



July 27, 2015

The Honorable Anne Holton
Secretary of Education of the Commonwealth
P.O. Box 1475
Richmond, VA 23218

Dr. Steven R. Staples
Superintendent of Public Instruction
Virginia Department of Education
P.O. Box 2120
Richmond, VA 23218

Dear Secretary Holton and Dr. Staples:

Following established practice, I am forwarding for your approval and signature a revised dual enrollment plan titled *Governing Principles for Dual Enrollment between Virginia's Public Schools and the Virginia Community College System*. This document was approved by the State Board for Community Colleges at their July 16, 2015 meeting to replace the 2008 *Virginia Plan for Dual Enrollment between Virginia Public Schools and Community Colleges*. Pending your approvals, the implementation date is Fall Semester 2016.

VCCS convened a Dual Enrollment Plan Workgroup in September 2014 to undertake this revision in response to concerns raised by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) regarding the quality and rigor of dual enrollment courses, colleges' control over the curriculum, and students' access to student services. The Workgroup included representatives from the Virginia Department of Education as well as an assistant principal representing the Virginia Association of School Superintendents. Dr. Sharon Morrissey briefed Dr. Billy Haun as the revisions were being developed, and she also shared a draft with the Virginia Association of School Superintendents and invited their feedback. In addition, college presidents, vice presidents and dual enrollment liaisons were engaged in vetting the proposed changes.

The revised document includes the following significant changes:

- Strengthens the evaluation section to ensure rigor and quality of dual enrollment courses
- Adds a section on curriculum standards to ensure that dual enrollment courses are equivalent to college courses
- Adds SACSCOC language about faculty credentials
- Adds a faculty responsibility section
- Adds a section on student support services

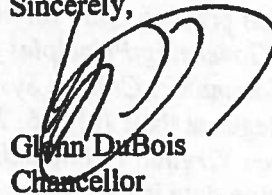
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- **Ensures that the college president must approve non-dual enrolled students in dual enrolled courses**
- **Requires dual enrollment students to be registered by the end of the add/drop period established for each course, in compliance with State Board policy**
- **Includes financial information, in accordance with the VCCS Dual Enrollment Financial Model.**

These changes result in a stronger policy document that will hopefully address the concerns raised by SACSCOC so that VCCS institutions can continue to provide access to college courses for high school students across the Commonwealth.

Thank you for your review of this document. Dr. Morrissey and I will be happy to meet with you to discuss the changes, should you so desire.

Sincerely,



**Glenn DuBois
Chancellor**

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

INTRODUCTION

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

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

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

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

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after high school that leads to entry into the workforce. In all cases the community college shall maintain institutional control of the courses and ensure curricular integrity.

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

STUDENT ELIGIBILITY AND ADMISSION REQUIREMENTS

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

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

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

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

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

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Dual enrollment students must be registered by the end of the add/drop period established for each course; exceptions must be approved by the Vice Chancellor for Academic Services and Research. Dual enrolled courses taught at the high school may not include non-dual enrolled students without the documented approval of the community college president.

STUDENT SUPPORT SERVICES

In order to support the dual enrolled student's collegial experience, the community college shall provide dual enrollment students access to appropriate student support programs, academic support services, and activities including access and user privileges to adequate library collections and services and any other learning information or resources.

DUAL ENROLLMENT FACULTY

Selection of Faculty

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

- **Faculty members teaching associate degree courses designed for transfer to a baccalaureate degree have earned a doctorate or master's degree in the teaching discipline or master's degree with a minimum of 18 graduate semester hours in the teaching discipline.**
- **Faculty members teaching associate degree courses not designed for transfer to the baccalaureate degree have earned a bachelor's degree in the teaching discipline or associate's degree in the teaching field with demonstrated competencies in the teaching discipline and two years of occupational experience.**
- **Faculty members teaching non-associate's degree occupational programs have earned a high school diploma or equivalent, associate or equivalent in the teaching field preferred, and five years of current occupational experience as defined by the State Board for Community Colleges.**

Faculty Responsibility

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

- **Prepare and disseminate a college-approved course syllabus that include all required information for the college course, including the college's grading scale;**
- **Adhere to the required number of instructional/contact hours for the course;**
- **Adhere to established college academic/instructional calendars for enrollment and grade submission;**
- **Use college-approved instructional materials;**

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- Incorporate all student learning outcomes and assessment of student learning outcomes into instruction;
- Participate in student evaluation of instructional effectiveness;
- Submit final course grades; and
- Participate in required meetings and professional development opportunities.

CURRICULUM STANDARDS

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

EVALUATION

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

Student Learning Outcomes

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

Program Learning Outcomes

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

Instructional Effectiveness

The community college shall conduct evaluations of dual enrollment instructors using college guidelines established for all adjunct or full-time faculty. High school faculty or adjunct faculty employed by the community college teaching a dual enrollment course shall be evaluated in accordance with the college's adjunct faculty evaluation process. Full-time community college faculty teaching a dual

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

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

Evaluation of Longitudinal Outcomes

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

Continuous Improvement

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

FINANCIAL ISSUES

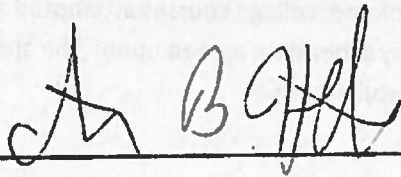
Public school divisions and community colleges should provide the opportunity for students to participate in dual enrollment at little or no cost to them or their families. Virginia Community College System (VCCS) policy requires that full tuition and fees be paid to community colleges for each student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

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

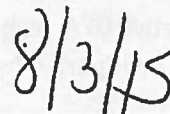
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Neither the school division nor the community college will be penalized in its state appropriation for implementing dual enrollment programs. Public schools shall receive average daily membership (ADM) credit for their students participating in these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


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



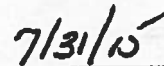
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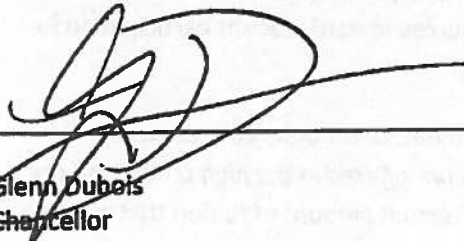
Date



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



Date



Glenn Dubois
Chancellor
Virginia Community College System

Date