Community College

School Division(s): Amelia, Brunswick, Buckingham, Charlotte, Cumberland, Greensville, Halifax, Lunenburg, Mecklenburg, Nottoway, and Prince Edward

Postsecondary: Placement Assessments such as Virginia Placement Test or COMPASS

POSTSECONDARY - COMMUNITY COLLEGE or APPRENTICESHIP - Determined Locally

Semester	English	Mathematics	Science	Social Studies	Required Courses or Recommended Electives			
POSTSECONDARY PLAN OF STUDIES MUST INCLUDE POSTSECONDARY ACADEMIC, CTE, AND OTHER ELECTIVE COURSES APPROPRIATE FOR AN ASSOCIATE DEGREE.								
Year 1 1st Semester	DE Human Anatomy and Physiology I (BIO 231)	DE College Success Skills (SDV 100)	Integrated Sciences for Resp. Care I (RTH 101)	DE Developmental Psychology (PSY 230)	Cardiopulmonary Science I (RTH 121)	Coordinated Internship I (RTH 190)		
Year 1 2nd Semester	DE Human Anatomy and Physiology II (BIO 232)	DE College Composition I (ENG 111)	Resp. Care Theory and Procedures I (RTH 131)	Pharmacology for Resp. Care I (RTH 145)	Coordinated Internship II (RTH 190)			
Year 2 1st Semester	3rd semester Resp. Care Therapy and Procedures II (RTH 132)	3rd semester Coordinated Internship III (RTH 190)	3rd semester Pulmonary Rehab, Home Care and Health Promotion (RTH 217)	3rd semester DE Intro to Computer Applications (ITE 115)	4th semester Cardiopulmonary Science II (RTH 222)	4th semester Coordinated Internship I (RTH 290)	4th semester Theory of Neonatal and Pediatric Resp. Care (RTH 226)	4th semester Diagnostic and Therapeutic Procedures I (RTH 135)
Year 2 2nd Semester	4th semester DE Intro to Sociology (SOC 200)	5th semester Coordinated Internship II (RTH 290)	5th semester Integrated Res. Therapy Skills I (RTH 224)	5th semester Critical Care Monitoring (RTH 236)	5th semester DE Humanities Elective (HUM EEE)	5th semester Cardiopulmonary Science III (RTH 223)		

College courses offered locally in the high school for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)

Related Industry Certifications Available:

Certified Respiratory Therapist (CRT)
Registered Respiratory Therapist (RRT)

Additional Suggested Learning Opportunities:

Work-Based Learning:
☐ Cooperative Education ☒ Internship ☐ Mentorship
☐ Job Shadowing ☐ Service Learning Project ☐ Registered Apprenticeship

UNIVERSITY

University/College: Southside Virginia Community College
Degree or Major: Associate Of Applied Science Degree in Respiratory Theory
Number of Articulated CC Credits: 24

Notes: The 27 credit hour program that leads to a Career Studies Certificate in Health Sciences is to prepare students to enter into a health science program. Health sciences may include respiratory therapy, nursing, medical lab technology, or radiology technician. The 70 credit hour Associate Of Applied Science Degree Respiratory Therapy prepares selected students for employment as Respiratory Care Practitioners and the Registry by the National Board for Respiratory Care. Employment opportunities for Respiratory Care Practitioners are available in hospitals, skilled nursing facilities, physician offices, home care, and sales.

Region 8 Health Science Academy
Therapeutic Services: Respiratory Therapy Program of Study
Cumberland County Public Schools

The Respiratory Therapy Program of study prepares students to enter into a health science program. Health Sciences may include respiratory therapy, nursing, medical lab technician, or radiology technician.

Grade	English	Math	Science	History	Elective	Elective	Elective
9th	English 9	Geometry/Algebra II/Trig	Earth Science	World History I	DE H/PE 9 SDV 100	Foreign Language	DE Computer Literature ITE 115
10th	English 10	Algebra II/Trig/DE Pre-Calculus	Biology	DE World History II	H/PE 10	Foreign Language	DE Humanities HUM EEE
11th	DE English 11 ENG 111/112	Trig/DE Pre-Calculus/DE Calculus	DE Chemistry	DE US/VA History	Economics and Personal Finance	Foreign Language	Fine Arts or CTE Elective
12th • **Senior Project**	DE English 12 ENG 243/244	DE Pre-Calculus/DE Calculus/Statistics	DE Biology 231	DE Government	Developmental Psychology PSY 230	Intro to Sociology SOC 200	DE Biology 232

Notes: Courses in yellow indicate courses needed to earn a Career Studies Certificate in Health Sciences*. Other noted DE courses are optional; however if taken, could lead to an Associate's Degree in General Studies upon successful completion.

***The Career Studies Certificate in Health Science can lead to an Associate's Degree in Health Science.**

Therapeutic Services

Therapeutic Massage

Rev: 6/12

CareerClusters™
PATHWAYS TO COLLEGE & CAREER READINESS

Health Science

Commonwealth of Virginia Plan of Study

Student Name: _____
School: _____
Date: _____

Cluster: Health Science **Pathway:** Therapeutic Services

This Career Pathway Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Mathematics	Science	Social Studies/ Science	Other Required Courses Recommended Electives Learner Activities	Recommended Career and Technical Courses Source: Administrative Planning Guide http://www.cteresource.org/apg/	SAMPLE – Occupations Relating to This Pathway: http://www.doe.virginia.gov/instruction/career_technical/career_clusters/sample_plans_study/index.shtml http://www.careerclusters.org http://www.cteresource.org/cpg/
		NOTE: Indicate State Course Titles and Codes						
Graduation Requirements: http://www.doe.virginia.gov/instruction/graduation/index.shtml								
MIDDLE	7	English 7 (1110)	Math 7 (3111)	Life Science (4115)	U S History (2354)		Exploratory of Health and Medical Sciences (8370)	
MIDDLE	8	English 8 (1120)	Math 8/Pre-Algebra/Algebra I (3112)	Physical Science (4125)	Civics & Economics (2357)		Computer Applications (6617/6611)	
Career Assessment: Identify an appropriate career assessment instrument at the middle school level used to help students and their parents plan for high school: VA Wizard ☒ or other assessment (please indicate): _____								
SECONDARY	9	English (1130)	Algebra II (3135)	Earth Sciences (4210)	World History/ Geography I (2215)	Economics & Personal Finance (6120) Health & PE (2 years) Foreign Language (3 years) Other Electives to Complement Pathway (Core Academic and CTE): DE HLT 100 and HLT 110 Intro to Massage HLT 180 Therapeutic Massage II HLT 289		- Therapeutic Massage
SECONDARY	10	English (1140)	Geometry (3143)	Biology (4310)	World History/ Geography II (2216)			
SECONDARY	11	English 11 (1150)	Algebra II (3135)/Advanced Algebra/Trigonometry (3137)	Chemistry (4410)	US/VA History (2360)		DE Business Elective (BUS EEE)	
SECONDARY	12	English 12 (1160)	DE Musculoskeletal Structure and Function (PTH 151)	Intro to Massage HLT 170	Government (2440)		Therapeutic Massage III (HLT 281)	
High school courses in the pathway offered locally for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)								

List related certifications/credentials approved by VDOE and offered locally:
http://www.cteresource.org/apg (Go to Certification – License Section)

National Certification for Therapeutic Massage and Bodywork (taken at age 18).
Workplace Readiness Skills for the Commonwealth (CTECS)

Additional Learning Opportunities:
CTSO Organization(s): ☐ DECA ☐ FBLA ☐ FCCLA ☐ FFA ☐ FEA ☒ HOSA ☐ SkillsUSA ☐ TSA

Work-Based Learning:
☐ Career Research ☐ Cooperative Education ☒ Internship ☐ Mentorship
☒ Job Shadowing ☐ Service Learning Project ☐ Student Apprenticeship

Postsecondary: Placement Assessments such as Virginia Placement Test or COMPASS

College Entrance Exams such as ACT & SAT

POSTSECONDARY

SAMPLE POSTSECONDARY PROGRAMS RELATED TO THIS CAREER PATHWAY
Individual plans must include locally agreed upon courses at the postsecondary level (See page 2)

Pathway	Associate Degree, College Certificate, or Apprenticeship	Bachelors Degree	Postgraduate Degree
Therapeutic Services	National Certification for Therapeutic Massage and Bodywork		

College: Southside Virginia Community College

School Division(s): Amelia, Brunswick, Buckingham, Charlotte, Cumberland, Greensville, Halifax, Lunenburg, Mecklenburg, Nottoway, and Prince Edward

Postsecondary: Placement Assessments such as Virginia Placement Test or COMPASS

POSTSECONDARY - COMMUNITY COLLEGE or APPRENTICESHIP - Determined Locally

Semester	English	Mathematics	Science	Social Studies	Required Courses or Recommended Electives			
POSTSECONDARY PLAN OF STUDIES MUST INCLUDE POSTSECONDARY ACADEMIC, CTE, AND OTHER ELECTIVE COURSES APPROPRIATE FOR AN ASSOCIATE DEGREE.								
Year 1 1st Semester								
Year 1 2nd Semester								
Year 2 1st Semester								
Year 2 2nd Semester								

College courses offered locally in the high school for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)

Related Industry Certifications Available:

National Certification for Therapeutic Massage and Bodywork

Additional Suggested Learning Opportunities:

Work-Based Learning:

☐ Cooperative Education ☒ Internship ☐ Mentorship
☐ Job Shadowing ☐ Service Learning Project ☐ Registered Apprenticeship

UNIVERSITY

University/College: Southside Virginia Community College
Degree or Major:
Number of Articulated CC Credits: 22

Notes: Massage Therapy is part of an increasing use of holistic and traditional health care assessment and treatment. This program prepares students to sit for the National Certification Exam for Therapeutic Massage and Bodywork. Graduates work in Rehabilitation Centers, Doctor's Offices, Wellness Spas, and Nursing Homes.

Region 8 Health Science Academy
Therapeutic Services: Therapeutic Massage Program of Study
Cumberland County Public Schools

Therapeutic Massage is part of an increasing use of holistic and traditional health care assessment and treatment. This program prepares students for the National Certification Exam for Therapeutic Massage and Bodywork. Graduates work in Rehabilitation Centers, Doctor's Offices, Wellness Spas, and Nursing Homes.

Grade	English	Math	Science	History	Elective	Elective	Elective
9th	English 9	Algebra/Geometry/Algebra II/AFD	Earth Science	World History I	H/PE 9	Foreign Language or Elective	Elective
10th	English 10	Geometry/Algebra II/Trig/AFD	Biology	World History II or US/VA History	H/PE 10	Foreign Language or Elective	Economics and Personal Finance
11th	English 11	Algebra II/AFD/Trig	Chemistry or Geology/Astronomy	US/VA History or Elective	DE HLT 100 and HLT 110	Foreign Language or Elective	DE Business Elective BUS EEE
12th • **Senior Project**	English 12	DE Musculoskeletal Structure and Function PTH 151	Intro to Massage HLT 170	Government	Intro to Massage HLT 180	Therapeutic Massage II HLT 280	Therapeutic Massage III HLT 281

Notes: Courses in yellow indicate courses needed to earn a Career Studies Certificate in Therapeutic Massage.

Health Informatics

Medical Office Assisting (Electronic Medical Records)

CareerClusters™
PATHWAYS TO COLLEGE & CAREER READINESS

Health Science

Commonwealth of Virginia Plan of Study

Student Name: _____
School: _____
Date: _____

Cluster: Health Science **Pathway:** Health Informatics

This Career Pathway Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Mathematics	Science	Social Studies/ Science	Other Required Courses Recommended Electives Learner Activities	Recommended Career and Technical Courses Source: Administrative Planning Guide http://www.cteresource.org/apg/	SAMPLE – Occupations Relating to This Pathway: http://www.doe.virginia.gov/instruction/career_technical/career_clusters/sample_plans_study/index.shtml http://www.careerclusters.org http://www.cteresource.org/cpg/
		NOTE: Indicate State Course Titles and Codes						
Graduation Requirements: http://www.doe.virginia.gov/instruction/graduation/index.shtml								
MIDDLE	7	English 7 (1110)	Math 7 (3111)	Life Science (4115)	U S History (2354)		Exploratory of Health and Medical Sciences (8370)	
MIDDLE	8	English 8 (1120)	Math 8/Pre-Algebra/Algebra I (3112)	Physical Science (4125)	Civics & Economics (2357)		Computer Applications (6617/6611)	
Career Assessment: Identify an appropriate career assessment instrument at the middle school level used to help students and their parents plan for high school: VA Wizard ☒ or other assessment (please indicate): _____								
SECONDARY	9	English (1130)	Algebra II (3135)	Earth Sciences (4210)	World History/ Geography I (2215)	Economics & Personal Finance (6120) Health & PE (2 years) Foreign Language (3 years) Other Electives to Complement Pathway (Core Academic and CTE): Health Records Coding (HIM 253) Advanced Coding and Reimbursement (HIM 254)	DE Computer Literature (ITE 115)	- Medical Office Assisting (Electronic Medical Records)
SECONDARY	10	English (1140)	Geometry (3143)	Biology (4310)	World History/ Geography II (2216)		DE Keyboarding AST 101	
SECONDARY	11	DE English 11 (AST 107)	Algebra II (3135)/Advanced Algebra/Trigonometry (3137)	Chemistry (4410)	US/VA History (2360)		DE Biology 231	
SECONDARY	12	English 12 (1160)	DE Medical Office Procedures I (AST 271)	Records and Database Management (AST 234)	Government (2440)		Medical Terminology (HLT 143)	
High school courses in the pathway offered locally for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)								

List related certifications/credentials approved by VDOE and offered locally:
http://www.cteresource.org/apg (Go to Certification – License Section)

Medical Office Assisting Career Studies Certificate
Certified Coding Associate (CCA)
Certified Coding Specialist (CCS)
Certified Health Data Analyst (CCHDA)
Certified Professional Coder (CPC)
Certified Professional Coder Hospital Outpatient (CPC-H)
Workplace Readiness Skills for the Commonwealth (CTECS)

Additional Learning Opportunities:
CTSO Organization(s): ☐ DECA ☐ FBLA ☐ FCCLA ☐ FFA ☐ FEA ☒ HOSA ☐ SkillsUSA ☐ TSA

Work-Based Learning:
☐ Career Research ☐ Cooperative Education ☒ Internship ☐ Mentorship
☒ Job Shadowing ☐ Service Learning Project ☐ Student Apprenticeship

Postsecondary: Placement Assessments such as Virginia Placement Test or COMPASS

College Entrance Exams such as ACT & SAT

POSTSECONDARY

SAMPLE POSTSECONDARY PROGRAMS RELATED TO THIS CAREER PATHWAY
Individual plans must include locally agreed upon courses at the postsecondary level (See page 2)

Pathway	Associate Degree, College Certificate, or Apprenticeship	Bachelors Degree	Postgraduate Degree

	Health Informatics	Medical Office Assisting Career Studies Certificate Certified Coding Associate (CCA) Certified Coding Specialist (CCS) Certified Health Data Analyst (CCHDA) Certified Professional Coder (CPC) Certified Professional Coder Hospital Outpatient (CPC-H)		

College: Southside Virginia Community College

School Division(s): Amelia, Brunswick, Buckingham, Charlotte, Cumberland, Greensville, Halifax, Lunenburg, Mecklenburg, Nottoway, and Prince Edward

Postsecondary: Placement Assessments such as Virginia Placement Test or COMPASS

POSTSECONDARY - COMMUNITY COLLEGE or APPRENTICESHIP - Determined Locally

Semester	English	Mathematics	Science	Social Studies	Required Courses or Recommended Electives			
POSTSECONDARY PLAN OF STUDIES MUST INCLUDE POSTSECONDARY ACADEMIC, CTE, AND OTHER ELECTIVE COURSES APPROPRIATE FOR AN ASSOCIATE DEGREE.								
Year 1 1st Semester	DE Keyboarding (AST 101)	DE Editing and Proofreading (AST 107)	DE Basic Human Biology (BIO 100)	College Composition I or Communication Process I (ENG 111 or ENG 137)	DE Intro to Computer Applications and Concepts (ITE 115)	College Success Skills (SDV 100)		
Year 1 2nd Semester	Keyboarding II (AST 120)	DE Records and Database Management (AST 234	College Composition II or Communication Process II or Principles of Public Speaking (ENG112) or (ENG 138) or (CST 100)	DE Medical Terminology (HTL 143)	Business Mathematics (MTH 141)	Psychology for Business and Industry (PSY 126)		
Year 2 1st Semester	Word Processing I (AST 141)	Professional Development or Approved Elective (AST 206)	Office Administration I (AST 243)	Approved Bus. Elective (EEE)	DE Health Records Coding (HIM 253)			

Year 2 2nd Semester	Medical Machine Transcription (AST 245)	DE Medical Office Procedures I (AST 271)	Seminar and Project (AST 298)	DE Advanced Coding and Reimbursement (HIM 254)	Humanities Elective (HUM EEE)			

College courses offered locally in the high school for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)

Related Industry Certifications Available:

Medical Office Assisting Career Studies Certificate
Certified Coding Associate (CCA)
Certified Coding Specialist (CCS)
Certified Health Data Analyst (CCHDA)
Certified Professional Coder (CPC)
Certified Professional Coder Hospital Outpatient (CPC-H)

Additional Suggested Learning Opportunities:

Work-Based Learning:
☐ Cooperative Education ☒ Internship ☐ Mentorship
☐ Job Shadowing ☐ Service Learning Project ☐ Registered Apprenticeship

UNIVERSITY

University/College: Southside Virginia Community College
Degree or Major: Associate of Applied Science – Administrative Support Technology)
Number of Articulated CC Credits: 27

Notes: The Medical Office Assisting Career Studies Certificate program provides the skills needed to work as a receptionist or clerical office assistant in a medical facility. Student will acquire skills in medical terminology, medical office procedures, records management, health records coding, and basic computer applications. Should the student decide to pursue the two-year Administrative Support Technology degree after completing the career studies certificate (CSC), all of the 28 credits earned towards the CSC will count towards the two-year degree, leaving only 37 credits to be completed for the degree.

Region 8 Health Science Academy
Health Informatics: Medical Office Assisting Program of Study
Cumberland County Public Schools

The Medical Office Assisting Career Studies Certificate program provides the skills needed to work as a receptionist or clerical office assistant in the medical field. Students will acquire skills in medical terminology, medical office procedures, records management, health records coding, and basic computer applications.

Grade	English	Math	Science	History	Elective	Elective	Elective
9th	English 9	Algebra/Geometry/Algebra II/AFD	Earth Science	World History I	H/PE 9	Foreign Language or Elective	DE Computer Literature ITE 115
10th	English 10	Geometry, Algebra II/Trig/AFD	Biology	World History II or US/VA History	H/PE 10	Foreign Language Or Elective	DE Keyboarding AST 101
11th	DE English 11 AST 107	Algebra II/Trig/AFD	Chemistry of Geology/Astronomy	US/VA History or Elective	Economics and Personal Finance	Foreign Language	DE Biology 100
12th • **Senior Project**	English 12	DE Medical Office Procedures I AST 271	Records and Database Management AST 234	Government	Health Records Coding HIM 253	Advanced Coding and Reimbursement HIM 254	Medical Terminology HLT 143

Notes: Courses in yellow indicate courses needed to earn a Medical Office Assisting Career Studies Certificate*.

***The Medical Office Assisting Career Studies Certificate can lead to an Associate's Degree in Administrative Support Technology.**

Diagnostic Services

Radiology Technology

CareerClusters™
PATHWAYS TO COLLEGE & CAREER READINESS
Health Science

Commonwealth of Virginia Plan of Study

Student Name: _____
School: _____
Date: _____

Cluster: Health Science **Pathway:** Diagnostic Services

This Career Pathway Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Mathematics	Science	Social Studies/ Science	Other Required Courses Recommended Electives Learner Activities	Recommended Career and Technical Courses Source: Administrative Planning Guide http://www.cteresource.org/apg/	SAMPLE – Occupations Relating to This Pathway: http://www.doe.virginia.gov/instruction/career_technical/career_clusters/sample_plans_study/index.shtml http://www.careerclusters.org http://www.cteresource.org/cpg/
		NOTE: Indicate State Course Titles and Codes						
Graduation Requirements: http://www.doe.virginia.gov/instruction/graduation/index.shtml								
MIDDLE	7	English 7 (1110)	Math 7 (3111)	Life Science (4115)	U S History (2354)		Exploratory of Health and Medical Sciences (8370)	
MIDDLE	8	English 8 (1120)	Math 8/Pre-Algebra/Algebra I (3112)	Physical Science (4125)	Civics & Economics (2357)		Computer Applications (6617/6611)	
Career Assessment: Identify an appropriate career assessment instrument at the middle school level used to help students and their parents plan for high school: VA Wizard ☒ or other assessment (please indicate): _____								
SECONDARY	9	English (1130)	Algebra II (3135)	Earth Sciences (4210)	World History/ Geography I (2215)	College Success Skills (SDV 100) Economics & Personal Finance (6120) Health & PE (2 years) Foreign Language (3 years) Other Electives to Complement Pathway (Core Academic and CTE):		- Radiographers
SECONDARY	10	English (1140)	Geometry (3143)	Biology (4310)	World History/ Geography II (2216)		DE Humanities (HUM EEE)	
SECONDARY	11	DE English 111 (ENG 111/112)	Algebra II (3135)	DE Chemistry (CHM III)	DE US/VA History (HIS 121)			
SECONDARY	12	DE English 12 (ENG 243/244)	Trigonometry/ Advanced Algebra (3137)	DE Human Anatomy and Physiology I-II (231/232)	DE Government (PLS 211)		DE Social Science Elective	
High school courses in the pathway offered locally for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)								

List related certifications/credentials approved by VDOE and offered locally:
http://www.cteresource.org/apg (Go to Certification – License Section)

Workplace Readiness Skills for the Commonwealth (CTECS)
Certification as a Registered Technologist in radiography: A.S., R.T. (R)

Additional Learning Opportunities:
CTSO Organization(s): ☐ DECA ☐ FBLA ☐ FCCLA ☐ FFA ☐ FEA ☒ HOSA ☐ SkillsUSA ☐ TSA

Work-Based Learning:
☐ Career Research ☐ Cooperative Education ☒ Internship ☐ Mentorship
☒ Job Shadowing ☐ Service Learning Project ☐ Student Apprenticeship

Postsecondary: Placement Assessments such as Virginia Placement Test or COMPASS

College Entrance Exams such as ACT & SAT

POSTSECONDARY

SAMPLE POSTSECONDARY PROGRAMS RELATED TO THIS CAREER PATHWAY
Individual plans must include locally agreed upon courses at the postsecondary level (See page 2)

Pathway	Associate Degree, College Certificate, or Apprenticeship	Bachelors Degree	Postgraduate Degree
Diagnostic Services	Associate of Applied Science		

College: Southside Virginia Community College

School Division(s): Amelia, Brunswick, Buckingham, Charlotte, Cumberland, Greensville, Halifax, Lunenburg, Mecklenburg, Nottoway, and Prince Edward

Postsecondary: Placement Assessments such as Virginia Placement Test or COMPASS

POSTSECONDARY - COMMUNITY COLLEGE or APPRENTICESHIP - Determined Locally

Semester	English	Mathematics	Science	Social Studies	Required Courses or Recommended Electives			
POSTSECONDARY PLAN OF STUDIES MUST INCLUDE POSTSECONDARY ACADEMIC, CTE, AND OTHER ELECTIVE COURSES APPROPRIATE FOR AN ASSOCIATE DEGREE.								
Year 1 1st Semester	DE Human Anatomy and Physiology I (BIO 231)	DE College Success Skills (SDV 100)	Elementary Clinical Procedures I- II (RAD 131-132)	Introduction to Radiology, Protection and Patient Care (RAD 105)	Radiographic Procedures I (RAD 121)			
Year 1 2nd Semester	DE Human Anatomy and Physiology II (BIO 232)	Radiologic Science I (RAD 121)	Radiographic Procedures II (RAD 221)	Coordinated Internship in Radiologic Technology (RAD 190)	Radiation Protection & Radiobiology (RAD 205			
Year 2 1st Semester	DE College Composition I (ENG 111)	Advanced Clinical Procedures I-II (RAD 231-232)	DE Humanities Elective (HUM EEE)	DE Social Science Elective				
Year 2 2nd Semester	Radiographic Pathology (RAD 240)	Radiographic Equipment (RAD 255)	Correlated Radiographic Theory (RAD 215)	Coordinated Internship in Radiologic Technology) (RAD 290)				

College courses offered locally in the high school for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)

Related Industry Certifications Available:

Workplace Readiness Skills for the Commonwealth (CTECS)
Certification as a Registered Technologist in Radiography: A.S., R.T. ®

Additional Suggested Learning Opportunities:

Work-Based Learning:
☐ Cooperative Education ☒ Internship ☐ Mentorship
☐ Job Shadowing ☐ Service Learning Project ☐ Registered Apprenticeship

UNIVERSITY

University/College: Southside Virginia Community College
Degree or Major: Associate Of Applied Science Degree in Radiography
Number of Articulated CC Credits: 16

Notes: The curriculum is designed to prepare students to produce diagnostic images of the human body through safe applications of x-radiation. The radiographer is a central member of the health care team and assists the radiologist, a physician specialized in body image interpretation. Upon successful completion of degree requirements, the student will be eligible to take the American Registry of Radiologic Technology (ARRT) examination leading to certification as a Registered Technologist in Radiography: A. S., R. T. (R).

Biotechnology Research and Development

Biotechnology

CareerClusters™
PATHWAYS TO COLLEGE & CAREER READINESS
Health Science

Commonwealth of Virginia Plan of Study

Rev: 6/12

Student Name: _____
School: _____
Date: _____

Cluster: Health Science **Pathway:** Biotechnology Research and Development

This Career Pathway Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Mathematics	Science	Social Studies/ Science	Other Required Courses Recommended Electives Learner Activities	Recommended Career and Technical Courses Source: Administrative Planning Guide http://www.cteresource.org/apg/	SAMPLE – Occupations Relating to This Pathway: http://www.doe.virginia.gov/instruction/career_technical/career_clusters/sample_plans_study/index.shtml http://www.careerclusters.org http://www.cteresource.org/cpg/
		NOTE: Indicate State Course Titles and Codes						
Graduation Requirements: http://www.doe.virginia.gov/instruction/graduation/index.shtml								
MIDDLE	7	English 7 (1110)	Math 7 (3111)	Life Science (4115)	U S History (2354)		Exploratory of Health and Medical Sciences (8370)	
MIDDLE	8	English 8 (1120)	Math 8/Pre-Algebra/Algebra I (3112)	Physical Science (4125)	Civics & Economics (2357)		Computer Applications (6617/6611)	
Career Assessment: Identify an appropriate career assessment instrument at the middle school level used to help students and their parents plan for high school: VA Wizard ☒ or other assessment (please indicate): _____								
SECONDARY	9	English (1130)	Algebra II (3135)	Earth Sciences (4210)	World History/ Geography I (2215)	Economics & Personal Finance (6120) Health & PE (2 years) Foreign Language (3 years) Other Electives to Complement Pathway (Core Academic and CTE): DE College Success Skills (SDV 100) DE Biotechnology Methods I (BIO 251)		- Biotechnologist
SECONDARY	10	English (1140)	Geometry (3143)	DE Biology (BIO 101)	World History/ Geography II (2216)		DE Lifetime Fitness and Wellness (PED 116)	
SECONDARY	11	DE English 111 (ENG 111/112)	Algebra II (3135)	DE Chemistry (CHM III)	DE US/VA History (HIS 121)		DE Math 163 (EEE)	
SECONDARY	12	DE English 12 (ENG 115)	Trigonometry/ Advanced Algebra (3137)	Intro to Biotechnology Careers (BIO 180)	DE Government (PLS 211)		DE Biotechnology Methods II (BIO 252)	
High school courses in the pathway offered locally for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)								

List related certifications/credentials approved by VDOE and offered locally:
http://www.cteresource.org/apg (Go to Certification – License Section)

Career Studies Certificate in Health Science which can lead to an Associate of Applied Science Degree
Workplace Readiness Skills for the Commonwealth (CTECS)

Additional Learning Opportunities:
CTSO Organization(s): ☐ DECA ☐ FBLA ☐ FCCLA ☐ FFA ☐ FEA ☒ HOSA ☐ SkillsUSA ☐ TSA

Work-Based Learning:
☐ Career Research ☐ Cooperative Education ☒ Internship ☐ Mentorship
☒ Job Shadowing ☐ Service Learning Project ☐ Student Apprenticeship

Postsecondary: Placement Assessments such as Virginia Placement Test or COMPASS

College Entrance Exams such as ACT & SAT

POSTSECONDARY

SAMPLE POSTSECONDARY PROGRAMS RELATED TO THIS CAREER PATHWAY
Individual plans must include locally agreed upon courses at the postsecondary level (See page 2)

Pathway	Associate Degree, College Certificate, or Apprenticeship	Bachelors Degree	Postgraduate Degree
Biotechnology Research and Development	Associate of Applied Science		

College: Southside Virginia Community College

School Division(s): Amelia, Brunswick, Buckingham, Charlotte, Cumberland, Greensville, Halifax, Lunenburg, Mecklenburg, Nottoway, and Prince Edward

Postsecondary: Placement Assessments such as Virginia Placement Test or COMPASS

POSTSECONDARY - COMMUNITY COLLEGE or APPRENTICESHIP - Determined Locally

Semester	English	Mathematics	Science	Social Studies	Required Courses or Recommended Electives			
POSTSECONDARY PLAN OF STUDIES MUST INCLUDE POSTSECONDARY ACADEMIC, CTE, AND OTHER ELECTIVE COURSES APPROPRIATE FOR AN ASSOCIATE DEGREE.								
Year 1 1st Semester	DE General Biology (BIO 111)	DE College Success Skills (SDV 100)	DE College Chemistry I (CHM 111)	DE College Composition I (ENG 111)	DE Math 163 (MTH 163)			
Year 1 2nd Semester	Laboratory Calculation for Biotechnology (BIO 147)	Biotechnology Research Methods and Skills (BIO 250)	Biotechnology Concepts (BIO 253)	Bioinformatics and Computer Applications for Biotechnology (BIO 255)	College Chemistry II (CHM 112)			
Year 2 1st Semester	General Microbiology (BIO 205)	Social Sciences Elective	Principles in Regulatory and Quality Environments for Biotechnology (BIO 165)	Intro to Careers in Biotechnology (BIO 180)	Cell Biology (BIO 206)	Biotechnology/Science Elective	DE Technical Writing ENG 115	Lifetime Fitness and Wellness (PED 116)
Year 2 2nd Semester	Protein Applications for Biotechnology (BIO 251)	Biotechnology Internship/Special Project (BIO)	Capstone Seminar in Biotechnology (BIO 254)	Interpersonal Communication (CST 126)	Humanities/Fine Arts Elective			

College courses offered locally in the high school for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)

Related Industry Certifications Available:

Career Studies Certificate
Virginia Workplace Readiness Assessment and IC3 Certification (Certiport)
Workplace Readiness Skills for the Commonwealth (CTECS)
Certificate of Accomplishment in Biotechnology
Biomanufacturing Certificate

Additional Suggested Learning Opportunities:

Work-Based Learning:

☐ Cooperative Education ☒ Internship ☐ Mentorship
☐ Job Shadowing ☐ Service Learning Project ☐ Registered Apprenticeship

UNIVERSITY

University/College: Southside Virginia Community College
Degree or Major: Associate Of Applied Science Degree
Number of Articulated CC Credits: 33

Notes: This program is designed to prepare graduates for employment in entry-level positions at biotechnology and pharmaceutical companies, as laboratory, research, or manufacturing technicians. Coursework will develop an understanding of basic scientific principles in biology and chemistry, and will emphasize laboratory techniques and procedures such as solution and media preparation, DNA purification and analysis, electrophoresis, chromatography, maintenance of cells in culture, and quality control techniques.

Support Services

Culinary Arts

CareerClusters™
PATHWAYS TO COLLEGE & CAREER READINESS
Health Science

Commonwealth of Virginia Plan of Study

Rev: 6/12

Student Name: _____
School: _____
Date: _____

Cluster: Health Science **Pathway:** Support Services

This Career Pathway Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Mathematics	Science	Social Studies/ Science	Other Required Courses Recommended Electives Learner Activities	Recommended Career and Technical Courses Source: Administrative Planning Guide http://www.cteresource.org/apg/	SAMPLE – Occupations Relating to This Pathway: http://www.doe.virginia.gov/instruction/career_technical/career_clusters/sample_plans_study/index.shtml http://www.careerclusters.org http://www.cteresource.org/cpg/
		NOTE: Indicate State Course Titles and Codes						
Graduation Requirements: http://www.doe.virginia.gov/instruction/graduation/index.shtml								
MIDDLE	7	English 7 (1110)	Math 7 (3111)	Life Science (4115)	U S History (2354)		Exploratory of Health and Medical Sciences (8370)	
MIDDLE	8	English 8 (1120)	Math 8/Pre-Algebra/Algebra I (3112)	Physical Science (4125)	Civics & Economics (2357)		Computer Applications (6617/6611)	
Career Assessment: Identify an appropriate career assessment instrument at the middle school level used to help students and their parents plan for high school: VA Wizard ☒ or other assessment (please indicate): _____								
SECONDARY	9	English (1130)	Algebra II (3135)	Earth Sciences (4210)	World History/ Geography I (2215)	DE College Success Skills (SDV 100) DE First Aid and Cardiopulmonary Resuscitation (HLT 100) Economics & Personal Finance (6120) Health & PE (2 years) Foreign Language (3 years) Other Electives to Complement Pathway (Core Academic and CTE): DE Intro to Food Assisting (HRI 80) DE Intro to Culinary Arts (HRI 105) Food Service Managers Sanitation Certification (HRI 115)		- Culinarian, Food Services
SECONDARY	10	English (1140)	Geometry (3143)	Biology (4310)	World History/ Geography II (2216)		DE Introduction to Computer Applications and Concepts (ITE 115)	
SECONDARY	11	DE English 111 (ENG 111)	Algebra II (3135)	Chemistry	US/VA History		DE Principles of Food Preparation (HRI 120) DE The Art of Garnishing (HRI 126)	
SECONDARY	12	DE English (ENG 112)	DE Principles of Culinary Arts (HRI 106/107)	Principles of Baking (HRI 128)	Government (2440)		DE Social Science Elective	

High school courses in the pathway offered locally for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)

List related certifications/credentials approved by VDOE and offered locally:
http://www.cteresource.org/apg (Go to Certification – License Section)

Workplace Readiness Skills for the Commonwealth (CTECS)
Career Studies Certificate in Culinary Arts
Food Service Managers Sanitation Certification

Additional Learning Opportunities:
CTSO Organization(s): ☐ DECA ☐ FBLA ☐ FCCLA ☐ FFA ☐ FEA ☒ HOSA ☐ SkillsUSA ☐ TSA

Work-Based Learning:
☐ Career Research ☐ Cooperative Education ☒ Internship ☐ Mentorship
☒ Job Shadowing ☐ Service Learning Project ☐ Student Apprenticeship

Postsecondary: Placement Assessments such as Virginia Placement Test or COMPASS

College Entrance Exams such as ACT & SAT

POSTSECONDARY	SAMPLE POSTSECONDARY PROGRAMS RELATED TO THIS CAREER PATHWAY Individual plans must include locally agreed upon courses at the postsecondary level (See page 2)			
	Pathway	**Associate Degree, College Certificate, or Apprenticeship**	**Bachelors Degree**	**Postgraduate Degree**
	Support Services	Associate of Applied Science in Culinary Arts		

College: Southside Virginia Community College

School Division(s): Amelia, Brunswick, Buckingham, Charlotte, Cumberland, Greensville, Halifax, Lunenburg, Mecklenburg, Nottoway, and Prince Edward

Postsecondary: Placement Assessments such as Virginia Placement Test or COMPASS

POSTSECONDARY - COMMUNITY COLLEGE or APPRENTICESHIP - Determined Locally

Semester	English	Mathematics	Science	Social Studies	Required Courses or Recommended Electives			
POSTSECONDARY PLAN OF STUDIES MUST INCLUDE POSTSECONDARY ACADEMIC, CTE, AND OTHER ELECTIVE COURSES APPROPRIATE FOR AN ASSOCIATE DEGREE.								
Year 1 1st Semester	DE English (ENG 111)	DE Principles of Culinary Arts I (HRI 106)	Stock, Soup, and Sauce (HRI 219)	Sanitation and Safety (HRI 158)	DE College Success Skills (SDV 100)			
Year 1 2nd Semester	Fruit, Vegetable, and Starch Preparation (HRI 218)	Meat, Seafood, and Poultry Preparation (HRI 220)	Food and Beverage Service Management (HRI 134)	Applied Nutrition and Food Service (HRI 134)	Introduction to Mathematics (MTH 129)	Food and Beverage Cost Control I (HRI 251)		
Year 2 1st Semester	DE English (ENG 112)	DE First Aid and Cardiopulmonary Resuscitation (HLT 100)	DE Principles of Baking HLT 128	Garde Manager (HRI 145)	Recipe and Menu Management (HRI 224)	Introduction to Hospitality Industry Computer Systems (HRI 159)		
Year 2 2nd Semester	American Regional Cuisine (HRI 207)	World Cuisines (HRI 147)	International Cuisine (HRI 206)	DE Social Science Elective	Coordinated Internship (HRI 190)	Capstone Study in Culinary Arts (HRI 299)	Humanities/Fine Arts Elective	

College courses offered locally in the high school for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)

Related Industry Certifications Available:

Workplace Readiness Skills for the Commonwealth (CTECS)
Culinary Arts Certificate

Additional Suggested Learning Opportunities:

Work-Based Learning:
☐ Cooperative Education ☒ Internship ☐ Mentorship
☐ Job Shadowing ☐ Service Learning Project ☐ Registered Apprenticeship

UNIVERSITY

University/College: Southside Virginia Community College
Degree or Major: Associate of Applied Science in Culinary Arts
Number of Articulated CC Credits: 30

Notes: The Culinary Arts program provides a comprehensive occupational-technical education and is intended to lead to employment as a culinarian within a variety of culinary, food service, and retail paths. The Culinary Arts Associate of Applied Science degree prepares graduates to enter kitchens as professional cooks in hospitals, nursing homes, hotels, resorts, restaurants, catering operations and a variety of retail businesses.

APPENDIX C

Southside Virginia Community College Dual Enrollment Agreement

Dual Enrollment Contract

Between
Southside Virginia Community College
and
Brunswick County Schools

received 7/24/12

The purpose of this agreement is to set out the terms and conditions upon which courses will be offered under the "Virginia Plan for Dual Enrollment Between Virginia Public Schools and Community Colleges" established by the Secretary of Education, the VCCS Chancellor, and the Superintendent of Public Instruction in January 2005. The purpose of this offering is to allow high school students to take college-level courses and receive both college credit and high school credit towards graduation.

Each party does hereby agree to the following:

1. Under this agreement, Southside Virginia Community College, (herein after "the College"), will make available college-level courses to students of Brunswick County Schools, (herein after "the School System"), for the 2012-2013 academic year.

   The courses to be offered will be established by mutual agreement of both parties for the fall and spring semesters. A list of courses can be found as Attachment 1, and are hereby incorporated into this agreement.

   The responsibilities of the parties pursuant to this agreement are conditional upon student registration for the course(s) being completed and subject to adequate student enrollment as determined by the college. The College and the School System reserve the right to cancel any class sections or add sections, no later than the census date for the class as determined by the college.

2. Tuition & Fees

   Pursuant to the Virginia Plan for Dual Enrollment, schools and colleges are encouraged to provide high school students the opportunity for dual enrollment at no cost to them or their families. If tuition will be charged, then the School will pay on behalf of the student or students, or the student will pay the College, the mandatory tuition and any fees established by the State Board for Community Colleges at the rate then in effect at the time the classes begin. Where the School agrees to pay the tuition and fees, the College will bill the School on a semester basis. If the parties agree the students are responsible for such payments, the College will bill the students directly for them.

3. Textbooks

   The College reserves the right to determine the textbooks used in dual enrollment courses. The provision of all dual enrollment course textbooks is the responsibility of the School System.

4. Payment for Other Services

Fees and reimbursement for other costs and services will be determined by mutual consent of the School System and the College per Attachment 2, which is hereby incorporated herein and made a part of this Agreement.

5. Faculty

a. Selection

(1) Authority to Select/Hire

The selection and supervision of instructional faculty for all community college courses covered by this agreement will be the responsibility of the College. The School System may recommend qualified teachers who are interested in teaching in the dual enrollment program to the College for consideration. Each faculty member teaching in the dual enrollment program shall be a member of the college's full-time or part-time faculty or an employee of the School System.

(2) Dual enrollment course faculty must meet the minimum credential requirements set forth by Form VCCS-29 (Attachment 3) and the Southern Association of Colleges and Schools.

b. Payment

If the instructor for dual enrollment course(s) is employed full time by the School System and the course(s) are part of the assigned teaching workload, the College will reimburse the School System for the services of its employee in lieu of direct compensation to the faculty member. If, however, the College employs an instructor that is not affiliated with the School System, the College will compensate the faculty member directly. Reimbursement and/or payment of faculty salaries directly will be in accordance with the Virginia Community College System approved lecturer rates depending on qualifications of the instructor and will occur no later than the end of the semester of the course. Other reimbursement procedures, mutually agreeable to both the college and the school division, can also be implemented as an alternative if evidenced in writing.

If the dual enrollment course(s) are taught using a collaborative arrangement between an instructor employed by the School System and an instructor employed by the College, the College will reimburse the School System at a rate of 50% of the normal reimbursement rate.

c. Faculty Responsibilities

a. Instructors will be expected to conform to college policies for the dual enrollment courses they teach, such as preparing course syllabi, verifying class rosters, reporting student progress to the college at mid-semester, taking attendance, and providing final grades at the end of the semester.

All faculty teaching dual enrollment courses will be required to attend faculty orientation and other in-service programs as agreed upon by both parties.

b. Evaluation

a. Instructor 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 observation results will be submitted to the designated school division representative.

b. Student Evaluation - 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, and designated school division representative

6. Students

a. Selection and Eligibility to Participate in Dual Enrollment Program

(1) In order to be eligible to participate in the Dual Enrollment Program, high school students must have permission of their parent or guardian to participate, be recommended by their high school principal to cross register, and meet course prerequisites.

(2) Students must meet admission and course placement requirements of the college. Requirements for admission include the completion of an application for admission to the college, transcript request forms, and the completion and receipt of satisfactory scores on the college's placement tests when required.

(3) Exceptions to the policies established in 6.a.(1) and 6.a.(2) regarding student eligibility may be made on a case-by-case basis with the approval of the public school superintendent and appropriate community college officials, so long as such exceptions are in accordance with the VCCS Policy Manual.

7. College Administrative Responsibilities

a. The College, through its instructor(s), will provide the appropriate School System officials with progress reports on each student from time to time as shall be agreed by the contracting School System and College. At the conclusion of each college academic term, the student will receive a college grade for each course in which he/she was registered and such grades will become part of the student's permanent college record.

b. A record will be maintained by the College for each student in the Dual Enrollment Program as a part of the permanent college record maintained by the College's

Admissions and Records office. The College will send transcripts to colleges/universities upon a student's request.

c. The College will provide a minimum of 750 minutes of instruction (to include testing and evaluation) for each lecture credit or lab contact hour per semester to the School System students enrolled in college courses under this agreement.

8. High School Administrative Responsibilities

The School System will verify enrollments in each class section, and instructors will report grades to the College within a prescribed period of time, according to established college procedures.

9. Award of Credit

College and high school credit shall be awarded to the participating high school student upon successful completion of the course.

10. Course Standards

a. Course Equivalency, Evaluation, and Assessment

Assessment has long been recognized in Virginia as an important aspect of an effective instructional program. In this spirit, all dual enrollment courses developed and implemented under the auspices of the Virginia Plan for Dual Enrollment and this contract shall include a formal mechanism for evaluation. 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.

b. Modifications of Policies

Modifications of on-campus policies, procedures, and rules appropriate to the high school setting may be agreed to by the parties in writing before each term begins.

c. Student Performance

The College reserves the right to advise the student, parents, and School System that the student does not have sufficient skills or abilities to continue in the courses selected after the first semester.

11. Agreement Contacts

Contact persons for this agreement are:

- the School System: Dr. Oliver Spencer, Superintendent
- the School: Dr. Mark Harrison, Principal
- the College: Mr. Chad Patton, Interim Dean of Instruction

12. Transferability

Normally, academic courses intended for transfer with a grade of "C" or above will transfer to institutions of higher education. However, no guarantee can be made to students regarding transferability to all colleges and universities. Community college occupational/technical course credits earned are applicable to specific curricula and are intended to prepare students for employment in those areas. While some of these courses may be accepted for transfer, no unified policy on the transfer of VCCS courses exists. The School should advise students to consult with transfer institutions in order to determine if their courses will be accepted for transfer.

13. The College reserves the right to enroll other students in the courses subject to this contract when those courses are offered on the College's campus or sites not at the high school.

14. Each party will be responsible for liability coverage of its employees and agents in fulfilling its responsibilities under this agreement, to the extent authorized by law.

15. If either party wishes to terminate this agreement, a written notice must be provided to the other party within 30 days of the requested termination date. Termination will not take place until dual enrollment courses in progress are completed.
*The number of days should be negotiated between the School/System and the Community College.

16. The College or the School System shall not unlawfully discriminate on the basis of race, nationality, ethnicity, religion, gender, age, or disability in any undertaking pursuant to this contract. Disabled students will continue to receive accommodations through the School pursuant to the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C § 1400.

17. Nothing herein shall be construed as a waiver of the sovereign immunity of the Commonwealth of Virginia or the assumption of any liability contrary to Virginia law.

Signatures:

By:_____ 7/6/2012
Dr. John Cavan, President — Date
Southside Virginia Community College

_____ 7-16-12
Dr. Oliver Spencer, Superintendent — Date
Brunswick County Public Schools

ATTACHMENT 1
Southside Virginia Community College
Brunswick County Schools
Academic Year 2012-2013

Dual Enrollment Courses for Brunswick County Public Schools.

Brunswick High School

ADJ 100	Survey of Criminal Justice
ADJ 105	The Juvenile Justice System
ADJ 106	Crime and Justice in America
ADJ 120	Introduction to Courts
ADJ 128	Patrol Administration and Operations
ADJ 140	Introduction to Corrections
AST 101	Keyboarding I
BIO 101	General Biology I
BIO 102	General Biology II
ENG 111	College Composition I
ENG 112	College Composition II
HLT 110	Concepts of Personal and Community Health
HIS 121	United States History I
HIS 122	United States History II
ITE 115	Basic Computer Literacy
MTH 163	Precalculus I
MTH 168	Precalculus II with Introduction to Calculus
NUR 195	Topics in Nursing Aide (Lecture)
NUR 196	Topics in Nursing Aide (Training)
PLS 211	United States Government I
PLS 212	Untied States Government II
SDV 100	Orientation/Study Skills
SPA 101	Beginning Spanish I
SPA 102	Beginning Spanish II

Governor's School Course Offerings:

BIO 101	General Biology I
CHM 111	College Chemistry I
EDU 199	Supervised Study
EDU 299	Supervised Study – Research
ENV 100	Environmental Science
ENG 111	College Composition I
ENG 112	College Composition II
ENG 211	Creative Writing I
ENG 212	Creative Writing II
ENG 243	Survey of English Literature I
ENG 244	Survey of English Literature II
HLT 115	Introduction to Personal & Community Health
PED 115	Lifetime Fitness & Wellness

ITE 115	Introduction to Computer Applications and Concepts
MTH 163	Precalculus I
MTH 164	Precalculus II
MTH 273	Calculus I
SDV 100	Student Development

Lake Country Advanced Knowledge Center (HPT)

AIR 121	Air Conditioning and Refrigeration I
AIR 134	Circuits and Controls I
DRF 140	Technology Drawing
DRF 201	Computer Aided Drafting I
DRF 202	Computer Aided Drafting II
ELE 113	Electricity I
ELE 127	Residential Wiring Methods
ETR 113	Electricity I
IND 140	Quality Control
IND 160	Introduction to Robotics
ITE 115	Introduction to Information Systems
MAC 126	Introduction CNC Programming
MAC 150	Introduction to Computer Aided Manufacturing
MAC 161	Machine Shop Practices I
MAC 162	Machine Shop Practices II
MTH 103	Applied Technical Mathematics

Lake Country Advanced Knowledge Center (EMS/FST)

EMS 111	Emergency Medical Tech/Basic
EMS 120	Emergency Medical Tech/Basic Clinical
FST 195	Firefighter Science Level I Part I
FST 196	On Site Training
FST 295	Topics in Firefighter Science
HLT 100	First Aid and Cardiopulmonary Resuscitation

ATTACHMENT 2
Southside Virginia Community College
Brunswick County Schools
Academic Year 2012-2013

Payment for Services

Fees and reimbursement for services will be determined by mutual consent of Brunswick County Public Schools and Southside Virginia Community College.

VCCS-29 Normal Minimum Criteria for Each Faculty Rank Effective July 1, 2005

Virginia Community College System
NORMAL MINIMUM CRITERIA FOR EACH FACULTY RANK

	Faculty in Humanities, Soc. Sciences, Natural Sciences and Math, Developmental Studies, Counselors, Librarian.		*Faculty in Specialized Professional or Technical Associate in Applied Sciences or Arts 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. A one-year renewal only of assistant instru ctor appointment may be considered upon request of the college administrator for a person who is actively pursuing completion of the necessary requirements.					
INSTRUCTOR						
Teaching Effectiveness	Good		Good		Good	
Academic Preparation	Master's in field or Master's w/18 grad. s.h. in teaching field (The minimum requirement for faculty teaching developmental courses at the instructor level is a baccalaureate degree)		Bachelor's in teaching field or Associate's in teaching field with demonstrated competency in teaching field.		H.S. dip. or equiv. Asso c. or equiv. in teaching field pre ferred.	
Experience :						
Related Occ up. Exp.	0 yrs.		2 yrs		5 yrs. current exper.	
Total Teaching Exp.	0 yrs.		0 yrs.		0 yrs.	
F/T Community College Experience	0 yrs.		0 yrs.		0 yrs.	
Professional Activities and Contributions	Demonstrates Potential		Demonstrates Potential		Demonstrates Potential	
ASSISTANT PROFESSOR						
Teaching Effectiveness	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good
Academic Preparation	Master's +24 grad s.h. (27 grad s.h. in teaching field.)	Master's + 15 grad. s .h. (27 grad. sem. hrs in teaching field)	Bachelor's in teaching field + 24 grad. s.h	Bachelor's in teaching field +15 grad s.h.	Assoc. or equiv. (Major in teaching field)	High school or equiv. + 30 s.h. hrs. toward an Assoc Degree
Experience:						
Related Occup. Exp.	0 yrs.	0 yrs.	2 yrs.	2 yrs.	5 yrs	5 yrs.
Total Teaching Exp.	0 yrs.	3 yrs	0 yrs.	3 yrs	0 yrs	3 yrs.
F/T Community College Experience	0 yrs.	3 yrs.	0 yrs.	3 yrs	0 yrs.	3 yrs.
Professional Activities and Contributions	Good	Good	Good	Good	Good	Good
ASSOCIATE PROFESSOR						
Teaching Effectiveness	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Academic Preparation	Doctorate (36 grad s.h. in teaching field)	Master's + 39 grad. s .h. (36 grad hours in teaching field)	Master's related to teaching field +15 grad s.h.	Master's related to teaching field	Bachelor's related to the teaching field	Assoc. related to the teaching field or equiv. + 30 s.h.
Experience:						
Related Occup. Exp.	0 yrs.	0 yrs.	2 yrs.	2 yrs.	5 yrs.	5 yrs.
Total Teaching Exp.	6 yrs.	6 yrs.	6 yrs.	6 yrs.	6 yrs.	6 yrs.
F/T Community College Experience	0 yrs.	3 yrs	0 yrs.	3 yrs	0 yrs.	3 yrs.
Professional Activities and Contributions	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good
Min. VCCS Exp. in Previous Rank	0 yrs.	3 yrs.	0 yrs.	3 yrs	0 yrs.	3 yrs.
PROFESSOR						
Teaching Effectiveness	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Academic Preparation	Doctorate (36 grad s.h. in teaching field)	Doctorate (36 hours in teaching field)	Master's related to teaching field +3 6 grad. s.h.	Master's related to teaching field + 36 grad s.h.	Master's related to the teaching field	Master's related to the teaching field
Experience:						
Related Occup. Exp.	0 yrs.	0 yrs.	2 yrs.	2 yrs.	5 yrs.	5 yrs.
Total Teaching Exp.	9 yrs Post secondary	9 yrs.	9 yrs . Post secondary	9 yrs.	9 yrs . Post secondary	9 yrs.
F/T Community College Experience	0 yrs.	3 yrs.	0 yrs	3 yrs.	0 yrs.	3 yrs.
Professional Activities and Contributions	Exceptional	Excellent	Exceptional	Excellent	Exceptional	Excellent
Min VCCS Exp. in Previous Rank	0 yrs.	3 yrs.	0 yrs.	3 yrs.	0 yrs.	3 yrs.

ATTACHMENT 3
Southside Virginia Community College
Academic Year 2012-2013

Virginia Community College System
Qualifications of Faculty
Effective July 1, 2005

Qualifications for faculty in the Virginia Community College System are aligned with the Principles of Accreditation of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). SACS states:

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.

Credential Guidelines:

1. 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)
2. 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:

3. Faculty teaching courses designed for non-associate degree occupational fields: high school diploma or equivalent with demonstrated competencies in the teaching field.
4. 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 training in developmental education.

The accompanying chart (VCCS-29) specifies the normal minimum criteria for each faculty rank. This chart applies to teaching faculty and administrators. For administrators and professional faculty (counselors, and librarians), "teaching effectiveness" refers to effective performance in the primary area of responsibility and "teaching experience" includes professional service in the primary area of responsibility. The chart should be used and interpreted in conjunction with the above general principles, Section 3.2 (Faculty Qualifications) of the VCCS Policy Manual, and the following interpretive specifications

Interpretive Specifications

- Fulfillment of normal minimum criteria does not guarantee original placement in, or promotion to, a given rank.
- Minimum degree requirements for original appointments and promotions must be met.
- The following are appropriate substitutions for requirements beyond the minimum degree specified for a given rank, which may be used at the discretion of the college.
  - a) Teaching experience beyond the minimum required may be used in lieu of occupational experience at the rate of one year of teaching experience being considered equivalent to a required year of occupational experience.
  - b) Occupational experience beyond the minimum required may be used in lieu of teaching experience at the rate of one year of related occupational experience being considered equivalent to a required year of teaching experience.
  - c) Educational preparation above the requirements for initial placement in rank may fulfill requirements for occupational experience and/or teaching experience at the rate of 30 undergraduate credits being considered equivalent to one year of teaching or occupational experience, and 24 graduate credits being considered equivalent to one year of teaching or occupational experience.

d) Certification in lieu of a degree will be possible for initial hiring in Columns 3 and 5. Business, industry and professional certifications may substitute for educational requirements. Equivalencies must be documented, approved by the president, and placed in the personnel file as an attachment to hiring and promotion documents.

e) Eighteen graduate semester hours of course work related to the teaching field may substitute for the requirement that a bachelor's degree be related to the teaching field.

- Measurement of teaching effectiveness for initial appointments is determined through references; for promotions, it is determined using the evaluation ratings for the two previous years.
- The MFA Degree for those faculty who teach a majority of classes in studio art, theater, or creative writing areas shall be recognized as a terminal degree. The requirement of the doctoral degree under columns one and two for such faculty will not be necessary; however, these faculty will still need to satisfy the requirements of credits in the teaching field and another requirements for promotion to upper ranks of the professoriate.
- 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 course work.

Interpretive Specifications 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 (c. e. u. classes, workshops, conferences, seminars, etc.) when part of a plan approved by the Community College 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.

- 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.

7/05 (Effective Date)

Dual Enrollment Contract

Between
Southside Virginia Community College
and
Buckingham County Public Schools

The purpose of this agreement is to set out the terms and conditions upon which courses will be offered under the "Virginia Plan for Dual Enrollment Between Virginia Public Schools and Community Colleges" established by the Secretary of Education, the VCCS Chancellor, and the Superintendent of Public Instruction in January 2005. The purpose of this offering is to allow high school students to take college-level courses and receive both college credit and high school credit towards graduation.

Each party does hereby agree to the following:

1. Under this agreement, Southside Virginia Community College, (herein after "the College"), will make available college-level courses to students of Buckingham County Public Schools for the 2012 - 2013 academic year.

   The courses to be offered will be established by mutual agreement of both parties for the fall and spring semesters. A list of courses can be found as Attachment 1, and are hereby incorporated into this agreement.

   The responsibilities of the parties pursuant to this agreement are conditional upon student registration for the course(s) being completed and subject to adequate student enrollment as determined by the college. The College and Buckingham County Public Schools reserve the right to cancel any class sections or add sections, no later than the census date for the class as determined by the college.

2. Tuition & Fees

   Pursuant to the Virginia Plan for Dual Enrollment, schools and colleges are encouraged to provide high school students the opportunity for dual enrollment at no cost to them or their families. If tuition will be charged, then the School will pay on behalf of the student or students, or the student will pay the College, the mandatory tuition and any fees established by the State Board for Community Colleges at the rate then in effect at the time the classes begin. Where the School agrees to pay the tuition and fees, the College will bill the School on a semester basis. If the parties agree the students are responsible for such payments, the College will bill the students directly for them.

3. Textbooks

   The College reserves the right to determine the textbooks used in dual enrollment courses. The provision of all dual enrollment course textbooks is the responsibility of Buckingham County Public Schools.

4. Payment for Other Services

Fees and reimbursement for other costs and services will be determined by mutual consent of Buckingham County Public Schools and the College per Attachment 2, which is hereby incorporated herein and made a part of this Agreement.

5. Faculty

a. Selection

(1) Authority to Select/Hire

The selection and supervision of instructional faculty for all community college courses covered by this agreement will be the responsibility of the College. Buckingham County Public Schools may recommend qualified teachers who are interested in teaching in the dual enrollment program to the College for consideration. Each faculty member teaching in the dual enrollment program shall be a member of the college's full-time or part-time faculty or an employee of the Buckingham County Public Schools.

(2) Dual enrollment course faculty must meet the minimum credential requirements set forth by Form VCCS-29 (Attachment 3) and the Southern Association of Colleges and Schools.

b. Payment

If the instructor for dual enrollment course(s) is employed full time by Buckingham County Public Schools and the course(s) are part of the assigned teaching workload, the College will reimburse Buckingham County Public Schools for the services of its employee in lieu of direct compensation to the faculty member. If, however, the College employs an instructor that is not affiliated with Buckingham County Public Schools, the College will compensate the faculty member directly. Reimbursement and/or payment of faculty salaries directly will be in accordance with the Virginia Community College System approved lecturer rates depending on qualifications of the instructor and will occur no later than the end of the semester of the course. Other reimbursement procedures, mutually agreeable to both the college and the school division, can also be implemented as an alternative if evidenced in writing.

If the dual enrollment course(s) are taught using a collaborative arrangement between an instructor employed by Buckingham County Schools and an instructor employed by the College, the College will reimburse Buckingham County Schools at a rate of 50% of the normal reimbursement rate.

c. Faculty Responsibilities

a. Instructors will be expected to conform to college policies for the dual enrollment courses they teach, such as preparing course syllabi, verifying class rosters, reporting student progress to the college at mid-semester, taking attendance, and providing final grades at the end of the semester.

All faculty teaching dual enrollment courses will be required to attend faculty orientation and other in-service programs as agreed upon by both parties.

b. Evaluation

a. Instructor 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 observation results will be submitted to the designated school division representative.
b. Student Evaluation - 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, and designated school division representative

6. Students

a. Selection and Eligibility to Participate in Dual Enrollment Program

(1) In order to be eligible to participate in the Dual Enrollment Program, high school students must have permission of their parent or guardian to participate, be recommended by their high school principal to cross register, and meet course prerequisites.

(2) Students must meet admission and course placement requirements of the college. Requirements for admission include the completion of an application for admission to the college, transcript request forms, and the completion and receipt of satisfactory scores on the college's placement tests when required.

(3) Exceptions to the policies established in 6.a.(1) and 6.a.(2) regarding student eligibility may be made on a case-by-case basis with the approval of the public school superintendent and appropriate community college officials, so long as such exceptions are in accordance with the VCCS Policy Manual.

7. College Administrative Responsibilities

a. The College, through its instructor(s), will provide the appropriate Buckingham County Public Schools officials with progress reports on each student from time to time as shall be agreed by the contracting School System and College. At the

conclusion of each college academic term, the student will receive a college grade for each course in which he/she was registered and such grades will become part of the student's permanent college record.

b. A record will be maintained by the College for each student in the Dual Enrollment Program as a part of the permanent college record maintained by the College's Admissions and Records office. The College will send transcripts to colleges/universities upon a student's request.

c. The College will provide a minimum of 750 minutes of instruction (to include testing and evaluation) for each lecture credit or lab contact hour per semester to Buckingham County Public Schools students enrolled in college courses under this agreement.

8. High School Administrative Responsibilities

Buckingham County Public Schools will verify enrollments in each class section, and instructors will report grades to the College within a prescribed period of time, according to established college procedures.

9. Award of Credit

College and high school credit shall be awarded to the participating high school student upon successful completion of the course.

10. Course Standards

a. Course Equivalency, Evaluation, and Assessment

Assessment has long been recognized in Virginia as an important aspect of an effective instructional program. In this spirit, all dual enrollment courses developed and implemented under the auspices of the Virginia Plan for Dual Enrollment and this contract shall include a formal mechanism for evaluation. 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.

b. Modifications of Policies

Modifications of on-campus policies, procedures, and rules appropriate to the high school setting may be agreed to by the parties in writing before each term begins.

c. Student Performance

The College reserves the right to advise the student, parents, and School System that the student does not have sufficient skills or abilities to continue in the courses selected after the first semester.

11. Agreement Contacts

Contact persons for this agreement are:

- the School System: Dr. Cecil Snead, Superintendent
- the School: Mr. Roger Coleman, Principal Buckingham High School
- the College: Ms. Laurie Michaelson, Coordinator of Off-Campus Instruction

12. Transferability

Normally, academic courses intended for transfer with a grade of "C" or above will transfer to institutions of higher education. However, no guarantee can be made to students regarding transferability to all colleges and universities. Community college occupational/technical course credits earned are applicable to specific curricula and are intended to prepare students for employment in those areas. While some of these courses may be accepted for transfer, no unified policy on the transfer of VCCS courses exists. The School should advise students to consult with transfer institutions in order to determine if their courses will be accepted for transfer.

13. The College reserves the right to enroll other students in the courses subject to this contract when those courses are offered on the College's campus or sites not at the high school.

14. Each party will be responsible for liability coverage of its employees and agents in fulfilling its responsibilities under this agreement, to the extent authorized by law.

15. If either party wishes to terminate this agreement, a written notice must be provided to the other party within 30* days of the requested termination date. Termination will not take place until dual enrollment courses in progress are completed.

16. The College or the Buckingham County Public Schools shall not unlawfully discriminate on the basis of race, nationality, ethnicity, religion, gender, age, or disability in any undertaking pursuant to this contract. Disabled students will continue to receive accommodations through the School pursuant to the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C § 1400.

17. Nothing herein shall be construed as a waiver of the sovereign immunity of the Commonwealth of Virginia or the assumption of any liability contrary to Virginia law.

Signatures:

John Cavan, President
Southside Virginia Community College

9-11-12
Date

Dr. Cecil Snead, Superintendent
Buckingham County Public Schools

9-17-12
Date

ATTACHMENT 1
Southside Virginia Community College
Buckingham County Public Schools
Academic Year 2012-2013

Possible Course Offerings

Course offerings are subject to change based on availability of qualified instructors, course enrollment, available time slots, and per the request of Buckingham County Public Schools.

Buckingham County High School/Career and Technical Center

BIO 101, General Biology I
BIO 102, General Biology II
BUS 100, Introduction to Business
COS 81, Cosmetology Theory I
COS 82, Cosmetology Theory II
COS 190, Coordinated Internship I
COS 290, Coordinated Internship II
COS 195, Cosmetology Theory III
COS 196, On-site Training III
ENG 111, College Composition I
ENG 112, College Composition II
ENG 243, Survey of English Literature I
ENG 244, Survey of English Literature II
FOR 100, Introduction to Forestry
HIS 121, U S History I
HIS 122, U S History II
HLT 110, Concepts of Personal & Community Health
HUM 111, Great Books
ITD 110, Web Page Design I
ITD 112, Designing Web Page Graphics
ITD 210, Web Page Design II
ITD 212, Interactive Web Design
ITE 115, Introduction to Computer Applications and Concepts
ITE 215, Adv. Comp. App. & Integration
ITP 160, Intro to Game Design & Development
NUR 195, Topics In Certified Nurse Aid Lecture
NUR 196, On-Site Training: Certified Nurse Aid Clinical
PED 171, Ballroom Dance I
PED 172, Ballroom Dance II
PED 195, Topics in Ballroom Dance III
PLS 211, U S Government I
PLS 212, U S Government II
SDV 100, College Success Skills
VET 100, Introduction to Veterinary Assisting

Governor's School Pre-Engineering Strand Offerings:

CHM 111, College Chemistry I
CHM 112, College Chemistry II
EGR 120, Intro Engineering
EGR 126, Computer Programming
HLT 199, Basic First Aid
HLT 195, Topics In: Advanced First Aid
HUM 111, Great Books
MTH 163, Precalculus I
MTH 168, Precalculus II w/ Introductory Calculus
MTH 176, Calculus of One Variable II
MTH 177, Introductory Linear Algebra
MTH 178, Topics in Analytic Geometry
PHY 101, Introduction to Physics I
PHY 102, Introduction to Physics II
SDV 100, College Success Skills

Governor's School Course Humanities Strand Offerings:

BIO 101, General Biology I
CHM 111, College Chemistry I
ECO 201, Principles of Macroeconomics
EDU 199, Supervised Study, Research
EDU 299, Supervised Study - Research
ENG 111, College Composition I
ENG 112, College Composition I
ENG 211, Creative Writing I
ENG 212, Creative Writing II
ENG 243, Survey of English Literature I
ENG 244, Survey of English Literature II
ENV 100, Environmental Science
HLT 199, Basic First Aid
HLT 195, Topics In: Advanced First Aid
ITE 115, Introduction to Computer Applications and Concepts
MTH 163, Precalculus I
MTH 164, Precalculus II
MTH 273, Calculus
SDV 100, College Success Skills

ATTACHMENT 2
Southside Virginia Community College
Buckingham County Public Schools
Academic Year 2012-2013

Payment for Services

Fees and reimbursement for services will be determined by mutual consent of Buckingham County Public Schools and Southside Virginia Community College.

VCCS-29 Normal Minimum Criteria for Each Faculty Rank Effective July 1, 2005

	Faculty in Humanities, Soc. Sciences, Natural Sciences and Math, Developmental Studies, Counselors, Librarian,		*Faculty in Specialized Professional or Technical Associate in Applied Sciences or Arts 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. A one-year renewal only of assistant instru ctor appointment may be considered upon request of the college administrator for a person who is actively pursuing completion of the necessary requirements.					
INSTRUCTOR						
Teaching Effectiveness	Good		Good		Good	
Academic Preparation	Master's in field or Master's w/18 grad. s.h. in teaching field (The minimum requirement for faculty teaching developmental courses at the instructor level is a baccalaureate degree.)		Bachelor's in teaching field or Associate's in teaching field with demonstrated competency in teaching field.		H.S. dip. or equiv. Asso c. or equiv. in teaching field pre ferred.	
Experience:						
Related Occ up. Exp.	0 yrs.		2 yrs.		5 yrs. current exper.	
Total Teaching Exp.	0 yrs.		0 yrs.		0 yrs.	
F/T Community College Experience	0 yrs.		0 yrs.		0 yrs.	
Professional Activities and Contributions	Demonstrates Potential		Demonstrates Potential		Demonstrates Potential	
ASSISTANT PROFESSOR						
Teaching Effectiveness	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good
Academic Preparation	Master's +24 grad s.h. (27 grad s.h. in teaching field.)	Master's + 15 grad. s.h. (27 grad. sem. hrs in teaching field)	Bachelor's in teaching field + 24 grad. s.h	Bachelor's in teaching field +15 grad s.h.	Assoc. or equiv. (Major in teaching field)	High school or equiv. + 30 s.h. hrs. toward an Assoc Degree
Experience:						
Related Occup. Exp.	0 yrs.	0 yrs.	2 yrs.	2 yrs.	5 yrs.	5 yrs.
Total Teaching Exp.	0 yrs.	3 yrs.	0 yrs.	3 yrs.	0 yrs.	3 yrs.
F/T Community College Experience	0 yrs.	3 yrs.	0 yrs.	3 yrs.	0 yrs.	3 yrs.
Professional Activities and Contributions	Good	Good	Good	Good	Good	Good
ASSOCIATE PROFESSOR						
Teaching Effectiveness	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Academic Preparation	Doctorate (36 grad s.h. in teaching field)	Master's + 39 grad. s.h. (36 grad hours in teaching field)	Master's related to teaching field +15 grad s.h.	Master's related to teaching field	Bachelor's related to the teaching field	Assoc. related to the teaching field or equiv. + 30 s.h.
Experience:						
Related Occup. Exp.	0 yrs.	0 yrs.	2 yrs.	2 yrs.	5 yrs.	5 yrs.
Total Teaching Exp.	6 yrs.	6 yrs.	6 yrs.	6 yrs.	6 yrs.	6 yrs.
F/T Community College Experience	0 yrs.	3 yrs.	0 yrs.	3 yrs.	0 yrs.	3 yrs.
Professional Activities and Contributions	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good
Min. VCCS Exp. in Previous Rank	0 yrs.	3 yrs.	0 yrs.	3 yrs.	0 yrs.	3 yrs.
PROFESSOR						
Teaching Effectiveness	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Academic Preparation	Doctorate (36 grad s.h. in teaching field)	Doctorate (36 hours in teaching field)	Master's related to teaching field +36 grad. s.h.	Master's related to teaching field + 36 grad s.h.	Master's related to the teaching field	Master's related to the teaching field
Experience:						
Related Occup. Exp.	0 yrs.	0 yrs.	2 yrs.	2 yrs.	5 yrs.	5 yrs.
Total Teaching Exp.	9 yrs Post secondary	9 yrs.	9 yrs . Post secondary	9 yrs.	9 yrs . Post secondary	9 yrs.
F/T Community College Experience	0 yrs.	3 yrs.	0 yrs.	3 yrs.	0 yrs.	3 yrs.
Professional Activities and Contributions	Exceptional	Excellent	Exceptional	Excellent	Exceptional	Excellent
Min VCCS Exp. in Previous Rank	0 yrs.	3 yrs.	0 yrs.	3 yrs.	0 yrs.	3 yrs.

Virginia Community College System
NORMAL MINIMUM CRITERIA FOR EACH FACULTY RANK

ATTACHMENT 3
Southside Virginia Community College
Academic Year 2012-2013

Virginia Community College System
Qualifications of Faculty
Effective July 1, 2005

Qualifications for faculty in the Virginia Community College System are aligned with the Principles of Accreditation of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). SACS states:
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.

Credential Guidelines:

1. 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)
2. 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:

3. Faculty teaching courses designed for non-associate degree occupational fields: high school diploma or equivalent with demonstrated competencies in the teaching field.
4. 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 training in developmental education.

The accompanying chart (VCCS-29) specifies the normal minimum criteria for each faculty rank. This chart applies to teaching faculty and administrators. For administrators and professional faculty (counselors, and librarians), "teaching effectiveness" refers to effective performance in the primary area of responsibility and "teaching experience" includes professional service in the primary area of responsibility. The chart should be used and interpreted in conjunction with the above general principles, Section 3.2 (Faculty Qualifications) of the VCCS Policy Manual, and the following interpretive specifications

Interpretive Specifications

- Fulfillment of normal minimum criteria does not guarantee original placement in, or promotion to, a given rank.
- Minimum degree requirements for original appointments and promotions must be met.
- The following are appropriate substitutions for requirements beyond the minimum degree specified for a given rank, which may be used at the discretion of the college.
  a) Teaching experience beyond the minimum required may be used in lieu of occupational experience at the rate of one year of teaching experience being considered equivalent to a required year of occupational experience.
  b) Occupational experience beyond the minimum required may be used in lieu of teaching experience at the rate of one year of related occupational experience being considered equivalent to a required year of teaching experience.
  c) Educational preparation above the requirements for initial placement in rank may fulfill requirements for occupational experience and/or teaching experience at the rate of 30 undergraduate credits being considered equivalent to one year of teaching or occupational experience, and 24 graduate credits being considered equivalent to one year of teaching or occupational experience.

d) Certification in lieu of a degree will be possible for initial hiring in Columns 3 and 5. Business, industry and professional certifications may substitute for educational requirements. Equivalencies must be documented, approved by the president, and placed in the personnel file as an attachment to hiring and promotion documents.

e) Eighteen graduate semester hours of course work related to the teaching field may substitute for the requirement that a bachelor's degree be related to the teaching field.

- Measurement of teaching effectiveness for initial appointments is determined through references; for promotions, it is determined using the evaluation ratings for the two previous years.
- The MFA Degree for those faculty who teach a majority of classes in studio art, theater, or creative writing areas shall be recognized as a terminal degree. The requirement of the doctoral degree under columns one and two for such faculty will not be necessary; however, these faculty will still need to satisfy the requirements of credits in the teaching field and another requirements for promotion to upper ranks of the professoriate.
- 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 course work.

Interpretive Specifications 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 (c. e. u. classes, workshops, conferences, seminars, etc.) when part of a plan approved by the Community College 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.

- 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.

7/05 (Effective Date)

Dual Enrollment Contract

Between
Southside Virginia Community College
and
Charlotte County Public Schools

The purpose of this agreement is to set out the terms and conditions upon which courses will be offered under the "Virginia Plan for Dual Enrollment Between Virginia Public Schools and Community Colleges" established by the Secretary of Education, the VCCS Chancellor, and the Superintendent of Public Instruction in January 2005. The purpose of this offering is to allow high school students to take college-level courses and receive both college credit and high school credit towards graduation.

Each party does hereby agree to the following:

1. Under this agreement, Southside Virginia Community College, (herein after "the College"), will make available college-level courses to students of Charlotte County Public Schools for the 2012 - 2013 academic year.

   The courses to be offered will be established by mutual agreement of both parties for the fall and spring semesters. A list of courses can be found as Attachment 1, and are hereby incorporated into this agreement.

   The responsibilities of the parties pursuant to this agreement are conditional upon student registration for the course(s) being completed and subject to adequate student enrollment as determined by the college. The College and Charlotte County Public Schools reserve the right to cancel any class sections or add sections, no later than the census date for the class as determined by the college.

2. Tuition & Fees

   Pursuant to the Virginia Plan for Dual Enrollment, schools and colleges are encouraged to provide high school students the opportunity for dual enrollment at no cost to them or their families. If tuition will be charged, then the School will pay on behalf of the student or students, or the student will pay the College, the mandatory tuition and any fees established by the State Board for Community Colleges at the rate then in effect at the time the classes begin. Where the School agrees to pay the tuition and fees, the College will bill the School on a semester basis. If the parties agree the students are responsible for such payments, the College will bill the students directly for them.

3. Textbooks

   The College reserves the right to determine the textbooks used in dual enrollment courses. The provision of all dual enrollment course textbooks is the responsibility of Charlotte County Public Schools.

4. Payment for Other Services

Fees and reimbursement for other costs and services will be determined by mutual consent of Charlotte County Public Schools and the College per Attachment 2, which is hereby incorporated herein and made a part of this Agreement.

5. Faculty

a. Selection

(1) Authority to Select/Hire

The selection and supervision of instructional faculty for all community college courses covered by this agreement will be the responsibility of the College. Charlotte County Public Schools may recommend qualified teachers who are interested in teaching in the dual enrollment program to the College for consideration. Each faculty member teaching in the dual enrollment program shall be a member of the college's full-time or part-time faculty or an employee of the Charlotte County Public Schools.

(2) Dual enrollment course faculty must meet the minimum credential requirements set forth by Form VCCS-29 (Attachment 3) and the Southern Association of Colleges and Schools.

b. Payment

If the instructor for dual enrollment course(s) is employed full time by Charlotte County Public Schools and the course(s) are part of the assigned teaching workload, the College will reimburse Charlotte County Public Schools for the services of its employee in lieu of direct compensation to the faculty member. If, however, the College employs an instructor that is not affiliated with Charlotte County Public Schools, the College will compensate the faculty member directly. Reimbursement and/or payment of faculty salaries directly will be in accordance with the Virginia Community College System approved lecturer rates depending on qualifications of the instructor and will occur no later than the end of the semester of the course. Other reimbursement procedures, mutually agreeable to both the college and the school division, can also be implemented as an alternative if evidenced in writing.

If the dual enrollment course(s) are taught using a collaborative arrangement between an instructor employed by Charlotte County Schools and an instructor employed by the College, the College will reimburse Charlotte County Schools at a rate of 50% of the normal reimbursement rate.

c. Faculty Responsibilities

a. Instructors will be expected to conform to college policies for the dual enrollment courses they teach, such as preparing course syllabi, verifying class rosters, reporting student progress to the college at mid-semester, taking attendance, and providing final grades at the end of the semester.

All faculty teaching dual enrollment courses will be required to attend faculty orientation and other in-service programs as agreed upon by both parties.

b. Evaluation

a. Instructor 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 observation results will be submitted to the designated school division representative.
b. Student Evaluation - 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, and designated school division representative

6. Students

a. Selection and Eligibility to Participate in Dual Enrollment Program

(1) In order to be eligible to participate in the Dual Enrollment Program, high school students must have permission of their parent or guardian to participate, be recommended by their high school principal to cross register, and meet course prerequisites.

(2) Students must meet admission and course placement requirements of the college. Requirements for admission include the completion of an application for admission to the college, transcript request forms, and the completion and receipt of satisfactory scores on the college's placement tests when required.

(3) Exceptions to the policies established in 6.a.(1) and 6.a.(2) regarding student eligibility may be made on a case-by-case basis with the approval of the public school superintendent and appropriate community college officials, so long as such exceptions are in accordance with the VCCS Policy Manual.

7. College Administrative Responsibilities

a. The College, through its instructor(s), will provide the appropriate Charlotte County Public Schools officials with progress reports on each student from time to time as shall be agreed by the contracting School System and College. At the conclusion of each college academic term, the student will receive a college grade for each course

in which he/she was registered and such grades will become part of the student's permanent college record.

b. A record will be maintained by the College for each student in the Dual Enrollment Program as a part of the permanent college record maintained by the College's Admissions and Records office. The College will send transcripts to colleges/universities upon a student's request.

c. The College will provide a minimum of 750 minutes of instruction (to include testing and evaluation) for each lecture credit or lab contact hour per semester to Charlotte County Public Schools students enrolled in college courses under this agreement.

8. High School Administrative Responsibilities

Charlotte County Public Schools will verify enrollments in each class section, and instructors will report grades to the College within a prescribed period of time, according to established college procedures.

9. Award of Credit

College and high school credit shall be awarded to the participating high school student upon successful completion of the course.

10. Course Standards

a. Course Equivalency, Evaluation, and Assessment

Assessment has long been recognized in Virginia as an important aspect of an effective instructional program. In this spirit, all dual enrollment courses developed and implemented under the auspices of the Virginia Plan for Dual Enrollment and this contract shall include a formal mechanism for evaluation. 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.

b. Modifications of Policies

Modifications of on-campus policies, procedures, and rules appropriate to the high school setting may be agreed to by the parties in writing before each term begins.

c. Student Performance

The College reserves the right to advise the student, parents, and School System that the student does not have sufficient skills or abilities to continue in the courses selected after the first semester.

11. Agreement Contacts

Contact persons for this agreement are:

- the School System: Dr. Melody Hackney, Superintendent
- the School: Mrs. Tammie Hall, Randolph-Henry High School
- the College: Ms. Laurie Michaelson, Coordinator of Off-Campus Instruction

12. Transferability

Normally, academic courses intended for transfer with a grade of "C" or above will transfer to institutions of higher education. However, no guarantee can be made to students regarding transferability to all colleges and universities. Community college occupational/technical course credits earned are applicable to specific curricula and are intended to prepare students for employment in those areas. While some of these courses may be accepted for transfer, no unified policy on the transfer of VCCS courses exists. The School should advise students to consult with transfer institutions in order to determine if their courses will be accepted for transfer.

13. The College reserves the right to enroll other students in the courses subject to this contract when those courses are offered on the College's campus or sites not at the high school.

14. Each party will be responsible for liability coverage of its employees and agents in fulfilling its responsibilities under this agreement, to the extent authorized by law.

15. If either party wishes to terminate this agreement, a written notice must be provided to the other party within 30* days of the requested termination date. Termination will not take place until dual enrollment courses in progress are completed.

16. The College or the Charlotte County Public Schools shall not unlawfully discriminate on the basis of race, nationality, ethnicity, religion, gender, age, or disability in any undertaking pursuant to this contract. Disabled students will continue to receive accommodations through the School pursuant to the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C § 1400.

17. Nothing herein shall be construed as a waiver of the sovereign immunity of the Commonwealth of Virginia or the assumption of any liability contrary to Virginia law.

Signatures:

John Cavan, President
Southside Virginia Community College

9-11-12
Date

Dr. Melody Hackney, Superintendent
Charlotte County Public Schools

9-17-12
Date

ATTACHMENT 1
Southside Virginia Community College
Charlotte County Public Schools
Academic Year 2012-2013

Possible Course Offerings

Course offerings are subject to change based on availability of qualified instructors, course enrollment, available time slots, and per the request of Charlotte County Public Schools.

Randolph-Henry High School

ADJ 100, Survey of Criminal Justice
ADJ 140, Introduction to Corrections
AGR 141, Intro to Animal Science & Technology
AGR 142, Intro to Plant Science & Technology
AGR 143, Intro to Agribusiness & Financial Management
AGR 144, Ag Human Resource Management
AGR 231, Agribusiness Marketing, Risk Management & Entrepreneurship
AGR 232, Professional Selling for Agribusiness
AUT 101, Introduction to Automotive Systems
AUT 111, Automotive Engines
AUT 121, Automotive Fuel Systems
AUT 235, Auto. Heating & Air Cond.
AUT 241, Automotive Electricity
AUT 245, Automotive Electronics
AUT 267, Auto. Susp. & Braking Systems
AUT 273, Automotive Driveability and Tune-up
BUS 100, Intro to Business
CHM 111, College Chemistry I
CHM 112, College Chemistry II
EMS 112, Emergency Med. Technician Basic I
EMS 113, Emergency Med. Technician Basic II
EMS 120, Emergency Med. Technician Clinical
EMS 145, EMS Responses to Spec. Incidents
EMS 146, Med. Aspects of Hazardous Materials
ENG 111, College Composition I
ENG 112, College Composition II
ENG 243, Survey of English Literature I
ENG 244, Survey of English Literature II
FST 110, Fire Behavior and Combustion
FST 120, Occup. Safety & Health for Fire Serv.
FST 195, Fire Fighter Level I, Part I
FST 196, Fire Fighter Level I, Part II
HIS 101, History of Western Civilization I
HIS 102, History of Western Civilization II
HIS 121, U. S. History I
HIS 122, U. S. History II
HLT 100, First Aid and CPR
HLT 105, Cardiopulmonary Resuscitation
HUM 201, Survey of Western Culture I
HUM 202, Survey of Western Culture II
ITD 110,Web Page Design I
ITD 112, Designing Web Page Graphics
ITE 115, Basic Computer Literacy
MAC 131, Machine Lab I
MTH 163, Precalculus I
NUR 195, Topics In Certified Nurse Aid Lecture
NUR 196, On-Site Training: Certified Nurse Aid Clinical
PLS 211, U. S. Government I
PLS 212, U. S. Government II
PSY 200, Principles of Psychology
PSY 230, Developmental Psychology
SDV 100, College Success Skills
SDV 109, Student Leadership Development
WEL 116, Oxy-Acetylene Welding
WEL 120, Intro to Welding
WEL 123, Shielded Metal Arc Welding (Basic)
WEL 124, Arc II
WEL 126, Pipe I
WEL 130, Inert Gas Welding
WEL 138, Pipe and Tube Welding
WEL 150, Welding Drawing & Interpretation
WEL 160, Gas Metal Arc Welding
WEL 195, Topics in Welding

Governor's School Pre-Engineering Strand Offerings:
CHM 111, College Chemistry I
CHM 112, College Chemistry II
EGR 120, Intro Engineering
EGR 126, Computer Programming
HLT 199, Basic First Aid
HLT 195, Topics In: Adv. First Aid
HUM 111, Great Books
MTH 163, Precalculus I
MTH 168, Precalculus II w/ Introductory Calculus
MTH 176, Calculus of One Variable II
MTH 177, Introductory Linear Algebra
MTH 178, Topics in Analytic Geometry
PHY 101, Introduction to Physics I
PHY 102, Introduction to Physics II
SDV 100, College Success Skills

Governor's School Course Humanities Strand Offerings:
BIO 101, General Biology I
CHM 111, College Chemistry I
EDU 199, Supervised Study, Research
EDU 299, Supervised Study - Research
ENG 111, College Composition I
ENG 112, College Composition I
ENG 211, Creative Writing I
ENG 212, Creative Writing II
ENG 243, Survey of English Literature I
ENG 244, Survey of English Literature II
ENV 100, Environmental Science
HLT 199, Basic First Aid
HLT 195, Topics In: Adv. First Aid
ITE 115, Introduction to Computer Applications and Concepts
MTH 163, Precalculus I
MTH 164, Precalculus II
MTH 273, Calculus
SDV 100, College Success Skills

ATTACHMENT 2
Southside Virginia Community College
Charlotte County Public Schools
Academic Year 2012-2013

Payment for Services

Fees and reimbursement for services will be determined by mutual consent of Charlotte County Public Schools and Southside Virginia Community College.

VCCS-29 Normal Minimum Criteria for Each Faculty Rank Effective July 1, 2005

	Faculty in Humanities, Soc. Sciences, Natural Sciences and Math, Developmental Studies, Counselors, Librarian,		*Faculty in Specialized Professional or Technical Associate in Applied Sciences or Arts 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. A one-year renewal only of assistant instru ctor appointment may be considered upon request of the college administrator for a person who is actively pursuing completion of the necessary requirements.					
INSTRUCTOR						
Teaching Effectiveness	Good		Good		Good	
Academic Preparation	Master's in field or Master's w/18 grad. s.h. in teaching field (The minimum requirement for faculty teaching developmental courses at the instructor level is a baccalaureate degree.)		Bachelor's in teaching field or Associate's in teaching field with demonstrated competency in teaching field.		H.S. dip. or equiv. Asso c. or equiv. in teaching field pre ferred.	
Experience :						
Related Occ up. Exp.	0 yrs.		2 yrs		5 yrs. current exper.	
Total Teaching Exp.	0 yrs.		0 yrs.		0 yrs.	
F/T Community College Experience	0 yrs.		0 yrs.		0 yrs.	
Professional Activities and Contributions	Demonstrates Potential		Demonstrates Potential		Demonstrates Potential	
ASSISTANT PROFESSOR						
Teaching Effectiveness	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good
Academic Preparation	Master's +24 grad s.h. (27 grad s.h. in teaching field.)	Master's + 15 grad. s.h. (27 grad. sem. hrs in teaching field)	Bachelor's in teaching field + 24 grad. s.h	Bachelor's in teaching field +15 grad s.h.	Assoc. or equiv. (Major in teaching field)	High school or equiv. + 30 s.h. hrs. toward an Assoc Degree
Experience:						
Related Occup. Exp.	0 yrs.	0 yrs.	2 yrs.	2 yrs.	5 yrs	5 yrs.
Total Teaching Exp.	0 yrs.	3 yrs	0 yrs.	3 yrs	0 yrs.	3 yrs.
F/T Community College Experience	0 yrs.	3 yrs.	0 yrs.	3 yrs	0 yrs.	3 yrs.
Professional Activities and Contributions	Good	Good	Good	Good	Good	Good
ASSOCIATE PROFESSOR						
Teaching Effectiveness	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Academic Preparation	Doctorate (36 grad s.h. in teaching field)	Master's + 39 grad. s.h. (36 grad hours in teaching field)	Master's related to teaching field +15 grad s.h.	Master's related to teaching field	Bachelor's related to the teaching field	Assoc. related to the teaching field or equiv. + 30 s.h.
Experience:						
Related Occup. Exp.	0 yrs.	0 yrs.	2 yrs.	2 yrs.	5 yrs.	5 yrs.
Total Teaching Exp.	6 yrs.	6 yrs.	6 yrs.	6 yrs.	6 yrs.	6 yrs.
F/T Community College Experience	0 yrs.	3 yrs	0 yrs.	3 yrs	0 yrs.	3 yrs
Professional Activities and Contributions	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good
Min. VCCS Exp. in Previous Rank	0 yrs.	3 yrs	0 yrs.	3 yrs	0 yrs.	3 yrs.
PROFESSOR						
Teaching Effectiveness	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Academic Preparation	Doctorate (36 grad s.h. in teaching field)	Doctorate (36 hours in teaching field)	Master's related to teaching field +36 grad. s.h.	Master's related to teaching field + 36 grad s.h.	Master's related to the teaching field	Master's related to the teaching field
Experience:						
Related Occup. Exp.	0 yrs.	0 yrs.	2 yrs.	2 yrs.	5 yrs.	5 yrs.
Total Teaching Exp.	9 yrs Post secondary	9 yrs.	9 yrs . Post secondary	9 yrs.	9 yrs . Post secondary	9 yrs.
F/T Community College Experience	0 yrs.	3 yrs.	0 yrs.	3 yrs.	0 yrs.	3 yrs.
Professional Activities and Contributions	Exceptional	Excellent	Exceptional	Excellent	Exceptional	Excellent
Min VCCS Exp. in Previous Rank	0 yrs.	3 yrs.	0 yrs.	3 yrs.	0 yrs.	3 yrs.

Virginia Community College System
NORMAL MINIMUM CRITERIA FOR EACH FACULTY RANK

ATTACHMENT 3
Southside Virginia Community College
Academic Year 2012-2013

Virginia Community College System
Qualifications of Faculty
Effective July 1, 2005

Qualifications for faculty in the Virginia Community College System are aligned with the Principles of Accreditation of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). SACS states:

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.

Credential Guidelines:

1. 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)
2. 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:

3. Faculty teaching courses designed for non-associate degree occupational fields: high school diploma or equivalent with demonstrated competencies in the teaching field.
4. 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 training in developmental education.

The accompanying chart (VCCS-29) specifies the normal minimum criteria for each faculty rank. This chart applies to teaching faculty and administrators. For administrators and professional faculty (counselors, and librarians), "teaching effectiveness" refers to effective performance in the primary area of responsibility and "teaching experience" includes professional service in the primary area of responsibility. The chart should be used and interpreted in conjunction with the above general principles, Section 3.2 (Faculty Qualifications) of the VCCS Policy Manual, and the following interpretive specifications

Interpretive Specifications

- Fulfillment of normal minimum criteria does not guarantee original placement in, or promotion to, a given rank.
- Minimum degree requirements for original appointments and promotions must be met.
- The following are appropriate substitutions for requirements beyond the minimum degree specified for a given rank, which may be used at the discretion of the college.
  - a) Teaching experience beyond the minimum required may be used in lieu of occupational experience at the rate of one year of teaching experience being considered equivalent to a required year of occupational experience.
  - b) Occupational experience beyond the minimum required may be used in lieu of teaching experience at the rate of one year of related occupational experience being considered equivalent to a required year of teaching experience.
  - c) Educational preparation above the requirements for initial placement in rank may fulfill requirements for occupational experience and/or teaching experience at the rate of 30 undergraduate credits being considered equivalent to one year of teaching or occupational experience, and 24 graduate credits being considered equivalent to one year of teaching or occupational experience.

d) Certification in lieu of a degree will be possible for initial hiring in Columns 3 and 5. Business, industry and professional certifications may substitute for educational requirements. Equivalencies must be documented, approved by the president, and placed in the personnel file as an attachment to hiring and promotion documents.

e) Eighteen graduate semester hours of course work related to the teaching field may substitute for the requirement that a bachelor's degree be related to the teaching field.

- Measurement of teaching effectiveness for initial appointments is determined through references; for promotions, it is determined using the evaluation ratings for the two previous years.
- The MFA Degree for those faculty who teach a majority of classes in studio art, theater, or creative writing areas shall be recognized as a terminal degree. The requirement of the doctoral degree under columns one and two for such faculty will not be necessary; however, these faculty will still need to satisfy the requirements of credits in the teaching field and another requirements for promotion to upper ranks of the professoriate.
- 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 course work.

Interpretive Specifications 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 (c. e. u. classes, workshops, conferences, seminars, etc.) when part of a plan approved by the Community College 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.

- 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.

Dual Enrollment Contract

Between
Southside Virginia Community College
and
Cumberland County Public Schools

The purpose of this agreement is to set out the terms and conditions upon which courses will be offered under the "Virginia Plan for Dual Enrollment Between Virginia Public Schools and Community Colleges" established by the Secretary of Education, the VCCS Chancellor, and the Superintendent of Public Instruction in January 2005. The purpose of this offering is to allow high school students to take college-level courses and receive both college credit and high school credit towards graduation.

Each party does hereby agree to the following:

1. Under this agreement, Southside Virginia Community College, (herein after "the College"), will make available college-level courses to students of Cumberland County Public Schools for the 2012 - 2013 academic year.

   The courses to be offered will be established by mutual agreement of both parties for the fall and spring semesters. A list of courses can be found as Attachment 1, and are hereby incorporated into this agreement.

   The responsibilities of the parties pursuant to this agreement are conditional upon student registration for the course(s) being completed and subject to adequate student enrollment as determined by the college. The College and Cumberland County Public Schools reserve the right to cancel any class sections or add sections, no later than the census date for the class as determined by the college.

2. Tuition & Fees

   Pursuant to the Virginia Plan for Dual Enrollment, schools and colleges are encouraged to provide high school students the opportunity for dual enrollment at no cost to them or their families. If tuition will be charged, then the School will pay on behalf of the student or students, or the student will pay the College, the mandatory tuition and any fees established by the State Board for Community Colleges at the rate then in effect at the time the classes begin. Where the School agrees to pay the tuition and fees, the College will bill the School on a semester basis. If the parties agree the students are responsible for such payments, the College will bill the students directly for them.

3. Textbooks

   The College reserves the right to determine the textbooks used in dual enrollment courses. The provision of all dual enrollment course textbooks is the responsibility of Cumberland County Public Schools.

4. Payment for Other Services

Fees and reimbursement for other costs and services will be determined by mutual consent of Cumberland County Public Schools and the College per Attachment 2, which is hereby incorporated herein and made a part of this Agreement.

5. Faculty

a. Selection

(1) Authority to Select/Hire

The selection and supervision of instructional faculty for all community college courses covered by this agreement will be the responsibility of the College. Cumberland County Public Schools may recommend qualified teachers who are interested in teaching in the dual enrollment program to the College for consideration. Each faculty member teaching in the dual enrollment program shall be a member of the college's full-time or part-time faculty or an employee of the Cumberland County Public Schools.

(2) Dual enrollment course faculty must meet the minimum credential requirements set forth by Form VCCS-29 (Attachment 3) and the Southern Association of Colleges and Schools.

b. Payment

If the instructor for dual enrollment course(s) is employed full time by Cumberland County Public Schools and the course(s) are part of the assigned teaching workload, the College will reimburse Cumberland County Public Schools for the services of its employee in lieu of direct compensation to the faculty member. If, however, the College employs an instructor that is not affiliated with Cumberland County Public Schools, the College will compensate the faculty member directly. Reimbursement and/or payment of faculty salaries directly will be in accordance with the Virginia Community College System approved lecturer rates depending on qualifications of the instructor and will occur no later than the end of the semester of the course. Other reimbursement procedures, mutually agreeable to both the college and the school division, can also be implemented as an alternative if evidenced in writing.

If the dual enrollment course(s) are taught using a collaborative arrangement between an instructor employed by Cumberland County Schools and an instructor employed by the College, the College will reimburse Cumberland County Schools at a rate of 50% of the normal reimbursement rate.

c. Faculty Responsibilities

a. Instructors will be expected to conform to college policies for the dual enrollment courses they teach, such as preparing course syllabi, verifying class rosters, reporting student progress to the college at mid-semester, taking attendance, and providing final grades at the end of the semester.

All faculty teaching dual enrollment courses will be required to attend faculty orientation and other in-service programs as agreed upon by both parties.

b. Evaluation

a. Instructor 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 observation results will be submitted to the designated school division representative.
b. Student Evaluation - 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, and designated school division representative

6. Students

a. Selection and Eligibility to Participate in Dual Enrollment Program

(1) In order to be eligible to participate in the Dual Enrollment Program, high school students must have permission of their parent or guardian to participate, be recommended by their high school principal to cross register, and meet course prerequisites.

(2) Students must meet admission and course placement requirements of the college. Requirements for admission include the completion of an application for admission to the college, transcript request forms, and the completion and receipt of satisfactory scores on the college's placement tests when required.

(3) Exceptions to the policies established in 6.a.(1) and 6.a.(2) regarding student eligibility may be made on a case-by-case basis with the approval of the public school superintendent and appropriate community college officials, so long as such exceptions are in accordance with the VCCS Policy Manual.

7. College Administrative Responsibilities

a. The College, through its instructor(s), will provide the appropriate Cumberland County Public Schools officials with progress reports on each student from time to time as shall be agreed by the contracting School System and College. At the

conclusion of each college academic term, the student will receive a college grade for each course in which he/she was registered and such grades will become part of the student's permanent college record.

b. A record will be maintained by the College for each student in the Dual Enrollment Program as a part of the permanent college record maintained by the College's Admissions and Records office. The College will send transcripts to colleges/universities upon a student's request.

c. The College will provide a minimum of 750 minutes of instruction (to include testing and evaluation) for each lecture credit or lab contact hour per semester to Cumberland County Public Schools students enrolled in college courses under this agreement.

8. High School Administrative Responsibilities

Cumberland County Public Schools will verify enrollments in each class section, and instructors will report grades to the College within a prescribed period of time, according to established college procedures.

9. Award of Credit

College and high school credit shall be awarded to the participating high school student upon successful completion of the course.

10. Course Standards

a. Course Equivalency, Evaluation, and Assessment

Assessment has long been recognized in Virginia as an important aspect of an effective instructional program. In this spirit, all dual enrollment courses developed and implemented under the auspices of the Virginia Plan for Dual Enrollment and this contract shall include a formal mechanism for evaluation. 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.

b. Modifications of Policies

Modifications of on-campus policies, procedures, and rules appropriate to the high school setting may be agreed to by the parties in writing before each term begins.

c. Student Performance

The College reserves the right to advise the student, parents, and School System that the student does not have sufficient skills or abilities to continue in the courses selected after the first semester.

11. Agreement Contacts

Contact persons for this agreement are:

- the School System: Dr. Amy Griffin, Superintendent
- the School: Mr. Jeff Scales, Cumberland High School
- the College: Mrs. Laurie Michaelson, Coordinator of Off-Campus Instruction

12. Transferability

Normally, academic courses intended for transfer with a grade of "C" or above will transfer to institutions of higher education. However, no guarantee can be made to students regarding transferability to all colleges and universities. Community college occupational/technical course credits earned are applicable to specific curricula and are intended to prepare students for employment in those areas. While some of these courses may be accepted for transfer, no unified policy on the transfer of VCCS courses exists. The School should advise students to consult with transfer institutions in order to determine if their courses will be accepted for transfer.

13. The College reserves the right to enroll other students in the courses subject to this contract when those courses are offered on the College's campus or sites not at the high school.

14. Each party will be responsible for liability coverage of its employees and agents in fulfilling its responsibilities under this agreement, to the extent authorized by law.

15. If either party wishes to terminate this agreement, a written notice must be provided to the other party within 30* days of the requested termination date. Termination will not take place until dual enrollment courses in progress are completed.

16. The College or the Cumberland County Public Schools shall not unlawfully discriminate on the basis of race, nationality, ethnicity, religion, gender, age, or disability in any undertaking pursuant to this contract. Disabled students will continue to receive accommodations through the School pursuant to the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C § 1400.

17. Nothing herein shall be construed as a waiver of the sovereign immunity of the Commonwealth of Virginia or the assumption of any liability contrary to Virginia law.

Signatures:

John Cavan, President
Southside Virginia Community College

9-11-12
Date

Dr. Amy Griffin, Superintendent
Cumberland County Public Schools

Date 9-14-12

ATTACHMENT 1
Southside Virginia Community College
Cumberland County Public Schools
Academic Year 2012-2013

Possible Course Offerings

Course offerings are subject to change based on availability of qualified instructors, course enrollment, available time slots, and per the request of Cumberland County Public Schools.

Cumberland County Public Schools

CHM 111, College Chemistry I
CHM 112, College Chemistry II
ELE 121, Basic Electrical Circuits I
ELE 122, Basic Electrical Circuits II
ELE 127, Residential Wiring Methods
ELE 131, National Electrical Code I
ENG 111, College Composition I
ENG 112, College Composition II
ENG 243, Survey of English Literature I
ENG 244, Survey of English Literature II
HIS 101, History of Western Civilization I
HIS 102, History of Western Civilization II
HIS 121, U. S. History I
HIS 122, U. S. History II
HLT 110, Concepts of Personal and Community Health
HUM 111, Great Books I
HUM 112, Great Books II
ITE 115, Basic Computer Literacy
MTH 163, Precalculus I
MTH 164, Precalculus II
MTH 175, Calculus of One Variable I
MTH 176, Calculus of One Variable II
NUR 195, Topics In Certified Nurse Aid Lecture
NUR 196, On-Site Training: Certified Nurse Aid Clinical
PHY 101, Intro to Physics I
PHY 102, Intro to Physics II
PLS 211, U. S. Government I
PLS 212, U. S. Government II
SDV 100, College Success Skills
SDV 101, Topics in Electricity
SDV 109, Student Leadership Development
WEL 120, Intro to Welding
WEL 123, Shielded Metal Arc Welding
WEL 160, Gas Metal Arc Welding
WEL 130, Inert Gas Welding
WEL 150, Welding Drawing & Interpretation
WEL 195, Topics In: Welding

Governor's School Pre-Engineering Strand Offerings:

CHM 111, College Chemistry I
CHM 112, College Chemistry II
EGR 120, Intro Engineering
EGR 126, Computer Programming
HLT 199, Basic First Aid
HLT 195, Topics In: Adv. First Aid
HUM 111, Great Books
MTH 163, Precalculus I
MTH 168, Precalculus II w/ Intro. Calculus
MTH 176, Calculus of One Variable II
MTH 177, Introductory Linear Algebra
MTH 178, Topics in Analytic Geometry
PHY 101, Introduction to Physics I
PHY 102, Introduction to Physics II
SDV 100, College Success Skills

Governor's School Course Humanities Strand Offerings:

BIO 101, General Biology I
CHM 111, College Chemistry I
ECO 201, Principles of Macroeconomics
EDU 199, Supervised Study, Research
EDU 299, Supervised Study - Research
ENG 111, College Composition I
ENG 112, College Composition I
ENG 211, Creative Writing I
ENG 212, Creative Writing II
ENG 243, Survey of English Literature I
ENG 244, Survey of English Literature II
ENV 100, Environmental Science
HLT 199, Basic First Aid
HLT 195, Topics In: Adv. First Aid
ITE 115, Introduction to Computer Applications and Concepts

MTH 163, Precalculus I
MTH 164, Precalculus II
MTH 273, Calculus
SDV 100, College Success Skills

ATTACHMENT 2
Southside Virginia Community College
Cumberland County Public Schools
Academic Year 2012-2013

Payment for Services

Fees and reimbursement for services will be determined by mutual consent of Cumberland County Public Schools and Southside Virginia Community College.

VCCS-29 Normal Minimum Criteria for Each Faculty Rank Effective July 1, 2005

	Faculty in Humanities, Soc. Sciences, Natural Sciences and Math, Developmental Studies, Counselors, Librarian,		*Faculty in Specialized Professional or Technical Associate in Applied Sciences or Arts 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. A one-year renewal only of assistant instructor appointment may be considered upon request of the college administrator for a person who is actively pursuing completion of the necessary requirements.					
INSTRUCTOR						
Teaching Effectiveness	Good		Good		Good	
Academic Preparation	Master's in field or Master's w/18 grad. s.h. in teaching field (The minimum requirement for faculty teaching developmental courses at the instructor level is a baccalaureate degree.)		Bachelor's in teaching field or Associate's in teaching field with demonstrated competency in teaching field.		H.S. dip. or equiv. Assoc. or equiv. in teaching field preferred.	
Experience :						
Related Occup. Exp.	0 yrs.		2 yrs		5 yrs. current exper.	
Total Teaching Exp.	0 yrs.		0 yrs.		0 yrs.	
F/T Community College Experience	0 yrs.		0 yrs.		0 yrs.	
Professional Activities and Contributions	Demonstrates Potential		Demonstrates Potential		Demonstrates Potential	
ASSISTANT PROFESSOR						
Teaching Effectiveness	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good
Academic Preparation	Master's + 24 grad s.h. (27 grad s.h. in teaching field.)	Master's + 15 grad. s.h. (27 grad. sem. hrs in teaching field)	Bachelor's in teaching field + 24 grad. s.h	Bachelor's in teaching field + 15 grad s.h.	Assoc. or equiv. (Major in teaching field)	High school or equiv. + 30 s.h. hrs. toward an Assoc Degree
Experience:						
Related Occup. Exp.	0 yrs.	0 yrs.	2 yrs.	2 yrs.	5 yrs	5 yrs.
Total Teaching Exp.	0 yrs.	3 yrs	0 yrs.	3 yrs	0 yrs	3 yrs.
F/T Community College Experience	0 yrs.	3 yrs.	0 yrs.	3 yrs	0 yrs.	3 yrs.
Professional Activities and Contributions	Good	Good	Good	Good	Good	Good
ASSOCIATE PROFESSOR						
Teaching Effectiveness	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Academic Preparation	Doctorate (36 grad s.h. in teaching field)	Master's + 39 grad. s.h. (36 grad hours in teaching field)	Master's related to teaching field +15 grad s.h.	Master's related to teaching field	Bachelor's related to the teaching field	Assoc. related to the teaching field or equiv. + 30 s.h.
Experience:						
Related Occup. Exp.	0 yrs.	0 yrs.	2 yrs.	2 yrs.	5 yrs.	5 yrs.
Total Teaching Exp.	6 yrs.	6 yrs.	6 yrs.	6 yrs.	6 yrs.	6 yrs.
F/T Community College Experience	0 yrs.	3 yrs	0 yrs.	3 yrs	0 yrs.	3 yrs
Professional Activities and Contributions	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good
Min. VCCS Exp. in Previous Rank	0 yrs	3 yrs	0 yrs.	3 yrs	0 yrs.	3 yrs.
PROFESSOR						
Teaching Effectiveness	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Academic Preparation	Doctorate (36 grad s.h. in teaching field)	Doctorate (36 hours in teaching field)	Master's related to teaching field +36 grad. s.h.	Master's related to teaching field + 36 grad s.h.	Master's related to the teaching field	Master's related to the teaching field
Experience:						
Related Occup. Exp.	0 yrs.	0 yrs.	2 yrs.	2 yrs.	5 yrs.	5 yrs.
Total Teaching Exp.	9 yrs Post secondary	9 yrs.	9 yrs . Post secondary	9 yrs.	9 yrs . Post secondary	9 yrs.
F/T Community College Experience	0 yrs.	3 yrs.	0 yrs.	3 yrs.	0 yrs.	3 yrs.
Professional Activities and Contributions	Exceptional	Excellent	Exceptional	Excellent	Exceptional	Excellent
Min VCCS Exp in Previous Rank	0 yrs.	3 yrs.	0 yrs.	3 yrs.	0 yrs.	3 yrs.

Virginia Community College System
NORMAL MINIMUM CRITERIA FOR EACH FACULTY RANK

ATTACHMENT 3
Southside Virginia Community College
Academic Year 2012-2013

Virginia Community College System
Qualifications of Faculty
Effective July 1, 2005

Qualifications for faculty in the Virginia Community College System are aligned with the Principles of Accreditation of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). SACS states:

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Credential Guidelines:

1. 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)
2. 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:

3. Faculty teaching courses designed for non-associate degree occupational fields: high school diploma or equivalent with demonstrated competencies in the teaching field.
4. 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 training in developmental education.

The accompanying chart (VCCS-29) specifies the normal minimum criteria for each faculty rank. This chart applies to teaching faculty and administrators. For administrators and professional faculty (counselors, and librarians), "teaching effectiveness" refers to effective performance in the primary area of responsibility and "teaching experience" includes professional service in the primary area of responsibility. The chart should be used and interpreted in conjunction with the above general principles, Section 3.2 (Faculty Qualifications) of the VCCS Policy Manual, and the following interpretive specifications

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  b) Occupational experience beyond the minimum required may be used in lieu of teaching experience at the rate of one year of related occupational experience being considered equivalent to a required year of teaching experience.
  c) Educational preparation above the requirements for initial placement in rank may fulfill requirements for occupational experience and/or teaching experience at the rate of 30 undergraduate credits being considered equivalent to one year of teaching or occupational experience, and 24 graduate credits being considered equivalent to one year of teaching or occupational experience.

d) Certification in lieu of a degree will be possible for initial hiring in Columns 3 and 5. Business, industry and professional certifications may substitute for educational requirements. Equivalencies must be documented, approved by the president, and placed in the personnel file as an attachment to hiring and promotion documents.

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- The MFA Degree for those faculty who teach a majority of classes in studio art, theater, or creative writing areas shall be recognized as a terminal degree. The requirement of the doctoral degree under columns one and two for such faculty will not be necessary; however, these faculty will still need to satisfy the requirements of credits in the teaching field and another requirements for promotion to upper ranks of the professoriate.
- 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 course work.

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- 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.
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- 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.

Dual Enrollment Contract

Between
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and
Halifax County Public Schools

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Each party does hereby agree to the following:

1. Under this agreement, Southside Virginia Community College, (herein after "the College"), will make available college-level courses to students of Halifax County Public Schools for the 2012 - 2013 academic year.

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   The responsibilities of the parties pursuant to this agreement are conditional upon student registration for the course(s) being completed and subject to adequate student enrollment as determined by the college. The College and Halifax County Public Schools reserve the right to cancel any class sections or add sections, no later than the census date for the class as determined by the college.

2. Tuition & Fees

   Pursuant to the Virginia Plan for Dual Enrollment, schools and colleges are encouraged to provide high school students the opportunity for dual enrollment at no cost to them or their families. If tuition will be charged, then the School will pay on behalf of the student or students, or the student will pay the College, the mandatory tuition and any fees established by the State Board for Community Colleges at the rate then in effect at the time the classes begin. Where the School agrees to pay the tuition and fees, the College will bill the School on a semester basis. If the parties agree the students are responsible for such payments, the College will bill the students directly for them.

3. Textbooks

   The College reserves the right to determine the textbooks used in dual enrollment courses. The provision of all dual enrollment course textbooks is the responsibility of Halifax County Public Schools.

4. Payment for Other Services

Fees and reimbursement for other costs and services will be determined by mutual consent of Halifax County Public Schools and the College per Attachment 2, which is hereby incorporated herein and made a part of this Agreement.

5. Faculty

a. Selection

(1) Authority to Select/Hire

The selection and supervision of instructional faculty for all community college courses covered by this agreement will be the responsibility of the College. Halifax County Public Schools may recommend qualified teachers who are interested in teaching in the dual enrollment program to the College for consideration. Each faculty member teaching in the dual enrollment program shall be a member of the college's full-time or part-time faculty or an employee of the Halifax County Public Schools.

(2) Dual enrollment course faculty must meet the minimum credential requirements set forth by Form VCCS-29 (Attachment 3) and the Southern Association of Colleges and Schools.

b. Payment

If the instructor for dual enrollment course(s) is employed full time by Halifax County Public Schools and the course(s) are part of the assigned teaching workload, the College will reimburse Halifax County Public Schools for the services of its employee in lieu of direct compensation to the faculty member. If, however, the College employs an instructor that is not affiliated with Halifax County Public Schools, the College will compensate the faculty member directly. Reimbursement and/or payment of faculty salaries directly will be in accordance with the Virginia Community College System approved lecturer rates depending on qualifications of the instructor and will occur no later than the end of the semester of the course. Other reimbursement procedures, mutually agreeable to both the college and the school division, can also be implemented as an alternative if evidenced in writing.

If the dual enrollment course(s) are taught using a collaborative arrangement between an instructor employed by Halifax County Schools and an instructor employed by the College, the College will reimburse Halifax County Schools at a rate of 50% of the normal reimbursement rate.

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a. Instructors will be expected to conform to college policies for the dual enrollment courses they teach, such as preparing course syllabi, verifying class rosters, reporting student progress to the college at mid-semester, taking attendance, and providing final grades at the end of the semester.

All faculty teaching dual enrollment courses will be required to attend faculty orientation and other in-service programs as agreed upon by both parties.

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a. Instructor 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 observation results will be submitted to the designated school division representative.
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a. Selection and Eligibility to Participate in Dual Enrollment Program

(1) In order to be eligible to participate in the Dual Enrollment Program, high school students must have permission of their parent or guardian to participate, be recommended by their high school principal to cross register, and meet course prerequisites.

(2) Students must meet admission and course placement requirements of the college. Requirements for admission include the completion of an application for admission to the college, transcript request forms, and the completion and receipt of satisfactory scores on the college's placement tests when required.

(3) Exceptions to the policies established in 6.a.(1) and 6.a.(2) regarding student eligibility may be made on a case-by-case basis with the approval of the public school superintendent and appropriate community college officials, so long as such exceptions are in accordance with the VCCS Policy Manual.

7. College Administrative Responsibilities

a. The College, through its instructor(s), will provide the appropriate Halifax County Public Schools officials with progress reports on each student from time to time as shall be agreed by the contracting School System and College. At the conclusion of each college academic term, the student will receive a college grade for each course

in which he/she was registered and such grades will become part of the student's permanent college record.

b. A record will be maintained by the College for each student in the Dual Enrollment Program as a part of the permanent college record maintained by the College's Admissions and Records office. The College will send transcripts to colleges/universities upon a student's request.

c. The College will provide a minimum of 750 minutes of instruction (to include testing and evaluation) for each lecture credit or lab contact hour per semester to Halifax County Public Schools students enrolled in college courses under this agreement.

8. High School Administrative Responsibilities

Halifax County Public Schools will verify enrollments in each class section, and instructors will report grades to the College within a prescribed period of time, according to established college procedures.

9. Award of Credit

College and high school credit shall be awarded to the participating high school student upon successful completion of the course.

10. Course Standards

a. Course Equivalency, Evaluation, and Assessment

Assessment has long been recognized in Virginia as an important aspect of an effective instructional program. In this spirit, all dual enrollment courses developed and implemented under the auspices of the Virginia Plan for Dual Enrollment and this contract shall include a formal mechanism for evaluation. 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.

b. Modifications of Policies

Modifications of on-campus policies, procedures, and rules appropriate to the high school setting may be agreed to by the parties in writing before each term begins.

c. Student Performance

The College reserves the right to advise the student, parents, and School System that the student does not have sufficient skills or abilities to continue in the courses selected after the first semester.

11. Agreement Contacts

Contact persons for this agreement are:

- the School System: Dr. Merle Herndon, Superintendent
- the School: Mr. Shawn Haws, Halifax County High School
- the College: Ms. Laurie Michaelson, Coordinator of Off-Campus Instruction

12. Transferability

Normally, academic courses intended for transfer with a grade of "C" or above will transfer to institutions of higher education. However, no guarantee can be made to students regarding transferability to all colleges and universities. Community college occupational/technical course credits earned are applicable to specific curricula and are intended to prepare students for employment in those areas. While some of these courses may be accepted for transfer, no unified policy on the transfer of VCCS courses exists. The School should advise students to consult with transfer institutions in order to determine if their courses will be accepted for transfer.

13. The College reserves the right to enroll other students in the courses subject to this contract when those courses are offered on the College's campus or sites not at the high school.

14. Each party will be responsible for liability coverage of its employees and agents in fulfilling its responsibilities under this agreement, to the extent authorized by law.

15. If either party wishes to terminate this agreement, a written notice must be provided to the other party within 30* days of the requested termination date. Termination will not take place until dual enrollment courses in progress are completed.

16. The College or the Halifax County Public Schools shall not unlawfully discriminate on the basis of race, nationality, ethnicity, religion, gender, age, or disability in any undertaking pursuant to this contract. Disabled students will continue to receive accommodations through the School pursuant to the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C § 1400.

17. Nothing herein shall be construed as a waiver of the sovereign immunity of the Commonwealth of Virginia or the assumption of any liability contrary to Virginia law.

Signatures:

Dr. John Cavan, President
Southside Virginia Community College

9-11-12
Date

Merle P. Herndon

Dr. Merle Herndon, Superintendent
Halifax County Public Schools

9-17-12
Date

ATTACHMENT 1
Southside Virginia Community College
Halifax County Public Schools
Academic Year 2012-2013

Possible Course Offerings

Course offerings are subject to change based on availability of qualified instructors, course enrollment, available time slots, and per the request of Halifax County Public Schools.

Halifax County High School/Career and Technical Center

ACC	211	Principles of Accounting I
ACC	212	Principles of Accounting II
ADJ	100	Surv Crim Just
ADJ	133	Ethics & the Criminal Justice Prf.
ADJ	140	Intro To Corr
ADJ	211	Crim. Law, Evidence & Proced. I
AIR	121	Air Cond & Refrig. I
AIR	159	Heating and Cooling Safety
ARC	121	Arc Drft I
ARC	198	Seminar Proj
ART	101	History & Appreciation of Art I
ART	102	History & Appreciation of Art II
BIO	231	Human Anatomy & Physiology I
CAD	127	Intro to Geo Dimension & Toler
CAD	135	Elec Ele Blptr
CAD	151	Eng Draw Fund I
CAD	198	Seminar Proj
CAD	232	Computer Aided Drafting II
EDU	195	Topics In
EGR	120	Intro Engineer
ELE	113	Electricity I
EMS	111	Emergency Medical Tech/Basic
EQU	110	Fundamentals of Horse Mngmnt
ETR	167	Logic Circuits & Systems
FST	120	Occupational Safety and Health
HIS	121	Us History I
HIS	122	Us Hist II
HLT	105	Cardiopulmonary Resuscitation
HLT	143	Medical Term I
HLT	261	Basic Pharmacy I
HLT	263	Basic Pharmacy I Lab
HLT	262	Basic Pharmacy II
HLT	264	Basic Pharmacy II Lab
HRI	80	Intro to Food Service Assisting
HRI	105	Intro to Culinary Arts
HRI	106	Principles of Culinary Arts I
HRI	107	Principles of Culinary Arts II
HRI	115	Food Serv. Mngrs Sanitn. Cert.
HRI	120	Principles of Food Preparation
HRI	126	The Art of Garnishing
HRI	128	Principles of Baking
ITE	110	Intro to Information Systems
ITE	115	Intro to Comp App & Concepts
IND	140	Quality Control
MAC	131	Machine Lab I
MAC	161	Mach Shop Pr I
MEC	175	Fund Shop Proc & Int Com Eng
MKT	100	Prin Mktg
MKT	110	Principles of Selling
MKT	197	Coop Education
MTH	103	Applied Technical Mathematics I
NAS	125	Meteorology
NUR	195	Topics In
NUR	196	On site training for CNA
PLS	211	U.S. Govt I
PLS	212	U.S. Govt II
RVH	110	Intro to Motorcycle Mechanic I
RVH	111	Intro to Motorcycle Mechanics II
RVH	131	Motorcycle Engines
RVH	132	Motorcycle Fuel Systems
RVH	133	Motorcycle Chassis
SDV	100	College Success Skills
SDV	110	Orient to Teaching As a Prof
SOC	201	Intro to Sociology I
SOC	202	Intro to Sociology II
SPA	101	Beg Spanish I
SPA	102	Beg Span II
VET	100	Introduction to Animal Science
VET	102	Care & Maintenance of Small Domestic Animals

ATTACHMENT 2
Southside Virginia Community College
Halifax County Public Schools
Academic Year 2012-2013

Payment for Services

Fees and reimbursement for services will be determined by mutual consent of Halifax County Public Schools and Southside Virginia Community College.

VCCS-29 Normal Minimum Criteria for Each Faculty Rank Effective July 1, 2005

	Faculty in Humanities, Soc. Sciences, Natural Sciences and Math, Developmental Studies, Counselors, Librarian,		*Faculty in Specialized Professional or Technical Associate in Applied Sciences or Arts 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. A one-year renewal only of assistant instructor appointment may be considered upon request of the college administrator for a person who is actively pursuing completion of the necessary requirements.					
INSTRUCTOR						
Teaching Effectiveness	Good		Good		Good	
Academic Preparation	Master's in field or Master's w/18 grad. s.h. in teaching field (The minimum requirement for faculty teaching developmental courses at the instructor level is a baccalaureate degree.)		Bachelor's in teaching field or Associate's in teaching field with demonstrated competency in teaching field.		H.S. dip. or equiv. Assoc. or equiv. in teaching field preferred.	
Experience :						
Related Occup. Exp.	0 yrs.		2 yrs		5 yrs. current exper.	
Total Teaching Exp.	0 yrs.		0 yrs.		0 yrs.	
F/T Community College Experience	0 yrs.		0 yrs.		0 yrs.	
Professional Activities and Contributions	Demonstrates Potential		Demonstrates Potential		Demonstrates Potential	
ASSISTANT PROFESSOR						
Teaching Effectiveness	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good
Academic Preparation	Master's +24 grad s.h. (27 grad s.h. in teaching field.)	Master's + 15 grad. s.h. (27 grad. sem. hrs in teaching field)	Bachelor's in teaching field + 24 grad. s.h	Bachelor's in teaching field + 15 grad s.h.	Assoc. or equiv. (Major in teaching field)	High school or equiv. + 30 s.h. hrs. toward an Assoc Degree
Experience:						
Related Occup. Exp.	0 yrs.	0 yrs.	2 yrs.	2 yrs.	5 yrs	5 yrs.
Total Teaching Exp.	0 yrs.	3 yrs	0 yrs.	3 yrs	0 yrs	3 yrs.
F/T Community College Experience	0 yrs.	3 yrs.	0 yrs.	3 yrs	0 yrs.	3 yrs.
Professional Activities and Contributions	Good	Good	Good	Good	Good	Good
ASSOCIATE PROFESSOR						
Teaching Effectiveness	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Academic Preparation	Doctorate (36 grad s.h. in teaching field)	Master's + 39 grad. s.h. (36 grad hours in teaching field)	Master's related to teaching field +15 grad s.h.	Master's related to teaching field	Bachelor's related to the teaching field	Assoc. related to the teaching field or equiv. + 30 s.h.
Experience:						
Related Occup. Exp.	0 yrs.	0 yrs.	2 yrs.	2 yrs.	5 yrs.	5 yrs.
Total Teaching Exp.	6 yrs.	6 yrs.	6 yrs.	6 yrs.	6 yrs.	6 yrs.
F/T Community College Experience	0 yrs.	3 yrs	0 yrs.	3 yrs	0 yrs.	3 yrs
Professional Activities and Contributions	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good
Min. VCCS Exp. in Previous Rank	0 yrs.	3 yrs	0 yrs.	3 yrs	0 yrs.	3 yrs.
PROFESSOR						
Teaching Effectiveness	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Academic Preparation	Doctorate (36 grad s.h. in teaching field)	Doctorate (36 hours in teaching field)	Master's related to teaching field +36 grad. s.h.	Master's related to teaching field + 36 grad s.h.	Master's related to the teaching field	Master's related to the teaching field
Experience:						
Related Occup. Exp.	0 yrs.	0 yrs.	2 yrs.	2 yrs.	5 yrs.	5 yrs.
Total Teaching Exp.	9 yrs Post secondary	9 yrs.	9 yrs . Post secondary	9 yrs.	9 yrs .Post secondary	9 yrs.
F/T Community College Experience	0 yrs.	3 yrs.	0 yrs.	3 yrs.	0 yrs.	3 yrs.
Professional Activities and Contributions	Exceptional	Excellent	Exceptional	Excellent	Exceptional	Excellent
Min VCCS Exp. in Previous Rank	0 yrs.	3 yrs.	0 yrs.	3 yrs.	0 yrs.	3 yrs.

Virginia Community College System
NORMAL MINIMUM CRITERIA FOR EACH FACULTY RANK

ATTACHMENT 3
Southside Virginia Community College
Academic Year 2012-2013

Virginia Community College System
Qualifications of Faculty
Effective July 1, 2005

Qualifications for faculty in the Virginia Community College System are aligned with the Principles of Accreditation of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). SACS states:

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.

Credential Guidelines:

1. 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)
2. 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:

3. Faculty teaching courses designed for non-associate degree occupational fields: high school diploma or equivalent with demonstrated competencies in the teaching field.
4. 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 training in developmental education.

The accompanying chart (VCCS-29) specifies the normal minimum criteria for each faculty rank. This chart applies to teaching faculty and administrators. For administrators and professional faculty (counselors, and librarians), "teaching effectiveness" refers to effective performance in the primary area of responsibility and "teaching experience" includes professional service in the primary area of responsibility. The chart should be used and interpreted in conjunction with the above general principles, Section 3.2 (Faculty Qualifications) of the VCCS Policy Manual, and the following interpretive specifications

Interpretive Specifications

- Fulfillment of normal minimum criteria does not guarantee original placement in, or promotion to, a given rank.
- Minimum degree requirements for original appointments and promotions must be met.
- The following are appropriate substitutions for requirements beyond the minimum degree specified for a given rank, which may be used at the discretion of the college.
  a) Teaching experience beyond the minimum required may be used in lieu of occupational experience at the rate of one year of teaching experience being considered equivalent to a required year of occupational experience.
  b) Occupational experience beyond the minimum required may be used in lieu of teaching experience at the rate of one year of related occupational experience being considered equivalent to a required year of teaching experience.
  c) Educational preparation above the requirements for initial placement in rank may fulfill requirements for occupational experience and/or teaching experience at the rate of 30 undergraduate credits being considered equivalent to one year of teaching or occupational experience, and 24 graduate credits being considered equivalent to one year of teaching or occupational experience.

d) Certification in lieu of a degree will be possible for initial hiring in Columns 3 and 5. Business, industry and professional certifications may substitute for educational requirements. Equivalencies must be documented, approved by the president, and placed in the personnel file as an attachment to hiring and promotion documents.

e) Eighteen graduate semester hours of course work related to the teaching field may substitute for the requirement that a bachelor's degree be related to the teaching field.

- Measurement of teaching effectiveness for initial appointments is determined through references; for promotions, it is determined using the evaluation ratings for the two previous years.
- The MFA Degree for those faculty who teach a majority of classes in studio art, theater, or creative writing areas shall be recognized as a terminal degree. The requirement of the doctoral degree under columns one and two for such faculty will not be necessary; however, these faculty will still need to satisfy the requirements of credits in the teaching field and another requirements for promotion to upper ranks of the professoriate.
- 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 course work.

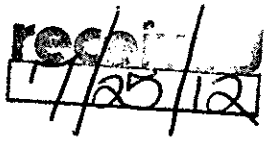
Interpretive Specifications for Promotions Only

- 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 (c. e. u. classes, workshops, conferences, seminars, etc.) when part of a plan approved by the Community College 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.

- 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.

Dual Enrollment Contract

Between
Southside Virginia Community College
and
Greensville County Schools



The purpose of this agreement is to set out the terms and conditions upon which courses will be offered under the "Virginia Plan for Dual Enrollment Between Virginia Public Schools and Community Colleges" established by the Secretary of Education, the VCCS Chancellor, and the Superintendent of Public Instruction in January 2005. The purpose of this offering is to allow high school students to take college-level courses and receive both college credit and high school credit towards graduation.

Each party does hereby agree to the following:

1. Under this agreement, Southside Virginia Community College, (herein after "the College"), will make available college-level courses to students of Greensville County Schools, (herein after "the School System"), for the 2012-2013 academic year.

   The courses to be offered will be established by mutual agreement of both parties for the fall and spring semesters. A list of courses can be found as Attachment 1, and are hereby incorporated into this agreement.

   The responsibilities of the parties pursuant to this agreement are conditional upon student registration for the course(s) being completed and subject to adequate student enrollment as determined by the college. The College and the School System reserve the right to cancel any class sections or add sections, no later than the census date for the class as determined by the college.

2. Tuition & Fees

   Pursuant to the Virginia Plan for Dual Enrollment, schools and colleges are encouraged to provide high school students the opportunity for dual enrollment at no cost to them or their families. If tuition will be charged, then the School will pay on behalf of the student or students, or the student will pay the College, the mandatory tuition and any fees established by the State Board for Community Colleges at the rate then in effect at the time the classes begin. Where the School agrees to pay the tuition and fees, the College will bill the School on a semester basis. If the parties agree the students are responsible for such payments, the College will bill the students directly for them.

3. Textbooks

   The College reserves the right to determine the textbooks used in dual enrollment courses. The provision of all dual enrollment course textbooks is the responsibility of the School System.

4. Payment for Other Services

Fees and reimbursement for other costs and services will be determined by mutual consent of the School System and the College per Attachment 2, which is hereby incorporated herein and made a part of this Agreement.

5. Faculty

a. Selection

(1) Authority to Select/Hire

The selection and supervision of instructional faculty for all community college courses covered by this agreement will be the responsibility of the College. The School System may recommend qualified teachers who are interested in teaching in the dual enrollment program to the College for consideration. Each faculty member teaching in the dual enrollment program shall be a member of the college's full-time or part-time faculty or an employee of the School System.

(2) Dual enrollment course faculty must meet the minimum credential requirements set forth by Form VCCS-29 (Attachment 3) and the Southern Association of Colleges and Schools.

b. Payment

If the instructor for dual enrollment course(s) is employed full time by the School System and the course(s) are part of the assigned teaching workload, the College will reimburse the School System for the services of its employee in lieu of direct compensation to the faculty member. If, however, the College employs an instructor that is not affiliated with the School System, the College will compensate the faculty member directly. Reimbursement and/or payment of faculty salaries directly will be in accordance with the Virginia Community College System approved lecturer rates depending on qualifications of the instructor and will occur no later than the end of the semester of the course. Other reimbursement procedures, mutually agreeable to both the college and the school division, can also be implemented as an alternative if evidenced in writing.

If the dual enrollment course(s) are taught using a collaborative arrangement between an instructor employed by the School System and an instructor employed by the College, the College will reimburse the School System at a rate of 50% of the normal reimbursement rate.

c. Faculty Responsibilities

a. Instructors will be expected to conform to college policies for the dual enrollment courses they teach, such as preparing course syllabi, verifying class rosters, reporting student progress to the college at mid-semester, taking attendance, and providing

final grades at the end of the semester.

All faculty teaching dual enrollment courses will be required to attend faculty orientation and other in-service programs as agreed upon by both parties.

b. Evaluation

a. Instructor 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 observation results will be submitted to the designated school division representative.

b. Student Evaluation - 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, and designated school division representative

6. Students

a. Selection and Eligibility to Participate in Dual Enrollment Program

(1) In order to be eligible to participate in the Dual Enrollment Program, high school students must have permission of their parent or guardian to participate, be recommended by their high school principal to cross register, and meet course prerequisites.

(2) Students must meet admission and course placement requirements of the college. Requirements for admission include the completion of an application for admission to the college, transcript request forms, and the completion and receipt of satisfactory scores on the college's placement tests when required.

(3) Exceptions to the policies established in 6.a.(1) and 6.a.(2) regarding student eligibility may be made on a case-by-case basis with the approval of the public school superintendent and appropriate community college officials, so long as such exceptions are in accordance with the VCCS Policy Manual.

7. College Administrative Responsibilities

a. The College, through its instructor(s), will provide the appropriate School System officials with progress reports on each student from time to time as shall be agreed by the contracting School System and College. At the conclusion of each college academic term, the student will receive a college grade for each course in which he/she was registered and such grades will become part of the student's permanent college record.

b. A record will be maintained by the College for each student in the Dual Enrollment Program as a part of the permanent college record maintained by the College's

Admissions and Records office. The College will send transcripts to colleges/universities upon a student's request.

c. The College will provide a minimum of 750 minutes of instruction (to include testing and evaluation) for each lecture credit or lab contact hour per semester to the School System students enrolled in college courses under this agreement.

8. High School Administrative Responsibilities

The School System will verify enrollments in each class section, and instructors will report grades to the College within a prescribed period of time, according to established college procedures.

9. Award of Credit

College and high school credit shall be awarded to the participating high school student upon successful completion of the course.

10. Course Standards

a. Course Equivalency, Evaluation, and Assessment

Assessment has long been recognized in Virginia as an important aspect of an effective instructional program. In this spirit, all dual enrollment courses developed and implemented under the auspices of the Virginia Plan for Dual Enrollment and this contract shall include a formal mechanism for evaluation. 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.

b. Modifications of Policies

Modifications of on-campus policies, procedures, and rules appropriate to the high school setting may be agreed to by the parties in writing before each term begins.

c. Student Performance

The College reserves the right to advise the student, parents, and School System that the student does not have sufficient skills or abilities to continue in the courses selected after the first semester.

11. Agreement Contacts

Contact persons for this agreement are:

- the School System: Dr. Phillip L. Worrell, Superintendent
- the School: Dr. Wayne Scott, Principal
- the College: Mr. Chad Patton, Interim Dean of Instruction

12. Transferability

Normally, academic courses intended for transfer with a grade of "C" or above will transfer to institutions of higher education. However, no guarantee can be made to students regarding transferability to all colleges and universities. Community college occupational/technical course credits earned are applicable to specific curricula and are intended to prepare students for employment in those areas. While some of these courses may be accepted for transfer, no unified policy on the transfer of VCCS courses exists. The School should advise students to consult with transfer institutions in order to determine if their courses will be accepted for transfer.

13. The College reserves the right to enroll other students in the courses subject to this contract when those courses are offered on the College's campus or sites not at the high school.

14. Each party will be responsible for liability coverage of its employees and agents in fulfilling its responsibilities under this agreement, to the extent authorized by law.

15. If either party wishes to terminate this agreement, a written notice must be provided to the other party within 30 days of the requested termination date. Termination will not take place until dual enrollment courses in progress are completed.
*The number of days should be negotiated between the School/System and the Community College.

16. The College or the School System shall not unlawfully discriminate on the basis of race, nationality, ethnicity, religion, gender, age, or disability in any undertaking pursuant to this contract. Disabled students will continue to receive accommodations through the School pursuant to the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C § 1400.

17. Nothing herein shall be construed as a waiver of the sovereign immunity of the Commonwealth of Virginia or the assumption of any liability contrary to Virginia law.

Signatures:

By: _____ 7/6/2012
Dr. John Cavan, President — Date
Southside Virginia Community College

_____ 7/24/12
Dr. Phillip L. Worrell, Superintendent — Date
Greensville County Public Schools

ATTACHMENT 1
Southside Virginia Community College
Greensville County Public Schools
Academic Year 2012-2013

Dual Enrollment Courses for Greensville Public Schools.

Greensville County High School

AST 101	Administrative Support Technology
DRF 231	Computer Aided Drafting I
DRF 232	Computer Aided Drafting II
DRF 233	Computer Aided Drafting III
DRF 238	Computer Aided Drafting IV
ENG 111	College Composition I
ENG 112	College Composition II
ENG 243	Survey of English Literature I
ENG 244	Survey of English Literature II
HIS 121	United States History I
HIS 122	United States History II
HRI 80	Introduction to Food Assistance
HRI 105	Introduction to Culinary Art
HRI 106	Principles of Culinary Art I
HRI 107	Principles of Culinary Art II
HRI 115	Food Services Managers Sanitation Certificate
HRI 120	Principles of Good Preparation
HRI 126	Art of Garnishing
HRI 128	Principles of BakingIS 122 United States History II
ITE 115	Information Systems Technology
MTH 273	Calculus I
NUR 195	Topics in Nursing Aide(Lecture)
NUR 196	Topics in Nursing Aide (Training)
PLS 211	United States Government I
PLS 212	United States Government II
PSY 201	Introduction to Psychology I

*****Welding Courses To Be Determined*****

Governor's School Course Offerings:

BIO 101	General Biology I
CHM 111	College Chemistry I
EDU 199	Supervised Study
EDU 299	Supervised Study – Research
ENV 100	Environmental Science
ENG 111	College Composition I
ENG 112	College Composition II
ENG 211	Creative Writing I

ENG 212	Creative Writing II
ENG 243	Survey of English Literature I
ENG 244	Survey of English Literature II
HLT 115	Introduction to Personal & Community Health
PED 115	Lifetime Fitness & Wellness
ITE 115	Introduction to Computer Applications and Concepts
MTH 163	Precalculus I
MTH 164	Precalculus II
MTH 273	Calculus I
SDV 100	Student Development

VCCS-29 Normal Minimum Criteria for Each Faculty Rank Effective July 1, 2005

	Faculty in Humanities, Soc. Sciences, Natural Sciences and Math, Developmental Studies, Counselors, Librarian,		*Faculty in Specialized Professional or Technical Associate in Applied Sciences or Arts 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. A one-year renewal only of assistant instructor appointment may be considered upon request of the college administrator for a person who is actively pursuing completion of the necessary requirements.					
INSTRUCTOR						
Teaching Effectiveness	Good		Good		Good	
Academic Preparation	Master's in field or Master's w/18 grad. s.h. in teaching field (The minimum requirement for faculty teaching developmental courses at the instructor level is a baccalaureate degree.)		Bachelor's in teaching field or Associate's in teaching field with demonstrated competency in teaching field.		H.S. dip. or equiv. Assoc. or equiv. in teaching field preferred.	
Experience:						
Related Occup. Exp.	0 yrs.		2 yrs		5 yrs. current exper.	
Total Teaching Exp.	0 yrs.		0 yrs.		0 yrs.	
F/T Community College Experience	0 yrs.		0 yrs.		0 yrs.	
Professional Activities and Contributions	Demonstrates Potential		Demonstrates Potential		Demonstrates Potential	
ASSISTANT PROFESSOR						
Teaching Effectiveness	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good
Academic Preparation	Master's +24 grad s.h. (27 grad s.h. in teaching field.)	Master's +15 grad. s.h. (27 grad. sem. hrs in teaching field)	Bachelor's in teaching field + 24 grad. s.h	Bachelor's in teaching field +15 grad s.h.	Assoc. or equiv. (Major in teaching field)	High school or equiv. + 30 s.h. hrs. toward an Assoc Degree
Experience:						
Related Occup. Exp.	0 yrs.	0 yrs.	2 yrs.	2 yrs.	5 yrs	5 yrs.
Total Teaching Exp.	0 yrs.	3 yrs	0 yrs.	3 yrs	0 yrs	3 yrs.
F/T Community College Experience	0 yrs.	3 yrs.	0 yrs.	3 yrs	0 yrs.	3 yrs.
Professional Activities and Contributions	Good	Good	Good	Good	Good	Good
ASSOCIATE PROFESSOR						
Teaching Effectiveness	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Academic Preparation	Doctorate (36 grad s.h. in teaching field)	Master's + 39 grad. s.h. (36 grad hours in teaching field)	Master's related to teaching field +15 grad s.h.	Master's related to teaching field	Bachelor's related to the teaching field	Assoc. related to the teaching field or equiv. + 30 s.h.
Experience:						
Related Occup. Exp.	0 yrs.	0 yrs.	2 yrs.	2 yrs.	5 yrs.	5 yrs.
Total Teaching Exp.	6 yrs.	6 yrs.	6 yrs.	6 yrs.	5 yrs.	6 yrs.
F/T Community College Experience	0 yrs.	3 yrs	0 yrs.	3 yrs	0 yrs.	3 yrs
Professional Activities and Contributions	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good
Min. VCCS Exp. in Previous Rank	0 yrs.	3 yrs	0 yrs.	3 yrs	0 yrs.	3 yrs.
PROFESSOR						
Teaching Effectiveness	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Academic Preparation	Doctorate (36 grad s.h. in teaching field)	Doctorate (36 hours in teaching field)	Master's related to teaching field +36 grad. s.h.	Master's related to teaching field + 36 grad s.h.	Master's related to the teaching field	Master's related to the teaching field
Experience:						
Related Occup. Exp.	0 yrs.	0 yrs.	2 yrs.	2 yrs.	5 yrs.	5 yrs.
Total Teaching Exp.	9 yrs Post secondary	9 yrs.	9 yrs . Post secondary	9 yrs.	9 yrs . Post secondary	9 yrs.
F/T Community College Experience	0 yrs.	3 yrs	0 yrs.	3 yrs.	0 yrs.	3 yrs.
Professional Activities and Contributions	Exceptional	Excellent	Exceptional	Excellent	Exceptional	Excellent
Min VCCS Exp. in Previous Rank	0 yrs.	3 yrs.	0 yrs.	3 yrs.	0 yrs.	3 yrs.

Virginia Community College System
NORMAL MINIMUM CRITERIA FOR EACH FACULTY RANK

ATTACHMENT 3
Southside Virginia Community College
Academic Year 2012-2013

Virginia Community College System
Qualifications of Faculty
Effective July 1, 2005

Qualifications for faculty in the Virginia Community College System are aligned with the Principles of Accreditation of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). SACS states:

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.

Credential Guidelines:

1. 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)
2. 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:

3. Faculty teaching courses designed for non-associate degree occupational fields: high school diploma or equivalent with demonstrated competencies in the teaching field.
4. 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 training in developmental education.

The accompanying chart (VCCS-29) specifies the normal minimum criteria for each faculty rank. This chart applies to teaching faculty and administrators. For administrators and professional faculty (counselors, and librarians), "teaching effectiveness" refers to effective performance in the primary area of responsibility and "teaching experience" includes professional service in the primary area of responsibility. The chart should be used and interpreted in conjunction with the above general principles, Section 3.2 (Faculty Qualifications) of the VCCS Policy Manual, and the following interpretive specifications

Interpretive Specifications

- Fulfillment of normal minimum criteria does not guarantee original placement in, or promotion to, a given rank.
- Minimum degree requirements for original appointments and promotions must be met.
- The following are appropriate substitutions for requirements beyond the minimum degree specified for a given rank, which may be used at the discretion of the college.
  a) Teaching experience beyond the minimum required may be used in lieu of occupational experience at the rate of one year of teaching experience being considered equivalent to a required year of occupational experience.
  b) Occupational experience beyond the minimum required may be used in lieu of teaching experience at the rate of one year of related occupational experience being considered equivalent to a required year of teaching experience.
  c) Educational preparation above the requirements for initial placement in rank may fulfill requirements for occupational experience and/or teaching experience at the rate of 30 undergraduate credits being considered equivalent to one year of teaching or occupational experience, and 24 graduate credits being considered equivalent to one year of teaching or occupational experience.

d) Certification in lieu of a degree will be possible for initial hiring in Columns 3 and 5. Business, industry and professional certifications may substitute for educational requirements. Equivalencies must be documented, approved by the president, and placed in the personnel file as an attachment to hiring and promotion documents.

e) Eighteen graduate semester hours of course work related to the teaching field may substitute for the requirement that a bachelor's degree be related to the teaching field.

- Measurement of teaching effectiveness for initial appointments is determined through references; for promotions, it is determined using the evaluation ratings for the two previous years.
- The MFA Degree for those faculty who teach a majority of classes in studio art, theater, or creative writing areas shall be recognized as a terminal degree. The requirement of the doctoral degree under columns one and two for such faculty will not be necessary; however, these faculty will still need to satisfy the requirements of credits in the teaching field and another requirements for promotion to upper ranks of the professoriate.
- 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 course work.

Interpretive Specifications 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 (c. e. u. classes, workshops, conferences, seminars, etc.) when part of a plan approved by the Community College 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.

- 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.

7/05 (Effective Date)

Dual Enrollment Contract

Between
Southside Virginia Community College
and
Lunenburg County Public Schools

The purpose of this agreement is to set out the terms and conditions upon which courses will be offered under the "Virginia Plan for Dual Enrollment Between Virginia Public Schools and Community Colleges" established by the Secretary of Education, the VCCS Chancellor, and the Superintendent of Public Instruction in January 2005. The purpose of this offering is to allow high school students to take college-level courses and receive both college credit and high school credit towards graduation.

Each party does hereby agree to the following:

1. Under this agreement, Southside Virginia Community College, (herein after "the College"), will make available college-level courses to students of Lunenburg County Public Schools for the 2012 - 2013 academic year.

   The courses to be offered will be established by mutual agreement of both parties for the fall and spring semesters. A list of courses can be found as Attachment 1, and are hereby incorporated into this agreement.

   The responsibilities of the parties pursuant to this agreement are conditional upon student registration for the course(s) being completed and subject to adequate student enrollment as determined by the college. The College and Lunenburg County Public Schools reserve the right to cancel any class sections or add sections, no later than the census date for the class as determined by the college.

2. Tuition & Fees

   Pursuant to the Virginia Plan for Dual Enrollment, schools and colleges are encouraged to provide high school students the opportunity for dual enrollment at no cost to them or their families. If tuition will be charged, then the School will pay on behalf of the student or students, or the student will pay the College, the mandatory tuition and any fees established by the State Board for Community Colleges at the rate then in effect at the time the classes begin. Where the School agrees to pay the tuition and fees, the College will bill the School on a semester basis. If the parties agree the students are responsible for such payments, the College will bill the students directly for them.

3. Textbooks

   The College reserves the right to determine the textbooks used in dual enrollment courses. The provision of all dual enrollment course textbooks is the responsibility of Lunenburg County Public Schools.

4. Payment for Other Services

Fees and reimbursement for other costs and services will be determined by mutual consent of Lunenburg County Public Schools and the College per Attachment 2, which is hereby incorporated herein and made a part of this Agreement.

5. Faculty

a. Selection

(1) Authority to Select/Hire

The selection and supervision of instructional faculty for all community college courses covered by this agreement will be the responsibility of the College. Lunenburg County Public Schools may recommend qualified teachers who are interested in teaching in the dual enrollment program to the College for consideration. Each faculty member teaching in the dual enrollment program shall be a member of the college's full-time or part-time faculty or an employee of the Lunenburg County Public Schools.

(2) Dual enrollment course faculty must meet the minimum credential requirements set forth by Form VCCS-29 (Attachment 3) and the Southern Association of Colleges and Schools.

b. Payment

If the instructor for dual enrollment course(s) is employed full time by Lunenburg County Public Schools and the course(s) are part of the assigned teaching workload, the College will reimburse Lunenburg County Public Schools for the services of its employee in lieu of direct compensation to the faculty member. If, however, the College employs an instructor that is not affiliated with Lunenburg County Public Schools, the College will compensate the faculty member directly. Reimbursement and/or payment of faculty salaries directly will be in accordance with the Virginia Community College System approved lecturer rates depending on qualifications of the instructor and will occur no later than the end of the semester of the course. Other reimbursement procedures, mutually agreeable to both the college and the school division, can also be implemented as an alternative if evidenced in writing.

If the dual enrollment course(s) are taught using a collaborative arrangement between an instructor employed by Lunenburg County Schools and an instructor employed by the College, the College will reimburse Lunenburg County Schools at a rate of 50% of the normal reimbursement rate.

c. Faculty Responsibilities

a. Instructors will be expected to conform to college policies for the dual enrollment courses they teach, such as preparing course syllabi, verifying class rosters, reporting student progress to the college at mid-semester, taking attendance, and providing final grades at the end of the semester.

All faculty teaching dual enrollment courses will be required to attend faculty orientation and other in-service programs as agreed upon by both parties.

b. Evaluation

a. Instructor 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 observation results will be submitted to the designated school division representative.
b. Student Evaluation - 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, and designated school division representative

6. Students

a. Selection and Eligibility to Participate in Dual Enrollment Program

(1) In order to be eligible to participate in the Dual Enrollment Program, high school students must have permission of their parent or guardian to participate, be recommended by their high school principal to cross register, and meet course prerequisites.

(2) Students must meet admission and course placement requirements of the college. Requirements for admission include the completion of an application for admission to the college, transcript request forms, and the completion and receipt of satisfactory scores on the college's placement tests when required.

(3) Exceptions to the policies established in 6.a.(1) and 6.a.(2) regarding student eligibility may be made on a case-by-case basis with the approval of the public school superintendent and appropriate community college officials, so long as such exceptions are in accordance with the VCCS Policy Manual.

7. College Administrative Responsibilities

a. The College, through its instructor(s), will provide the appropriate Lunenburg County Public Schools officials with progress reports on each student from time to time as shall be agreed by the contracting School System and College. At the conclusion of

each college academic term, the student will receive a college grade for each course in which he/she was registered and such grades will become part of the student's permanent college record.

b. A record will be maintained by the College for each student in the Dual Enrollment Program as a part of the permanent college record maintained by the College's Admissions and Records office. The College will send transcripts to colleges/universities upon a student's request.

c. The College will provide a minimum of 750 minutes of instruction (to include testing and evaluation) for each lecture credit or lab contact hour per semester to Lunenburg County Public Schools students enrolled in college courses under this agreement.

8. High School Administrative Responsibilities

Lunenburg County Public Schools will verify enrollments in each class section, and instructors will report grades to the College within a prescribed period of time, according to established college procedures.

9. Award of Credit

College and high school credit shall be awarded to the participating high school student upon successful completion of the course.

10. Course Standards

a. Course Equivalency, Evaluation, and Assessment

Assessment has long been recognized in Virginia as an important aspect of an effective instructional program. In this spirit, all dual enrollment courses developed and implemented under the auspices of the Virginia Plan for Dual Enrollment and this contract shall include a formal mechanism for evaluation. 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.

b. Modifications of Policies

Modifications of on-campus policies, procedures, and rules appropriate to the high school setting may be agreed to by the parties in writing before each term begins.

c. Student Performance

The College reserves the right to advise the student, parents, and School System that the student does not have sufficient skills or abilities to continue in the courses selected after the first semester.

11. Agreement Contacts

Contact persons for this agreement are:

- the School System: Mrs. Dora Wynn, Superintendent
- the School: Dr. Sharon Stanislas, Central High School
- the College: Mrs. Laurie Michaelson, Coordinator of Off-Campus Instruction

12. Transferability

Normally, academic courses intended for transfer with a grade of "C" or above will transfer to institutions of higher education. However, no guarantee can be made to students regarding transferability to all colleges and universities. Community college occupational/technical course credits earned are applicable to specific curricula and are intended to prepare students for employment in those areas. While some of these courses may be accepted for transfer, no unified policy on the transfer of VCCS courses exists. The School should advise students to consult with transfer institutions in order to determine if their courses will be accepted for transfer.

13. The College reserves the right to enroll other students in the courses subject to this contract when those courses are offered on the College's campus or sites not at the high school.

14. Each party will be responsible for liability coverage of its employees and agents in fulfilling its responsibilities under this agreement, to the extent authorized by law.

15. If either party wishes to terminate this agreement, a written notice must be provided to the other party within 30* days of the requested termination date. Termination will not take place until dual enrollment courses in progress are completed.

16. The College or the Lunenburg County Public Schools shall not unlawfully discriminate on the basis of race, nationality, ethnicity, religion, gender, age, or disability in any undertaking pursuant to this contract. Disabled students will continue to receive accommodations through the School pursuant to the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C § 1400.

17. Nothing herein shall be construed as a waiver of the sovereign immunity of the Commonwealth of Virginia or the assumption of any liability contrary to Virginia law.

Signatures:

John Cavan, President
Southside Virginia Community College

9-11-12
Date

Mrs. Dora Wynn, Superintendent
Lunenburg County Public Schools

9-13-12
Date

ATTACHMENT 1
Southside Virginia Community College
Lunenburg County Public Schools
Academic Year 2012-2013

Possible Course Offerings

Course offerings are subject to change based on availability of qualified instructors, course enrollment, available time slots, and per the request of Lunenburg County Public Schools.

Lunenburg County Public Schools

ADJ 100, Survey of Criminal Justice
ADJ 105, Juvenile Justice System
AUT 101, Introduction to Automotive Systems
AUT 111, Automotive Engines
AUT 121, Automotive Fuel Systems
AUT 235, Auto. Heating & Air Cond.
AUT 241, Automotive Electricity
AUT 245, Automotive Electronics
AUT 267, Auto. Susp. & Braking Systems
AUT 273, Automotive Driveability and Tune-up
BLD 110, Intro to Construction
BLD 125, Intro to Carpentry Trades
EMS 112, Emergency Med. Technician Basic I
EMS 113, Emergency Med. Technician Basic II
EMS 120, Emergency Med. Technician Clinical
EMS 145, EMS Responses to Spec. Incidents
EMS 146, Med. Aspects of Hazardous Materials
FST 110, Fire Behavior and Combustion
FST 120, Occup. Safety & Health for Fire Serv.
FST 195, Fire Fighter Level I, Part I
FST 196, Fire Fighter Level I, Part II
HLT 100, First Aid and CPR
HLT 105, Cardiopulmonary Resuscitation
HIS 121, United States History I
HIS 122, United States History II
HUM 201, Survey of Western Culture I
HUM 202, Survey of Western Culture II
NUR 195, Topics In Certified Nurse Aid Lecture
NUR 196, On-Site Training: Certified Nurse Aid Clinical
PLS 211, U.S. Government I
PLS 212, U.S. Government II
PSY 200, Principles of Psychology
PSY 215, Abnormal Psychology

Governor's School Humanities Strand Course Offerings:

BIO 101, General Biology I
CHM 111, College Chemistry I
EDU 199, Supervised Study, Research
EDU 299, Supervised Study - Research
ENG 111, College Composition I
ENG 112, College Composition I
ENG 211, Creative Writing I
ENG 212, Creative Writing II
ENG 243, Survey of English Literature I
ENG 244, Survey of English Literature II
ENV 100, Environmental Science
HLT 199, Basic First Aid
HLT 195, Topics In: Adv. First Aid
ITE 115, Introduction to Computer Applications and Concepts
MTH 163, Precalculus I
MTH 164, Precalculus II
MTH 273, Calculus
SDV 100, College Success Skills

Lake Country Advanced Knowledge Center

AIR 121, Air Conditioning & Refrigeration I
AIR 122, Air Conditioning & Refrigeration II
AIR 159, Heating and Cooling Safety
DRF 127, Intro. to Geo Dimensioning & Tolerancing
DRF 135, ELE/ETR Blueprint Reading
ELE 113, Electricity I
ETR 110, D.C. and A.C. Fundamentals
ETR 149, PC Repair
ETR 167, Logic Circuits and Systems
IND 140, Quality Control
ITE 100, Introduction to Information Systems
MAC 128, CNC Programming
MAC 131, Machine Lab I
MAC 132, Machine Lab II
MAC 150, Intro. to Computer Aided Manufacturing
MAC 161, Machine Shop Practices I
MAC 162, Machine Shop Practices II
MTH 103, Applied Technical Mathematics

ATTACHMENT 2
Southside Virginia Community College
Lunenburg County Public Schools
Academic Year 2012-2013

Payment for Services

Fees and reimbursement for services will be determined by mutual consent of Lunenburg County Public Schools and Southside Virginia Community College.

VCCS-29 Normal Minimum Criteria for Each Faculty Rank Effective July 1, 2005

	Faculty in Humanities, Soc. Sciences, Natural Sciences and Math, Developmental Studies, Counselors, Librarian,		*Faculty in Specialized Professional or Technical Associate in Applied Sciences or Arts 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. A one-year renewal only of assistant instructor appointment may be considered upon request of the college administrator for a person who is actively pursuing completion of the necessary requirements.					
INSTRUCTOR						
Teaching Effectiveness	Good		Good		Good	
Academic Preparation	Master's in field or Master's w/18 grad. s.h. in teaching field (The minimum requirement for faculty teaching developmental courses at the instructor level is a baccalaureale degree.)		Bachelor's in teaching field or Associate's in teaching field with demonstrated competency in teaching field.		H.S. dip. or equiv. Assoc. or equiv. in teaching field preferred.	
Experience:						
Related Occup. Exp.	0 yrs.		2 yrs		5 yrs. current exper.	
Total Teaching Exp.	0 yrs.		0 yrs.		0 yrs.	
F/T Community College Experience	0 yrs.		0 yrs.		0 yrs.	
Professional Activities and Contributions	Demonstrates Potential		Demonstrates Potential		Demonstrates Potential	
ASSISTANT PROFESSOR						
Teaching Effectiveness	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good
Academic Preparation	Master's +24 grad s.h. (27 grad s.h. in teaching field.)	Master's + 15 grad. s.h. (27 grad. sem. hrs in teaching field)	Bachelor's in teaching field + 24 grad. s.h	Bachelor's in teaching field +15 grad s.h.	Assoc. or equiv. (Major in teaching field)	High school or equiv. + 30 s.h. hrs. toward an Assoc Degree
Experience:						
Related Occup. Exp.	0 yrs.	0 yrs.	2 yrs.	2 yrs.	5 yrs	5 yrs.
Total Teaching Exp.	0 yrs.	3 yrs	0 yrs.	3 yrs	0 yrs	3 yrs.
F/T Community College Experience	0 yrs.	3 yrs.	0 yrs.	3 yrs	0 yrs.	3 yrs.
Professional Activities and Contributions	Good	Good	Good	Good	Good	Good
ASSOCIATE PROFESSOR						
Teaching Effectiveness	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Academic Preparation	Doctorate (36 grad s.h. in teaching field)	Master's + 39 grad s.h. (36 grad hours in teaching field)	Master's related to teaching field +15 grad s.h.	Master's related to teaching field	Bachelor's related to the teaching field	Assoc. related to the teaching field or equiv. + 30 s.h.
Experience:						
Related Occup. Exp.	0 yrs.	0 yrs.	2 yrs.	2 yrs.	5 yrs.	5 yrs.
Total Teaching Exp.	6 yrs.	6 yrs.	6 yrs.	6 yrs.	6 yrs.	6 yrs.
F/T Community College Experience	0 yrs.	3 yrs	0 yrs.	3 yrs	0 yrs.	3 yrs
Professional Activities and Contributions	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good
Min. VCCS Exp. in Previous Rank	0 yrs.	3 yrs	0 yrs.	3 yrs	0 yrs.	3 yrs.
PROFESSOR						
Teaching Effectiveness	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Academic Preparation	Doctorate (36 grad s.h. in teaching field)	Doctorate (36 hours in teaching field)	Master's related to teaching field +36 grad. s.h.	Master's related to teaching field + 36 grad s.h.	Master's related to the teaching field	Master's related to the teaching field
Experience:						
Related Occup. Exp.	0 yrs.	0 yrs.	2 yrs.	2 yrs.	5 yrs.	5 yrs.
Total Teaching Exp.	9 yrs Post secondary	9 yrs.	9 yrs . Post secondary	9 yrs.	9 yrs . Post secondary	9 yrs.
F/T Community College Experience	0 yrs.	3 yrs.	0 yrs.	3 yrs.	0 yrs.	3 yrs.
Professional Activities and Contributions	Exceptional	Excellent	Exceptional	Excellent	Exceptional	Excellent
Min VCCS Exp. in Previous Rank	0 yrs.	3 yrs.	0 yrs.	3 yrs.	0 yrs.	3 yrs.

Virginia Community College System
NORMAL MINIMUM CRITERIA FOR EACH FACULTY RANK

ATTACHMENT 3
Southside Virginia Community College
Academic Year 2012-2013

Virginia Community College System
Qualifications of Faculty
Effective July 1, 2005

Qualifications for faculty in the Virginia Community College System are aligned with the Principles of Accreditation of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). SACS states:

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.

Credential Guidelines:

1. 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)
2. 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:

3. Faculty teaching courses designed for non-associate degree occupational fields: high school diploma or equivalent with demonstrated competencies in the teaching field.
4. 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 training in developmental education.

The accompanying chart (VCCS-29) specifies the normal minimum criteria for each faculty rank. This chart applies to teaching faculty and administrators. For administrators and professional faculty (counselors, and librarians), "teaching effectiveness" refers to effective performance in the primary area of responsibility and "teaching experience" includes professional service in the primary area of responsibility. The chart should be used and interpreted in conjunction with the above general principles, Section 3.2 (Faculty Qualifications) of the VCCS Policy Manual, and the following interpretive specifications

Interpretive Specifications

- Fulfillment of normal minimum criteria does not guarantee original placement in, or promotion to, a given rank.
- Minimum degree requirements for original appointments and promotions must be met.
- The following are appropriate substitutions for requirements beyond the minimum degree specified for a given rank, which may be used at the discretion of the college.
  a) Teaching experience beyond the minimum required may be used in lieu of occupational experience at the rate of one year of teaching experience being considered equivalent to a required year of occupational experience.
  b) Occupational experience beyond the minimum required may be used in lieu of teaching experience at the rate of one year of related occupational experience being considered equivalent to a required year of teaching experience.
  c) Educational preparation above the requirements for initial placement in rank may fulfill requirements for occupational experience and/or teaching experience at the rate of 30 undergraduate credits being considered equivalent to one year of teaching or occupational experience, and 24 graduate credits being considered equivalent to one year of teaching or occupational experience.

d) Certification in lieu of a degree will be possible for initial hiring in Columns 3 and 5. Business, industry and professional certifications may substitute for educational requirements. Equivalencies must be documented, approved by the president, and placed in the personnel file as an attachment to hiring and promotion documents.

e) Eighteen graduate semester hours of course work related to the teaching field may substitute for the requirement that a bachelor's degree be related to the teaching field.

- Measurement of teaching effectiveness for initial appointments is determined through references; for promotions, it is determined using the evaluation ratings for the two previous years.
- The MFA Degree for those faculty who teach a majority of classes in studio art, theater, or creative writing areas shall be recognized as a terminal degree. The requirement of the doctoral degree under columns one and two for such faculty will not be necessary; however, these faculty will still need to satisfy the requirements of credits in the teaching field and another requirements for promotion to upper ranks of the professoriate.
- 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 course work.

Interpretive Specifications 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 (c. e. u. classes, workshops, conferences, seminars, etc.) when part of a plan approved by the Community College 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.

- 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.

Dual Enrollment Contract

Between
Southside Virginia Community College
and
Mecklenburg County Schools

received 7/17/12

The purpose of this agreement is to set out the terms and conditions upon which courses will be offered under the "Virginia Plan for Dual Enrollment Between Virginia Public Schools and Community Colleges" established by the Secretary of Education, the VCCS Chancellor, and the Superintendent of Public Instruction in January 2005. The purpose of this offering is to allow high school students to take college-level courses and receive both college credit and high school credit towards graduation.

Each party does hereby agree to the following:

1. Under this agreement, Southside Virginia Community College, (herein after "the College"), will make available college-level courses to students of Mecklenburg County Schools, (herein after "the School System"), for the 2012-2013 academic year.

   The courses to be offered will be established by mutual agreement of both parties for the fall and spring semesters. A list of courses can be found as Attachment 1, and are hereby incorporated into this agreement.

   The responsibilities of the parties pursuant to this agreement are conditional upon student registration for the course(s) being completed and subject to adequate student enrollment as determined by the college. The College and the School System reserve the right to cancel any class sections or add sections, no later than the census date for the class as determined by the college.

2. Tuition & Fees

   Pursuant to the Virginia Plan for Dual Enrollment, schools and colleges are encouraged to provide high school students the opportunity for dual enrollment at no cost to them or their families. If tuition will be charged, then the School will pay on behalf of the student or students, or the student will pay the College, the mandatory tuition and any fees established by the State Board for Community Colleges at the rate then in effect at the time the classes begin. Where the School agrees to pay the tuition and fees, the College will bill the School on a semester basis. If the parties agree the students are responsible for such payments, the College will bill the students directly for them.

3. Textbooks

   The College reserves the right to determine the textbooks used in dual enrollment courses. The provision of all dual enrollment course textbooks is the responsibility of the School System

4. Payment for Other Services

Fees and reimbursement for other costs and services will be determined by mutual consent of the School System and the College per Attachment 2, which is hereby incorporated herein and made a part of this Agreement.

5. Faculty

a. Selection

(1) Authority to Select/Hire

The selection and supervision of instructional faculty for all community college courses covered by this agreement will be the responsibility of the College. The School System may recommend qualified teachers who are interested in teaching in the dual enrollment program to the College for consideration. Each faculty member teaching in the dual enrollment program shall be a member of the college's full-time or part-time faculty or an employee of the School System.

(2) Dual enrollment course faculty must meet the minimum credential requirements set forth by Form VCCS-29 (Attachment 3) and the Southern Association of Colleges and Schools.

b. Payment

If the instructor for dual enrollment course(s) is employed full time by the School System and the course(s) are part of the assigned teaching workload, the College will reimburse the School System for the services of its employee in lieu of direct compensation to the faculty member. If, however, the College employs an instructor that is not affiliated with the School System, the College will compensate the faculty member directly. Reimbursement and/or payment of faculty salaries directly will be in accordance with the Virginia Community College System approved lecturer rates depending on qualifications of the instructor and will occur no later than the end of the semester of the course. Other reimbursement procedures, mutually agreeable to both the college and the school division, can also be implemented as an alternative if evidenced in writing.

If the dual enrollment course(s) are taught using a collaborative arrangement between an instructor employed by the School System and an instructor employed by the College, the College will reimburse the School System at a rate of 50% of the normal reimbursement rate.

c. Faculty Responsibilities

a. Instructors will be expected to conform to college policies for the dual enrollment courses they teach, such as preparing course syllabi, verifying class rosters, reporting student progress to the college at mid-semester, taking attendance, and providing final grades at the end of the semester.

All faculty teaching dual enrollment courses will be required to attend faculty orientation and other in-service programs as agreed upon by both parties.

b. Evaluation

a. Instructor 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 observation results will be submitted to the designated school division representative.

b. Student Evaluation - 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, and designated school division representative

6. Students

a. Selection and Eligibility to Participate in Dual Enrollment Program

(1) In order to be eligible to participate in the Dual Enrollment Program, high school students must have permission of their parent or guardian to participate, be recommended by their high school principal to cross register, and meet course prerequisites.

(2) Students must meet admission and course placement requirements of the college. Requirements for admission include the completion of an application for admission to the college, transcript request forms, and the completion and receipt of satisfactory scores on the college's placement tests when required.

(3) Exceptions to the policies established in 6.a.(1) and 6.a.(2) regarding student eligibility may be made on a case-by-case basis with the approval of the public school superintendent and appropriate community college officials, so long as such exceptions are in accordance with the VCCS Policy Manual.

7. College Administrative Responsibilities

a. The College, through its instructor(s), will provide the School System officials with progress reports on each student from time to time as shall be agreed by the contracting School System and College. At the conclusion of each college academic term, the student will receive a college grade for each course in which he/she was registered and such grades will become part of the student's permanent college record.

b. A record will be maintained by the College for each student in the Dual Enrollment Program as a part of the permanent college record maintained by the College's

Admissions and Records office. The College will send transcripts to colleges/universities upon a student's request.

c. The College will provide a minimum of 750 minutes of instruction (to include testing and evaluation) for each lecture credit or lab contact hour per semester to the School System students enrolled in college courses under this agreement.

8. High School Administrative Responsibilities

The School System will verify enrollments in each class section, and instructors will report grades to the College within a prescribed period of time, according to established college procedures.

9. Award of Credit

College and high school credit shall be awarded to the participating high school student upon successful completion of the course.

10. Course Standards

a. Course Equivalency, Evaluation, and Assessment

Assessment has long been recognized in Virginia as an important aspect of an effective instructional program. In this spirit, all dual enrollment courses developed and implemented under the auspices of the Virginia Plan for Dual Enrollment and this contract shall include a formal mechanism for evaluation. 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.

b. Modifications of Policies

Modifications of on-campus policies, procedures, and rules appropriate to the high school setting may be agreed to by the parties in writing before each term begins.

c. Student Performance

The College reserves the right to advise the student, parents, and School System that the student does not have sufficient skills or abilities to continue in the courses selected after the first semester.

11. Agreement Contacts

Contact persons for this agreement are:

- the School System: Dr. James Thornton, Superintendent
- the School: Mr. Jeffrey Davis, Principal Park View High School
- the School: Ms. Kristy Somerville, Principal Bluestone High School
- the College: Mr. Chad Patton, Interim Dean of Instruction

12. Transferability

Normally, academic courses intended for transfer with a grade of "C" or above will transfer to institutions of higher education. However, no guarantee can be made to students regarding transferability to all colleges and universities. Community college occupational/technical course credits earned are applicable to specific curricula and are intended to prepare students for employment in those areas. While some of these courses may be accepted for transfer, no unified policy on the transfer of VCCS courses exists. The School should advise students to consult with transfer institutions in order to determine if their courses will be accepted for transfer.

13. The College reserves the right to enroll other students in the courses subject to this contract when those courses are offered on the College's campus or sites not at the high school.

14. Each party will be responsible for liability coverage of its employees and agents in fulfilling its responsibilities under this agreement, to the extent authorized by law.

15. If either party wishes to terminate this agreement, a written notice must be provided to the other party within 30 days of the requested termination date. Termination will not take place until dual enrollment courses in progress are completed.
*The number of days should be negotiated between the School/System and the Community College.

16. The College or the School System shall not unlawfully discriminate on the basis of race, nationality, ethnicity, religion, gender, age, or disability in any undertaking pursuant to this contract. Disabled students will continue to receive accommodations through the School pursuant to the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C § 1400.

17. Nothing herein shall be construed as a waiver of the sovereign immunity of the Commonwealth of Virginia or the assumption of any liability contrary to Virginia law.

Signatures:

By:_____ 7/6/2012
Dr. John Cavan, President Date
Southside Virginia Community College

_____ 7/16/2012
Dr. James Thornton, Superintendent Date
Mecklenburg County Public Schools

ATTACHEMENT 1
Southside Virginia Community College
Mecklenburg County Public Schools
Academic Year 2012-2013

Dual Enrollment Courses for Mecklenburg County Public Schools.

Park View/Bluestone High Schools

BUS 116	Entrepreneurship—**PVHS only**
ENG 111	College Composition I
ENG 112	College Composition II
ENG 115	Technical Writing
ENG 211	Creative Writing I
ENG 243	Survey of English Literature I
ENG 244	Survey of English Literature II
HIS 101	History of Western Civilization I
HIS 102	History of Western Civilization II
HIS 121	United States History I
HIS 122	United States History II
HLT 100	First Aid and Cardiopulmonary Resuscitation
HRI 80	Introduction to Food Assistance
HRI 105	Introduction to Culinary Art
HRI 106	Principles of Culinary Art I
HRI 107	Principles of Culinary Art II
HRI 115	Food Services Managers Sanitation Certificate
HRI 120	Principles of Good Preparation
HRI 126	Art of Garnishing
HRI 128	Principles of Baking
ITE 115	Introduction to Computer Applications and Concepts
ITE 170	Multimedia Software
HUM 111	Great Books I
HUM112	Great Books II
MKT 100	Principles of Marketing
MTH 163	Precalculus I
MTH 168	Precalculus II w/ Intro to Calculus
MTH 273	Calculus I
MTH 274	Calculus II
NUR 195	Topics in Nursing
NUR 196	On Site Training
NUR 199	Supervised Study
PHY 101	General College Physics I
PHY 102	General College Physics II
PLS 211	United States Government I
PLS 212	United States Government II
SDV 100	Student Orientation

Lake Country Advanced Knowledge Center (HPT)

AIR 121	Air Conditioning and Refrigeration I
AIR 134	Circuits and Controls I
DRF 140	Technology Drawing
DRF 201	Computer Aided Drafting I
DRF 202	Computer Aided Drafting II
ELE 113	Electricity I
ELE 127	Residential Wiring Methods
ETR 113	Electricity I
IND 140	Quality Control
IND 160	Introduction to Robotics
ITE 115	Introduction to Information Systems
MAC 126	Introduction CNC Programming
MAC 150	Introduction to Computer Aided Manufacturing
MAC 161	Machine Shop Practices I
MAC 162	Machine Shop Practices II
MTH 103	Applied Technical Mathematics

Lake Country Advanced Knowledge Center (EMS/FST)

EMS 111	Emergency Medical Services
EMS 120	Emergency Medical Technology
FST 195	Firefighter Science Level I Part I
FST 196	Firefighter Science Level I Part II
FST 295	Topics in Fire Science
HLT 100	First Aid and Cardiopulmonary Resuscitation

Governor's School Course Offerings:

BIO 101	General Biology I
CHM 111	College Chemistry I
EDU 199	Supervised Study
EDU 299	Supervised Study – Research
ENV 100	Environmental Science
ENG 111	College Composition I
ENG 112	College Composition II
ENG 211	Creative Writing I
ENG 212	Creative Writing II
ENG 243	Survey of English Literature I
ENG 244	Survey of English Literature II
HLT 115	Introduction to Personal & Community Health
PED 115	Lifetime Fitness & Wellness
ITE 115	Introduction to Computer Applications and Concepts
MTH 163	Precalculus I
MTH 164	Precalculus II
MTH 273	Calculus I
SDV 100	Student Development

Pre-Engineering Offerings:

CHM 111	College Chemistry I
CHM 112	College Chemistry II
EGR 120	Intro Engineering
EGR 126	Computer Programming
HLT 115	Introduction to Personal & Community Health
PED 116	Lifetime Fitness & Wellness
MTH 166	Precalculus with Trigonometry
MTH 175	Calculus of One Variable I
MTH 176	Calculus of One Variable II
MTH 177	Introductory Linear Algebra
MTH 178	Topics in Analytic Geometry
MTH 277	Vector Calculus
HUM 111	Great Books I
PHY 101	Introduction to Physics I
PHY 102	Introduction to Physics II
SVD 100	College Success Skills

ATTACHMENT 2
Southside Virginia Community College
Mecklenburg County Public Schools
Academic Year 2012-2013

Payment for Services

Fees and reimbursement for services will be determined by mutual consent of Mecklenburg County Public Schools and Southside Virginia Community College.

VCCS-29 Normal Minimum Criteria for Each Faculty Rank Effective July 1, 2005

	Faculty in Humanities, Soc. Sciences, Natural Sciences and Math, Developmental Studies, Counselors, Librarian,		*Faculty in Specialized Professional or Technical Associate in Applied Sciences or Arts 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. A one-year renewal only of assistant instructor appointment may be considered upon request of the college administrator for a person who is actively pursuing completion of the necessary requirements.					
INSTRUCTOR						
Teaching Effectiveness	Good		Good		Good	
Academic Preparation	Master's in field or Master's w/18 grad. s.h. in teaching field (The minimum requirement for faculty teaching developmental courses at the instructor level is a baccalaureate degree.)		Bachelor's in teaching field or Associate's in teaching field with demonstrated competency in teaching field.		H.S. dip. or equiv. Assoc. or equiv. in teaching field preferred.	
Experience:						
Related Occup. Exp.	0 yrs.		2 yrs.		5 yrs. current exper.	
Total Teaching Exp.	0 yrs.		0 yrs.		0 yrs.	
F/T Community College Experience	0 yrs.		0 yrs.		0 yrs.	
Professional Activities and Contributions	Demonstrates Potential		Demonstrates Potential		Demonstrates Potential	
ASSISTANT PROFESSOR						
Teaching Effectiveness	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good
Academic Preparation	Master's +24 grad s.h. (27 grad s.h. in teaching field.)	Master's +15 grad. s.h. (27 grad. sem. hrs in teaching field)	Bachelor's in teaching field + 24 grad. s.h	Bachelor's in teaching field +15 grad s.h.	Assoc. or equiv. (Major in teaching field)	High school or equiv. + 30 s.h. hrs. toward an Assoc Degree
Experience:						
Related Occup. Exp.	0 yrs.	0 yrs.	2 yrs.	2 yrs.	5 yrs.	5 yrs.
Total Teaching Exp.	0 yrs.	3 yrs.	0 yrs.	3 yrs.	0 yrs.	3 yrs.
F/T Community College Experience	0 yrs.	3 yrs.	0 yrs.	3 yrs.	0 yrs.	3 yrs.
Professional Activities and Contributions	Good	Good	Good	Good	Good	Good
ASSOCIATE PROFESSOR						
Teaching Effectiveness	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Academic Preparation	Doctorate (36 grad s.h. in teaching field)	Master's + 39 grad. s.h. (36 grad hours in teaching field)	Master's related to teaching field +15 grad s.h.	Master's related to teaching field	Bachelor's related to the teaching field	Assoc. related to the teaching field or equiv. + 30 s.h.
Experience:						
Related Occup. Exp.	0 yrs.	0 yrs.	2 yrs.	2 yrs.	5 yrs.	5 yrs.
Total Teaching Exp.	6 yrs.	6 yrs.	6 yrs.	6 yrs.	6 yrs.	6 yrs.
F/T Community College Experience	0 yrs.	3 yrs	0 yrs.	3 yrs	0 yrs.	3 yrs
Professional Activities and Contributions	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good
Min. VCCS Exp. in Previous Rank	0 yrs.	3 yrs.	0 yrs.	3 yrs.	0 yrs.	3 yrs.
PROFESSOR						
Teaching Effectiveness	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Academic Preparation	Doctorate (36 grad s.h. in teaching field)	Doctorate (36 hours in teaching field)	Master's related to teaching field +36 grad. s.h.	Master's related to teaching field + 36 grad s.h.	Master's related to the teaching field	Master's related to the teaching field
Experience:						
Related Occup. Exp.	0 yrs.	0 yrs.	2 yrs.	2 yrs.	5 yrs.	5 yrs.
Total Teaching Exp.	9 yrs Post secondary	9 yrs.	9 yrs . Post secondary	9 yrs.	9 yrs . Post secondary	9 yrs.
F/T Community College Experience	0 yrs.	3 yrs.	0 yrs.	3 yrs.	0 yrs.	3 yrs.
Professional Activities and Contributions	Exceptional	Excellent	Exceptional	Excellent	Exceptional	Excellent
Min VCCS Exp. in Previous Rank	0 yrs.	3 yrs.	0 yrs.	3 yrs.	0 yrs.	3 yrs.

Virginia Community College System
NORMAL MINIMUM CRITERIA FOR EACH FACULTY RANK

ATTACHMENT 3
Southside Virginia Community College
Academic Year 2012-2013

Virginia Community College System
Qualifications of Faculty
Effective July 1, 2005

Qualifications for faculty in the Virginia Community College System are aligned with the Principles of Accreditation of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). SACS states:

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.

Credential Guidelines:

1. 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)
2. 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:

3. Faculty teaching courses designed for non-associate degree occupational fields: high school diploma or equivalent with demonstrated competencies in the teaching field.
4. 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 training in developmental education.

The accompanying chart (VCCS-29) specifies the normal minimum criteria for each faculty rank. This chart applies to teaching faculty and administrators. For administrators and professional faculty (counselors, and librarians), "teaching effectiveness" refers to effective performance in the primary area of responsibility and "teaching experience" includes professional service in the primary area of responsibility. The chart should be used and interpreted in conjunction with the above general principles, Section 3.2 (Faculty Qualifications) of the VCCS Policy Manual, and the following interpretive specifications

Interpretive Specifications

- Fulfillment of normal minimum criteria does not guarantee original placement in, or promotion to, a given rank.
- Minimum degree requirements for original appointments and promotions must be met.
- The following are appropriate substitutions for requirements beyond the minimum degree specified for a given rank, which may be used at the discretion of the college.
  a) Teaching experience beyond the minimum required may be used in lieu of occupational experience at the rate of one year of teaching experience being considered equivalent to a required year of occupational experience.
  b) Occupational experience beyond the minimum required may be used in lieu of teaching experience at the rate of one year of related occupational experience being considered equivalent to a required year of teaching experience.
  c) Educational preparation above the requirements for initial placement in rank may fulfill requirements for occupational experience and/or teaching experience at the rate of 30 undergraduate credits being considered equivalent to one year of teaching or occupational experience, and 24 graduate credits being considered equivalent to one year of teaching or occupational experience.
  d) Certification in lieu of a degree will be possible for initial hiring in Columns 3 and 5. Business, industry and professional certifications may substitute for educational requirements. Equivalencies must be documented, approved by the president, and placed in the personnel file as an attachment to hiring and promotion documents.

e) Eighteen graduate semester hours of course work related to the teaching field may substitute for the requirement that a bachelor's degree be related to the teaching field.

- Measurement of teaching effectiveness for initial appointments is determined through references; for promotions, it is determined using the evaluation ratings for the two previous years.
- The MFA Degree for those faculty who teach a majority of classes in studio art, theater, or creative writing areas shall be recognized as a terminal degree. The requirement of the doctoral degree under columns one and two for such faculty will not be necessary; however, these faculty will still need to satisfy the requirements of credits in the teaching field and another requirements for promotion to upper ranks of the professoriate.
- 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 course work.

Interpretive Specifications 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 (c. e. u. classes, workshops, conferences, seminars, etc.) when part of a plan approved by the Community College 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.

- 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.

3-4
7/05 (Effective date)

Dual Enrollment Contract

Between
Southside Virginia Community College
and
Nottoway County Schools

received 7/17/12

The purpose of this agreement is to set out the terms and conditions upon which courses will be offered under the "Virginia Plan for Dual Enrollment Between Virginia Public Schools and Community Colleges" established by the Secretary of Education, the VCCS Chancellor, and the Superintendent of Public Instruction in January 2005. The purpose of this offering is to allow high school students to take college-level courses and receive both college credit and high school credit towards graduation.

Each party does hereby agree to the following:

1. Under this agreement, Southside Virginia Community College, (herein after "the College"), will make available college-level courses to students of Nottoway County Schools, (herein after "the School System"), for the 2012-2013 academic year.

   The courses to be offered will be established by mutual agreement of both parties for the fall and spring semesters. A list of courses can be found as Attachment 1, and are hereby incorporated into this agreement.

   The responsibilities of the parties pursuant to this agreement are conditional upon student registration for the course(s) being completed and subject to adequate student enrollment as determined by the college. The College and the School System reserve the right to cancel any class sections or add sections, no later than the census date for the class as determined by the college.

2. Tuition & Fees

   Pursuant to the Virginia Plan for Dual Enrollment, schools and colleges are encouraged to provide high school students the opportunity for dual enrollment at no cost to them or their families. If tuition will be charged, then the School will pay on behalf of the student or students, or the student will pay the College, the mandatory tuition and any fees established by the State Board for Community Colleges at the rate then in effect at the time the classes begin. Where the School agrees to pay the tuition and fees, the College will bill the School on a semester basis. If the parties agree the students are responsible for such payments, the College will bill the students directly for them.

3. Textbooks

   The College reserves the right to determine the textbooks used in dual enrollment courses. The provision of all dual enrollment course textbooks is the responsibility of the School System.

4. Payment for Other Services

Fees and reimbursement for other costs and services will be determined by mutual consent of the School System and the College per Attachment 2, which is hereby incorporated herein and made a part of this Agreement.

5. Faculty

a. Selection

(1) Authority to Select/Hire

The selection and supervision of instructional faculty for all community college courses covered by this agreement will be the responsibility of the College. The School System may recommend qualified teachers who are interested in teaching in the dual enrollment program to the College for consideration. Each faculty member teaching in the dual enrollment program shall be a member of the college's full-time or part-time faculty or an employee of the School System.

(2) Dual enrollment course faculty must meet the minimum credential requirements set forth by Form VCCS-29 (Attachment 3) and the Southern Association of Colleges and Schools.

b. Payment

If the instructor for dual enrollment course(s) is employed full time by the School System and the course(s) are part of the assigned teaching workload, the College will reimburse the School System for the services of its employee in lieu of direct compensation to the faculty member. If, however, the College employs an instructor that is not affiliated with the School System, the College will compensate the faculty member directly. Reimbursement and/or payment of faculty salaries directly will be in accordance with the Virginia Community College System approved lecturer rates depending on qualifications of the instructor and will occur no later than the end of the semester of the course. Other reimbursement procedures, mutually agreeable to both the college and the school division, can also be implemented as an alternative if evidenced in writing.

If the dual enrollment course(s) are taught using a collaborative arrangement between an instructor employed by the School System and an instructor employed by the College, the College will reimburse the School System at a rate of 50% of the normal reimbursement rate.

c. Faculty Responsibilities

a. Instructors will be expected to conform to college policies for the dual enrollment courses they teach, such as preparing course syllabi, verifying class rosters, reporting student progress to the college at mid-semester, taking attendance, and providing final grades at the end of the semester.

All faculty teaching dual enrollment courses will be required to attend faculty orientation and other in-service programs as agreed upon by both parties.

b. Evaluation

a. Instructor 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 observation results will be submitted to the designated school division representative.

b. Student Evaluation - 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, and designated school division representative

6. Students

a. Selection and Eligibility to Participate in Dual Enrollment Program

(1) In order to be eligible to participate in the Dual Enrollment Program, high school students must have permission of their parent or guardian to participate, be recommended by their high school principal to cross register, and meet course prerequisites.

(2) Students must meet admission and course placement requirements of the college. Requirements for admission include the completion of an application for admission to the college, transcript request forms, and the completion and receipt of satisfactory scores on the college's placement tests when required.

(3) Exceptions to the policies established in 6.a.(1) and 6.a.(2) regarding student eligibility may be made on a case-by-case basis with the approval of the public school superintendent and appropriate community college officials, so long as such exceptions are in accordance with the VCCS Policy Manual.

7. College Administrative Responsibilities

a. The College, through its instructor(s), will provide the appropriate School System officials with progress reports on each student from time to time as shall be agreed by the contracting School System and College. At the conclusion of each college academic term, the student will receive a college grade for each course in which he/she was registered and such grades will become part of the student's permanent college record.

b. A record will be maintained by the College for each student in the Dual Enrollment Program as a part of the permanent college record maintained by the College's

Admissions and Records office. The College will send transcripts to colleges/universities upon a student's request.

c. The College will provide a minimum of 750 minutes of instruction (to include testing and evaluation) for each lecture credit or lab contact hour per semester to the School System students enrolled in college courses under this agreement.

8. High School Administrative Responsibilities

The School System will verify enrollments in each class section, and instructors will report grades to the College within a prescribed period of time, according to established college procedures.

9. Award of Credit

College and high school credit shall be awarded to the participating high school student upon successful completion of the course.

10. Course Standards

a. Course Equivalency, Evaluation, and Assessment

Assessment has long been recognized in Virginia as an important aspect of an effective instructional program. In this spirit, all dual enrollment courses developed and implemented under the auspices of the Virginia Plan for Dual Enrollment and this contract shall include a formal mechanism for evaluation. 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.

b. Modifications of Policies

Modifications of on-campus policies, procedures, and rules appropriate to the high school setting may be agreed to by the parties in writing before each term begins.

c. Student Performance

The College reserves the right to advise the student, parents, and School System that the student does not have sufficient skills or abilities to continue in the courses selected after the first semester.

11. Agreement Contacts

Contact persons for this agreement are:

- the School System: Dr. Dan Grounard, Superintendent
- the School: Ms. Ann Stinson, Principal
- the College: Dr. Chad Patton, Interim Dean of Off Campus Instruction

12. Transferability

Normally, academic courses intended for transfer with a grade of "C" or above will transfer to institutions of higher education. However, no guarantee can be made to students regarding transferability to all colleges and universities. Community college occupational/technical course credits earned are applicable to specific curricula and are intended to prepare students for employment in those areas. While some of these courses may be accepted for transfer, no unified policy on the transfer of VCCS courses exists. The School should advise students to consult with transfer institutions in order to determine if their courses will be accepted for transfer.

13. The College reserves the right to enroll other students in the courses subject to this contract when those courses are offered on the College's campus or sites not at the high school.

14. Each party will be responsible for liability coverage of its employees and agents in fulfilling its responsibilities under this agreement, to the extent authorized by law.

15. If either party wishes to terminate this agreement, a written notice must be provided to the other party within 30 days of the requested termination date. Termination will not take place until dual enrollment courses in progress are completed.
*The number of days should be negotiated between the School/System and the Community College.

16. The College or the School System shall not unlawfully discriminate on the basis of race, nationality, ethnicity, religion, gender, age, or disability in any undertaking pursuant to this contract. Disabled students will continue to receive accommodations through the School pursuant to the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C § 1400.

17. Nothing herein shall be construed as a waiver of the sovereign immunity of the Commonwealth of Virginia or the assumption of any liability contrary to Virginia law.

Signatures:

By:_____ 7/6/2012
Dr. John Cavan, President — Date
Southside Virginia Community College

_____ 7/6/2012
Dr. Dan Grounard, Superintendent — Date
Nottoway County Public Schools

ATTACHEMENT 1
Southside Virginia Community College
Nottoway County Public Schools
Academic Year 2012-2013

Dual Enrollment Courses for Nottoway Public Schools.

Nottoway High School

CHM 111	College Chemistry I
CHM 112	College Chemistry II
ENG 111	College Composition I
ENG 112	College Composition II
ENG 243	Survey of English Literature I
ENG 244	Survey of English Literature II
FST 195	Firefighter Science Level I Part I
FST 196	Firefighter Science Level I Part II
HIS 121	United States History I
HIS 122	United States History II
HLT 100	First Aid and Cardiopulmonary Resuscitation
HLT 105	Cardiopulmonary Resuscitation
ITE 115	Basic Computer Literacy
MTH 163	Precalculus I
MTH 168	Precalculus II
MTH 273	Calculus I
MTH 274	Calculus II
NUR 195	Topics in Nursing Aide (Lecture)
NUR 196	Topics in Nursing Aide (Training)
PLS 211	United States Government I
PLS 212	United States Government II
SDV 100	College Success Skills

Pickett Park

DSL 111	Introduction to Diesel Engine
DSL 123	Diesel Engine Systems I
DSL 131	Diesel Fuel Systems and Tune-Up
DSL 143	Diesel Truck Electrical Systems
DSL 152	Diesel Power Trains, Chassis, and Suspension
DSL 160	Air Brake Systems
DSL 161	Air Brake Systems I
DSL 181	Diesel Mechanics I
DSL 195	Topics In: Microcomputers for Diesel Tech
HVE 120	Track Type Tractor Operation I
HVE 121	Track Type Tractor Operation II
HVE 130	Rubber Tire and Track Loader Operation I
HVE 131	Rubber Tire and Track Loader Operation II
HVE 140	Backhoe and Hydraulic Excavation Operation I
HVE 141	Backhoe and Hydraulic Excavation Operation II

MEC 103	Electrical Circuits & Instrumentation
MEC 175	Fundamental Shop Procedures and Internal Combustion Eng.

Governor's School Course Offerings:

BIO 101	General Biology I
CHM 111	College Chemistry I
EDU 199	Supervised Study
EDU 299	Supervised Study – Research
ENV 100	Environmental Science
ENG 111	College Composition I
ENG 112	College Composition II
ENG 211	Creative Writing I
ENG 212	Creative Writing II
ENG 243	Survey of English Literature I
ENG 244	Survey of English Literature II
HLT 115	Introduction to Personal & Community Health
PED 116	Lifetime Fitness & Wellness
ITE 115	Introduction to Computer Applications and Concepts
MTH 163	Precalculus I
MTH 164	Precalculus II
MTH 273	Calculus I
SDV 100	Student Development

Pre-Engineering Offerings:

CHM 111	College Chemistry I
CHM 112	College Chemistry II
EGR 120	Intro Engineering
EGR 126	Computer Programming
HLT 115	Introduction to Personal & Community Health
PED 116	Lifetime Fitness & Wellness
MTH 166	Precalculus with Trigonometry
MTH 175	Calculus of One Variable I
MTH 176	Calculus of One Variable II
MTH 177	Introductory Linear Algebra
MTH 178	Topics in Analytic Geometry
MTH 277	Vector Calculus
HUM 111	Great Books I
PHY 101	Introduction to Physics I
PHY 102	Introduction to Physics II
SVD 100	College Success Skills

ATTACHMENT 2
Southside Virginia Community College
Nottoway County Public Schools
Academic Year 2012-2013
Payment for Services

Fees and reimbursement for services will be determined by mutual consent of Nottoway County Public Schools and Southside Virginia Community College.

VCCS-29 Normal Minimum Criteria for Each Faculty Rank Effective July 1, 2005

	Faculty in Humanities, Soc. Sciences, Natural Sciences and Math, Developmental Studies, Counselors, Librarian,		*Faculty in Specialized Professional or Technical Associate in Applied Sciences or Arts 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. A one-year renewal only of assistant instru ctor appointment may be considered upon request of the college administrator for a person who is actively pursuing completion of the necessary requirements.					
INSTRUCTOR						
Teaching Effectiveness	Good		Good		Good	
Academic Preparation	Master's in field or Master's w/18 grad. s.h. in teaching field (The minimum requirement for faculty teaching developmental courses at the instructor level is a baccalaureate degree.)		Bachelor's in teaching field or Associate's in teaching field with demonstrated competency in teaching field.		H.S. dip. or equiv. Asso c. or equiv. in teaching field pre ferred.	
Experience :						
Related Occ up. Exp.	0 yrs.		2 yrs		5 yrs. current exper.	
Total Teaching Exp.	0 yrs.		0 yrs.		0 yrs.	
F/T Community College Experience	0 yrs.		0 yrs.		0 yrs.	
Professional Activities and Contributions	Demonstrates Potential		Demonstrates Potential		Demonstrates Potential	
ASSISTANT PROFESSOR						
Teaching Effectiveness	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good
Academic Preparation	Master's +24 grad s.h. (27 grad s.h. in teaching field.)	Master's + 15 grad s.h. (27 grad. sem. hrs in teaching field)	Bachelor's in teaching field + 24 grad. s.h	Bachelor's in teaching field +15 grad s.h.	Assoc. or equiv. (Major in teaching field)	High school or equiv. + 30 s.h. hrs. toward an Assoc Degree
Experience:						
Related Occup. Exp.	0 yrs.	0 yrs.	2 yrs.	2 yrs.	5 yrs	5 yrs.
Total Teaching Exp.	0 yrs.	3 yrs	0 yrs.	3 yrs	0 yrs	3 yrs.
F/T Community College Experience	0 yrs.	3 yrs.	0 yrs.	3 yrs	0 yrs.	3 yrs.
Professional Activities and Contributions	Good	Good	Good	Good	Good	Good
ASSOCIATE PROFESSOR						
Teaching Effectiveness	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Academic Preparation	Doctorate (36 grad s.h. in teaching field)	Master's + 39 grad. s.h. (36 grad hours in teaching field)	Master's related to teaching field +15 grad s.h.	Master's related to teaching field	Bachelor's related to the teaching field	Assoc. related to the teaching field or equiv. + 30 s.h.
Experience:						
Related Occup. Exp.	0 yrs.	0 yrs.	2 yrs.	2 yrs.	5 yrs.	5 yrs.
Total Teaching Exp.	6 yrs.	6 yrs.	6 yrs.	6 yrs.	6 yrs.	6 yrs.
F/T Community College Experience	0 yrs.	3 yrs	0 yrs.	3 yrs	0 yrs.	3 yrs
Professional Activities and Contributions	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good
Min. VCCS Exp. in Previous Rank	0 yrs.	3 yrs	0 yrs.	3 yrs	0 yrs.	3 yrs.
PROFESSOR						
Teaching Effectiveness	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Academic Preparation	Doctorate (36 grad s.h. in teaching field)	Doctorate (36 hours in teaching field)	Master's related to teaching field +36 grad. s.h.	Master's related to teaching field + 36 grad s.h.	Master's related to the teaching field	Master's related to the teaching field
Experience:						
Related Occup. Exp.	0 yrs	0 yrs.	2 yrs.	2 yrs.	5 yrs.	5 yrs.
Total Teaching Exp.	9 yrs Post secondary	9 yrs.	9 yrs . Post secondary	9 yrs.	9 yrs . Post secondary	9 yrs.
F/T Community College Experience	0 yrs.	3 yrs.	0 yrs.	3 yrs.	0 yrs.	3 yrs.
Professional Activities and Contributions	Exceptional	Excellent	Exceptional	Excellent	Exceptional	Excellent
Min VCCS Exp. in Previous Rank	0 yrs.	3 yrs.	0 yrs.	3 yrs.	0 yrs.	3 yrs.

Virginia Community College System
NORMAL MINIMUM CRITERIA FOR EACH FACULTY RANK

ATTACHMENT 3
Southside Virginia Community College
Academic Year 2012-2013

Virginia Community College System
Qualifications of Faculty
Effective July 1, 2005

Qualifications for faculty in the Virginia Community College System are aligned with the Principles of Accreditation of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). SACS states:

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.

Credential Guidelines:

1. 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)
2. 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:

3. Faculty teaching courses designed for non-associate degree occupational fields: high school diploma or equivalent with demonstrated competencies in the teaching field.
4. 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 training in developmental education.

The accompanying chart (VCCS-29) specifies the normal minimum criteria for each faculty rank. This chart applies to teaching faculty and administrators. For administrators and professional faculty (counselors, and librarians), "teaching effectiveness" refers to effective performance in the primary area of responsibility and "teaching experience" includes professional service in the primary area of responsibility. The chart should be used and interpreted in conjunction with the above general principles, Section 3.2 (Faculty Qualifications) of the VCCS Policy Manual, and the following interpretive specifications

Interpretive Specifications

- Fulfillment of normal minimum criteria does not guarantee original placement in, or promotion to, a given rank.
- Minimum degree requirements for original appointments and promotions must be met.
- The following are appropriate substitutions for requirements beyond the minimum degree specified for a given rank, which may be used at the discretion of the college.
  a) Teaching experience beyond the minimum required may be used in lieu of occupational experience at the rate of one year of teaching experience being considered equivalent to a required year of occupational experience.
  b) Occupational experience beyond the minimum required may be used in lieu of teaching experience at the rate of one year of related occupational experience being considered equivalent to a required year of teaching experience.
  c) Educational preparation above the requirements for initial placement in rank may fulfill requirements for occupational experience and/or teaching experience at the rate of 30 undergraduate credits being considered equivalent to one year of teaching or occupational experience, and 24 graduate credits being considered equivalent to one year of teaching or occupational experience.

d) Certification in lieu of a degree will be possible for initial hiring in Columns 3 and 5. Business, industry and professional certifications may substitute for educational requirements. Equivalencies must be documented, approved by the president, and placed in the personnel file as an attachment to hiring and promotion documents.

e) Eighteen graduate semester hours of course work related to the teaching field may substitute for the requirement that a bachelor's degree be related to the teaching field.

- Measurement of teaching effectiveness for initial appointments is determined through references; for promotions, it is determined using the evaluation ratings for the two previous years.
- The MFA Degree for those faculty who teach a majority of classes in studio art, theater, or creative writing areas shall be recognized as a terminal degree. The requirement of the doctoral degree under columns one and two for such faculty will not be necessary; however, these faculty will still need to satisfy the requirements of credits in the teaching field and another requirements for promotion to upper ranks of the professoriate.
- 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 course work.

Interpretive Specifications 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 (c. e. u. classes, workshops, conferences, seminars, etc.) when part of a plan approved by the Community College 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.

- 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.

7/05 (Effective Date)

Dual Enrollment Contract

Between
Southside Virginia Community College
and
Prince Edward County Public Schools

The purpose of this agreement is to set out the terms and conditions upon which courses will be offered under the "Virginia Plan for Dual Enrollment Between Virginia Public Schools and Community Colleges" established by the Secretary of Education, the VCCS Chancellor, and the Superintendent of Public Instruction in January 2005. The purpose of this offering is to allow high school students to take college-level courses and receive both college credit and high school credit towards graduation.

Each party does hereby agree to the following:

1. Under this agreement, Southside Virginia Community College, (herein after "the College"), will make available college-level courses to students of Prince Edward County Public Schools for the 2012 - 2013 academic year.

   The courses to be offered will be established by mutual agreement of both parties for the fall and spring semesters. A list of courses can be found as Attachment 1, and are hereby incorporated into this agreement.

   The responsibilities of the parties pursuant to this agreement are conditional upon student registration for the course(s) being completed and subject to adequate student enrollment as determined by the college. The College and Prince Edward County Public Schools reserve the right to cancel any class sections or add sections, no later than the census date for the class as determined by the college.

2. Tuition & Fees

   Pursuant to the Virginia Plan for Dual Enrollment, schools and colleges are encouraged to provide high school students the opportunity for dual enrollment at no cost to them or their families. If tuition will be charged, then the School will pay on behalf of the student or students, or the student will pay the College, the mandatory tuition and any fees established by the State Board for Community Colleges at the rate then in effect at the time the classes begin. Where the School agrees to pay the tuition and fees, the College will bill the School on a semester basis. If the parties agree the students are responsible for such payments, the College will bill the students directly for them.

3. Textbooks

   The College reserves the right to determine the textbooks used in dual enrollment courses. The provision of all dual enrollment course textbooks is the responsibility of Prince Edward County Public Schools.

4. Payment for Other Services

Fees and reimbursement for other costs and services will be determined by mutual consent of Prince Edward County Public Schools and the College per Attachment 2, which is hereby incorporated herein and made a part of this Agreement.

5. Faculty

a. Selection

(1) Authority to Select/Hire

The selection and supervision of instructional faculty for all community college courses covered by this agreement will be the responsibility of the College. Prince Edward County Public Schools may recommend qualified teachers who are interested in teaching in the dual enrollment program to the College for consideration. Each faculty member teaching in the dual enrollment program shall be a member of the college's full-time or part-time faculty or an employee of the Prince Edward County Public Schools.

(2) Dual enrollment course faculty must meet the minimum credential requirements set forth by Form VCCS-29 (Attachment 3) and the Southern Association of Colleges and Schools.

b. Payment

If the instructor for dual enrollment course(s) is employed full time by Prince Edward County Public Schools and the course(s) are part of the assigned teaching workload, the College will reimburse Prince Edward County Public Schools for the services of its employee in lieu of direct compensation to the faculty member. If, however, the College employs an instructor that is not affiliated with Prince Edward County Public Schools, the College will compensate the faculty member directly. Reimbursement and/or payment of faculty salaries directly will be in accordance with the Virginia Community College System approved lecturer rates depending on qualifications of the instructor and will occur no later than the end of the semester of the course. Other reimbursement procedures, mutually agreeable to both the college and the school division, can also be implemented as an alternative if evidenced in writing.

If the dual enrollment course(s) are taught using a collaborative arrangement between an instructor employed by Prince Edward County Schools and an instructor employed by the College, the College will reimburse Prince Edward County Schools at a rate of 50% of the normal reimbursement rate.

c. Faculty Responsibilities

a. Instructors will be expected to conform to college policies for the dual enrollment courses they teach, such as preparing course syllabi, verifying class rosters, reporting student progress to the college at mid-semester, taking attendance, and providing final grades at the end of the semester.

All faculty teaching dual enrollment courses will be required to attend faculty orientation and other in-service programs as agreed upon by both parties.

b. Evaluation

a. Instructor 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 observation results will be submitted to the designated school division representative.
b. Student Evaluation - 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, and designated school division representative

6. Students

a. Selection and Eligibility to Participate in Dual Enrollment Program

(1) In order to be eligible to participate in the Dual Enrollment Program, high school students must have permission of their parent or guardian to participate, be recommended by their high school principal to cross register, and meet course prerequisites.

(2) Students must meet admission and course placement requirements of the college. Requirements for admission include the completion of an application for admission to the college, transcript request forms, and the completion and receipt of satisfactory scores on the college's placement tests when required.

(3) Exceptions to the policies established in 6.a.(1) and 6.a.(2) regarding student eligibility may be made on a case-by-case basis with the approval of the public school superintendent and appropriate community college officials, so long as such exceptions are in accordance with the VCCS Policy Manual.

7. College Administrative Responsibilities

a. The College, through its instructor(s), will provide the appropriate Prince Edward County Public Schools officials with progress reports on each student from time to time as shall be agreed by the contracting School System and College. At the

conclusion of each college academic term, the student will receive a college grade for each course in which he/she was registered and such grades will become part of the student's permanent college record.

b. A record will be maintained by the College for each student in the Dual Enrollment Program as a part of the permanent college record maintained by the College's Admissions and Records office. The College will send transcripts to colleges/universities upon a student's request.

c. The College will provide a minimum of 750 minutes of instruction (to include testing and evaluation) for each lecture credit or lab contact hour per semester to Prince Edward County Public Schools students enrolled in college courses under this agreement.

8. High School Administrative Responsibilities

Prince Edward County Public Schools will verify enrollments in each class section, and instructors will report grades to the College within a prescribed period of time, according to established college procedures.

9. Award of Credit

College and high school credit shall be awarded to the participating high school student upon successful completion of the course.

10. Course Standards

a. Course Equivalency, Evaluation, and Assessment

Assessment has long been recognized in Virginia as an important aspect of an effective instructional program. In this spirit, all dual enrollment courses developed and implemented under the auspices of the Virginia Plan for Dual Enrollment and this contract shall include a formal mechanism for evaluation. 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.

b. Modifications of Policies

Modifications of on-campus policies, procedures, and rules appropriate to the high school setting may be agreed to by the parties in writing before each term begins.

c. Student Performance

The College reserves the right to advise the student, parents, and School System that the student does not have sufficient skills or abilities to continue in the courses selected after the first semester.

11. Agreement Contacts

Contact persons for this agreement are:

- the School System: Dr. K. David Smith, Superintendent
- the School: Mr. Craig Reed, Principal, Prince Edward County High School
- the College: Ms. Laurie Michaelson, Coordinator of Off-Campus Instruction

12. Transferability

Normally, academic courses intended for transfer with a grade of "C" or above will transfer to institutions of higher education. However, no guarantee can be made to students regarding transferability to all colleges and universities. Community college occupational/technical course credits earned are applicable to specific curricula and are intended to prepare students for employment in those areas. While some of these courses may be accepted for transfer, no unified policy on the transfer of VCCS courses exists. The School should advise students to consult with transfer institutions in order to determine if their courses will be accepted for transfer.

13. The College reserves the right to enroll other students in the courses subject to this contract when those courses are offered on the College's campus or sites not at the high school.

14. Each party will be responsible for liability coverage of its employees and agents in fulfilling its responsibilities under this agreement, to the extent authorized by law.

15. If either party wishes to terminate this agreement, a written notice must be provided to the other party within 30* days of the requested termination date. Termination will not take place until dual enrollment courses in progress are completed.

16. The College or the Prince Edward County Public Schools shall not unlawfully discriminate on the basis of race, nationality, ethnicity, religion, gender, age, or disability in any undertaking pursuant to this contract. Disabled students will continue to receive accommodations through the School pursuant to the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C § 1400.

17. Nothing herein shall be construed as a waiver of the sovereign immunity of the Commonwealth of Virginia or the assumption of any liability contrary to Virginia law.

Signatures:

Dr. John Cavan, President
Southside Virginia Community College

Date 9-11-12

Dr. K. David Smith, Superintendent
Prince Edward County Public Schools

Date 9/12/12

ATTACHMENT 1
Southside Virginia Community College
Prince Edward County Public Schools
Academic Year 2012-2013

Possible Course Offerings

Course offerings are subject to change based on availability of qualified instructors, course enrollment, available time slots, and per the request of Prince Edward County Public Schools.

Prince Edward County High School/Career and Technical Center

ADJ 100, Survey of Criminal Justice
ADJ 105, Juvenile Justice System
AGR 142, Intro to Plant Science & Tech
AST 141, Word Processing
CST 100, Principles of Public Speaking
CST 200, Advanced Public Speaking
DRF 151, Engineering Drawing Fund. I
DRF 152, Engineering Drawing Fund. II
DRF 231, Computer Aided Drafting I (N)
DRF 232, Computer Aided Drafting II (N)
ENG 111, College Composition I
ENG 112, College Composition II
ENG 243, English Literature I
ENG 244, English Literature II
ETR 113, D.C and A.C. Fundamentals I
ETR 168, Digital Circuit Fundamentals
HIS 121, US History I
HIS 122, US History II
ITE 115, Intro to Computer Apps & Concepts
ITN 107, Pers Comp Hardware & Troubleshooting
NUR 120, Nursing Terminology & Charting
NUR 195, Topics In Certified Nurse Aid Lecture
NUR 196, On-Site Training: Certified Nurse Aid Clinical
PLS 211, U S Government I
PLS 212, U S Government II

Governor's School Pre-Engineering Strand Offerings:

CHM 111, College Chemistry I
CHM 112, College Chemistry II
EGR 120, Intro Engineering
EGR 126, Computer Programming
HLT 199, Basic First Aid
HLT 195, Topics In: Adv. First Aid
HUM 111, Great Books
MTH 163, Precalculus I
MTH 168, Precalculus II w/Intro Cal.
MTH 176, Calculus of One Variable II
MTH 177, Introductory Linear Algebra
MTH 178, Topics in Analytic Geometry
PHY 101, Introduction to Physics I
PHY 102, Introduction to Physics II
SDV 100, College Success Skills

Governor's School Course Humanities Strand Offerings:

BIO 101, General Biology I
CHM 111, College Chemistry I
EDU 199, Supervised Study, Research
EDU 299, Supervised Study - Research
ENG 111, College Composition I
ENG 112, College Composition I
ENG 211, Creative Writing I
ENG 212, Creative Writing II
ENG 243, Survey of English Literature I
ENG 244, Survey of English Literature II
HLT 199, Basic First Aid
HLT 195, Topics In: Adv. First Aid
ITE 115, Introduction to Computer Applications and Concepts
MTH 163, Precalculus I
MTH 164, Precalculus II
MTH 273, Calculus
SDV 100, College Success Skills

ATTACHMENT 2
Southside Virginia Community College
Prince Edward County Public Schools
Academic Year 2012-2013

Payment for Services

Fees and reimbursement for services will be determined by mutual consent of Prince Edward County Public Schools and Southside Virginia Community College.

VCCS-29 Normal Minimum Criteria for Each Faculty Rank Effective July 1, 2005

	Faculty in Humanities, Soc. Sciences, Natural Sciences and Math, Developmental Studies, Counselors, Librarian,		*Faculty in Specialized Professional or Technical Associate in Applied Sciences or Arts 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. A one-year renewal only of assistant instructor appointment may be considered upon request of the college administrator for a person who is actively pursuing completion of the necessary requirements.					
INSTRUCTOR						
Teaching Effectiveness	Good		Good		Good	
Academic Preparation	Master's in field or Master's w/18 grad. s.h. in teaching field (The minimum requirement for faculty teaching developmental courses at the instructor level is a baccalaureate degree.)		Bachelor's in teaching field or Associate's in teaching field with demonstrated competency in teaching field.		H.S. dip. or equiv. Assoc. or equiv. in teaching field preferred.	
Experience:						
Related Occup. Exp.	0 yrs.		2 yrs.		5 yrs. current exper.	
Total Teaching Exp.	0 yrs.		0 yrs.		0 yrs.	
F/T Community College Experience	0 yrs.		0 yrs.		0 yrs.	
Professional Activities and Contributions	Demonstrates Potential		Demonstrates Potential		Demonstrates Potential	
ASSISTANT PROFESSOR						
Teaching Effectiveness	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good
Academic Preparation	Master's +24 grad s.h. (27 grad s.h. in teaching field.)	Master's + 15 grad. s.h. (27 grad. sem. hrs in teaching field)	Bachelor's in teaching field + 24 grad. s.h	Bachelor's in teaching field +15 grad s.h.	Assoc. or equiv. (Major in teaching field)	High school or equiv. + 30 s.h. hrs. toward an Assoc Degree
Experience:						
Related Occup. Exp.	0 yrs.	0 yrs.	2 yrs.	2 yrs.	5 yrs	5 yrs.
Total Teaching Exp.	0 yrs.	3 yrs	0 yrs.	3 yrs	0 yrs	3 yrs.
F/T Community College Experience	0 yrs.	3 yrs.	0 yrs.	3 yrs	0 yrs.	3 yrs.
Professional Activities and Contributions	Good	Good	Good	Good	Good	Good
ASSOCIATE PROFESSOR						
Teaching Effectiveness	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Academic Preparation	Doctorate (36 grad s.h. in teaching field)	Master's + 39 grad. s.h. (36 grad hours in teaching field)	Master's related to teaching field +15 grad s.h.	Master's related to teaching field	Bachelor's related to the teaching field	Assoc. related to the teaching field or equiv. + 30 s.h.
Experience:						
Related Occup. Exp.	0 yrs.	0 yrs.	2 yrs.	2 yrs.	5 yrs.	5 yrs.
Total Teaching Exp.	6 yrs.	6 yrs.	6 yrs.	6 yrs.	6 yrs.	6 yrs.
F/T Community College Experience	0 yrs.	3 yrs	0 yrs.	3 yrs	0 yrs.	3 yrs
Professional Activities and Contributions	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good
Min. VCCS Exp. in Previous Rank	0 yrs.	3 yrs	0 yrs.	3 yrs	0 yrs.	3 yrs.
PROFESSOR						
Teaching Effectiveness	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Academic Preparation	Doctorate (36 grad s.h. in teaching field)	Doctorate (36 hours in teaching field)	Master's related to teaching field +36 grad. s.h.	Master's related to teaching field + 36 grad s.h.	Master's related to the teaching field	Master's related to the teaching field
Experience:						
Related Occup. Exp.	0 yrs.	0 yrs.	2 yrs.	2 yrs.	5 yrs.	5 yrs.
Total Teaching Exp.	9 yrs Post secondary	9 yrs.	9 yrs . Post secondary	9 yrs.	9 yrs . Post secondary	9 yrs.
F/T Community College Experience	0 yrs.	3 yrs.	0 yrs.	3 yrs.	0 yrs.	3 yrs.
Professional Activities and Contributions	Exceptional	Excellent	Exceptional	Excellent	Exceptional	Excellent
Min VCCS Exp. in Previous Rank	0 yrs.	3 yrs.	0 yrs.	3 yrs.	0 yrs.	3 yrs.

Virginia Community College System
NORMAL MINIMUM CRITERIA FOR EACH FACULTY RANK

ATTACHMENT 3
Southside Virginia Community College
Academic Year 2012-2013

Virginia Community College System
Qualifications of Faculty
Effective July 1, 2005

Qualifications for faculty in the Virginia Community College System are aligned with the Principles of Accreditation of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). SACS states:

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.

Credential Guidelines:

1. 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)
2. 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:

3. Faculty teaching courses designed for non-associate degree occupational fields: high school diploma or equivalent with demonstrated competencies in the teaching field.
4. 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 training in developmental education.

The accompanying chart (VCCS-29) specifies the normal minimum criteria for each faculty rank. This chart applies to teaching faculty and administrators. For administrators and professional faculty (counselors, and librarians), "teaching effectiveness" refers to effective performance in the primary area of responsibility and "teaching experience" includes professional service in the primary area of responsibility. The chart should be used and interpreted in conjunction with the above general principles, Section 3.2 (Faculty Qualifications) of the VCCS Policy Manual, and the following interpretive specifications

Interpretive Specifications

- Fulfillment of normal minimum criteria does not guarantee original placement in, or promotion to, a given rank.
- Minimum degree requirements for original appointments and promotions must be met.
- The following are appropriate substitutions for requirements beyond the minimum degree specified for a given rank, which may be used at the discretion of the college.
  a) Teaching experience beyond the minimum required may be used in lieu of occupational experience at the rate of one year of teaching experience being considered equivalent to a required year of occupational experience.
  b) Occupational experience beyond the minimum required may be used in lieu of teaching experience at the rate of one year of related occupational experience being considered equivalent to a required year of teaching experience.
  c) Educational preparation above the requirements for initial placement in rank may fulfill requirements for occupational experience and/or teaching experience at the rate of 30 undergraduate credits being considered equivalent to one year of teaching or occupational experience, and 24 graduate credits being considered equivalent to one year of teaching or occupational experience.

d) Certification in lieu of a degree will be possible for initial hiring in Columns 3 and 5. Business, industry and professional certifications may substitute for educational requirements. Equivalencies must be documented, approved by the president, and placed in the personnel file as an attachment to hiring and promotion documents.

e) Eighteen graduate semester hours of course work related to the teaching field may substitute for the requirement that a bachelor's degree be related to the teaching field.

- Measurement of teaching effectiveness for initial appointments is determined through references; for promotions, it is determined using the evaluation ratings for the two previous years.
- The MFA Degree for those faculty who teach a majority of classes in studio art, theater, or creative writing areas shall be recognized as a terminal degree. The requirement of the doctoral degree under columns one and two for such faculty will not be necessary; however, these faculty will still need to satisfy the requirements of credits in the teaching field and another requirements for promotion to upper ranks of the professoriate.
- 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 course work.

Interpretive Specifications 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 (c. e. u. classes, workshops, conferences, seminars, etc.) when part of a plan approved by the Community College 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.

- 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.

7/05 (Effective Date)

APPENDIX D

Steering/Planning Committee Agreement

And

Advisory Committee Agreements

Health Sciences Academy

Steering/Planning Committee:

Dr. Amy Griffin, Cumberland County Public Schools Superintendent
agriffin@cucps.k12.va.us Phone: 804-492-4212

Dr. Phillip Worrell, Greensville County Public Schools Superintendent
pworrell@gcps1.com Phone: 434-634-3748

Dr. Melody Hackney, Charlotte County Public Schools Superintendent
hackneymd@ccps.k12.va.us Phone: 434-542-5151

Dr. Linda Sheffield, SVCC Vice President of Adult Education and Grants
Linda.Sheffield@southside.edu Phone: 434-736-2000

Dr. Elizabeth Elam, SVCC Dean of Instruction, John H. Daniel Campus
Elizabeth.Elam@southside.edu Phone: 434-736-2085

Dr. Chad Patton, SVCC Dean of Instruction, Christanna Campus
Chad.Patton@southside.edu Phone: 434-949-1038

Laurie Michaelson, SVCC Dual Enrollment Coordinator, John H. Daniel Camput
Laurie.Michaelson@southside.edu Phone: 434-736-2080

Michelle Edmonds, SVCC Director of Allied Health Programs
Michelle.Edmonds@southside.edu Phone: 434-949-1006

Cindy DeBusk, Piedmont Health District, Nurse Manager
Cindy.DeBusk@vdh.virginia.gov Phone: 434-392-3984

Mike Simmons, RRT, RCP, Community Memorial Health Center, Assistant Rehab Director
Mike.Simmons@cmh-sh.org Phone: 434-447-3151 Ext: 3786

Patrizia Humphrey, Director of Governor's School,
Patrizia.Humphrey@southside.edu Phone: 434-736-2086

Gloria Westerman, Director of Adult Education/Middle College
Gloria.Westerman@southside.edu Phone: 434-949-1029

Linda Staylor, SVCC Grant Writer
Linda.Staylor@southside.edu Phone: 434-736-2015

Steering/Planning Committee Agreement
Superintendent's Region 8 Governor's Health Sciences Academy

The Planning/Advisory Committee is an integral component of the establishment and implementation of the Superintendent's Region 8 Governor's Health Sciences Academy. As a member of the Planning/Advisory Committee, I will assist in:

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- Participating as possible in Health Sciences activities and programs that further goals of the Superintendent's Region 8 Governor's Health Sciences Academy.

By signing this agreement, I agree to actively participate on Superintendent's Region 8 Governor's Health Sciences Academy Planning/Advisory Committee.

Name of Partner Organization: Cumberland County Public Schools

Name: Amy W. Griffin

Signature Amy W. Griffin

Title: Superintendent

Date: 2/1/2013

Steering/Planning Committee Agreement
Superintendent's Region 8 Governor's Health Sciences Academy

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By signing this agreement, I agree to actively participate on Superintendent's Region 8 Governor's Health Sciences Academy Planning/Advisory Committee.

Name of Partner Organization: **Greensville County Public Schools**

Name: **Dr. Phillip Worrell**

Signature [illegible]

Title: **Superintendent**

Date: 2/12/13

Steering/Planning Committee Agreement
Superintendent's Region 8 Governor's Health Sciences Academy

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Name of Partner Organization: Charlotte County Public Schools

Name: Dr. Melody Hackney

Signature Melody S. Hackney

Title: Superintendent

Date: 2-12-13

Steering/Planning Committee Agreement
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Name of Partner Organization: Southside Virginia Community College

Name: DR. Linda Sheffield

Signature Linda G. Sheffield

Title: Vice President of Adult Education & GRANT

Date: 02/01/2013

Steering/Planning Committee Agreement
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Name of Partner Organization: SVCC

Name: Elizabeth P. Elam

Signature Elizabeth P. Elam

Title: Dean of Instruction

Date: 2-1-13

Steering/Planning Committee Agreement
Superintendent's Region 8 Governor's Health Sciences Academy

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Name of Partner Organization: Southside Virginia Comm. Coll

Name: CHAD PATTON

Signature Chad Patton

Title: Dean of INSTRUCTION

Date: 2-1-13

Steering/Planning Committee Agreement
Superintendent's Region 8 Governor's Health Sciences Academy

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Name of Partner Organization: SVCC

Name: Laurie F. Michaelson

Signature Laurie F Michaelson

Title: Coordinator of Off Campus Instruction

Date: 2-1-13

Steering/Planning Committee Agreement
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Name of Partner Organization: **Southside Virginia Community College**

Name: **Michelle Edmonds**

Signature Michelle Edmonds

Title: **Dean of Health Sciences**

Date: 2-12-13

Steering/Planning Committee Agreement
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Name of Partner Organization: **Piedmont Health District**

Name: **Cindy DeBusk**

Signature Cynthia DeBusk

Title: **Nursing Manager**

Date: 2/12/13

Steering/Planning Committee Agreement
Superintendent's Region 8 Governor's Health Sciences Academy

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Name of Partner Organization: Community Memorial Health Center

Name: Mike Simmons, RRT, RCP

Signature Mike Simmons

Title: Assistant Rehab Director

Date: 2-15-13

Steering/Planning Committee Agreement
Superintendent's Region 8 Governor's Health Sciences Academy

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Name of Partner Organization: The Governor's School of Southside Virginia

Name: Patrizia Humphrey

Signature Patrizia Humphrey

Title: Director

Date: 2/1/13

Steering/Planning Committee Agreement
Superintendent's Region 8 Governor's Health Sciences Academy

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Name of Partner Organization: SVCC

Name: Gloria Westerman

Signature Gloria Westerman

Title: Director, Transitional Programs

Date: 2/1/13

Steering/Planning Committee Agreement
Superintendent's Region 8 Governor's Health Sciences Academy

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Name of Partner Organization: **Southside Virginia Community College**

Name: **Linda G. Staylor**

Signature Linda G. Staylor

Title: **Grant Writer**

Date: 2/12/2013

Health Sciences Academy

Advisory Committee:

Dr. B.J. Brewer, Amelia County Public Schools Superintendent
bjbrewer@ameliaschools.com Phone: 804-561-2621

Dr. Oliver W. Spencer, Jr., Brunswick County Public Schools Superintendent
oliver.spencer@brun.k12.va.us Phone: 434-848-3138

Dr. Cecil Snead, Buckingham County Public Schools Superintendent
csnead@bcpschools.org Phone: 434-969-6100

Dr. Merle P. Herndon, Halifax County Public Schools Superintendent
mherndon@halifax.k12.va.us Phone: 434-476-2171

Mrs. Dora Wynn, Lunenburg County Public Schools Superintendent
dora.wynn@k12lcps.org Phone: 434-676-1000

Dr. James Thornton, Mecklenburg County Public Schools Superintendent
jthornton@mcpsweb.org Phone: 434-738-6033

Dr. Daniel J. Grounard, Nottoway County Public Schools Superintendent
Grounard.daniel@nottowayschools.org Phone: 434- 645-9596

Dr. David Smith, Prince Edward County Public Schools Superintendent
David.smith@pecps.k12.va.us Phone: 434-315-2100

Dr. Wayne Terry, Executive Director of Southside Area Health Education Center
terrywg@longwood.edu Phone: 434-395-2862

Mrs. Debra Crowder, Executive Director of South Central Workforce Investment Board Region VIII dcrowder@pure.net Phone: 434-955-0491

Mrs. Claudia Meinhard, Chief Nursing Officer Centra Southside Community Hospital
Claudia.meinhard@centrahealth.com Phone: 434-315-2441

Mrs. Patricia Thomas, Chief Nursing Officer Halifax Regional Hospital
Patricia.thomas@halifaxregional.com 434-517-3100

Linda Burnette, Chief Nursing Officer Southern Virginia Regional Medical Center
Linda_burnette@chs.net Phone: 434-348-4445

Sue Robinson, Director of Compliance Woodlands
srobinson@thewoodlandinc.com Phone: 434-392-6106

Advisory Committee Agreement
Superintendent's Region 8 Governor's Health Sciences Academy

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Name of Partner Organization: **Amelia County Public Schools**
Name: **Dr. BJ Brewer**

Signature BJ Brewer

Title: **Superintendent**

Date: 2/13/13

Advisory Committee Agreement
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Name of Partner Organization: Brunswick County Public Schools

Name: Dr. Oliver W. Spencer, Jr.

Signature _____

Title: Superintendent

Date: 2-13-13

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Name of Partner Organization: **Buckingham County Public Schools**

Name: **Dr. Cecil Snead**

Signature Cecil C. Snead

Title: **Superintendent**

Date: 2-14-13

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Name of Partner Organization: Halifax County Public Schools
Name: Dr. Merle P. Herndon

Signature Merle P. Herndon

Title: Superintendent

Date: 2/13/13

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Name of Partner Organization: Lunenburg County Public School

Name: Dora Wynn

Signature Dora G. Wynn

Title: Superintendent

Date: 2/14/13

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Name of Partner Organization: **Mecklenburg County Public Schools**
Name: **Dr. James Thornton**

Signature _____

Title: **Superintendent**

Date: 2-12-13

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Name of Partner Organization: **Prince Edward County Public School**

Name: **Dr. David Smith**

Signature David Smith

Title: **Superintendent**

Date: 2/15/13

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Name of Partner Organization: Nottoway County Public Schools

Name: Dr. Daniel J. Grounard

Signature _____

Title: Superintendent

Date: 2/12/13

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By signing this agreement, I agree to actively participate on Superintendent's Region 8 Governor's Health Sciences Academy Advisory Committee.

Name of Partner Organization: **Southside Area Health Education Center**

Name: **Dr. Wayne Terry**

Signature

Title: **Executive Director**

Date: 12 FEB 2013

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By signing this agreement, I agree to actively participate on Superintendent's Region 8 Governor's Health Sciences Academy Advisory Committee.

Name of Partner Organization: **South Central Workforce Investment Board Region VIII**
Name: **Debra Crowder**

Signature Debra Crowder

Title: **Executive Director**

Date: 2-12-13

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Name of Partner Organization: Centra Southside Community Hospital
Name: Claudia Meinhard
Signature Claudia Meinhard
Title: Chief Nursing Officer
Date: 2-12-13

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By signing this agreement, I agree to actively participate on Superintendent's Region 8 Governor's Health Sciences Academy Advisory Committee.

Name of Partner Organization: **Halifax Regional Hospital**

Name: **Patricia Thomas**

Signature Patricia J. Thomas

Title: **Chief Nursing Officer**

Date: 2/15/2013

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Name of Partner Organization: **Southern Virginia Regional Medical Center**
Name: **Linda Burnette**

Signature Linda Burnette

Title: **Chief Nursing Officer**

Date: 2/12/13

Advisory Committee Agreement
Superintendent's Region 8 Governor's Health Sciences Academy

The Advisory Committee is an integral component of the establishment and implementation of the Superintendent's Region 8 Governor's Health Sciences Academy. As a member of the Advisory Committee, I will assist in:

- Identifying the employment needs and opportunities in Region 8 for Health Sciences Programs.
- Providing guidance in the development of curriculum and course offerings relating to Health Sciences.
- Providing opportunities for job shadowing and internships as appropriate for students.
- Providing opportunities for site visits when possible to expose students to Health Sciences work settings and employees.
- Participating as possible in Health Sciences activities and programs that further goals of the Superintendent's Region 8 Governor's Health Sciences Academy.

By signing this agreement, I agree to actively participate on Superintendent's Region 8 Governor's Health Sciences Academy Advisory Committee.

Name of Partner Organization: Woodlands
Name: Sue Robinson
Signature: [signature]
Title: Director of Compliance
Date: 2-14-13

APPENDIX E

Region 8 Governor's Health Sciences Academy Student Application

Superintendent's Region 8 Health Sciences Academy

The Superintendent's Region 8 Health Sciences Academy will follow the same administrative procedures as the Governor's School of Southside Virginia.

GSSV ADMINISTRATIVE PROCEDURES

Student Recruitment/Selection

Recruitment is handled as a joint effort by GSSV and the home schools. Prospective students attend shadowing events. Recruitment meetings are held in each division with the Governor's School director and faculty attending. Open Houses are also held at the GSSV sites to allow parents and students to visit the facilities and meet the faculty. The home schools publicize when the admissions process begins.

CRITERIA FOR ELIGIBILITY

Acceptance for enrollment in **The Governor's School of Southside Virginia** is based on the following criteria and procedures:

1. The student is enrolled in a public high school at the time of application.

2. The student will have satisfactorily completed all math prerequisites prior to the fall semester.

   All juniors - Algebra I, Geometry, and Algebra II
   All seniors - Algebra I, Geometry, Algebra II, and Advanced Algebra/Trigonometry (equivalent or Pre-Calculus) or Pre-Calculus

3. The Curriculum and Membership Committee, composed of representatives from each of the participating school divisions, will establish the selection process.

4. The Placement Committee at the local division will identify and rank the applicants to be invited to attend the Governor's School.

5. The student who is eligible to participate in the full two-year curriculum may be given preference in ranking.

6. Admission to GSSV is by application, and all applicants are made aware of the curriculum offered. Students who enroll in the program will be enrolled in all of the courses at a given level. Students are not permitted to opt out of certain courses, since they are holding a slot which could be filled by another student who wishes to take the entire program. Exceptions to accommodate variations in the programs at the home high school are made only with the approval of the Joint Board. Such exceptions are not made to allow students a less demanding curriculum than the one described in Governor's School policies, literature, and correspondence.

   Parents/legal guardians who are dissatisfied with the decision of the Placement Committee may initiate an appeal by a request to the principal of the home high school.

Adopted: October 5, 1999

A. Pre-application

Each school division will give an orientation meeting for tenth and/or eleventh-grade students concerning **The Governor's School of Southside Virginia**. Students are encouraged to attend shadowing events as part of the pre-application process.

Following the home school recruitment meeting, students interested in attending GSSV will submit a **Statement of Interest Form** requesting admission consideration.

B. Initial Student Screening

Each student submitting a Statement of Interest Form will be screened using the criteria listed below, and those meeting the criteria will be given an Application Form to apply formally to GSSV.

- 85th-percentile ranking or higher on one or more of the following on a recent standardized norm reference test:
  - Complete Composite
  - Math
  - Science

- A or B average (overall GPA) for the current grade, or

- A recommendation from two teachers who feel the pupil would qualify above, except for unusual situations or conditions

- Applicants must have completed Algebra I, Geometry, and Algebra II prior to the beginning of the term.

C. Student Profile – an individual student profile consisting of the following will be obtained:

- Scores from locally administered standardized achievement tests in Math, Reading, and Science

- Scores from locally administered standardized aptitude tests

- Writing sample (locally administered)

- Grades – overall GPA

- Teacher recommendations – minimum of two from ninth, tenth, or eleventh-grade core content area teachers

- Transcript and test record – must be attached to the application; the cumulative GPA should be on the transcript circled in **red**, and it is necessary to know whether a 4 or 5-point scale is used in the pupil's school.

D. Preadmission

- Final screening will be conducted by a panel, with representatives from each participating school division. Students will be ranked and the list submitted to the school division for final selection of participants. The number of slots awarded to a school division will be based upon a total ADM for the school division and the number of available slots at the given GSSV site.

E. Selection Matrix

Category	Maximum Points
Standardized Achievement Test Scores	15
Standardized Aptitude Test	10
Standardized Aptitude Test	15
Writing Sample	10

Grades	25
Teacher Recommendations (10 each)	20
TOTAL POINTS	**95**

F. Final Decision

- Final decision letters will be sent to individual students and their parents by the GSSV office.

G. Appeals

- Each school division will establish an appeals process to handle appeals at the local level. The language of the process should follow the language used in the school division's approved state gifted plan.

- A regional appeals committee will be established which includes a minimum of three persons. These persons may be a superintendent, or his or her designee; a guidance counselor; a teacher from GSSV; a member of the GSSV Planning Committee; a local gifted education coordinator; or a parent.

- The regional appeals process will be coordinated by the GSSV director, and the language of the process will follow the language used in the school division's approved state gifted plan.

Humanities _____
STEM _____
Health Sciences Academy_____

STATEMENT OF INTEREST FORM

Name _____ Grade _____

Address _____ City _____ ZIP_____

Current school _____

School division in which you reside _____

School address _____ City _____ ZIP_____

Name of Parent(s)/Gardian(s)_____

Home phone _____ Work phone _____

I qualify to receive an application based on the following criteria:

- A or B average (overall 3.0 GPA) for the current grade
- A recommendation from at least one teacher who feels the pupil would qualify, except for unusual situations or conditions

I also understand that the prerequisites for attending Governor's School include Algebra I, Geometry, and Algebra II.

Math grades: Algebra I _____ Geometry _____ Algebra II _____

SVCC placement tool _____

Signature of student _____

Signature of parent/guardian _____

SUBMIT THIS FORM TO YOUR GUIDANCE COUNSELOR FOR VERIFICATION.

Signature of counselor confirming eligibility _____

Return by _____ **to** _____

APPENDIX F

Cumberland County Public School's (Fiscal Agent) Certificate of Liability Insurance

CERTIFICATE OF LIABILITY INSURANCE

Date MM/DD/YY
August 27, 2012

PRODUCER: Virginia School Boards Association
Property & Casualty Pool
200 Hansen Road
Charlottesville, VA 22911

THIS CERTIFICATE CONSTITUTES AN ENDORSEMENT TO THE POLICY AND THE CERTIFICATE HOLDER IS FULLY PROTECTED UNDER THE POLICY AS ANY OTHER ADDITIONAL INSUREDS.

INSURED: Cumberland County Public Schools
P.O. Box 170
Cumberland, VA 23040

INSURERS AFFORDING COVERAGE	
Company A	VSBA Property & Casualty Pool
Company B	VSBA Workers' Comp Group
Company C	Academic Benefits Trust
Company D	CNA

Coverages THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED, NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. AGGREGATE LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFFECTIVE DATE	POLICY EXPIRATION DATE	LIMITS
A	AUTOMOBILE LIABILITY ☐ Any Auto ☐ Hired Autos ☐ All Owned Autos ☐ Non-owed Autos ☐ Scheduled Autos	VSBA 058-AL	7/1/2012	6/30/2013	Each Occurrence - Combined Single Limit $1,000,000 Uninsured Motorists - Combined Single Limit $1,000,000 Automobile Medical Payments $5,000 Bodily Injury
A	AUTOMOBILE PHYSICAL DAMAGE	VSBA 058-AP	7/1/2012	6/30/2013	Physical Damage ACV* *Actual Cash Value or Cost of Repair if Less Deductible Comp. $1,000, Coll. $1,000
A	GENERAL LIABILITY - OCCURRENCE FORM	VSBA 058-GL	7/1/2012	6/30/2013	Each Occurrence Limit $1,000,000 Personal & Advertising Injury Limit $1,000,000 Fire Damage (Any One Fire) $300,000 Medical Expense Limit $10,000 General Aggregate Limit $2,000,000 Products/Completed Operations Aggregate $2,000,000
A	SCHOOL BOARD LEGAL - CLAIMS MADE FORM	VSBA 058-SB	7/1/2012	6/30/2013	Limit of Liability $1,000,000 Aggregate $1,000,000
A	CRIME	VSBA 058-CR	7/1/2012	6/30/2013	Each Occurrence Limit $250,000 Deductible $250
A	PROPERTY ☐ Causes of Loss ☐ Basic ☐ Broad ☐ Special ☐ Flood	VSBA 058-PR	7/1/2012	6/30/2013	Blanket Bldg & PP $44374700
D	BOILER & MACHINERY	VSBA 058-BM	7/1/2012	6/30/2013	Limit of Coverage $10,000,000
A	EXCESS LIABILITY	VSBA 058-EX	7/1/2012	6/30/2013	Limit of Coverage $4,000,000

DESCRIPTION OF OPERATIONS/LOCATIONS/VEHICLES/SPECIAL ITEMS: EVIDENCE OF COVERAGE

CERTIFICATE HOLDER:
Cumberland County Public Schools
P.O. Box 170
Cumberland, VA 23040

CANCELLATION
Should any of the above described policies be cancelled before the expiration date thereof, the issuing company will endeavor to mail 30 days written notice to the certificate holder named to the left, but failure to mail such notice shall impose no obligation or liability of any kind upon the company, its agents or representatives.

AUTHORIZED REPRESENTATIVE: David B. Smith

APPENDIX G

Budget and Budget Narrative

Superintendent's Region 8 Health Sciences Academy

GOVERNOR'S **HEALTH** SCIENCES ACADEMY

PLANNING/IMPLEMENTATION GRANT **BUDGET**

*(Includes the first $5,000 payment)**

A- Director Costs	TOTAL			
	$10,000 * **Grant** State Funds	Perkins Funds	Other Funds (Local or grant funds to be described in Budget Narrative)	In-Kind
1. Personnel --- 1000				
2. Employment Benefits --- 2000				
3. Purchased/Contractual Services ---- 3000			$46,838.66	
4. Internal Services---- 4000				
5. Staff Development---- 5000				$2,000
6. **Summer Component Activities** ---- 5000				$2,000
7. Travel ---- 5000				$249,150
8. Contractual Services ---- 5000				
9. Materials and Supplies ---- 6000	$10,000			
10. Equipment---- 8000			$38,000	
11. Facilities ---- 8000				
B- Indirect Costs **				
TOTAL	$10,000		$84,838.66	$253,150.00

**If recovering indirect costs, the rate must not exceed the state approved indirect cost rate of the fiscal agent.

Superintendent's Region 8 Health Sciences Academy

Budget Narrative

Personnel – 1000

- $10,000 Grant State Funds $0.00
- Perkins Funds $0.00
- Other Funds $0.00
- In-Kind $0.00

Employment Benefits – 2000

- $10,000 Grant State Funds $0.00
- Perkins Funds $0.00
- Other Funds $0.00
- In-Kind $0.00

Purchase/Contractual Services – 3000

- $10,000 Grant State Funds $0.00
- Perkins Funds $0.00
- Other Funds $46,838.66 Tuition cost for 11 school divisions to send a minimum of 3 students each for their senior year to SVCC
- In-Kind $0.00

Internal Services – 4000

- $10,000 Grant State Funds $0.00
- Perkins Funds $0.00
- Other Funds $0.00
- In-Kind $0.00

Staff Development – 5000

- $10,000 Grant State Funds $0.00
- Perkins Funds $0.00
- Other Funds $0.00
- In-Kind $2,000 SVCC will provide staff

development for guidance

counselors at each school

Summer Component Activities – 5000

- $10,000 Grant State Funds $0.00
- Perkins Funds $0.00
- Other Funds $0.00
- In-Kind $2,000 Cost of materials and supplies needed for the 2-day Health Fair at SVCC

Travel – 5000

- $10,000 Grant State Funds $0.00
- Perkins Funds $0.00
- Other Funds $0.00
- In-Kind $249,150 Cost of 11 school divisions transporting students to SVCC per year.

Contractual Services – 5000

- $10,000 Grant State Funds $0.00
- Perkins Funds $0.00
- Other Funds $0.00
- In-Kind $0.00

Materials and Supplies – 6000

- $10,000 Grant State Funds $10,000 Materials and supplies to develop marketing materials for all 11 divisions
- Perkins Funds $0.00
- Other Funds $0.00
- In-Kind $0.00

Equipment – 8000

- $10,000 Grant State Funds $0.00
- Perkins Funds $0.00

- Other Funds $38,000 SVCC has written a grant to the VHWDA for respiratory therapy equipment
- In-Kind $0.00

Facilities – 8000

- $10,000 Grant State Funds $0.00
- Perkins Funds $0.00
- Other Funds $0.00
- In-Kind $0.00

TOTAL

- **$10,000 Grant State Funds** **$10,000.00**
- **Perkins Funds** **$0.00**
- **Other Funds** **$84,838.66**
- **In-Kind** **$253,150.00**

TOTAL PROGRAM COST **$347,988.66**

APPENDIX H

Partnership Capacity/Memorandum of Agreement

Partnership Agreement
Between
Amelia County Public Schools
And
The Superintendent's Region 8 Governor's Health Sciences Academy

Amelia County Public School (ACPS) and the undersigned partner agree to work together to inspire and prepare students in Superintendent's Region 8 of pursue higher education and career opportunities in Health Sciences.

ACPS Partners agree to:

- Identify the employment needs and opportunities in Region 8 for Health Sciences careers.
- Provide guidance in the development of curriculum and course offerings relating to Health Sciences.
- Providing students from Region 8 school divisions to participate in the Health Sciences Academy.
- Providing opportunities for job shadowing and internships as appropriate for students.
- Providing opportunities for site visits when possible to expose students to Health Sciences work settings and employees.
- Participating as possible in Health Sciences activities and programs that further goals of the Superintendent's Region 8 Governor's Health Sciences Academy.

ACPS in partnership with Southside Virginia Community College agrees to:

- Coordinate the Superintendent's Region 8 Governor's Health Sciences Academy.
- Designate a Health Sciences Academy point of contact for partners.
- Provide partners with a menu of partnership activities and programs that partners may choose from to the mission of the Superintendent's Region 8 Governor's Health Sciences Academy.
- Offer courses related to Health Sciences.
- Provide a Health Sciences Academy overview, tour and orientation to partners as needed.
- Provide classroom space for the Health Sciences Academy and a place to keep educational materials and equipment used by the Academy.

By signing this agreement, partners agree to support the measures listed above in support of the Superintendent's Region 8 Governor's Health Sciences Academy.

Name of Partner Organization: Amelia County Public Schools

Name: Dr. BJ Brewer

Signature: BBrewer Date: 2/13/13

Title: Superintendent

Partnership Agreement
Between
Brunswick County Public Schools
And
The Superintendent's Region 8 Governor's Health Sciences Academy

Brunswick County Public School (BCPS) and the undersigned partner agree to work together to inspire and prepare students in Superintendent's Region 8 of pursue higher education and career opportunities in Health Sciences.

BCPS Partners agree to:

- Identify the employment needs and opportunities in Region 8 for Health Sciences careers.
- Provide guidance in the development of curriculum and course offerings relating to Health Sciences.
- Providing students from Region 8 school divisions to participate in the Health Sciences Academy.
- Providing opportunities for job shadowing and internships as appropriate for students.
- Providing opportunities for site visits when possible to expose students to Health Sciences work settings and employees.
- Participating as possible in Health Sciences activities and programs that further goals of the Superintendent's Region 8 Governor's Health Sciences Academy.

BCPS in partnership with Southside Virginia Community College agrees to:

- Coordinate the Superintendent's Region 8 Governor's Health Sciences Academy.
- Designate a Health Sciences Academy point of contact for partners.
- Provide partners with a menu of partnership activities and programs that partners may choose from to the mission of the Superintendent's Region 8 Governor's Health Sciences Academy.
- Offer courses related to Health Sciences.
- Provide a Health Sciences Academy overview, tour and orientation to partners as needed.
- Provide classroom space for the Health Sciences Academy and a place to keep educational materials and equipment used by the Academy.

By signing this agreement, partners agree to support the measures listed above in support of the Superintendent's Region 8 Governor's Health Sciences Academy.

Name of Partner Organization: Brunswick County Public Schools

Name: Dr. Oliver W. Spencer Jr.

Signature: _____ Date: 2-13-13

Title: Superintendent

Partnership Agreement
Between
Buckingham County Public Schools
And
The Superintendent's Region 8 Governor's Health Sciences Academy

Buckingham County Public School (BCPS) and the undersigned partner agree to work together to inspire and prepare students in Superintendent's Region 8 of pursue higher education and career opportunities in Health Sciences.

BCPS Partners agree to:

- Identify the employment needs and opportunities in Region 8 for Health Sciences careers.
- Provide guidance in the development of curriculum and course offerings relating to Health Sciences.
- Providing students from Region 8 school divisions to participate in the Health Sciences Academy.
- Providing opportunities for job shadowing and internships as appropriate for students.
- Providing opportunities for site visits when possible to expose students to Health Sciences work settings and employees.
- Participating as possible in Health Sciences activities and programs that further goals of the Superintendent's Region 8 Governor's Health Sciences Academy.

BCPS in partnership with Southside Virginia Community College agrees to:

- Coordinate the Superintendent's Region 8 Governor's Health Sciences Academy.
- Designate a Health Sciences Academy point of contact for partners.
- Provide partners with a menu of partnership activities and programs that partners may choose from to the mission of the Superintendent's Region 8 Governor's Health Sciences Academy.
- Offer courses related to Health Sciences.
- Provide a Health Sciences Academy overview, tour and orientation to partners as needed.
- Provide classroom space for the Health Sciences Academy and a place to keep educational materials and equipment used by the Academy.

By signing this agreement, partners agree to support the measures listed above in support of the Superintendent's Region 8 Governor's Health Sciences Academy.

Name of Partner Organization: Buckingham County Public Schools

Name: Dr. Cecil Snead

Signature Cecil C. Snead Date: 2-14-13

Title: Superintendent

Partnership Agreement
Between
Charlotte County Public Schools
And
The Superintendent's Region 8 Governor's Health Sciences Academy

Charlotte County Public School (CCPS) and the undersigned partner agree to work together to inspire and prepare students in Superintendent's Region 8 of pursue higher education and career opportunities in Health Sciences.

CCPS Partners agree to:

- Identify the employment needs and opportunities in Region 8 for Health Sciences careers.
- Provide guidance in the development of curriculum and course offerings relating to Health Sciences.
- Providing students from Region 8 school divisions to participate in the Health Sciences Academy.
- Providing opportunities for job shadowing and internships as appropriate for students.
- Providing opportunities for site visits when possible to expose students to Health Sciences work settings and employees.
- Participating as possible in Health Sciences activities and programs that further goals of the Superintendent's Region 8 Governor's Health Sciences Academy.

CCPS in partnership with Southside Virginia Community College agrees to:

- Coordinate the Superintendent's Region 8 Governor's Health Sciences Academy.
- Designate a Health Sciences Academy point of contact for partners.
- Provide partners with a menu of partnership activities and programs that partners may choose from to the mission of the Superintendent's Region 8 Governor's Health Sciences Academy.
- Offer courses related to Health Sciences.
- Provide a Health Sciences Academy overview, tour and orientation to partners as needed.
- Provide classroom space for the Health Sciences Academy and a place to keep educational materials and equipment used by the Academy.

By signing this agreement, partners agree to support the measures listed above in support of the Superintendent's Region 8 Governor's Health Sciences Academy.

Name of Partner Organization: Charlotte County Public Schools

Name: Dr. Melody Hackney

Signature Melody S. Hackney Date: 2-12-13

Title: Superintendent

Partnership Agreement
Between
Cumberland County Public Schools
And
The Superintendent's Region 8 Governor's Health Sciences Academy

Cumberland County Public School (CCPS) and the undersigned partner agree to work together to inspire and prepare students in Superintendent's Region 8 of pursue higher education and career opportunities in Health Sciences.

CCPS Partners agree to:

- Identify the employment needs and opportunities in Region 8 for Health Sciences careers.
- Provide guidance in the development of curriculum and course offerings relating to Health Sciences.
- Providing students from Region 8 school divisions to participate in the Health Sciences Academy.
- Providing opportunities for job shadowing and internships as appropriate for students.
- Providing opportunities for site visits when possible to expose students to Health Sciences work settings and employees.
- Participating as possible in Health Sciences activities and programs that further goals of the Superintendent's Region 8 Governor's Health Sciences Academy.

CCPS in partnership with Southside Virginia Community College agrees to:

- Coordinate the Superintendent's Region 8 Governor's Health Sciences Academy.
- Designate a Health Sciences Academy point of contact for partners.
- Provide partners with a menu of partnership activities and programs that partners may choose from to the mission of the Superintendent's Region 8 Governor's Health Sciences Academy.
- Offer courses related to Health Sciences.
- Provide a Health Sciences Academy overview, tour and orientation to partners as needed.
- Provide classroom space for the Health Sciences Academy and a place to keep educational materials and equipment used by the Academy.

By signing this agreement, partners agree to support the measures listed above in support of the Superintendent's Region 8 Governor's Health Sciences Academy.

Name of Partner Organization: Cumberland County Public Schools

Name: Dr. Amy Griffin

Signature Amy Griffin Date: 2/12/13

Title: Superintendent

Partnership Agreement
Between
Greensville County Public Schools
And
The Superintendent's Region 8 Governor's Health Sciences Academy

Greensville County Public School (GCPS) and the undersigned partner agree to work together to inspire and prepare students in Superintendent's Region 8 of pursue higher education and career opportunities in Health Sciences.

GCPS Partners agree to:

- Identify the employment needs and opportunities in Region 8 for Health Sciences careers.
- Provide guidance in the development of curriculum and course offerings relating to Health Sciences.
- Providing students from Region 8 school divisions to participate in the Health Sciences Academy.
- Providing opportunities for job shadowing and internships as appropriate for students.
- Providing opportunities for site visits when possible to expose students to Health Sciences work settings and employees.
- Participating as possible in Health Sciences activities and programs that further goals of the Superintendent's Region 8 Governor's Health Sciences Academy.

GCPS in partnership with Southside Virginia Community College agrees to:

- Coordinate the Superintendent's Region 8 Governor's Health Sciences Academy.
- Designate a Health Sciences Academy point of contact for partners.
- Provide partners with a menu of partnership activities and programs that partners may choose from to the mission of the Superintendent's Region 8 Governor's Health Sciences Academy.
- Offer courses related to Health Sciences.
- Provide a Health Sciences Academy overview, tour and orientation to partners as needed.
- Provide classroom space for the Health Sciences Academy and a place to keep educational materials and equipment used by the Academy.

By signing this agreement, partners agree to support the measures listed above in support of the Superintendent's Region 8 Governor's Health Sciences Academy.

Name of Partner Organization: Greensville County Public Schools

Name: Dr. Phillip Worrell

Signature _____ Date: 2/12/13

Title: Superintendent

Partnership Agreement
Between
Halifax County Public Schools
And
The Superintendent's Region 8 Governor's Health Sciences Academy

Halifax County Public School (HCPS) and the undersigned partner agree to work together to inspire and prepare students in Superintendent's Region 8 of pursue higher education and career opportunities in Health Sciences.

HCPS Partners agree to:

- Identify the employment needs and opportunities in Region 8 for Health Sciences careers.
- Provide guidance in the development of curriculum and course offerings relating to Health Sciences.
- Providing students from Region 8 school divisions to participate in the Health Sciences Academy.
- Providing opportunities for job shadowing and internships as appropriate for students.
- Providing opportunities for site visits when possible to expose students to Health Sciences work settings and employees.
- Participating as possible in Health Sciences activities and programs that further goals of the Superintendent's Region 8 Governor's Health Sciences Academy.

HCPS in partnership with Southside Virginia Community College agrees to:

- Coordinate the Superintendent's Region 8 Governor's Health Sciences Academy.
- Designate a Health Sciences Academy point of contact for partners.
- Provide partners with a menu of partnership activities and programs that partners may choose from to the mission of the Superintendent's Region 8 Governor's Health Sciences Academy.
- Offer courses related to Health Sciences.
- Provide a Health Sciences Academy overview, tour and orientation to partners as needed.
- Provide classroom space for the Health Sciences Academy and a place to keep educational materials and equipment used by the Academy.

By signing this agreement, partners agree to support the measures listed above in support of the Superintendent's Region 8 Governor's Health Sciences Academy.

Name of Partner Organization: Halifax County Public Schools

Name: Dr. Merle P. Herndon

Signature Merle P. Herndon Date: 2/14/13

Title: Superintendent

Partnership Agreement
Between
Lunenburg County Public Schools
And
The Superintendent's Region 8 Governor's Health Sciences Academy

Lunenburg County Public School (LCPS) and the undersigned partner agree to work together to inspire and prepare students in Superintendent's Region 8 of pursue higher education and career opportunities in Health Sciences.

LCPS Partners agree to:

- Identify the employment needs and opportunities in Region 8 for Health Sciences careers.
- Provide guidance in the development of curriculum and course offerings relating to Health Sciences.
- Providing students from Region 8 school divisions to participate in the Health Sciences Academy.
- Providing opportunities for job shadowing and internships as appropriate for students.
- Providing opportunities for site visits when possible to expose students to Health Sciences work settings and employees.
- Participating as possible in Health Sciences activities and programs that further goals of the Superintendent's Region 8 Governor's Health Sciences Academy.

LCPS in partnership with Southside Virginia Community College agrees to:

- Coordinate the Superintendent's Region 8 Governor's Health Sciences Academy.
- Designate a Health Sciences Academy point of contact for partners.
- Provide partners with a menu of partnership activities and programs that partners may choose from to the mission of the Superintendent's Region 8 Governor's Health Sciences Academy.
- Offer courses related to Health Sciences.
- Provide a Health Sciences Academy overview, tour and orientation to partners as needed.
- Provide classroom space for the Health Sciences Academy and a place to keep educational materials and equipment used by the Academy.

By signing this agreement, partners agree to support the measures listed above in support of the Superintendent's Region 8 Governor's Health Sciences Academy.

Name of Partner Organization: Lunenburg County Public Schools

Name: Dora Wynn

Signature Dora G. Wynn Date: 2/14/13

Title: Superintendent

Partnership Agreement
Between
Nottoway County Public Schools
And
The Superintendent's Region 8 Governor's Health Sciences Academy

Nottoway County Public School (NCPS) and the undersigned partner agree to work together to inspire and prepare students in Superintendent's Region 8 of pursue higher education and career opportunities in Health Sciences.

NCPS Partners agree to:

- Identify the employment needs and opportunities in Region 8 for Health Sciences careers.
- Provide guidance in the development of curriculum and course offerings relating to Health Sciences.
- Providing students from Region 8 school divisions to participate in the Health Sciences Academy.
- Providing opportunities for job shadowing and internships as appropriate for students.
- Providing opportunities for site visits when possible to expose students to Health Sciences work settings and employees.
- Participating as possible in Health Sciences activities and programs that further goals of the Superintendent's Region 8 Governor's Health Sciences Academy.

NCPS in partnership with Southside Virginia Community College agrees to:

- Coordinate the Superintendent's Region 8 Governor's Health Sciences Academy.
- Designate a Health Sciences Academy point of contact for partners.
- Provide partners with a menu of partnership activities and programs that partners may choose from to the mission of the Superintendent's Region 8 Governor's Health Sciences Academy.
- Offer courses related to Health Sciences.
- Provide a Health Sciences Academy overview, tour and orientation to partners as needed.
- Provide classroom space for the Health Sciences Academy and a place to keep educational materials and equipment used by the Academy.

By signing this agreement, partners agree to support the measures listed above in support of the Superintendent's Region 8 Governor's Health Sciences Academy.

Name of Partner Organization: Nottoway County Public Schools

Name: Dr. Daniel Grounard

Signature _____ Date: 2/12/13

Title: Superintendent

Partnership Agreement
Between
Mecklenburg County Public Schools
And
The Superintendent's Region 8 Governor's Health Sciences Academy

Mecklenburg County Public School (MCPS) and the undersigned partner agree to work together to inspire and prepare students in Superintendent's Region 8 of pursue higher education and career opportunities in Health Sciences.

MCPS Partners agree to:

- Identify the employment needs and opportunities in Region 8 for Health Sciences careers.
- Provide guidance in the development of curriculum and course offerings relating to Health Sciences.
- Providing students from Region 8 school divisions to participate in the Health Sciences Academy.
- Providing opportunities for job shadowing and internships as appropriate for students.
- Providing opportunities for site visits when possible to expose students to Health Sciences work settings and employees.
- Participating as possible in Health Sciences activities and programs that further goals of the Superintendent's Region 8 Governor's Health Sciences Academy.

MCPS in partnership with Southside Virginia Community College agrees to:

- Coordinate the Superintendent's Region 8 Governor's Health Sciences Academy.
- Designate a Health Sciences Academy point of contact for partners.
- Provide partners with a menu of partnership activities and programs that partners may choose from to the mission of the Superintendent's Region 8 Governor's Health Sciences Academy.
- Offer courses related to Health Sciences.
- Provide a Health Sciences Academy overview, tour and orientation to partners as needed.
- Provide classroom space for the Health Sciences Academy and a place to keep educational materials and equipment used by the Academy.

By signing this agreement, partners agree to support the measures listed above in support of the Superintendent's Region 8 Governor's Health Sciences Academy.

Name of Partner Organization: Mecklenburg County Public Schools

Name: Dr. James Thornton

Signature _____ Date: 2-12-13

Title: Superintendent

Partnership Agreement
Between
Prince Edward County Public Schools
And
The Superintendent's Region 8 Governor's Health Sciences Academy

Prince Edward County Public School (PECPS) and the undersigned partner agree to work together to inspire and prepare students in Superintendent's Region 8 of pursue higher education and career opportunities in Health Sciences.

PECPS Partners agree to:

- Identify the employment needs and opportunities in Region 8 for Health Sciences careers.
- Provide guidance in the development of curriculum and course offerings relating to Health Sciences.
- Providing students from Region 8 school divisions to participate in the Health Sciences Academy.
- Providing opportunities for job shadowing and internships as appropriate for students.
- Providing opportunities for site visits when possible to expose students to Health Sciences work settings and employees.
- Participating as possible in Health Sciences activities and programs that further goals of the Superintendent's Region 8 Governor's Health Sciences Academy.

PECPS in partnership with Southside Virginia Community College agrees to:

- Coordinate the Superintendent's Region 8 Governor's Health Sciences Academy.
- Designate a Health Sciences Academy point of contact for partners.
- Provide partners with a menu of partnership activities and programs that partners may choose from to the mission of the Superintendent's Region 8 Governor's Health Sciences Academy.
- Offer courses related to Health Sciences.
- Provide a Health Sciences Academy overview, tour and orientation to partners as needed.
- Provide classroom space for the Health Sciences Academy and a place to keep educational materials and equipment used by the Academy.

By signing this agreement, partners agree to support the measures listed above in support of the Superintendent's Region 8 Governor's Health Sciences Academy.

Name of Partner Organization: Prince Edward County Public Schools

Name: Dr. David Smith

Signature _____ Date: 2/15/13

Title: Superintendent

APPENDIX I

Statement of Assurances

Governor's Health Sciences Academy

STATEMENT OF ASSURANCES

The authorized signature on this page certifies to the Virginia Department of Education that the authorized official assures that:

1. The planning committee has reviewed the provisions of *Administrative Procedures Guide for the Establishment of Governor's Health Sciences Academy* outlined in the Guidance Document, and understands that an implementation proposal will need to address these criteria and/or others approved by the Virginia Board of Education.

2. The planning committee agrees to follow the guidelines set forth in the *Administrative Procedures Guide for the Establishment of Governor's Health Sciences Academy* document.

3. The regional Governor's Health Sciences Academy will be a jointly-operated program of at least two school divisions, an ongoing governing board will be established or maintained to reflect current Board of Education regulations relative to jointly-operated schools and programs.

4. A public school division will serve as the grant fiscal agent.

Certification by Authorized or Institutional Official:

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the partners participating in this process to establish a regional Governor's Health Sciences Academy, and that the applicant will comply with the statements of assurances.

Amy W. Griffin
Typed or Printed Name of Authorized Official

Superintendent
Title

Signature of Authorized Official

2/12/13
Date

(copy as needed)