



COMMONWEALTH of VIRGINIA
Office of the Attorney General
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MEMORANDUM

TO: Joan Wodiska, Chair
Standing Committee on College Laboratory Partnership Schools
Board of Education

FROM: Deborah A. Love
Senior Assistant Attorney General

DATE: April 10, 2024 *DAL*

SUBJECT: Review of College Partnership Laboratory School Application:
Paul D. Camp Community College

The Office of the Attorney General (OAG) has completed its review of the revised application to establish a college partnership laboratory school, received from Paul D. Camp Community College (version named "Lab School Application Isle Maritime Trades Academy Revised_4_8_24tab.pdf"). An earlier version of this application was also reviewed by OAG, with feedback to the Department on April 3. This confirms information I provided on April 8.

In my view, all comments made by OAG have been satisfactorily addressed. In my view, there are no legal impediments to the Standing Committee's consideration of this application. I note that my review does not embrace curricular considerations, the financial plan, or budgeting aspects of the proposal, nor do I offer any opinion as to the merits of the application. This assessment applies to the application reviewed, and not to any subsequent changes.

If you have any questions, please contact me at the address above, by telephone at (804)786-3807, or by electronic mail at dlove@oag.state.va.us.

cc: Dr. Lisa Coons, Superintendent of Public Instruction
Andy Armstrong, Assistant Superintendent of Strategic Innovation



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION
P.O. BOX 2120
RICHMOND, VA 23218-2120

College Partnership Laboratory School Standing Committee Members:

The Virginia Department of Education (VDOE) review committee, consisting of subject matter experts have reviewed the application and affirm that all required elements of the application, including the school's educational program, governance, management structure, financial plan (including sustainability plan), placement plan, and other assurances have been provided. Additional, specific review has been conducted by the agency's curriculum and policy teams.

More specifically, this application meets all needed requirements associated with the school's proposed curriculum and graduation requirements.

This application is complete and compliant.

Andrew Armstrong, Ph.D., Assistant Superintendent of Strategic Innovation

A handwritten signature in black ink, appearing to read 'Andrew Armstrong'.

Jason Ellis, Director of Assessment

Jason Ellis

Digitally signed by Jason Ellis

Date: 2024.04.11 09:45:44 -04'00'

Melissa Velazquez, Assistant Superintendent of Policy and Government Relations

A handwritten signature in black ink, appearing to read 'Melissa K. Velazquez'.

Samantha Hollins, Ph.D., Assistant Superintendent, Department of Special Populations

Samantha Marsh Hollins



Virginia College Partnership Laboratory School Application

Approved by the Virginia Board of Education

July 26, 2012

Updated August 31, 2022

Updated June 30, 2023

Updated January 8, 2024

School Name: Isle Maritime Trades Academy

Date of Submission to Virginia Board of Education: March 11, 2024

Revision: March 28, 2024

Name of Authorized Official: Dr. Corey McCray

Date: March 28, 2024

Signature of Authorized Official:

Date:

3/28/24

Application Completion Instructions & Mailing Information

All applicants for a college partnership laboratory school should read the College Partnership Laboratory School Application Process before completing the application. The process is available on the Virginia Department of Education's website at the following link:
<https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/laboratory-schools>

Complete the cover page and insert the name of the college partnership laboratory school into the footer before completing the application. Each gray section in the document must contain a response.

Completed applications and supporting documents must be submitted to labschools@doe.virginia.gov. The Department may return or reject applications that are incomplete.

Note: The *Virginia Freedom of Information Act* (FOIA), § [2.2-3700](#) et seq. of the *Code of Virginia*, guarantees citizens of the Commonwealth and representatives of the media access to public records held by public bodies, public officials, and public employees. Please be advised that documents submitted to the Virginia Department of Education are subject to FOIA and must be released in response to a FOIA request unless the records are exempt as specifically provided by law.

**Lab School Application
Isle Maritime Trades Academy
Revised March 29, 2024**

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Part A: Applicant Information

School Information

Lab School Name: Isle Maritime Trades Academy

Does the applicant presently have access to a facility suitable for a school? Yes No

Yes. The Isle Maritime Trades Academy will be based at Camp's Center at Smithfield, with instruction also supported at facilities of Isle of Wight County Public Schools and Camp's Workforce Trades Innovation Center in Suffolk, VA.

If the answer is yes to the question above, insert address and information regarding ownership of the facility:

School Location (City/Town and Zip Code):

Paul D. Camp Community College
Center at Smithfield
253 James Street
Smithfield, VA 23430
This facility is leased to the college by Isle of Wight County

Smithfield High School
Isle of Wight County Public Schools
14171 Turner Dr
Smithfield, VA 23430

Windsor High School
Isle of Wight County Public Schools
24 Church Street
Windsor, VA 23487

Paul D. Camp Community College
Workforce Trades and Innovation Center
612 Carolina Road
Suffolk, VA 23434
This facility is owned by the Camp Community College Real Estate Foundation

Is the applicant a public, nonsectarian, nonreligious school in the Commonwealth established by a public institution of higher education; public higher education center, institute, or authority; or an eligible institution, as defined in § 23.1-628 related to the Tuition Assistance Grant Program? Yes

Proposed Opening Date (Date should be at least twelve (12) months from the date of this application.): September 2, 2025

Grades to be Served for the Full Term of the Contract (Check All That Apply) *			
Pre-K	<input type="checkbox"/>	Sixth Grade	<input type="checkbox"/>
Kindergarten	<input type="checkbox"/>	Seventh Grade	<input type="checkbox"/>
First Grade	<input type="checkbox"/>	Eighth Grade	<input type="checkbox"/>
Second Grade	<input type="checkbox"/>	Ninth Grade	<input type="checkbox"/>
Third Grade	<input type="checkbox"/>	Tenth Grade	<input type="checkbox"/>
Fourth Grade	<input type="checkbox"/>	Eleventh Grade	<input checked="" type="checkbox"/>
Fifth Grade	<input type="checkbox"/>	Twelfth Grade	<input checked="" type="checkbox"/>

*If the college partnership laboratory school intends to add or change grade levels at some point during the school's operation, provide this information in the education program section of the narrative.

If the college partnership laboratory school is going to have a specialized focus (e.g., Science, Technology, Engineering, Mathematics [STEM], at-risk students, special education, career and technical education, gifted education), describe the specialized focus and why this focus was chosen to address the needs of students in your location:

The college partnership laboratory school will have a specialized focus on career technical education, specifically skilled trades for the maritime industry, and in so doing, address critical regional workforce needs. The **Isle Maritime Trades Academy (IMTA)** will provide a high school-to college-to work pipeline in a partnership between Paul D. Camp Community College (Camp), Isle of Wight County Public Schools (IWCS), and initial primary corporate partner, Huntington Ingalls Industries-Newport News Shipbuilding (NNS). The overall goal of the IMTA is to graduate students who possess in-demand technical and workplace-ready skills for middle-skill jobs with NNS and similar employers, and to position students in career-pathways that provide options for advancement with additional education or training.

This focus was chosen to address an important workforce development need throughout Superintendent Region 2, Camp's service region, and GO Virginia region 5; namely, the need for a greater number of trained and qualified individuals to enter the advanced manufacturing workforce, including skilled production, manufacturing, and shipbuilding and repair. The Lab School's corporate partner, NNS, employs more than 26,000 people. NNS is the largest industrial employer in the Commonwealth of Virginia and produces the nation's highest priority US Navy products. NNS and the Department of Defense (DOD) are significantly investing in workforce development projects in the region due to the strategic importance of the area. These workforce efforts build upon earlier federal, state and locality funded projects.

NNS has identified multiple areas and specific career pathways in which it has significant current and future need for skilled tradespersons, including electricians, welders, shipfitters, pipefitters, marine coating, and outside machinists. The GO Virginia Region 5 LMI data for these and related occupations demonstrates a significant need for education and training programs that will prepare skilled workers for employment in shipbuilding and related industries. Taken together, these represent nearly 20,000 regional jobs with family-sustaining average annual earnings, and a projected ten-year age-out of between a quarter and a third of the workforce.

NNS has identified the following occupations as “high-need” for their organization: welders, electricians, shipfitters, pipefitters, marine coating, and outside machinists. Preparation at the IMTA will include career/technical skill development, one or more credentials (i.e., an industry-recognized certification and/or completion of a Career Studies Certificate), and job readiness skills (e.g., communication, teamwork, leadership) related to these occupations. The dual enrollment (DE) and simulated experiential learning components for students in 11th and 12th grades will be conducted in Camp’s Center at Smithfield, Smithfield High School, Windsor High School, and Camp’s Workforce Trades and Innovation Center (WTIC) that is currently in development in Suffolk. To the extent feasible, and with due consideration of industry safety standards and regulations, experiential/work-based learning will be incorporated in the curriculum.

If the college partnership laboratory school is going to be in partnership with local school division(s), name the school division(s) and describe the agreement between all the parties. Provide a copy of the agreement that set the terms and conditions of the relationship(s), including the distribution of responsibilities of the partnership briefly.

The Isle Maritime Trades Academy is going to be implemented and operated in partnership with Isle of Wight County Public Schools (IWCS). The two organizations have worked together for many years to provide expanded learning and dual enrollment opportunities to IWCS students for a variety of college and career pathways. The Lab School presents yet another opportunity for Camp and IWCS to partner together in support of students and the community. The agreement between Camp Community College and Isle of Wight County Schools will include the following key elements:

Paul D. Camp Community College/IMTA responsibilities:

- As the eligible entity for the College Partnership Laboratory School, responsible for oversight of the IMTA and its funding (if awarded), Camp will ensure compliance with applicable state laws and policies.
- Camp’s President and a representative from Camp’s local college Board shall serve on the IMTA Governing Board.
- Providing classroom, laboratory, library, and study facilities at the Camp Center at Smithfield and Camp’s Workforce Trades Innovation Center (WTIC) for IMTA students.
- Recruiting, supervising, developing, and managing salary and benefit awards, in accordance with applicable policies, for all full-time and part-time IMTA administrators, staff, and faculty, including contracted adjunct instructors.
- In collaboration with IWCS, ensuring student access to student counseling, support services, and accommodations as necessary.
- Conducting annual formative and summative program-level and course-level assessment for the IMTA.
- Providing student and faculty access to online learning tools.
- Developing and maintaining relationships with potential donors in collaboration with IWCS to build program sustainability.

- Providing individualized advising and career planning for all IMTA students.
- Reporting attendance, mid-term, and final grades to IWCS.
- Coordinating co-curricular activities.
- Providing funding to IWCS for stipends to faculty and staff for lab school planning, as specified in Camp’s approved planning grant budget.
- Compensate IWCS at an agreed-upon rate per enrolled student per year, for services rendered by IWCS as stated below.
- Conducting an annual review of the MOU, in collaboration with IWCS.

Isle of Wight County Public Schools responsibilities:

- The Superintendent of Isle of Wight County Public Schools and a representative from the IWCS School Board shall serve on the IMTA Governing Board.
- Managing the logistics and cost of student transportation to and from Camp’s Center at Smithfield, Camp’s Workforce Trades Innovation Center, Smithfield High School, Windsor High School, and all experiential learning sites for IMTA students.
- Managing the logistics and cost of student extracurricular activities including school sports for IMTA students originating from IWCS.
- Providing meals to all IMTA students.
- Identifying and providing the necessary supports for students with disabilities, students who are English Language Learners, students who are not meeting academic progress benchmarks and student learning outcomes in their courses, and gifted students who are enrolled in the IMTA.
- In collaboration with Paul D. Camp Community College, ensuring student access to counseling, support services, and accommodations as necessary for IMTA students.
- Managing attendance concerns for IMTA students.
- Organizing SOL testing and other standardized learning assessments for IMTA students.
- Developing and maintaining relationships with potential donors in collaboration with Camp to build program sustainability.
- Providing welding and electrical faculty as subject matter experts for curriculum development and as teachers for IMTA students.
- Providing classroom, laboratory, library, and study facilities at Smithfield High School and Windsor High School for IMTA students.
- Bill Camp the agreed-upon rate per enrolled student per year for these services rendered.

A revised draft of this agreement is included in Appendix A. The MOU will be finalized not later than May 30, 2024, as review by legal representation from both parties is required before the document can be signed.

All applicants must provide current, signed letters of support from all partner local school divisions and institutions of higher education. Local school division letters of support should include signatures from at least the current School Board Chair and Superintendent, and should reference specifics of any financial commitment by the School Board on behalf of the Lab School.

Signed letters of support have been received from Isle of Wight County Public Schools, the Virginia Ship Repair Association, Huntington Ingalls Industries – Newport News Shipbuilding, and Hampton Roads Workforce Council and are included in Appendix B. A letter of support from Paul D. Camp Community College is also included in Appendix B.

Contact Information

Name of Individual/Organization Submitting Application: **Paul D. Camp Community College**

Name of Contact Person for Application: **Dr. Tara Atkins-Brady**

Title/Affiliation with Individual/Organization Submitting Application: **Vice President, Academic and Student Development**

Office Telephone: **757.569.6714** Mobile Telephone: **434-465-1828**

Fax Number: **n/a** E-mail Address: **tatkins-brady@pdc.edu**

Prior Experience

1. Has the applicant had any prior experience operating a college partnership laboratory school or similar school?

Check one of the following: Yes No

2. If the response to the question above is “yes,” describe any prior experience with establishing and operating college partnership laboratory schools and/or similar schools. Provide information such as the name of the school, the state where it is located, years of operation, and contact information for the school. If the school is no longer operating, provide the reason(s) for closure:

N/A. Applicant does not have prior experience establishing and operating a college partnership laboratory school and/or similar schools.

3. Describe the relevant experience of the applicant or members of the college partnership laboratory governing board:

Although Camp does not have experience establishing and operating a college partnership laboratory school, Camp, as a post-secondary institution, does have a more than 50-year history of being at the forefront of educating and training residents who are living and working in a large rural area, including high school students participating in a dual enrollment (DE) program, recent high school graduates and post-traditional students seeking to earn associate degrees/certifications, and under-served/unemployed workers wanting to learn/improve skills to join a qualified workforce ready for critical jobs needed in a present-day economy. Camp has long-standing relationships in the region for DE with local school districts, including IWCS, and a successful track record of fundraising for sustainability, and being awarded and managing state and federal grants, indicative of the college’s capacity to implement a lab school.

Additionally, Camp has significant experience connecting youth to employment. The Camp Community College Youth Development Program offers a PAID Youth Employment Training/Internship opportunity to participating youth from ages 16 -24 years old. This program element is funded 100% through WIOA Title I Funds via an award

made to Camp Community College via HRWC. This opportunity provides a vehicle to develop strategies for post-secondary opportunities, linkages between academics and occupational learning, and connections to the local job market for youth. Participants receive:

- Exposure to careers in high demand, high wage, and high growth industries
- Opportunities to explore different career and continuing education paths
- Gain valuable knowledge of career choices, skills development, and employability skills
- Professional competencies such as efficiency and productivity, information literacy, job-specific tools and technologies, professionalism, and workplace safety
- Interpersonal skills will include- conflict resolution, respect and diversity, customer services orientation, work ethic, integrity, initiative and self-direction, teamwork, creativity and innovation.

The PAID Youth Employment Training/Internship program's main thrust is the enhancement of career opportunities that are beneficial to the entire community through building business/employer partnerships. Businesses and employers will receive the following benefits:

- Involvement in the development of a viable workforce
- Opportunity to raise the quality of life for the community
- Labor at no cost to the business
- Employers have the opportunity to support and nurture our emerging workforce by sharing their passions
- Employers can help participants learn why Southeastern Virginia is full of great opportunities to build a life and career locally.

4. The Applicant agrees the completed Lab School Application was reviewed by Applicant's representative legal counsel and provides assurances that the proposed Lab School School's curriculum, programs and any related Lab School administration meet all federal and state statutory compliance requirements and the Applicant's obligations created therein.

The Lab School Application has been reviewed by Camp's legal representative. It's proposed curriculum, programs, and administration meet federal and state statutory compliance requirements and the applicant's obligations created therein.

Contact Information – Institution of Higher Education Partner

Name of Contact Person for Application:	Dr. Tara Atkins-Brady		
Title/Affiliation with the Institution of Higher Education:	Vice President, Academic and Student Development		
Office Telephone:	757.569.6714	Cell Telephone:	434.465.1828
Fax Number:	n/a	E-mail Address:	tatkins-brady@pdc.edu

Part B: Description of Proposed Laboratory School

The application narrative must contain all of the elements in § [22.1-349.5](#) of the *Code of Virginia*.

I. ELEMENT 1 – Executive Summary

1. Describe briefly, in no more than 500 words, the focus, goals and objectives of the proposed college partnership laboratory school. Highlight the innovations this school plans to bring to its educational vision for students and how this lab school adds value to the experience on behalf of K12 students and staff, university students and staff, and the greater community. This description will be used in public releases of information to interested parties, such as: the media, the State Board of Education, parents or guardians, school systems, and in various documents produced by the Governor’s Office. It must be concise and relate directly to the mission of the school.

The Isle Maritime Trades Academy (IMTA) will prepare students for employment as marine electricians and welders.

Operated in partnership with Isle of Wight County Public Schools (IWCS), and with support from corporate partner, Huntington Ingalls Industries – Newport News Shipbuilding (NNS), the IMTA will offer innovative and integrated, experience- and project-based education in welding and electricity. The overall goal of the IMTA is to graduate students who possess in-demand technical and workplace-ready skills for middle-skill jobs with NNS and similar employers. The education and training provided by IMTA will enable students enter career pathways that that provide a family-sustaining income and opportunities for additional career advancement through further education or training after high school.

The IMTA curriculum focuses on career readiness knowledge and skills for the maritime industry, by incorporating rigorous standards for Career Ready Practices and Common Career Technical Core Industry Based standards. Student exposure to career ready practices and core industry standards begins as early as sixth grade in IWCS and includes Workplace Readiness and OSHA certifications for high school students. Post-secondary-level education and training provided by the IMTA will build on these practices to prepare students for employment in a maritime trades career pathway.

In addition to coursework in welding and electricity, the student experience at IMTA will include a weekly work-based co-curriculum. Students will be exposed to occupational options with HII-NNS and other regional employers, and the skills needed to apply for, secure and excel in maritime trades positions. The co-curriculum will include: guest speakers on topics such as workplace readiness skills, careers, and how to apply for jobs; mentors for small groups of IMTA students; master classes conducted by subject matter experts in collaboration with lab school faculty; practice interviews; industry tours; and job shadowing.

Students successfully completing the full curriculum at IMTA will earn a Technical Studies Degree with a welding or electrical focus from Camp Community College concurrent with their high school graduation.

2. Sustainability Plan Overview

For College Partnership Laboratory Schools, sustainability requires constant refocusing and reinforcing of school models by engaging not just staff and students, but also community partners and other stakeholders, in both the “why” and “what” of the school. Describe your plan for initiating the school community and stakeholders to help you develop practices and next steps that will reinforce the proposed college partnership laboratory school model. Include the following factors in your response:

- What resources (e.g., financial, political capital, staff talents and interests) will support the proposed college partnership laboratory school model?

Paul D. Camp Community College can bring multiple resources to bear in support of the proposed college partnership laboratory school model. Several existing positions at the college will support the IMTA. The Vice President of Academic and Student Development and Director of Workforce Development will supervise the IMTA Director. Several members of Camp’s staff, including Camp’s Dean of Academic Programs, Camp’s Dual Enrollment Coordinator, Camp’s Marine Trades Coordinator, Supervisor of CTE programs for IWCS, and the Principals of Windsor and Smithfield High Schools. Camp’s support for the lab school will also include support from its Office of Human Resources and Business Office.

Partnership with Isle of Wight County Public Schools and Huntington Ingalls Industries – Newport News Shipbuilding (as described in other sections of this application) will support the IMTA model.

- What regular check-in structures are in place to ensure continued efficacy of the proposed college partnership school/programs?

The Governing Board structure and the engagement of two advisory boards, an IMTA Curriculum and Community Advisory Board and IMTA Management Advisory Board, will ensure continued efficacy of the IMTA. The Governing Board structure and engagement of advisory boards, and the organizational and reporting structure for the IMTA are all designed to ensure continued efficacy by inviting input from stakeholders, engaging in regular formative and summative assessment of the overall program, and ensuring that informed decisions can be made timely and in the best interest of the IMTA students, families, and community stakeholders.

- What community and/or non-profit partnerships will be developed?

The IMTA will be operated in partnership with Isle of Wight County Public Schools (IWCS), and with support from corporate partner, Huntington Ingalls Industries –

Newport News Shipbuilding (NNS). The agreements under development with IWCS and NNS are described elsewhere in this application.

- What public sector leaders and private corporations are interested in the proposed college partnership school's work?

Huntington Ingalls Industries – Newport News Shipbuilding has agreed to serve as an initial corporate partner for the college partnership lab school. Other entities who are interested in the work include the Virginia Ship Repair Association (an association with approximately 300 member organizations), and Hampton Roads Workforce Council.

- Who is the coalition/advisory group of supporters who will champion the school externally?

Governing Board representatives appointed from Camp's local college Board and the Isle of Wight County School Board will champion the school externally, as will members of the Curriculum and Community Advisory Board.

- What other financial resources will support the proposed college partnership laboratory school model?

Other financial resources will be sought and secured to support the IMTA. These include utilization of Workforce Credentials Grant funds to support IMTA students in their 4th semester of Marine Trades Training, use of ETF funding for equipment purchase/replacement, resources from strategic partners, and other federal and state grants.

II. ELEMENT 2 – Mission and Vision

The International Association of Lab Schools (“IALS”) is a membership organization whose goal is to continually enhance the key principles of lab schools including (1) teacher preparation programs, (2) research, (3) curriculum development, (4) innovation, and (5) professional growth. State the mission and vision of the proposed college partnership laboratory school addressing these five key principles. The following components must be addressed:

1. A description of the college partnership laboratory school's mission and vision.

Mission

The Isle Maritime Trades Academy educates and trains a significant and sustainable number of students in maritime trades annually, through innovative, integrated, experience- and project-based career technical education, so that academy graduates are workplace ready upon high school graduation.

Vision

The Isle Maritime Trades Academy will have a significant impact on students, families, community, and the maritime industrial workforce by preparing students for immediate employment in high-demand skilled trades with regional maritime employers, in career pathways that provide a family-sustaining income and opportunities for additional career advancement through further education or training after high school.

The mission and vision of Isle Maritime Trades Academy is well-aligned with the Mission of the College itself:

Paul D. Camp Community College provides accessible, quality higher education, workforce training, and community development in our service region, while supporting success for a diverse student population, and fulfilling the needs of our employers.

As a component of Camp's education and training initiatives, the IMTA is integrated in all aspects of the college's mission to impact community, students, and employers.

2. An overview of how the college partnership laboratory school will comply with the following:

- College Partnership Laboratory Schools, § 22.1-349.3 of the *Code of Virginia*.
- Standards of Quality (SOQ), § 22.1-253.13:1 through § 22.1-253.13:8.
- Virginia Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA), 8VAC20-131-390 through 400; 8VAC20-131-420 through 430.

The IMTA will meet all applicable standards of quality. Specifically, the following standards are addressed in the course offerings and experiential learning to produce well-prepared, highly skilled marine welders and electricians.

Standard 1: Instructional programs supporting the Standards of Learning and other educational objectives.

- A. The IMTA will ensure students are able to develop the skills that are necessary for success both in school and beyond in their selected career field. Students will be provided high quality, job-embedded learning experiences that are both rigorous and authentic while also engaging in age-appropriate core academic curriculum.
- B. Courses offered at the IMTA are co-constructed with the partnering school division to ensure all IMTA students are engaged in a curriculum that exceeds both the Standards of Learning and the Board of Education's requirements including, but not limited to demonstrated proficiency in:
 - a. communication skills (listening, speaking, reading, and writing),
 - b. critical thinking and problem solving, including reasoning and decision-making,

- c. use of computers and related technology, with an emphasis on those technologies, that are specific to industrial maritime trades and manufacturing,
 - d. computer science, mathematics, computational thinking, drafting and schematics, and
 - e. economics and personal finance.
- C. IMTA expects all students to achieve the educational objectives established by the school division at appropriate age or grade levels. The curriculum adopted by the IMTA is aligned to the Standards of Learning.
- a. In collaboration with the local school boards, IMTA shall develop and implement a program of instruction for grades 11 and 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the Board of Education. IMTA's program of instruction shall emphasize the following:
 - i. reading, writing, and speaking
 - ii. mathematical concepts and computations
 - iii. proficiency in the use of computers and related technology
 - iv. computer science and computational thinking,
 - v. scientific concepts and processes
 - vi. essential skills and concepts of citizenship, including knowledge of Virginia history and world and United States history, economics, government
 - vii. training in a career or technical field; and
 - viii. development of the ability to apply such skills and knowledge in preparation for eventual employment and lifelong learning and to achieve economic self-sufficiency.
 - b. In collaboration with the participating school division, IMTA provides programs of prevention, intervention, or remediation for students who are educationally at-risk including, but not limited to, students who fail to achieve a passing score on any Standards of Learning assessment required for the award of a verified unit of credit required for the students' graduation. Such programs include components that are research-based.
- D. Educational objectives emphasize economic education and financial literacy.
- E. IMTA utilizes an agreement for postsecondary degree attainment with a community college in the Commonwealth (Camp Community College) specifying the options for students to complete an Associate of Applied Science, Technical Studies Degree concurrent with a high school diploma. Such an agreement specifies the credit available for dual enrollment courses.
- F. IMTA includes a course on Virginia and the U.S. Government that aligns with all the information and concepts contained in the civics portion of the U.S. Naturalization Test.

Standard 4: Student Achievement and Graduation Requirements

- A. IMTA provides reasonable accommodations for students with disabilities to meet the requirements for a diploma.

- B. In collaboration with the school board, parents of rising eleventh and twelfth-grade students in IMTA are notified of (i) the requirements for graduation pursuant to the standards for accreditation and (ii) the requirements that have yet to be completed by the individual student.
3. A description of any specific area of academic concentration.

IMTA will provide career pathways for both welding and electrical maritime tradespersons. Coursework is designed to meet both the requirements of the students' high school diploma while also affording the student the opportunity to earn their Associates of Applied Science degree in Technical Studies. Students will progress through a sequence of courses that are specific to their selected pathway and that are progressive in nature, leading to an industry-recognized certification as a National Center for Construction and Education Research (NCCER) Electrician or American Welding Society (AWS) Entry-level Welder. (See curriculum in Element 3 for more specific course information.)

4. The college partnership laboratory school's strategic academic goals and core philosophy in alignment with a performance-based assessment model.

Throughout the program, IMTA students will benefit from a tailored blend of trade-specific offerings and a comprehensive curriculum, providing a diverse range of high-quality work-based learning experiences that directly pave the way to promising career prospects. Over the initial three semesters of their chosen pathway, students will immerse themselves in a dynamic skills laboratory environment, dedicating 50% of their school day to hands-on learning experiences in their field of interest. Here, they will engage in practical application, refine their techniques through multiple drafts, and undergo industry-standard field tests. Instructors will employ professional evaluation methods, offering students continuous, targeted feedback to hone their skills and excel in their craft.

As students progress into the final semester of their senior year, they will further expand their expertise with coursework tailored specifically to maritime trades within their selected pathway. For instance, those pursuing the welding pathway will have the opportunity to specialize in pipefitting, structural fitting, and marine coating, while students in the electrical pathway will receive focused training in level 1 basic marine electrician skills, outside machining, and sheet metal working.

During this culminating semester, students will dedicate their entire day to immersive, job-embedded training, encompassing hands-on experiences and opportunities for experiential learning such as internships, apprenticeships, and externships.

5. Identify and describe in detail the college partnership laboratory school's targeted student population with the understanding that the college partnership laboratory school is open to any student of the Commonwealth

It is understood by the applicant and its partners that the college partnership laboratory school is open to any student of the Commonwealth. We expect the initial and primary student population for the IMTA being high-school students from IWCS who have an interest in a CTE pathway that leads directly to employment after high school.

According to IWCS data, nearly half (49%) of its district's students do not attend a four-year college immediately after high school graduation.

Isle of Wight County is a rural county encompassing an area of 363 square miles, with a population of about 40,000. Income per capita is about \$42,000 and the percent of persons in poverty is estimated at just over eight percent (8%) (source: census.gov). However, there are areas of the county in which a much larger percentage of individuals/families are economically at-risk. For example, in the Hardy District, the poverty rate is double the average, at 16%, and another thirty-two percent (32%) of the population is ALICE ("Asset Limited, Income Constrained, Employed" - households that earn more than the Federal Poverty Level, but less than the basic cost of living for the county). Among the ALICE population, "financial hardship is not equally distributed" with higher percentages of minority and single-female-headed households having incomes below the ALICE threshold. (Source: <https://www.unitedforalice.org/county-reports/virginia>) In Isle of Wight County, thirty-four percent (34%) of IWCS students are free/reduced lunch and four of the serving schools (including Windsor High School) are classified as community of need, in which all students are free/reduced lunch regardless of family income.

In order for Isle of Wight County and surrounding areas to thrive economically, and to be a place where its high school graduates want to remain to live and work, graduates must have the knowledge and skills to be employed in high-demand, high-wage jobs that will provide a sustaining income that meets, if not exceeds, the basic cost of living for the county. Currently in Isle of Wight County, that cost of living varies from an annual income of \$32,784 for a single adult, to \$67,056 for a family with two adults and two in child care (i.e., hourly wages of \$16.39 to \$33.53). A minimum wage job, even at full-time hours, is not enough to meet the basic cost of living in Isle of Wight County.

A recent interest survey completed by 1,616 IWCS students revealed 296 students with an interest in the "Construction" career cluster, with occupations including Electrician, Welder, Plumber, and other construction trades. With a roughly even distribution across grade level, this yields approximately 60 students per class. With targeted outreach and information-sharing with students and parents, including information sessions conducted by NNS representatives, the Lab School project partners believe that sustainable student cohorts could be developed and phased in over a two year period.

With regard to enrolling students from outside the Isle of Wight County Schools district, IWCS is geographically situated adjacent to other districts, including Newport News, Hampton, Norfolk, Portsmouth, Chesapeake, and Virginia Beach, where the maritime industry is thriving.

6. The innovative nature of the academic program or operational aspects that can model future best practices for other schools within the Commonwealth. For the purposes of this question consider innovation as the application of a promising or well-theorized educational principle that the university is poised to support within the academic environment of this school.

The Isle Maritime Trades Academy curriculum will focus on career readiness knowledge and skills for the maritime industry. The IMTA will support student academic proficiency, mastery, and career readiness by incorporating rigorous standards for Career Ready Practices (See <https://cte.careertech.org/sites/default/files/CareerReadyPractices-FINAL.pdf>) and Common Career Technical Core Industry Based standards (<https://careertech.org/sites/default/files/CCTC-IndustryStandards.pdf>). Student exposure to career ready practices and core industry standards begins as early as sixth grade in IWCS and includes Workplace Readiness and OSHA certifications for high school CTE students (grades 9-12). Post-secondary-level education or training provided by the Isle Maritime Trades Academy will build on these practices to prepare students for employment in a maritime trades career pathway.

III. ELEMENT 3 – Educational Program and Statutory Assessments

State the goals and objectives to be achieved by the college partnership laboratory school, which must meet or exceed Virginia Board of Education’s Standards of Learning. Give thorough explanations and answer all sections completely.

1. A description of the college partnership laboratory school’s academic program, educational theory, foundation of the model and proposed innovative offerings and how it is aligned with state standards.

IMTA’s career technical academic program will offer students two different curricular pathways in preparation for employment in the maritime trades: welding and electrical. In the proposed model, curriculum will provide high school juniors and seniors with integrated, project-based, and experiential learning that is relevant and based on real-world applications of knowledge and skills. In addition to the career technical coursework, the IMTA’s curriculum will ensure students have the opportunity to fulfill graduation requirements in alignment with the 5 Cs – critical thinking, creative thinking, collaboration, communication and citizenship – as described in the Profile of a Virginia Graduate. Students successfully completing the full program will earn a Technical Studies Degree with a welding or electrical focus from Camp Community College concurrent with their high school graduation (See Appendix C - Technical Studies Degree Template).

All IMTA students will complete a core set of course requirements to address general education (English, math, social science, communications, and humanities), student development, foundational skills in schematics and mechanical diagrams, and industrial safety.

Welding Pathway

The career technical welding pathway will be comprised of credit college courses in industrial safety, drafting, and welding, and workforce development training in three (3) maritime trades areas: pipefitting, structural fitting, and marine coating. These are described in more detail below.

General Welding Career Studies Certificate

IMTA students will complete Camp's 6-course, 16-credit-hour Career Studies Certificate in General Welding, which will provide a good foundation for knowledge, skills, and abilities needed for employment. Courses in this program include:

WEL 100 Fundamentals of Welding	3 credits
WEL 123 Arc Welding (SMAW) I	3 credits
WEL 124 Arc Welding (SMAW) II	3 credits
WEL 135 Inert Gas Welding I (GMAW, FCAW)	2 credits
WEL 136 Inert Gas Welding II (GTAW)	2 credits
WEL 141 Welding Qualifications Tests I	3 credits

Upon successful completion of these courses, students will demonstrate proficiency in SMAW, GMAW and GTAW welding processes and will safely perform welding techniques using fillers, wires, fluxes and gases. Students learn:

- Industry safety, tape measurements, basic math, operate basic hand tools, operate all shop machinery, blueprint reading, basic welding principles and cutting procedures.
- Weld processes in Shielded Metal Arc Welding (SMAW), Gas Metal Arc Welding (GMAW), Flux Core Arc Welding (FCAW), and Gas Tungsten Arc Welding (GTAW).
- Out-of-position welding
- Fit, prep, and welding Plate

In these courses, student can earn the following AWS qualifications:

- Steel SMAW All Position Plate, Limited – AWS D1.1 Structural Welding Code
- Steel FCAW 3G Position Plate, Limited – AWS D1.1 Structural Welding Code
- Steel GTAW 1G Plate, Limited – AWS D1.1 Structural Welding Code
- Steel GMAW-S 2G Plate, Limited – AWS D1.1 Structural Welding Code
- Steel SMAW Tack Welder Qualification – AWS D1.1 Structural Welding Code

Professional Welding – Pipe Career Studies Certificate

With an additional 3 courses (9 credits), students will complete the Professional Welding-Pipe Career Studies Certificate. The additional courses include:

- WEL 126 Pipe Welding I 3 credits
- WEL 127 Pipe Welding II 3 credits
- WEL 117 Oxyfuel Welding and Cutting 3 credits

AWS qualifications students can earn while in the Professional Pipe Welding courses include:

- Steel SMAW 6G Pipe, Limited- AWS D1.1 Structural Welding Code
- Steel GTAW 6G Pipe Limited – AWS D1.1 Structural Welding Code

Upon completing the two welding career studies certificates as foundational coursework, second-semester high school seniors will complete up to three industry-recognized credentials:

Pipefitter

The 120-hour Pipefitter course will prepare students to enter the welding and pipefitting industry as it relates to ship repair. The course will cover welding skills to include welding safety basics; introduction to welding and welding skills; a validation of basic welder competencies; an evaluation of employability skills; pipefitting skills to include pipefitting safety; rigging; cutting pipe; gaskets, joints, and fittings; introduction to elevations; foundation stabilization, bedding and dewatering; and testing pipe. Upon successful completion of the course, students will earn an industry-recognized credential from the Virginia Ship Repair Association (VSRA).

Structural Fitter Pathway

The 80-hour Structural Fitter course will train students for an entry level position as a Structural Fitter. Students will learn to use the tools necessary to weld, shape, and grind metal sheets as well as read blueprints. Upon successful completion of the course, students will earn an industry recognized credential from the VSRA.

Marine Coating

The 80-hour Marine Coating course will prepare students for introductory brush and roll painter positions in the maritime industry. Students will become knowledgeable in the craft of covering various vessel surfaces, both interior and exterior, with protective coatings using brushes, spray guns, and rollers. Students will learn the proper surface preparations, the best coating to use for each purpose and the accepted application technique to obtain the desired results. Upon successful completion of the course, students will earn an industry recognized credential from the VSRA.

Electrical Pathway

The career technical electrical pathway will be comprised of credit college courses in industrial safety, drafting, and electricity and workforce development training in three maritime trades areas: basic marine electrician, outside machinist, and sheet metal. These are described in more detail below.

Practical Electrician Career Studies Certificate

IMTA students will complete Camp's 4-course, 12-credit-hour Career Studies Certificate in Practical Electrician, which will provide a good foundation for knowledge, skills, and abilities needed for employment. Courses in this program include:

ELE 133 Practical Electricity I	3 credits
ELE 134 Practical Electricity II	3 credits
ELE 150 AC and DC Fundamentals	3 credits
ELE 160 Power Controls	3 credits

Additional Electrical Courses

IMTA students will complete three additional ELE courses, in which they will learn:

ELE 148 Power Distribution Systems	3 credits
ELE 216 Industrial Electricity	3 credits
ELE 239 Programmable Controllers	3 credits

Basic Marine Electrician Training (Level 1)

This 80-hour training is specifically developed to provide Waterfront Electricians with the basic skills and knowledge needed to identify basic ship terminology and compartmentation, apply basic electrical safety and ergonomic work practices and comply with applicable procedures. Upon successful completion of the course, students will earn an industry recognized credential from the NCCER.

Outside Machinist

This 80-hour course is designed to prepare students to enter the outside machinist department at NNS. The course covers safety, an introduction to a variety of tools and machinist skills, a validation of basic machinist competencies, and an evaluation of employability skills. This program is designed to be ninety percent (90%) hands-on, focusing on a candidate's ability to follow verbal and written instruction, display manual dexterity consistent with the craft, accomplish specific tasks in a reasonable time, and perform all activities in a safe manner. Upon successful completion of the course, students will earn an industry recognized credential from the VSRA.

Sheet Metal

The 80-hour Sheet Metal course will train students for an entry level position as a Sheet Metal Fabricator. Students will learn to use the tools necessary to fabricate, assemble, install and repair sheet metal products – from furnaces and ventilating systems to all sheet metal products used in the shipbuilding and repair industry. Upon successful completion of the course, students will earn an industry recognized credential from the VSRA.

2. An overview of the curriculum design, courses of study, teaching approach, teaching methods, and a description of the learning environment to be used at the college partnership laboratory school. Include research-based instructional strategies and/or educational theories to ensure that student engagement and achievement are occurring that align with the school's mission. This section should embed these components (curriculum design, course of study, teaching approach and methods, learning

environment) into a clear description of the student experience, or “day in the life” of a student enrolled in the laboratory school.

IMTA will provide a two-year curriculum in a career technical associate degree framework that includes general education, career technical foundations courses and maritime-specific courses to prepare students for jobs in maritime and related industries. Students will enter the IMTA as high school juniors.

It is anticipated that students enrolling in IMTA will have completed three (3) out of five (5) of required SOLs/verified credits before entering IMTA, and that most students will have successfully completed Algebra 1, Geometry, Biology, Earth or Environmental Science, World history 1 and VA/US history, and econ/personal finance in addition to English 9 & 10, and PE 9 & 10 prior to entering the IMTA.

IMTA is not offering science; however, for students who need a 3rd science credit, a laboratory science verified credit may be awarded to students who complete a career and technical education (CTE) program sequence and (i) pass two examinations or occupational competency assessments in a CTE field that confers certification or an occupational competency credential from a recognized industry, trade, or professional association; (ii) acquire two professional licenses in a CTE field from the Commonwealth of Virginia; or (iii) pass one examination or competency assessment from clause (i) and acquire one license from clause (ii). The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.

IMTA students will only need to take a math SOL if they have not had algebra 1 or geometry SOL, in which case IMTA in partnership with IWCS would take on the remediation and testing of these students. The Math offered at IMTA is titled Basic Technical Mathematics. This course, and the other courses that comprise the general education component of the technical studies degree have been intentionally selected for relevance to the technical studies curriculum.

Isle of Wight County Schools is responsible for monitoring graduation requirements for its students. IMTA students who want to earn an advanced diploma will be able to do so.

A listing of the IMTA credit-bearing (dual enrollment) courses by Camp course number and title, with course descriptions, is provided below. Descriptions for the workforce maritime trades training (pipefitter, structural fitter, marine coating, basic marine electrician, outside machinist, and sheet metal) were provided in the applicant’s response to the preceding question.

CST 110 - Introduction to Human Communication

Examines the elements affecting human communication in individual (e.g., intrapersonal, interpersonal), small group, and public communication contexts with an emphasis on the practice of communication skills in each context. The assignments in the course require college-level reading and analysis of scholarly studies and coherent

communication through written reports including the production of at least one APA/MLA-formatted individual writing assignment. This is a UCGS transfer course. Lecture 3 hours. Total 3 hours per week.

3 credits

CST 110 Detailed Outline

DRF 175 - Schematics and Mechanical Diagrams

Covers interpretation of basic shop drawings, conventional symbols, common electrical and electronics symbols, wiring diagrams, hydraulic and pneumatic symbols, schematic drawings, and piping diagrams.

Lecture 2 hours per week.

2 credits

ELE 133 - Practical Electricity I

Teaches the fundamentals of electricity, terminology, symbols, and diagrams. Includes the principles essential to the understanding of general practices, safety and the practical aspects of residential and non-residential wiring and electrical installation, including fundamentals of motors and controls. Part I of II.

Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

3 credits

ELE 134 - Practical Electricity II

Teaches the fundamentals of electricity, terminology, symbols, and diagrams. Includes the principles essential to the understanding of general practices, safety and the practical aspects of residential and non-residential wiring and electrical installation, including fundamentals of motors and controls. Part II of II.

Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

3 credits

ELE 148 - Power Distribution Systems

Introduces transmission and distribution of electrical power. Includes application of transformers, distribution and over-current protection devices, substations, switchboards, feeders, bus-ways, motor control centers, generators, motors, and troubleshooting techniques associated with these systems and devices.

Credits 3. Lecture 2 hours. Lab 2 hours. Total 4 hours per week.

3 credits

ELE 150 - A.C. and D.C. Circuit Fundamentals

Provides an intensive study of the fundamentals of direct and alternating current, resistance, magnetism, inductance and capacitance, with emphasis on practical applications. Focuses on electrical/machines applications.

Lecture 2-3 hours. Laboratory 2 hours. Total 4-5 hours per week.

3-4 credits

ELE 160 - Power Controls

Introduces basic electrical and other controls used in home and industry. Includes application of panels, fuse boxes, breakers, and transformers, experiments to develop testing and troubleshooting techniques.

Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.

3 credits

ELE 216 - Industrial Electricity

Studies rotating devices, single phase and polyphase distribution, magnetic devices, circuits and systems for industrial applications.

Lecture 2-3 hours. Laboratory 3 hours. Total 5-6 hours per week.

3-4 credits

ELE 216 - Industrial Electricity

Studies rotating devices, single phase and polyphase distribution, magnetic devices, circuits and systems for industrial applications.

Lecture 2-3 hours. Laboratory 3 hours. Total 5-6 hours per week.

3-4 credits

ENG 111 - College Composition I

Introduces and prepares students to the critical processes and fundamentals of writing in academic and professional contexts. Teaches the use of print and digital technologies to promote inquiry. Requires the production of a variety of academic texts, totaling at least 4500 words (15 pages typed) of polished writing. This course requires proficiency in using word processing and learning management software. This is a Passport and UCGS transfer course.

Lecture 3 hours. Total 3 hours per week.

3 credits

ENG 111 Detailed Outline

ENG 225 - Reading Literature: Culture and Ideas

Examines a set of literary texts linked by a particular theme, with inquiry into the historical, cultural, and/or social contexts of the texts and the theme. Emphasizes interpretive and critical analysis skills developed through close reading and intertextual study, as well as highlights an exploration of cultural ideas. Engages works of diverse genres, authors, and time periods. Specific themes will vary by section. This is a UCGS transfer course.

Lecture 3 hours. Total 3 hours per week.

Prerequisites: ENG 112, ENG 113, or departmental approval.

3 credits

ENG 225 Detailed Outline

MTH 111 - Basic Technical Mathematics

Provides a foundation in mathematics with emphasis in arithmetic, unit conversion, basic algebra, geometry and trigonometry. This course is intended for CTE programs.

Lecture 3 hours. Total 3 hours per week.

3 credits

PLS 135 - U.S. Government and Politics

Teaches the political structure, processes, institutions, and policymaking of the US national government. Focuses on the three branches of government, their interrelationships, and how they shape policy. Addresses federalism; civil liberties and civil rights; political socialization and participation; public opinion, the media; interest groups; political parties; elections; and policymaking. The assignments in the course require college-level reading fluency and coherent communication through written reports. This is a Passport and UCGS transfer course.

Lecture 3 hours. Total 3 hours per week.

3 credits

[PLS 135 Detailed Outline](#)

PSY 126 - Psychology for Business and Industry

Focuses on the application of psychology to interpersonal relations and the working environment. Includes topics such as group dynamics, motivation, employee-employer relationship, interpersonal communications. May include techniques for selection and supervision of personnel.

Lecture 3 hours per week.

3 credits

SAF 126 - Principles of Industrial Safety

Teaches principles and practices of accident prevention, analysis of accident causes, mechanical safeguards, fire prevention, housekeeping, occupational diseases, first aid, safety organization, protection equipment and general safety principles and promotion.

Lecture 3 hours per week.

3 credits

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 Math placement testing. Strongly recommended for beginning students. Required for graduation.

Lecture 1-3 hours per week.

1-3 credits

WEL 100 - Fundamentals of Welding

Introduces arc and oxyfuel welding and cutting. Provides fundamental principles of joining ferrous and non-ferrous metals, welding and cutting processes, equipment operation, and safety procedures with emphasis upon welding and cutting procedures.

Lecture 2 hours. Laboratory 3-6 hours. Total 5-8 hours per week.

3-4 credits

WEL 110 - Welding Processes

Introduces types of welding, their advantages and disadvantages. Points out effects of welds on metals to be machined. Provides practice and demonstration in welding.
Lecture 2 hours. Laboratory 3 hours. Total 5 hours per week.
3 credits

WEL 117 - Oxyfuel Welding and Cutting

Introduces history of oxyacetylene welding, principles of welding and cutting, nomenclature of the equipment, development of the puddle, running flat beads, and butt welding in different positions. Explains silver brazing, silver and soft soldering, and safety procedures in the use of tools and equipment.
Lecture 2 hours. Laboratory 3-6 hours. Total 5-8 hours per week.
3-4 credits

WEL 123 - Shielded Metal Arc Welding (Basic)

Teaches operation of AC and DC power sources, welding polarities, heats and electrodes for use in joining various metal alloys by the arc welding process. Deals with running beads, butt, and fillet welds in all positions. Emphasizes safety procedures.
Lecture 2 hours. Laboratory 3-6 hours. Total 5-8 hours per week.
3-4 credits

WEL 124 - Shielded Metal Arc Welding (Advanced)

Continues instruction on operation of AC and DC power sources, welding polarities, heats and electrodes for use in joining various metal alloys by the arc welding process. Deals with running beads, butt, and fillet welds in all positions. Emphasizes safety procedures.
Lecture 2 hours. Laboratory 3-6 hours. Total 5-8 hours per week.
3-4 credits

WEL 126 - Pipe Welding I

Teaches metal arc welding processes including the welding of pressure piping in the horizontal, vertical, and horizontal-fixed positions in accordance with section IX of the ASME code.
Lecture 2-3 hours. Laboratory 3 hours. Total 5-6 hours per week.
3-4 credits

WEL 127 - Pipe Welding II

Provides practice in the welding of pressure piping in the horizontal, vertical, and fixed positions.
Laboratory 9 hours per week.
3 credits

WEL 135 - Inert Gas Welding

Introduces practical operations in use of inert gas shielded arc welding. Studies equipment operation, setup, safety and practice of GMAW (MIG) and GTAW (TIG).
Lecture 1 hour. Laboratory 3 hours. Total 4 hours per week.
2 credits

WEL 136 - Welding III (Inert Gas)

Studies Tungsten and metallic inert gas procedures and practices including principles of operation, shielding gasses, filler rods, process variations and applications, manual and automatic welding, equipment and safety.

Lecture 1 hour. Laboratory 3 hours. Total 4 hours per week.

2 credits

WEL 141 - Welder Qualification Tests I

Studies techniques and practices of testing welded joints through destructive and non-destructive testing. Part I of II.

Lecture 2 hours. Laboratory 3-6 hours. Total 5-8 hours per week.

3-4 credits

In addition to coursework which will be applicable to an Associate of Applied Science Technical Studies degree at Camp, the student experience will include weekly co-curricular work-based learning experiences to expose them to occupational options with HII-NNS and other regional employers, and prepare them to apply for, secure and excel in maritime trades positions. This component of the academy will include: guest speakers such as representatives from various industries/occupations and human resources to talk about workplace readiness skills, careers at NNS, and how to apply for jobs; mentors for small groups of IMTA students; practice interviews; industry tours; and job shadowing. The IMTA will leverage membership with various trade-specific organizations such as AWS, VSRA, NCCER, VMASC, and Skills USA for career development and certifications for students.

A draft semester-by-semester course schedule (showing courses and associated college credits) for Welding and Electrical pathway students is provided below. Courses will be provided on Monday/Thursday and Tuesday/Friday schedule with Wednesday's reserved for the weekly work-based learning experiences to expose them to occupational options with HII-NNS and other regional employers, and prepare them to apply for, secure and excel in maritime trades positions; as well as any needed remediation.

Electrical		Welding	
Semester 1 Fall AM	Semester 2 Spring AM	Semester 1 Fall	Semester 2 Spring
SAF 126 3 SDV 100 1 CST 110 3 DRF 175 2 Maritime Study 1	MTH 111 3 ENG 111 3 PSY 126 3 Maritime Study 1	SAF 126 3 SDV 100 1 CST 110 3 DRF 175 2 Maritime Study 1	MTH 111 3 ENG 111 3 PSY 126 3 Maritime Study 1
Semester 1 Fall PM	Semester 2 Spring PM	Semester 1 AM	Semester 2 PM
ELE 150 3 ELE 160 3	ELE 133 3 ELE 134 3	WEL 100 3 WEL 123 3 WEL 124 3	WEL 135 2 WEL 136 2 WEL 141 3
Semester 3 Fall AM	Semester 4 Spring AM	Semester 3 Fall AM	Semester 4 Spring PM
ELE 239 3 ELE 216 3 ELE 148 3	Marine Electrical Sheet Metal Outside Machinist	WEL 117 3 WEL 126 3 WEL 127 3	Pipefitter Structural Fitting Marine Coating
Semester 4 Fall PM	Semester 4 Spring PM	Semester 4 Fall PM	Semester 4 Spring PM
ENG 225 3 PLS 135 3 Maritime Study 1	Marine Electrical Sheet Metal Outside Machinist	ENG 225 3 PLS 135 3 Maritime Study 1	Pipefitter Structural Fitting Marine Coating

3. A description of plans for identifying, evaluating, and successfully serving students with disabilities, students who are English Language Learners, students who are academically behind, and gifted students including the planned processes for compliance with applicable laws and regulations.

Provide details related to curriculum design, courses of study, teaching approach, teaching methods, and a description of the learning environment to be used at the college partnership laboratory school for students with disabilities, students who are English Language Learners, students who are academically behind, and gifted students. Include research-based instructional strategies and/or educational theories to ensure disabled student engagement and achievement are occurring that align with the school's mission. Please note that instructional services provided to K12 students with disabilities is governed and guided by existing K12 services and cannot be replaced by university disability resources.

In accordance with the MOU between Paul D. Camp Community College and Isle of Wight County Public Schools, IWCS will be responsible for identifying and providing the necessary supports for students with disabilities, students who are English Language Learners, students who are academically behind, and gifted students who are enrolled in the IMTA, in accordance with existing K12 services.

4. Who will be developing/designing/creating educational content and guidelines for the college partnership laboratory school? Provide a background on their credentials and experience.

The IMTA Director and IMTA faculty, with input from NNS subject matter experts as well as the Curriculum and Community Advisory Board and Management Advisory Board, will be developing/designing/creating educational content and guidelines for the college partnership laboratory school. Current Camp and IWCS faculty who may be teaching for the IMTA are identified below, and their credentials and experience summarized.

Keisha Nichols (Camp) has a MS Education, Vocational and Technical Education, Virginia State University, and BS Industrial Education and Technology, Virginia State University. Ms. Nichols has been employed with Camp since 2004. She teaches electrical technology, electronics technology, drafting, industrial engineering technology, and instrumentation.

Steven Street (Camp) has a Diploma, Maritime Welding and AOS Degree, Maritime Welding Technology with Service Management Enrollment, Advanced Technology Institute. Mr. Street has 6 years full-time instructional faculty experience with Camp, and came to Camp with more than 10 years welding experience in military and non-military organizations.

David Childs (Camp) has an Associate of Applied Science, Electronic Engineering Technology, from Columbus State Community College. Mr. Childs has been employed

part-time with Camp since 2018. He teaches electrical technology and electronics technology courses.

Paul Miller (Welding Faculty) is an AWS Certified Welding Inspector, AWS Certified Welding Educator, Certified Welding Supervisor with over 48 years of experience in the industry. Paul began his career at Newport News Shipbuilding in 1983 as a structural welder and eventually was accepted into and graduated from The Apprentice School in 1990. He also served as a welder in the Virginia and Pennsylvania National Guards as well as in the US Army. Remains as active member of the American Welding Society. Mr. Miller holds a Bachelor's Degree from Liberty University in Religion.

Robert Rodgers (Electrical Faculty) is a licensed Class A Virginia Contractor with over 22 years of experience in the construction industry. He holds bachelor's degrees in Project Management and Industrial Arts, both from Norfolk State University. He has been teaching Construction Technology for 17 years.

Camp/IMTA will need to hire workforce maritime trades instructors. Generally, the education, skills, and experience required for hire will include:

- Extensive experience working as a Skilled Tradesmen within the Maritime Shipbuilding and Repair Industry
 - Skills in oral and written communication
 - Knowledge of, and experience with, proven teaching strategies that promote student success.
 - Sufficient technology skills to work productively in an organization that utilizes significant information and instructional technology resources.
5. A description of how the curriculum and/or course of study will rely or build upon the local school division's sequence of study. Describe any prerequisite course work requirements as well as course requirements for graduation (if the college partnership laboratory school is to be high school).

The IMTA curriculum will build upon existing CTE programs in IWCS, which begin in the 6th grade with career exploration and simulation activities and continue through high school.

Recommended prerequisite courses include:

- Students have earned two (2) of the required five (5) verified credits prior to their junior year.
- Students will have met other graduation requirements typically expected of freshman and sophomores to include successful completion of the following courses: Health PE 9 & 10, Economics/Personal Finance, 2 English credits, 2 History credits, 2 math credits, and 2 science credits.
- If students are earning an advanced studies diploma, they will need to complete the required three (3) credits of foreign language prior to entering IMTA.

For students enrolled in IMTA without all recommended prerequisite courses, IMTA will work with the home school to develop individualized plans to support students.

6. A detailed description of the implementation process for the career exploration/pathways curriculum.

The IMTA will incorporate career exploration and pathways (as described above). The implementation process begins with each IMTA student receiving career counseling and developing an individualized technical studies degree plan and education plan to include remaining high school courses/verified credits necessary for high school graduation and which are not part of the dual enrollment courses with Camp.

7. A detailed description of the process for documentation of the student's curriculum pathways throughout the lifecycle of the program.

Documentation of the student's curriculum pathways throughout the lifecycle of the program will include quarterly grade reporting, transcripts, standardized assessments and credential scores, in addition to CTE competencies documentation.

8. A description of planned procedures of how the college partnership laboratory school will provide assistance to students who are not performing at expected levels to ensure the continued progress of student growth. The applicant needs to define their "expected levels" of performance and delineate a plan for corrective actions in the event that pupil performance at the college partnership laboratory school falls below the standards outlined in the SOA. (See [Part VIII of the SOA](#).)

As outlined in Element 3, Q2, the IMTA schedule incorporates dedicated time for review, remediation, and re-teaching to support students who may require additional assistance in meeting expected performance levels. Employing performance-based assessments offers students multiple opportunities to showcase their knowledge and skills. Furthermore, the use of rubrics and skills checks ensures alignment with course and degree program student learning outcomes.

To facilitate student success, a dedicated student success block has been integrated into schedules, providing ample time for career counseling, review sessions, remediation, tutoring, and deeper learning exploration. These blocks, held weekly on Wednesdays throughout each semester, ensure students stay on track and excel in their coursework. IMTA leverages the Virginia Tiered Systems of Supports (VTSS) and the Multi-Tiered System of Supports (MTSS) endorsed by the Commonwealth. Through collaboration with the base high school and respective community college, timely notifications are sent to appropriate school personnel when students require additional academic support. This collaborative effort establishes effective academic, behavioral, and social-emotional supports tailored to meet the needs of individual learners.

All IMTA courses are dual-enrolled and closely monitored to surpass Virginia Standards of Learning expectations.

9. Information regarding the minimum and maximum enrollment per grade for the full term of the contract as well as class size and structure for each grade. (See § [22.1-253.13:2](#) of the *Code of Virginia*.)

The IMTA will enroll a maximum of 40 students in Year 1, and a maximum of 80 students in years 2-5 of the contract term. Class size in each pathway (welding and electrical) must be at least 12 students minimum.

- Class size is 20 students.
- The maximum enrollment in 11th grade is 40 students, 20 in the welding pathway and 20 in the electrical pathway
- The maximum enrollment in 12th grade will be 40 students, 20 in the welding pathway and 20 in the electrical pathway.

10. The proposed calendar which includes at least 180 days of school and sample daily schedule which outlines proposed benchmarks for any innovative school schedule(s).

The IMTA schedule will follow the IWCS-Board-approved instructional calendar, including benchmarks, SOLs, and holidays. For reference, the 2023-2024 IWCS instructional calendar is included in Appendix E.

A sample daily schedule for the welding and electrical cohorts is provided on the following pages.

Last revision: *January 8, 2024*

Electrical Pathway Student Schedule

<i>Semester 1: Electrical</i>	Monday	Tuesday	Wednesday	Thursday	Friday
HS Blocks 1 & 2 7:30-10:35	SDV 100 (1) CST 110 (3) Maritime Study (1)	SAF 126 (3) DRF 175 (2)	Skills Lab Remediation Credit Recovery	SDV 100 (1) CST 110 (3) Maritime Study (1)	SAF 126 (3) DRF 175 (2)
Travel/Lunch 10:40-11:40	Travel/Lunch	Travel/Lunch	Travel/Lunch	Travel/Lunch	Travel/Lunch
HS Blocks 3 & 4 11:45-2:50	ELE 150 (3)	ELE 160 (3)	Skills Lab Remediation Credit Recovery	ELE 150 (3)	ELE 160 (3)

<i>Semester 2: Electrical</i>	Monday	Tuesday	Wednesday	Thursday	Friday
HS Blocks 1 & 2 7:30-10:35	MTH 111 (3) Maritime Study (1)	ENG 111 (3) PSY 126 (3)	Skills Lab Remediation Credit Recovery	MTH 111 (3) Maritime Study (1)	ENG 111 (3) PSY 126 (3)
Travel/Lunch 10:40-11:40	Travel/Lunch	Travel/Lunch	Travel/Lunch	Travel/Lunch	Travel/Lunch
HS Blocks 3 & 4 11:45-2:50	ELE 133 (3)	ELE 134 (3)	Skills Lab Remediation Credit Recovery	ELE 133 (3)	ELE 134 (3)

<i>Semester 3: Electrical</i>	Monday	Tuesday	Wednesday	Thursday	Friday
HS Blocks 1 & 2 7:30-10:35	ELE 239 (3) ELE 148 (3)	ELE 216 (3)	Skills Lab Remediation Credit Recovery	ELE 239 (3) ELE 148 (3)	ELE 216 (3)
Travel/Lunch 10:40-11:40	Travel/Lunch	Travel/Lunch	Travel/Lunch	Travel/Lunch	Travel/Lunch
HS Blocks 3 & 4 11:45-2:50	PLS 135 (3) Maritime Study (1)	ENG 225 (3)	Skills Lab Remediation Credit Recovery	PLS 135 (3) Maritime Study (1)	ENG 225 (3)

<i>Semester 4: Electrical</i>	Monday	Tuesday	Wednesday	Thursday	Friday
HS Blocks 1 & 2 7:30-10:35	*Immersive Learning Experience: Pathway Specific (15)	Immersive Learning Experience: Pathway Specific (15)	Skills Lab Remediation Credit Recovery	Immersive Learning Experience: Pathway Specific (15)	Immersive Learning Experience: Pathway Specific (15)
Travel/Lunch 10:40-11:40	Travel/Lunch	Travel/Lunch	Travel/Lunch	Travel/Lunch	Travel/Lunch
HS Blocks 3 & 4 11:45-2:50	Immersive Learning Experience: Pathway Specific (15)	Immersive Learning Experience: Pathway Specific (15)	Skills Lab Remediation Credit Recovery	Immersive Learning Experience: Pathway Specific (15)	Immersive Learning Experience: Pathway Specific (15)

**Immersive Learning Experience includes up to 15 hours of course credit in the students' selected pathway: Marine Electrical, Sheet Metal, or Outside Machinist*

Welding Pathway Student Schedule

<i>Semester 1: Welding</i>	Monday	Tuesday	Wednesday	Thursday	Friday
HS Blocks 1 & 2 7:30-10:35	SDV 100 (1) CST 110 (3) Maritime Study (1)	SAF 126 (3) DRF 175 (2)	Skills Lab Remediation Credit Recovery	SDV 100 (1) CST 110 (3) Maritime Study (1)	SAF 126 (3) DRF 175 (2)
Travel/Lunch 10:40-11:40	Travel/Lunch	Travel/Lunch	Travel/Lunch	Travel/Lunch	Travel/Lunch
HS Blocks 3 & 4 11:45-2:50	WEL 100 (3)	WEL 123 (3) WEL 124 (3)	Skills Lab Remediation Credit Recovery	WEL 100 (3)	WEL 123 (3) WEL 124 (3)

<i>Semester 2: Welding</i>	Monday	Tuesday	Wednesday	Thursday	Friday
HS Blocks 1 & 2 7:30-10:35	MTH 111 (3) Maritime Study (1)	ENG 111 (3) PSY 126 (3)	Skills Lab Remediation Credit Recovery	MTH 111 (3) Maritime Study (1)	ENG 111 (3) PSY 126 (3)
Travel/Lunch 10:40-11:40	Travel/Lunch	Travel/Lunch	Travel/Lunch	Travel/Lunch	Travel/Lunch
HS Blocks 3 & 4 11:45-2:50	WEL 135 (2) WEL 136 (2)	WEL 141 (3)	Skills Lab Remediation Credit Recovery	WEL 135 (2) WEL 136 (2)	WEL 141 (3)

<i>Semester 3: Welding</i>	Monday	Tuesday	Wednesday	Thursday	Friday
HS Blocks 1 & 2 7:30-10:35	WEL 117 (3)	WEL 126 (3) WEL 127 (3)	Skills Lab Remediation Credit Recovery	WEL 117 (3)	WEL 126 (3) WEL 127 (3)
Travel/Lunch 10:40-11:40	Travel/Lunch	Travel/Lunch	Travel/Lunch	Travel/Lunch	Travel/Lunch
HS Blocks 3 & 4 11:45-2:50	PLS 135 (3) Maritime Study (1)	ENG 225 (3)	Skills Lab Remediation Credit Recovery	PLS 135 (3) Maritime Study (1)	ENG 225 (3)

<i>Semester 4: Welding</i>	Monday	Tuesday	Wednesday	Thursday	Friday
HS Blocks 1 & 2 7:30-10:35	*Immersive Learning Experience: Pathway Specific (15)	*Immersive Learning Experience: Pathway Specific (15)	Skills Lab Remediation Credit Recovery	*Immersive Learning Experience: Pathway Specific (15)	*Immersive Learning Experience: Pathway Specific (15)
Travel/Lunch 10:40-11:40	Travel/Lunch	Travel/Lunch	Travel/Lunch	Travel/Lunch	Travel/Lunch
HS Blocks 3 & 4 11:45-2:50	*Immersive Learning Experience: Pathway Specific (15)	*Immersive Learning Experience: Pathway Specific (15)	Skills Lab Remediation Credit Recovery	*Immersive Learning Experience: Pathway Specific (15)	*Immersive Learning Experience: Pathway Specific (15)

**Immersive Learning Experience includes up to 15 hours of course credit in the students' selected pathway: Pipefitter, Structural Fitting, and Marine Coating*

11. For each grade or course in the college partnership laboratory school, provide a detailed description of how the SOL and the corresponding SOL Curriculum Framework will be used as the foundation for curricula to be implemented. Include within the description how the goals and objectives of the curricula will meet or exceed the SOL.

With the exception of two English courses, none of the courses in the IMTA are SOL courses. After ENG 111, students will take their ENG 11 reading and writing SOL, or appropriate substitute test.

In the junior year, IMTA students participate in courses designed to enhance high school diploma and verified credit standards. Specifically, CST 110 - Introduction to Human Communications and ENG 111 – College Composition I are incorporated to address the essential skills and competencies evaluated in the Grade 11 end-of-course English assessment. Moreover, these courses seamlessly align with Integrated Reading and Writing standards, providing students with a comprehensive understanding of how reading, writing, speaking, and listening intersect to influence their success beyond high school.

During their senior year, students will engage in ENG 225 - Reading Literature: Culture and Ideas, alongside PLS 135 - U.S. Government and Politics. These courses, previously approved as Dual Enrollment courses, have been carefully selected to exceed graduation requirements. They offer students a profound exploration of literary culture and civic understanding, enriching their academic experience and preparing them for future endeavors.

12. Provide a detailed description of how the college partnership lab school will meet all state and federal testing requirements (including at least 95% participation in the *All Students* group and in each student group) and state test administration requirements. Include in the description who (the role) will provide oversight of the testing program in the college partnership laboratory school, who will ensure technology requirements are met, who will provide training to test examiners, proctors and others to ensure test security is maintained, the frequency of training, and how training will be tracked. Also include the process by which test record data quality will be maintained and verified. ([Virginia SOL Assessment Program](#), [SOL Test Administration & Development](#), [ESSA Consolidated State Plan](#), [Standards of Quality](#))

In accordance with the MOU to be finalized between Camp/IMTA and IWCS, a site testing coordinator as required by VDOE will be identified to provide oversight of all state and federal testing requirements for IMTA students and will ensure technology requirements are met, examiners and proctors are trained, security is maintained and tracked. Test record data quality will be maintained and verified by the IWCS Division Director of Testing.

13. If the college partnership lab school intends on requesting compliance waivers for Board evaluation and approval prior to implementation for any Virginia SOL

Assessment Programs or Test Administration & Development, ESSA Consolidated State Plan or Standards of Quality, include details on the following:

Not Applicable.

- a. Purpose and objectives of the experimental or innovative programs;
 - b. Description and duration of the programs;
 - c. Anticipated outcomes;
 - d. Number of students affected;
 - e. Evaluation procedures; and
 - f. Mechanisms for measuring goals, objectives, and student academic achievement.
14. Provide a description of the school's balanced assessment plan to include all formative and summative assessments, their purpose, their administration periods (when they will be administered), how and when the data will be reported and to whom, who will analyze the data, and when, and how the data will be used to monitor and inform instruction.

In accordance with the MOU to be finalized between Camp/IMTA and IWCS, IWCS' Division Director of Testing will provide oversight of all state and federal testing requirements for IMTA students. The school's balanced assessment plan will include formative and summative assessment at the course and program level.

Course-Level Assessment

For the dual enrollment courses that comprise the majority of the IMTA curriculum, course-embedded assessments will be identified in each instructor's course outline/syllabus. Students will be assessed formatively and summatively by each instructor. Students should expect to receive formative feedback from performance-based assessment throughout each unit of study, followed by a summative assessment at the end of each unit. Mid-term and final exams are given by instructors each semester. Students will be graded in accordance with established grading policy and procedures.

Program (School) Level Assessment

Program (school) level assessment incorporates overall student outcomes benchmarks (described below, in Question 15) and other important indicators of student progress and completion including: in-course progression (formative); retention from first to second semester, and from first year to second year; and program progress including completion of remediation, high school diploma requirements, general education requirements, a career studies certificate(s), and industry-recognized maritime trades credentials.

Formative feedback on satisfaction with the IMTA will also be obtained from students and parents/guardians through annual surveys.

Plan to Obtain Student Performance Data

The IMTA Director shall be responsible for ensuring that formative and summative data pertaining to student performance and outcomes, and overall effectiveness of the IMTA in achieving its mission, are collected, analyzed, and reported to, the Governing Board, and for using formative and summative assessment results to improve student achievement and program effectiveness. The table below describes the objective/outcome to be assessed including the desired performance target, the data source, frequency of data collection, and reporting requirements.

Baseline data will be collected in Years 1 and 2 of implementation as the IMTA enrollment and curriculum are phased in by cohort. When baseline data and subsequent assessment findings deviate significantly from established performance targets, the IMTA Director, in collaboration with the appropriate advisory boards, supervisors, and staff, will develop a plan for improvement and present that plan to the Governing Board.

Last revision: *January 8, 2024*

Assessment Plan

Objective/ Desired Outcome	Data source	Data collection/ frequency	Data to be collected over the course of 5- year implementation					Report Frequency
			Y1	Y2	Y3	Y4	Y5	
95% of students will demonstrate satisfactory course progression at mid-term.	Mid-term grades	Each semester	✓	✓	✓	✓	✓	Semester
95% of students will be retained from first to second semester	Enrollment records	Beginning of second semester, junior year	✓	✓	✓	✓	✓	Annually
95% of students will be retained from first year to second year	Enrollment records	Beginning of first semester, senior year		✓	✓	✓	✓	Annually
100% of students will complete required remediation	Course records	Each semester	✓	✓	✓	✓	✓	Semester
100% of students will complete requirements for high school diploma	Transcripts	Each semester, and at end of program		✓	✓	✓	✓	Annually
90% of enrolled students will earn a grade of “C” or higher in each IMTA course	Student Information System	Each semester	✓	✓	✓	✓	✓	Semester
100% of students will take the workplace readiness assessment	Assessment roster and results	End of first semester, junior year		✓	✓	✓	✓	Annually
100% of students will take the OSHA 10	Assessment roster and results	End of first semester, junior year	✓	✓	✓	✓	✓	Annually
95% of students and parent/guardians will be satisfied with the application process, and educational and co-curricular offerings of the IMTA	Surveys of students and parents/guardians	Annually	✓	✓	✓	✓	✓	Annually
95% of students will earn a career studies certificate in welding or electrical	Student Information System / Student Transcripts	End of second semester, junior year	✓	✓	✓	✓	✓	Annually
95% of students will earn an industry-recognized credential that is also acknowledged by VDOE	Assessment results	End of second semester, senior year		✓	✓	✓	✓	Annually

At least 80% of enrolled students will complete the Associate of Applied Science Technical Studies degree	Student Information System / Student Transcripts	End of second semester, senior year		✓	✓	✓	✓	Annually
At least 75% of graduates will be employed in field within 6 months of high school graduation	Data provided by corporate partner(s), VEC	6 months following graduation.			✓	✓	✓	Annually

15. Describe how program effectiveness will be measured. The description should include measures by which the program will be measured, and the targets for improvement over time. Student performance data should be one of the measures and student performance targets should be established for each of the first five years. The applicant must address how all measures will be established and documented in the first year of operation and how the data will be measured over the successive four-year period before the contract of such school is renewed by the Board.

IMTA will have a comprehensive plan for assessment of program effectiveness based on Camp Community College's Academic Program Review process as described in its Institutional Effectiveness Handbook (see Appendix F). This process incorporates both formative and summative assessment, to include setting measurable objectives and associated performance targets, identifying measures (i.e., evidence of the extent to which objectives are met), analyzing data, and identifying improvements. Student performance data will be tracked. The IMTA Director with input from the advisory boards, assistance from Camp's Coordinator of Institutional Research and Assessment, and approval of the Governing Board, shall establish and update the annual assessment plan. Program-level assessments will be conducted each academic year with the aim of continuous improvement of the overall curriculum and co-curriculum, and student learning. The annual program assessment will include measures of enrollment, semester-to-semester student retention, course grades and successful course completion rates, student grade point averages, completion of careers studies certificates and the technical studies degree, attainment of industry-recognized credentials, and post-graduation student outcomes.

Results of the assessment will be shared annually with the Governing Board who will provide ongoing feedback and direction to the IMTA Director.

IMTA initial student outcome benchmarks include:

- 90% of enrolled students will earn a grade of "C" or higher in each course.
 - 100% of students will take the workplace readiness assessment
 - 100% of students will take the OSHA 10
 - 95% of students will earn an industry-recognized credential that is also acknowledged by VDOE.
 - At least 80% of enrolled students will complete the Associate of Applied Science Technical Studies degree.
 - At least 75% of graduates will be employed in field within 6 months of high school graduation.
16. Who will provide oversight to ensure that the college partnership laboratory school will meet the long-range planning and continuous improvement requirements in SOA (8VAC20-131-400) application of the school quality indicator performance levels to actions?

The IMTA Director will conduct and review annually a comprehensive needs assessment for the IMTA and use the results of that assessment to develop a continuous improvement plan.

17. Details on how the college partnership laboratory school plans to involve parents or guardians and community members within the school.

Parents/guardians and community members will have multiple opportunities and means for involvement, including:

- Representation on the Curriculum and Community Advisory Committee
- Attendance at Governing Board meetings/public comment
- Town hall events with the IMTA Director
- IMTA Orientation for students and parents/guardians
- Events for parents/guardians and community showcasing student work

The following components should be addressed if applicable to the college partnership laboratory school:

18. A detailed description of any alternative accreditation plan, in accordance with the SOA (8VAC20-131-420), for which the college partnership laboratory school will request approval from the Board.

Not applicable.

19. A general description of any incentives/partnerships that the college partnership laboratory school intends to have with school divisions to enhance both the educational program of the college partnership laboratory school and the partnering school division(s).

As stated above, IMTA will partner with IWCS through an MOU. See Appendix A, Draft MOU.

There is value added by this partnership for students, IMTA faculty and staff, and the respective partners. Through this partnership, the IMTA can provide for students the opportunity to complete a Technical Studies Associate of Applied Science Degree concurrent with high school graduation. Students will benefit from both credit coursework, and workforce training specific to maritime trades at Camp's Workforce Trades and Innovation Center where they will have access and exposure to employers seeking skilled employees for in-demand, high-wage jobs. Completers of the IMTA curriculum will earn multiple industry-recognized credentials. For IMTA faculty and staff, the benefits include greater interaction with industry experts and college faculty, professional development, and the opportunity to seek guidance and input from the IMTA's industry partner(s) for curriculum development and refinement. The respective partners benefit by collaboratively creating and implementing a novel educational

opportunity that is well-aligned with their respective missions and will meet identified needs for students, community, and employers.

20. If the college partnership laboratory school plans to use virtual learning in its educational program, a description of how virtual learning will be used and estimates of how many students will participate.

To the extent feasible with human and financial resources, general education courses for the technical studies degree will be provided face to face. In the event that a course needs to be provided through virtual learning, the IMTA will prioritize synchronous instruction. Virtual learning may be used in the IMTA for some general education courses needed in the technical studies degree and/or high school courses that students need to complete in order to fulfill high school graduation or verified credit requirements at their base high school. Virtual learning for general education courses in the technical studies degree will be provided by Camp. Students needing additional courses to fulfill high school graduation or verified credit requirements may take those through Virtual Virginia or APEX. It is estimated that out of the 40 incoming IMTA students each year, fewer than five (5) per semester would require asynchronous courses through Virtual Virginia or APEX for credit recovery.

21. If the college partnership laboratory school plans to provide co-curricular and extracurricular programs and how they will be funded and delivered.

IMTA does not plan to provide extracurricular programs/activities. IMTA students will be able to access the extra/co-curricular offerings in their home school division. As described above, some co-curricular activities (e.g., job shadowing, participation in trades affiliated experiences/competitions) will be part of the overall IMTA student experience. These co-curricular activities will be coordinated by the IMTA Director and supported by lab school funding and by in-kind support from IMTA's corporate partner.

IV. ELEMENT 4 – Lab School Governance

The following components must be addressed:

1. Background information on the proposed founding governing board members and, if identified, the proposed school leadership and management team. (See §§22.1-289 through 22.1-318.2 of the *Code of Virginia*.)

Proposed Founding Governing Board

In accordance with Section 1 of the Virginia College Partnership Laboratory School Application Process approved by the Board, the members of the governing board shall be selected by Camp, i.e., the institution of higher education establishing the college partnership laboratory school. The founding IMTA Governing Board shall consist of the following representatives:

- President, Camp Community College

- Superintendent, Isle of Wight County Schools
- 1 representative from the Camp Community College Local Board
- 1 representative from the Isle of Wight County School Board
- 1 representative from corporate partner, HII-NNS

Representation from the Camp Community College Local Board, Isle of Wight County School Board, and Corporate Partner shall be secured by the President, Camp Community College, not later than April 30, 2024.

Background Information on Governing Board Members

Dr. Corey L. McCray became Camp’s ninth President in October 2021. Dr. McCray earned a bachelor’s degree from Southern Illinois University at Carbondale; a master’s degree from Cambridge College; and a doctorate from Old Dominion University. After serving seven years in the U.S. Navy, he made education his career. Prior to his appointment to the presidency at Camp, Dr. McCray was the Associate Vice Chancellor for Programs at the VCCS System Office. Other positions held include five years as the Executive Vice President and Vice President for Workforce at Tidewater Community College, and a decade at the Pruden Center for Industry and Technology (now College and Career Academy at Pruden in Suffolk.

Dr. Theo Cramer became Superintendent of Isle of Wight County Public Schools in August 2022, following a 30-year career as a public educator in Maryland. He earned his Bachelor of Arts degree from South Carolina State University in Political Science/Pre-Law, his Master of Arts degree in Administration and Supervision from Bowie State University, and received his Doctorate in Educational and Organizational Leadership from the University of Pennsylvania. Dr. Cramer has served as a teacher, coordinator, assistant principal, principal, director, executive director, and most recently as community superintendent in the Howard County Public School System. Dr. Cramer has worked at both the middle and high school levels as a teacher, and has held the positions of high school assistant principal and principal at Laurel High School in Prince George’s County, Maryland. At the central office level, he served as a director and executive director of several different departments—Academic Support, Student Services, College and Career Readiness, Career Technical Education, Human Resources, and School Management and Instructional Leadership.

Proposed School Leadership and Management Team

The Leadership Team of the IMTA shall be comprised of its Director (to be hired), who shall report jointly to Camp’s Vice President of Academic and Student Development and Director of Workforce Development. The Director shall possess a master’s degree from an accredited higher education institution in K-12 leadership, and teacher certification with an endorsement in K-12 leadership.

IMTA policies and practices shall be informed by the IMTA Curriculum and Community Advisory Board, which shall meet at least quarterly with the IMTA Director.

The IMTA Director shall be supported in management of the academy by an IMTA Management Advisory Board comprised of Camp's Dean of Academic Programs, Camp's Dual Enrollment Coordinator, Camp's Maritime Trades Program Coordinator, and the CTE coordinator and the Principals of Smithfield and Windsor High Schools.

2. A well-defined organizational chart showing the roles and responsibilities of all positions included as well as the relationship of the school's governing board to the administrative staff of the college partnership laboratory school. This organizational chart should include the functional reporting structure, including lines of authority and reporting between the school's governing board, school leadership, school management, teaching staff and any functional administrative teams. Also include related functions such as advisory boards, parents/guardians, and teacher councils or external organizations that will play a role in managing the school.

Appendix G provides the well-defined organizational chart showing the roles and responsibilities of positions associated with the IMTA, and a governance and advisory structure that are the responsibility of the IHE (Camp).

Two advisory boards shall play a role in managing the school. These include:

1. IMTA Curriculum and Community Advisory Board shall be comprised of stakeholders including: not less than two (2) each of subject matter experts from HII-NNS, parents, students, teachers, and community at-large, and a representative from IWCS' CTE Advisory Board.
 2. IMTA Management Advisory Board shall be comprised of Camp's Dean of Academic Programs, Camp's Dual Enrollment Coordinator, Camp's Marine Trades Coordinator, Supervisor of CTE programs for IWCS, and the Principals of Windsor and Smithfield High Schools.
3. A clear description of the functions, roles, and duties of the governing board and its proposed composition and bylaws, the location of the public meeting space, and how it will comply with regulations such as the Freedom of Information Act. The description must detail the specific role of the governing board in the operation and oversight of the college partnership laboratory school.

The functions, roles, and duties of the Governing Board shall include:

- Establishing and refining policies, as necessary, for the effective oversight and administration of lab school operations including staffing and funding.
- Providing approval for the hire of the IMTA Director
- Receiving and responding to input provided by the IMTA Director and the Community and Curriculum Advisory Board
- Setting annual goals for IMTA and monitoring achievement of these goals.

- Regularly receiving and reviewing comprehensive reports on the IMTA's operations and performance relative to established goals.
- Receiving and taking action on appeals pertaining to disciplinary matters, applications and grievances for IMTA students and employees. Ensuring compliance with all applicable regulations, including the Freedom of Information Act.
- Establishing bylaws necessary for effective operation of the Governing Board, to include the roles and responsibilities noted above, membership (as described in Element 4 Question 1) the regularity with which meetings of the Governing Board will take place, quorum and voting procedures, procedures for public comment, and the like.

The Governing Board shall hold its meetings at Camp's Center at Smithfield or other suitable, designated location. Meetings shall be announced in advance and open to the public as required by law, and minutes of meetings shall be posted to a publicly accessible web site.

4. A description of the governing board's relationship with the affiliated public or private institution of higher education and its Board of Visitors, any local school boards, parents/guardians, and community organizations.

The Governing Board includes representation from Camp Community College, its partnership school division (IWCS), and corporate partner HII-NNS, as well as the respective boards of the college and the school system. As the proposed organizational chart shows, the Governing Board shall have input from the IMTA Community and Curriculum Advisory Board.

5. Explain the decision-making processes the governing board will use to develop school policies.

Should existing policies need to be revised, or new school policies developed, such changes shall be drafted by the IMTA Director and submitted to the President, Camp Community College for consideration by the Governing Board. The Governing Board shall invite input from the IMTA Community and Curriculum Advisory Board and invite public comment before voting on a policy.

6. Portray how the governing board will involve parents/guardians and community members in governing the school.

As stated above, parents/guardians and community members shall be represented on the IMTA Community and Curriculum Advisory Board.

7. Admissions Policy (see 22.1-349.3 of the *Code of Virginia*.) Provide a detailed description of the overall college partnership laboratory school lottery process. The detailed process description should include a) strategy and methodologies for process

design, b) public communication strategies, c) process implementation, and c) ongoing management of the following topic areas:

- (1) marketing strategies to reach all demographic groups residing in the Commonwealth,
- (2) admitting students to the college partnership laboratory school,
- (3) management of the enrollment lottery waiting list,
- (4) managing statutorily allowed preferences,
- (5) managing student withdrawals and transfers, and
- (6) audit process.

See [*Best Practices for Administration of Lottery*](#) from the CPLS Standing Committee for more information.

1. Marketing

The application and lottery process will be promoted on the IMTA website and in publications and media through academy partners.

2. Admission

IWTA will be open to any student in the Commonwealth with a targeted enrollment from the Paul D. Camp Community College service region. Applications in excess of the seats available each year will be considered using a lottery administered through the CPLS Standing Committee Best Practices. Any student enrolled not meeting Camp Community College admission requirements for dual enrollment (Appendix D) will be provided individual support in order to access the program.

The IMTA shall not discriminate on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, national origin, religion, ancestry, or need for special education services.

3. Management of Lottery and Waiting List

- The IMTA Director shall determine the number of new students that will be admitted each year. This is the number of seats that will be offered.
- The IMTA Director shall announce the date the application process will open and the date it will end, as well as the date of the lottery should it be necessary. Applications will be date and time stamped upon receipt.
- A neutral party shall be appointed to monitor the lottery process. One of the IMTA's partnering divisions will administer enrollment. Va. Code § 22.1-349.3(B).
- The IMTA Director will conduct the marketing campaign and student recruitment process.
- The application will require general information to determine student eligibility such as the student's name, age, parent/guardian name, address (to determine residency) and contact information for the parent/guardian at the conclusion of the lottery.

- If more qualified applications are received than seats available, the lottery will be conducted in accordance with the *Best Practices for Administration of Lottery*. If there are fewer applicants than available seats, the admission process will be conducted in the order applications were submitted based on their date of receipt.

4. Managing statutorily allowed preferences

Not applicable. We do not envision giving preference to certain students.

5. Managing withdrawals and transfers

The student's secondary academic record lies with the school division where the student resides. If a student withdraws or transfers from IMTA to another school division, the student's IMTA records will be forwarded to the base high school and the parent/guardian.

6. Audit process

The IMTA Director shall be responsible for preparation for and response to any requests for audit. See also Element 6, Question 1.

Last revision: *January 8, 2024*

V. ELEMENT 5 – Laboratory School Management Structure

The following components must be addressed:

1. A detailed staffing chart showing all planned positions for the college partnership laboratory school. This organizational chart should include all planned positions for the school’s leadership team, administration team, teaching staff, teaching assistants/pre-licensure student teachers, specialized instructional support positions and any other and any positions. This staffing chart should include (1) Position Title, (2) Brief Overview of the Position Responsibilities and SCED assignment, if any, (3) Licensure Requirements, if any, (3) Planned Hiring Date, (4) Number of Positions Required (5) Reporting Relationship, and (6) Position Professional Development Requirements, if any.

Staffing Chart for IMTA

Position	Responsibilities	SCED assignment	Licensure Requirements	Planned Hiring Date	Number of Positions	Reporting Relationship	Professional Development
IMTA Director	IMTA administrator responsible for management of IMTA operations including admissions, scheduling and programming, hiring, supervision and evaluation of staff and faculty, budget management, board engagement, program evaluation, and liaison with IWCS for services specified in MOU.	N/A	Master’s Degree required; K12 Administrative License preferred	1/1/2025	1	Direct report to Camp’s Vice President of Academic and Student Development and Director of Workforce Development	Faculty and staff will be supported in attending events, conferences, and additional training/continuing education related to career technical instruction and for professionals in their respective trades. Such opportunities may include attendance at the annual HigherEd Conference, Virginia Association for Career and

							Technical Education conference, VCCS New Horizons Conference, and continuing education credits for career technical faculty to obtain initial certification or renewal certification in the area in which the teacher seeks endorsement. Additionally, all faculty and staff shall be CPR, AED, and first-aid trained.
Program Support Technician	Provides administrative assistance to IMTA Director, clerk to the Governing Board, and bookkeeper for IMTA financial resources and liaison with Camp's Business Office.	N/A	N/A	1/1/25	1	Direct report to the IMTA Director	Same as above
Student Advisor	Core responsibilities include: student advising and registration, outreach to prospective students, helping students through the admissions and onboarding process, implementing strategies for retaining students to completion, and assisting	N/A	Extensive experience in social work, counseling, human services, psychology and/or any equivalent combination of training and/or	1/1/25	1	Direct report to the IMTA Director	Same as above

	students in obtaining academic and non-academic resources as needed.		experience; counselor endorsement, experience in high school setting preferred				
Welding Faculty	Provide instruction, support, assessment, and mentorship by working with lab school participants in classrooms, laboratories, clinical sites, field sites, distance learning, individual conferences, and related contexts to help learners develop their interest and abilities to the fullest.	Weld – 13207 Corresponding endorsement: Weld-8580 Sheet Metal – 8440	VDOE Teacher’s license in specified field or be eligible for provisional license, or credentialed according to policies regulated by the Virginia Community College System and that are aligned with SACSCOC	8/1/25 8/1/26	1 1	Indirect reports to IMTA Director and Academic Dean	Same as above
Electrical Faculty	Provide instruction, support, assessment, and mentorship by working with lab school participants in classrooms, laboratories, clinical sites, field sites, distance learning, individual conferences, and related contexts to help learners develop their interest and abilities to the fullest.	17102 Corresponding endorsement: 8420	VDOE Teacher’s license in specified field or be eligible for provisional license, or credentialed according to policies regulated by the Virginia Community College System and that are aligned with SACSCOC	8/1/25 8/2/26	1 1	Indirect reports to the IMTA Director	Same as above

Core (Non-CTE) Teachers	Provide instruction, support, assessment, and mentorship by working with lab school participants in classrooms, laboratories, clinical sites, field sites, distance learning, individual conferences, and related contexts to help learners develop their interest and abilities to the fullest.	ENG -1003 CST – 1155 DRF - 21102 MTH – 2154 PSY – 4256 PLS – 4151 SDV – N/A Corresponding endorsement: ENG -1100 CST – 1100 DRF -7210 MTH – 3100 PSY – 2900 PLS – 2400	VDOE Teacher’s license in specified field or be eligible for provisional license; or Credentialed according to policies regulated by the Virginia Community College System and that are aligned with SACSCOC	8/1/25	7	Direct reports to the IMTA Director	Same as above
MTT Program Coordinator	Develop, oversee, and provide instruction and/or coordination for the maritime trades programs	n/a	Credentialed according to policies regulated by the Virginia Community College System and that are aligned with SACSCOC	1/1/26	1	Will report to Director of Workforce Development	Same as above
Adjunct Maritime Trades Instructors	Provide instruction, support, assessment, and mentorship by working with lab school participants in classrooms, laboratories, clinical sites, field sites, distance learning, individual conferences, and related contexts to help learners develop their interest and abilities to the fullest.	Sheet Metal – 13205 Outside Machinist: 13204 Corresponding endorsement 8440 8451 SAF – N/A	Credentialed according to policies regulated by the Virginia Community College System and that are aligned with SACSCOC	8/1/26	6	Will report to MTT Program Coordinator and indirect report to IMTA Director	Same as above

2. Detailed plans for the recruiting and developing school leadership and staff including a timelines/calendar for recruiting, recruiting strategies, plan for recruiting and supporting a diverse staff, and the position responsible for college partnership laboratory school staff selection. Also include a plan for onboarding/orientation of new staff members and what entity is responsible.

Recruitment and Hiring Overview

In hiring the IMTA Director, staff, and faculty, all standard DHRM, VCCS, and Camp hiring practices will be followed. Recruitment processes will follow best practices in state hiring which include broad advertising of the position and a rigorous search process to identify a pool of diverse and qualified candidates. Before a position can be filled, the hiring manager is required to develop an Employee Work Profile/Job Description (EWP) and complete a Request to Fill (RTF). EWP's are reviewed by the Director of Human Resources, and RTF's are reviewed and approved by the college's Leadership Team (i.e., the President and his direct reports). The EWP template and RTF template are included in Appendices R and S, respectively. Once approved, the Director of Human Resources advertises the position to the college's website, Virginia jobs, and to other platforms, organizations, or distribution lists where diverse and qualified candidates are likely to see the posting. Most full-time administrative and staff positions are posted for a minimum of 30 days. For all full-time administrative, faculty, and staff positions, a diverse search committee, which includes a trained search advocate (whose responsibility is to help ensure a fair and equitable review of all candidates), reviews applications in accordance with a rubric based on the job description. Candidates who progress in the search are interviewed by the search committee using a standard list of questions that are pre-approved by the Director of Human Resources. At the conclusion of its interviews, the search committee recommends finalists to the hiring manager for the position. The hiring manager may also interview finalists, and then a recommendation for hire is made by the hiring manager to the President and Director of Human Resources. The President approves all full-time hires. The recruitment and hiring process is similar for full-time faculty.

Hiring the IMTA Director

Camp's Vice President of Academic and Student Development and Director of Workforce Development will work collaboratively with the Governing Board and Camp's Director of Human Resources to identify the IMTA Director. Recruitment will begin in July 2024, with the goal of identifying and employing a Director not later than 6 months prior to the opening of the Lab School in September 2025, and ideally by January 1, 2025 so that the IMTA Director will be on board to manage the recruitment and application process for the first cohort of IMTA students and participate in hiring of the remaining IMTA staff and faculty.

Hiring IMTA Staff and Faculty

The IMTA Director, as Hiring Manager for IMTA staff and faculty, will be responsible for staff selection.

The IMTA Director, with input from supervisors, will be responsible for completing the hires for the Program Support Technician and Advisor. In consideration of the timeline for IMTA implementation, the Vice President of Academic and Student Development and the Director of Workforce Development will initiate the search process for the Program Support Technician prior to January 1, 2025, and engage the Director, once hired, to conclude the process so that the Program Support Technician can be in place within 4-8 weeks of the Director's hire. The recruitment and selection process for the IMTA Advisor will begin in April 2025, with a targeted start date of July 1, 2025.

The IMTA Director, in collaboration with Camp's Dean of Academic Programs and Director of Workforce Development shall be responsible for hiring faculty to teach in the IMTA. In February, 2025, the IMTA Director will identify adjunct faculty needs for the IMTA in Year 1, and initiate the recruitment and selection process to fill these positions.

Onboarding and Orientation

The IMTA Director, in collaboration with the Dean of Academic Programs, Director of Workforce Development, Director of Human Resources, and with support from IWCS principals and Supervisor of CTE programs, shall be responsible for onboarding and orientation of new IMTA faculty and staff. Orientation and onboarding, most of which should be completed in the first week of employment, will include: assignment of office, computer, and related equipment/supplies; overview/introduction to IMTA mission and organizational structure; required training on privacy and confidentiality of student records, safety and security policies and procedures, emergency procedures, technology use policies and procedures; supervisor-employee review of the job description, performance expectations, and performance review process; introductions to colleagues; tour of facilities; and developing a plan for first-year professional development.

3. Assurance that the applicant will meet the conditions of § 22.1-349.9 of the *Code of Virginia* which states that the college partnership laboratory school personnel will be employees of the Institute of Higher Education and/or the Eligible Entity and be granted the same employment benefits given to professional, licensed personnel in public schools in accordance with the agreement between the college partnership laboratory school and the Board.

IMTA personnel (i.e., Director, Program Support Technician, Advisor, and Faculty) will be employees of Camp Community College and be granted the same employment benefits given to personnel in public schools.

Student support services will be jointly provided by Camp/IMTA and the base high schools for IMTA students.

All IMTA faculty will hold a valid Virginia K12 teaching license. IMTA will work with the VDOE Office of Licensure to secure valid teaching licenses for personnel, to include

CTE or dual enrollment licenses as appropriate. (See also the applicant’s response to Section 5, Question 5, below.)

4. List the qualifications and appropriate licenses and endorsements that each position must have to perform the job function(s) for the college partnership laboratory school’s leadership and proposed teachers and other staff. Provide information about what entity is responsible for submitting licensure requests to VDOE and ensuring staff maintain their license during their renewal cycle. If individuals have already been identified for specific positions, provide their names, qualifications and/or teaching license number as an Appendix – Laboratory School Teacher/Staff Information.

Please see criteria in the table provided in Question 1, above, and the applicant’s response to Question 5, below. The IMTA Director will be responsible for submitting licensure requests to VDOE and ensuring staff maintain their license during their renewal cycle.

Individuals already identified include:

Paul Miller (Welding Faculty). Mr. Miller holds an active Technical Professional License issued by the Virginia Department of Education. He is an AWS Certified Welding Inspector, AWS Certified Welding Educator, Certified Welding Supervisor with over 48 years of experience in the industry. Paul began his career at Newport News Shipbuilding in 1983 as a structural welder and eventually was accepted into and graduated from The Apprentice School in 1990. He also served as a welder in the Virginia and Pennsylvania National Guards as well as in the US Army. Remains as active member of the American Welding Society. Mr. Miller holds a Bachelor’s Degree from Liberty University in Religion.

Robert Rodgers (Electrical Faculty). Mr. Rodgers holds an active Technical Professional License issued by the Virginia Department of Education. He is a licensed Class A Virginia Contractor with over 22 years of experience in the construction industry. He holds bachelor’s degrees in Project Management and Industrial Arts, both from Norfolk State University. He has been teaching Construction Technology for 17 years.

5. Describe the plan to meet the conditions in § [22.1-349.9](#) of the *Code of Virginia*, which states that “teachers who work in a college partnership laboratory school shall hold a license issued by the Board or, in the case of an instructor in the Board-approved teacher education program of the institution of higher education, be eligible to hold a Virginia teaching license. Teachers working in a college partnership laboratory school shall be subject to the requirements of §§ [22.1-296.1](#), [22.1-296.2](#), and [22.1-296.4](#) that are applicable to teachers employed by a local school board.”

All IMTA teachers (faculty) shall be subject to the requirements of §§ [22.1-296.1](#), [22.1-296.2](#), and [22.1-296.4](#) that are applicable to teachers employed by a local school board. All IMTA faculty will hold a valid Virginia K12 teaching license. IMTA will work with the VDOE Office of Licensure to secure valid teaching licenses for personnel, to include

CTE or dual enrollment licenses as appropriate. Camp's Office of Human Resources shall assist the IMTA Director in ensuring these requirements are met.

All IMTA faculty teaching dual enrollment courses will also demonstrate the necessary qualifications to instruct in their discipline based on the guidance of SACSCOC and the Virginia Community College System (VCCS) policy. According to the VCCS policy manual, faculty teaching associate degree courses designed for transfer must have a minimum of a 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). For transfer courses that are part of the IMTA curriculum, the IMTA will utilize Camp's FT or adjunct faculty, or IWCS faculty who have been approved by VCCS policy (see Appendix H) and in accordance with SACSCOC Principles of Accreditation, to teach college-level courses. Likewise, all credit-bearing dual enrollment CTE courses that are part of the IMTA curriculum will be taught by individuals who meet SACSCOC and VCCS criteria, including the appropriate education, experience, and industry-recognized credentials.

6. Describe the school's leadership and teacher employment policies by identifying which entity's employment policies pertain to which particular position and describe the process of notification to all school employees of the terms and conditions of employment. If possible, provide a sample of the human resource policy for the school that is consistent with state and federal law.

Camp/IMTA shall promote and maintain equal employment and educational opportunities without regard to race, color, religion, disability, sex, sexual orientation, gender identity, ethnicity, marital status, pregnancy, childbirth or related medical conditions including lactation, age (except when age is a bona fide occupational qualification), status as a veteran, national origin, or other non-merit factors. Camp/IMTA will follow applicable DHRM, VCCS, and CAMP policies for recruitment and employment of IMTA administrators, faculty, and staff. These policies are consistent with state and federal law. These policies include VCCS Policy Manual Section 3 Human Resources (see <https://go.boarddocs.com/va/vccs/Board.nsf/Public>), Virginia Department of Human Resource Management employment policies (see dhrm.virginia.gov), and Camp Policy 310 Recruitment and Selection Process. (Appendix I)

The IMTA Director shall be hired under DHRM and VCCS policies for restricted, FT exempt classified staff positions.

The IMTA Program Support Technician/Bookkeeper shall be hired as a restricted, FT exempt classified position in accordance with DHRM policy, to include appropriate designation of pay band and role code.

The IMTA Advisor shall be hired as a restricted, 10-month position in accordance with DHRM policy.

IMTA teachers who are already employed full-time by IWCS shall be hired and compensated as adjunct faculty by Camp.

IMTA teachers already employed by Camp as full-time or adjunct faculty shall be hired under terms of existing contracts and compensation established in accordance with policy.

Terms and conditions of employment shall be specified at time of hire in accordance with DHRM, VCCS, and Camp policies in a contract/offer of employment.

7. Describe the plan for annual performance evaluations, including who will be conducting the evaluations for each position and what evaluation standards will be used for each position. Such performance evaluation plans must be consistent with the policies of the institution of higher education.

Annual performance evaluations shall be conducted by the IMTA Director in accordance with established DHRM, VCCS, and Camp policies for performance evaluations of faculty and staff. These policies are included in Appendix J - Faculty Evaluation Plan, Appendix K - VCCS Policy 3.6.2 Adjunct Faculty Growth and Evaluation Policy, and Appendix L - DHRM Policy 1.40 Performance Planning and Evaluation.

8. A plan that addresses the qualifications of the teachers and administrators at the college partnership laboratory school, including compliance with state law and regulations regarding Board licenses and endorsements. (See § [22.1-349.9](#) of the *Code of Virginia*.)

All qualifications of the faculty and administrators at the lab school will be in compliance with VCCS and SACSCOC regulations. The Director shall possess a master's degree from an accredited higher education institution in K-12 leadership, and teacher certification with an endorsement in K-12 leadership. See also the applicant's response to Element 5, Questions 3, 4, 5 and 6.

9. Provide an overview of the high quality professional development programs associated with the mission and proposed instructional program. Describe how faculty and staff will access the professional develop and if the school is providing professional development days, reimbursements for tuition, registration, travel, and substitutes, if needed. (See § [22.1-253.13:5](#) of the *Code of Virginia*.)

The IMTA budget contains a funding line item for professional development associated with the mission and proposed instructional program of the IMTA. All faculty and staff will receive training in CPR, AED, and first-aid. Faculty and staff will be supported in attending events, conferences, and additional training/continuing education related to career technical instruction and for professionals in their respective trades. Such opportunities may include attendance at the annual HigherEd Conference, Virginia Association for Career and Technical Education conference, VCCS New Horizons Conference, and continuing education credits for career technical faculty to obtain initial certification or renewal certification in the area in which the teacher seeks endorsement. All faculty and staff shall be CPR, AED, and first-aid trained. Additionally, IWCS employs a full-time instructional coach in every building who works with teachers to improve curriculum and classroom management, and each teacher is provided one-one

coaching and support from a highly trained professional coach. This support will be available to IMTA faculty. IWCS also employs a coordinator of professional learning who ensures that teachers have access to applicable conferences and other professional development resources annually.

10. An explanation of any partnerships or contractual relationships central to the college partnership laboratory school's operations or mission, including information regarding any partnerships with school divisions to provide educational or ancillary services. Contractual relationships include procuring the services of an education management organization, food services, transportation, school health services, custodial services, and security services. (See § [22.1-349.3 C](#) of the *Code of Virginia*.)

The IMTA will be operated in a partnership with Isle of Wight County Public School (IWCS), as described in section *Part A. Applicant Information* of this application.

11. Information and materials indicating how parents/guardians, the community, and other stakeholders were involved in developing the application for the college partnership laboratory school. A description of how parental involvement and communication will be used to support the educational needs of the students, the school's mission and philosophy, and its educational focus.

In developing this application, Camp utilized the following stakeholder engagement:

- Data from IWCS, including student survey data, informing need and student capacity for a college partnership laboratory school.
- Regional economic and occupations data to confirm the need for a lab school.
- Meetings with representatives of IWCS and its Board, and with the Isle of Wight County Board of Supervisors.
- Meetings with representatives from Huntington Ingalls Industries – Newport News Shipbuilding, Camp, and IWCS, including content experts.

Engagement and communication with parents/guardians will support the educational needs of students, the school's mission and philosophy, and its educational focus through the following:

- IWCS has a parents' advisory council, and parents serve on the IWCS CTE advisory board. Both organizations have been supportive of expansion of CTE offerings. Parents from these organizations will be engaged by the IMTA Director and Governing Board, and may be represented on the IMTA Curriculum and Community Advisory Board.
- Camp/IMTA, in collaboration with IWCS, will hold parent/guardian information meetings.
- An orientation to IMTA will be held for accepted students and parents/guardians.
- Information for parents will be communicated on the IMTA website and in newsletters from the IMTA Director.

12. Provide drafts of a *Student Code of Conduct*, student handbooks, and other governing policies that addresses student behavior, discipline, and participation in school activities. Include policies and procedures governing suspension and expulsion of students. The plan should identify the role of teachers and administrators in discipline and mentoring. The plan must also identify disciplinary policies for special education students. Also describe how a parent could appeal the decision of a school administrator through a grievance process. Provide any drafts as Appendix – Student Handbook.

Students enrolled in IMTA will be both high school and college students, since the IMTA curriculum is comprised of dual enrollment courses. The Student Code of Conduct, student handbook, and other governing policies that address student behavior, discipline and participation in high school courses and activities are modeled after the IWCS Student Handbook and Code of Conduct. A draft of the IMTA Student Handbook and Code of Conduct is included in Appendix M. The IMTA Director will review and present it to the Governing Board for approval. In addition, students will adhere to applicable policies within Camp’s code of conduct and course syllabi when engaged in dual enrollment courses that are part of the IMTA curriculum. A copy of Camp’s code of conduct is included in Appendix T.

13. A detailed school start-up plan that identifies major tasks, timelines, and responsible individuals for accomplishing each task noted in the start-up plan.

Major tasks, timelines, and responsible individuals are noted in the table below.

Task	Timeline/Due	Responsible
Finalize membership of Governing Board	April 30, 2024	Camp President
Appoint members to IMTA Curriculum and Community Advisory Board	June 30, 2024	Governing Board
Hire IMTA Director	January 1, 2025	VP ASD and Director WFD
Establish and convene regular meetings of IMTA Management Advisory Board and SMEs	Ongoing, beginning September 2024	VP ASD and Director WFD, Director (once hired)
Finalize MOU with IWCS	May 30, 2024	Camp President
Finalize MOU with HII-NNS	May 30, 2024	Camp President
Purchase needed equipment and supplies	By June 30, 2025	IMTA Director
Logo and brand development for IMTA	By September 30, 2024	
Finalize student and parent-facing documents <ul style="list-style-type: none"> ▪ IMTA Student Application ▪ Student Handbook and Code of Conduct ▪ Other policies/procedures 	By March 30, 2025	IMTA Director Governing Board
Identify/appoint/hire IMTA faculty and staff <ul style="list-style-type: none"> ▪ CTE faculty ▪ General education faculty ▪ Program Support Technician (12 month) ▪ Student Advisor (12 month) 	August 1, 2025 August 1, 2025 January 1, 2025 January 1, 2025	IMTA Director

14. A general description of any operational incentives/partnerships that the college partnership laboratory school intends to have with school divisions to enhance both the educational program of the college partnership laboratory school and the partnering school division(s).

The IMTA will be operated in a partnership with Isle of Wight County Public School (IWCS), as described in section Part A Applicant Information of this application.

15. Describe how the college partnership laboratory school plans to adhere to the requirements of the health and safety laws and regulations of the federal and state governments. Address how the proposed college partnership laboratory school will meet the following requirements including the process to notify parents of health and safety situations

- Fire & Safety Regulations
- Severe Weather/Natural Disaster
- Student Missing/Hiding/Runaway/Abduction
- Terrorist/Hostage Situation
- Possession of Weapons
- Bomb Threats/Explosions
- Food Inspections
- Student Medical Issues/Medical Emergencies

The IMTA will adhere to requirements of health and safety laws and regulations of federal and state governments. IWCS and Camp have policy and protocols in place in the event of the aforementioned health and safety situations. All IMTA-affiliated staff and faculty shall receive training on the policies and protocols, including any differences based on location of instruction. For example, food inspections are not relevant at Camp's Center at Smithfield or WTIC; however, IWCS will be providing required meals to IMTA students and shall adhere to the requirements for health and safety with regard to food inspections. Student medical issues/emergencies experienced by IMTA students while at Windsor or Smithfield High Schools shall be managed by the IWCS nurse or other appropriate personnel in accordance with IWCS policies. In the event of a student medical emergency at the Center at Smithfield or WTIC, emergency medical services shall be called. In all cases, the IMTA Director (or designee) shall notify parents of any health and safety situations. Examples of Camp's/IMTA's procedures are included in Appendix N.

VI. ELEMENT 6 – Financial and Operations Information

The following components must be addressed:

1. A description of the college partnership laboratory school's financial plan and policies, including financial controls and audit requirements for the school in accordance with generally accepted accounting principles

Paul D. Camp Community College, as an agency of the Commonwealth of Virginia, maintains financial processes in accordance with the policies and procedures established by the Virginia Department of Accounts (DOA) and the laws of the Commonwealth. As a member of the Virginia Community College System (VCCS), Camp complies with the policies established by VCCS. Camp utilizes a fund accounting system typical of institutions of higher education in accordance with generally accepted accounting principles. The fund accounting system is conducive to the rigorous administration of grant funding. As part of the Virginia Community College System (VCCS), Camp is supported by an organizational structure that provides sound policies and practices. Camp is routinely audited by the Commonwealth's Auditor of Public Accounts (APA). Audited financial statements are published on the VCCS website and the APA also publishes the Virginia Single Audit report. Moreover, as an agency of the Commonwealth, VCCS employ a risk management program known as ARMICS –the Agency Risk Management and Internal Control System – to continually assess risk and the effectiveness of internal controls. Camp's leadership team is committed to ensuring long-term financial sustainability.

2. Revenue projections for the college partnership laboratory school for Years Zero (0) through Five (5). Include detailed information including estimated amounts as well as any assumptions and/or formulas used to calculate the figures for the following categories of potential revenue:

The budget for the Isle Maritime Trades Academy is copied below, and included in Appendix P. Revenue projections for the IMTA are based on the following assumptions and formulas:

- Start-up grants

Camp has budgeted \$1100,000 in start-up grant to support the implementation of the IMTA. Start-up funds will support the purchase of instructional materials, equipment and supplies, technology, professional development, administrative fees, and staffing.

- Operational per-pupil funds from the College Partnership Laboratory Schools Fund

Camp has budgeted \$280,000 in operational per-pupil funds in Year 1. This amount is based on an entering cohort of 40 students at \$7,000 per student per

year. The per-pupil funds in Year 2 total \$504,000, based on 80 students at \$6300 per student. In years 3 and 4, the per-pupil funds total \$472,000 each year, based on 80 students at \$5,900 per student.

- State ADM funds – Include the formula used for calculating allotments.

Not applicable.

- Local Per Pupil Funds – Include the formula used for calculating allotments.

Not applicable.

- Federal Funds
See sustainability section, below.

- Operational Grants
See sustainability section, below.

- Foundations*
See sustainability section, below.

- Private Funds*
See sustainability section, below

- Other Funds *

In Year 1, Camp will provide \$150,000 in higher education institutional support.

Beginning in year 2, revenue from state FastForward funding is anticipated for 40 students who will enroll in workforce training in maritime trades at Camp's Workforce Trades and Innovation Center. Total funding per year from FastForward is anticipated to be \$360,000 based on an average of \$3000 per student per credential, each completing three (3) workforce credentials.

In Year 5, Camp will provide \$50,000 from its Equipment Trust Fund to support budgeted equipment purchases for the IMTA.

- In-Kind/Non-Monetary Goods or Services*

See sustainability section, below.

*If you are depending on these sources of funding to balance your operating budget, provide documentation, such as signed statements from donors, foundations, etc., on the Availability of these funds.

FastForward funding is state appropriated for colleges and students in eligible workforce development programs. The maritime trades are eligible for FastForward funding.

3. Budget expenditure projections for the college partnership laboratory school for Years One (1) through Five (5). Include detailed information including estimated amounts as well as any assumptions and/or formulas used to calculate the figures for the following categories of potential expenditures or include other categories as needed:
 - Total Personnel (for total number of staff)
 - Employee Benefits Total
 - Staff Development Total
 - Materials & Supplies
 - Office Supplies
 - Instructional Supplies
 - Classroom, Computer and Other Equipment
 - Facilities (Insurance, Utilities, Phone/Internet, Rent, Construction, Maintenance and Repair, Technology Maintenance, Transportation, Fuel, Marketing)
 - Food/Cafeteria

A Sample Budget Expenditure Worksheet is included at the end of this document. Complete a Budget Expenditure Worksheet for each year. Include additional information that showcases all assumptions for your budgetary calculations. For example, the Year 1 may include 10 teachers, but the plan is to add 2 teachers each year, and the increase in Expenditure is seen in the budget. Explain below, in detail, the budget calculations for years budget for Years Two (2) through Five (5).

Expenditures for the IMTA are budgeted in the following categories: personnel, benefits, non-personnel services, professional development, equipment/ technology/ furniture, and administrative fees. Projected expenditures total \$1,099,253 in Year 0, \$429,363 in Year 1, \$863,375 in Year 2, \$905,527 in Year 3, \$1,003,586 in Year 4, and \$961,720 in Year 5. Budgeted expenditures are consistent with the projected increase in enrollment from Year 1 to Year 2, and consistent enrollment in Years 2-5. The complete budget worksheet is included in Appendix P.

Sustainability

The budget is balanced and the IMTA will be self-sustaining by Year 5. Budget surplus allows for sustainability, flexibility, inflation, and unexpected expenses. Any remaining budget surplus will be utilized to enhance opportunities for additional students and/or increase program offerings to address regional workforce needs.

Paul D. Camp Community College will seek alternatives funding sources to ensure sustainability of the Isle Maritime Trads Academy beyond Year 4 of implementation. Sources of funding that have already identified and incorporated by Year 5 of the budget include:

- **FTE funding** that Camp will receive for the dual enrollment students at the IMTA. This is estimated at \$176,178 per year, as direct higher education institution support.
- **FastForward** funding that Camp will receive for the students enrolled in the maritime-specific trades courses in the spring semester of their senior year. This is estimated at \$360,000 per year, as direct higher education institution support.
- **Equipment Trust Fund (ETF)** in the amount of \$50,000 per year to support technology needs for the IMTA, provided as direct higher education institution support.
- **Indirect higher education support** for the IMTA is also being provided. The IMTA will receive a portion of time and effort from the following positions at Paul D. Camp Community College (not included in the administrative fees in the budget):
 - a. President, who will serve on the Governing Board
 - b. Dean of Academic Programs, who will serve on the Management Advisory Board
 - c. Coordinator of Dual Enrollment, who will serve on the Management Advisory Board
 - d. MTT Program Coordinator, who will serve on the Management Advisory Board
 - e. Business Office Manager
 - f. Coordinator of Institutional Research

The average estimated annual expenditure for the IMTA is approximately \$900,000. In addition to the direct and indirect higher education support, Camp is exploring several alternative funding sources to provide the remaining \$400,000 per year to sustain the IMTA after the per-pupil-per-year allocation ends in Year 4:

- Exploring with Isle of Wight County Public Schools (IWCS), our school division partner, ways to phase out from the budget the \$1,200 per student per year paid to IWCS for services rendered under the MOU, resulting in up to a \$100,000 reduction in IMTA expenditures.
- Fundraising and Development
 - Exploring grant opportunities in collaboration with existing and new business and industry partners and associations such as Virginia Ship Repair Association, Virginia Maritime Association, and Hampton Roads Workforce Council.
 - Exploring direct contributions from additional business and industry partners.
- Exploring philanthropic funding.

4. Include substantiation of anticipated fundraising contributions, if applicable.

Not applicable at time of application.

5. Provide a description of the insurance coverage that the school will obtain. Types of insurance include general liability, health, and property.

As a state agency, Camp Community College is insured through the Division of Risk Management which is part of the Virginia Department of the Treasury. This includes general liability, auto, and property, as stated in VA Code § 2.2-1837.

6. Provide justification for each type of insurance coverage sought and evidence that the applicant has consulted with the affiliated public or private institution of higher education to ensure that the level of coverage is satisfactory.

Camp Community College will notify the Virginia Department of Risk Management to provide general liability and property coverage for all assets associated with the proposed lab school. Camp will submit to the Virginia Department of Risk Management a list of all property which will be utilized with the lab school along with a detailed description of the property where the lab school will be functioning.

Camp Community College will provide the Virginia Department of Risk Management a list of all individuals who will be employed at the school to ensure Worker's Compensation Insurance coverage.

IMTA employees shall be granted the same employment benefits, including health benefits, as other public schools personnel.

Consultation with other public or private institutions of high education is not applicable, as Camp (the applicant) is not affiliating with another public or private institution of higher education.

7. Does the applicant have access to an existing facility suitable for a school with relevant local safety and health standards, such as fire, building, and sanitation available to students?

Check one of the following: Yes No

If the answer is yes to the question above, provide the following information each location:

Please see the table below for the information requested for each location.

Full address:

Describe the facility in which the school will be located. Include information on how the site is appropriate to the mission and instructional program for the college partnership laboratory school.

Has the school obtained a valid Certificate of Occupancy for Education?

Description of the Facility:

Total square feet:

Number of Classrooms:

Number of Restrooms:

Other Rooms:

Cafeteria

Auditorium:

Gymnasium:

Music Room:

Art Room:

Laboratory:

Ownership: Fee Simple Lease

Describe the method of finding a facility if one is not readily available currently including information about the spatial needs of the school to best suit your adopted educational program and instructional methodologies.

If the college partnership laboratory school is going to be a partnership with an existing local school district, provide a description of the facility space including total square footage, number of classrooms, restrooms and Other Rooms that will be dedicated to the college partnership laboratory school.

Provide a comprehensive facilities plan, including any backup or contingency plans. Facilities info must include:

- (1) the provision of suitable instructional space.
- (2) provisions for library services.
- (3) provisions for the safe administration and storage of student records and medications.
- (4) information regarding compliance with building and fire codes and compliance with the federal Americans with Disabilities Act.
- (5) general information on emergency evacuation plans.
- (6) information regarding site location and preparation.

- (7) the structure of operation and maintenance services; and
- (8) financial arrangements for facilities, including any lease arrangements with school division or other entities and whether debt will be incurred.

Is the applicant a public, nonsectarian, nonreligious school in the Commonwealth established by a institution of higher education, public higher education center, institute, or authority; or an eligible institution, as defined in § 23.1-628 related to the Tuition Assistance Grant Program? **Yes**

Facility	Windsor High School	Smithfield High School	Paul D. Camp Smithfield Location	Workforce Trades and Innovation Center (Camp)
Address	Windsor High School Isle of Wight County Public Schools 24 Church Street Windsor, VA 23487	Smithfield High School Isle of Wight County Public Schools 14171 Turner Dr Smithfield, VA 23430	Paul D. Camp Community College Center at Smithfield 253 James Street Smithfield, VA 23430	Paul D. Camp Community College Workforce Trades and Innovation Center 612 Carolina Road Suffolk, VA 23434
Education Occupancy Certificate	Yes	Yes	Yes	Opening June 2025
Description	9-12 public high school, Current enrollment: 511 Enrollment capacity: 875	9-12 public high school, Current enrollment: 1288 Enrollment capacity: 1560	Community College Site	Community College Workforce training center
Total square feet:	105,000	161,404	9,454	15,000
Classrooms	38	74	11	4
Restrooms	11	16	2	4
Cafeteria	1	1	0	0
Auditorium	1	1	0	0
Gymnasium	1	1	0	0
Music Room	1	2	0	0
Art Room	1	3	0	0
Laboratory Spaces	14	15	4	2
Ownership	Fee Simple	Fee Simple	Lease	Fee Simple/Building in Progress

If the college partnership laboratory school is going to be a partnership with an existing local school district, provide a description of the facility space including total square footage, number of classrooms, restrooms and Other Rooms that will be dedicated to the college partnership laboratory school.

Both CAMP and IWCS have existing and in-development physical facilities that will provide a home for Lab School instruction. These facilities include:

CAMP's Center at Smithfield. CAMP's Center in Smithfield is a 9,454 square foot facility located above the Smithfield Library in space that was once the local high school. The space is provided by Isle of Wight County at no charge to the college. The County provides maintenance services on the facility. The Center currently houses an administrative suite, skills lab, conference room with compressed video capability, two computer labs housing 20 computers, six classrooms, and a science lab. The space is flexed as needed to accommodate student and staff demand. The Center is fully connected to CAMP's network for telephone, computing, and library services. The Center will become the administrative home of the Isle Maritime Trades Academy and will be reconfigured and equipped to house at least one of the maritime trades pathways (e.g., electrical and/or welding simulation).

CAMP's Workforce Trades and Innovation Center (WTIC). A 15,000 square foot facility on East Carolina Road in Suffolk was recently donated by Coastal Virginia Developers to the Camp Community College Real Estate Foundation. Once renovated, this facility will be known as CAMP's WTIC that will provide training for in-demand jobs, including jobs in maritime trades, infrastructure, and related programs.

IWCS CTE Facilities at Smithfield High School: The Smithfield High School (SHS) Welding lab is a 3,700 square foot facility that includes 20 individual welding booths, a training classroom, welding material preparation lab, and boys' and girls' locker rooms. The current location and layout of the IWCS/SHS Welding lab lends itself to quick expansion opportunities, possibly allowing IWCS to add an additional 20 individual welding booths and expanded preparation spaces over the next year.

IWCS CTE Facilities at Windsor High School: The Windsor High School Building Trades lab is approximately 3,000 square feet, and includes both a classroom and laboratory space. The laboratory space is ideal for teaching students the basics of building trades and introductory electrical skills, both of which align with the coursework necessary for students seeking the electrical or outside machinist pathways.

Core content will be taught in traditional classrooms at all locations as needed by each student cohort.

Is the applicant a public, nonsectarian, nonreligious school in the Commonwealth established by a public institution of higher education, public higher education center, institute, or authority; or an eligible institution, as defined in § 23.1-628 related to the Tuition Assistance Grant Program?

Yes

Describe a sound facilities plan, including backup or contingency plans. Facilities information includes

1. the provision of suitable instructional space; IMTA instructional locations provide flexibility and accessibility to multiple suitable spaces wherein students will be provided ample laboratory and lecture space for learning.
2. provisions for library services; Library services will be provided in person and online by IWCS on each high school campus and by Paul D. Camp

Community College via online library resources as well as their physical libraries at each campus location.

3. provisions for the safe administration and storage of student records and medications; Student records will be housed in accordance with the provisions of the MOU and in line with preestablished record keeping practices used in the execution of Dual Enrollment Agreements. Students' base high schools are responsible for the safe administration and storage of medication for IMTA students. An individualized plan would be developed for any student who needed regular and immediate access to medication during their learning time on campus or at experiential learning sites.
 4. information regarding compliance with building and fire codes and compliance with the federal Americans with Disabilities Act; All IMTA sites are fully compliant with building and fire codes. IMTA is fully compliant with the federal Americans with Disabilities Act (ADA).
 5. general information on emergency evacuation plans; Each school location has an emergency-crisis intervention plan that provides information regarding appropriate responses to each emergency situation. Evacuation routes are posted in each space. Additionally, students and staff have access to first aid kits, fire extinguishers, eye wash stations, and AED machines.
 6. information regarding site location and preparation; All school sites, with the exception of Workforce Trades Innovation Center (WTIC), which is currently under construction, have been prepared and have preestablished operating and emergency protocols.
 7. the structure of operation and maintenance services; and The college will provide contracted maintenance at the WTIC facility and maintenance is provided at the Smithfield Center in accordance with the agreement between Camp and Isle of Wight County. IWCS also provides contracted maintenance services and will work with Camp to establish an MOU to outline specific maintenance responsibilities as needed to ensure proper function and access to necessary equipment for all IMTA students.
 8. financial arrangements for facilities, including any lease arrangements with school divisions or other entities and whether debt will be incurred. Camp's Center at Smithfield is leased to the college by Isle of Wight County. Camp does not have a debt obligation to the county for the facility. The WTIC is leased by the college from the Camp Community College Real Estate Foundation.
8. A description of whether transportation services will be provided. If transportation is to be provided, indicate whether the school will contract for transportation with the local

education agency or another entity. Indicate whether transportation will be provided to all students attending the school.

Transportation services between IMTA facilities for all IMTA students will be provided by IWCS in accordance with an MOU between Camp/IMTA and IWCS. IWCS will also provide transportation services to/from the high school (morning/afternoon) for students residing in Isle of Wight County. Transportation services for IMTA students enrolled in schools outside of Isle of Wight County shall become the responsibility of the base school division.

9. A description of transportation services for students with disabilities. (Section 22.1-221 A of the *Code of Virginia* states that “[e]ach disabled child enrolled in and attending a special education program provided by the school division pursuant to any of the provisions of § 22.1-216 or § 22.1-218 shall be entitled to transportation to and from such school or class at no cost if such transportation is necessary to enable such child to obtain the benefit of educational programs and opportunities.”)

Transportation services between IMTA facilities for all IMTA students with disabilities will be provided by IWCS in accordance with an MOU between Camp/IMTA and IWCS. IWCS will also provide transportation services to/from the high school (morning/afternoon) for students residing in Isle of Wight County. Transportation services for IMTA students enrolled outside of Isle of Wight County shall become the responsibility of the base school division.

10. A description of food service operations and all other significant operational or ancillary services to be provided, including any special provisions and responsible individuals administering free and reduced breakfast and/or lunch.

Food services, including administering free and reduced breakfast and/or lunch, and other ancillary services will be provided by IWCS in accordance with an MOU to be established between Camp/IMTA and IWCS.

VII. ELEMENT 7 – Lab School Closure Placement Plan

The following information must be provided:

1. Identification of a name or position of a member of the school’s leadership who will serve as a single point of contact for all activities that may need to take place in order for the school to close, including but not limited to the transfer of students to another school, the management of student records, and the settlement of financial obligations. Include contact’s name, title, email address, and phone number.

Dr. Corey McCray
President, Camp Community College
cmccray@cdc.edu
757-569-6712

2. A draft notification process for parents/guardians of students attending the school and teachers and administrators of the termination or revocation of the contract.

IMTA's process for notifying parents/guardians, teachers, and administrators of termination or revocation of the contract shall follow Camp's procedures and guidelines in accordance with VCCS and SACSCOC Substantive Change policy for closure of programs and off-campus instructional sites. In accordance with this procedure, should the contract be terminated or revoked, Camp/IMTA would develop immediately cease any current or future admissions processes and develop and communicate with parents/guardians a teach-out plan for students currently enrolled in the academy. A draft notification for parents/guardians in the event of termination or revocation of the contract is included in Appendix Q.

3. A draft notification process to parents or guardians of students attending the college partnership laboratory school of alternative public school placements within a set time period from the date of termination or revocation of the contract.

The existing structure will remain in place if the contract is terminated. If necessary, students would revert back to the standard programs at their base high school that are provided by the respective school division. Within 30 days of the date of termination or revocation of the contract, the IMTA director will notify parents/guardians of alternative public school placements, with copy to the base school district.

4. A detailed plan for ensuring that student records are provided to the parent or guardian, or another school identified by the parent or guardian within a set time period. If the student transfers to another school division, provisions for the transfer of the student's record to the school division to which the student transfers upon the request of that school division. (See § [22.1-289](#) of the *Code of Virginia*).

The student's secondary academic record shall reside with the school division where the student resides. Grades from the community college are reported by IMTA to the counseling office at the base high school on a semesterly basis. If a student transfers from the school to another school division, the respective grades will be sent as requested by the parent/guardian or school division. High school transcripts are requested through the registrar at the respective high school.

5. A detailed placement plan for school employees that details the level of assistance to be provided within a set period of time from the termination or revocation of the contract.

Camp/IMTA will follow the existing termination policies and procedures in place at DHRM, VCCS and Camp Community College. Should the contract be terminated or revoked, all full-time, part-time, and adjunct employees of IMTA shall be informed within 30 days of termination or revocation of the IMTA contract and notified of their last day of employment with IMTA. Assistance to be provided shall be in accordance with DHRM policies on benefits and termination/separation from state service.

6. A close-out process plan related to the college partnership laboratory school financial obligations and audits, the termination of contracts and leases, and the sale and disposition of assets within a set period of time from the termination or revocation of the contract. The plan shall include the disposition of the schools' records and financial accounts upon closure.

Camp Community College will initiate the following processes immediately upon notice of termination or revocation of the contract. Financial obligations and procurement will be closed out in accordance with timeframes established by VCCS Shared Services Center for purchase orders and contracts.

1. Financial Obligations

- The CFO and Business Office Manager will ensure all financial obligations have been successfully satisfied upon notification of the closing of the lab school. This review process will include analyzing all current purchase orders and the Accounts Payables system to verify all orders have been received and properly documented to include closure of the purchase order.
- Further analysis will be performed with Accounts Payable to ensure all invoices have been properly paid and vendors have received payment.

2. Audits

- The CFO and Business Office Manager will verify all audits have been properly responded and closed.
- The CFO and Business Office Manager will conduct independent audits over the financial processes.

3. Procurement

- The CFO and Business Office Manager will ensure all purchase orders have been received and properly closed.
- The CFO and Business Office Manager will review all outstanding contracts and leases. They will communicate with VCCS Shared Services Center Procurement Department to verify all contracts and leases have been properly terminated.

4. Assets

- The CFO and Business Office Manager will have a physical inventory of all fixed assets taken at notice of closure.
- Inventory will be reviewed and analyzed and thoroughly documented.
- Within six months of termination or revocation, sale and disposition of assets will be processed according to the policy of VCCS and the college.

5. Reporting and Records

- The CFO will report all actions taken during this Close Out Plan to the President and College Leadership.
- IMTA financial records shall be retained by Camp Community College in accordance with Commonwealth of Virginia records retention policy.
- Student records pertaining to dual enrollment shall be retained by Camp Community College in accordance with Commonwealth of Virginia

records retention policies. Each student's secondary academic record lies with the school division where the student resides. IMTA records will be forwarded to the base high school.

VIII. ELEMENT 8 – Other Assurances and Requirements

The following information should be provided:

1. A detailed description of the college partnership laboratory school's policies and procedures for compliance with the federal *Family Educational Rights and Privacy Act* and records retention schedules consistent with guidance issued by the Library of Virginia.

IMTA will follow the Family Educational Rights and Privacy Act policy of Paul D. Camp Community College.

Paul D. Camp community College is under the continuing authority of, and will operate in adherence with, the records retention schedules consistent with guidance issued by the Library of Virginia.

2. Evidence that the proposed college partnership laboratory school programs, services, and activities will operate in accordance with all applicable federal and state laws and regulations, including the Virginia Freedom of Information Act.

IMTA programs, services, and activities shall operate in accordance with all applicable federal and state laws and regulations, including the Virginia Freedom of Information Act, the Americans with Disabilities Act, Title IX, and other relevant federal and state laws. More information about FOIA policies and compliance is available on Camp's [FOIA webpage](#) and in Camp's catalog, student handbook, and website.

3. A listing of all waivers to state regulations needed for the college partnership laboratory school at the time of its opening. This does not preclude a college partnership laboratory school from requesting additional waivers once the school is operational. (*See* §8VAC20-131 of the *Code of Virginia*.)

Not applicable.

4. A detailed description of any collaborative partnerships that may be made with public school divisions to enhance opportunities for all Virginia students, from preschool to postsecondary. An educational program provided to students enrolled in a public school division pursuant to a collaborative partnership between the college partnership laboratory school and the public school division shall be considered to be the educational program of the public school division for purposes of the SOA. (*See* § [22.1-349.3](#) G of the *Code of Virginia*.)

Paul D. Camp Community College provides academic and career program opportunities for high school students. These courses/programs are held on campus as well as within the local high schools. A state contract is signed annually with school divisions, including Isle of Wight County public schools, to authorize dual enrollment (DE) within the high schools. Camp maintains a contract for DE with IWCS. A copy of the dual enrollment contract is in Appendix O. The collaborative partnership with Isle of Wight Schools for the provision of certain services to students enrolled in IMTA is described in the draft MOU (Appendix A).

5. A detailed description of all agreements that the applicant may need in the contract with the Board related to the release of the college partnership laboratory school from state regulations, consistent with the requirements in § [22.1-349.3](#) B of the *Code of Virginia*, including the approval of an Individual School Accreditation Plan. Section [22.1-349.4](#) of the *Code of Virginia* states that “[i]f the college partnership laboratory school application proposes a program to increase the educational opportunities for at-risk students, the Board of Education may approve an Individual School Accreditation Plan for the evaluation of the performance of the school.”

Not applicable.

6. A detailed description of how the applicant and members of the governing board will disclose any conflicts of interest, which would include a personal interest in any transactions involving the college partnership laboratory school, including information regarding the frequency with which such disclosures will be made. (See § [2.2-3114](#) of the *Code of Virginia*.)

The applicant and members of the governing board shall adhere to all applicable provisions of the State and Local Government Conflict of Interests Act and shall disclose annually any conflicts of interest with regard to any personal interest in any transactions involving the Isle Maritime Trades Academy as specified in the Code of Virginia § 2.2-3114. Disclosure by state officers and employees. The following positions shall be included in the officers and employees who must complete the annual Statement of Economic Interests:

- All members of the IMTA Governing Board
- Vice President, Academic and Student Development (Camp)
- Director, Workforce Development (Camp)
- IMTA Director
- All members of the IMTA Management Advisory Board

The names of individuals required to complete the annual Statement of Economic Interests shall be provided by the IMTA Director to Camp’s Operations Manager for submission to the appropriate state agency. Those required to complete the annual Statement of Economic Interests will receive an annual notification.

In addition, the bylaws of the Governing Board shall specify that any member of the governing board with a personal interest in any transaction of the Board involving IMTA shall disclose such interest immediately and recuse themselves from any related discussion and voting.

7. Conflict of interest disclosure(s) by the applicant and/or members of the governing board in the proposed school. This includes any relationships that parties may have with vendors performing services at the school.

The applicant and members of the governing board for the IMTA shall be knowledgeable of the State and Local Government Conflict of Interests Act and disclose conflict of interest in accordance with the Act, which applies to public school employees and officials. The Act creates uniform standards of conduct for all public employees and officials.

Part C: Assurances

Assurances in the Code of Virginia: The assurances in the *Code of Virginia* represent the policies and procedures that must be developed and addressed in the application by the college partnership laboratory school to carry out the provisions of the law. By signing and submitting this application for a college partnership laboratory school, the applicant expressly assures the Board of the following:

1. No tuition will be charged to students attending the college partnership laboratory school, except as described in subsection E of § [22.1-349.3](#) of the *Code of Virginia*.
2. The school will be nonreligious in its admission policies, employment practices, instruction, and all other operations.
3. The proposed college partnership laboratory school programs, services, and activities will operate in accordance with all applicable federal and state laws and regulations (including the federal *Americans with Disabilities Act*, the federal *Individuals with Disabilities Education Improvement Act*, Section 504 of the federal *Rehabilitation Act of 1973*, and the *Virginia Freedom of Information Act*) and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.
4. The applicant will take all actions necessary to enter into a contract with the Board no later than nine (9) months prior to the opening date of the college partnership laboratory school.
5. The school leadership of the college partnership laboratory school will be retained on contract no later than six (6) months prior to the opening date of the school.
6. An assurance that the applicant will meet the condition in § [22.1-349.9](#) of the *Code of Virginia*, which state that “teachers who work in a college partnership laboratory school shall hold a license issued by the Board or, in the case of an instructor in the Board-approved teacher education program of the institution of higher education, be eligible to hold a Virginia teaching license. Teachers working in a college partnership laboratory school shall be subject to the requirements of §§ [22.1-296.1](#), [22.1-296.2](#), and [22.1-296.4](#) applicable to teachers employed by a local school board.”
7. All initial requests for waivers from the Board will be made no later than six (6) months prior to the opening date of the school. (This does not preclude a college partnership laboratory school from working with the local school board to request additional waivers once the school is operational.)
8. The applicant must assure knowledge of the *Virginia State and Local Government Conflict of Interest Act* (§ [2.2-3100 et seq.](#) of the *Code of Virginia*) and the *Virginia Public Procurement Act* (§ [2.2-4300 et seq.](#) of the *Code of Virginia*).

Assurances approved by the Virginia Board of Education: By signing and submitting this application for a college partnership laboratory school, the applicant expressly assures the Board of the following:

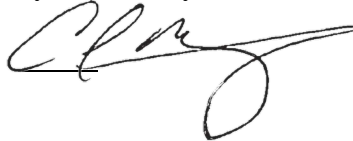
1. If this application is approved, the applicant will take all actions necessary to enter into a contract with the Board not later than nine (9) months prior to the opening date of the college partnership laboratory school.
2. If the application is approved, the leadership of the college partnership laboratory school will be retained on contract no later than six (6) months prior to the opening date of the school.
3. All initial requests for waivers from the Board will be made by the local school board, on behalf of the applicant, no later than six (6) months prior to the opening date of the school. (This does not preclude a college partnership laboratory school from working with the Board to request additional waivers once the school is operational.)
4. The applicant assures knowledge of the *Virginia State and Local Government Conflict of Interest Act* (§ [2.2-3100 et seq.](#) of the *Code of Virginia*) and the *Virginia Public Procurement Act* (§ [2.2-4300 et seq.](#) of the *Code of Virginia*).

Pursuant to the requirements, I hereby certify that to the best of my knowledge, the information in this application is correct; the applicant has addressed all application elements that pertain to the proposed college partnership laboratory school; and that the applicant understands and will comply with the assurances listed above.

Name of Authorized Official: Corey L. McCray

Title: President

Signature of Authorized Official:



Date: 3/11/2024

Appendix A

Draft MOU Between Paul D. Camp Community College/Isle Maritime Trades Academy
and Isle of Wight County Public Schools

**MEMORANDUM OF UNDERSTANDING
BETWEEN
ISLE OF WIGHT COUNTY PUBLIC SCHOOLS
AND
PAUL D. CAMP COMMUNITY COLLEGE**

This Memorandum of Understanding (MOU) effective [DATE], is made and entered into by the following: Isle of Wight County Public Schools (IWCS) and Paul D. Camp Community College (Camp) (each individually “Party” and collectively “Parties”) for the purpose of working collaboratively to achieve the mission and goals of the College Partnership Laboratory School; hereafter, the Isle Maritime Trades Academy (IMTA).

Paul D. Camp Community College/IMTA responsibilities:

- As the eligible entity for the College Partnership Laboratory School, responsible for oversight of the IMTA and its funding (if awarded), Camp will ensure compliance with applicable state laws and policies.
- Camp’s President and a representative from Camp’s local college Board shall serve on the IMTA Governing Board.
- Providing classroom, laboratory, library, and study facilities at the Camp Center at Smithfield and Camp’s Workforce Trades Innovation Center (WTIC) for IMTA students.
- Recruiting, supervising, developing, and managing salary and benefit awards, in accordance with applicable policies, for all full-time and part-time IMTA administrators, staff, and faculty, including contracted adjunct instructors.
- In collaboration with IWCS, ensuring student access to student counseling, support services, and accommodations as necessary.
- Conducting annual formative and summative program-level and course-level assessment for the IMTA.
- Providing student and faculty access to online learning tools.
- Developing and maintaining relationships with potential donors in collaboration with IWCS to build program sustainability.
- Providing individualized advising and career planning for all IMTA students.
- Reporting attendance, mid-term, and final grades to IWCS.
- Coordinating co-curricular activities.
- Providing funding to IWCS for stipends to faculty and staff for lab school planning, as specified in Camp’s approved planning grant budget.
- Compensate IWCS at the approved, budgeted rate per enrolled student per year, for services rendered by IWCS as stated below.
- Conducting an annual review of this MOU, in collaboration with IWCS.

Isle of Wight County Public Schools responsibilities:

- The Superintendent of Isle of Wight County Public Schools and a representative from the IWCS School Board shall serve on the IMTA Governing Board.
- Managing the logistics and cost of student transportation to and from Camp’s Center at Smithfield, Camp’s Workforce Trades Innovation Center, Smithfield High School, Windsor High School, and all experiential learning sites for IMTA students.
- Managing the logistics and cost of student extracurricular activities including school sports for IMTA students originating from IWCS.
- Providing meals to all IMTA students.

- Identifying and providing the necessary supports for students with disabilities, students who are English Language Learners, students who are not meeting academic progress benchmarks and student learning outcomes in their courses, and gifted students who are enrolled in the IMTA.
- In collaboration with Paul D. Camp Community College, ensuring student access to counseling, support services, and accommodations as necessary for IMTA students.
- Managing attendance concerns for IMTA students.
- Organizing SOL testing and other standardized learning assessments for IMTA students.
- Developing and maintaining relationships with potential donors in collaboration with Camp to build program sustainability.
- Providing welding and electrical faculty as subject matter experts for curriculum development.
- Assuring that IWCS faculty who are hired as adjunct faculty for the IMTA will be provided adequate time to teach at IMTA and that such time will be counted as planning period time or time otherwise granted by IWCS.
- Providing classroom, laboratory, library, and study facilities at Smithfield High School and Windsor High School for IMTA students.
- Invoice Camp the approved, budgeted rate per enrolled student per year for these services rendered.

Funding Contingent:

- This MOU is contingent upon an ongoing agreement between Paul D. Camp Community College and Isle of Wight County Public Schools to develop and implement a College Partnership Lab School pursuant to § 22.1-349.1(A) of the Code of Virginia.

Term and Termination:

- The term of this MOU is effective until June 30, 2030, unless amended or terminated earlier pursuant to the terms of this MOU.
- This funding-contingent MOU will terminate if sufficient funding for the lab school is not received by Camp. In this circumstance, Camp will provide notice to IWCS and a termination date for the MOU.
- This MOU will terminate if the IMTA is not fully approved by the Virginia Department of Education (VDOE) Standing Committee on College Partnership Lab Schools and the Virginia Board of Education.
- Termination: Termination without cause may be affected by either Party to this agreement by giving sixty (60) days written notice to the designated official identified below. The terminated Party will stop work no later than the date specified in the notice.

Miscellaneous:

- Required approvals: Parties are not bound by this MOU until it is approved by the appropriate officials in accordance with applicable Virginia laws and regulations as shown on the signature page of this MOU.
- Amendment: This MOU may be modified only by a written amendment executed by all Parties hereto and approved by the appropriate officials.
- State and federal compliance: IWCS and Camp shall comply with all applicable state and federal laws and regulations.
- The relationship between the Parties is that of independent contractors. Nothing contained herein shall be construed as constituting any other relationship between the Parties.

- Each Party shall be responsible for the acts and omissions of their respective officers, employees, and agents in connection with the performance of their obligations under this MOU.
- This MOU may be executed in any number of counterparts, each of which shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument.
- The Parties agree that this agreement may be electronically signed. The Parties agree that the electronic signatures appearing on this agreement are the same as handwritten signatures for the purposes of validity, enforceability, and admissibility.
- Notices and communications: all notices and communications hereunder by a Party to the other Parties pertaining to this MOU:

Points of Contact for this MOU

Camp Community College:

- Dr. Tara Atkins-Brady, Vice President, Academic and Student Development
- Dr. Toni Johnson, Director of Workforce Development

Isle of Wight County Schools:

- Dr. Marsha Cale, Director of Secondary Education

Dr. Corey McCray
President
Camp Community College

Dr. Theo Cramer
Superintendent
Isle of Wight County Public Schools

Signature

Signature

Date

Date

Appendix B

Letters of Support



Date: March 27, 2024

Re: Support for Paul D. Camp Community College Lab School Application

Dear Committee:

As the Institution of Higher Education, Paul D. Camp Community College stands wholeheartedly behind the establishment of the Isle Maritime Trades Academy (IMTA). This initiative not only underscores the pivotal significance of the maritime industry to our regional economy but also promises to forge a seamless pathway from high school to college to work pipeline. The collaboration between Paul D. Camp Community College, Isle of Wight County Public Schools, and corporate partner HII-Newport News Shipbuilding (NNS) represents an exceptional opportunity to invest in nurturing a sustainable and highly skilled local workforce tailored specifically for the maritime sector.

NNS has identified multiple areas and specific career pathways in which it has significant current and future need for skilled tradespersons, including electricians, welders, shipfitters, pipefitters, marine coating, and outside machinists. The GO Virginia Region 5 LMI data for these and related occupations demonstrates a significant need for education and training programs that will prepare skilled workers for employment in shipbuilding and related industries. Taken together, these represent nearly 20,000 regional jobs with family-sustaining average annual earnings, and a projected ten-year age-out of between a quarter and a third of the workforce.

The overarching mission of the IMTA is to produce graduates equipped with in-demand technical and workplace-ready skills tailored precisely for middle-skill positions at NNS and similar employers. Furthermore, the program aims to guide students along career pathways that offer avenues for further advancement through additional education or specialized training.

Paul D. Camp Community College takes immense pride in extending our unwavering support for this regional Lab School initiative. We recognize its essential role in addressing the escalating demand for well-prepared and qualified individuals within the skilled labor industry, and we are committed to contributing to its success in every possible way.

Sincerely,

A handwritten signature in black ink, appearing to read "Corey L. McCray", is written over a white rectangular area.

Corey L. McCray, Ph.D.
President



Date: March 6, 2024

Re: Support for Paul D. Camp Community College Lab School Application

Dear Committee:

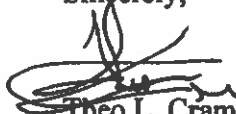
Isle of Wight County Public Schools is in full support of establishing the Isle Maritime Trades Academy (IMTA) at Paul D Camp Community College. The establishment of the IMTA underscores the critical importance of the maritime industry to our regional economy and will provide a high school-to-college-to work pipeline. The collaboration between Paul D. Camp Community College, Isle of Wight County Public Schools, and corporate partner HII-Newport News Shipbuilding (NNS) demonstrates an excellent opportunity to invest in the development of a sustainable and highly skilled local workforce for the maritime industry.


NNS has identified multiple areas and specific career pathways in which it has significant current and future need for skilled tradespersons, including electricians, welders, shipfitters, pipefitters, marine coating, and outside machinists. The GO Virginia Region 5 LMI data for these and related occupations demonstrates a significant need for education and training programs that will prepare skilled workers for employment in shipbuilding and related industries. Taken together, these represent nearly 20,000 regional jobs with family-sustaining average annual earnings, and a projected ten-year age-out of between a quarter and a third of the workforce.

The overall goal of the IMTA is to graduate students who possess the in-demand technical and workplace-ready skills needed for middle-skill jobs with NNS and similar employers, and to position students in career-pathways that provide options for advancement with additional education or training.

Isle of Wight County Public Schools is proud to offer our full support of this regional Lab School to help address the need for a greater number of well prepared and qualified individuals in the skilled labor industry.

Sincerely,


Theo L. Cramer, Ed.D.
Superintendent


Jason P. Maresh
Chairman, IWCS School Board

Office of the Superintendent

820 W. Main Street | Smithfield, VA 23430 | www.iwcs.k12.va.us | (757) 357-8841



**VIRGINIA SHIP REPAIR
ASSOCIATION**



February 8, 2024

Re: Support for Paul D. Camp Community College Lab School Application

Dear Committee:

The Virginia Ship Repair Association's (VSRA) Board of Directors and 309 Member Companies, express our full support for establishing the Isle Maritime Trades Academy (IMTA) at Paul D Camp Community College. The establishment of the IMTA underscores the critical importance of the maritime industry to our regional economy and will provide a high school-to-college-to work pipeline. The collaboration between Paul D. Camp Community College, Isle of Wight County Public Schools, and lead corporate partner HII-Newport News Shipbuilding (NNS) demonstrates an excellent opportunity to invest in the development of a sustainable and highly skilled local workforce for the entire maritime ship building and repair industries.

The ship building and repair industries have identified multiple areas and specific career pathways in which they have significant current and future need for skilled tradespersons, including electricians, welders, shipfitters, pipefitters, marine coating, and outside machinists. The GO Virginia Region 5 LMI data for these and related occupations demonstrates a significant need for education and training programs that will prepare skilled workers for employment in ship building and repair as well as other related industries. Together, these represent nearly 20,000 regional jobs with family-sustaining average annual earnings and support the projected ten-year age-out of between a quarter and a third of the industries workforce.

The overall goal of the IMTA is to graduate students who possess the technical and workplace-ready skills needed for middle-skill jobs for all ship repair and building employers, and to position students in career-pathways that provide options for advancement with additional education or training.

The VSRA is a regional industry association whose over 309 member companies have a combined impact in the Hampton Roads area of more than 79,000 jobs, \$10.9 billion in economic impact, and \$6.2 billion in employee earnings and benefits. As one of our primary missions, VSRA works to identify workforce gaps and assist our Member Companies with establishing pipelines of skilled workers to meet those needs. The proposed IMTA at Paul D Camp Community College will lead the way in building an inclusive talent pipeline while supporting the critical labor needs of our industry's national security mission.

VSRA is proud to offer our full support of this regional Lab School to help address the need for a greater number of well prepared and qualified individuals in the skilled labor industry.

Sincerely,

Bill Crow, President
Virginia Ship Repair Association

Monday, March 11, 2024

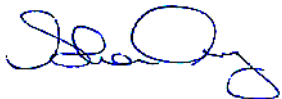
To Whom It May Concern:

On behalf of the Hampton Roads Workforce Council, I express my full support and enthusiasm for establishing the Isle Maritime Trades Academy (IMTA) at Paul D Camp Community College. The establishment of this IMTA will bolster the region's capacity to meet the labor demand signal and provide a high school-to-college-to-work pipeline, in support of developing a sustainable highly skilled local workforce for our critically essential maritime industry. Importantly, this venture between Paul D. Camp Community College, Isle of Wight County Public Schools, and corporate partner HII-Newport News Shipbuilding (NNS) aligns trusted, result-oriented, uniquely positioned collaborators.

The Hampton Roads Workforce Council (HRWC) oversees federally funded workforce development programs for all localities in the Hampton Roads region by developing and implementing a multifaceted system of strategic workforce development plans, job training and upskilling, job placement, and retention services to catalyze economic vitality for the individual and community. The GO Virginia Region 5 LMI data for these and related occupations demonstrate a significant need for education and training programs that will prepare skilled workers for employment in shipbuilding and related industries. Newport News Shipyard has identified multiple areas of significant current and future needs, and specific career pathways for skilled tradespersons, including electricians, welders, shipfitters, pipefitters, marine coating, and outside machinists. Together, these represent nearly 20,000 regional jobs with family-sustaining average annual earnings. The IMTA will meet the challenge of graduating students who possess the in-demand technical and workplace-ready skills needed for Newport News Shipbuilding and similar employers while positioning students in career pathways that provide options for advancement with additional education or training.

The Hampton Roads Workforce Council is proud to offer our full support of the thoughtful approach to this regional Lab School to build the capacity of well-prepared and qualified individuals in the skilled labor industry.

Sincerely,



Shawn Avery,
President/CEO
Hampton Roads Workforce Council



Newport News Shipbuilding
A Division of Hill
4101 Washington Avenue
Newport News, VA 23607
Telephone 757-380-2000
Hill.com

Date: March 7, 2024

Re: Support for Paul D. Camp Community College Lab School Application

Dear Committee:

Newport News Shipbuilding (NNS) is in full support of establishing the Isle Maritime Trades Academy (IMTA) at Paul D Camp Community College. The establishment of the IMTA underscores the critical importance of the maritime industry to our regional economy and will provide a high school-to-college-to work pipeline. The collaboration between Paul D. Camp Community College, Isle of Wight County Public Schools demonstrates an excellent opportunity to invest in the development of a sustainable and highly skilled local workforce for the maritime industry and defense industrial base.

NNS has identified multiple areas and specific career pathways in which it has significant current and future need for skilled tradespersons, including electricians, welders, shipfitters, pipefitters, marine coating, and outside machinists. The GO Virginia Region 5 LMI data for these and related occupations demonstrates a significant need for education and training programs that will prepare skilled workers for employment in shipbuilding and related industries. Taken together, these represent nearly 20,000 regional jobs with family-sustaining average annual earnings, and a projected ten-year age-out of between a quarter and a third of the workforce.

The overall goal of the IMTA is to graduate students who possess the in-demand technical and workplace-ready skills needed for middle-skill jobs with NNS and similar employers, and to position students in career-pathways that provide options for advancement with additional education or training.

NNS is proud to offer our full support of this regional Lab School to help address the need for a greater number of well prepared and qualified individuals in the skilled labor industry.

Sincerely,

Xavier L. Beale
Vice President, Human Resources
Newport News Shipbuilding

Appendix C

Technical Studies Degree Template

Technical Studies Degree

TECHNICAL STUDIES

Program: Technical Studies
Award: Associate of Applied Science
Plan Code: 718
CIP Code: 15.0612
Length: 60-69 credits

The AAS Technical Studies degree provides a flexible curriculum structure for students in career technical certificate programs who wish to earn a degree.

The degree requires a total of 60-69 credits for graduation depending upon the plan of study that is developed by a student and their advisor.

The curriculum requires 15 credit hours to meet the general education requirements, 1-2 credit hours for student development, and 44-52 credit hours dedicated to content skills and knowledge. The plan of study must include one (1) or two (2) existing certificates/career studies certificates. The curriculum may include experiential credit such as credit for prior learning, internship credit, independent study, and/or apprenticeship credit; thus, allowing students who are already employed as professionals the opportunity to apply credit for prior learning to a customized plan of study.

Students interested in the Technical Studies degree must meet with their Advisor. Together, Advisor and Student will complete the Technical Studies Degree Application to be submitted to the appropriate Dean and Vice President of Academic and Student Development for approval. A fillable form is available from the [Admissions Forms for Students website](#). Once approved, Technical Studies degree students must meet with their Advisor each semester to review academic progress and be registered for classes.

Technical Studies Degree Application

Student Name: _____

EmplID: _____

Advisor: _____

The Technical Studies Associate in Applied Science Degree is designed to provide a broad foundation of general education and technological knowledge, along with a concentration in a technical field as identified by local industry needs, that will prepare the graduate to enter or advance in technical fields upon graduation.

The Technical Studies Degree will incorporate one (1) or two (2) existing certificates or career studies certificates with additional courses to create a coherent plan of study for a total of 60 – 69 credits.

Experiential credit, such as credit for prior learning, internship credit, directed study for credit, and/or apprenticeship credit may be used.

The Technical Studies Degree will be approved by a Dean, and by the Vice President of Academic and Student Development (or designed) to ensure a coherent plan of study.

G3 Eligibility

A Technical Studies degree is a G3-eligible program if the base Certificate or Career Studies Certificate is a G3 Eligible program. Is the base credential an approved G3 program at Camp?

YES: **G3 Base Credential:** _____

NO:

GENERAL EDUCATION

(15 credit hours required; at least 3 credit hours from each discipline)

	Course (SUB, CAT)	CR
Communication	_____	_____
	_____	_____
Humanities	_____	_____
	_____	_____
Social/Behavioral Sciences	_____	_____
	_____	_____
Mathematics/Natural Science	_____	_____
	_____	_____
GENERAL EDUCATION SUBTOTAL:		_____ (15 CR)

STUDENT DEVELOPMENT

(1 – 2 CR required)

_____	_____
_____	_____
STUDENT DEVELOPMENT SUBTOTAL:	_____ (1 – 2 CR)

CONTENT SKILLS AND KNOWLEDGE

(44 – 52 CR; at least one certificate or career studies certificate required)

CERTIFICATE / CAREER STUDIES CERTIFICATE

Name: _____

Credential Type: _____

Date Awarded: _____

COURSE	CR	COURSE	CR
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

_____	____	_____	____
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_____	____	_____	____
_____	____	_____	____
_____	____	_____	____

SUBTOTAL	_____		____
-----------------	-------	--	------

ADDITIONAL COURSEWORK

COURSE	CR	COURSE	CR
_____	____	_____	____
_____	____	_____	____
_____	____	_____	____
_____	____	_____	____
_____	____	_____	____
_____	____	_____	____
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_____	____	_____	____
_____	____	_____	____
_____	____	_____	____
_____	____	_____	____

ADDITIONAL COURSEWORK SUBTOTAL	_____		____
---------------------------------------	-------	--	------

TOTAL CREDITS

GENERAL EDUCATION SUBTOTAL	_____	(15 CR)
STUDENT DEVELOPMENT SUBTOTAL	_____	(1-2 CR)
CONTENT SKILLS AND KNOWLEDGE SUBTOTAL	_____	(44-52 CR)

TOTAL Credit Hours

____ (60 – 69 CR)

SIGNATURES

Student / _____
Date

Faculty Advisor / _____
Date

Dean / _____
Date

Coordinator Financial Aid / _____
Date

Vice President of Academic and Student Development / _____
Date

Appendix D

Criteria for Participation in Dual Enrollment



Criteria for Participation in Dual Enrollment

Policy # 616
 Responsible Dept.: Academic and Student Development
 Last Reviewed: January 2022

Paul D. Camp Community College shall follow VCCS Policy 6.6 regarding Dual Enrollment of High School Students. The Criteria for Participation in Dual Enrollment are as follows, and shall be published in the College Catalog and Student Handbook and in the Dual Enrollment Student Handbook:

Participation Criteria for Private, Public, and Homeschool Juniors and Seniors

Private, Public, and Homeschool juniors and seniors who meet each of the following criteria may register in college-level credit-bearing courses:

1. The student submits an Application for Admission.
2. The student is a rising public or private high school junior or senior, or homeschool student studying at the high school junior or senior level.
 - a. The high school student has permission of the principal or designee, and the parent.
 - b. The homeschool student has permission of the parent.
3. The student demonstrates readiness for each college-level credit-bearing course in which they want to enroll. High school and homeschool students are not eligible to enroll in developmental or direct placement co-requisite English and Math courses. In demonstrating readiness, a student must meet one of the criteria established for each type of course in which they want to be registered:

Course Type	High School Transcript*		SAT		PSAT		ACT		VPT
Transfer** Courses (except Math)	Current cumulative high school GPA of 3.0 or higher	or	ERW score of 480 or higher	or	ERW score of 390 or higher	or	18 or higher on both English and Writing subject area tests	or	Placement into ENG 111
Career and Technical*** Courses (except Math)	Current cumulative high school GPA of 2.0 or higher	or	ERW score of 480 or higher	or	ERW score of 390 or higher	or	18 or higher on both English and Writing subject area tests	or	Placement into ENF 1 or higher

Course Type	High School Transcript*		SAT		PSAT		ACT		VPT
MTH 101-133	Current cumulative high school GPA of 3.0 or higher and a 2.0 (C) grade or higher in high school math course	or	ERW score of 480 or higher Math score of 530 or higher	or	ERW score 390 or higher and math score of 500 or higher	or	22 or higher on Math subject area test	or	Placement in MTH 111 or higher (Satisfaction of MTE 1-3)
MTH 154,155	Current cumulative high school GPA of 3.0 or higher and a 2.0 (C) grade or higher in a high school math course	or	ERW score of 480 or higher and Math score of 530 or higher	or	ERW score of 390 or higher and math score of 500 or higher	or	22 or higher on Math subject area test	or	Placement in MTH 154 or higher (Satisfaction of MTE 1-5)
MTH 161,167 Individual colleges may establish criteria for direct placement into calculus or other high level math course	Current cumulative high school GPA of 3.0 or higher and a 2.0 (C) grade or higher in Algebra 2 or in a higher level math course	or	ERW score of 480 or higher and Math score of 530 or higher	or	N/A	or	22 or higher on Math subject area test	or	Placement into MTH 161 or higher (Satisfaction of MTE 1-9)
*Cumulative GPA may be weighted or unweighted and may be self-reported.									
**A transfer course is any course that a college offers and will transcript in fulfillment of the requirements for a Degree or Certificate that is designed to transfer (e.g., AA, AS, AA&S, AFA, Uniform Certificate of General Studies).									
***A career and technical course is any course that the college offers and will transcript in fulfillment of the requirements for degrees and certificates that are not designed for transfer (e.g., AAS, Certificate, Career Studies Certificates).									

- In addition to meeting the eligibility criteria above, a dual enrollment student must meet all course pre/corequisites as listed in the VCCS Master Course File and established by the college at which the student is enrolled in the course.

Participation Criteria for High School or Home School Students Below the Junior or Senior Level

Dual enrollment is restricted to rising high school juniors and seniors and home school students studying at the high school junior or senior levels. Admitting high school or home school students below the junior or senior level is considered exceptional. The college-ready status of each prospective student below the junior or senior high school level shall be assessed on a case-by-case basis. Such students must meet the above eligibility criteria and any other criteria as may be established by the college for participation of students below the junior or senior level in dual enrollment.

VCCS Policy requires that colleges have criteria and procedures for the case-by-case assessment of such students. Formal approval by the college president, or designee, is required for applicants who are below the junior or senior high school level to participate in dual enrollment. Camp's criteria and procedures for case-by-case assessment of such students is as follows:

Students who are not rising high school juniors and seniors, or home school students studying at the high school junior or senior levels, shall provide the following to Camp's Dual Enrollment Coordinator:

1. Completed application to the college.
2. The name of transfer program (Passport, UCGS, or General Studies Degree) or CTE program in which the student wants to enroll.
3. Documentation of parental permission.
4. An official or unofficial high school transcript documenting the student's cumulative weighted or unweighted HS GPA and courses taken for high school credit.
 - a. Eligibility for enrollment in Transfer, CTE, and Mathematics courses will be based on the Course Type and HS Transcript Criteria in VCCS Policy (above).
 - b. Students who want to enroll in transfer courses (including math), and whose GPA falls short of the 3.0 requirement due to extenuating circumstances (i.e., an unusual, unique, and/or discrete event, situation, or condition), may request a waiver of the GPA requirement.
 - i. Requests must be made in writing to the Vice President of Academic and Student Development and include documentation of the extenuating circumstance.
 - ii. In such circumstances, the Vice President may authorize administration of the VPT to assess placement.
 - iii. Granting of waivers is at the discretion of the Vice President and the Vice President's decision is final.
5. A typewritten statement (400 – 500 words) from the student that addresses what the student's academic and career goals are, why the student wants to be Dual Enrolled, and how DE will help the student reach their goals. The written statement should be the student's own work, demonstrating the student's interest in, and commitment to, participation in dual enrollment.

In addition to the above, the High school principal, his or her designee (e.g., assistant principal), guidance counselor or home instructor in the case of a home school student, must provide to Camp's Dual Enrollment Coordinator a statement attesting to the student's readiness to fully participate in college-level coursework. This statement must address not only academic performance and readiness, but also the social, behavioral, and emotional readiness for full participation in college-level coursework regardless of whether Camp courses will be taken at the high school, on campus, or online.

The Dual Enrollment Coordinator shall review the documentation to assess each student's eligibility and overall readiness for participation in Dual Enrollment, and make a recommendation with regard to each

student's participation in the program. Recommendations, together with a summary of supporting the documentation, shall be submitted to the Vice President of Academic and Student Development.

The Vice President of Academic and Student Development shall review each recommendation and issue a formal written approval or denial of each request. The decision of the Vice President is final. Documentation of approval or denial shall be retained by the Dual Enrollment Coordinator.

Registration

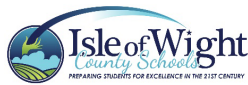
No student shall be permitted to be registered for and begin a dual enrollment course unless their participation has received formal approval of the Vice President.

Revision History

- Former Policy was titled: PDCCC Dual Enrollment Student Admissions
- Developed June 24, 2015
- Approved by PAC August 5, 2015
- Policy renamed and revised January 2022 to conform to significant changes to VCCS Policy
- Approved by PAC January 20, 2022

Appendix E

Isle of Wight County Schools Instructional Calendar



2023 – 2024 School Calendar

JULY 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

July 4 All Schools/Offices Closed

August 15-17 New Teacher Orientation
August 21-24 Staff Professional Learning & Workdays
August 28-31

September 1,4 All Schools/Offices Closed (Labor Day Holiday)
September 5 First Day of School
September 29 1:00 Dismissal (Carrsville ES, Windsor ES);
WHS Homecoming

AUGUST 2023						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

October 3 Interim Reports Issued
October 9 All Schools/Offices Closed (Columbus Day Holiday)
October 10 Student Holiday; Staff Professional Learning Day
October 20 1:00 Dismissal (Carrollton ES, Hardy ES; Westside ES);
SHS Homecoming

November 6 End of First Quarter (43)
November 10 Veterans Day Observed – All Schools/Offices Closed
November 20 Report Cards Issued
November 22-24 All Schools/Offices Closed (Thanksgiving Holiday)

SEPTEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 1 Student Holiday; Staff Work Day, Parent Conferences
December 12 Interim Reports Issued
December 15 Last Day of School Before Winter Break
December 18-29 All Schools/Offices Closed (Winter Break)

OCTOBER 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 1 All Schools/Offices Closed (Winter Break)
January 2 Student Holiday; Staff Workday
January 15 All Schools/Offices Closed (MLK, Jr. Day)
January 31 Student Holiday; Staff Workday
January 31 End of Second Quarter/First Semester (43)/(86)

NOVEMBER 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

February 1, 2 Student Holidays; Staff Professional Learning Days
February 5 Start of Second Semester
February 13 Report Cards Issued
February 19 All Schools/Offices Closed (Presidents' Day)

DECEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

March 4 Student Holiday; Staff Professional Learning Day
March 6 Interim Reports Issued

April 1-5 All Schools/Offices Closed (Spring Break)
April 12 End of Third Quarter (43 days)
April 26 Report Cards Issued

 	All Schools/Offices Closed	 	Early Dismissal Day (Specific Schools) Elementary schools will dismiss at 1:00pm on the day of their corresponding high school's homecoming parade.
 	Student Holiday/ Staff PD, Workday, or Conference Day	 	All Schools Three Hour Early Dismissal
 	New Teacher Orientation	 	Interim Reports/Report Cards Go Home
 	End of the 9 Weeks/Semester		

May 3 Student Holiday; Staff Work Day, Parent Conferences
May 14 Interim Reports Issued
May 27 All Schools/Offices Closed (Memorial Day)

June 12,13 Three Hour Early Dismissal for All Schools
June 13 Last Day of School/End of Fourth Quarter/Second Semester (42 days/85 days)
June 13 Elementary & Middle School Report Cards Issued
June 14 Staff Work Day/ High School Graduations
June 17 Begin Summer Hours
June 19 All Schools/Offices Closed (Juneteenth)
June 25 High School Report Cards Mailed Home

Student Days: 171 Teacher Days: 188

*Dates are subject to change due to inclement weather and other emergencies.

Approved: March 9, 2023 Revised: December 14, 2023

JANUARY 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

MARCH 2024						
S	M	T	W	Th	F	S
					1	2
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY 2024						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE 2024						
S	M	T	W	Th	F	S
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						



Appendix F

Camp's Institutional Effectiveness Handbook

Paul D. Camp Community College
Institutional Effectiveness Handbook

Program Review:

Units Reviews
Academic Programs

Damay Bullock
Office of Institutional Effectiveness
Paul D Camp Community College
Franklin, Virginia 23851

September 2020

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Introduction

The purpose of this handbook is to provide all members of the Paul D. Camp Community College (Camp) community with information and resources as it relates to the importance and function of assessment. This handbook provides a framework for ensuring that our assessment processes are both comprehensive and meaningful. This handbook is meant to offer information and guidelines on the annual review process in a succinct and approachable manner. Assessment, through annual reviews, is used to maintain high quality programs and services to support student learning and college operations.

Assessment at Camp is done first to improve student learning. However, assessment has become increasingly important as the debate of educational effectiveness gains momentum. The combination of requirements of accrediting agencies and the interest of the public has increased the accountability for both the resources spent and educational outcomes of those resources.

Camp is accredited by the Southern Association of Colleges and Schools Commission of Colleges (SACSCOC)¹. SACSCOC expects that colleges will evaluate the effectiveness of instructional programs by a variety of methods and states that the evaluation should involve gathering and analyzing both quantitative and qualitative data that demonstrate student achievement. "Measures to evaluate academic programs and general education may include the following: evaluation of instructional delivery; adequacy of facilities and equipment; standardized tests; analysis of theses, portfolios and recitals; completion rates; results of admissions tests for students applying to graduate or professional schools; job placement rates; results of licensing examinations; evaluations by employers; follow-up studies of alumni; and performance of student transfers at receiving institutions." [Criteria for Accreditation, p. 20]

In addition, the State Council of Higher Education for Virginia (SCHEV) requires institutions to determine what they want students to know and be able to do as a result of their major and general education programs. Then use assessment to determine whether students generally meet those expectations. As well as how students and alumni rate their skills and abilities. SCHEV notes that assessment should be done systematically and periodically, include all students or an adequate and representative sample, and use both direct and indirect measures of learning. To be effective, assessment must be designed by faculty members with appropriate technical support and the support and leadership of top administrators, who use the information it generates to make decisions.

The Purpose of Assessment- What, Why and Who?

What is Assessment?

Assessment is often defined as the systematic and ongoing method of gathering, analyzing and using information from various sources using measured outcomes in order to improve student learning and services. In order for assessment to be effective it needs to be comprehensive, systematic, continuous, and valued by staff, faculty, and administrators. Purposeful assessment allows faculty, staff, and administrators to make informed and strategic decisions based on evidence and not assumptions.

A comprehensive assessment process aims to:

- Improve- the process should include feedback on how educational programs or units can be

¹ Paul D. Camp Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404.679.4500 for questions about the accreditation of Paul D. Camp Community College.

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improved

- Inform- assessments should inform others at the college of the impact of the program or unit
- Prove- assessment should demonstrate accomplishments of the program or unit
- Support- assessments can support campus decision making as well as external accounting activities such as accreditation

Why we do assessment?

One of the great advantages of assessment is that when done in a systematic way, it has benefits for our students, faculty, staff and administration.

Assessment Benefits	
For students assessment will	<p>Communicate clear expectations about what’s important in a course or program</p> <p>Inform them that they will be evaluated in a consistent and transparent way</p> <p>Allow them to make better decisions about programs based on outcomes results measured against a benchmark</p>
For faculty and staff, participating in assessment will	<p>Help them determine what’s working and what’s not working in their program or area</p> <p>Help them to more efficiently design content, instruction, and evaluation in their program or area</p> <p>Provide powerful evidence to justify needed resources to maintain or improve programs or areas</p> <p>Allow them to tell their story to individuals outside their area (e.g. administrators, employers, prospective students, transfer institutions)</p>
For administrators, implementing college-wide assessment will	<p>Demonstrate an institutional commitment to continually improving the academic programs and services offered by the college</p> <p>Provide valuable data to support requests for funds from state and local government and private donors</p> <p>Demonstrate accountability to funding sources</p> <p>Provide valuable data for academic planning and decision-making</p> <p>Enable them to inform elected officials, local businesses, and potential donors about the college’s impact on our students and our community in a very compelling and convincing way</p> <p>Meet the systematic assessment requirements for SACSCOC accreditation, SCHEV, VCCS, and IPEDS</p>

Who is responsible for assessment?

Assessment is a college-wide collaborative effort between faculty, staff, and administrators. There is no one person or office solely responsible for assessment; it is a shared responsibility across all areas and levels of the college.

Faculty and staff work to draft and shape their course, program or unit assessment. The Deans and Vice Presidents provide guidance, review and approval of assessment plans. Various standing committees are involved in the evaluation of the assessment process and results. Through standing committees, a diverse group of faculty and staff are able to participate in the assessment process.

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The Academic Programs Committee does an evaluation of all program assessments for continuous improvements; the Educational Support Committee does an evaluation of all educational support units, and the Planning and Effectiveness Committee does an evaluation of all administrative units of the college.

Camp's Guiding Principles

Camp's Mission, Goals, Vision, and Strategic Plan form the overall blueprint for the development of institutional goals and assessment, thereby defining the most fundamental criteria for assessing institutional effectiveness.

Camp's Mission, Goals, Values, Vision Statement and Strategic Plan should serve as a basis for your assessment.

Mission:

Paul D. Camp Community College provides accessible, quality higher education, workforce training, and community development in our service region, while supporting success for a diverse student population, and fulfilling the needs of our employers.

Goals:

To achieve this mission the college provides:

- Access to higher education for students and promotes their success and goal attainment
- Curricula in university parallel programs that facilitate transfer to senior institutions
- Career and technical programs that are responsive to the needs of students and employers
- A developmental studies program to help students meet college-level learning expectations
- Workforce training, services and lifelong learning opportunities
- Skills and values students need to function effectively in their world
- Support for partnerships for the development, growth and renewal of the service region
- Adequate personnel, financial resources, facilities and technology to support its programs and services
- Emergency preparedness planning, training, and promotion

Core Values:

At Paul D. Camp Community College, we are committed to...

- To Diversity – Each person is important. We appreciate the diversity of our student body and college employees. We seek to understand and respect one another.
- To Teaching and Learning – Faculty, staff and students bring knowledge, skills and abilities to the institution. We encourage everyone to develop to their full potential in order to live responsible and productive lives.
- To Teamwork – We accomplish more by working together. Collaboration is an organizational priority for faculty and staff and a learning expectation for students.
- To Access and Service – We strive to remove obstacles that threaten student success. We challenge students to do the same in their communities through service to others.
- To Excellence and Continuous Improvement – We expect each student and college employee to uphold the standards of quality identified for their academic plan or administrative unit with integrity. We evaluate student outcomes and other measures of institutional and individual effectiveness to continuously improve performance, programs and services.
- To Innovation – We encourage each other to try new ways to address challenges and fulfill the college's mission.
- To Community – We work with our community to achieve common goals related to education, economic development, and civic engagement.

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Vision Statement:

Paul D. Camp Community College will be our region's first choice for postsecondary education, workforce development, and community partnerships.

Strategic Plan:

Paul D. Camp Community College's Strategic Plan (Appendix A) serves as a guiding document for decision-making about programs and services, new initiatives, and allocation of resources. As new opportunities and challenges are identified they will be reviewed and prioritized in light of the College's Vision, Mission and Values, and the Institutional Priorities around which this plan is structured.

Strategic Planning at Camp

Strategic planning at Camp is an inclusive and methodical process that considers the College's mission, goals, vision and values as well as the direction and goals of the Virginia Community College System. The process is led by the College President or his designee, and the President Advisory Council (PAC) every three to five years. The planning progression is described below:

1. Conduct a review of the College's Vision, Mission and Values statement
2. Conduct an internal SCOT (Strengths, Challenges, Opportunities and Threats)
3. Conduct stakeholder information sessions with Faculty and Staff and the Local College Board
4. Conduct a Community Leaders Survey
5. Environmental Scan and review of relevant documents/plans pertaining to critical issues and priorities in community college education, the Virginia Community College System, and the region served by Camp.
6. Hold a Strategic Planning Work Session for internal and external stakeholders
7. Identify Institutional Priorities and associated rationale based on stakeholder input and environmental scan. Institutional Priorities are those "big areas" in which the College commits to invest resources and see results.
8. Identify Broad Goals and Expected Outcomes (Objectives) with baseline and targets so that we will know "what success looks like" and Strategic Actions to address those Objectives. Strategic Actions are to be further refined in the college's annual planning and assessment process and annual budgeting process. In the annual planning and assessment process, administrative units and academic programs identify and assess achievement of functional unit objectives related to programs and services. In the annual budgeting cycle, funding of actions associated with Institutional Priorities receive priority and ideas/requests for funds will be considered in light of Mission and Institutional Priorities.
9. Draft of Plan developed
10. Plan reviewed by President's Advisory Council and Committees
11. Plan revised and approved by College Leadership
12. Plan reviewed/approved by the Local College Board

Institutional Effectiveness at Camp

While SACSCOC, SCHEV and the VCCS provide guidance on assessing institutional effectiveness their guidance is not prescriptive. It is the College that develops the framework for assessing and defining institutional effectiveness at Camp. Camp's faculty, staff, and administrators take the lead in identifying expected outcomes, measuring these outcomes, and providing evidence for improvement for educational programs, administrative support services, and community/public services. This handbook provides the structure for how we are able to meet the requirements of our accrediting and governing bodies within the parameters that work best for our college. The following sections are designed to address how we assess institutional effectiveness at Camp.

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Staff Section: Administrative Unit Review

This section addresses the assessment process for administrative units. This section will help you in defining your unit's purpose, establishing objectives, and determining how to measure these objectives.

Where do we start?

As you, the unit administrator or designee, work to complete your unit's assessment plan keep in mind the following questions:

1. What is your unit trying to do?
2. How well are you doing it?
3. How can you improve?
4. How does your unit's objectives align with the college's mission, vision, and strategic plan?

In addition to the aforementioned questions it is recommended that you review your unit's assessment results from previous years prior to completing your unit's plan. The following steps outline the unit program review template below and provides you with guidance on completing your units review.

Paul D. Camp Community College Program Review

Area:

Year:

Purpose:

#	Status*	Objective Type*	Objective	Target (What does success look like?)	Measure (Source of Evidence)	Findings	Target Met, Partially Met or Not Met	Analysis	Alignment to Strategic Plan
1									
2									

*Status: New (N), Ongoing (O), Carried Over from Prior Year (PY), Revised from Prior Year (R)

* Objective: Administrative (Admin), Student Outcomes (SO), Student Learning Outcome (SLO)

Plan Prepared by:

Date:

Plan Approved by VP/President: _____

Date: _____

Action Plan

Based on the results, what are the strengths and challenges in this area/program/service?

Based on your analysis of the results, what improvements will be implemented in order to improve this area/program/service? Please outline the time frame, person responsible, and resources needed to support these improvements.

Based on the strengths, challenges and proposed improvements what objectives, either existing or new, will be a priority for the next assessment cycle?

Final Report Reviewed by Standing Committee:

Date:

Reviewed Report and Approved by VP/President:

Date:

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Part I: Program Purpose, Objectives, Targets and Measures

This section, Part I, is to be completed at the beginning of the academic year. Part I needs to be reviewed and approved by your unit's supervisor (Operations Manager/VP/President). This review ensures alignment with administration expectations.

Step 1: Program Information

Unit Purpose: The purpose highlights the most important function, service, or operation of your unit. In essence, explain what it is your unit does? Also, include who your stakeholders are, whom are you providing services to? Is it students, faculty, staff, employers, etc.?

Step 2: Unit Objectives

Objective: This section's purpose is to outline your unit's objectives. Objectives are precise and clear statements that describe the desired performance or intended accomplishments of a unit. Keep your objectives short and simple. Don't forget to link your unit's objectives with Camp's Strategic Plan (Appendix A).

Objectives should be **SMART- Specific, Measurable, Achievable, Results-oriented, and Time Bound**

- Specific: objectives should be distinctive to the unit that is conducting assessment.
- Measurable: objectives should be one for which it is feasible to collect accurate and reliable data.
- Achievable: objectives should be aggressive but attainable. What is your unit striving for? What would you like to accomplish over the next year and why?
- Results-oriented: objectives should identify where program improvements are needed and where you would like to be within a specified time period.
- Time Bound: objectives should indicate the timeframe for assessment, e.g., every spring semester.

Objectives should use explicit verbs such as increase, enhance, provide, reduce and promote. For examples and guidance please utilize Bloom's Taxonomy (Appendix B).

Objectives Type: The majority of outcomes for administrative unit reviews will be either administrative or student outcomes, few will have student learning outcomes (SLOs)

1. Administrative (Admin) Objective- these are objectives that are processed based.

For example: Develop and implement a Dual Enrollment Faculty Orientation by June 30, 2016.

2. Student Outcomes (SO): SOs are objectives that are directly related to students.

For example: Increase the number of students receiving tutoring services by 10% during the AY 2015-2016.

3. Student Learning Outcome (SLO): An SLO identifies the measurable knowledge, skills, behaviors, or attitudes of the learner as the result of engaging in a learning activity or program.

For example: Student will be able to demonstrate knowledge of the financial aid process after attending a Financial Aid Workshop.

Objectives Status: status can be New (N), Ongoing (O), Carried Over from Prior Year (PY), or Revised from Prior Year (R).

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Step 3: Target- What does success look like?

Your targets should specify the desired level of performance and allow your objective to be measurable. Essentially, what does success look like? You must ask yourself what level is acceptable and then seek to sustain or enhance that performance.

Step 4: Measure- Source of Evidence

Questions to consider when determining your measures include: how will we know if our objectives are have been accomplished and what will provide us this information?

Measures can be direct, indirect, qualitative and quantitative. The majority of measures used for unit reviews will be indirect, qualitative and quantitative. Direct measures associated with Student Learning Outcomes.

Below are some examples of the aforementioned measures:

- Direct measures are an objective measure of knowledge or ability. Examples include students’ scores of national standardized exams such as the Core Competencies Assessments, Certification Exams, Pre-test/Post-test Evaluation, Comprehensive Exams, Course-Embedded Assessment, Student Portfolios, Employer evaluations, and Use of Rubrics, etc.
- Indirect measure are subjective measures of beliefs, attitudes and perceptions. Indirect measures are often used to supplement direct measures. Examples include questionnaires and survey of student’s perceptions, such as the CCSSE, The Graduate Survey, Institutional Effectiveness Survey, and Student Survey.
- Qualitative measures contain non-numerical data such as verbal or written feedback from students/staff/faculty to include focus groups and exit interviews of graduates.
- Quantitative measures collect numerical data that can be analyzed statistically.

Below are examples of objective, measures, and targets for various objectives:

Objective	Target (What does success look like?)	Measure (Source of Evidence)
Develop and implement a Dual Enrollment Faculty Orientation by June 30, 2016.	75% of new and current DE faculty attend/receive orientation.	Orientation roster will be compared against DE faculty roster to capture % of faculty who attend orientation.
Increase the number of students receiving tutoring services by 10% during the AY 2016-2017.	The number of students receiving tutoring will increase from <u>100</u> in AY 2015-2016 to <u>110</u> in AY 2016-2017.	Tutoring schedules and list of students receiving tutoring will be compared to previous AY.
Student will be able to demonstrate knowledge of the financial aid process after attending a Financial Aid Workshop.	All workshop participants will answer 7 out of 10 (70%) questions correctly on survey assessment.	A survey instrument will be developed to measure participant knowledge of the key elements of the Financial Aid Workshop.

Part II: Program Findings and Analysis

By the end of the academic year the program review template should be completed in its entirety.

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Step 5: Findings provide the results based on the measure used. The purpose of this section is to determine if your objectives were met. Be sure to discuss your data in relation to objectives and specifically, the target set.

Step 6: Target note here if the target was met, partially met or not met.

Step 6: Analysis and Action Plan provide a description of the results and is often referred to as “Closing the Loop”. This section is the place to highlight what your area has learned from the assessment process. This is the section to discuss how the results demonstrate achievement of your stated objectives.

If you do not meet the objective and set target don't fret. This feedback provides data for you to decide what can be done differently. This leads perfectly into your Action Plan. The Action Plan is where you show how you “close the loop”. Essentially how will you use the results and what action will be taken based on your data. Please remember to include any resources needed within your Action Plan.

The following questions are included in the Action Plan section:

1. Based on the results, what are the strengths and challenges in this area/program/service?
2. Based on your analysis of the results, what improvements will be implemented in order to improve this area/program/service? Please outline the time frame, person responsible, and resources needed to support these improvements.
3. Based on the strengths, challenges and proposed improvements what objectives, either existing or new, will be a priority for the next assessment cycle?

Closing the loop is the most difficult step and is typically where assessment can break down. Assessment is of little value if it is not used as a tool for improvement.

Timeline

Due to revisions in the institutional effectiveness process, the current process makes it easier to centralize the college's objectives. It also makes it easier to monitor the status of each objective during the year.

By August 30, of each academic year, the Office of Institutional Effectiveness (OIE) will email, to the unit administrator or designee, the annual review template.

Within 30 days, the unit administrator or designee will 1) define unit objectives, (2) state performance target for each objective, and (3) state how you plan to measure each objective and its target. In addition the completed information must be reviewed and approved by the Vice President who oversees the unit.

By June 30, of each year, the annual review template needs to be completed in its entirety. There are certain departments that will submit their reviews at the end of the fiscal year dependent on VCCS reporting requirements. The findings and results from the measurements chosen by for each objective should be completed along with the questions that are a part of the Action Plan section. Once completed please email the template to the OIE.

The OIE will collect and compile all templates and present them to the respective standing committee by their second fall meeting.

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Faculty Section: Educational Program Review

The primary goal of the College is to help students learn. In order to do this the material taught must be relevant, comprehensive, and current. The order in which the courses are sequenced in programs must be coherent. Course and program objectives must be established and designed to prepare students to achieve their educational goals, whether that be employment or transfer.

Responsibility

The assessment process at Camp involves a wide array of individuals. This ensures that important insights and experience is shared and it promotes broader ownership in the assessment process. At Camp the faculty take the lead in completing program reviews with the academic deans playing a vital supportive and supervisory role.

Assessing student outcomes for programs is the most effective way to determine whether Camp's programs are accomplishing the goals and objectives set forth for each program's review. A careful analysis of the results of the students' assessment lets faculty and administration know where improvements need to be made.

Educational Program Review

Educational Program review is an opportunity to consider where programs need to be and to decide what needs to be done now to make sure programs continue to meet the needs of students and employers. It validates that students are learning what we say they are learning. The program review is based on five-years of student outcomes assessments.

When assessing your program, you should incorporate in the program assessment any additional factors and/or disciplines affecting the program. These factors to assess could include: off-campus/distance learning courses, transfer of students from your program to other institutions, dual credit, vocational articulation agreements, and the effectiveness of student development services or developmental courses.

The program review process addresses program productivity, goals and objectives, student outcomes, the curriculum, and instruction. It assists the program lead faculty in evaluating the program and seeing how it interrelates with other areas of the college.

The assessment of educational programs process includes:

- Establishing measurable student learning outcomes (SLO)- all of Camp programs have established SLOs but they should be continuously reviewed and refined
- Ensuring that students have sufficient opportunities to achieve those outcomes
- Gathering, analyzing, and interpreting evidence to determine how well student learning matches the expected SLOs
- Using the collected information to improve student learning

Please reference the following appendixes as you work through the educational program review process:

Appendix B: Bloom's Taxonomy

Appendix C: Development Student Learning Outcomes

Appendix D: Assessment of Student Learning

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The following will walk you through each section of the Academic Program Review Template (Appendix H).

Section I: Program Review Summary

This section provides information such as the program name, credentials, division, academic plan code, and review year.

Section II: Program Purpose

All educational programs and academic plans have an established program purpose. If the program purpose exists it will be preloaded onto your template by the OIE. Review the plan purpose for accuracy and relevancy.

Indicate if the program prepares students for transfer or employment and the characteristics of students for whom this program is designed. If your program is a transfer program list articulation agreements that exist with four-year institutions. If your program is a career and technical education (CTE) program and designed for employment, provide the occupations for which your program prepares students.

Section III: Program Productivity

The data in this section will be furnished and preloaded onto the template. Please review all the information and present any questions to the OIE. The data presented in this section includes: program enrollment, program retention, and graduates. In this section you will be asked “What is the future of the program?” and will be asked to address program enrollment and graduates.

In addition, the State Council of Higher Education (SCHEV) productivity data is provided. SCHEV defines productivity of degree programs and certificates in terms of the number of graduates and FTE production. Degree, Certificates and Career Studies Certificate programs must meet the SCHEV productivity guidelines. Below are the standards that have been set by SCHEV for institutions under 1,800 FTES:

SCHEV’s Standards for VCCS Degree and Certificate Programs For Institutions under 1800 FTES		
	FTES	Graduates
Transfer (AA&S)	17	12
AAS Agriculture & Natural Resources, Business, Arts & Design, Public Service Technologies	13	8
AAS Engineering, Mechanical, and Industrial Technologies	9	6
AAS Health Technologies	7	5
Certificates & Diplomas	7	5

Note: Degree Production = the minimum annual average number of graduates, over 3 years
 FTE Production = the minimum annual average number of full-time equivalent students enrolled, over 3 years

Section IV: Student Learning

Student Learning Outcome (SLO)- will be provided on the template. Please take the time to ensure that the SLOs are accurate, current, and relevant. The following information should be used when

reviewing, creating, updating or modifying any of your program’s SLOs. If your program does not have defined SLOs or you would like to add additional SLO please see Appendix B, C, D, and F on guidance on developing SLOs.

An SLO identifies the specific measurable knowledge, skills, behaviors, attitudes, or values that students should possess upon completion of their program. Typically, SLOs are composed with the stem, “The student will...”. It is important to develop assessment tools that measure these, in a way that does not hinder individual teaching styles or methods and promotes sharing of best practice and good ideas.

SLO#	Status*	Student Learning Outcome	Target (What does success look like?)	Measure (Source of Evidence)	Findings

The status of your SLO can be New (N), Ongoing (O), or Revised from Prior Year (R).

Target- What does success look like? The target is the level of performance on the given measure that you will use as a threshold for achievement of the outcome. Targets should be realistic, yet aspirational. Typically, targets include a numeric value.

Measures-Source of Evidence Measures are the sources of evidence you will use to determine the extent to which your program is achieving its SLOs. Measures can be direct, indirect, qualitative and quantitative.

Below are some examples of the types of measures you might use:

- Direct measures—objective measures of knowledge or ability. Examples include students’ scores on national standardized exams such as the Core Competencies Assessments, Certification Exams, Pre-test/Post-test Evaluation, Comprehensive Exams, Course-Embedded Assessment, Student Portfolios, Employer evaluations, Use of Rubrics, etc.
- Indirect measure—subjective measures of beliefs, attitudes and perceptions. Indirect measures are often used to supplement direct measures. Examples include questionnaires and survey of student’s perceptions, such as the CCSSE, graduating Student Questionnaire, Graduate Follow-up Survey, Alumni Survey, Employer surveys, etc.
- Qualitative—measures that contain non-numerical data such as verbal or written feedback from students/staff/faculty and can include focus groups and exit interviews of graduates.
- Quantitative—measures that collect numerical data that can be analyzed statistically.

Below are examples of outcomes, measures, and targets:

Student Learning Outcome	Target (What does success look like?)	Measure (Source of Evidence)
Graduates from the EMS program will demonstrate the ability to comprehend, apply, and evaluate clinical information relative to his/her role as an entry-level EMT-intermediate or Paramedic	90% of graduates who attempt the licensure exam will pass	Licensure exam
	90% pass rate (C or better)	Exit Exam (comprehensive program examination)

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		administered at the end of last semester)
Graduates will demonstrate competency in oral communication skills.	85% of oral presentations rated by a panel of reviewers will be scored at or above the "Acceptable" level, using a rubric developed by the lead faculty. 80% of returned employer surveys positively evaluate the communication skills of graduates	Faculty Developed Rubric Alumni employer surveys
Industrial Technology graduates will demonstrate critical thinking skills necessary for competency in their major.	Students will score in the 70 th percentile or better on the critical thinking portion of the Exit Exam taken in their capstone course.	Scores on the Major Field Test

Section V: General Education (only applicable to AA&S and AAS programs)

The Virginia Community College System (VCCS) general education core competencies "...breadth of knowledge, skills, and abilities needed to pursue further education and their careers." The core competences include, 1) civic engagement, 2) critical thinking, 3) professional readiness, 4) quantitative literacy, 5) scientific literacy, and 6) written communication. [VCCS Policy Manual Section 5.0.2].

All potential degree candidates participate in core competency assessed in the semester in which they graduate (See Appendix I: Core Competency Assessment Timeline). The results of these core competency assessments are included in this section.

Results of these assessment and pertinent results from the Graduate Survey are made available for each degree program.

The specific general education goals and student learning outcomes that all VCCS degree graduates will be able to demonstrate competency and that each community college needs to assess are the following:

Civic Engagement is the ability to contribute to the civic life and well-being of local, national, and global communities as both as social responsibility and a life-long learning process. Degree graduates will demonstrate the knowledge and civic values necessary to become informed and contributing participants in a democratic society.

Critical Thinking is the ability to use information, ideas and arguments from relevant perspectives to make sense of complex issues and solve problems. Degree graduates will locate, evaluate, interpret, and combine information to reach well-reasoned conclusions or solutions.

Professional Readiness is the ability to work well with others and display situationally and culturally appropriate demeanor and behavior. Degree graduates will demonstrate skills important for successful transition into the workplace and pursuit of further education.

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Quantitative Literacy is the ability to perform accurate calculations, interpret quantitative information, apply and analyze relevant numerical data, and use results to support conclusions. Degree graduates will calculate, interpret, and use numerical and quantitative information in a variety of settings.

Scientific Literacy is the ability to apply the scientific method and related concepts and principles to make informed decisions and engage with issues related to the natural, physical, and social world. Degree graduates will recognize and know how to use the scientific method, and to evaluate empirical information.

Written Communication is the ability to develop, convey, and exchange ideas in writing, as appropriate to a given context and audience. Degree graduates will express themselves effectively in a variety of written forms.

Section VI: Use of Assessment Findings to Improve Instruction

In this section you are asked to describe how assessment findings will be used to improve the quality of instruction and students learning in the program.

Section VII: Student Outcome

This section provides information on student outcomes and is designed to help faculty determine whether Camp's programs are accomplishing program goals as it relates to the course completion, transferability or employment of its graduates. The data in this section will be provided by the OIE.

Completion Rates: Completion rates are specific to the courses required for the program. The completion rates are defined as the number of students, who successfully complete, with a grade of A, B, C, P+ in the course. Courses highlighted in red are those with course completion of 51% or less, courses highlighted in yellow are those with a completion rate of 70% or less. For those courses that are highlighted you will be asked to identify the strategies (changing textbook, Bb usage, class projects, assignments changes, course pre-requisites, etc.) that will be implemented to improve the success rate. The aim is to ascertain those classes/courses in which students have not been successful and to identify appropriate strategies to improve success rates.

Employment: For CTE programs the focus is on the employment status of program graduates. The data provided in this section is pulled from the Virginia Employment Commission and JobsEQ.

Through an agreement between the VCCS and the VEC, VCCS colleges are able to obtain employment information for individuals previously enrolled at a VCCS college. All Camp graduates of CTE programs are queried against VEC data. The purpose of the query is to determine the employment status of CTE graduates in the two quarters following their graduation from Camp.

It is important to note that there are limitations to the VEC data that include: (1) the exclusion of Federal employees, farm workers, military, incarcerated, and self-employed, (2) limited data on individuals employed in states outside of Virginia, (3) exclusion of date of hire, occupation, hourly wages, or time worked, (4) the employer addresses do not necessarily provide the Virginia location of an individual's employment, but rather a mailing address for the employer which could be in another state or even another country, and (5) students who do not provide their social security numbers cannot be linked to the data.

For Transfer programs the focus is obviously transferring to a four year institution. Through the National Student Clearinghouse (NSC) a list of Camp graduates are submitted and queried against other participating NSC institutions to obtain subsequent college enrollment, transfer and degree data.

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Subsequent Enrollment: Subsequent enrollment is enrollment at an institution of higher education in the semester following graduation. Subsequent enrollment can include enrollment at either a four-year or a two-year institution, including re-enrollment at Camp.

Transfer Information: Transfer enrollment varies from subsequent enrollment in that transfer enrollment are those students who enroll at a four-year institution the semester following graduation. Transfer enrollment is specific to four-year institutions and does not include enrollment at two-year institutions including Camp.

Section VIII: Review of Curriculum

A series of questions are presented to assess the process for curriculum review. The section is divided into two parts, the first set of questions are designed specifically for CTE programs and the second set are for transfer programs.

Review of Curriculum for CTE Programs questions include:

1. Does this program meet the workforce needs of local employers?
2. Do graduates find employment in the field the program(s) prepared them for?
3. What problems, if any, do graduates encounter as they enter the workforce?
4. Do local employers have unmet training/educational needs that this program could/should meet?
5. Does the job market data from Camp's service region indicate that a need continues to exist for this program?
6. If Camp did not have this program, what would the impact be on our service region?
7. What is the plan for the future direction of this program?
8. Please review the minutes of your advisory committee for the last year – are there any trends, any concerns, and if so what has been addressed?

Advisory committees for CTE programs should be involved in reviewing curriculum (See Appendix J: Program Advisory Committee Checklist). Often advisory committees can give valuable insight by reviewing the goals and objectives to help plan future directions of a program. By utilizing the advisory committee, local business/industry are getting a voice in whether the curriculum is meeting their needs. Copies of the Program Advisory Committee minutes should be easily available as supporting documentation of the assessment process. Be sure to also include its recommendations under the action plan.

Review of Curriculum for Transfer Programs questions include:

1. Describe the formal articulation agreements that exist between Camp and transfer institutions for this program(s).
2. Do students successfully transfer to four-year schools?
3. What problems, if any, do students encounter as they transfer to four-year colleges/universities?
4. Describe the trends in transfer rates to the major four-year colleges/universities to which Camp students transfer.
5. Are there unmet transfer needs that this program(s) should/could meet?
6. Does the transfer information indicate that a need continues to exist for this program(s)?
7. If Camp did not have this program(s), what would be the impact on our service region?

Section IX: Student Satisfaction and Perception of Program Quality

This section provides feedback from your program graduates on their experiences in the academic program. Feedback is collected on course availability, course materials, academic advising, faculty,

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grading, instruction, learning environment, relationship with faculty outside of class, and overall academic experience.

Section X: Program Strengths and Weaknesses

This section is self-explanatory, based on the data provided and collected please identify your programs strengths and weaknesses.

Section XI: Action Plan

An action plan for implementing improvements should be developed and documented in this section. The action plan should address weaknesses outlined in the previous section. Action plans should include specific plans for implementing improvements, expected outcomes, timelines, person responsible, the resources needed and the measure. The action plan is where you show how you “closed the loop”. Essentially how will you use the results and what action will be taken based on your data. Closing the loop is the most difficult step and is typically where assessment can break down. Assessment is of little value if it is not used as a tool for improvement.

Below is the Action Plan section taken from the program review template:

Action Plan

List specific actions that will be taken to address program weaknesses. Describe what steps will be taken in the next three years to advance the program. For each action, specify the expected outcome, the expected time line for completion, the person(s) who will be responsible, the resources needed, and the criterion/criteria that will be used to determine if the action was effective. Please provide a status update on all previous action plans.

Issue/Concern	
Specific Action(s)	
Expected Outcomes	
Time Frame	
Person(s) Responsible	
Resources Needed	
Measures	
Status of Action Plan	

Section XII: Dean Input

This section is where your academic dean will provide feedback and comments on the targets and measures you set for your programs SLOs, the program’s strengths and weakness, and the action plans you established.

Timeline

By September 30, of each academic year, the OIE will email to the **career studies certificate and certificate** program review templates to the lead faculty. By December 15 of each academic year, the program review template needs to be completed in its entirety. This includes a report on the finding, all questions should be addressed and answered, and an action plan completed. The

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completed template should be emailed to the OIE.

By January 15, of each academic year, the OIE will email to the **AA&S and AAS** program review templates to the lead faculty. By March 31 of each academic year, the program review template needs to be completed in its entirety. This includes a report on the finding, all questions should be addressed and answered, and an action plan completed. The completed template should be emailed to the OIE.

The reason there are two different deadlines is to allow for the collection, review and assessment of the prior year's general education competencies. For those programs review documents that contain both AAS and CSCs those will be distributed in January.

The OIE will collect and compile all program reviews and present them to the respective standing committee by their first fall meeting.

Appendix A: Camp Strategic Plan Goals, Objectives and Strategic Actions

Goal I: Enhance and improve Camp's involvement in the community.

- **Objective 1:** Increase Camp engagement and relationships with the community so that we become the region's first choice for post-secondary education and partnerships.
 - **SA1:** Hold annual public forums (State of the College) in Franklin, Suffolk, and Smithfield to engage community in Camp plans and receive feedback.
 - **SA2:** Convene community stakeholders to discuss needs and community college actions.
 - **SA3:** Increase Camp faculty and staff presence, participation and involvement in the community.
 - **SA4:** Connect with alumni and leverage alumni relationships to help promote the vision and mission of the college.
- **Objective 2:** Establish relevant programs.
 - **SA1:** Engage advisory committee and other community stakeholders to assess program needs.
 - **SA2:** Conduct annual program assessments of credit and non-credit programs for relevance and viability.

Goal II: Improve and increase recruitment and onboarding opportunities.

- **Objective 1:** Increase application yield, i.e., the percentage of program-seeking students moving from "connection" to "entry" from 32% to 50% by FY22.
 - **SA1:** Develop and implement a comprehensive outreach and recruitment plan.
 - **SA2:** Implement and fully utilize Customer Relationship Management (CRM) in the new Online Admissions Application (OAA) to drive prospective students from interest to entry.
 - **SA3:** Incorporate job growth, position openings, and wage/salary data into website and recruitment materials based on program descriptions and objectives.
 - **SA4:** Pilot and assess effectiveness of initiatives to support recruitment and retention.
- **Objective 2:** Grow Camp's Athletics Programs to 100 student athletes by FY22.
 - **SA1:** Add softball to Camp's Athletics Program.
 - **SA2:** Identify and secure resources for implementation of additional athletics programs.
- **Objective 3:** Increase enrollment at Camp Center at Smithfield to 45 FTE by FY22.
 - **SA1:** Increase use of synchronous instruction.
 - **SA2:** Identify and implement whole-program scheduling at the Center.
 - **SA3:** Update Smithfield Center facilities and furnishings to reflect a collegiate environment.

Goal III: Integrate Pathways into Camp programs and services.

- **Objective 1:** Attain National Alliance for Concurrent Enrollment Partnerships (NACEP) accreditation for the Dual Enrollment (DE) program by FY21.
 - **SA1:** Form a NACEP accreditation workgroup tasked with development of policy, processes, timelines, partnerships, etc., toward NACEP accreditation.
 - **SA2:** Fully implement the principles detailed in the revised Governing Principles for Dual Enrollment between Virginia's Public Schools and the Virginia Community College System and VCCS DE Financial Model and policy.
 - **SA3:** Conduct feasibility study/analysis for establishment of an early college academy at one of Camp's campuses or Center at Smithfield.
- **Objective 2:** By FY22, 50% of first-time program-seeking students will be enrolled in 15 or more credits per semester, or 30 credits for the year.
 - **SA1:** Implement Quality Enhancement Plan (QEP) with "15 to Finish" framework.

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- **SA2:** Improve course scheduling to incorporate block and weekend schedules, and provide ability for students to schedule two years at a time.
- **SA3:** Implement mid-term grades in Student Information System (SIS).
- **SA4:** Enhance student services and resources, including tutoring.
- **Objective 3:** Use Pathways to achieve 925 FTEs enrolled in credit programs by FY22 and 400 students in non-credit programs.
 - **SA1:** Identify and implement pathways for non-credit to credit.
 - **SA2:** Increase the number and type of program-embedded internship opportunities for credit and non-credit students.
 - **SA3:** Pilot default scheduling for credit-bearing programs.
 - **SA4:** Implement student onboarding initiative, i.e. Education Advisory Board (EAB) Navigate.
 - **SA5:** Explore development and growth of programs in Agribusiness, Cybersecurity, and trades.
 - **SA6:** Identify and implement opportunities to provide teacher recertification (CEUs and credits).
 - **SA7:** Identify and implement additional program and course-embedded industry credentials in degree, certificate, and Career Studies Certificate (CSC) programs.
 - **SA8:** Identify and implement additional non-credit/workforce development programs leading to attainment of industry-recognized credentials.

Goal IV: Increase Student Engagement.

- **Objective 1:** Increase faculty and staff effectiveness in advising, customer service, and student engagement.
 - **SA1:** Provide professional development for advisors to support QEP implementation, according to the QEP metrics.
 - **SA2:** Provide professional development to faculty and student services staff on engaging students with OAA, CRM and EAB Navigate.
 - **SA3:** Provide professional development in customer service.
- **Objective 2:** Grow participation in student clubs and organizations to 150 students by 2022.
 - **SA1:** Develop and implement a comprehensive plan for engagement through Student Activities.
 - **SA2:** Implement additional student life/engagement offerings for students.
- **Objective 3:** Improve continuity in online and hybrid courses.
 - **SA1:** Implement a Learning Management System (LMS) policy and template for faculty.

Goal V: Enhance and maintain educational environments that promote learning, engagement, innovation, creativity, and safety.

- **Objective 1:** Improve College facilities and grounds through the development and implementation of a facilities master plan and maintenance plan.
 - **SA1:** Develop and implement a college ten year Master Facilities Plan by FY19.
 - **SA2:** Develop and implement an annual maintenance plan.
 - **SA3:** Conduct annual space needs analysis to improve space utilization.
- **Objective 2:** Improve technology infrastructure by FY22.
 - **SA1:** Replace the College's wireless system to allow improved accessibility for students.
 - **SA2:** Replace and upgrade network infrastructure.
 - **SA3:** Add hardware and software that promotes synchronous learning at all College locations.
- **Objective 3:** Improve safety, security, and readiness for emergency situations at all College locations to ensure student and employee safety.
 - **SA1:** Develop, plan, and implement the Crisis Emergency Management Plan (CEMP)

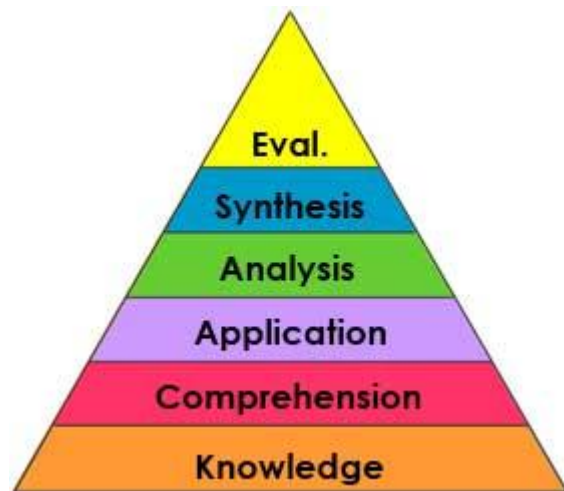
- annually.
 - **SA2:** Conduct emergency incident events to provide specific training for staff and students.
 - **SA3:** Utilize college safety committee to provide safety inspections and evaluations.
 - **SA4:** Replace camera system and expand at each campus and Smithfield Center by FY20.
 - **Objective 4:** Explore funding opportunities that align with programmatic priorities.
 - **SA1:** Continually assess programmatic needs and seek donors to fund.
 - **Objective 5:** Increase funding for faculty and staff professional development, scholarships and grants.
 - **SA1:** Work with the Foundation to develop goals that align funding priorities.
 - **SA2:** Continually seek new grant opportunities.
- Goal VI:** Enhance and improve Camp's name and brand recognition in the community.
- **Objective 1:** Promote consistent image and brand messaging.
 - **SA1:** By FY20, develop a new tagline for Camp.
 - **SA2:** By FY21 review/refresh/relaunch Camp logo.
 - **SA3:** Redesign website, to be launched by FY19.
 - **SA4:** Leverage Camp's status as only public higher education provider located in service region.
 - **Objective 2:** Strengthen Camp's presence in the service region.
 - **SA1:** Explore opportunities for shared services to leverage marketing resources.
 - **SA2:** Create a Marketing Plan by FY19 to include digital media and marketing venues that best fit Camp's service region.
 - **SA3:** Conduct a thorough review/revision of marketing materials by FY20 to ensure consistency.
 - **SA4:** Continue to grow student success story initiative.

Appendix B: Bloom's Taxonomy

Bloom's taxonomy is a classification system used to define and distinguish different level of cognition, i.e., thinking, learning, and understanding. Cognitive learning is demonstrated by knowledge recall and the intellectual skills: comprehending information, organizing ideas, analyzing and synthesizing data, applying knowledge, choosing among alternatives in problem-solving and evaluating ideas or actions. The original Bloom's taxonomy was published in 1956 and in 2001 a revised version was released.



New Version



Older Version

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Bloom's Taxonomy of Measurable Verbs

Remembering (Knowledge): can the student recall or remember the information?	Level I: The student will be able to: Acquire, Arrange, Collect, Count, Define, Describe, Distinguish, Draw, Duplicate, Examine, Identify, Indicate, Label, List, Locate, Memorize, Name, Quote, Read, Recall, Recite, Recognize, Record, Relate, Repeat, Reproduce, Select, Show, State, Tabulate, Tell. Trace, Write.
Understanding (Comprehension): can the student explain ideas or concepts?	Level II: The student will be able to: Associate, Change, Classify, Compute, Conclude, Contrast, Convert, Demonstrate, Describe, Determine, Differentiate, Discuss, Distinguish, Draw, Estimate, Explain, Extend, Extrapolate, Give an example, Fill in, Identify, Illustrate, Infer, Interpolate, Interpret, Locate, Make, Paraphrase, Predict, Prepare, Read, Rearrange, Reorder, Recognize, Rephrase, Report, Represent, Restate, Review, Revise, Rewrite, Select, Simplify, Summarize, transform, Translate.
Applying (Application): can the student use the information in a new way?	Level III: The student will be able to: Apply, Calculate, Change, Chart, Choose, Chose procedures, Classify, Collect information, Complete, Construct, Contribute, Demonstrate, Develop, Discover, Dramatize, Employ, Establish, Examine, Experiment, Find solutions, Generalize, Illustrate, Implement, Interpret, Modify, Operate, Order, Organize, Perform, Predict, Prepare, Relate, Report, Restate, Restructure, Review, Produce Project, Provide, Schedule, Show, Sketch, Solve, Transfer, Translate, Use, Utilize, Write.
Analyzing (Analysis): can the student distinguish between the different parts?	Level IV: The student will be able to: Analyze, Break down, Appraise, Arrange, Conclude, Contract, Categorize, Classify, Compare, Connect, Contrast, Correlate, Criticize, Debate, Deduce, Detect, Determine, Diagram, Differentiate, Discriminate, Distinguish, Divide, Examine, Experiment, Explain, Generalize, Identify, Infer, Inspect, Inventory, Order, Organize, Outline, Prioritize, Question, Recognize, Select, Separate, Solve, Summarize, Test.
Evaluating (Synthesis): can the student justify a stand or decision?	Level V: The student will be able to: Appraise, Argue, Assemble, Build, Collaborate, Classify, Collect, Combine, Compile, Compose, Construct, Create, Deduce, Defend, Derive, Design, Devise, Detect, Develop, Document, Evaluate, Facilitate, Formulate, Generate, Generalize, Integrate, Invent, Judge, Select, Support, Manage, Modify, Negotiate, Organize, Originate, Plan, Prepare, Prescribe, Produce, Propose, Rearrange, Relate, Reorganize, Rewrite, Specify, Substitute, Synthesize, tell, Transmit, Unite, Value, Write.
Creating (Evaluation): can the student create new product or point of view?	Level VI: The student will be able to: Assemble, Appraise, Argue, Assess, Choose, Compare, Conclude, Consider, Construct, Contrast, Convince, Create, Critique, Decide, Defend, Determine, Discriminate, Develop, Estimate, Evaluate, Explain, Formulate, Grade, Judge, Justify, Measure, Predict, Rank, Rate, Recommend, Revise, Score, Select, Standardize, Summarize, Support, Test, Validate, Verify, Write.

Watch Out for Verbs that are not Measurable: In order for an objective to give maximum structure to instruction it should be free of vague or ambiguous words or phrases. The following lists notoriously ambiguous words or phrases which should be avoided so that the intended outcome is concise and explicit.

Words to Avoid: Believe, Hear, Realize, Capacity, Intelligence, Recognize, Comprehend, Know, See, Conceptualize, Listen, Self-Actualize, Depth, Memorize, Think, Experience, Perceive, Understand, Feel.

Phrases to Avoid: Evidence a (n), To Become, To Reduce, Appreciation for .., Acquainted with ..., Anxiety, Attitude of ..., Adjusted to ..., Immaturity, Awareness of ..., Cognizant of ..., Enjoyment of ..., Conscious of..., Feeling for .., Familiar with ..., Interest in ..., Interested in ..., Knowledge of ..., Knowledgeable about ..., Understanding of..., Self-Confident in

Gronlund, N.E. (1981). *Measurement and Evaluation in Teaching*, 4th ed. New York, Macmillan Publishing.

McBeath, R.J. (Ed.). (1992). *Instructing and Evaluating in Higher Education: A Guidebook for Planning Learning Outcomes*. Englewood Cliffs, NJ: Educational Technology

Appendix C: Developing Student Learning Outcomes

How do you write SLOs?

A student learning outcome statement needs to specify who is to perform (student), what action they are to take, and some result that must come from their action. A student learning outcome (SLOs) should:

- Refer to the College's strategic goals when setting outcomes/objectives to ensure they reflect the College mission and purposes.
- Be written in terms of what the student/graduate will be able to do at the end of the course/program/academic year
- Keep them short and simple
- Make them specific, measurable, attainable, realistic, and timely (S.M.A.R.T)
- Establish a target performance level for success (i.e. 75% will...)
- Keep the assessment process manageable and meaningful
- You don't have to nor should you assess everything every year.
- Assess outcomes that are meaningful. Assess enough, often enough, to demonstrate continuous improvement. Ensure that your targets are meaningful. It is okay to revise your targets to reflect progress and increased expectations of performance over time.
- Use Bloom's Taxonomy and active verbs (create, analyze, demonstrate, etc.) (See Appendix A: Bloom's Taxonomy)
- Reflect a combination of higher order thinking skills and supporting or enabling skills
- Be written in the positive instead of the negative
- Reflect measurable standards or reflect the basic knowledge and skills to which the student/unit will be held accountable
- For each outcome/objective, define one or more measures--triangulate. The more measures you define, the more data (evidence) you will gather.
- Use rubrics to help with analysis and action plan (See Appendix I: How to Design Rubrics for Assessment)

Lower order vs. higher order thinking skills

When defining SLOs to assess, concentrate on the skills and knowledge which are essential for a student to be considered competent at the end of the academic program.

Lower order thinking: while basic recall of facts is important to any program, your assessment results will be more meaningful if you have chosen a more complex skill. Moreover, it will likely reflect what is truly important in your program. Often facts are important because we want students to be able to do something with that information. Lower order types of learning outcomes may be essential to reaching higher level outcomes. Make sure that you define a range of outcomes which reflect higher order, complex application tasks in addition to any essential supporting learning outcomes which may reflect lower order thinking skills.

Higher order thinking: SLOs which reflect higher order thinking skills use action verbs that are observable and measurable, as well as ones that reflect higher order skills. Examples of such verbs are solve, design, write, compare, apply, decide, draw, persuade, investigate, and evaluate.

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What are some basic examples of well-defined student learning outcomes?

Unclear student learning outcome statement:

- The students will understand democracies.
- The students will appreciate art from other cultures.
- The students will learn about the law of relativity.

The above statements are not well-defined learning outcomes since they are not measurable. However, these statements can be modified to become well-defined learning outcomes as follows:

- The students will be able to describe the major theories of democracy.
- The students will be able to identify the characteristics of art from other cultures.
- The students will be able to explain the major tenets of the law of relativity.

Models to assist in creating and writing student outcome assessments include the A-B-C-D Model (see below).

A-B-C-D Model

Writing Effective and Measurable Objectives: The A-B-C-D Model		
Element	Description	Example
A = Audience	Who is performing the action? Learning objectives are always stated in terms of student outcomes.	Following completion of the Science program, the student should be able to plot a quadratic equation using a graphing calculator in two minutes or less.
B = Behavior	What will the student be able to do? Use Bloom's Taxonomy and action verb that describe an accomplishment that is measurable.	Following completion of the Science program, the student should be able to plot a quadratic equation using a graphing calculator in two minutes or less.
C = Condition	Give the conditions under which the performance will occur. Be specific.	Following completion of the Science program , the student should be able to plot a quadratic equation using a graphing calculator in two minutes or less.
D = Degree	Describe the minimum criteria for acceptable student performance.	Following completion of the Science program, the student should be able to plot a quadratic equation using a graphing calculator in two minutes or less.
A-B-C-D Model		
Writing objectives isn't creative writing: Just follow a formula!		
Given [Conditions] the [Audience] will [Behavior] by [Degree].		
[Audience] will [Behavior] to [Standard] when provided [Conditions].		

How do we choose which SLOs to assess?

To select SLOs to assess for this process, consider the following questions:

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What are most crucial outcomes for the program?

Are there topic areas or where students struggle on a regular basis?

Do you have questions about a particular area of student achievement?

Are there outcomes which reflect skills or knowledge students will need in future courses or careers?

Are there outcomes which reflect Gen Ed competencies?

Identifying outcomes which reflect any of these characteristics would be a place to start. Ultimately the outcomes you select:

- Should reflect higher order thinking skills (**application of knowledge or skills**)
- Be agreed upon as essential and core to the program
- **Be meaningful** to the discipline

How do we include a Gen Ed (Core Competency) in our SLOs?

For courses which have a primary Gen Ed (Core Competency) component, one or two of your outcomes should reflect this competency. The outcome should also be more specific as to how the students are expected to use that skill in your program.

Five key things to remember about college-wide common core student learning outcomes for a course include the following:

- Select outcomes to assess because they are meaningful, not because they are easy to measure.
- Make sure your outcomes are expressed in terms of how students are impacted by your program.
- Make sure that your common core outcomes reflect a faculty consensus in your discipline.
- Where possible, have your outcomes reflect higher order thinking skills.

Appendix D: Assessment of Student Learning Outcomes

Part of the outcome assessment plan is choosing an assessment method and writing an assessment instrument. The assessment method is the general type of tool you will use to assess the SLO. The instrument is the actual assignment, quiz, exam, or project you will use to complete the assessment. First, you should determine what method you want to use, and then, you will develop the actual tool.

How do we choose an assessment method and develop an assessment instrument?

Common assessment methods include test questions (multiple choice, short answer, essay), formal writing assignments (essays, research papers, reaction/review papers), performances, and portfolios. You will need to consider a variety of factors as you choose your method, including alignment with the outcome, ability to get faculty consensus, and ease of scoring. It is difficult to separate the method from the instrument; however, it is useful to step back at this point and consider the method separately from the actual assignment. Considering the general approach to the assessment will allow you to determine the most useful method and develop a useful assessment instrument.

Alignment

Probably the most important consideration when choosing or developing an assessment method is whether it is aligned with the SLO. In other words, is what you are asking the students to do in your assessment going to provide you with solid evidence about whether or not they have achieved the desired outcome? If your outcome deals with a student's ability to make a persuasive speech, a research paper is not a good instrument to measure this outcome. If you are assessing a quantitative reasoning outcome which speaks to students' ability to interpret some particular statistical information, simply asking them to calculate something correctly will not tell you whether they have achieved that outcome.

Aligning outcomes with methods may seem like an obvious recommendation, but it is not uncommon to see a disconnect between the outcome and the assessment instrument when faculty are in the early stages of writing their outcome assessment plans. In some instances faculty end up revising their outcomes after working on their assessment instrument and that is okay.

Ease of scoring

We all know that writing good multiple choice questions takes a lot of time, but scoring them is fast. Writing a good essay question is less time-consuming than grading a stack of student essays. With everything we do, we need to consider how much time it will take; you should consider the time involved in scoring the instrument and reporting the data. When choosing an assessment method you must weigh time against meaningful results. It may be challenging to find the balance, but the efforts of going through an outcome assessment plan won't be worth much if you cannot use the results to make decisions about the strengths and weaknesses of your course/program.

Assessment Techniques

There are many techniques that may be used to assess student learning outcomes. In a number of cases, these assessment techniques may be embedded in course assignments or activities as measures of students' achievement of program goals as well as their attainment of the college's general education goals.

What is the difference between direct and indirect assessment?

Direct Assessment Methods: Direct assessment methods give instructors measurable data to study. Some examples are written exams, oral exams, performance assessments, standardized tests,

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licensure exams, oral presentations, projects, demonstrations, case studies, simulations, and portfolios.

Indirect Assessment Methods: Indirect assessment methods provide extra information that may be used to make changes. Examples include questionnaires, interviews, focus groups, employer satisfaction studies, observations of advisory boards, and job/transfer school placement data.

“How do I assess thee, let me count the ways.”		
Writing	Performing	Creating/Developing
Essay	Demonstration	Video
Report	Role play	Poster
Journal/reflective writing	Experiment	Manual or brochure
Book review	Simulation exercises	Portfolio
Letter of advice	Performance	Make a list
Newspaper article	Presentation	Experiment/hypothesis test
Lab report	Debate	Concept map
In-class writing exercise	Interviews	Assignments: Capstone course/project/experience
Annotated bibliography	Fieldwork/internship/lab/clinical evaluation	Survey
Evaluate accuracy of ...	Testing	Projects: group or individual
Research paper	Written tests: objective	Analyzing
This Abstract	Written tests: essay	Case study
Internship/field experience/clinical report	Oral test	Product analysis
Position paper	Problem set	Discussing
Critique	Quizzes	Discussion: classroom or on-line
Log	Standardized assessment test of subject	
	Certification tests	
	Lab practical	
Many assessment methods are applicable to more than one category		

Appendix E: Creating Student Learning Outcomes with Bloom's Taxonomy

To model writing student learning objectives in a straightforward and non-threatening manner, the following chart uses levels of understanding from Bloom's Taxonomy, combines them with action verbs, and provides examples for a variety of disciplines.

Student Learning Objectives (SLO)

<p>If I want to measure knowledge outcomes, I might write...</p>	<p>The student/graduate will...</p> <p>Describe the basic components of empirical research. Give examples of major themes or styles in music, art, or theatre. Recognize in complex text local, rhetorical, and metaphorical patterns.</p>
<p>If I want to measure comprehension outcomes, I might write...</p>	<p>The student/graduate will...</p> <p>Correctly classify a variety of plant specimens. Explain the scientific method of inquiry. Summarize the important intellectual, historical, and cultural traditions in music, art, or theatre from the renaissance to modern times.</p>
<p>If I want to measure application outcomes, I might write...</p>	<p>The student/graduate will...</p> <p>Demonstrate in the laboratory a working knowledge of lab safety procedures. Apply oral communication principles in making a speech. Compute the area of a room. Use editing symbols and printers' marks.</p>
<p>If I want to measure analysis outcomes, I might write...</p>	<p>The student/graduate will...</p> <p>Distinguish between primary and secondary literature. Diagram a sentence. Listen to others and analyze their presentations. Differentiate between historical facts and trivia.</p>
<p>If I want to measure synthesis outcomes, I might write...</p>	<p>The student/graduate will...</p> <p>Revise faulty copy for a news story. Formulate hypothesis to guide a research study. Create a poem, painting, and design for a building.</p>
<p>If I want to measure evaluation outcomes, I might write...</p>	<p>The student/graduate will...</p> <p>Compare art forms of two diverse cultures. Critically assess an oral presentation. State traditional and personal criteria for evaluating works of art. Draw conclusions from experimental results.</p>

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Appendix F – Classroom Assessment Techniques A Short Summary²

Assessing Students' Prior Knowledge, Recall, and Understanding:

Background Knowledge Probe – to assess students' knowledge or misconceptions of topics in an upcoming unit of study, the faculty member prepares 2-3 open-ended questions and a few short-answer questions about the topics or 10 multiple-choice questions about the topics; before introducing the unit of study, students fill in their answers to the questions; the faculty member uses these responses to determine areas of emphasis on topics during the unit and misconceptions that should be addressed.

Minute Paper – at the beginning or end of a class session, the faculty member asks students to take a few minutes (10 or less) to respond to one or two of the following questions: "What was the most important thing you learned during this class?" and "What important question remains unanswered?" The faculty member uses these responses to determine which questions in students' minds need to be addressed.

Assessing Students' Skills in Analysis and Critical Thinking:

Categorizing Grid – to assess students' level of basic analytical thinking, the faculty member selects 2-3 related categories that are useful for organizing information being presented in class. Then a list of items that belong in each category is created, making sure that each item belongs to only one category, and that the items should be easily recognizable to students from homework and class discussions. A grid is created (on paper, chalkboard, or transparency) with the categories at the top and the items on the side. Students must decide which items belong in which categories, and be prepared to state their reasoning behind their choices.

Pro and Con Grid – select a decision, judgment, dilemma, or issue that has teaching/learning implications in your class; write a statement or question that will elicit thoughtful pros and cons, indicating if possible the point of view that you wish students to take (for example, in a parent-child conflict, should they take the parent's point of view, or the child's?); have students come up with a list of pros and cons (limit the number that you expect them to list); use these to analyze whether students are considering all of the points that you expected them to think about.

Assessing Students' Skills in Synthesis and Creative Thinking:

One-Sentence Summary – the faculty member chooses a topic or work that students have recently studied and should be able to summarize; the faculty member answers the questions "Who Did/Does What to Whom, When, Where, How, and Why?" in relation to the topic – note the amount of time taken; the faculty member turns the answer into a sentence that follows the pattern of the question above; allowing students twice as long, the faculty member gives the exercise to the students, checking the results for quality of response to each part.

Annotated Portfolios – the faculty member chooses a central topic, question or problem dealt with in the course; students are invited to respond with two or three samples of their work on this topic; the students are asked to explain how the work in their portfolio relates to the topic; all of the work and explanations are turned in via a folder, binder, etc., for assessment.

² The Classroom Assessment Techniques (CATs) summarized below are taken from Classroom Assessment Techniques: A Handbook for College Teachers, 2nd Edition, by K. Patricia Cross and Thomas A. Angelo.

Assessing Students' Skills in Problem Solving:

Problem-Recognition Tasks – the faculty member selects examples of several different but related problem types that students have trouble distinguishing (each example should fall into only one problem type); make up a short Problem Recognition Task form, with problem types and the examples given; students match the examples to the problem type, explaining the reasoning behind their choices.

Documented Problem Solutions – the faculty member selects 1-3 representative problems from among those which students have studied over a period of time (if more than one is chosen, they should vary in difficulty and be progressively more challenging to the students); solve the problems chosen and document your solutions in writing – when you have problems you can solve in this way in 30 minutes, write them up for the students; give the problems to the students, usually as homework, and give them a maximum amount of time that they should spend on the problems (usually about twice as long as it took the faculty member).

Assessing Students' Skills in Application and Performance:

Applications Cards – the faculty member identifies an important principle, theory, or procedure that is applicable to areas outside the classroom and how many applications to ask students to generate (usually no more than 3, giving students 3-5 minutes total for the exercise); the faculty member writes a prompt before class and gives it out in class, along with small index cards or slips of paper; students are requested to come up with fresh “new” applications of the principle, theory, or procedure, not just repeat those they may have read about in the text or heard about in class; faculty member collects and analyzes the cards.

Student-Generated Test Questions – the faculty member focuses on an exam that is 3 weeks to a month away, and writes specifications for the types of questions he/she wants to put on the exam; have students write test questions according to their specifications and supply answers to those questions (may want to have students work in groups for this exercise).

With all of these techniques, Cross and Angelo strongly encourage faculty to explain clearly to students that these exercises are not part of their grade in the class, but are designed to assist students in learning and succeeding in the course. Also, they stress the necessity of giving students feedback on the results of these activities – such feedback is crucial to having students get the most out of these activities and fostering a climate of trust between the faculty member and the students.

Appendix G: How to Design Rubrics for Assessment

How to Design Rubrics for Scoring Essays, Projects, and Performances

Follow These Steps

1. Decide whether you want a holistic or analytic rubric.
2. Construct a primary trait scale (a rubric).
3. Obtain consistency in instructions and conditions.
4. Norm the scorers.

A scoring rubric applied consistently by faculty teaching the course is a good way to assess essays, projects, and performances. A rubric describes the primary traits of a high-level essay or project, a poor essay or project, and the levels in between. That is, a rubric lists the criteria for an A, a B, a C, etc., or for a score of 6, 5, 4, etc.—depending on how many levels of differentiation are desired. Instructors use the rubric to score the essay, project, or performance.

1. Decide whether you want a holistic or analytic rubric.

An analytic rubric measures each part of the student work separately; a holistic rubric combines them. To illustrate, here are analytic and holistic rubrics to assess Spanish journals in a beginning Spanish course

Analytic Rubric for Spanish Journal	Holistic Rubric for Spanish Journal
<p style="text-align: center;">Comprehensibility</p> <ol style="list-style-type: none"> 4. Entries are completely understandable. 3. Entries are usually understandable. 2. Entries are difficult to understand. 1. Majority of entries are incomprehensible. <p style="text-align: center;">Usage</p> <ol style="list-style-type: none"> 4. Although there a few errors, verb tenses, sentence structure, and vocabulary are correctly used. 3. Some use of appropriate verb tenses and correct sentence structure and vocabulary, but incorrect usage or vocabulary interfere. 2. Many errors make comprehension difficult. 1. The majority of entries are incomprehensible. <p style="text-align: center;">Risk Taking</p> <ol style="list-style-type: none"> 4. Student has taken some chances, employing sentence structures on the edge of what we have been studying. 3. Student writes mostly safe entries, but is generally current with the textbook. 2. Student writes only safe entries, and is 	<p><i>Note that several traits (comprehensibility, usage, risk taking, and variety of subject and form) have been combined into a single scale.</i></p> <ol style="list-style-type: none"> 4. The content of the journal is comprehensible. Although there are errors, verb tenses, sentence structure, and vocabulary are correctly used. The author has taken some chances, employing sentence structures or expressing thoughts that are on the edge of what we have been studying. The entries are varied in subject and form. 3. There is some use of appropriate verb tenses and correct Spanish sentence structure and vocabulary, but incorrect usage or vocabulary interferes with the reader's comprehension. 2. The reader finds many of the entries difficult to understand, or many entries are simplistic or repetitious. 1. The majority of entries are incomprehensible. <p>Source of holistic rubric: Barbara Walvoord</p>

<p>not current with the textbook.</p> <p>1. Student writes only simple structures.</p> <p style="text-align: center;">Variety</p> <p>4. Entries are highly varied in subject and form.</p> <p>3. Entries are somewhat varied in subject and form.</p> <p>2. Entries show only a little variety in subject and form.</p> <p>1. Entries show no variety in subject and form.</p>	<p>and Virginia Anderson, <i>Effective Grading: A Tool for Learning and Assessment</i>, 1998.</p>
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Appendix H: Program Review Template

Program Review Summary

Degree or Certificate:

Program Name:

Division:

Academic Plan Code:

Review Year: Prepared by:

Criteria	Rating	Comments on Strengths/Weaknesses
<u>Program Productivity</u> Enrollment Retention Graduates	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement	
<u>Student Learning</u> In Program SLO General Education Core Competencies	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement	
<u>Student Outcomes</u> In Courses Transfer	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement	
<u>Student Satisfaction</u>	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement	

Plan for Future of the Program:

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Revised 11/4/08, 5/8/14, 3/28/16, 12/8/17, 11/6/18, 8/20/19

Program Purpose

This program prepares students for: Transfer Employment

1. What are the categories or characteristics of students for whom this program is designed?
2. If transfer, list any specific articulation agreements with four-year institutions:
3. If employment, list the occupations for which this program prepares students:

Program Productivity

Program productivity data was retrieved from three primary sources, QUINN, SIS (Query) and annual reports furnished by the Virginia Community College System (VCCS). It should be noted that QUINN and VCCS data have limitations in that only a student’s primary academic plan is captured and reported. While Camp permits students to choose multiple plans headcount and FTE data are based on the student’s primary academic plan.

Program Enrollment		2014-15	2015-16	2016-17	2017-18	2018-19	5-Year Average

The program generated of Camp’s FTE in 2018-19.

Program Retention	2013-2014 Retained in 2014-2015	2014-2015 Retained in 2015-2016	2015-2016 Retained in 2016-2017	2016-17 Retained in 2017-18	2017-18 Retained in 2018-19	5-Year Average

*Program retention data pulled from QUINN

Graduates	2014-15	2015-16	2016-17	2017-18	2018-19	5 Year Average

SCHEV Productivity: The SCHEV productivity standards are based on the size (FTE) of the college and the type of degree program and certificate. The standard for transfer programs is 17 FTE and 12 graduates.

Student Learning

SLO: statements that specific the knowledge, skills, beliefs, attitudes, and values that students are expected to demonstrate

Please review all program SLOs. Using past program reviews, and if necessary, update the targets and measures. All findings should be based academic year 2018-19.

SL O#	Status*	Student Learning Outcome	Target (What does success look like?)	Measure (Source of Evidence)	Findings

*New (N), Ongoing (O), Revised from Prior Year (R)

On the **Graduate Survey**, graduates are asked to indicate the extent to which their education at Camp has contributed to their knowledge and skills. Responses are provided on a four-point scale with 4= very much, 3 = somewhat, 2 = very little, and 1 = not at all. Mean responses for graduates are presented in the table below.

		All AA&S Degree Respondents
Ability to write clearly		
Ability to apply mathematical & quantitative reasoning skills		
Ability to apply critical thinking & problem-solving skills		
Ability to apply scientific reasoning skills		
Ability to apply information literacy and library skills		
Ability to apply oral communication skills		
Understanding culture & society		
Ability to use basic computer technology		
Ability to demonstrate effective study skills		
Ability to apply workforce skills (resume writing, interview skills, etc)		
Lifelong Learning skills		

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Use of Assessment Findings to Improve Instruction and Student Learning

Describe how assessment findings were used to improve the quality of instruction and student learning in the program.

Student Outcomes

Completion Rates: The completion rates below are for those specific courses required for the program. The completion rates are defined as the number of students who successfully completed, with a grade of A, B, or C, the course.

Completion is broken down by Grade Distribution by Course for the last three years

- Courses highlighted in red are high-risk (51% or less completion rate).
- Courses highlighted in yellow are below benchmark (below 70% completion rate).

For those courses that are highlighted please identify the strategies (changing textbook, Bb usage, class projects, assignments changes, course pre-requisites, etc.) that will be implemented to improve the success rate. The aim is to ascertain those classes/courses in which students have not been successful and to identify appropriate strategies to improve success rates.

□ Course	2016-17	2017-18	2018-19	Recommendations

Subsequent and Transfer Data

Through the National Student Clearinghouse (NSC) a list of Camp graduates are submitted and queried against other participating NSC institutions to obtain subsequent college enrollment and transfer data.

Subsequent Enrollment: Subsequent enrollment at an institution of higher education in the semester following graduation. Camp graduates students three times a year, August, December, and May. Subsequent enrollment can include enrollment at either a four-year or a two-year institution, including Camp.

Subsequent Enrollment	2013-14	2014-15	2015-16	2016-17	2017-18	5 Year Average

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Transfer Information: Transfer enrollment varies from subsequent enrollment in that transfer enrollment are those students who enroll at a four-year institution the semester following graduation. Transfer enrollment is specific to four-year institutions and does not include enrollment at two-year institutions including Camp.

Employment Data Non-Transfer/CTE Programs Only

Through an agreement between the VCCS and the Virginia Employment Commission (VEC), VCCS colleges are able to obtain employment information for individuals previously enrolled at a VCCS college. All Camp graduates of career and technical educational (CTE)/non-transfer programs, over the last five years, were queried against VEC data. The purpose of the query was to determine the employment status of CTE graduates in the two quarters following their graduation from Camp. It is important to note that there are limitations to the VEC data that include: (1) the exclusion of Federal employees, farm workers, military, incarcerated, and self-employed, (2) limited data on individuals employed in states outside of Virginia, (3) exclusion of date of hire, occupation, hourly wages, or time worked, and (4) students who do not provide their social security numbers cannot be linked to the data.

	Spring 2014	Spring 2015	Spring 2016	2016- 2017	2017-2018

Review of Curriculum: CTE Programs

1. Does this program meet the workforce needs of local employers?
2. Do graduates find employment in the field the program(s) prepared them for?
3. What problems, if any, do graduates encounter as they enter the workforce?
4. Do local employers have unmet training/educational needs that this program could/should meet?
5. Does the job market data from Camp’s service region indicate that a need continues to exist for this program?
6. If Camp did not have this program, what would the impact be on our service region?
7. What is the plan for the future direction of this program?
8. Please review the minutes of your advisory committee for the last year – are there any trends, any concerns, and if so what has been addressed?

Review of Curriculum: Transfer Programs

1. Describe the formal articulation agreements that exist between Camp and transfer institutions for this program(s).
2. Do students successfully transfer to four-year schools?
3. What problems, if any, do students encounter as they transfer to four-year colleges/universities?
4. Describe the trends in transfer rates to the major four-year colleges/universities to which Camp transfer.
5. Are there unmet transfer needs that this program(s) should/could meet?
6. Does the transfer information indicate that a need continues to exist for this program(s)?
7. If Camp did not have this program(s), what would be the impact on our service region?

Student Satisfaction and Perceptions of Program Quality

On the **Graduate Exit Survey**, graduates rate various aspects of their academic experience on a four-point scale where 4 = excellent, 3 = good, 2 = fair, and 1 = poor. Mean ratings for program graduates and all AAS graduates are shown in the table below.

		All AA&S Degree Respondents
Course Availability		
Course Materials		
Academic Advising		
Faculty		
Grading		
Instruction		
Learning Environment		
Relationship with Faculty Outside of Class		
Overall Academic Experience		

Program Strengths and Weaknesses

Based on the data collected, identify program strengths and weaknesses.

Strengths

Weaknesses

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Action Plan

List specific actions that will be taken to maintain program strengths and address program weaknesses. Describe what steps will be taken in the next three years to advance the program. For each action, specify the expected outcome, the expected time line for completion, the person(s) who will be responsible, the resources needed, and the criterion/criteria that will be used to determine if the action was effective. Please provide a status update on all previous action plans.

Issue/Concern	
Specific Action(s)	
Expected Outcomes	
Time Frame	
Person(s) Responsible	
Resources Needed	
Measures	
Status of Action Plan	

Dean Input

Please provide your feedback and comments on the programs student learning outcomes, the program's strengths, weaknesses, and the action plan(s) established in the previous sections:

Appendix I: Core Competency Assessment Timeline

Competency	Data Collection Dates
Civic Engagement	Fall 2021 and Spring 2022 Fall 2024 and Spring 2025
Critical Thinking	Fall 2020 and Spring 2021 Fall 2023 and Spring 2024
Professional Readiness	Fall 2021 and Spring 2022 Fall 2024 and Spring 2025
Quantitative Literacy	Fall 2019 and Spring 2020 Fall 2022 and Spring 2023
Scientific Reasoning	Fall 2019 and Spring 2020 Fall 2022 and Spring 2023
Written Communication	Fall 2020 and Spring 2021 Fall 2023 and Spring 2024

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Appendix J: Program Advisory Committee Checklist

Program goals and their alignment with industry goals and standards

Review the program's goals and assure that they are relevant to the standards of industry.

Student outcomes objectives, including General Education objectives

Describe what students should achieve as a result of the program in specific measurable terms. (Example – “80% of students will achieve a C or better on written exam” “80% of the students will meet or exceed the regional average Work Keys” or the success rate of students on Capstone, Exit exams, portfolio or exit interview.)

Program alignment with standards of accrediting bodies, the state of Virginia, and Camp

Confirm that the program is in alignment with SCHEV, VCCS and Camp standards of curriculum design, as well as any standards of applicable regulatory agencies or accrediting agencies (e.g., Board of Nursing) including general education core requirements and O/T objectives.

State and local employer needs

Describe the extent to which the program curriculum meets state and local employer needs.

What sources of information do you use?

Has the program been modified in response to this input?

Support of General Education/Core Competencies outcomes within program-specific courses

Consult the General Education Matrix of the VCCS Assessment Report to determine the general education objectives/elements that are supported in program-specific courses. (Example: Writing reports in a technology laboratory course helps support writing competence.)

Student progress toward program completion

Review the length of time students take to complete the program and address methods of assisting students towards a more timely completion of the program.

Assess graduate competence.

Curricular Development

Review the program curriculum and determine the need for changes due to technology innovations or industry standards.

Appendix K: Definitions

Action Plan

This is where you show how you “closed the loop.” You must answer the following: How will you use the results? What actions were taken or will be taken based on your data?

Advisory Curriculum Review

This is a common assessment activity used by a number of occupational/technical programs. The Advisory Committee is particularly useful in curriculum review because they are generally practicing in the field and are aware of advances or changes. Often the advisory committee can give valuable insight by reviewing the goals and objectives to help plan future directions of a program. Tying a curriculum to a national standard may be a particularly valuable assessment technique.

Assessment

Assessment is the systematic collection and analysis of information to improve student learning and program viability. Assessment is “...the process of gathering evidence to make inferences about...how students are progressing toward specific goals” (National Standards, quote from Pennington, 2001,p. 206).

Capstone Courses

Capstone courses are designed to enable students to review, evaluate, integrate, and synthesize information and skills gained from other courses in the program or major. These courses are the optimum place to assess many program or major goals and general education goals. A capstone course is one which completing students take as a culminating experience that gives them the opportunity to tie together the knowledge and skills of other program courses. If your program has such a course, you may want to consider the performance in this type of capstone course as an assessment method. Likewise, some programs assign a capstone project which can be evaluated.

Case Study Presented with a realistic example of an application in the field, students must respond with an analysis that demonstrates their mastery of course content and their ability to apply the information and skills they have learned. A case study is an examination of a specific phenomenon such as a program, an event, a person, a process, an institution, or a social group. The end product of a case study is a rich, thick description of the phenomenon being studied that illuminates the student's understanding of the phenomenon through the application of the knowledge and skills they have gained.

Certification Tests

Programs in which a student must pass a certification examination in order to be certified to work in the field, such as nursing, may want to consider using the results of that test as an assessment technique.

Course Assessment

Course assessment measures the student learning that takes place in ALL class sections of a course for the entire college. A course assessment consists of all the classes (sections) being taught; for example, ENG 111. A class assessment is one section of a course, ENG 111-51A or ENG 111-61B. Course assessment focuses on the question of “how can the course be strengthened based on how well students are mastering course objectives?”.

Course-embedded Assessment

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Program or major goals and general education goals may be assessed through assignments embedded in required courses. For example, writing assignments, such as summaries or reports, and oral presentations may be used to assess student' mastery of course content as well as their writing, reading, critical thinking or speaking skills and use of the library or other information source.

Direct Assessment Methods: Direct assessment methods give instructors measurable data to study. Some examples are written exams, oral exams, performance assessments, standardized tests, licensure exams, oral presentations, projects, demonstrations, case studies, simulations, portfolios, and juried activities with outside panels.

Direct Measures

Objective measures of knowledge or ability. This is the most important measure for a Student Learning Outcome (SLO). Examples include students' scores on national standardized exams such as the Core Competencies Assessments, Program Exit, or Certification Exams, Pre-test/Post-test Evaluation, Comprehensive Exams, Capstone Course Evaluation, Course-Embedded Assessment, Student Portfolios, Employer Evaluations, Use of Rubrics, etc.

Exit Interviews

There are different types of exit interviews, but they commonly fall into two categories. In one type of exit interview the program head and students discuss topics similar to those found on student surveys. The other type of exit interview is actually more like an oral examination in where the interviews are conducted by a panel made up of advisory committee members. It has the advantage of giving students practice in the kind of interviews that they face for the hiring process and future promotion boards and also assessed their proficiency in both oral communication and knowledge of their subject area.

Findings/Results

List the results based on the measure (methods & tools) used. The purpose of this section is to determine if your Outcome/Objectives were met. Be sure to discuss your data in relation to Outcome/Objectives and specifically, the Target set in Measures.

Focus Groups

Focus groups are structured but informal discussions with small groups of students. Students may be asked about issues that are pertinent to the program. Focus groups can also be conducted with faculty, advisory committees, administrators and other employees.

Grades

Grades can be used to assess student learning by using primary trait analysis to identify the factors that count for scoring and explicitly stating the criteria for the evaluation of the assignment, project, presentation, product in the form of a rubric.

Indirect Assessment Methods: Indirect assessment methods provide extra information that may be used to make changes. Examples include questionnaires, interviews, focus groups, employer satisfaction studies, observations of advisory boards, and job/transfer school placement data.

Indirect Measures

Subjective measures of beliefs, attitudes and perceptions. Indirect measures are often used to supplement direct measures. Examples include questionnaires and surveys of student's perceptions such as the CCSSE, Graduating Student Questionnaire, Graduate Follow-up Survey, Alumni Survey, Employer Surveys, etc. Additional measures could include focus groups, exit interviews of graduates, employment data, graduation rates, and transfer rates.

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Institutional Effectiveness

Institutional effectiveness is when achievements and outcomes indicate how well the College's mission is being fulfilled.

Internships, Field experiences, Clinical Evaluations

Internships, field, or clinical experiences are also ideal for assessing many program or major and general education goals. When these occur at the end of the program or major, they often serve as capstone experiences. It is especially useful to have external experts assess the performance of your students.

Journals

Journals or learning logs have been used in composition courses for years as a tool for increasing student writing and motivation for writing and for assessing students' writing skills. However, a journal that focuses on students' social and educational attitudes and values may be also useful to assess students' achievement of general education goals. Journals may also be used to assess student attainment of program or major goals.

Measure

A measure is a tool(s) used to determine if you have met your expected outcome. To increase the likelihood of valid results, you should strive to use more than one measure for each outcome/objective if possible,--triangulate. If you are struggling to identify a measure ask the following questions about your outcome/objective: How will we know if this is being accomplished? What will provide us this information?

Purpose

This is the overall purpose of your program/unit, showing how you connect and contribute to the College's overall work.

Outcomes/Objectives

Outcomes/Objectives are brief, clear statements that describe desired outcomes in relation to broader goals.

Oral Presentations/ Oral Exams

Depending on the nature and content of the course, oral presentations can be tailored not only to assess students' mastery of course content but also their attainment of general education goals such as critical thinking, general knowledge and historical consciousness, understanding the impact of science and technology, and educational and social values. Oral presentations based on course content can be used as a direct measure of students' communication skills.

Program Assessment

Program assessment focuses on student learning outcomes for the program as a whole, as well as productivity measures related to the viability and effectiveness of a degree or certificate program.

Portfolios

An accumulation of student-produced work, a portfolio may be designed to assess a student's attainment of program or major goals. The same portfolio may also be used to assess general education goals such as communication skills or the development of skills to enhance life-long learning, such as the ability to use the library and other appropriate sources to retrieve information. Portfolios that contain early or unrevised work as well as later or revised work can assess the growth of skill development. Rubrics to judge portfolios must be clear and shared with the student.

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Qualitative

Measures that contain non-numerical data such as verbal or written feedback from students/staff/faculty, etc.

Quantitative

Measures that collect numerical data that can be analyzed statistically.

Rubrics

For scoring consistency with longer open-ended assignments such as essays, research papers, or performances, a rubric should be developed. A rubric is a criterion based scoring tool that specifies levels of achievement (e.g. exemplary, satisfactory, and unsatisfactory) for each dimension of the outcome. As part of the rubric, criteria are provided that describe what constitutes the different levels of achievement.

Standardized Tests

Standardized tests are nationally normed and may also be used to assess students' perception of their attainment of general education goals. These tests best assess reading comprehension, critical thinking, scientific reasoning, the ability to solve math problems, and writing skills such as knowledge of grammar and correct usage. Additionally, there are major field tests which may be used to assess student learning.

Strategic Planning

Strategic planning focuses on the actions that are taken to implement the institutional mission, while institutional effectiveness planning focuses on the end result to determine how the institutional mission is being fulfilled. Strategic planning is means/process oriented, meaning it focuses on actions to improve processes or make a unit operate more efficiently.

Student Learning Outcome (SLO)

Student learning outcome (SLO) identifies the **measurable** knowledge, skills, behavior, or attitudes of the learner as the result of engaging in a learning activity or program. Typically, SLOs are composed with the stem, "The student will...".

Surveys

Surveys may be used to assess the degree to which students perceived that they have attained program or major goals as well as certain general education goals. Items that elicit this information may be included on surveys developed by program or major faculty and administered to current and/or prior students and on surveys sent to employers of program or major graduates.

The use of surveys is a way to gain information that may directly impact a program. There are many types of surveys. The ones most often used are graduate surveys, employer surveys and student surveys. Surveys allow you to get direct feedback from a number of perspectives such as employers and graduates. Results sometimes raise issues that would not be apparent in other types of assessment. One disadvantage is that it is often time-consuming and expensive. It requires careful planning since a survey that is not thought through thoroughly may give you little useful information.

Target

Target allows you to establish a specific criterion for success. This will allow your objective/Outcome to be measurable. You must ask yourself what level is acceptable and then seek to sustain or enhance that performance.

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Writing Samples

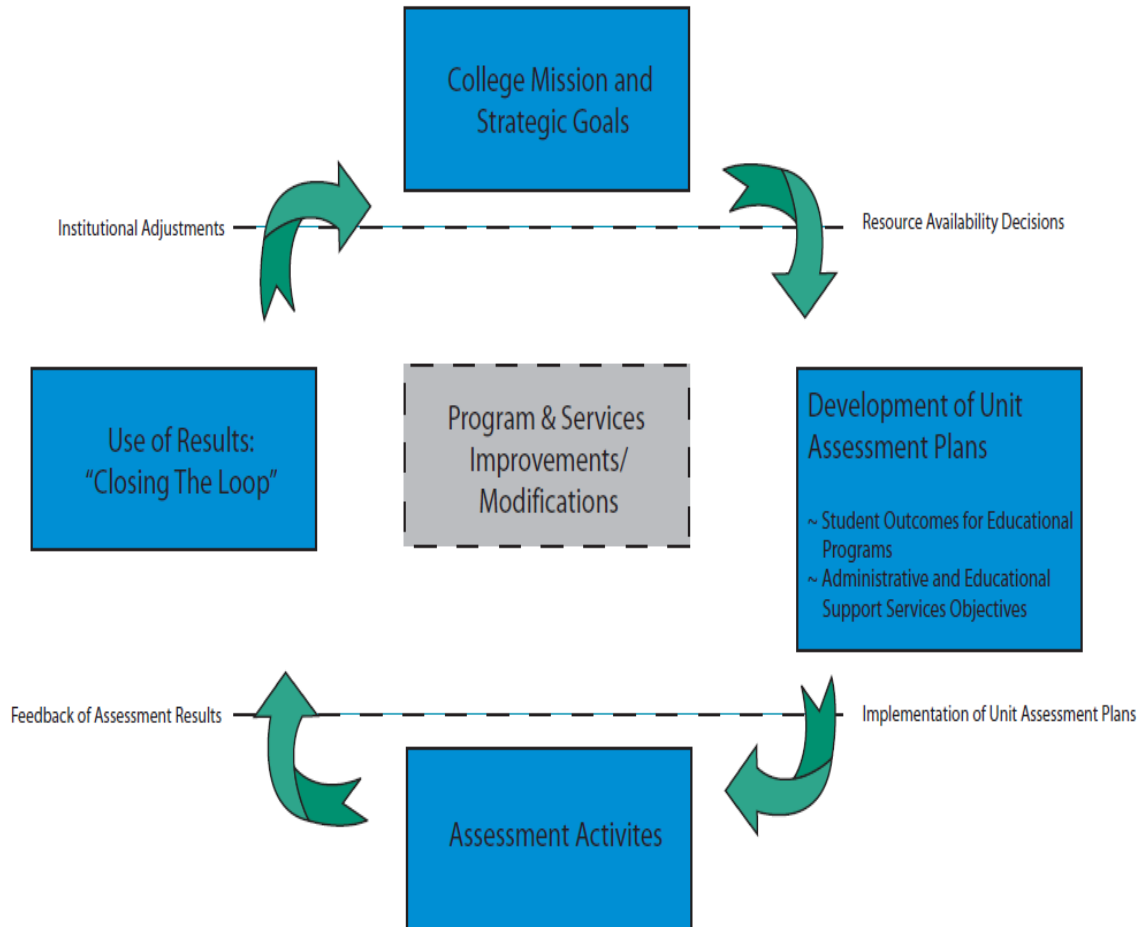
Writing assignments can be used as a measure of students' mastery of course content and attainment of program or major goals. Such assignments may also be used as a direct measure of the general education communication skills goal as well as an indirect assessment of critical thinking skills. Examples of writing samples include essays, research or term papers, answers to essay questions on tests, book reports, summaries, lab reports, and the like.

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Appendix L: Institutional Effectiveness Model

The Institutional Effectiveness Model



Adapted from *The Department Head's Guide to Assessment Implementation in Administrative and Educational Support Units*, by James O. Nichols and Karen W. Nichols, Agathon Press, New York 200.

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Appendix M: Camp Teaching Resources Available Through Camp Library Learning Commons

Angelo, Thomas A. and K. Patricia Cross. Classroom Assessment Techniques. San Francisco, CA: Jossey-Bass, 1993.

Blythe, Hal, and Charlie Sweet. It Works for Me, Too!: More Shared Tips for Effective Teaching. Stillwater, OK: New Forums, 2002.

Brookhart, Susan M. How to Make Decisions with Different Kinds of Student Assessment Data. ASCD, 2015. ProQuest Ebook Central, <https://ebookcentral-proquest-com.ezproxy.vccs.edu:2443/lib/pdccc/detail.action?docID=4398165>.

Boylan, Hunter. What Works: Research-Based Best Practices in Developmental Education. Boone, NC: Appalachian State U, 2002.

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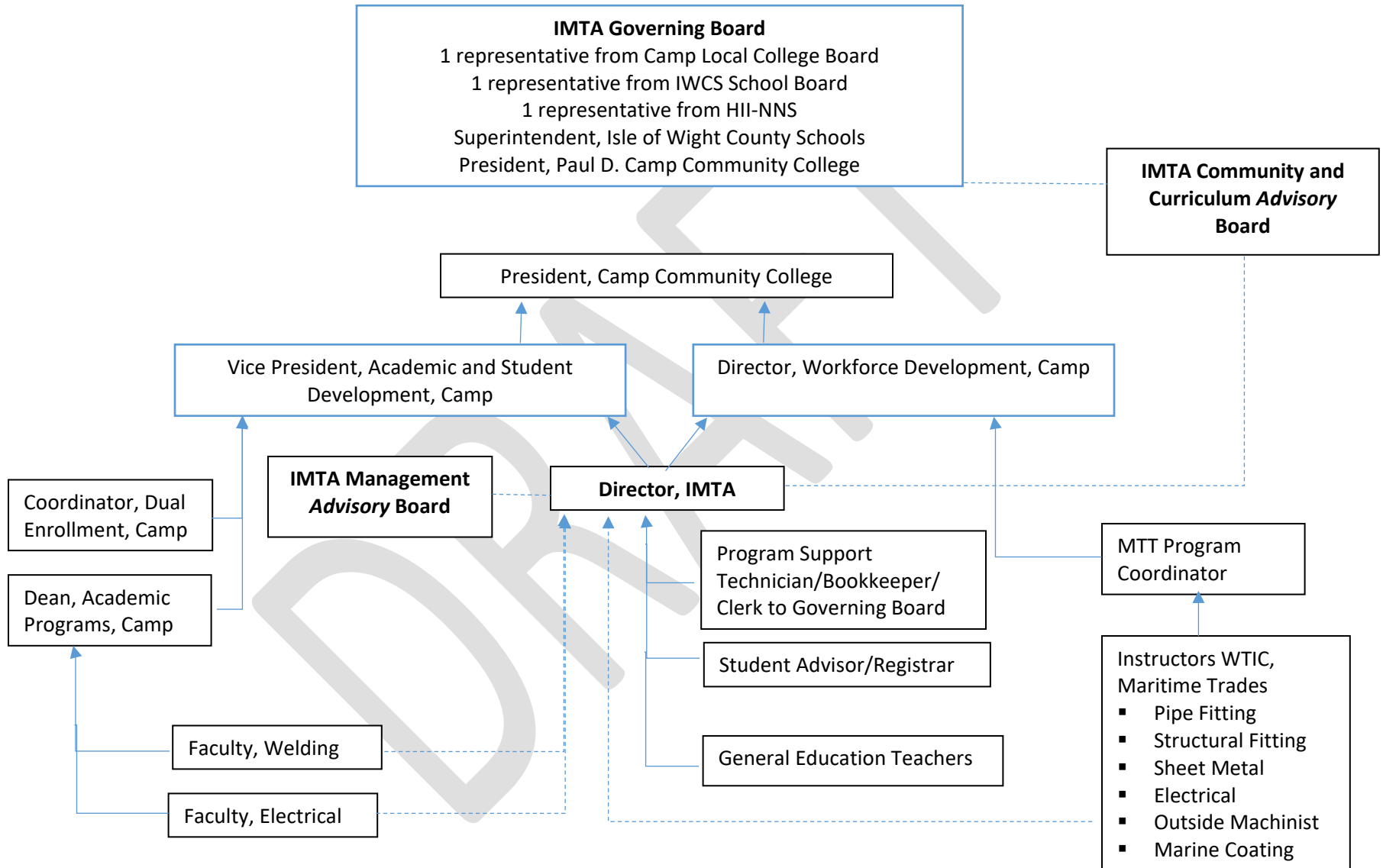
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Appendix G

Organizational Chart

Isle Maritime Trades Academy



Appendix H

VCCS-29 Normal Criteria for Faculty Rank

VCCS-29: Normal Minimum Criteria for Each Faculty Rank November 2021

		Faculty in Humanities, Social Science, Natural Science, Math, Developmental Studies, English, as a Second Language, Administrative and Professional Faculty, Counselors, Librarians	Faculty in Specialized Professional or Technical Associate in Applied Sciences or Art Degree Fields	Faculty in Non-Associate Degree Occupational Fields
		Initial Appointment/ Promotions Column 1	Initial Appointment/ Promotions Column 3	Initial Appointment/ Promotions Column 5
		Promotions Column 2	Promotions Column 4	Promotions Column 6
ASSISTANT INSTRUCTOR	Appointment on a temporary or emergency basis for a period of one year for persons who meet SACSCOC standards for demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes, with approval by the college president.			
ASSOCIATE INSTRUCTOR	Appointment as a Level 1 associate instructor requires the same credentials as an instructor or assistant professor. Appointment as a Level 2 associate instructor requires the same credentials as an associate or full professor			
INSTRUCTOR				
Teaching Effectiveness	Demonstrates Potential	Demonstrates Potential	Demonstrates Potential	Demonstrates Potential
Academic Preparation	Master's in field or Master's with 18 graduate semester hours in teaching field (The minimum requirement for faculty teaching ESL & developmental courses at the instructor level is a baccalaureate degree related to the teaching field.) 0 years 0 years 0 years	Bachelor's in teaching field or Associate's in the teaching field with demonstrated competency in teaching field. 2 years 0 years 0 years	Bachelor's in teaching field or Associate's in the teaching field with demonstrated competency in teaching field. 2 years 0 years 0 years	H.S. diploma or equivalent; Associate's or equivalent in teaching field preferred. 5 years current experience 0 years 0 years
Experience: Related Occupational Experience Total Teaching Experience FIT Community College Experience	Meets Expectations on Most Recent Evaluation Master's + 24 graduate semester hours obtained subsequent to the Master's for a total of 27 graduate semester hours in the teaching field 0 years 0 years 0 years	Meets Expectations on Most Recent Evaluation Bachelor's in teaching field + 24 graduate semester hours obtained subsequent to the Bachelor's 2 years 0 years 0 years	Meets Expectations on Most Recent Evaluation Bachelor's in teaching field + 15 graduate semester hours obtained subsequent to the Bachelor's 2 years 3 years 3 years	Meets Expectations on Most Recent Evaluation Associate's or equivalent (Major in teaching field) 5 years 0 years 0 years
ASSISTANT PROFESSOR				
Performance Evaluation	Meets Expectations on Most Recent Evaluation	Meets Expectations on Most Recent Evaluation	Meets Expectations on Most Recent Evaluation	Meets Expectations on Most Recent Evaluation
Academic Preparation	Master's + 39 graduate semester hours obtained subsequent to the Master's for a total of 36 graduate hours in the teaching field 0 years 0 years 0 years	Master's in teaching field + 24 graduate semester hours obtained subsequent to the Bachelor's 2 years 0 years 0 years	Bachelor's in teaching field + 15 graduate semester hours obtained subsequent to the Bachelor's 2 years 3 years 3 years	High school or equivalent + 30 semester hours toward an Assoc. Degree 5 years 3 years 3 years
Experience: Related Occupational Experience Total Teaching Experience FIT Community College Experience	Meets Expectations on Most Recent Evaluation Doctorate (36 graduate semester hours in teaching field) 0 years 6 years 0 years	Meets Expectations on Most Recent Evaluation Master's related to teaching field + 15 graduate semester hours obtained subsequent to the Master's 2 years 6 years 0 years	Meets Expectations on Most Recent Evaluation Master's related to teaching field 2 years 6 years 3 years	Meets Expectations on Most Recent Evaluation Assoc. related to the teaching field or equiv. + 30 semester hours obtained subsequent to the Associate's 5 years 6 years 3 years
ASSOCIATE PROFESSOR				
Performance Evaluation	Meets Expectations on Most Recent Evaluation	Meets Expectations on Most Recent Evaluation	Meets Expectations on Most Recent Evaluation	Meets Expectations on Most Recent Evaluation
Academic Preparation	Doctorate (36 graduate semester hours in teaching field) 0 years 6 years 0 years	Meets Expectations on Most Recent Evaluation Master's related to teaching field + 15 graduate semester hours obtained subsequent to the Master's 2 years 6 years 0 years	Meets Expectations on Most Recent Evaluation Master's related to teaching field 2 years 6 years 3 years	Meets Expectations on Most Recent Evaluation Bachelor's related to the teaching field 5 years 6 years 0 years
Experience: Related Occupational Experience Total Teaching Experience FIT Community College Experience	Meets Expectations on Most Recent Evaluation Doctorate (36 graduate semester hours in teaching field) 0 years 6 years 0 years	Meets Expectations on Most Recent Evaluation Master's related to teaching field + 15 graduate semester hours obtained subsequent to the Master's 2 years 6 years 0 years	Meets Expectations on Most Recent Evaluation Master's related to teaching field 2 years 6 years 3 years	Meets Expectations on Most Recent Evaluation Assoc. related to the teaching field or equiv. + 30 semester hours obtained subsequent to the Associate's 5 years 6 years 3 years
Minimum VCCS Experience in Previous Rank	0 years	0 years	3 years	3 years
PROFESSOR				
Performance Evaluation	Meets Expectations on Most Recent Evaluation	Meets Expectations on Most Recent Evaluation	Meets Expectations on Most Recent Evaluation	Meets Expectations on Most Recent Evaluation
Academic Preparation	Doctorate (36 graduate semester hours in teaching field) 0 years 9 years 0 years	Meets Expectations on Most Recent Evaluation Master's related to teaching field + 36 graduate semester hours obtained subsequent to the Master's 2 years 9 years 0 years	Meets Expectations on Most Recent Evaluation Master's related to teaching field + 36 graduate semester hours obtained subsequent to the Master's 2 years 9 years 3 years	Meets Expectations on Most Recent Evaluation Master's related to the teaching field 5 years 9 years 3 years
Experience: Related Occupational Experience Total Teaching Experience FIT Community College Experience	Meets Expectations on Most Recent Evaluation Doctorate (36 graduate semester hours in teaching field) 0 years 9 years 0 years	Meets Expectations on Most Recent Evaluation Master's related to teaching field + 36 graduate semester hours obtained subsequent to the Master's 2 years 9 years 0 years	Meets Expectations on Most Recent Evaluation Master's related to teaching field + 36 graduate semester hours obtained subsequent to the Master's 2 years 9 years 3 years	Meets Expectations on Most Recent Evaluation Master's related to the teaching field 5 years 9 years 3 years
Minimum VCCS Experience in Previous Rank	0 years	0 years	3 years	3 years

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

Appendix I

Camp Policy 310 Recruitment and Selection Procedures

310 Recruitment and Selection Process Contents List

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310 Recruitment and Selection Process

I. GENERAL RECRUITMENT PRODEDURES FOR ALL POSITIONS

A. Establishing a Position

When a full-time position vacancy occurs or the need for a new (unbudgeted full or part-time) position arises, the immediate supervisor should request to the appropriate administrator(s) that the position be filled. This request should be reviewed by the appropriate administrator(s) and, if approved, presented to the President's Advisory Council (PAC) for review (job description and compensation range) and approval. Normally, filling budgeted part-time positions require only Human Resources and Vice President approval. Upon recommendation from PAC and written authorization of the President, the supervisor will confer with the Human Resource Manager to develop an official job description and other related materials. The supervisor may include members of his/her staff or other individuals in the development of the job description.

B. Developing the Job Announcement

From the job description and related materials, the Official Job Announcement will be prepared by the immediate supervisor with input from the Human Resource Manager. This announcement will include the following: 1) application instructions listing the closing date/time and all required documents to be submitted; 2) job specifications and qualifications; 3) any state, College, or funding agency (for grant-funded positions) restrictions including, but not limited to the following: a) rank or classification level, b) salary range; c) length of contract or appointment, and d) fringe benefits; 4) requirement of a background check; 4) AA/EEO statement; and 5) requirement of conflict of interest filing (if applicable).

C. Advertising the Position

1. Advertising a Faculty Position –

The Human Resource office will announce the College's intention of accepting applications. The notice will list the College Human Resource office as receiving all inquiries and supporting data. All faculty ranked positions will be advertised nationally in print or be on-line as well as fully announced on campus and other locations as the college determines appropriate. Restricted positions may be recruited locally only. Other recruitment Equal Employment Opportunity sources will be utilized. Exceptions can be approved by the Associate Vice Chancellor for Human Resources with College President approval. Application Packet will consist of: a) Commonwealth of Virginia Employment Application; b) cover letter; c) current résumé; d) copies of all undergraduate and graduate transcripts

(Official copies will be required of the successful candidate); and e) three letters of recommendation.

2. Advertising for a Classified Position —

The Human Resource Office, after verification of necessary funding, announces the College's intention to fill the vacancy. All classified position vacancies will, at the least, be very visibly and widely posted on campus, listed in RECRUIT, and well-advertised through the local media. The College has the option of advertising in-house only to consider promotion from existing College staff. The decision will be based on factors such as the diversity of the college's workforce and the availability of qualified applicants. If the initial recruitment does not result in an adequate applicant pool, the college may reopen the recruitment as necessary.

Exceptions can be granted in writing by the Associate Vice Chancellor for Human Resources.

3. Prohibition on Using Personnel Agencies

No fees may be paid to recruit employees from personnel agencies.

D. Selecting the Candidate

1. The Applicant Pool

The Human Resource Office will assemble each application packet in a folder for review. The applicant packets will be made available to the supervisor as soon as possible following the application deadline.

2. General Selection Guidelines

The Human Resource Manager provides selection guidelines and forms to the supervisor and committee for selection review. All applications in the applicant pool will be reviewed by the search committee, including an evaluation of the candidates' qualifications, credentials, and capacity, to derive a pool of applicants for interview. Appropriate reasons for not selecting candidates for interview will be recorded and all documentation will be turned into the Human Resource Manager/EEO Officer for review. Interviews will be conducted with those selected candidates to determine the final candidates to be recommended for hire. The interviewed candidates should be ranked and the names sent to the supervisor. Each candidate ranked should be a viable candidate for hire. The committee chair should vote only to break a tie. The names should not be forwarded until the committee chair or supervisor (where appropriate) has contacted all necessary references. The President makes the final decision on all employee hires.

3. Use of Committees

All full-time positions require a search committee but some classified committees can be waived with President's approval.

4. Selecting a Candidate for a Faculty Position

A Search Committee will be used to assist in the selection of candidates for all full-time administrative and teaching faculty positions. The Vice President of Instruction is responsible for determining the membership of the Search Committee in accordance with PDCCC guidelines and for calling the organizational meeting. The roles and responsibilities for Search Committees are outlined on the *Guidelines for PDCCC Search Committees for Faculty Positions* document that is included on the following pages and available in the Human Resource Office.

The search committee will select officers, including chair, vice chair and recorder.

The search committee chair will forward all documentation for review to the AA/EEO Officer/Human Resources Manager prior to submitting the committee's recommendation to the supervisor.

Once the search committee has forwarded its recommendations to the supervisor, it is the responsibility of the supervisor to review these recommendations in consultation with the appropriate Vice President, to be forwarded to the President for final approval. All required documentation must be completed prior to making any job offer.

The Human Resource Office will notify unsuccessful candidates in writing.

If, in the judgment of the supervisor, in consultation with the Vice President of Instruction and Student Services and the President, there is no worthy candidate available, then the position may be re-advertised, an emergency may be declared and a one year restricted contract may be issued, or employ adjunct faculty .

5. Committee Chair Responsibilities

The Committee Chair with appropriate assistance will complete the following:

- a. Coordinate interviews
- b. Coordinate travel and lodging
- c. Verify credentials
- d. Verify references

- e. Return all paperwork (employment packet, a list of questions, committee's notes, and list of strengths and weaknesses of each candidate) to the Human Resource Office.

6. Summary

Necessary paperwork should be completed ten workdays prior to the effective date of employment. If required forms are not received by the pre-established due date, the effective date of employment may be delayed.

II. OTHER RECRUITMENT AND SELECTION

A. Adjunct Faculty

Interview and selection of adjunct faculty involves the Vice President of Instruction and Student Development coordinating with Deans and adjunct staff for instructional purposes. All adjunct files other than payroll are maintained in the Office of the Vice President of Instruction and Student Development. No competitive selection process is required for adjunct faculty. However, they must meet all the VCCS-29 minimum criteria.

B. Adjunct Applicant Pool

The official file (pool) for potential adjunct faculty will be maintained in the Vice President of Instruction and Student Development's Office. All applications for employment as an adjunct faculty should be directed to this office. Any application received and/or maintained in other offices is not considered part of the applicant pool.

C. Adjunct Pool Maintenance

On an annual basis, the College will solicit applications to update the applicant pool. The Vice President of Instruction and Student Development will coordinate all vacancy announcements with the Human Resource Office. Advertisements will appear in newspapers serving Southeastern Virginia and on the College website. The contact for receiving applications will be the Human Resource Office.

D. Access to Adjunct Applicant Pool

Based on class offerings the availability of full-time instructional staff is reconciled to the need for employing temporary (adjunct) faculty to the instructional (workload) for that academic session.

E. Hourly Staff – Temporary

Selection of temporary support staff involves documentation of need for services to the Vice President of Financial and Administrative Services. If the request is not an emergency and the need exceeds 12 months, the procedure

outlined for classified staff will be followed. A Wage Authorization Form will be completed by the supervisor and sent to the Payroll Office 10 days prior to the first day of Employment. The Wage Agreement will be issued to the employee by the Payroll Office

F. Hourly Staff – Emergency

Authorization to employ support staff on an emergency basis is available for a period not to exceed 12 months. If an emergency exists, no interviews are required. A Wage Authorization Form will be completed by the supervisor and sent to the Payroll Office 10 days prior to the requested first day of employment. The Wage Agreement will be issued to the employee by the Payroll Office. During peak workload periods for registration, an emergency period will may exist.

G. Community Education Instructor

The Vice President of Workforce Development will contract for instructional services in the community education non-credit area. The instructor's fee may be based on actual enrollment and cannot exceed 70% of the net revenue realized on a project-by-project basis.

H. Federal Work-Study Program

The selection and placement of students selected for work-study employment involves the awarding of financial aid and will be administered by the Financial Aid Office.

III. INTERVIEW SELECTION RECORDS

A. Applicant File Pool

The Human Resource Office maintains all applications except adjunct faculty applications. Applicant files will be destroyed in accordance to The Library of Virginia Records Disposition Schedules.

B. Applications for an Announcement Vacancy

To be considered an official applicant, all applications for an announced vacancy must include an official state application for employment form. The form must be signed prior to the employment offer to be considered "official." In addition to the official application form, faculty applications must include transcripts, cover letter, three letters of reference and a current résumé.

C. Census Date

Certification of the receipt of an application includes the official date stamping by the Human Resource Office or other College Office. Those applications received by other College Offices will be immediately forwarded to the Human Resource Office. The official post office date stamp located on the envelope

will not be a considered. All applications received after the official cut-off or closing date and time will not be accepted.

D. Applicant Pool

All bona fide applications will be received in the Human Resource office. The pool file will be issued to the individual charged with conducting the search.

E. EEO Data

All EEO data such as race, sex, age and other information will be removed from the application and recorded by the Human Resource Office prior to releasing the pool file.

F. Notification of Applicants

The Human Resource Office will be responsible for notifying applicants of the final selection or College action not to accept all applicants. Under normal conditions, all positions will have notification letters issued.

IV. INTERNAL CONTROL

Policy 457 (Internal Control) contains policies and procedures for conducting risk assessments for this policy and procedure. This policy includes procedures for maintaining an effective internal control environment.

GUIDELINES FOR PDCCC SEARCH COMMITTEES FOR FACULTY (ADMINISTRATIVE AND TEACHING) POSITIONS

TASK	PERSON(S) RESPONSIBLE	REQUIRED DOCUMENTATION	TIMEFRAME
<p>Determine membership of the search committee.</p> <p>Membership of the search committee should include a minimum of five (5) individuals. Full-time faculty and staff should make up the majority of the committee. These individuals should be selected by the VP of Instruction to represent a broad spectrum of the various divisions/constituencies of the College. This generally would encompass representation from each of the following categories: the two academic areas (Occupational/Technical studies; Transfer studies), classified staff, administration, minorities, and students. A search committee may include representation from other agencies, if deemed appropriate by the nature of the position and approved by the President. An example would be a position that encompasses a partnership between the College and the regional high schools, i.e., Upward Bound coordinator.</p>	<p>Supervisor in consultation with the VP of Instruction & Student Services or the President</p>	<p>List of search committee members/titles submitted to Human Resource Office.</p>	<p>Prior to calling the first meeting of the search committee.</p>
<p>Call the organizational meeting of the search committee.</p> <p>The purpose of the organizational meeting of the search committee will be for the President (or his/her designee), the Human Resource Manager/ AA/EEO Officer to provide the charge to the committee and inform the committee of its duties and responsibilities. In addition, the committee will select officers including a chair, vice chair, and recorder. The organizational meeting may be held prior to the closing date but no application packets will be reviewed until after the closing date.</p> <p>Specific roles/responsibilities for the organizational meeting:</p> <ul style="list-style-type: none"> ▪ The Human Resource Manager will provide the committee with copies of the Official Job Announcement and the Application Screening Worksheet and discuss issues related to Commonwealth of Virginia hiring regulations. ▪ The AA/EEO Officer will instruct the committee in conducting the search process according to current AA/EEO regulations and provide copies of interview guidelines. ▪ The supervisor will chair the committee meeting to the point when the committee selects its chair. ▪ The committee chair will take charge of the meeting and the process upon selection. The chair will serve as liaison between the supervisor, the Human Resource Manager, the AA/EEO Officer, the appropriate Vice President, and the President. 	<p>Supervisor</p>	<p><i>Official Job Announcement, Application Screening Worksheet, Search Committee Guidelines – AA/EEO, and other relevant information provided to Search Committee.</i></p>	<p>At the organizational meeting of the search committee.</p>
<p>Conduct initial screening of applicants.</p> <p>The initial screening of applications will be used to determine the pool of applicants for interview and <u>must be based on the advertised qualifications</u>. The search committee will rate the applicants using agreed upon selection criteria and screening procedures. Written comments reflecting the judgment of each committee member should be made for every candidate.</p>	<p>Search Committee</p>	<p>Copy of committee’s selection criteria matrix submitted to Human Resource Office.</p> <p>Results of the initial</p>	<p>Prior to initial review of the applications.</p>

<p>This will enable the committee members to determine which candidates are to be interviewed and will provide a consistent record if it becomes necessary to return to the applicant pool at a later date. Applicants who do not have complete applications or who do not meet the basic job criteria should be notified by letter as soon as possible.</p> <p>Once a viable applicant pool for interviews has been determined (generally three to five candidates), the committee should record the results of the initial screening/review process on the <i>Application Screening Worksheet</i>. The application packets and the Application Screening Worksheet should be forwarded to the AA/EEO Officer for review (by the AA/EEO Officer, the supervisor, the Vice President of Instruction and Student Services, and the President) prior to arranging for the applicant interviews. The <i>Application Screening Worksheet</i> serves as the official documentation of the results of the initial screening/review process.</p> <p>The Committee should must also develop a group of core interview questions to be asked during the interview process of all candidates based solely on job related criteria.</p> <p>Specific roles/responsibilities for the committee members include the following:</p> <ul style="list-style-type: none"> ▪ The committee chair will call all meetings and serve as official liaison with the supervisor and others involved in the hiring process. ▪ The committee vice chair will be available to assist the chair and serve in the capacity of chair should the need arise. ▪ The committee recorder will keep accurate records of all meetings and decisions. ▪ All committee members will maintain professionalism and strict confidentiality in the search process. Inappropriate communication about the search process should be strictly avoided. Committee members should not talk about candidates or the search process to other people or to other committee members outside of committee meetings. Committee members should adhere to all AA/EEO guidelines and should consult with the AA/EEO Officer should questions arise. 		<p>screening/ review process recorded on <i>Application Screening Worksheet</i> submitted to AA/EEO Officer.</p> <p>Interview questions submitted to Human Resource Office.</p>	<p>Prior to scheduling interviews.</p> <p>Prior to conducting interviews.</p>
<p>Arrange interview appointments with selected applicants.</p> <p>It is the responsibility of the committee chair or his/her designee to contact the selected candidates to arrange interview appointments. This includes the following steps:</p> <ul style="list-style-type: none"> ▪ Provide necessary information to the candidates regarding travel arrangements and reimbursement policies and procedures. In consultation with the appropriate Business Office Liaison, make any lodging reservations and/or meal arrangements necessary for the candidates. ▪ Develop interview schedules for all candidates, ensuring consistent treatment for each candidate. The interview schedule generally will consist of the following sessions: <ul style="list-style-type: none"> ✓ Interview with Search Committee including a 15 minute teaching demonstration for all teaching position candidates (one hour). The teaching demonstration should be immediately before the open forum to encourage attendance. Allow approximately 	<p>Committee chair or his/her designee</p>	<p>Itinerary for selected candidates submitted to Human Resource Office.</p> <p>Travel paperwork for candidates submitted to business office.</p>	<p>Prior to conducting interviews.</p> <p>Upon completion of candidate's interview.</p>

<p>30 minutes additional for candidate to complete writing sample (if applicable). Note: The supervisor should not be present during the search committee's question and answer session, but may be present during the teaching demonstration, but may not ask questions.</p> <ul style="list-style-type: none"> ✓ Open Interview (Forum) Session(s) for interested college personnel (one hour total). Open Forum should be scheduled immediately after the teaching presentation to encourage attendance. Note: The supervisor may attend open interview session(s), but may not ask questions. ✓ Private Interview Session with Supervisor (30 minutes) Note: Supervisors should ask the same questions of all candidates in the private interview session ✓ Private Interview Sessions with President and Vice Presidents (15 minutes each) ✓ (Optional) Interview Session with appropriate division/department staff ✓ Campus Tour ✓ Meal - if the interview itinerary encompasses a meal time <p>▪ Provide a campus host for each candidate to conduct the campus tour and ensure that the candidate is escorted to the various interview sessions. The campus host may also serve as the host for a meal and community tour if a committee member is not available during that time.</p>			
<p>Conduct interviews with selected applicants.</p> <p>It is the responsibility of the search committee to conduct a formal interview with each of the selected candidates. The interview process should adhere to all AA/EEO guidelines and provide for fair and equal treatment of all internal and external candidates, including availability of lodging, meals, and other amenities. The interview process generally will consist of the following components: 1) oral interview question period; and 2) teaching demonstration (required of all teaching faculty candidates).</p> <p>The committee should provide the same orientation and informational items to each individual interviewed. The committee should ask all candidates the same core interview questions with the opportunity for follow-up questions by members of the committee. The teaching demonstration should be conducted under the same circumstances for each candidate using the same question(s) or scenario(s) for each candidate.</p>	<p>Search Committee</p>	<p>Results of interview process recorded on <i>Interview Selection Form</i> submitted to Human Resource Office.</p> <p>Summary <u>or</u> copy of notes of interview responses submitted to Human Resource Office.</p>	<p>Upon completion of interview process and committee selection of final candidates for recommendation.</p>
<p>Make recommendations regarding selected final candidates.*</p> <p>After the candidates have been interviewed, three (3) finalists normally should be selected. The candidates should be ranked and the names sent to the supervisor. Each candidate ranked should be a viable candidate for hire. The committee chair should vote only to break a tie. The names should not be</p>	<p>Committee Chair</p>	<p>Recommendations submitted to the supervisor</p> <p>Reference checks submitted to the supervisor.</p>	<p>Upon completion of interview process and committee selection of final candidates for recommendation.</p>

<p>forwarded until all necessary references have been contacted by the committee chair.</p> <p>*The search committee chair will forward all documentation for review to the AA/EEO Officer/Human Resources Manager prior to submitting the committee's recommendation to the supervisor.</p>			
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Appendix J

Faculty Evaluation Plan



Full-time Teaching Faculty
Development and Evaluation System

Paul D. Camp Community College Plan

Based on the VCCS Model
for the Small College Environment
September 13, 2013

Summary of Differences with the Model

This plan is based on the Full-time Teaching faculty Development and Evaluation System plan developed as a model for the Colleges of the Virginia Community College System (VCCS). The following are the differences between the PDCCC plan and the VCCS Model Plan.

- Minor editing to refer to this as the Paul D. Camp Community College Plan or the "Plan"
- Numbered page 8 (physical page 17) - The year end and year start meeting are combined if possible to wrap up the evaluation for the previous year and start the cycle for the next year. This is provided in an effort to streamline routine evaluation circumstances. The meeting on the start of the year is on Numbered page 9 (physical page 18)
- Numbered page 17 (physical page 26) - Table 3 with the rewards calendar has been incorporated into the evaluation calendar of Appendix A for completeness.
- Numbered page 18 (physical page 27) - A reference to a new appendix L has been included which contains the selection committee rubrics for the Faculty Award for Professional Excellence.
- Numbered page 19/20 (physical pages 28/29) - The funding model has been revised to something more suited to the small college and the excellence that happens there over time. The goal is to fund all worthy work based on merit only, not as a comparison to other, more impressive work that happened to occur in the same year.
- Numbered page 20 (physical page 29) - Table 4 has been converted from percentages to numbers
- Numbered page 21 (physical page 30) - Appendix A calendar has the Table 3 contents incorporated into it.
- For Appendices C, D and E, the inline lists have been broken out into an instructions section and the form which is streamlined to be a narrative, qualitative form in each case.
- For Appendix F, the current survey delivered for the college by IOTA has been captured and included.
- Appendix L has been added to include the rubric for committee evaluation of the reward proposals.

After a review for the initial plan was completed by the Chancellor's committee, comments were incorporated into the plan. The Paul D. Camp Community College Senate voted unanimously to accept this revision as their plan in September of 2013. Final comments from the Chancellor's review were incorporated into this final version from the Chancellor's acceptance letter of October 2013.

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PREAMBLE

The spirit and intent of the Faculty Development and Evaluation System for Virginia's Community Colleges is to provide a mechanism for investing in the professional growth, development, and performance of each faculty member. Faculty are expected to pursue high standards, challenging goals, and teaching excellence. They can expect that their dean/supervisor will provide them with guidance, support, encouragement, due recognition, and a fair assessment of their contributions to the college's mission. As a community, we honor those who have chosen to serve others, who share their passion and commitment for learning with others, and who lead the way by demonstrating their beliefs through continuous learning and improvement.

Guiding Principles

The following are Guiding Principles that are inherent in the Faculty Development and Evaluation System.

- Virginia's Community Colleges intend to foster a culture of high performance and a shared commitment to the mission of the VCCS and the Colleges.
- A commitment to excellence with a focus on student success should be evident in all that we do.
- Faculty efforts should encompass effective performance in Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.
- Faculty should take ownership of their performance and professional development as an ongoing job responsibility and as a responsibility of a member of the college community.
- Professional Development, Evaluation, and Recognition should be purposefully mutually reinforcing of each other.
- Evidence should inform evaluation and professional development decisions.
- Achievement should be recognized.
- Exemplary performance should be rewarded.
- Peer involvement and collaboration should be encouraged.
- Stakeholders who use the Faculty Development and Evaluation process should be well-trained in its purpose and use.

DEFINITIONS

Annual Performance and Professional Development Objectives (APPDO): The annual goals that are required of all teaching faculty regardless of the length of their appointments.

College Plan: A set of policies, procedures, and practices that operationalize the VCCS Faculty Development and Evaluation System at the college. The college plan must be approved by a majority of full-time, nine-month teaching faculty who vote on the question, approved by the college president, and certified by the Chancellor as embodying the philosophy, matching the high standards, adhering to VCCS policy, and addressing the technical requirements of the VCCS Faculty Development and Evaluation System.

College Citizenship: Service activities that are in support of college or VCCS initiatives and that involve a direct connection between the faculty member who engages in the specific activity and the faculty member's position at the college where the participant is not in a leadership role for the activity.

College Plan: The Paul D. Camp Community College Plan is officially titled "Full-time Teaching Faculty Development and Evaluation System: Paul D. Camp Community College Plan". It is based on the VCCS Model Plan with changes for the small college environment. It was originally set forth in May of 2013. . The initial Paul D. Camp Community College Plan approval procedure allowed all full-time faculty an opportunity to vote through the Faculty Senate work, and with a majority of those voting approving the work, that was passed on to the College President. After the President approved the Plan, it was passed on to the VCCS Chancellor for approval.

College Representation: Service activities that involve a direct connection between the faculty member who engages in the specific activity and the faculty member's position at the college.

Community Citizenship: Service activities that are indirect in which the faculty member is acting as a community resident who also happens to be a college employee.

Data Sources: Information generated and used for evaluative purposes from Student, Self, Supervisor, and Peers (per college policy).

De Minimis: A non-monetary small gift or token of appreciation—such rewards are not taxable under IRS regulation due to their small or minimal nature.

Development: Structured or formal learning experiences designed to help the individual perform better or learn new knowledge and skills.

Domains (or Performance Domains): Teaching, Service, Scholarly and Creative Engagement, and Institutional Responsibility.

Evaluation: The periodic assessment of performance that is facilitated by the dean/supervisor.

Evaluation Cycle: The evaluation cycle for all teaching faculty within the VCCS is the calendar year, January to December (See *Appendices A & B*).

Faculty/Faculty Member/Full-time Faculty/Teaching Faculty: For the purposes of the Faculty Development and Evaluation System and associated Model Plan, "faculty," "faculty member," "full-time faculty," and "teaching faculty" refer to nine-month, full-time teaching faculty, except for those in the associate instructor category of employment.

Forms/Instruments/Devices: The actual documents or templates used to conduct an evaluation session, to set goals and objectives, to nominate a faculty member for an award, or otherwise to execute the development and evaluation system.

Goals: See Annual Performance and Professional Development Objectives.

Institutional Responsibility: Performing assigned or presumed duties in accordance with applicable laws, policies, and procedures. This includes, but is not limited to, adherence to college and VCCS policy, collegiality, student advising, administrative duties, departmental supervision or other college community leadership duties, and additional duties as assigned. Activities that do not otherwise fit into Teaching, Scholarly and Creative Engagement, or Service, but which are job related, should be counted in the Institutional Responsibility domain.

Policy: VCCS Policy 3.6 which provides the principles and guidelines that outline the development and evaluation system.

Recognition: A non-monetary or *de minimis* award such as certificates or preferred parking spaces for a semester.

Reward: Significant annual monetary awards—bonus, percentage pay increase, or professional development stipend—that are available on a competitive basis to a limited percentage of faculty each year.

Scholarly and Creative Engagement: Publications, research, artistic, intellectual, or other presentation and sharing activities that are specifically associated with the faculty member’s formally recognized area of expertise.

Service: The quality participation and commitment to students, college and/or community organizations (See: college representation, college citizenship, and community citizenship).

Teaching: Creating a learning environment that facilitates students’ acquisition of knowledge and skills in a subject (i.e. instructional design, instructional delivery, instructional effectiveness, and instructional expertise).

Weighting: The determination of how each performance domain is valued in relation to other factors.

OVERVIEW OF THE FULL-TIME FACULTY¹ DEVELOPMENT AND EVALUATION SYSTEM

Mission

One of the ten “Big Ideas” put forward by the VCCS Reengineering Task Force is to “Foster a Culture of High Performance,” in part by developing “systems that fully utilize the talent and potential of our people.” To create an environment for teaching faculty which promotes high performance and continuous improvement resulting in world class faculty and increased student success, the VCCS has designed and adopted the following Full-time Teaching Faculty Development and Evaluation system.

Faculty Development and Evaluation System Summary

The new Faculty Evaluation System includes three components (Evaluation, Annual Performance and Professional Development Objectives, and Reward and Recognition), each of which focuses on four domains of full-time teaching faculty activity: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

- 1) **Evaluation:** The Full-time Teaching Faculty Development and Evaluation System improves upon previous practice by compressing five evaluation ratings into two (Meets Expectations/Does Not Meet Expectations) with an emphasis on high performance and continuous improvement in each of the four domains of faculty activity.
- 2) **Annual Performance and Professional Development Objectives:** Each faculty member will create three to five annual objectives for continuous professional improvement that are aligned with one or more of the four domains of faculty activity. These objectives will be developed in consultation with and approved by the dean/supervisor.
- 3) **Reward and Recognition:** Each college shall devise a plan to provide reward and recognition of outstanding service for faculty members whose performance exemplifies the highest standards of educational excellence in one or more of the four domains of faculty activity. Faculty members who receive evaluations of “Meets Expectations” are eligible to participate in the Reward and Recognition System.

¹ The new Faculty Development and Evaluation System and associated Model Plan apply only to nine-month, full-time teaching faculty, exclusive of those in the associate instructor category of employment. Faculty in other categories of employment are covered by evaluation systems appropriate to their roles.

INTRODUCTION TO THE PAUL D. CAMP COMMUNITY COLLEGE PLAN

The VCCS Full-time Teaching Faculty Development and Evaluation Model Plan represents the highest aspirations of the VCCS faculty evaluation system and integrates expert opinion from award-winning VCCS faculty and other internal and external experts on teaching and faculty evaluation. Colleges may adopt the Model Plan, adapt it to their local needs, or develop their own evaluation plans that conform to the philosophy, policy, and technical requirements of the VCCS Faculty Development and Evaluation System. The Paul D. Camp Community College Plan attempts to retain the substance of the model plan with adjustments for the small college situation.

Implementation

The VCCS Model Plan will take effect in the Fall 2013 semester for faculty hired to teach full-time in that semester unless the college creates an evaluation plan that is certified by the Chancellor prior to August 16, 2013. The Model Plan will take effect in the calendar year beginning January 2014 for all other faculty covered by the Model Plan. Colleges which do not create a development and evaluation plan for teaching faculty members that is certified by the Chancellor by October 31, 2013 will default to this VCCS Model Plan. All colleges will follow a calendar year cycle for evaluating faculty (see *Appendices A & B*). With its acceptance by the Chancellor, the Paul D. Camp Community College Plan will be implemented according to the transition plan in Appendix B.

Review Process

At least once every two years, the Paul D. Camp Community College Plan shall be reviewed. The review process shall provide the opportunity for involvement of all full-time teaching faculty. Recommendations for change shall be approved by a majority of the faculty who participate in the vote, either in person or by absentee ballot, and shall be submitted to the president for approval. If the recommended changes are not approved, the president must submit recommended modifications for further consideration and re-submission. The new plan must also be certified by the Chancellor as adhering to the philosophy, policy, and technical requirements of the VCCS Faculty Development and Evaluation System. The college's existing plan will remain in effect unless or until a revised plan is approved by a majority vote of the faculty, approved by the college president, and certified by the Chancellor. The initial Paul D. Camp Community College Plan approval procedure allowed all full-time faculty an opportunity to vote through the Faculty Senate work, and with a majority of those voting approving the work, that was passed on to the College President. After the President approved the Plan, it was passed on to the VCCS Chancellor for approval.

The VCCS System Office will initiate a system-level review process for the Model Plan at least once in the two years after first implementation and periodically thereafter when deemed necessary or appropriate by the Chancellor or the Chancellor's designees.

EVALUATION SYSTEM

Evaluation Schedule

The evaluation cycles for faculty on different appointments (first-year, one-year, and multi-year) are delineated below. A calendar of annual evaluation activities can be found in *Appendix A*. In *Appendix B* a plan for transitioning colleges and faculty from the previous faculty evaluation system to the new Faculty Development and Evaluation System can be found.

- Probationary (first-year) faculty evaluation is heavily weighted toward teaching. See table 1 on page 4. Probationary faculty members will be evaluated in both the fall and spring semesters of their first one-year appointment. For probationary teaching faculty members who are in their first one-year appointment, the summative rating will be assigned each semester, the second-semester evaluation to be assigned by March 15th of their first year of employment.
- Individuals working under their second or third year appointment will receive their summative rating by March 15th for work performed during the previous calendar year (January-December).
- Faculty members (past the third year of appointment) working under a one year or multi-year appointment will receive their summative ratings by December 15th of the last year of their multi-year appointment. Multi-year evaluations will encompass all work performed during each of the calendar years (January-December) of the three- or five-year appointment.
- Multi-year faculty that revert to a one-year appointment must be notified by January 15 of any non-reappointment decisions.
- For all years, including the final year of a multi-year appointment, the faculty member will work with the dean/supervisor to develop individual Annual Performance and Professional Development Objectives.
- During the intervening years of a multi-year appointment, faculty members will be deemed to have met expectations if their previous rating was “Meets Expectations.” Therefore, they will be eligible to participate in the college Reward and Recognition plan—unless they overtly fail to maintain acceptable college standards, including satisfactory performance on Annual Performance and Professional Development Objectives, as documented by the dean/supervisor.

Evaluation Ratings

Teaching faculty members will receive a summative evaluation rating of either “Meets Expectations” or “Does Not Meet Expectations” at the conclusion of the evaluation cycle appropriate to their appointment term as described in the Evaluation Schedule above and in *Appendix A*.

Evaluation Domains and Weights

In order to receive a summative evaluative rating of “Meets Expectations,” each teaching faculty member is expected to demonstrate mastery of a significant majority of the individual criteria and satisfactory progress toward mastery of those criteria where improvement is needed for each of the four evaluation domains listed in Tables 1 and 1.1. While percentages are given in Table 1 for the weighting of each of the four domains, the Plan uses a holistic, qualitative approach to evaluation. Therefore, the weights express the relative importance of each domain; they do not represent a numerical approach to evaluation.

Table 1

Domain weightings based on faculty member's appointment

DOMAIN	1st YEAR Faculty	2nd or 3rd-Year Faculty	Multi-Year Faculty
Teaching	70%	60%	50%
Scholarly and Creative Engagement	10%	15%	20%
Service	10%	10%	10%
Institutional Responsibility	10%	15%	20%

Table 1.1

Domain definitions used for establishing college standard criteria.

DOMAIN	DEFINITION
Teaching	Creating a learning environment that facilitates students' acquisition of knowledge and skills in a subject (i.e. instructional design, instructional delivery, instructional effectiveness, and instructional expertise).
Scholarly and Creative Engagement	Activities specifically associated with the faculty member's formally recognized area of expertise.
Service	Quality participation and commitment to students, college and/or community organizations. Participation in these activities is not done for extra compensation, but is an expectation of one's activities as a professional educator. Service activities are divided into three categories: 1) College Representation: Service activities that involve a <u>direct</u> connection between the faculty member who engages in the specific activity and his/her position at the college. 2) College Citizenship: Service activities that are in support of college or VCCS initiatives in which the participant is not in a leadership role for the activity. 3) Community Citizenship: Service activities that are <u>indirect</u> in which the employee is acting as a community resident who also happens to be a college employee.
Institutional Responsibility	Performing assigned or presumed duties according to one's role at the college. These activities support and advance both the mission of the VCCS and the college to enhance the effective functioning of the college—including the business processes (i.e. advising students, adherence to college and VCCS policy, collegiality, administrative duties, departmental supervision or assigned college community leadership duties, additional duties as assigned). If an activity does not otherwise fit into Teaching, Scholarly and Creative Engagement, or Service, and the activity is job related, then it should be counted in the Institutional Responsibility domain.

Criteria for Achieving the “Meets Expectations” Standard for Each Domain Component

The criteria used for determining the rating of “Meets Expectations” for each domain component are included in the Faculty Evaluation Forms: *Appendix C* (Probationary First-Year Appointment), *Appendix D* (One/Three Year Appointment), and *Appendix E* (Five-Year Appointment).

Data Sources

The three required data source categories of self-evaluation, student ratings, and supervisor evaluation will be utilized to contribute to the summative rating for each domain as shown in Table 2. The burden of providing documentation to support a summative rating of “Meets Expectations” rests on the faculty member. The dean/supervisor will utilize all available data and evidence to prepare a narrative report that supports the assignment of each individual domain rating used in the determination of the summative rating of “Meets Expectations” or “Does Not Meet Expectations.”

Table 2

Required data sources that contribute to domain summative ratings

DOMAIN	DATA SOURCE
Teaching	Self-Evaluation
	Student Ratings
	Supervisor Evaluation
Scholarly and Creative Engagement	Self-Evaluation
	Supervisor Evaluation
Service	Self-Evaluation
	Supervisor Evaluation
Institutional Responsibility	Self-Evaluation
	Supervisor Evaluation

Self-evaluation. Faculty members shall prepare and submit a written report that includes a personal assessment of their performance in each of the required domain categories from Table 1 (including student outcomes and/or written statements provided to the faculty member that are pertinent to the faculty member’s teaching self-rating). This report should align with the expectations detailed in the Faculty Evaluation Form (*Appendix C, D, or E*, as appropriate to the faculty member’s appointment status) and should also include

- A professional and college activities report that is detailed enough to support the self-assignment of individual ratings of either “Meets Expectations” or “Does Not Meet Expectations” for each of the four domains (Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service)

- A review of goals met/unmet from each Annual Performance and Professional Development Objective (see the Plan section of this name) pertinent to the current evaluation cycle (i.e. since the last full evaluation process)
- Any other factors as appropriate (e.g. reassigned time, temporary duties, or additional administrative or professional duties).

Student ratings. Student Survey of Instruction responses from students for all courses taught by the faculty member each semester (*Appendix F*) will be summarized by the dean/supervisor in a report, with attachments as necessary to support the report. When available and pertinent to the faculty member's performance, written statements from students provided to the faculty member and/or the dean/supervisor should also be included in the faculty member's self-evaluation and/or the supervisor's evaluation as appropriate.

Supervisor evaluation. The dean/supervisor will use available evidence from the faculty member's self-evaluation, student data, and the supervisor's own assessment of the faculty member's performance to evaluate each individual domain on the appropriate Faculty Evaluation Form (*Appendix C, D, or E*, as appropriate to the faculty member's appointment status). In addition to the data sources detailed above, the supervisor will also incorporate the following information:

- An assessment of the faculty member's progress in meeting goals set in the Annual Performance and Professional Development Objectives (see the Plan section of this name) pertinent to the current evaluation cycle (i.e. since the last full evaluation process).
- A brief report that is detailed enough to support the ratings of either "Meets Expectations" or "Does Not Meet Expectations" for each of the four domains (Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service). This can reference the faculty self-evaluation.
- An evaluation includes all aspects of the teaching faculty job description as well as temporary assigned administrative/professional duties, whether or not release time was granted.
- Notes from class observations, periodic meetings, and/or other evidence of the faculty member's classroom performance (other than Student Survey of Instruction responses). Supervisors will conduct class observations (and complete a Class Observation Assessment Form, *Appendix G*) with the following minimum frequency:
 - Each semester for faculty under a one-semester or under a probationary, first-year appointment
 - Once per year for faculty under any other one-year (non-probationary) appointment
 - Once within the final three (3) semesters of a multi-year appointment.
- An independent assessment of the faculty member's adherence to college policies.

Supervisor's Summative Evaluation Rating

The dean/supervisor will determine each faculty member's summative rating of "Meets Expectations" or "Does Not Meet Expectations" utilizing a preponderance of evidence from all of the above data sources. In order to receive a summative evaluative rating of "Meets Expectations," each teaching faculty member is expected to demonstrate mastery of a significant majority of the individual criteria and satisfactory progress toward mastery of those criteria where improvement is needed for

each of the four evaluation domains. The faculty member must achieve a “Meets Expectations” rating in each of the four domains to receive a summative rating of “Meets Expectations.”

The Faculty—Supervisor Evaluation Conference

Following completion of the summative evaluation process, the dean/supervisor will schedule a meeting with each faculty member to discuss the summative rating and the implications for continued employment as specified in VCCS Policy 3.6.

- Evaluation summary meetings for one-year appointment faculty members will be scheduled in advance of the March 15th deadline for non-reappointment.
- For faculty members who were given a one-year appointment following one or more multi-year appointments, the meeting deadline must be in advance of the January 15th non-reappointment deadline.

Implications for “Meets/Does Not Meet Expectations” Summative Ratings

A Faculty members who “Meet Expectations” will receive a new or continued appointment and will work with the dean/supervisor to develop Annual Performance and Professional Development Objectives (see the Plan section of this name) for the next year. The Annual Performance and Professional Development Objectives will include specific projects, goals, and anticipated outcomes/deliverables within one or more of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

Faculty members who meet all of the other eligibility requirements of VCCS Policy 3.7 must receive a “Meets Expectations” rating to be considered for promotion.

Faculty members who achieve a “Meets Expectations” rating are also eligible to participate in the college’s Reward and Recognition Plan (see the Plan section of this name). However, probationary faculty members in a one-semester or first one-year appointment are only eligible to participate in the recognition program—they are not eligible to receive a reward.

Depending on a faculty member’s appointment status, a rating of “Does Not Meet Expectations” has differing implications as detailed in VCCS Policy 3.6.

- First-year faculty who receive a “Does Not Meet Expectations” rating in either semester will not be reappointed for the following year; however, they may be allowed to complete their employment contract period. They may continue to teach or be reassigned at the discretion of the president for the spring semester but must be notified by March 15th that they will not be reappointed for the following academic year.
- Second and third-year faculty who receive a “Does Not Meet Expectations” rating will not be reappointed for the following year and must be notified of that fact by March 15th.
- Multi-year faculty who receive a “Does Not Meet Expectations” rating will have their evaluation documents further reviewed by the Ad Hoc Appointment Advisory Committee, consistent with VCCS policy 3.4.0.4. The president will consider the input of the dean/supervisor, the input of the supervising vice president, and the recommendation of the Ad Hoc Appointment Advisory Committee when determining whether or not to grant a multiyear appointment.
- Multi-year faculty who have been returned to a one-year appointment subsequent to a “Does not meet expectations”, and who subsequently receive another “Does not meet expectations” rating, will have their evaluation documents further reviewed by the Ad Hoc Appointment

Advisory Committee consistent with VCCS Policy 3.4.0.4. The president will consider the input of the dean/supervisor, the input of the supervising vice president, and the recommendations of the ad Hoc Appointment Advisory Committee when determining whether or not to grant a continuing appointment.

Evaluation Appeals

Teaching faculty may appeal their evaluation through the Faculty Grievance Procedure; however, appeals reaching Level III of the Faculty Grievance Procedure must be heard by peers through an Ad Hoc Hearing Committee. Throughout the appeals process, it will be incumbent upon the dean/supervisor to provide documentary evidence for the evaluation given to the faculty member.

ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES

The Annual Performance and Professional Objectives component of the Faculty Development and Evaluation System focuses on faculty development. The goal is to provide structural and institutional support for the continuous improvement and professional growth of full-time teaching faculty. Setting objectives, conferring with the dean/supervisor, identifying resources, establishing timelines, and assessing achievement are key elements of Annual Performance and Professional Development Objectives.

Setting Annual Performance and Professional Development Objectives

At the beginning of the calendar year, each full-time teaching faculty member will meet with the dean/supervisor to establish Performance and Professional Development Objectives for the remainder of the calendar year, set a completion date for each objective, identify supporting resources needed to meet each objective, and agree upon measures for assessing achievement of the established objectives. This meeting will be combined with the one at the end of the previous academic year, if possible. This will cut down on the number of meetings for those evaluation and objectives sessions that are routine. The faculty member should formulate approximately three to five objectives in one or more of the four domains of faculty activity established by VCCS Policy: (1) Teaching, (2) Scholarly and Creative Engagement, (3) Institutional Responsibility, and (4) Service. Performance and Professional Development Objectives are to be documented on the Annual Performance and Professional Development Objectives—Faculty/Supervisor Agreement Form (*Appendix H*), which is then signed by the faculty member and the supervisor.

Performance and Professional Development Objectives should be consistent with the professional goals of the faculty member as well as the strategic goals of the faculty member's department, program, division, college, and the VCCS. Objectives may be included related to specific professional interests of the faculty member. Faculty should also include objectives which address any areas of performance in need of improvement as noted in the previous year's assessment of Annual Performance and Professional Development Objectives and/or as noted in the faculty member's most recently completed comprehensive evaluation.

Professional Development Objectives for Faculty Teaching Hybrid and Online Courses

Faculty members who teach or plan to teach hybrid and/or online classes and who have not completed TOP, IDOL, MODEL, TOTAL, Quality™ or equivalent coursework or certification in online instruction should establish a professional development objective to complete such coursework or earn such certification in the initial set of their Annual Performance and Professional Development Objectives for the calendar year which begins January 1, 2014. Faculty who begin teaching hybrid and/or online courses in subsequent years should establish a professional development objective to complete coursework or earn certification in online instruction no later than one year after beginning to teach in hybrid and/or online formats. Faculty who have already completed such coursework or certification are exempt from this requirement, although they are encouraged to set objectives on an as needed or as desired basis that contribute to continuous improvement in teaching with technology. The dean/supervisor will have final approval on what coursework or certification meets this professional development objective.

Resolving Differences between Objectives Proposed by the Faculty Member and the Supervisor

On occasion the faculty member and the dean/supervisor may identify differing priorities for the faculty member's Performance and Professional Development Objectives. The faculty member and supervisor should identify those priorities, whatever differences exist, and the reasons for those differences. They

should negotiate to resolve those differences, referring especially to the individual evaluation criteria in the domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service (*Appendices C-E*); to the assessment of the faculty member's most recent Performance and Professional Development Objectives and/or most recent performance evaluation; to the faculty member's areas of interest and/or identified need; to division, college, and/or VCCS strategic goals; and to other information that has a bearing on faculty performance and institutional priorities. The supervisor will make the final decision about which Annual Performance and Professional Development Objectives to authorize.

College Support for Annual Performance and Professional Development Objectives

The college is committed to supporting the professional growth and development of its full-time teaching faculty. Each year, as a part of its budget development process, the college will provide funding from a variety of sources, in compliance with budgetary regulations of the Commonwealth of Virginia and the Virginia Community College System, to assist faculty in the pursuit of Annual Performance and Professional Development Objectives. In particular, as a component of this funding support, the college will allocate a specified dollar amount per faculty member, within budgetary constraints, to subsidize the professional development of its faculty. These funds will be pooled and may be accessed by faculty upon request and approval in accordance with college policy and procedures.

The college, and the VCCS more broadly, also demonstrates its support for the professional growth and development of its full-time teaching faculty by providing free training opportunities, reassigned time, grant-writing assistance, sabbatical leave, educational leave, and other assistance which advances the college mission, its strategic plan, and the success of its students.

Financial or other college resources needed to accomplish a faculty member's annual objectives must be documented on the Annual Performance and Professional Development Objectives—Faculty/Supervisor Agreement Form (*Appendix H*). By signature, the faculty member and the dean/supervisor acknowledge that provision of resources thus identified is expected and that in the event this support is not available it may not be possible for the faculty member to achieve the objective.

Revision and Assessment of Annual Performance and Professional Development Objectives

Throughout the year, at the request of either party, the faculty member and dean/supervisor may meet to discuss progress toward attainment of the faculty member's objectives. In addition, within reasonable and ethical constraints of time, the faculty member's Performance and Professional Development Objectives may be renegotiated during the evaluation cycle at the request of the faculty member or supervisor. Moreover, since faculty members are encouraged to establish objectives that are challenging, ambitious, innovative, and/or long-term in nature, it is expected and acceptable that some objectives may not be achieved, in all or in part, due to changes in personal or institutional priorities, changes in faculty duties and responsibilities, availability of resources, or other circumstances which affect or impede achievement of one or more objectives. Any revisions to objectives necessitated by factors such as those described above must be documented on an updated Annual Performance and Professional Development Objectives—Faculty/Supervisor Agreement Form (*Appendix H*).

At the end of the calendar year, the faculty member and dean/supervisor will meet in conference to assess and document attainment of established Performance and Professional Development Objectives, noting objectives met, objectives not met, objectives partially met, and any circumstances or information that provides relevant context for the assessment of the objectives. This meeting will be combined with the one at the start of the next academic year, if possible. This will cut down on the number of meetings for

those evaluation and objectives sessions that are routine. Assessment findings are to be documented on the Annual Performance and Professional Development Objectives—Faculty/Supervisor Agreement Form (*Appendix H*). During this conference, the faculty member should propose Performance and Professional Development Objectives for the following calendar year. Those objectives should give due consideration to any objectives not met during the current calendar year. The supervisor has final approval over the setting of Performance and Professional Development Objectives and may set one or more specific objectives for the faculty member, particularly in circumstances where the supervisor judges that improvement is needed in one or more of the four performance domains. The supervisor’s judgment should be based upon the assessment of the faculty member’s achievement of the current year’s Performance and Professional Development Objectives and/or other documentable information available to the dean/supervisor.

First-Year Faculty Performance and Professional Development Objectives

Performance and Professional Development Objectives for newly hired faculty are pre-established for the first year of employment (*Appendix I*). At the beginning of the first semester of employment, the newly hired faculty member will meet with the dean/supervisor to review these Performance and Professional Development Objectives and the methodology for assessing the achievement of each objective. The supervisor and the faculty member may agree to modify the prescribed objectives where appropriate; however, all first-year faculty must complete the technology professional development objective by the end of their third semester of full-time teaching. Specifically, for faculty currently teaching or anticipated to teach at least one online or hybrid course: Earn certification or course credit through TOP, IDOL, MODEL, TOTAL, Quality Matters™, or other education in online instruction approved by the supervisor. Faculty that enter with one of these certifications are exempt from this requirement. For faculty anticipated to teach only on-campus courses: Earn certification or course credit approved by the supervisor in teaching with technology. Faculty that enter with extensive background in teaching with technology are exempt from this requirement.

At the end of the first semester of full-time employment, the faculty member and supervisor will meet in conference to assess and document attainment of established Performance and Professional Development Objectives, noting objectives met, objectives not met, objectives partially met, and any circumstances or information that provides relevant context for the assessment of the objectives. Assessment findings are to be documented on the Annual Performance and Professional Development Objectives—Faculty/Supervisor Agreement Form (*Appendix H*) and will serve to inform the first of two required comprehensive evaluations of the faculty member’s performance during the first year of employment. Before the second semester of full-time employment or with two weeks of the start of that semester, the faculty member and the supervisor will review the pre-established, second-semester Performance and Professional Development Objectives for first-year faculty (*Appendix I*) and reach agreement on any modifications to those objectives where appropriate.

Prior to the end of the second semester of full-time employment, the faculty member, in consultation with the supervisor, will meet to reassess and document the status of established Performance and Professional Development Objectives. These updated assessment findings are to be documented on the Annual Performance and Professional Development Objectives—Faculty/Supervisor Agreement Form (*Appendix H*) and will serve to inform the second of two required comprehensive evaluations of the faculty member’s performance during the first year of employment.

If as a result of the second-semester assessment of Performance and Professional Development Objectives and the second-semester comprehensive evaluation the faculty member “Meets Expectations,” the faculty member will establish Performance and Professional Development Objectives by following the process described in the subsection of the Plan titled “Setting Annual Performance and Professional Development Objectives.” All relevant policies and procedures covered in the Annual Performance and Professional Development Objectives section of the Plan will apply to the faculty member in proposing, consulting with the supervisor about, and assessing Performance and Professional Development Objectives.

REWARD AND RECOGNITION PLAN

Part 1—Introduction

Purpose and philosophy. The Reward and Recognition Plan is intended to honor full-time teaching faculty whose exceptional professional accomplishments, contributions, and activities support the mission of the college and the Virginia Community College System, promote a vigorous learning environment, and demonstrate extraordinary talent and potential in one or more performance domains: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

All full-time teaching faculty in the Virginia Community College System (VCCS) are expected to meet high standards of performance expectations as prescribed elsewhere in this Faculty Development and Evaluation Plan. However, for faculty who substantially exceed those expectations in one or more domains of faculty activity, the college has designed this Reward and Recognition Plan to provide meaningful and timely recognition of professional excellence.

The Reward and Recognition Program is designed to acknowledge and laud exceptional faculty accomplishments, contributions, and activities that support the mission of the college. Because such instances of professional excellence among faculty may be observed by students, adjunct faculty, full-time teaching faculty, staff, or administrators, the Reward and Recognition Plan provides opportunities for any member of the college community to nominate faculty for reward or recognition. In addition, the Reward and Recognition Plan offers sufficient flexibility to honor a variety of extraordinary accomplishments, contributions, and activities that are relevant to teaching faculty.

The Reward and Recognition Plan adheres to a culture of evidence, in the belief that a faculty member's documentary record of exceptional performance should be sufficient to establish the nature and extent of the faculty member's participation, effectiveness, and achievement for which the reward or recognition is bestowed.

Faculty Reward and Recognition Committee. At the beginning of each academic year, the president of the college will appoint members of the Faculty Reward and Recognition Committee. Full-time teaching faculty members shall constitute a majority of the membership of the committee. The committee membership will also include at least one academic dean or higher-level academic administrator, at least one Student Services representative, and at least one Human Resources representative.

The term of appointments to the Faculty Reward and Recognition Committee shall extend to the end of the academic year for which members were appointed. Members may be reappointed to multiple and/or successive terms of service on the Faculty Reward and Recognition Committee.

A faculty representative to the Faculty Reward and Recognition Committee is eligible to be nominated to receive Reward and/or Recognition awards pursuant to the Reward and Recognition Plan during the member's term of service on the committee. Committee members who are nominated for Reward or Recognition shall recuse themselves from reviewing their own applications.

The Faculty Reward and Recognition Committee will meet as necessary to properly administer the Reward and Recognition Plan.

Part 2—Faculty Recognition Program

The Faculty Recognition Program recognizes exemplary achievement by faculty. The Recognition program consists of two awards systems: The Learning Environment Awards Program and the Annual Faculty Recognition Awards Program.

Eligibility (Recognition Awards). In order to be eligible to receive an award in the Faculty Recognition Program, an individual must

- Be a member of the full-time teaching faculty
- Have received an evaluative rating of “Meets Expectations” as of the most recently completed comprehensive faculty evaluation
- Be current in the establishment and assessment of Annual Performance and Professional Development Objectives.

Each year, a faculty member may receive multiple Learning Environment Awards as well as no more than one (1) Annual Faculty Recognition Award.

Learning Environment Awards. The college is committed to providing an invigorating learning environment for its students, faculty, and staff. To this end, the college has established the Learning Environment Awards Program as a means of recognizing, on an ongoing basis, extraordinary and exemplary contributions to the learning environment by full-time teaching faculty in one or more of the following areas: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

In order to acknowledge such behaviors and contributions by full-time teaching faculty, the Learning Environment Awards Program provides continuous opportunities for fellow faculty members, administrators, staff, students, and members of the community to identify full-time teaching faculty who should be considered for a Learning Environment Award. It is expected that Learning Environment Awards will be announced throughout the year and that these awards will be more numerous than the Annual Recognition Awards or the awards in the Reward program. These awards may be for innovative teaching techniques, quality work on a project or with an event, promoting teaching and learning, recognition for a presentation, and anything else that promotes the mission of the College and helps create a great learning and working situation for the College and especially for students. Receiving a Learning Environment Award in an area does not disallow that item to also be considered for other faculty awards with appropriate nomination and documentation.

Nomination Process (Learning Environment Awards). Those who wish to recommend a faculty member for a Learning Environment Award may do so at any time by submitting a completed Learning Environment Award Form (*Appendix J*) to the Faculty Reward and Recognition Committee.

The Learning Environment Award Form (*Appendix J*) includes the name of the faculty member recommended for the award, the teaching discipline or academic school with which the faculty member is associated, a brief description of the behavior or contribution being recognized, the approximate date(s) that the behavior or contribution was observed, the name of the individual submitting the form, and the date of submission.

Review and Selection (Learning Environment Awards). The Faculty Reward and Recognition Committee will review nominations for Learning Environment Awards in a timely manner, determine if the activity or contribution described is consistent with the intent and standards of the Learning Environment Awards Program, and notify nominees if they are to receive a Learning Environment

Award. The committee shall also make award recipients aware of any further steps necessary to take delivery of the award.

Annual Faculty Recognition Awards. Each year, the college presents a series of Faculty Recognition Awards to full-time teaching faculty who have been nominated and selected for exemplary achievements, contributions, or activities in the areas of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and/or Service. Each Faculty Recognition Award is associated with a specific area of faculty responsibility as indicated by the title of the award and the criteria for selection of recipients.

The Faculty Teaching Effectiveness Award. Awarded to a member of the full-time teaching faculty whose performance in the classroom or other instructional environment best exemplifies effectiveness in promoting student achievement, including

- Conducting extraordinary or innovative learning activities to the benefit of students
- Designing instructional materials to improve student learning
- Developing delivery modalities that expand student access
- Demonstrating exceptional achievement of student learning outcomes.

The Faculty Scholarly and Creative Engagement Award. Awarded to a member of the full-time teaching faculty who has achieved a significant academic scholarly accomplishment through research, publishing and/or professional presentations, grant activity, or creative works, including

- Research in the teaching discipline, instructional pedagogy, or instructional technology
- Publication in newspapers, magazines, scholarly journals, or other recognized media
- Receipt of a major grant or significant contribution to grant development or review
- Production or public exposition of creative works in visual arts, performing arts, musical arts, literary arts, or other fine arts
- Presentation and/or major speech at professional organizations or events
- Honors, awards, or recognition from professional organizations.

The Faculty Institutional Responsibility Award. Awarded to a member of the full-time teaching faculty who has achieved a major accomplishment of significant or world-class quality that furthers the college's achievement of its strategic priorities, including

- Providing leadership for a major strategic initiative
- Chairing a committee or task force that leads to a significant improvement in student success, business processes, or instructional quality
- Singly or jointly achieving a major accomplishment of significant or world-class quality that supports the college's strategic plan or the strategic goals of the VCCS.

The Faculty Community Impact Award. Awarded to a member of the full-time teaching faculty who has greatly impacted the college's image through community service and/or involvement, including

- Involvement in a community event such as charity fund raisers, events to foster diversity awareness, or other events designed to benefit the local community
- Volunteerism at a local community agency, school, or church
- Service on the board of a local community service agency.

The Faculty Diversity Awareness, Inclusivity, & Multicultural Enrichment Award. Awarded to a member of the full-time teaching faculty who demonstrates a high level of enthusiasm and commitment to helping the college celebrate the richness of different cultures and diversity, including

- Conducting activities or events that are designed to enhance diversity awareness, foster inclusivity, and celebrate multiculturalism at the college
- Developing and employing innovative teaching strategies that promote an inclusive learning environment
- Challenging and motivating others to be respectful of diverse cultures, to remove barriers to inclusion, and to foster an atmosphere of acceptance and support in the classroom and throughout the college.

The Faculty Leadership Award. Awarded annually to a member of the full-time teaching faculty who demonstrates leadership and commitment to the college, including:

- Leadership and commitment to a strategic initiative
- Leadership and commitment to a special project
- Leadership and commitment to an organization unit
- Leadership and commitment to a college committee.

Nomination Process (Annual Faculty Recognition Awards). On or about March 1 of each year, the Faculty Reward and Recognition Committee will solicit formal nominations for each of the Annual Faculty Recognition Awards. A faculty member may be self-nominated for an Annual Faculty Recognition Award, or may be nominated by an immediate supervisor, by a faculty colleague at the college, by an administrator at the college, by any other college employee, by a student or group of students, or by a member of the community.

Those who wish to nominate a faculty member for an Annual Faculty Recognition Award may do so at any time by completing and submitting the Annual Faculty Recognition Award Nomination Form (*Appendix J*) corresponding to the specific award for which the nominee is being recommended. The completed form shall be submitted to the Faculty Reward and Recognition Committee.

Each Faculty Recognition Award Nomination Form includes the name of the faculty member who is being nominated, the teaching discipline or academic school with which the faculty member is associated, a brief summary of the rationale for the nomination, the name of and contact information for the individual submitting the nomination, and the date of submission.

Review and Selection (Annual Recognition Awards). By May 1, the committee will complete its review and evaluation of all nominations and will select those nominees, subject to the approval of the president, who are to receive a Faculty Recognition Award. Recipients of Annual Faculty Recognition Awards are recognized at the year-end Employee Recognition and Awards Ceremony.

The nature and value of Annual Faculty Recognition Awards may vary and are to be determined by the Faculty Reward and Recognition Committee. In general, however, recipients of an Annual Faculty Recognition Award receive a certificate of recognition, recognition in the college newsletter and on the college Web site, a commemorative keepsake, and a certificate that allows the faculty member to receive a specific item of personal property that is minimal in value.

Number, Nature, and Value of Recognition Awards. The number, nature, and value of faculty recognition awards will vary and are to be determined by the Faculty Reward and Recognition

Committee. In general, however, faculty recognition awards should be more frequent and numerous than awards distributed through the Faculty Reward Program. Recognition awards are to be of non-monetary or *de minimis* value. The Committee may choose to offer Annual Faculty Recognition Awards whose nature and/or value are not considered *de minimis*. Cash or cash equivalent items provided by the employer are never excludable from income. Gift certificates that are redeemable for general merchandise or have a cash equivalent value are not *de minimis* benefits and are taxable. The Faculty Reward and Recognition Committee should give due consideration to the potential for tax implications associated with certain types of awards. Recipients of faculty recognition awards are responsible for any tax liabilities associated with acceptance of these awards. Specific information regarding *de minimis* benefits can be found at: <http://www.irs.gov/Government-Entities/Federal,-State-&-Local-Governments/De-Minimis-Fringe-Benefits>.

Part 3—Faculty Reward Program

The college's Faculty Reward Program consists of the annual Faculty Awards for Professional Excellence which are awarded each year to those faculty members who substantially and demonstrably exceed performance expectations in one or more of the following areas: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, or Service. In order to be considered for a Faculty Award for Professional Excellence, an eligible faculty member must be nominated for the award and must submit the necessary documentation to support that nomination, in accordance with the guidelines prescribed below. In order to receive a Faculty Award for Professional Excellence, an eligible faculty member who has been nominated and for whom the necessary supporting documentation has been provided must be selected by the Faculty Reward and Recognition Committee to receive the award.

Eligibility (Faculty Award for Professional Excellence). In order to be eligible to receive a Faculty Award for Professional Excellence, an individual must

- Be a member of the full-time teaching faculty who is not in the first year of full-time employment as full-time teaching faculty at the college
- Have received an evaluative rating of "Meets Expectations" as of the most recently completed comprehensive faculty evaluation;
- Be current in the establishment and assessment of Annual Performance and Professional Development Objectives.

A faculty member may receive no more than one (1) Faculty Award for Professional Excellence per fiscal year.

Nomination Process (Faculty Award for Professional Excellence). An eligible faculty member may be self-nominated for a Faculty Award for Professional Excellence, or may be nominated by the immediate supervisor, by a full-time teaching faculty colleague at the college, or by any full-time professional or administrative faculty member at the college.

Nominations are to be made by submitting the completed Faculty Award for Professional Excellence Nomination Form (*Appendix J*) to the Office of Human Resources by March 15 each year (Table 3). The Faculty Award for Professional Excellence Nomination Form includes the name of the faculty member who is being nominated; the teaching discipline or academic school with which the faculty member is associated; a brief description of the extraordinary accomplishment, contribution, or

activity for which the faculty member is being nominated; the name and signature of the individual submitting the form; the position held by the individual submitting the form; and the date of submission. Table 3 is also incorporated into Appendix A to make the yearly calendar complete.

Upon receipt of a completed Faculty Award for Professional Excellence Nomination Form, the Office of Human Resources will notify the nominee and provide guidance to the nominee regarding the required supporting documentation and submission deadlines.

Table 3

Faculty Award for Professional Excellence Timeline

March 15	Nominations for Faculty Award for Professional Excellence due to the Office of Human Resources. Application portfolios in support of nominations may be submitted after this date but must be received prior to March 31.
March 31	Nominations and application portfolios forwarded from the Office of Human Resources to the Faculty Reward and Recognition Committee.
May 1	Recipients of Faculty Awards for Professional Excellence selected by Faculty Reward and Recognition Committee.
May 15	Faculty Awards for Professional Excellence presented.

The Application Portfolio (Faculty Award for Professional Excellence). The Faculty Award for Professional Excellence is presented to full-time teaching faculty who are able to demonstrate exceptional performance in one or more areas of faculty endeavor: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, or Service. Nominees must submit an application portfolio that includes a completed Faculty Award for Professional Excellence application form (*Appendix K*) which provides a summary of the accomplishment, contribution, or activity for which they were nominated and also includes supporting documentation of exceptional performance. Evidence provided in the application portfolio should be sufficient to establish that the accomplishment, contribution, or activity was innovative or otherwise distinctive, impactful, and supportive of the college’s mission, vision, and values.

An application portfolio to support exceptional performance in the area of Teaching should contain clear and compelling evidence of extraordinary accomplishment in (1) instructional methodology, (2) student achievement and success, (3) student engagement, (4) learning outcomes assessment, (5) innovative use of instructional technology, and/or (6) offering a course in a new delivery modality (e.g. online).

An application portfolio to support exceptional performance in the area of Scholarly and Creative Engagement should contain clear and compelling evidence of extraordinary accomplishment in (1) continuing education, academic coursework, or degree attainment, (2) publications, presentations, or creative works, (3) activity in professional organizations, (4) scholarly research, and/or (5) grant activity.

An application portfolio to support exceptional performance in the area of Institutional Responsibility should contain clear and compelling evidence of extraordinary accomplishment in (1)

special projects, (2) student advising, (3) administrative responsibilities, (4) leadership in one's academic discipline, department, or division, and/or (5) other non-teaching duties.

An application portfolio to support exceptional performance in the area of Service should contain clear and compelling evidence of extraordinary accomplishment in (1) service to the institution, (2) service to the community, and/or (3) service to the profession.

The application portfolio, including the narrative summary and all supporting documentation should be complete, yet concise. As a guideline, the application portfolio should not exceed ten (10) one-sided pages in length. The application portfolio must be submitted to the Office of Human Resources by the prescribed deadline.

Review and Selection (Faculty Award for Professional Excellence). The Office of Human Resources will forward all nominations for the Faculty Award for Professional Excellence, along with the corresponding application portfolios, to the Faculty Reward and Recognition Committee by no later than March 31 each year. All nominations and portfolios will be reviewed and evaluated by the committee in accordance a rubric specifically designed for this purpose. The rubric forms are found in Appendix L. The committee will not review application portfolios that are incomplete or that do not conform to prescribed guidelines. Incomplete or non-conforming application portfolios may be returned to the nominee by the Office of Human Resources or by the Faculty Reward and Recognition Committee, but will be considered by the committee only if corrected, resubmitted, and received by the committee by the March 31 deadline (Table 3).

By May 1, the Faculty Reward and Recognition Committee will select those nominees, subject to the approval of the president, who are to receive a Faculty Award for Professional Excellence and will coordinate communications with the Office of Human Resources and other units of the college, as needed, for the purpose of notifying recipients and bestowing the awards.

Nature and Value of Faculty Awards for Professional Excellence. The nature and value of Faculty Awards for Professional Excellence may vary from year to year and are to be determined by the Faculty Reward and Recognition Committee. In general, however, the Faculty Award for Professional Excellence is to be of significant monetary value and is expected to be offered in the form of a bonus or in the form of professional development support, at the discretion of the recipient. As an additional alternative, at the discretion of the college and subject to the availability of funds in any given year, Faculty Awards for Professional Excellence may be offered in the form of a base salary increment.

The Faculty Reward and Recognition Committee should give due consideration to the potential for tax implications associated with the Faculty Award for Professional Excellence. Recipients of the Faculty Award for Professional Excellence are responsible for any tax liabilities associated with acceptance of this award.

All awards presented in a given fiscal year will be of equal monetary value. The monetary value of the award each year will be no less than \$400 and no more than \$1000.

Part 4—Funding the Reward and Recognition Plan

The college's Reward and Recognition Plan will be funded on a fiscal-year basis. Legislated increases to faculty salaries will not be used to fund the reward and recognition programs of the College. The College will fund the Plan through its normal budget process. For each fiscal year, contingent upon availability of resources, the college will provide funding equivalent to \$400 per full-time teaching faculty position, including both filled and vacant positions, to support the Reward and Recognition Plan.

This is subject to the budget process and is not an indication that all funds will be spent. The goal is to make it possible for all worthy rewards to be funded based on the merit of the work. Sources for the required funding are to be determined by the college president and the chief financial officer of the college in compliance with budgetary regulations of the Commonwealth of Virginia and the Virginia Community College System

Funding the Recognition Component. Of the funds provided for the Reward and Recognition Plan, \$50 per full-time teaching faculty position, including both filled and vacant positions, will be allocated to the Recognition component of the Reward and Recognition Plan. These funds are specifically intended to support awards of non-monetary or *de minimis* value, in a variety of forms throughout the fiscal year, to individual faculty members who are selected to receive such awards in accordance with the methodology prescribed in Part II above.

The number of faculty who may receive a recognition award and the number of times an individual may receive a recognition award in a given fiscal year are limited only by the funds available to support the Recognition component of the Reward and Recognition Plan.

Funding the Reward Component. The remaining funds provided for the Reward and Recognition Plan will be allocated to the Reward component of the Reward and Recognition Plan. These funds are specifically intended to support annual awards of significant monetary value (at least \$400 but no more than \$1000), in the form of a bonus or in the form of professional development support, to individual faculty members who are selected to receive such an award in accordance with the methodology prescribed in Part III above. Each faculty member selected to receive such an award may choose to receive the award in the form of a bonus or in the form of professional development support. Bonuses shall be disbursed on or about May 15 of each year. Rewards in the form of professional development funds may be awarded in the immediately subsequent fiscal year in order to optimize opportunities for their intended use.

As an additional alternative, at the discretion of the college and subject to the availability of funds in any given year, Faculty Awards for Professional Excellence may be offered in the form of a base salary increment. Base salary increments will be effective with the faculty member's next annual Appointment Proposal.

Each year, it is anticipated that 10% to 25% of the full-time teaching faculty at the college will receive an award in accordance with the Reward component of the Reward and Recognition Plan. If the number of full-time teaching faculty selected to receive an award in a given fiscal year is equivalent to or less than 10% of the full-time teaching faculty positions, both filled and vacant, that served as the basis for funding the Reward component, the monetary value of each award shall be \$1000. If the number of full-time faculty selected to receive an award in a given year is greater than 10% of the full-time teaching faculty positions, both filled and vacant, that served as the basis for funding the Reward component, available funds will be divided equally among reward recipients. Table 4 provides examples for various potential distributions of awards and the corresponding monetary values.

To ensure a minimum award of \$400 per recipient of the Faculty Award for Professional Excellence, the Reward and Recognition Committee is not permitted to grant awards to more than 25% of the full-time teaching faculty positions, both filled and vacant, that served as the basis for funding the Reward component unless the college allocates additional funding to the Faculty Reward Program. This is already addressed in the PDCCC plan because the funding is at a higher level than the VCCS model plan

because of economies of scale at a small college. In no case shall the Faculty Award for Professional Excellence be less than \$400.

Table 4

Examples of potential distributions of Awards for Professional Excellence

Number of Faculty Receiving Awards	Monetary Value Per Award
5 or more	\$400
4	\$500
3	\$750
2 or 1	\$1000

Reallocation of Unexpended Reward and Recognition Funds. In the event that all funds allocated to support the Reward and Recognition Plan are not utilized for the prescribed purpose, remaining funds may be reallocated to other operational areas of the college as needed or returned to the original funding source if appropriate, in a timely manner and in accordance with budgetary regulations of the Commonwealth of Virginia and the Virginia Community College System.

Part 5—Assessment of Reward and Recognition Program Effectiveness

On a biannual basis, the Faculty Reward and Recognition Committee will conduct an assessment of the effectiveness of the Reward and Recognition Program. The assessment may include, but not be limited to, a survey of the full-time teaching faculty. The survey will be designed to measure faculty opinion of how well all aspects of the program are understood by the faculty, how well procedural requirements and deadlines are communicated, how effectively the program is administered, how extensively and equitably rewards and recognition are distributed, how effectively the program encourages faculty to exceed performance expectations and to strive for professional excellence, and how effectively the program supports the mission of the college.

APPENDIX A: YEARLY CALENDAR OF EVENTS

Date	Probationary First-Year Faculty	Second- and Third-Year Faculty	Senior One-Year Faculty (Beyond First Three Years)	Multi-Year Faculty
By Sep. 1	Dean/supervisor communicates first semester evaluation criteria and Performance & Professional Development Objectives.			
By Nov. 15	Faculty member completes assessment of Performance and Professional Development Objectives and self-evaluation for Fall semester.	Faculty member submits assessment of Annual Performance and Professional Development Objectives and self-evaluation for current calendar year.	Faculty member submits assessment of Annual Performance and Professional Development Objectives and self-evaluation for current calendar year.	Faculty member submits assessment of Annual Performance and Professional Development Objectives and In last year of multi-year appointment self-evaluation for all years of the multi-year cycle.
By Dec. 1	Dean/supervisor completes Fall semester Performance and Professional Development Objectives assessment and summative evaluation.	Dean/supervisor and faculty member complete assessment of Annual Performance & Professional Development Objectives for present year and complete negotiations on Annual Performance & Professional Development Objectives for coming year.	Dean/supervisor and faculty member complete assessment of Annual Performance & Professional Development Objectives for present year and complete negotiations on Annual Performance & Professional Development Objectives for coming year.	In every year of multi-year appointment, dean/supervisor and faculty member complete assessment of Annual Performance & Professional Development Objectives for present year and complete negotiations on Annual Performance & Professional Development Objectives for coming year.
By Dec. 15	For faculty member who receives a “Meets Expectations” rating, dean/supervisor communicates evaluation criteria for Spring semester.	For faculty member who receives a “Meets Expectations” rating, dean/supervisor communicates evaluation criteria for next calendar year/evaluation cycle, as appropriate. Ad Hoc Appointment Advisory Committee meets to review documents of faculty, if applicable.	Dean/supervisor communicates evaluation criteria for next calendar year/evaluation cycle, as appropriate. Ad Hoc Appointment Advisory Committee meets to review documents of faculty.	Dean/supervisor communicates evaluation criteria for next calendar year/evaluation cycle, as appropriate. Ad Hoc Appointment Advisory Committee meets to review documents of faculty.

Date	Probationary First-Year Faculty	Second- and Third-Year Faculty	Senior One-Year Faculty (Beyond First Three Years)	Multi-Year Faculty
By Jan. 15	Faculty and dean/supervisor receive student evaluation results from Fall semester. Dean/supervisor communicates to faculty second semester evaluation criteria and Performance & Professional Development Objectives.	Faculty and dean/supervisor receive student evaluation results from Fall semester.	Faculty and dean/supervisor receive student evaluation results from Fall semester. Faculty notified of non-reappointment decisions when applicable.	Faculty and dean/supervisor receive student evaluation results from Fall semester. Faculty notified of non-reappointment decisions when applicable.
By March 1	Dean/supervisor completes second semester (Spring) evaluations.			
By Mar. 15	Faculty member who receives a “Does Not Meet Expectations” rating notified of non-reappointment decision.	Faculty member notified of non-reappointment decisions (when applicable).		
By June 1	Faculty member and dean/supervisor receive student evaluation results from Spring semester.	Faculty member and dean/supervisor receive student evaluation results from Spring semester.	Faculty member and dean/supervisor receive student evaluation results from Spring semester.	Faculty member and dean/supervisor receive student evaluation results from Spring semester.
By June 30	Faculty member receives contract for the next academic year (if eligible).	Faculty member receives contract for the next academic year (if eligible) and notification of one-year or multi-year appointment term as appropriate.	Faculty member receives contract for the next academic year (if eligible) and notification of one-year or multi-year appointment term as appropriate.	Faculty member receives contract for the next academic year and notification of one-year or multi-year appointment term as appropriate.

In addition, Table 3 on page 18 lists the dates related to submission of materials related to the *Faculty Award for Professional Excellence Timeline*.

APPENDIX B: PLAN FOR TRANSITIONING TO THE NEW EVALUATION SYSTEM

Paul D. Camp will transition to the new plan in the following manner because the College is currently evaluating full-time teaching faculty on a calendar year cycle:

- Evaluations of continuing faculty for Calendar Year 2013 should be completed in accordance with previously existing plan and previously existing deadlines.
- Faculty first hired to teach full-time in Spring 2013 enter the probationary first-year evaluation cycle in the Fall 2013 semester; such faculty participate in the Faculty Development and Evaluation system in accordance with the first semester requirements of the new faculty evaluation plan; said evaluations are to be completed in a timely manner in order to comply with non-reappointment notification deadline of March 15.
- Continuing faculty will establish Annual Performance and Professional Development Objectives by December 15, 2013 in accordance with new faculty evaluation plan.
- First-semester performance evaluation of new faculty hired in Fall 2013 is to be conducted in accordance with the new faculty evaluation plan; said evaluations are to be completed by December 15, 2013.
- Faculty contracts/appointment proposals for 2014-15 are to be issued in Spring 2014 pursuant to results of Calendar Year 2013 evaluations completed, as noted above, by deadlines established under previously existing plan.
- Full implementation of new faculty evaluation plan, applicable to all full-time teaching faculty, commences in Spring 2014.
- Unless otherwise stipulated, faculty in the midst of a multi-year appointment as of January 2014 are deemed to carry a summative rating of “Meets Expectations” until the final year of the current multi-year appointment, whereupon they will participate in a comprehensive evaluation in accordance with the new faculty evaluation plan. In the meantime, they will participate in the Annual Performance and Professional Development and the Reward and Recognition components of the Faculty Development and Evaluation System.

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APPENDIX C-1: FACULTY EVALUATION INSTRUCTIONS—PROBATIONARY FIRST-YEAR APPOINTMENT

Introduction

This form lists criteria dean/supervisors will use to evaluate whether or not expectations have been met in each of the first two semesters of a teaching faculty member’s probationary first-year appointment. The expectations establish a demonstration and growth baseline for faculty performance that represents high standards with particular emphasis on performance in the teaching domain.

During the evaluation cycle, probationary first-year appointment faculty must

- Demonstrate mastery of a significant majority of the individual criteria in each domain
- Demonstrate satisfactory progress toward mastery of those criteria where improvement is needed
- Demonstrate, through mastery and satisfactory progress as noted above, that expectations have been met in every one of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

Instructions

1. The dean/supervisor will communicate the expectations for probationary first-year faculty during the initial two weeks of the first semester of the first-year appointment (an in-person conference is recommended).
2. The dean/supervisor will explain to the probationary first-year faculty member the evaluation process, including the evaluation criteria, the first-and second-semester Performance and Professional Development Objectives, the data sources for the evaluation, how a summative rating is determined, and the implications of summative ratings of “Meets Expectations” and “Does Not Meet Expectations,” including potential impact on continued employment.

Guidelines for Evaluation in the Domains

TEACHING DOMAIN

Definition: Creating a learning environment that facilitates students’ acquisition of knowledge and skills in a subject (i.e. instructional design, instructional delivery, instructional effectiveness, instructional expertise).

Standard: For each component of the teaching domain (instructional design, instructional delivery, instructional effectiveness, and instructional expertise) the faculty member must demonstrate mastery of a significant majority of the bulleted criteria and satisfactory progress toward mastery of those criteria where improvement is needed.

Instructional Design

- For each course section taught, develop and/or utilize a course syllabus (course policies and course calendar) that is complete, accurate, and compliant with college standards.
- Distribute the syllabus to students by the last day of the drop/add period for each course in the first semester of employment, and distribute the syllabus to students on or before the start date for each course in the second semester of employment.
- Design learning activities and materials that facilitate student engagement, active learning,

critical thinking, and achievement of prescribed course outcomes.

- Design assessment strategies that effectively measure student achievement of prescribed course outcomes.
- Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional design.

For second-semester faculty only: Analyze the previous semester's student ratings of instruction and other student feedback about instructional design, identify areas for improvement, and implement an action plan to accomplish that improvement.

Instructional Delivery

- Align course activities with target learning outcomes.
- Employ activities that foster faculty-student interaction.
- Employ activities that foster cooperative learning among students.
- Employ methods that facilitate active learning.
- Employ methods that develop students' high order cognitive skills, such as analyzing, evaluating, and creating.
- Employ required texts and other resources, including resources designated as required by the department or division, to achieve instructional objectives.
- Employ technology and other supporting materials to achieve instructional objectives.
- Respond constructively and respectfully to student comments and questions.
- Respond promptly (usually by the end of the next business day) to student phone, email, or other communications.
- Foster communication with students outside of class meeting times.
- Provide students with prompt feedback (usually within one week) on activities and assignments.
- Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional delivery.

For second-semester faculty only: Analyze the previous semester's student ratings of instruction and other student feedback about instructional delivery, identify areas for improvement, and implement an action plan to accomplish that improvement.

Instructional Effectiveness

- Conduct timely assessments of student learning.
- Deliver effective instruction as measured by student performance on learning outcomes assessments.
- Deliver instruction effectively to foster student success as measured by student performance in related subsequent coursework and/or external tests or certifications (if applicable).
- Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional effectiveness.

For second-semester faculty only: Analyze the previous semester's student ratings of instruction and other student feedback about instructional effectiveness, identify areas for improvement, and implement an action plan to accomplish that improvement.

Instructional Expertise

- Demonstrate currency in academic discipline.
- Demonstrate currency in methods of teaching and learning.
- Demonstrate currency in instructional technology.
- Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional expertise.
- For second-semester faculty only: Analyze the previous semester's student ratings of instruction and other student feedback about instructional expertise, identify areas for improvement and implement an action plan to accomplish that improvement.

SCHOLARLY AND CREATIVE ENGAGEMENT

Definition: Activities specifically associated with the faculty member's formally recognized area of expertise.

Standard: The faculty member must meet the criterion below.

- Engage in and document at least one scholarly and/or creative activity. Activities may include, but are not limited to, conference attendance, participation in professional organizations, conference presentations, academic coursework, scholarly research, publications, and grant activity.

INSTITUTIONAL RESPONSIBILITY

Definition: Performing assigned or presumed duties according to one's role at the college. These activities support and advance both the mission of the VCCS and the college to enhance the effective functioning of the college - including the business processes (i.e. advising students, adherence to college and VCCS policy, collegiality, administrative duties, departmental supervision or assigned college community leadership duties, additional duties as assigned). If an activity does not otherwise fit into Teaching, Scholarly and Creative Engagement, or Service, and the activity is job related, then it should be counted in the Institutional Responsibility domain.

Standard: The faculty member must demonstrate mastery of a significant majority of the bulleted criteria and satisfactory progress toward mastery of those criteria where improvement is needed.

- Satisfactorily participate in the development and execution of Annual Performance and Professional Development Objectives.
- Demonstrate satisfactory progress in developing the knowledge, skills, abilities, and behaviors representative of teaching faculty excellence at the college and in the VCCS.
- Publish office hours and make oneself available for consultation with students and advisees during those published hours throughout the semester.
- Fulfill responsibilities as an academic advisor to students (if applicable).
- Satisfactorily participate in required department, division, campus, committee, and college meetings.
- Submit accurate and punctual attendance reports, grade reports, and other required

department, division, and college documentation.

- Satisfactorily perform assigned administrative, supervisory, leadership, or other non-teaching duties.
- Demonstrate knowledge of and adherence to college and VCCS policies.
- Contribute to one's peer teaching community at the college.

Establish collegial working relationships with faculty, staff, and administrators.

SERVICE

Definition: Service is the quality participation and commitment to students, college and/or community organizations. Participation in these activities is not done for extra compensation, but is an expectation of one's activities as a professional educator. Activities in this domain are differentiated as follows:

- College Representation—Service activities that involve a direct connection between the faculty member who engages in the specific activity, and his/her position at the college
- College Citizenship—Service activities that are in support of college or VCCS initiatives in which the participant is not in a leadership role for the activity.
- Community Citizenship—Service activities that are indirect in which the employee is acting as a community resident who also happens to be a college employee

Standard: The faculty member must meet the criterion below.

- Engage in one or more service activities. Activities may include, but are not limited to, participation in student clubs/activities, attendance at college activities where participation is voluntary, service to professional organizations related to teaching or the instructor's discipline, or service to a community organization.

ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES

Note: Each semester the faculty member will meet with the dean/supervisor to review previous and upcoming Performance and Professional Development Objectives established by the college for probationary first-year faculty. Information from those discussions will provide data points to inform evaluations in the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

- Document satisfactory attention to, progress on, assessment of, and reflection on Performance and Professional Development Objectives established by the college.

For second-semester faculty only: In collaboration with the supervisor, establish specific, measureable, attainable, and relevant Performance and Professional Development Objectives for the following semester/calendar year evaluation.

APPENDIX C-2: FACULTY EVALUATION FORM—PROBATIONARY FIRST-YEAR APPOINTMENT

Part 1: Faculty Member

FACULTY NAME:		EMPLOYEE ID #:
DEPARTMENT/DIVISION:	PERIOD COVERED BY THIS EVALUATION:	

Part 2: Evaluator

<input type="checkbox"/> Supervisor	<input type="checkbox"/> Self	Printed Name of Evaluator
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TEACHING DOMAIN NARRATIVE
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TEACHING DOMAIN EVALUATION <input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met

SCHOLARLY AND CREATIVE ENGAGEMENT DOMAIN NARRATIVE

SCHOLARLY AND CREATIVE ENGAGEMENT DOMAIN EVALUATION <input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met
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INSTITUTIONAL RESPONSIBILITY DOMAIN NARRATIVE

INSTITUTIONAL RESPONSIBILITY DOMAIN EVALUATION

Expectations Met

Expectations Not Met

SERVICE DOMAIN NARRATIVE

SERVICE DOMAIN EVALUATION

Expectations Met

Expectations Not Met

Overall Evaluation of Performance

During the evaluation cycle the faculty member must

- Demonstrate mastery of a significant majority of individual criteria in each domain
- Demonstrate satisfactory progress toward mastery of those criteria where improvement is needed
- Demonstrate, through mastery and satisfactory progress as noted above, that expectations have been met in every one of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

Meets Expectations

Does Not Meet Expectations

ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES

Ref#	Category	Objective
1		
2		
3		
4		
5		

Evaluator Signature

Date

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APPENDIX D-1: FACULTY EVALUATION INSTRUCTIONS—ONE/THREE-YEAR APPOINTMENT

Introduction

This form lists criteria dean/supervisors will use to evaluate whether or not expectations have been met in a teaching faculty member’s one-year or three-year appointment beyond the faculty member’s probationary first year appointment. The expectations establish a demonstration and growth baseline for faculty performance that represents high standards with particular emphasis on performance in the teaching domain. In every year of the appointment term the faculty member must meet the criterion below.

During the evaluation cycle, one/three-year appointment faculty must

- Demonstrate mastery of a significant majority of the individual criteria in each domain
- Demonstrate satisfactory progress toward mastery of those criteria where improvement is needed
- Demonstrate, through mastery and satisfactory progress as noted above, that expectations have been met in every one of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

Instructions

1. Do not use this form for first-year faculty; instead use the evaluation form for probationary first-year appointment faculty.
2. The dean/supervisor will communicate the expectations for one-year/three-year appointment faculty during the first two weeks of the first semester of the evaluation cycle (an in-person conference is recommended).
3. The dean/supervisor will explain to the faculty member the evaluation process, including the evaluation criteria, the data sources for the evaluation, how a summative rating is determined, and the implications of summative ratings of “Meets Expectations” and “Does Not Meet Expectations,” including potential impact on continued employment.

Guidelines for Evaluation in the Domains

TEACHING DOMAIN

In addition to the TEACHING DOMAIN guidelines from APPENDIX C, the following additional guidelines will apply:

In *Instructional Design*,

- Select high-quality learning resources, such as textbooks, bearing in mind appropriateness, necessity, accessibility, and cost.

SCHOLARLY AND CREATIVE ENGAGEMENT

In addition to the guidelines from APPENDIX C, the following additional guidance on acceptable activities is provided:

- Engage in and document one or more scholarly and/or creative activities consonant with the number of years of teaching experience, with the number of years of experience teaching in the VCCS, and with the high standards of performance demonstrated by other faculty on one-year/three-year appointments. Activities may include, but are not limited to

- Publish in peer-reviewed forums in one’s academic discipline or the general area of college teaching.
- Present creative works in forums for which admission/acceptance is competitive.
- Participate in multiple activities of professional organizations.
- Present at professional conferences.
- Organize or lead workshops, seminars, or other training activities for one’s peers.
- Earn graduate credits or a degree.
- Earn a professional or industry certification.
- Conduct scholarly research.
- Write, receive, or review job-related grants.

INSTITUTIONAL RESPONSIBILITY

In addition to the guidelines from APPENDIX C, the following additional guidance on acceptable activities is provided:

- Maintain collegial working relationships with faculty, staff, and administrators.
- Engage in and document one or more institutional responsibility activities consonant with the number of years of teaching experience, with the number of years of experience teaching in the VCCS, and with the high standards of performance demonstrated by other faculty on one-year/three-year appointments. Activities may include, but are not limited to
 - Implement and facilitate the adoption by others of an innovative advising best practice.
 - Take a leadership role in one’s academic discipline or academic department/division at the college to include chairing a committee or leading a special project.
 - Actively participate on ad hoc college or VCCS committees/projects.
 - Take a leadership role in an activity or initiative that reaches out to staff, administrators, or faculty outside one’s department/division to advance a cross-functional area approach to student service/success.
 - Mentor a new full-time or new or returning part-time faculty member in one’s department/division.
 - Engage in activities that strengthen relationships with K-12 or four-year school partners.

SERVICE

In addition to the guidelines from APPENDIX C, the following additional guidance on acceptable activities is provided:

- Provide evidence of engagement in service activities consonant with the number of years of teaching experience, with the number of years of experience teaching in the VCCS, and with the high standards of performance demonstrated by other faculty on one/three year appointments. Activities may include, but are not limited to, student clubs/activities, attendance at college activities where participation is voluntary, service to professional organizations related to teaching or the instructor’s discipline, or service to a community organization.

ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES

Note: Each year the faculty member will meet with the dean/supervisor to review previous and upcoming Annual Performance and Professional Development Objectives. Information from those discussions will provide data points to inform evaluations in the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

- Document satisfactory attention to, progress on, assessment of, and reflection on Annual Performance and Professional Development Objectives established by the college.

In collaboration with the supervisor, establish specific, measureable, attainable, and relevant Annual Performance and Professional Development Objectives for the following calendar year.

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APPENDIX D-2: FACULTY EVALUATION FORM—ONE/THREE-YEAR APPOINTMENT

Part 1: Faculty Member

FACULTY NAME:		EMPLOYEE ID #:
DEPARTMENT/DIVISION:	PERIOD COVERED BY THIS EVALUATION:	

Part 2: Evaluator

<input type="checkbox"/> Supervisor	<input type="checkbox"/> Self	Printed Name of Evaluator
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TEACHING DOMAIN NARRATIVE
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TEACHING DOMAIN EVALUATION <input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met

SCHOLARLY AND CREATIVE ENGAGEMENT DOMAIN NARRATIVE

SCHOLARLY AND CREATIVE ENGAGEMENT DOMAIN EVALUATION <input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met
--

INSTITUTIONAL RESPONSIBILITY DOMAIN NARRATIVE

INSTITUTIONAL RESPONSIBILITY DOMAIN EVALUATION

Expectations Met

Expectations Not Met

SERVICE DOMAIN NARRATIVE

SERVICE DOMAIN EVALUATION

Expectations Met

Expectations Not Met

Overall Evaluation of Performance

During the evaluation cycle the faculty member must

- Demonstrate mastery of a significant majority of individual criteria in each domain
- Demonstrate satisfactory progress toward mastery of those criteria where improvement is needed
- Demonstrate, through mastery and satisfactory progress as noted above, that expectations have been met in every one of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

Meets Expectations

Does Not Meet Expectations

ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES

Ref#	Category	Objective
1		
2		
3		
4		
5		

Evaluator Signature

Date

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APPENDIX E-1: FACULTY EVALUATION INSTRUCTIONS—FIVE-YEAR APPOINTMENT

Introduction

This form lists criteria dean/supervisors will use to evaluate whether or not expectations have been met over the course of a teaching faculty member's five-year appointment. The expectations establish a demonstration and growth baseline for faculty performance that represents high standards with particular emphasis on performance in the teaching domain. In every year of the appointment term the faculty member must meet the criterion below.

During the evaluation cycle, five-year appointment faculty must

- Demonstrate mastery of a significant majority of the individual criteria in each domain
- Demonstrate satisfactory progress toward mastery of those criteria where improvement is needed
- Demonstrate, through mastery and satisfactory progress as noted above, that expectations have been met in every one of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service

Instructions

1. The dean/supervisor will communicate the expectations for faculty on a five-year appointment during the first semester of the evaluation cycle (an in-person conference is recommended).
2. The dean/supervisor will explain to the faculty member the evaluation process, including the evaluation criteria, the data sources for the evaluation, how a summative rating is determined, and the implications of summative ratings of "Meets Expectations" and "Does Not Meet Expectations," including potential impact on continued employment.

Guidelines for Evaluation in the Domains

TEACHING DOMAIN

In addition to the guidelines from APPENDIX C and D, the following additional guidelines will apply:

In Instructional Design,

- Engage in instructional design activities consonant with the high standards of senior faculty, such as teach a course not previously offered at the college and/or in the VCCS, teach a course in a new delivery mode (e.g. online) that the instructor has not used to teach the course in the previous three years, teach a course not taught by the instructor in the previous three years, or substantially redesign a course that the instructor has taught in the previous three years.

In Instructional Delivery,

- Engage in instructional delivery activities consonant with the high standards of senior faculty, such as adopt a new textbook or other core learning resource for at least one class; substantially alter a major test, written assignment or other assignment; substantially alter activities or introduce new activities that are substantially different from previous activities in one or more courses; or implement a substantially different pedagogy in one or more courses.

In Instructional Effectiveness,

- Engage in instructional effectiveness activities consonant with the high standards of senior faculty, such as implement a new activity to assess instructional effectiveness in a course,

implement a new activity to assess instructional effectiveness for students after they exit a course, or utilize an existing assessment of instructional effectiveness in a substantially new way. For any of these activities demonstrate modifications to instructional design and delivery based on the results of the assessment.

In *Instructional Expertise*,

- Engage in instructional expertise activities consonant with the high standards of senior faculty, such as activities to advance one's instructional expertise in the instructor's academic discipline and activities in the area of teaching effectiveness. Provide evidence for how the instructional expertise activities changed instructional design, instructional delivery, and/or instructional effectiveness.

SCHOLARLY AND CREATIVE ENGAGEMENT

The guidelines from APPENDIX C and D all apply to this category.

INSTITUTIONAL RESPONSIBILITY

The guidelines from APPENDIX C and D all apply to this category.

SERVICE

In addition to the guidelines from APPENDIX C and D, the following additional guidelines will apply:

- Engage in and document one or more service activities consonant with the high standards of senior faculty. Activities may include, but are not limited to
 - Take the (co)sponsor role in a student organization.
 - Take a leadership role in a college or VCCS Foundation activity or participate in activities sponsored by the college or VCCS Foundation.
 - Attend college activities for which participation is voluntary.
 - Take a leadership or service role in one or more professional organizations.
 - Take a leadership role or active participant role in one or more community organizations.
 - Serve as a judge/juror for a community activity.

ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES

Note: Each year the faculty member will meet with the dean/supervisor to review previous and upcoming Annual Performance and Professional Development Objectives. Information from those discussions will provide data points to inform evaluations in the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

- Document satisfactory attention to, progress on, assessment of, and reflection on Annual Performance and Professional Development Objectives established by the college.

In collaboration with the supervisor, establish specific, measureable, attainable, and relevant Annual Performance and Professional Development Objectives for the following calendar year.

APPENDIX E-2: FACULTY EVALUATION FORM—FIVE-YEAR APPOINTMENT

Part 1: Faculty Member

FACULTY NAME:		EMPLOYEE ID #:
DEPARTMENT/DIVISION:	PERIOD COVERED BY THIS EVALUATION:	

Part 2: Evaluator

<input type="checkbox"/> Supervisor	<input type="checkbox"/> Self	Printed Name of Evaluator
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TEACHING DOMAIN NARRATIVE

TEACHING DOMAIN EVALUATION

<input type="checkbox"/> Expectations Met	<input type="checkbox"/> Expectations <u>Not</u> Met
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SCHOLARLY AND CREATIVE ENGAGEMENT DOMAIN NARRATIVE

SCHOLARLY AND CREATIVE ENGAGEMENT DOMAIN EVALUATION

<input type="checkbox"/> Expectations Met	<input type="checkbox"/> Expectations <u>Not</u> Met
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INSTITUTIONAL RESPONSIBILITY DOMAIN NARRATIVE

INSTITUTIONAL RESPONSIBILITY DOMAIN EVALUATION

Expectations Met

Expectations Not Met

SERVICE DOMAIN NARRATIVE

SERVICE DOMAIN EVALUATION

Expectations Met

Expectations Not Met

Overall Evaluation of Performance

During the evaluation cycle the faculty member must

- Demonstrate mastery of a significant majority of individual criteria in each domain
- Demonstrate satisfactory progress toward mastery of those criteria where improvement is needed
- Demonstrate, through mastery and satisfactory progress as noted above, that expectations have been met in every one of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

Meets Expectations

Does Not Meet Expectations

ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES

Ref#	Category	Objective
1		
2		
3		
4		
5		

Evaluator Signature

Date

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APPENDIX F: STUDENT SURVEY OF INSTRUCTION

The PDCCC evaluation is currently delivered online as a survey by IOTA. The current questions follow. The surveys are automatically scored and are available shortly after the semester is complete. The survey is based on the Purdue Cafeteria Model, with additional questions asked to see how the college is doing with online services. The college is continually trying to improve the quality of the survey and improve the student response rates related to it.



PDC Survey

- N/A

Thank you for responding to this survey. Your answers enable PDCCC to improve the quality of your education and provide feedback to individual faculty and their supervisors.

This survey is anonymous; it is not possible for the instructor to determine which survey was submitted by any specific student. The responses to this survey will not be returned to your instructor until after grades have been submitted for the semester.

Please note that once you have submitted the survey, you will not be able to make any further changes.

INSTRUCTIONS: Please rate how strongly you agree or disagree with each of the following statements:						
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	My instructor motivates me to do my best work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	My instructor explains difficult material clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Course assignments are interesting and stimulating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Overall, this course is among the best I have ever taken.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Overall, this instructor is among the best teachers I have known.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	I understand easily what my instructor is saying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	My instructor is able to simplify difficult materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	My instructor holds the attention of the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	In this course, I always felt challenged and motivated to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	My instructor has stimulated my thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	My instructor helps me apply theory to solve problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12.	Relationships among course topics are clearly explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	My instructor evaluates often and provides help where needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	I was able to keep up with the work load in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	I feel that I am an important member of this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			Strongly Agree	Agree	Undecided	Disagree
						Strongly Disagree
16.	I feel free to challenge my instructors' ideas in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	My instructor deals fairly and impartially with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.	The climate of this class is conducive to learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.	This course has clearly stated objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20.	The content of this course is relevant to my needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21.	One real strength of this course is the classroom discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22.	Exams are coordinated with major course objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23.	My final grade will accurately reflect my overall performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24.	The grading system was clearly explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25.	The assigned readings significantly contribute to this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26.	Assignments are related to goals of this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27.	The number of course assignments is reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28.	Teaching methods used in this course are appropriate to course purposes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29.	I would enjoy another course from this instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30.	What were the best aspects of this course? <div style="border: 1px solid black; height: 40px; width: 100%; margin-top: 5px;"></div>					
31.	Student learning could be improved in this course by					

	<input type="text"/>	
	Yes	No
	The instructor initiated communication during the first week of class.	<input type="radio"/>
	The instructor provided an assessment during the first three weeks of class. This may include a test, quiz, or assignment.	<input type="radio"/>
	If you have used any online services, you are very satisfied with the quality of the online service listed below.	
	<ul style="list-style-type: none"> Advising and counseling 	<input type="radio"/>
	<ul style="list-style-type: none"> Bookstore 	<input type="radio"/>
	<ul style="list-style-type: none"> Financial Aid 	<input type="radio"/>
	<ul style="list-style-type: none"> Helpdesk 	<input type="radio"/>
	<ul style="list-style-type: none"> Library Support 	<input type="radio"/>
	<ul style="list-style-type: none"> Tutoring 	<input type="radio"/>
	Overall, you are very satisfied with your online course.	<input type="radio"/>
	If you have taken SDV 100 or SDV108, Blackboard and the Student Information System was introduced in the class.	<input type="radio"/>

After you are satisfied with your responses, please click the "Submit" button on the right ONCE.

APPENDIX G: CLASS OBSERVATION ASSESSMENT FORM

DIRECTIONS

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

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

PART 1: OBJECTIVES

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

1. What are the <u>student learning outcomes</u> for this class session?
2. What methods will be used to foster <u>instructor-student interaction</u> ?
3. What methods will be used to foster <u>collaborative learning among students</u> ?
4. What methods will be used to facilitate <u>active learning</u> ?
5. What methods will be used to develop students' <u>high order cognitive skills</u> (e.g. analyzing, evaluating, creating)?
6. What methods will be used to meet a <u>diversity of learning styles</u> ?
7. What <u>support materials</u> (technology, media, handouts, etc.) will be used to achieve instructional objectives?

PART 2: ASSESSMENT

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

REF#	ITEM	YES	NO	PARTIALLY
1	The instructor was prepared for the class session			
2	The instructor described the learning outcomes to students at the start of the class session.			
3	The instructor successfully interacted with students.			
4	The instructor facilitated student-to-student interaction to achieve instructional objectives.			
5	The instructor employed methods to facilitate active learning.			
6	The instructor employed methods to develop students' high order cognitive skills (e.g. analyzing, evaluating, creating).			
7	The instructor employed methods to target a variety of student learning styles.			
8	The instructor effectively used support materials (e.g., technology, media, handouts, etc.) to achieve instructional objectives.			
9	The stated learning outcomes were achieved.			
10	The instructor summarized learning outcomes for the class session, explained how they connect to previous and to upcoming learning outcomes, and communicated to students, <u>both verbally and in writing</u> (e.g. through Blackboard, on the chalkboard, in the syllabus), the assignments due for the next class session(s).			

<p>1. Within the categories of (1) instructional design, (2) instructional delivery, (3) instructional effectiveness, and (4) instructional expertise, identify a total of 3-5 specific instances where the instructor exceeded expectations. (If the instructor did not exceed expectations in any of the four areas, please note that.)</p>
<p>Comments:</p>
<p>2. Within the categories of (1) instructional design, (2) instructional delivery, (3) instructional effectiveness, and (4) instructional expertise, identify a total of 3-5 specific teaching behaviors the instructor could improve upon. (Note: A behavior targeted for improvement does not necessarily indicate subpar performance; instead, it may indicate the potential to further develop an excellence.)</p>
<p>Comments:</p>

PART 3: RESPONSE

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

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

Instructor Signature

Date

Dean/supervisor Observer Signature

Date

**APPENDIX H: ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES
FACULTY/SUPERVISOR AGREEMENT FORM**

Faculty Name		Position Title	
Dean/supervisor Name		Position Title	
Period Covered by These Objectives (semester/year):			

I. Objective Statement:	
Domain: <input type="checkbox"/> Teaching <input type="checkbox"/> Service <input type="checkbox"/> Scholarly and Creative Engagement <input type="checkbox"/> Institutional Responsibility	
Completion Date: <input type="checkbox"/> Fall Semester <input type="checkbox"/> Spring Semester <input type="checkbox"/> Other: _____	
Supporting Activities, Resources Required, & Target Dates:	
Measures of Success:	
Approval: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Revise	Schedule meeting to discuss goal <input type="checkbox"/> Yes <input type="checkbox"/> No
Supervisor Comments:	
Interim Assessment/Revision of Objective (if applicable)	
Final Assessment	
Faculty Member's Assessment	
Supervisor's Assessment	

II. Objective Statement:	
Domain: ___ Teaching ___ Service ___ Scholarly and Creative Engagement ___ Institutional Responsibility	
Completion Date: ___ Fall Semester ___ Spring Semester ___ Other: _____	
Supporting Activities, Resources Required, & Target Dates:	
Measures of Success:	
Approval: ___ Yes ___ No ___ Revise	Schedule meeting to discuss goal ___ Yes ___ No
Supervisor Comments:	
Interim Assessment/Revision of Objective (if applicable)	
Final Assessment	
Faculty Member's Assessment	
Supervisor's Assessment	

III. Objective Statement:	
Domain: ___ Teaching ___ Service ___ Scholarly and Creative Engagement ___ Institutional Responsibility	
Completion Date: ___ Fall Semester ___ Spring Semester ___ Other: _____	
Supporting Activities, Resources Required, & Target Dates:	
Measures of Success:	
Approval: ___ Yes ___ No ___ Revise	Schedule meeting to discuss goal ___ Yes ___ No
Supervisor Comments:	
Interim Assessment/Revision of Objective (if applicable)	
Final Assessment	
Faculty Member's Assessment	
Supervisor's Assessment	

IV. Objective Statement:	
Domain: ___ Teaching ___ Service ___ Scholarly and Creative Engagement ___ Institutional Responsibility	
Completion Date: ___ Fall Semester ___ Spring Semester ___ Other: _____	
Supporting Activities, Resources Required, & Target Dates:	
Measures of Success:	
Approval: ___ Yes ___ No ___ Revise	Schedule meeting to discuss goal ___ Yes ___ No
Supervisor Comments:	
Interim Assessment/Revision of Objective (if applicable)	
Final Assessment	
Faculty Member's Assessment	
Supervisor's Assessment	

V. Objective Statement:	
Domain: <input type="checkbox"/> Teaching <input type="checkbox"/> Service <input type="checkbox"/> Scholarly and Creative Engagement <input type="checkbox"/> Institutional Responsibility	
Completion Date: <input type="checkbox"/> Fall Semester <input type="checkbox"/> Spring Semester <input type="checkbox"/> Other: _____	
Supporting Activities, Resources Required, & Target Dates:	
Measures of Success:	
Approval: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Revise	Schedule meeting to discuss goal <input type="checkbox"/> Yes <input type="checkbox"/> No
Supervisor Comments:	
Interim Assessment/Revision of Objective (if applicable)	
Final Assessment	
Faculty Member's Assessment	
Supervisor's Assessment	

Objective Approval Signatures

Faculty _____ Date _____

Dean/Supervisor _____ Date _____

Interim Assessment/Objective Revision Signatures (if applicable)

Faculty _____ Date _____

Dean/Supervisor _____ Date _____

Final Assessment Signatures

Faculty _____ Date _____

Dean/Supervisor _____ Date _____

APPENDIX I: FIRST-YEAR FACULTY PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES

INTRODUCTION

The following Performance and Professional Development Objectives will be used by all teaching faculty in their first two semesters of employment at the college. The objectives are designed as a developmental process to acculturate new faculty to the full-time teaching faculty position at the college and in the Virginia Community College System. The objectives reflect the commitment of VCCS faculty to high standards of performance and to continuous improvement.

The supervisor and the faculty member may agree to modify the prescribed objectives where appropriate; however, all first-year faculty must complete the technology professional development objective by the end of their third semester of full-time teaching. Specifically, for faculty currently teaching or anticipated to teach at least one online or hybrid course: Earn certification or course credit through TOP, IDOL, MODEL, TOTAL, Quality Matters™, or other education in online instruction approved by the supervisor. Faculty that enter with one of these certifications are exempt from this requirement. For faculty anticipated to teach only on-campus courses: Earn certification or course credit approved by the supervisor in teaching with technology. Faculty that enter with extensive background in teaching with technology are exempt from this requirement.

The Performance and Professional Development Objectives for the third and later semesters of teaching will be developed by the faculty member in consultation with the dean/supervisor.

FIRST SEMESTER

Teaching

- Implement and document at least one strategy for student engagement and learning outcomes. The strategy must include learning objectives, pedagogical approach, faculty-student interaction, one or more student activities, assessment of teaching, assessment of student engagement and learning, and reflections on/revision of the strategy.

Scholarly and Creative Engagement

- Attend the VCCS New Faculty seminar, a VCCS Peer Conference, or another teaching related conference, seminar, workshop, or course approved by the supervisor; or work with a mentor to become acclimated to the college mission, vision, and goals and/or to develop one's instructional effectiveness.

Institutional Responsibility

- Initiate collaboration with one or more colleagues, mentors, and/or counseling staff members to develop and apply knowledge of the college's educational programs and student advising processes.

Service

- Volunteer to participate in a college or community service organization or activity.

SECOND SEMESTER

Teaching

- Reflect on the first semester of teaching to identify from within the general areas of instructional design, instructional delivery, instructional effectiveness, or instructional expertise one specific target for improvement. Develop, implement, and document a strategy to address the target for improvement. The strategy must include objectives, activities, assessments, and reflections on/revision of the strategy.

Scholarly and Creative Engagement

- For faculty currently teaching or anticipated to teach at least one online or hybrid course: Earn certification or course credit through TOP, IDOL, MODEL, TOTAL, Quality Matters™, or other education in online instruction approved by the supervisor.
- For faculty anticipated to teach only on-campus courses: Earn certification or course credit approved by the supervisor in teaching with technology.

Institutional Responsibility

- Participate in an activity in support of the strategic goals of the college/VCCS. Documentation of this must specifically identify the strategic goal, the activity, and reflections and plans for further action.

Service

- Volunteer to participate in a college or community service organization or activity.

THIRD SEMESTER

As part of the evaluation process during the second semester of employment, the faculty member will develop a total of 3-5 Performance and Professional Development Objectives in one or more of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service. The objectives will be developed in consultation with and approved by the dean/supervisor.

APPENDIX J: REWARD AND RECOGNITION NOMINATION FORMS

The following pages contain nomination forms for the Reward and Recognition Programs:

- Learning Environment Award Nomination Form
- Annual Faculty Recognition Award Nomination Form
- Faculty Award for Professional Excellence Nomination Form (upon review of nominations, the Reward and Recognition Committee will invite selected nominees to complete an application form for this award).

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LEARNING ENVIRONMENT AWARD

NOMINATION FORM

Name of Person Being Nominated:

First Name: _____ Last Name: _____

Teaching Discipline/Academic School: _____

Rationale for Nomination: (Please provide a brief narrative describing the activity, behavior, or contribution for which the nominee is being nominated.)

Name of Person Submitting the Nomination:

First Name: _____ Last Name: _____

Title: _____

Office Telephone #: _____ E-Mail: _____

Signature: _____ Date: _____

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ANNUAL FACULTY RECOGNITION AWARD

NOMINATION FORM

Name of Person Being Nominated:

First Name: _____ Last Name: _____

Teaching Discipline/Academic School: _____

Identification of Award for which Faculty Member is being nominated (Please check one):

Faculty Teaching Effectiveness Award

Faculty Community Impact Award

Faculty Scholarly and Creative Engagement Award

Faculty Multicultural Enrichment Award

Faculty Institutional Responsibility Award

Faculty Leadership Award

Rationale for Nomination: (Please provide a brief narrative describing the activity, behavior, or contribution for which the nominee is being nominated.)

Name of Person Submitting the Nomination:

First Name: _____ Last Name: _____

Title: _____

Office Telephone #: _____ E-Mail: _____

Signature: _____ Date: _____

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FACULTY AWARD FOR PROFESSIONAL EXCELLENCE

NOMINATION FORM

Name of Person Being Nominated:

First Name: _____ Last Name: _____

Teaching Discipline/Academic School: _____

Rationale for Nomination: (Please provide a brief narrative describing the activity, behavior, or contribution for which the nominee is being nominated.)

Name of Person Submitting the Nomination:

First Name: _____ Last Name: _____

Title: _____

Office Telephone #: _____ E-Mail: _____

Signature: _____ Date: _____

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APPENDIX K: APPLICATION FORMS FOR FACULTY AWARDS FOR PROFESSIONAL EXCELLENCE

The following pages contain application forms for Faculty Awards for Professional Excellence in the four domains of faculty activity:

- Teaching
- Scholarly and Creative Engagement
- Institutional Responsibility
- Service.

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**APPLICATION FOR FACULTY AWARD FOR PROFESSIONAL EXCELLENCE
IN TEACHING**

(To be completed by Award Nominee)

Name of Nominee:

First Name: _____ Last Name: _____

Title: _____

Office Telephone #: _____ E-Mail: _____

Signature: _____ Date: _____

1. In the space provided below, please provide a brief summary of the accomplishment, contribution, or activity for which you have been nominated to receive this award. Please identify which area(s) from among the following are most closely associated with your accomplishment, contribution, or activity:

- Instructional methodology
- Student achievement and success
- Student engagement
- Learning outcomes assessment
- Innovative use of instructional technology
- Offering a course in a new delivery modality (e.g. online)

2. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was innovative, distinctive, or impactful.

3. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the college mission.

4. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the strategic goals of the college and/or the Virginia Community College System.

5. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award substantially exceeded performance expectations.

**APPLICATION FOR FACULTY AWARD FOR PROFESSIONAL EXCELLENCE
IN SCHOLARLY & CREATIVE ENGAGEMENT
(To be completed by Award Nominee)**

Name of Nominee:

First Name: _____ Last Name: _____

Title: _____

Office Telephone #: _____ E-Mail: _____

Signature: _____ Date: _____

1. In the space provided below, please provide a brief summary of the accomplishment, contribution, or activity for which you have been nominated to receive this award. Please identify which area(s) from among the following are most closely associated with your accomplishment, contribution, or activity:

- Continuing education, academic coursework, or degree attainment
- Publications, presentations, or creative works
- Activity in professional organizations
- Scholarly research
- Grant activity

2. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was innovative, distinctive, or impactful.

3. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the college mission.

4. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the strategic goals of the college and/or the Virginia Community College System.

5. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award substantially exceeded performance expectations.

**APPLICATION FOR FACULTY AWARD FOR PROFESSIONAL EXCELLENCE
IN INSTITUTIONAL RESPONSIBILITY**

(To be completed by Award Nominee)

Name of Nominee:

First Name: _____ Last Name: _____

Title: _____

Office Telephone #: _____ E-Mail: _____

Signature: _____ Date: _____

1. In the space provided below, please provide a brief summary of the accomplishment, contribution, or activity for which you have been nominated to receive this award. Please identify which area(s) from among the following are most closely associated with your accomplishment, contribution, or activity:

- Special projects
- Student advising
- Administrative responsibilities
- Leadership in one's academic discipline, department, or division
- Other non-teaching duties

2. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was innovative, distinctive, or impactful.

3. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the college mission.

4. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the strategic goals of the college and/or the Virginia Community College System.

5. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award substantially exceeded performance expectations.

**APPLICATION FOR FACULTY AWARD FOR PROFESSIONAL EXCELLENCE
IN SERVICE**

(To be completed by Award Nominee)

Name of Nominee:

First Name: _____ Last Name: _____

Title: _____

Office Telephone #: _____ E-Mail: _____

Signature: _____ Date: _____

1. In the space provided below, please provide a brief summary of the accomplishment, contribution, or activity for which you have been nominated to receive this award. Please identify which area(s) from among the following are most closely associated with your accomplishment, contribution, or activity:

- Service to the institution
- Service to the community
- Service to the profession

2. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was innovative, distinctive, or impactful.

3. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the college mission.

4. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the strategic goals of the college and/or the Virginia Community College System.

5. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award substantially exceeded performance expectations.

APPENDIX L: RUBRIC FORMS FOR FACULTY AWARDS FOR PROFESSIONAL EXCELLENCE

The following pages contain Rubric forms for Faculty Awards for Professional Excellence to be used by the committee. This rubric is used regardless of which of the four domains of faculty activity is represented. The forms are:

- Rubric 1 - Member Rubric form
- Rubric 2 - Committee form

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**Rubric 1 – Review and Selection for the Faculty Award for Professional Excellence
Individual Member Form**

Applicant _____
Proposed Award _____

Reference	Question	Answer
1	Is the application complete?	___ YES ___ NO
2	Does the application clearly make the case that the reward has been achieved?	___ YES ___ NO COMMENTS
3	If (2) above is NO, is this worthy of a recognition award?	___ YES ___ NO COMMENTS

Comments

Committee Member _____ Date _____

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**Rubric 2 – Review and Selection for the Faculty Award for Professional Excellence
Committee Form**

Applicant _____
Proposed Award _____

Reference	Question	Answer
1	Number of Committee Members	____
2	Numbers of Committee Members in each category for the question “Is the application complete?” will be tallied. If even one NO exists, discussion will follow. If the final state of the discussion is a not unanimous YES, the reward is not earned and this cannot be referred for a recognition award.	___ YES ___ NO COMMENTS
3	Numbers of Committee Members in each category for the question “Does the application clearly make the case that the reward has been achieved?” will be tallied. If two NO votes exists, discussion will follow. If the final state of the discussion has two or more NO votes, the reward is not earned.	___ YES ___ NO COMMENTS
4	If the reward is not earned, the committee will vote to see this is worthy of a recognition award. A simple majority will confer that recognition.	___ YES ___ NO COMMENTS

Comments

Decision

Committee Chair _____ Date _____
 Committee Member _____ Date _____
 Committee Member _____ Date _____

Endorsed by the committee chair and two members as witnesses

Appendix K

Adjunct Faculty Growth and Evaluation Plan

ADJUNCT FACULTY GROWTH AND EVALUATION PLAN

Recognizing that adjunct faculty are a valuable part of our academic community, the purpose of this plan is to create an environment for adjunct teaching faculty that promotes professional growth and high performance resulting in measurable student success. It is intended to provide useful information about a faculty member's professional growth and instructional performance.

Plan Summary

This plan defines the process by which adjunct faculty members will attain and remain in "Good Standing." This designation identifies an adjunct faculty member as engaged in professional growth and committed to quality instruction while making a faculty member eligible for professional recognition through each college's recognition process. A "Good Standing" designation is an indication of quality at the individual college level. A "Good Standing" designation neither guarantees nor implies future employment.

The Adjunct Faculty Growth and Evaluation Plan covers four domains: Adjunct Faculty Growth and Development, Teaching Effectiveness, Institutional Responsibility, and Adjunct Faculty Recognition.

- 1) **Adjunct Faculty Growth and Development.** As the scholarship for teaching and learning grows, so too must the skills of adjunct faculty grow. Each college shall identify and/or create, as needed, a range of professional development opportunities to support adjunct faculty growth and development. Adjunct faculty members will engage in growth and development in accordance with the timeline specified in this plan.
- 2) **Teaching Effectiveness.** Teaching is a craft. Adjunct faculty members are encouraged to pursue excellence in teaching across four areas: Design, Delivery, Effectiveness, and Expertise. Through the use of tools and data sources (e.g. classroom observation, student course evaluation data, student success metrics, etc.), adjunct teaching effectiveness will be reviewed in accordance with this plan.
- 3) **Institutional Responsibility.** In addition to instructional duties, adjunct faculty members are required to meet minimum requirements of institutional responsibility (e.g. preparation and distribution of syllabi, posting final grades on time, adherence to policy, completion of administrative instructional tasks, etc.).
- 4) **Adjunct Faculty Reward and/or Recognition.** Each college shall devise a plan to provide reward and/or recognition of outstanding service for adjunct faculty members whose performance exemplifies the highest standards of educational excellence within the classroom or in service to the college community.

Although this plan is in effect system wide, local policies, processes, and professional development offerings require different interpretations of the implementation of the plan at each college. A designation of “Good Standing” is a local college determination and is not be defined across colleges.

Initial Status

Within the shorter of twelve months or the first three terms of contracted service, adjunct faculty members must:

- Complete at least one professional development activity;
- Be observed in the classroom observation within their first 3.0 credit hours of instruction;
and,
- Receive feedback on their service from a dean, or designee determined by the dean.

Good Standing Status

Upon successful completion of the ‘Initial Status’ items, the faculty member will earn a “Good Standing” designation. No less often than every three years, adjunct faculty members must:

- Complete at least one professional development activity annually;
- Complete one classroom observation process
- Receive written evaluation by a college’s designee

Once a ‘good standing’ status timeline begins, the specified length of time will be in place regardless of continued or intermittent contract awards. Adjunct faculty members whose break in contractual service results in a “new hire” status shall return to Initial Status.

Plan Detail

This plan specifies minimum requirements for growth and evaluation of adjunct faculty members while engaging with the college in a professional capacity. Although typically completed by a Dean or Department Chairperson, administrative roles in this process may be conducted by any approved designee of the college’s Chief Academic Officer, including but not limited to the following:

- Dean;
- Associate Dean;
- Department Chairperson;
- Program Head/Coordinator; *or,*
- Other designee.

Adjunct faculty who teach at more than one college will be evaluated at each, but the professional development requirement is met once at either institution to remain in good standing.

Adjunct Faculty Growth and Development

Each college shall identify and/or create, as needed, a range of professional development opportunities to support adjunct faculty growth and development. Every effort should be made to provide no cost, flexible-delivery opportunities for development. Professional development opportunities may include but are not limited to the following:

- Adjunct Faculty Orientation;
- Department, Division, Campus, or College meetings focused on faculty growth or development;
- VCCS events, peer group meetings, and conferences;
- Professional conferences;
- Activities required for licensure or industry certification required for adjunct faculty employment;
- Academic preparation or coursework;
- Individually identified activities such as research readings within one's discipline; and
- Career enhancing activities as required or supported by one's employer.

Teaching Effectiveness

Adjunct faculty members are encouraged to pursue excellence in teaching across four areas: Design, Delivery, Effectiveness, and Expertise. Through the use of tools and data sources (e.g. classroom observation, student course evaluation data, success metrics, etc.), adjunct teaching effectiveness will be reviewed in accordance with the timeline specified in this plan.

Classroom Observation

Observations of Adjunct Faculty will follow the same process as full-time faculty evaluation identified in the VCCS Faculty Evaluation Model Plan (Appendix G: Class Observation Assessment Form, p. 49-53) with the following exceptions:

- Only **Part 2: Assessment** is required; *and*,
- All other components and associated timelines are optional.

Data Sources

The college will collect and review various information from a variety of data sources to inform and indicate adjunct faculty teaching effectiveness. The data sources must include a classroom observation, and may include, but are not limited to the following:

- Student course evaluations;
- Course grades and withdraw rates;
- Utilization of student success tools (e.g. SAILS, Canvas, etc.);
- Peer feedback; *and*,
- Informal and formal student feedback.

Feedback

Adjunct faculty shall have an opportunity to engage in a feedback process that is designed to establish and maintain dialogue on their teaching effectiveness. Feedback may address not only teaching effectiveness but also the following:

- Planning for professional development and growth;
- Impact of professional development activities;
- Completion of tasks related to Institutional Responsibility;
- Determination of promotion eligibility (or VCCS-10 reevaluation); *and*,
- Substantiation of adjunct faculty recognition.

Feedback may take place via a phone call, an in-person meeting, or by written correspondence. Feedback that is more frequent may be requested by either party. Each college determines how performance feedback for adjunct faculty is documented.

Institutional Responsibility

Largely determined by the local college, tasks and responsibilities in this domain address administrative tasks in support of instruction and institutional operation. Enumerated in each college's faculty handbook, common items may include:

- Adherence to laws, policies, and procedures of, and applied to, colleges and the VCCS;
- Collegiality;
- Office hours; *and*,
- Administrative tasks (e.g. posting of syllabi, maintenance of online course resources, etc.).

Adjunct Faculty Reward and/or Recognition

Each college shall devise a plan to provide reward for and/or recognition of outstanding service for adjunct faculty members whose performance exemplifies the highest standards of educational excellence within the classroom, or in service to the college community. Adjunct Faculty members must be in "Good Standing" to be eligible for reward and/or recognition.

Additional Policy Considerations

This policy applies to dual enrollment faculty and faculty who teach online as well. Each institution shall develop internal policies to address clinical part-time faculty and internship/externship supervision. Nothing in this policy is intended to supersede SACSCOC or the requirements of various accrediting agencies. Adjunct faculty who are not in 'good standing' may not be eligible to receive new adjunct assignments.

Disputes regarding adjunct teaching faculty evaluations are not heard or reviewed in the grievance process. The appeal of an adjunct faculty evaluation shall follow the normal administrative chain and conclude with the final determination made by the respective college president.

Appendix L

DHRM Policy 1.40 Performance Planning and Evaluation

Department of Human Resource Management Policies and Procedures Manual

Policy Number: 1.40 - Performance Planning and Evaluation

Eff. Date: 4/01/01 Rev. Date: 8/01/01

Application: *Full-time and part-time classified employees.*

PURPOSE

Provides for the establishment and communication of employees' performance plans and procedures for evaluating employees' performance.

DEFINITIONS

Acknowledgement of Extraordinary Contribution Form	A form completed by the immediate supervisor during the performance cycle to recognize an employee who has made an extraordinary contribution to the agency. Agencies may use the form provided with this policy or develop their own forms for this purpose.
Agency Salary Administration Plan	The plan developed by each agency that reflects the agency's philosophy and policies in support of the mission to ensure consistent and fair employment and compensation practices. The agency's evaluation process including any agency-designed forms, should be outlined in the Agency Salary Administration Plan.
Below Contributor Rating	Results or work that fails to meet performance measures. To receive this rating, an employee must have received at least one documented Notice of Improvement Needed/Substandard Performance form within the performance cycle. <i>Effective July 10, 2007</i> <i>A Written Notice (Standards of Conduct Policy 1.60) that is issued to an employee for any reason in the current performance cycle may be used in place of the Notice of Improvement Needed/Substandard Performance to support an overall rating of "Below Contributor".</i>
Contributor Rating	Results or work that is characterized by meeting job functions and fully meeting performance measures.
Core Responsibilities	Job responsibilities that are primary and essential to the type of work performed by an employee and normally remain relatively consistent during the performance cycle.

Employee Work Profile Form (EWP)	<p>The form used to complete the annual performance evaluation that includes a brief work description, performance plan, core responsibilities, performance measures, and employee development goals. (See Attachment B for the form and instructions.)</p> <p>NOTE: Agencies may develop their own forms as long as they support the provisions of this policy and contain the required information as indicated in Attachment C.</p>
Extraordinary Contributor Rating	<p>Results or work that is characterized by exemplary accomplishments throughout the rating period; performance that is considerably and consistently well above performance measures. Employees must have received at least one documented Acknowledgement of Extraordinary Contribution form to receive an Extraordinary Contributor rating.</p>
Interim Performance Evaluation	<p>A performance evaluation completed during the performance cycle to document and assess an employee's progress toward achieving the performance plan. If agencies desire to use a form for this purpose, they may use the form provided with this policy (Attachment D) or develop their own forms. Interim Performance Evaluations are not considered "official" documents and are retained in the supervisor's confidential file for use in constructing the annual performance evaluation.</p>
Notice of Improvement Needed/Substandard Performance Form	<p>A form completed by the immediate supervisor during the performance cycle to document substandard performance and the need to improve performance. Agencies may use the form provided with this policy (Attachment E) or develop their own forms for this purpose.</p>
Performance Demotion	<p>Action taken to an employee who received an overall performance evaluation of "Below Contributor" and whose performance during the re-evaluation period has not improved. <u>Employees who are demoted for performance reasons must have their salaries decreased by a minimum of 5%.</u> With this performance-related salary action, an employee may be:</p> <ol style="list-style-type: none"> 1. retained in his position with a reduction in duties commensurate with the salary reduction or; 2. placed in a lower level position within the same pay band or; 3. placed in a position in a lower pay band.
Optional Agency/Unit Objectives/Core Values/Core Competencies	<p>At the agency's discretion, additional performance evaluation factors that often represent the behaviors, objectives and competencies that the organization values when employees are performing their work may be used to evaluate employees.</p>
Performance Evaluation Cycle	<p>The annual cycle during which an employee's supervisor documents performance, usually beginning October 25th of each year.</p>
Performance Increase	<p>A monetary increase based on results of the annual performance evaluation and guidelines issued by the Department of Human Resource Management.</p>

Performance Increase Effective Date	November 25 of each year.
Performance Measures	Qualitative and/or quantitative standards or measures against which each core responsibility, special assignment and agency/ departmental objective is assessed. Performance measures describe major duties, assignments and objectives in terms of complexity, accountability and results, and should be specific, measurable, attainable and relevant. These measures are referred to on the Employee Work Profile as Measures for Core Responsibilities, Measures for Special Assignments and Measures for Agency/Departmental Objectives.
Performance Plan	The key portion of the evaluation instrument that identifies the core responsibilities, special projects, and performance measures to indicate required achievement levels during and at the end of the performance cycle.
Probationary Progress Review Form	The evaluation form completed by the immediate supervisor to rate an employee's performance during the probationary period. (See Policy 1.45, Probationary Period.) Agencies may use the form provided with Policy 1.45 or develop their own form.
Reviewer	The supervisor of an employee's immediate supervisor, or another person designated to review an employee's work description, performance plan, performance rating and who responds to appeals of performance ratings.
Sub-agency or Sub-Unit	<p>A designation an agency may use to sub-divide into smaller organizational units to facilitate oversight of the performance management process and the fair (equitable) distribution of performance increases and funding within an agency. This will normally occur at a level where the responsible manager exercises full authority over both personnel and budget management.</p> <p>The use of sub-agencies or sub-units must be defined and justified in the agency's Salary Administrative Plan.</p>

PERFORMANCE PLANS

Supervisors develop employees' performance plans according to instructions on the Employee Work Profile (EWP) form (or agency form). The plans are signed by the supervisor and then forwarded to the reviewer for approval. Reviewers should ensure that performance plans are appropriate before signing the forms.

Following the reviewer's approval, performance plans are presented to employees for their signatures.

Presentation	<p>The supervisor should discuss performance plans with employees in a timely manner:</p> <ul style="list-style-type: none"> • Generally, discussions should be held within 30 days of the beginning of the performance cycle.
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	<ul style="list-style-type: none"> • With an employee who is beginning a new or different position, discussion should be held within 30 days of the employee's begin date.
<p>Changes to the Performance Plan During the Performance Cycle</p>	<p>Changes to the performance plan during the performance cycle generally would be used for additional special assignments or modifications to special assignments. If, however, it is necessary to change one or more of the Core Responsibilities, the reviewer must approve the change(s). The performance plan is not intended to fully describe the tools or methods used to accomplish work; these may change without requiring a plan revision. If core responsibilities include project-based assignments, supervisors may develop a core responsibility statement indicating the general nature of the projects, and a measure noting that the project is completed in accordance with the objectives, standards, and timelines established and communicated at the time of assignment.</p> <p>All changes to the performance plan should be noted on the official form and initialed and dated by the supervisor, reviewer, and employee. If it is necessary to add additional pages, each page should be initialed and dated by the supervisor, reviewer, and employee and the page(s) attached to the original form.</p> <p>Changes that should be noted on the official form include assignments performed for more than 30 workdays while on light duty status or in an acting status.</p>
<p>DOCUMENTATION DURING THE PERFORMANCE CYCLE</p>	
<p>Supervisors should document employees' performance and provide feedback to them periodically throughout the performance cycle. Documentation may be in the form of notes, memos, etc., and must be retained in supervisors' confidential files, rather than in employees' official personnel files.</p>	
<p>Feedback</p>	<p>Feedback provided during the cycle may be informal or formal. Informal feedback is encouraged, but there may be times when formal feedback is more appropriate. Formal feedback should be documented through memos or interim evaluations. Employees should receive copies of formal feedback documentation and the documentation (including interim evaluations) should be retained in the supervisor's confidential files for use in completing the annual evaluation.</p>
<p>Interim Evaluations</p>	<p>Non-probationary employees should receive interim evaluations near the middle of the performance cycle. Agencies may use the Interim Evaluation Form (Attachment D), develop their own forms, or use copies of employees' EWP forms (Attachment B) for the interim evaluations. Any form that is used should be clearly marked as "Interim." The reviewer's signature is optional on interim evaluations.</p> <p>Interim evaluations also may be conducted at any time during the performance cycle for both probationary and non-probationary employees to</p>

advise an employee of his or her progress toward meeting performance measures or to document performance problems.

Interim evaluations should be maintained in supervisors' documentation files to be used when the annual evaluation is completed.

Probationary Employees

Probationary employees should receive formal performance reviews at the 6-month point and approximately three weeks prior to the completion of their probationary periods. Supervisors also should provide structured feedback to probationary employees periodically during their Probationary Periods. This can be done by completing the Probationary Progress Review form or other documentation, at the agency's discretion, at 3 months and again at 9 months or as the agency determines appropriate. (See [Policy 1.45, Probationary Period.](#))

Extraordinary Performance During the Cycle

Supervisors are encouraged to recognize incidents of employee performance that truly are extraordinary. A supervisor should document incidents of extraordinary performance on the Acknowledgement of Extraordinary Contribution form (or agency-developed form). The form must be signed by the supervisor and reviewer, given to the employee, and a copy retained in the supervisor's confidential file until the annual performance evaluation is completed. If the employee receives an overall annual evaluation of Extraordinary Contributor, the form must be attached to the annual evaluation form to support the rating. Otherwise, the form is retained in the supervisor's file as described in the Retention of Performance Forms section of this policy.

In order for an employee to receive an overall "Extraordinary Contributor" rating on the annual performance evaluation, the employee must receive at least one Acknowledgement of Extraordinary Contribution form(s) and perform consistently well above the core responsibilities and measures throughout the performance cycle. Extraordinary contribution(s) should be documented on the Acknowledgement form and discussed as close to the time of occurrence as possible.

NOTE: The receipt of one or more Acknowledgement of Extraordinary Contribution form does not automatically entitle an employee to an overall annual rating of "Extraordinary Contributor."

Identifying Substandard Performance

Supervisors should immediately identify poor, substandard, or unacceptable performance. Supervisors normally should address first-time minor or marginal performance issues through performance counseling and coaching.

An employee may receive a Notice of Improvement Needed/ Substandard Performance form at any time during the performance cycle if the employee

exhibits substandard performance on any core responsibility, special assignment, agency or unit objective, or core value or core competency.

If an employee's performance level falls below Contributor level, a Notice of Improvement Needed/Substandard Performance form (or agency-developed form) may be issued at any time. Reviewers must approve and sign such Notices.

Receipt of a Notice of Improvement Needed/Substandard Performance form also may result in issuance of a Written Notice under [Policy 1.60, Standards of Conduct](#).

Improvement Plan

The Notice of Improvement Needed/Substandard Performance form must include an improvement plan, which should have an improvement period of no less than 30 days or more than 180 days. The improvement plan shall be developed by the supervisor and the employee. If agreement cannot be reached, the supervisor may establish the improvement plan. The plan should be included on the form or attached to it. Employees should be given a copy of the Notice and plan. When the annual evaluation is completed, the Notice and plan must be attached to the Evaluation Form if the overall evaluation reflects a rating of Below Contributor. Otherwise, the form is retained in the supervisor's file as described in the Retention of Performance Forms section of this policy. Substandard performance on the improvement plan also may result in disciplinary action under the Standards of Conduct. (See [Policy 1.60, Standards of Conduct](#).)

Effective July 10, 2007

Effect of Notice of Improvement Needed and/or Written Notice forms on Annual Performance Evaluation

An employee cannot be rated "Below Contributor" on the annual evaluation unless he/she has received:

- At least one Notice of Improvement Needed/Substandard Performance form; OR
- A Written Notice for any reason as defined in Policy 1.60, Standards of Conduct.

Receipt of a Notice of Improvement Needed/Substandard Performance form or a Written Notice does not require that an employee be rated "Below Contributor." Rather, it allows a "Below Contributor" rating if the employee's overall performance reasonably supports a "Below Contributor" rating.

NOTE: If a Written Notice is used in place of a Notice of Improvement Needed/Substandard Performance Form to support a rating of Below Contributor, and the notice is subsequently removed pursuant to the Grievance Procedure the Performance Evaluation must be modified accordingly.

PERSONNEL CHANGES

Supervisor	If the employee's supervisor leaves his/her position during an employee's performance cycle, the departing supervisor should complete an interim evaluation of the employee's performance.
Employee	If, after six (6) months into the performance cycle, an employee transfers, is promoted or demoted into a new position with a different supervisor, within an agency or between state agencies, then an interim evaluation should be completed. The interim evaluation should be completed by the supervisor prior to the employee's departure. For transfers to another agency, the interim performance evaluation will be completed on the original form and sent with the personnel file to the new agency for retention by the new supervisor.
Position With New Probationary Period	The performance increase of an employee who is serving a new probationary period due to position requirements (see Policy 1.45) will not be pro-rated according to the chart for newly hired probationary employees.

CONDUCTING PERFORMANCE EVALUATIONS

Performance Cycle	<p>To the extent possible, performance evaluations should reflect performance levels for the entire performance cycle.</p> <p>NOTE: The following types of leave taken must not be used to negatively impact the employee's overall performance rating: overtime, compensatory, on-call, workers' compensation, military, Family and Medical Leave, Short-term Disability, and Long-term Disability-Working status under the VSDP program. However, the time an employee actually works during the performance cycle may impact the percentage of performance increase he or she is eligible to receive (see page 11, Employees Who Have Been Absent During The Cycle).</p> <p>If a supervisor changes an employee's performance plan during the performance cycle, the employee should be evaluated based on the performance plan in effect during each portion of the cycle. Evaluations of performance during each portion of the cycle should be consolidated to an "overall" rating and documented on the form that is in effect at the end of the cycle.</p>
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Supervisor's Role	<p>An employee's immediate supervisor must complete the evaluation section of the evaluation form, according to the form's instructions.</p> <p>If a new supervisor has been assigned during the performance cycle, then the new supervisor should review the performance plan, make necessary modifications, and make his or her own assessment along with the former supervisor's assessment prior to determining the employee's overall evaluation at the end of the performance cycle.</p> <p>The new supervisor is responsible for completing the official performance evaluation. In some cases, however, the reviewer or other designated person may need to assist the new supervisor or complete the evaluation.</p>
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	<p>More Than One Supervisor</p> <p>An employee who is working for two (2) or more supervisors at the same time should be evaluated by only one of the supervisors, with input from the other supervisor(s). Only the evaluating supervisor should sign the evaluation form.</p>
<p>Gathering Information</p>	<p>Supervisors should identify all the potential sources of evaluation information including observable employee behaviors. In addition to the observations of the immediate supervisor, performance evaluation information can come from other sources, including the employee, peers, customers, subordinates, supervisors, and work products. If agencies use performance information from individuals other than the employee's immediate supervisor to develop the employee's annual evaluation, employees should be informed of the potential sources at the beginning of the performance cycle, when they receive their performance plans.</p>
<p>Self-Evaluation</p>	<p>Each employee must be afforded an opportunity to provide the supervisor with a self-assessment of his or her job performance for the rating period. The employee should be asked to provide a self-evaluation at least two weeks prior to the evaluation meeting. A supervisor must review and consider the self-assessment when completing each employee's performance evaluation.</p>
<p>Subordinate Feedback to the Reviewer</p>	<p>Upward feedback regarding supervisors' performance is part of the performance process. Agencies must move toward including a process for employees to provide feedback to reviewers regarding their supervisors' performance.</p> <p>Initially, such feedback is to be used as a developmental tool to help supervisors improve their supervisory skills. As agencies become more experienced interpreting and administering such tools, the results may be used for evaluative purposes.</p> <p>Safeguards should be established to facilitate anonymity of the employees providing feedback. (Refer to the Human Resource Management Manual for additional information on upward feedback.)</p>
<p>Team Evaluations</p>	<p>If the agency evaluates an employee based upon the employee's performance as a team member, each individual team member's supervisor is responsible for conducting the evaluation of that employee's performance throughout the cycle. Performance feedback from others (other supervisors or managers, customers and the employee's peers) may be considered as determined by the supervisor and/or reviewer.</p>
<p>Reviewer's Role</p>	<p>The reviewer must review the performance plan and performance evaluation sections of the evaluation form before they are presented to the employee. If the reviewer does not agree with the evaluation, the reviewer should discuss the disagreements with the supervisor. The reviewer has the authority to change the employee's evaluation. In addition, agencies may determine if</p>

higher levels of management may change the evaluation. This decision should be documented in the agency's Salary Administration Plan.

If the reviewer is unable to review either section of an employee's evaluation form, the next higher level of management should conduct the review.

PERFORMANCE INCREASES

Agencies may not supplement the funding provided by the General Assembly and Governor for employees' performance increases. Agencies with non-general fund sources will be guided by the amount authorized for performance increases by the General Assembly and the Governor.

Sub-Agencies or Sub-Units

Agencies may decide to sub-divide the agency into smaller organizational units than the entire agency to facilitate oversight of the performance management process.

Sub-agencies or sub-units may include:

- any organizational unit within an agency which has a separate Agency Code;
- any major organizational unit that can be characterized as a distinct management accountability center, such as separate facilities within an agency, or colleges or divisions within a university; or
- large groups of employees sharing the same career group(s) within an agency, such as corrections officers.

The use of sub-agencies or sub-units is optional, but if agencies decide to use such designations, the use of sub-agencies or sub-units must be defined and justified in agencies' Salary Administration Plans.

Formula

The average increase for employees will be the same across all agencies and within any sub-agencies or sub-units that are used for distribution of performance increases.

Contributors must receive at least 80% of the statewide average increase, but cannot receive an amount that exceeds the statewide average increase. The actual increase may vary from one agency, sub-agency or sub-unit to another based on the formula used within these limits and the number of employees rated Contributor.

Extraordinary Contributors must receive no more than 250% of the statewide average increase. The actual increase may vary from one agency, sub-agency or sub-unit to another based on the formula used within these limits and the number of employees rated Contributor.

All Contributors in an agency (or sub-agency or sub-unit) must receive the same percentage increase.

	<p>All Extraordinary Contributors in an agency (or sub-agency or sub-unit) must receive the same percentage increase.</p> <p>To assist agencies with the application of the formula, Attachment F provides an explanation and examples.</p>
<p>Employees at or near the Pay Band Maximum</p>	<p>Employees at or near the top of their Pay Band are eligible to receive performance increases based on their overall evaluations. The increase will be applied to employees' base salary but any amount in excess of the Pay Band maximum will be awarded as a Lump Sum payment, and will not be added to base pay.</p>
<p>Impact of Transfers or Other Pay Practices</p>	<p>Depending on their performance ratings, employees who experienced changes in salary during the performance cycle (because of promotions, demotions, transfers, or the application of other pay practices) will be eligible to receive the same percentage performance increase as other agency employees who did not experience salary changes during the cycle.</p>
<p>Schedule</p>	<p>Performance evaluations should be carried out according to the following schedule.</p> <p><u>Employees who have completed a full 12-month performance cycle (October 25 through the next October 24)</u> (or who almost have completed in accordance with the chart on page 11), must have performance evaluations completed by October 24, but not before August 10.</p>
<p>Probationary Employees</p>	<ul style="list-style-type: none"> • Employees who are hired or re-hired between October 25 and July 24, must have their performance evaluations completed between August 10 and October 24. • Agencies may choose to complete performance evaluations on employees hired or re-hired between July 25 and October 24. (See Policy 1.45, Probationary Period.) • Employees who still are in their probationary periods during the time performance evaluations are completed will be evaluated on the Probationary Progress Review form or agency-developed form. (See Policy 1.45, Probationary Period.) However, agencies may choose to use the EWP (or agency form) to evaluate the performance of these employees. • Forms used to support any performance increase will be retained in the employee's official personnel file. • Employees' overall performance must be rated at the Contributor level or above to receive a performance increase. <p>Probationary employees will be eligible to receive performance increases on the performance increase effective date as indicated below:</p>

<u>Hire or Rehire Date</u>	<u>Percentage Increase Based on established rate</u>
Oct. 25 – Jan. 24	100% of rate for Contributor or Extraordinary Contributor
Jan. 25 – Apr. 24	0 or 75% of rate for Contributor
Apr. 25 – July 24	0 or 50% of rate for Contributor
July 25 – Oct. 24	0 or 25% of rate for Contributor

(Refer to [Policy 1.45, Probationary Period](#).)

Position With New Probationary Period	The performance increase of an employee who is serving a new probationary period due to position requirements (see Policy 1.45) will not be pro-rated according to the chart for newly hired probationary employees.
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Employees Who Have Been Absent During the Cycle	<p>Supervisors may consider the length of time that employees perform in their jobs during the performance cycle, along with how well they perform, in arriving at employees' overall ratings.</p> <p>Agencies may determine if absences for a significant portion of the year will influence the increase amount for which employees will be eligible. If agencies decide to impact employees' increases due to absences, they should document this practice in their Salary Administration Plans. The chart below may be used. Exception: The following types of leave taken must not be used to negatively impact the employee's overall performance rating: overtime, compensatory, on-call, Workers' Compensation, military, Family and Medical Leave, Short-term Disability, and Long-term Disability-Working status under the VSDP program.</p> <p>In addition, Workers' Compensation (Code of Virginia, §2.1-114.5(5) [§2.2-1201 after 10/01/01]), military, Family and Medical Leave, Short-term Disability, and Long-term Disability-Working status leave may not affect the performance increase.</p>
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Portion of Performance Cycle Worked	Percentage Increase Based on established rate
Less than full but at least 9 months	100% of rate for Contributor or

	Extraordinary Contributor
At least 6 months but less than 9 months	75% of rate for Contributor
At least 3 months but less than 6 months	50% of rate for Contributor
Less than 3 months	25% of rate for Contributor

APPEALS

If an employee disagrees with an evaluation and cannot resolve the disagreement with the supervisor, the employee may appeal to the reviewer for another review of the evaluation.

Agencies may develop their own appeals process for reconsideration of employee evaluations. The appeals process should be documented within the Agency Salary Administration Plan.

Any appeal process must provide for the appeal to be made in writing to the reviewer within 10 workdays of the initial performance meeting.

Reviewer's Action	<p>The reviewer should discuss an employee's appeal with the supervisor and employee. After discussion of the appeal, the reviewer should provide the employee with a written response within five (5) workdays of receiving it.</p> <p>The response should indicate one of the following:</p> <ul style="list-style-type: none"> • the reviewer agrees with the evaluation; • the supervisor will revise the evaluation; • the supervisor will complete a new evaluation; • the reviewer will revise the evaluation; or • the reviewer will complete a new evaluation.
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RE-EVALUATION

An employee who receives a rating of "Below Contributor" must be re-evaluated and have a performance re-evaluation plan developed, as outlined below.

Re-Evaluation Plan	<p>Within 10 workdays of the evaluation meeting during which the employee received the annual rating, the employee's supervisor must develop a performance re-evaluation plan that sets forth performance measures for the following three (3) months, and have it approved by the reviewer.</p>
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	<ul style="list-style-type: none"> • Even if the employee is in the process of appealing his or her evaluation, the performance plan must be developed. • The supervisor should develop an entire performance plan including, "Employee Development." • If the Core Responsibilities and measures of the original performance plan are appropriate, this information should be transferred to a separate evaluation form, which will be used for re-evaluation purposes. The form should clearly indicate that it is a re-evaluation. • The supervisor must discuss with the employee specific recommendations for meeting the minimum performance measures contained in the re-evaluation plan during the re-evaluation period. • The employee's reviewer, and then the employee, should review and sign the performance re-evaluation plan. • If the employee transfers to another position during the re-evaluation period, the re-evaluation process will be terminated. <p>NOTE: Regardless of the employee's movement to another position during this re-evaluation period, the employee will not be eligible for a performance increase.</p>
Three (3)-Month Re-Evaluation	The employee must be re-evaluated within approximately two weeks prior to the end of the three (3)-month period. If an employee is absent for more than 14 consecutive days during the three (3)-month re-evaluation period, the period will be extended by the total number of days of absence, including the first 14 days.
If Performance Does Not Improve	If the employee receives a re-evaluation rating of "Below Contributor," the supervisor shall demote, reassign, or terminate the employee by the end of the three (3)-month re-evaluation period.
Demote or Reassign	<p>An employee whose performance during the re-evaluation period is documented as not improving, may be demoted <u>within</u> the three (3)-month period to a position in a lower Pay Band or reassigned to another position in the same Pay Band that has lower level duties if the agency identifies another position that is more suitable for the employee's performance level. A demotion or reassignment to another position will end the re-evaluation period.</p> <p>When an employee is moved to another position with lower duties due to unsatisfactory performance during, or at the end of the re-evaluation period, the action is considered a Performance Demotion and the agency must reduce the employee's salary at least 5%. (See Policy 3.05, Compensation.)</p>
Reduce Duties	As an alternative, the agency may allow the employee who is unable to achieve satisfactory performance during the re-evaluation period to remain in his or her position, and reduce the employee's duties. Such a reduction should occur following and based on the re-evaluation and must be accompanied by a concurrent salary reduction of at least 5%. (See Policy 3.05, Compensation.)

Terminate	If the agency determines that there are no alternatives to demote, reassign, or reduce the employee's of duties, termination based on the unsatisfactory re-evaluation is the proper action. The employee who receives an unsatisfactory re-evaluation will be terminated at the end of the three (3)-month re-evaluation period.
Disciplinary Action	The re-evaluation process does not prevent the agency from taking disciplinary action based on the employee's poor performance or other reasons stipulated in Policy 1.60, Standards of Conduct , or issuing additional Improvement Needed/Substandard Performance forms.

RETENTION OF PERFORMANCE FORMS

Completed Evaluation Forms	Evaluation forms, including those developed for re-evaluation, are official personnel documents and must be retained in employees' official personnel files when completed.
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Interim Evaluations/ Performance Documentation	<p>Interim evaluations are not official personnel documents and should be retained in the supervisor's confidential files until completion of the annual evaluation. Other documentation of work performance also should be retained by supervisors in files other than employees' official personnel files, and may be purged after the performance cycle is completed or after the employee's separation from state service unless used as documentation for Performance Evaluation.</p> <p>Acknowledgement of Extraordinary Contribution Form</p> <p>If an Acknowledgement of Extraordinary Contribution form is used to support the overall rating of Extraordinary Contribution, the form becomes part of the official personnel file. Otherwise, the form is maintained in the supervisor's file until completion of the annual evaluation.</p> <p>Notice of Improvement Needed/Substandard Performance Form</p> <p>If a Notice of Improvement Needed/Substandard Performance Form is used to support the overall rating of Below Contributor, then the form becomes part of the official personnel file. Otherwise, the form is maintained in the supervisor's file until completion of the annual evaluation.</p> <p>Self Evaluation</p> <p>Documentation submitted for self-evaluation is maintained in the supervisor's file for a period of 30 days beyond the annual evaluation review date.</p> <p>EXCEPTION: If an employee appeals the evaluation, or the evaluation results are part of a grievance, the above listed forms or other documentation of work performance should be retained at least until the issue is resolved</p>
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AUTHORITY

The Department of Human Resource Management issues this policy pursuant to the authority provided in Chapter 10, Title 2.1 (Title 2.2 as of 10/01/01) of the Code of Virginia.

This policy supersedes Policy 1.40, Performance Planning and Evaluation, issued April 1, 2001.

INTERPRETATION

The Director of the Department of Human Resource Management is responsible for official interpretation of this policy, in accordance with section 2.1-114.5(13) (§2.2-1201 as of 10/01/01) of the Code of Virginia. Questions regarding the application of this policy should be directed to the Department of Human Resource Management's Office of Compensation and Policy.

The Department of Human Resource Management reserves the right to revise or eliminate this policy.

RELATED POLICIES

- [Policy 1.45, Probationary Period](#)
- [Policy 1.60 Standards of Conduct](#)
- [Policy 3.05 Compensation](#)

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Appendix M

IMTA Code of Conduct and Student Handbook

Isle Maritime Trades Academy



Student Handbook & Code of Conduct

Student Rights & Responsibilities

Students in the Isle Maritime Trades Academy (IMTA) have both rights and responsibilities. It is the obligation of the school to protect those rights and insist upon those responsibilities.

EQUAL EDUCATIONAL OPPORTUNITIES

Right

All students enrolled in Isle Maritime Trades Academy are provided, by law, access to a free public education. Students have the right to a public education unimpaired because of gender, race, religion, national origin, pregnancy, disability, parenthood, marital status, or any reason not related to their individual capabilities.

Students who fail to graduate or who fail to achieve the number of verified credits required for graduation have the right to a free public education until the year in which the students reach their 20th birthday on or before August 1. Students with disabilities who have an individualized education program and students for whom English is a second language have the right to a free public education through the age of 21.

Responsibility

Students have the responsibility to ensure that such expression does not disrupt the educational process, present health or safety hazards, damage public property, violate the law, or violate the requirements of this Handbook.

FREEDOM OF RELIGIOUS BELIEF

Right

Students have the right to their own religious beliefs.

Responsibility

Students have the responsibility to ensure that in exercising their own religious freedom, they do not violate other students' constitutional rights to religious freedom.

FREEDOM OF ASSEMBLY

Right

Students may hold meetings at a time, place and in a manner, which does not disrupt or disturb classroom instruction.

Responsibility

Students are members of a learning community at each school. Students are expected to work with staff and their peers to protect the rights of others to study and learn in a discrimination and harassment free environment.

SCHOOL ENVIRONMENT

Right

Students have the right to a safe and orderly environment while in schools, classrooms, or at school activities.

Responsibility

Students have the responsibility to ensure that their actions do not disrupt the school environment by exhibiting safe and orderly behavior. Students should avoid actions or activities, individually or in groups, which interfere with the right of any person to a public education. Incidents that impact the orderly environment will be addressed by administration.

FREE EXPRESSION

Right

Students are entitled to express their opinions both verbally and in writing *within boundaries of the law*.

Responsibility

Students have the responsibility to secure approval for using school facilities for assembly, to discuss with an administrator the appropriateness of the facility for the functions, and to ensure that such assembly does not disrupt the educational process. Non-availability of adequate supervision shall constitute grounds for disapproval of such assembly.

PRIVACY

Right

Students have the right to protection from unlawful search and seizures of their personal possession(s) or their persons.

Responsibility

Students have the responsibility not to endanger themselves, other students, school personnel, or the public by possessing material or objects that are potentially hazardous and/or prohibited by federal, state, or local law, or the provisions of this Handbook. Administrators may conduct a search if they have reasonable suspicion to believe there has been a violation of the rights or responsibilities of privacy.

IMTA DRESS CODE

Isle Maritime Trades Academy recognize that clothing is one of the primary ways that students express their personalities and ideas when attending school. In doing so, expressions must be in a responsible manner suitable for the school setting, and should not interfere with or cause a substantial disruption to the learning environment or present a potential safety hazard. All IMTA students are expected to dress appropriately for a K-12 educational environment. In general, clothing should cover students from armpits to approximately midthigh (3-inch inseam) and meet the standards of safety and appropriateness.

The following guidelines apply to all students while in attendance at school or school-sponsored events during the school day. The director or director designee at each school reserves the right to determine what dress and appearance is appropriate, and will be fair in addressing situations as they arise.

Pants/Shorts/Bottoms/Dresses

Dresses, skirts, shorts, athletic shorts, or other similar clothing must have an inseam of no less than 3" (typically about palm length when hands/arms are extended straight with palms students' sides). Pant material may not expose anything being worn as an undergarment. We want students to be comfortable however, when students sit or bend over, their buttocks should not be exposed.

All pants must be worn at the natural waistline. Ripped/distressed pants with rips/holes above the recommended 3" inseam will not be permitted. No pants/shorts/ bottoms/dresses should pose a safety hazard.

The Director or designee reserves the right to determine appropriateness of excessive rips.

Shirts/Tee Shirts/Tops

Shirts must cover the torso (including back) and midriff, from armpits to natural waistline. Muscle shirts, tube tops, halter tops, or shirts with spaghetti straps may not be worn during the school day. *Shirt material may not expose anything being worn as an undergarment.* We want students to be comfortable however, when students sit or bend over, their bellies/back should not be exposed.

Head Coverings

Head coverings (i.e., hats, caps, hoods, bandannas, etc.) may not be worn during the school day. Headwear may be worn for educational, religious, ethnic, and documented medical reasons; if culturally specific or significant (examples may include but are not limited to hijabs, yarmulkes, head wraps, etc.).

Face Coverings

During times of pandemics or widespread illness caused by viruses, students will be permitted to wear masks that cover their mouth and nose. Guidelines that are more specific will be provided by the school division in these particular cases with guidance from the Center for Disease Control (CDC), Virginia Department of Health (VDH) and the Virginia Department of Education (VDOE).

Footwear

Footwear must be worn at all times. Safety considerations may dictate the type of footwear worn in specific classes or school settings.

General Expectations Regarding Clothing and Accessories

Students' clothing, haircuts, tattoos or other accessories may not display any of the following:

- Weapons
- Pictures of tobacco products
- Drugs
- Alcohol
- Nudity
- Vulgarity
- Obscene, lewd, or profane words
- Anything perceived as gang affiliated
- Other prohibited expressions as outlined by the director

Violation of the student dress code may result in disciplinary action.

Citizenship

*Citizenship is one of the competencies of the **Profile of a Virginia Graduate**, and is the quality of a student's response to membership in the school community.*

Before graduation, schools are required to ensure that students develop the following competencies known as the Five C's:



IMTA strives to create a culture that focuses on individual growth in the area of citizenship for students, staff, parents and community members. We believe that citizenship is defined by the choices we make and actions we show each day. We recognize a significant connection between the behavior of our citizens and success of our community. **We believe:**

1. We believe in treating all individuals with dignity and respect.
2. We believe in establishing procedures and routines to promote a positive learning environment within our schools.
3. We believe that making good choices matter and reflecting on our choices should lead to better decision making.

Our expectation is that our school community focuses on being GREAT every day! IMTA students, faculty, and staff **will demonstrate:**

- **Growth** – strive for personal improvement each day.
- **Respect** – value yourself, others and your environment.
- **Empathy** – demonstrate compassion for another's feelings, thoughts and experiences.
- **Accountability** – take ownership of your thoughts and actions.
- **Trustworthiness** – show integrity, honesty, and reliability.

Character education is built on respect, and integrated throughout K-12 instruction, school procedures, and school environment. Our goal is to join with parents in helping students develop responsible attitudes and behaviors in an effort to prepare them for work and further education. It is just as important to teach and evaluate citizenship, as it is to teach and evaluate academic content.

Secondary school students do not receive an official evaluation on citizenship; however, teachers may include comments relating to citizenship on the report card, and recognize good citizenship during the school year. Secondary students who exhibit unsatisfactory citizenship may have the following privileges withdrawn: athletics, after-school recreation, school clubs, student government, public performance of music, dance, drama, and speech that are not required as part of the classroom curriculum, special field trips not a part of regular classroom work, school dances and assemblies, Graduation ceremony, or loss of technology privileges.

Conflict Resolution & Conferencing: Student Expectations & Responsibilities

BACKGROUND

In compliance with the **CODE OF VIRGINIA (§ 22.1- 279.6)**, IMTA is committed to ensuring that every student can learn in a safe, positive, and disruption free environment. Conflicts and disagreements are a natural part of human growth and development. Resolution and mediation skills are necessary for individuals to demonstrate progress and personal growth. Students are expected to use peaceful means to resolve conflict and should not rely on violence, verbal or physical confrontations to address disputes. Managing and dealing with conflict reinforces Virginia's "5 C's" and Profile of a Graduate expectations related to citizenship. Students are expected to be able to express views, opinions, and concerns in a manner that is respectful and appropriate.

In alignment with the American School Counseling Association Mindsets & Behaviors for Student Success, school counselors promote standards that enhance the learning process and create a culture of college and career readiness for all students. Students demonstrate the following learning strategies, self-management skills, and social skills through classroom lessons, activities and/or individual/small- group counseling, specific to conflict resolution:

- Gather evidence and consider multiple perspectives to make informed decisions
- Demonstrate ability to assume responsibility
- Demonstrate effective coping skills when faced with a problem
- Use effective oral and written communication skills and listening skills
- Create positive and supportive relationships with other students
- Demonstrate empathy
- Demonstrate social maturity and behaviors appropriate to the situation and environment

The following tools are available to students and families who experience conflict or need a peer-based dispute resolved.

PEER MEDIATION

Students who experience peer-to-peer conflict may schedule an appointment with their school counselor to arrange a peer mediation or restorative conference. Students may also be referred for peer mediation by parents, peers, school administrators, or school staff who become aware of a potential conflict or dispute. Before engaging in a peer mediation or restorative conference session students will be asked to agree with the following principles:

- Acknowledgement that there is an incident resulting in a breach of trust or conflict that requires mediation and mutual respect to resolve
- Authentic desire to repair the relationship and harm caused by the conflict
- Abide by the resolution agreement developed by the school counselor or facilitator
- Agree to treat information and conversations held during the mediation/conference as confidential
- Acknowledgement that failure to abide by the resolution agreement may result in disciplinary sanctions if the conflict escalates to verbal or physical conflict

Peer mediation is a tool intended to diffuse student conflicts in an appropriate manner. Student participation is voluntary. Students may elect not to participate in a mediation session. In these incidents, the student conduct code will be used to address any violations of Governing Board policy and/or school rules and disciplinary sanctions may apply dependent on the situation.

Bullying and Cyberbullying, and Reporting

WHAT IS BULLYING AND CYBERBULLYING?

Bullying is intentional, repeated, aggressive and unwanted behavior, physical, psychological or emotional, that is intended to:

- Harm, intimidate, or humiliate the victim
- Involves a real or perceived power imbalance between the aggressor(s) and victim
- Occurs over a period of time or causes severe emotional trauma.

Bullying includes cyberbullying. Bullying does not include ordinary teasing, horseplay, argument or peer conflict(s). Behavior that is found to be bullying will result in disciplinary action.

Cyberbullying is a form of bullying that includes, but is not limited to, using information and communication technologies, such as email, cell phone, text message, instant messaging, defamatory websites or polling sites, to support deliberate, hostile behavior intended to harm others. Cyberbullying using IMTA network, IMTA computers or other wireless communication devices on school grounds, on school property or at school-related activities will result in disciplinary action.

Cyberbullying that occurs off school grounds and/or does not include the use of IMTA network or computers may also result in disciplinary action if it causes or is likely to cause a substantial disruption to the school environment or violate the rights of students, staff, or teachers.

WARNING SIGNS

Possible warning signs that a child is being bullied:

- Has few, if any, friends with whom he or she spends time;
- Seems afraid of going to school, walking to and from school, riding the school bus, or taking part in organized activities with peers (such as clubs);
- Takes a long, "illogical" route when walking to or from the bus stop or school;
- Has lost interest in school work or suddenly begins to do poorly in school;
- Appears sad, moody, teary, or depressed when he or she comes home;

- Complains frequently of headaches, stomach-aches, or other physical ailments;
- Comes home with torn, damaged, or missing pieces of clothing, books, or other belongings;
- Has trouble sleeping or has frequent bad dreams; or
- Experiences a loss of appetite

WHAT TO DO IF YOU SUSPECT THAT YOUR CHILD IS BEING BULLIED?

1. Talk with your child. Tell your child that you are concerned and that you would like to help.
2. Talk with staff at your child's school. Call or set up an appointment to talk with your child's teacher. He or she will probably be in the best position to understand the relationships between your child and other peers at school. If you are not comfortable talking with your child's teacher or if you are not satisfied with the conversation, make an appointment to meet with your child's counsel or director to discuss your concerns.

IF I WITNESS BULLYING BEHAVIOR, HOW CAN I HELP?

Bystanders often feel uncomfortable when they see another child bullied. Many do nothing to stop the bullying. They may even join in the bullying to avoid becoming targets themselves. Adults can help by persuading children to become "heroes" by standing up for others or by reporting the bullying to a parent or teacher. Research shows that most bullying incidents end when bystanders speak up for the victim.

REPORTING BULLYING BEHAVIOR

- Students, parents and caregivers may report bullying incidents either by telling or emailing any teacher, administrator or school counselor.
- Students, parents and caregivers may also submit a report via the school or division's website using the *Let's Talk* feature.
- The director or director's designee notifies the parent of any student involved in an alleged incident of bullying within 24 hours of learning of the allegation of bullying. Notification may be by phone or electronic means.

HELPING STUDENTS AND FAMILIES NAVIGATE THE CONTINUUM FROM PEER CONFLICT TO BULLYING

	CONFLICT	RUDE	MEAN	BULLYING
Occurrence	Occasional	Occasional	Once or Twice	Is Repeated
Level of Intent	Not planned; in the spur of the moment	Spontaneous action; unintentional	Intentional	Is planned and done on purpose
Level of Impact	All involved are upset	Can cause hurt feelings; upset	Can hurt others deeply	The target of the bullying is upset and / or hurt
Perceived Motivation	All parties want to work things out	Based on thoughtlessness; poor manners or narcissism	Based on anger; impulsive cruelty	Bully tries to gain control over the situation and / or target
Observed Behavior	All parties involved accept responsibility	Rude person accepts full responsibility	Behavior is often regretted	Bully blames the target
Observed Behavior	An effort is made by all parties involved to solve the problem	Rude person apologizes or makes an effort to resolve problem	Both parties may come to a resolution with or without a mediator	The target wants to stop the bully's behavior; the bully does not
How to Respond	May be addressed by using the Conflict Resolution procedures outlined on pages 49	May be handled by speaking with a school counselor and requesting a peer mediation	Should be handled by reporting the situation to a parent/guardian and by notifying a school administrator or school counselor	Should be handled by reporting the situation to a parent/guardian and by notifying a school administrator or school counselor

Bus & Bus Stop: Student Responsibilities & Expectations

REFERENCE: GOVERNING BOARD POLICY EEA

To ensure the safe transport of students to and from school and school-sponsored activities, students are required to conduct themselves in a manner consistent with the **CODE OF CONDUCT**. Students who attend Isle Maritime Trades Academy and live within the county and outside of walking zones are provided free transportation from their home school. Riding the bus is a privilege and should be respected and valued. School bus rules apply when traveling for extra-curricular trips under school sponsorship. It is the school division's goal to provide students a safe environment when traveling to/from school. Students are responsible for following the Code of Conduct in all situations as follows:

WALKING TO/FROM THE BUS STOP OR SCHOOL (Where permitted)

- If possible, walk with a buddy or in groups of at least two (2) or three (3) friends.
- Try to walk on the sidewalks. If there are no sidewalks, walk facing traffic.
- Be on time, and leave plenty of time to walk safely to the school or bus stop.
- Use caution and cross streets only at corners or crosswalks.
- Remain alert at all times by refraining from wearing headphones or texting while walking,
- Wait for the school bus at least ten (10) feet from the road and further away if the weather is bad.
- Avoid strangers. If an unknown adult approaches you, run away and immediately report the incident to a trusted adult.

GETTING ON THE BUS

- Wait for the bus to come to a complete stop before you get on or before you stand up to get off.
- If you drop something near the bus, do not pick it up, as the driver may not see you. Instead, ask the driver for help.
- Be safe by holding the handrail while going up and down the stairs.
- Quickly but safely, find a seat and sit down.
- Be careful to wear clothing and carry backpacks that will not be caught on bus handrails and doors.

RIDING THE BUS

- Be respectful, follow all bus driver instructions and be courteous to the driver.
- Be safe by keeping the bus aisle clear and remaining in your seat while the bus is in motion. Keep hands, feet, and inappropriate comments to yourself to ensure an orderly environment.
- Be responsible by talking with friends quietly so the driver will not be distracted.
- Save food and drinks for when you exit the bus to prevent spills and accidents.
- Keep your personal belongings secure and with you at all times.

LEAVING THE BUS

- Be safe by remaining seated until the bus comes to a complete stop.
- Be responsible by removing all your belongings from the bus and cleaning up any trash in your seat. Keep your area in a neat and orderly manner.
- Be respectful by exiting the bus at your assigned stop once the bus has come to a complete stop and the driver has indicated it is safe to disembark.

REQUESTING BUS CHANGE

Bus changes should be kept to a minimum and will be authorized only in emergency or special circumstances. All requests for a student to ride a bus different from their regular bus must be in writing. A permanent bus change must be in writing and forwarded to the school and approved by the director. Generally, school buses operate at capacity; therefore, permission may be given for childcare purposes but not for other activities (e.g., parties, visit to play).

GENERAL INFORMATION & QUESTIONS?

- For the safety and security of all students and staff, only IMTA employees are permitted to board buses without the express permission of the school and/or bus driver.

If you have questions or concerns, please contact the IMTA office: 757-925-6340

Parental/Family Rights & Responsibilities

Family involvement is the key to a successful educational experience.

As a parent, you are your child's first teacher, and often times, you can help to provide positive options for your child when situations arise at school.

WHAT ARE MY RIGHTS AS A PARENT?

As a partner in the overall education of your child, you have the right to:

- Actively participate in the school community
- Work collaboratively with teachers, staff, and your child
- Ask questions about your child's academic or developmental progress
- Acknowledge positive experiences for your child and provide feedback
- Be informed of the School Division's policies and expectations for your child
- Receive information about your child's progress on a consistent basis
- Collaborate with school staff to advocate for your child
- Involvement in matters concerning your child
- Timely notice of matters concerning your child

WHAT ARE MY RESPONSIBILITIES AS A PARENT?

As a partner in the overall education of your child, you have the responsibility to:

- Support the school community
- Review the Student Conduct Code section with your child to help ensure understanding of the expectations and support staff in fulfilling the Student Conduct Code
- Promote positive behavior and good decision making by your child
- Make school attendance a priority for your child, and notify the school when your child is absent, tardy, or leaving early
- Help ensure your student is appropriately dressed for school and prepared with needed learning materials
- Work collaboratively to address matters in an age-appropriate manner for the student
- Meet with school staff when requested
- Be respectful in all school-related interactions and use only school-appropriate language when communicating with school staff.
- Provide updated emergency contact information in case of emergency and provide any custody documents (if applicable)
- Review and complete the form acknowledging receipt and review of the **STUDENT HANDBOOK AND CONDUCT CODE** .

Student Behavior Categories and Conduct Expectations

It is the mission of Isle Maritime Trades Academy to enhance and expand on each child's unique gifts and talents to ensure every child is college, career and life ready. As delineated in the Profile of a Virginia Graduate, it is the responsibility schools to ensure students demonstrate competency in citizenship, which involves individual responsibility and self-regulation of behavior. The following behavior categories are designed to recognize the impact student behavior has on the school environment and on learning. They encourage awareness for administrators, teachers, parents, and counselors of students' social-emotional development and emphasize the importance of helping students achieve academically and develop SEL competencies.

- A. Behaviors that Impede Academic Progress (BAP):** These behaviors impede academic progress of the student or of students. They are typically indicative of the student's lack of self-management or self-awareness. Sometimes, the student may need help in understanding how the behavior impacts others so training in social awareness may also be indicated.
- B. Behaviors Related to School Operations (BSO):** These behaviors interfere with the daily operation of school procedures. Students exhibiting these behaviors may need to develop self-management, self-awareness, or social awareness skills.
- C. Relationship Behaviors (RB):** These behaviors create a negative relationship between two or more people that does not result in physical harm. Relationship behaviors affect the whole school community in that the school climate is often a reflection of how people treat one another. Students who exhibit difficulty with relationship behaviors may also have difficulty with the other social-emotional competencies.
- D. Behaviors that Present a Safety Concern (BSC):** These behaviors create unsafe conditions for students, staff, and visitors to the school. The underlying reasons for this type of behavior may lie in any of the social-emotional competencies so the administrator should investigate the underlying

ing motivation for the student's behavior. Training in social awareness and decision-making are usually indicated in any behavior that creates a safety concern.

- E. Behaviors that Endanger Self or Others (BESO):** These behaviors endanger the health, safety, or welfare of either the student or others in the school community. Behaviors that rise to this level of severity are often complex. While they are indicative of poor decision-making skills, students who exhibit these behaviors may also have developmental needs in the other social-emotional competencies.
- F. Persistently Dangerous Behaviors (PD):** These behaviors are described in the Virginia's Unsafe School Choice Option Policy required by the federal *Every Student Succeeds Act (ESSA)* of 2015.

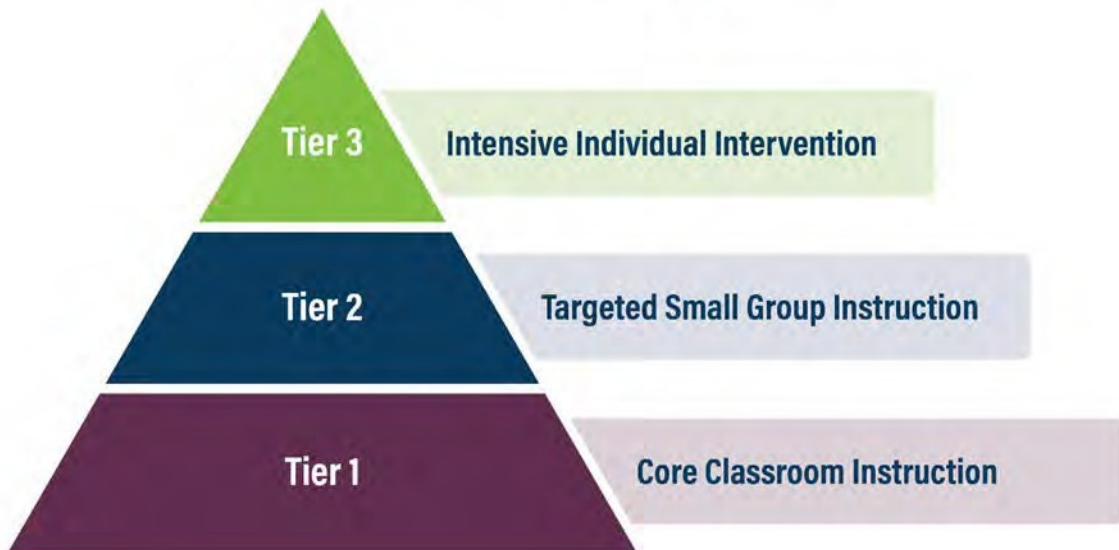
The categories are a means to sorting behaviors in order to apply leveled administrative responses to student behaviors. The *Standards of Student Conduct* section provides examples of how the behavior categories work with leveled administrative responses.

TIERED SYSTEM OF SUPPORT

Isle Maritime Trades Academy (IMTA) is committed to creating a safe, supportive, and positive environment where school staff respond to student behaviors with interventions and consequences aimed at understanding and addressing the causes of misbehavior, resolving conflicts, meeting student needs, and keeping students in school. The Virginia Tiered Systems of Support is data-driven framework for establishing the academic, behavioral, and social-emotional supports needed to foster student success. IMTA utilizes this VDOE approved approach to ensure students receive instruction and training in social-emotional competencies:

1. Self-awareness
2. Self-management
3. Social awareness
4. Relationship skills, and
5. Responsible decision-making

3 Tiers of Support



Tier 1 Supports

IMTA has worked with staff members to develop unique school-wide rules and expectations to support all students. Tier 1 supports consist of universal practices and services designed to foster

safe, supporting, and caring school and classroom environments. Prior to students being referred for administrator interventions, classroom teachers may use the following behavior supports to help re-focus and re-engage students to maintain an appropriate learning environment.

Proactive and Preventative Classroom Supports Coordinated by the Teacher	Instructional Responses for Classroom Managed Behaviors (Teacher-Based)
<ul style="list-style-type: none"> • Develop, teach, and maintain clearly defined classroom expectations that are consistent with school-wide behavioral expectations that align with PBIS practices and the school-wide behavior expectations matrix. • Build positive relationships with students and families. • Model and practice expectations in the appropriate settings. • Re-teach/review expectations throughout the school year (i.e., quarterly, after breaks). • Use pre-correction strategies to remind students of expectations before transitioning between tasks/assignments. • Use more positive than corrective statements (4:1 ratio). • Create a classroom acknowledgement system to increase responsible student behavior. 	<ul style="list-style-type: none"> • Restructure/revise classroom practices based upon student needs. • Adjust pacing of instruction to increase on-task behavior. • Change student seating. • Provide immediate positive feedback when students engage in expected behavior. • Respond calmly, restating the desired behavior. • Use progress-monitoring tools (i.e., behavior chart that includes the replacement behavior, on-task monitoring form, reflection sheets). • Communicate and collaborate with parents/guardians and the student’s counselor and/or case manager regarding student behavior, teacher-based actions, and to problem solve. • Re-teach desired behavior. • Problem-solve the behavior during a teacher-student conference using active listening.

<ul style="list-style-type: none"> • Implement effective, evidence based instructional practices match to student learning needs. • Actively engage students in the teaching and learning process. • Teach prevention lessons that address students’ social-emotional competencies. Teach lessons that apply the competencies to situations (i.e., bullying, suicide awareness and prevention, workplace skills, citizenship, character education). • Use flexible classroom arrangements/seating. 	<ul style="list-style-type: none"> • Establish and consistently implement corrective responses to student misbehavior [i.e., positive practice, restitution, loss of time for a valued activity, in-class time out (not to exceed ten minutes), time-out in another class under adult supervision, loss of privileges]. • Facilitate restorative practices with the student and person(s) affected by the student’s behavior. • Assign a working lunch to facilitate re-teaching or making up missed work (ex: lunch with teacher to catch up on work,
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LEVELED ADMINISTRATIVE RESPONSES TO STUDENT BEHAVIOR

Supporting students and correcting behavior requires a team approach. Administrators and school-based intervention teams will engage in a data driven decision-making process to determine appropriate responses for behaviors at all levels. Consequent actions and sanctions, for inappropriate behavior, will be addressed with instruction and intervention in order to:

- Prevent negative behavior from being rewarded
- Prevent a problem behavior from escalating
- Prevent a problem behavior from significantly interrupting instruction
- Prevent physical and/or social-emotional harm to others

Please Note: Interventions in each category are listed in no particular order. Relevant parties will select which actions are deemed appropriate on a case-by-case basis. The list below is not intended to be utilized sequentially. Additionally, consequences and corrective actions may include interventions from multiple response levels. Any incident that includes multiple offenses or repeated offenses may result in an increased level of response.

<p>Level 1 Responses: Level 1 responses are intended to prevent further behavioral issues while keeping the student in school.</p> <ul style="list-style-type: none"> • Teacher and Administrator interventions <ul style="list-style-type: none"> ○ Re-teaching or modeling desired behavior ○ Positive Behavior Reward or Intervention System ○ Behavior Monitoring and Progress Chart ○ Behavior contract ○ Check-in and Check-out (CICO) ○ Seat change ○ Loss of classroom/school privileges ○ Detention (before school, after school, or during lunch) ○ Reflection-Think Sheet ○ Letter of apology ○ Community service (must be approved by administrator and parent) ○ Conflict resolution or peer mediation conference ○ Temporary removal from class (no longer than 30 minutes or 1 class period)

<p>Level 2 Responses: Administrative responses and interventions at this level are designed to prevent further behavior issues and keep the student in school. Depending upon the severity of the behavior, short-term removal of the student from the classroom may be appropriate.</p>
<ul style="list-style-type: none"> • Check-in and Check-out (CICO) • Peer mediation • Detention (before school, after school, or during lunch) • Referral to school intervention team • In-school suspension (ISS) 1-3 days • Class removal (less than half of school day) • Social probation • Community service (approved by parent and school administrator)
<p>Level 3 Responses: Dependent upon the severity, chronic nature of the behavior, and/or safety concerns, Level 3 behaviors may result in the student's short-term removal from school.</p>
<ul style="list-style-type: none"> • Out-of-school suspension (1-10 days) • Social probation/Loss of school privileges • Re-entry meeting with parent and school administrator (re-entry contract)
<p>Level 4 Responses: Level 4 behaviors require a report to the division hearing officers who serve as the superintendent's designee. A referral to the hearing officer does not automatically result in a long-term suspension, change of placement or expulsion. After a review of the incident in context, the superintendent or designee may return students to the comprehensive setting with additional supports and/or responses to be implemented.</p>
<ul style="list-style-type: none"> • Long-term suspension (11-45 days) • Alternative placement/Change of placement • Social probation • Referral to Law Enforcement
<p>Level 5 Responses: Level 5 responses are reserved for those behaviors that require a referral to the superintendent or designee. For preschool to grade three students, any suspension beyond three days must be referred to the superintendent. A referral to the superintendent or designee may not automatically result in an expulsion, alternative placement, school reassignment, or long-term suspension.</p>
<ul style="list-style-type: none"> • Long-term suspension (46-364 days) • Expulsion (365 days) -- may only be issued by the Governing Board • Alternative Placement/Change of placement • Referral to Law Enforcement

IMTA Leveled Responses to Student Behaviors

Behavior Code	Description	Level 1	Level 2	Level 3	Level 4	Level 5	Report to Law Enforcement
BAP: Behaviors that Impede the Academic Progress (BAP) of the student or of other students.							
BAP1	Interfering with learning in the classroom (examples include talking, excessive noise, off-task, out of seat, possessing items that distract)	X	X				
BAP2	Interfering with learning outside of the classroom (examples include excessive noise, interrupting a class)	X	X				
BAP3	Scholastic dishonesty (such as cheating, plagiarism)	X	X				
BAP4	Unexcused tardiness to class	X	X				
BAP5	Unexcused tardiness to school	X	X				
BSO: Behaviors related to School Operations (BSO) interfere with the daily operation of school procedures.							
BSO1	Altering an official document or record	X	X				
BSO2	Giving false information, misrepresentation	X	X	X			
BSO3	Refusal to comply with requests of staff in a way that interferes with the operation of school	X	X	X			
BSO5	Failure to attend assigned disciplinary setting (detention, in-school suspension, Saturday school)	X	X	X			
BSO6	Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building	X	X	X			
BSO7	Dress Code Violation	X	X				
BSO8	Gambling (games of chance for money or profit)	X	X				
BSO9	Possessing items that are inappropriate for school (examples include toys, literature, electronics)	X	X	X			

BSO10	Possession of stolen items		X	X	X		
BSO11	Unauthorized use of school electronic or other equipment	X	X				
BSO12	Violation of the Acceptable Use of Technology/internet policy	X	X				
BSO13	Violation of Governing Board policy regarding the possession or use of portable communication devices	X	X	X			
BSO14	Vandalism, graffiti or other damage to school or personal property	X	X	X	X	X	
BSO15	Student is not going to class as assigned	X	X				
BSO16	Student is in an unauthorized area of the campus	X	X				

RB: Relationship Behaviors (RB) create a negative relationship between two or more members of the school community (No physical harm is done.)

RB1	Bullying with no physical injury	X	X	X			
RB2	Cyberbullying	X	X	X			
RB3	Posting, distributing, displaying, or sharing inappropriate material or literature, including using electronics means	X	X	X	X		
RB4	Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature	X	X	X			
RB5	Stealing money or property without physical force	X	X	X	X		
RB6	Speaking to another in an uncivil, discourteous manner	X	X				
RB7	Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight	X	X	X			
RB8	Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs or gestures)	X	X	X			
RB9	Using slurs based upon the actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, gender, gender identity, gender expression, sexual orientation, or disability	X	X	X			

RB10	Failure to respond to questions or requests by staff	X	X	X			
RB11	Unwanted or inappropriate physical contact		X	X			
BSC: Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school.							
BSC1	Alcohol: Possessing, using, or being under the influence of alcohol		X	X	X		
BSC2	Alcohol: Distributing alcohol to other students		X	X	X		
BSC3	Drugs: Possessing drug paraphernalia		X	X			
BSC4	Drugs: Violating Governing Board non-prescription (Over the counter) medication policy or look-alike drug policy	X	X	X			
BSC5	Tobacco: Possessing/Using/Distributing tobacco products, possessing tobacco paraphernalia, electronic cigarettes, vaping equipment		X	X	X		
BSC6	Bullying Behavior without physical injury that continues after intervention (See Link: Model Policy to Addressing Bullying in Virginia's Public Schools) Bullying that leads to physical injury should be classified as Assault and Battery.		X	X	X		
BSC7	Cyberbullying that continues after intervention (See Link: Model Policy to Addressing Bullying in Virginia's Public Schools) Cyberbullying that relates a threat to the safety of students and staff should be treated with a higher level of intervention and consequences.		X	X	X	X	
BSC8	Harassment: Repeatedly annoying or attacking a student or group of students or personnel creating an intimidating or hostile educational or work environment		X	X	X		
BSC9	Bus: Distracting the bus driver	X	X	X			
BSC10	Bus: Endangering the safety of others on the bus	X	X	X			
BSC11	Fire alarm: Falsely activating a fire or other disaster alarm		X	X			
BSC12	Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke	X	X	X			

BSC13	Engaging in reckless behavior the creates a risk of injury to self or others	X	X	X			
BSC14	Fighting that results in no injury as determined by the school administration	X	X	X			
BSC15	Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students		X	X	X	X	
BSC16	Throwing an object that has the potential to cause a disturbance, injury, or property damage	X	X	X			
BSC17	Shoving, pushing, striking, biting another a student with no visible injury	X	X	X			
BSC18	Exposing body parts, lewd or indecent public behavior	X	X	X	X	X	
BSC19	Physical contact of a sexual nature – patting body parts, pinching, tugging clothing	X	X	X	X		
BSC21	Stalking as described in the <i>Code of Virginia</i> section 18.2-60.3		X	X	X		Yes
BSC22	Stealing money or property using physical force (no weapon involved)		X	X			
BSC24	Leaving school grounds without permission	X	X				
BSC25	Trespassing		X	X	X		
BSC26	Possessing dangerous instruments/substances that could be used to inflict harm upon another			X	X		
BSC27	Weapons: Possessing any weapon (other than a firearm) as defined by § 18.2-308.1.				X	X	

BESO: Behaviors that Endanger Self or Others (BESO) These behaviors endanger the health, safety, or welfare of either the student or others in the school community.

BESO1	Assault: Intending to cause physical injury to another person		X	X	X		
BESO2	Assault and Battery: Causing physical injury to another person			X	X	X	
BESO3	Fighting: The use of physical violence between students or on another person where there is minor injury as determined by the school administration	X	X	X			

BESO4	Striking Staff: The use of force against a staff member when no injury is caused	X	X	X	X	X	
BESO5	Drugs: Possessing controlled substances, illegal drugs inhalants, or synthetic hallucinogens or unauthorized prescription medications			X	X	X	
BESO6	Drugs: Being under the influence of controlled substances, illegal drugs, inhalants, or synthetic hallucinogens or unauthorized prescription medications				X	X	
BESO7	Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications			X	X	X	
BESO9	Fire: Attempting to set, aiding in setting, or setting a fire			X	X	X	
BESO10	Gang-Related Behavior: Engaging in threatening or dangerous behavior that is gang-related as defined in §18.2-46.1			X	X	X	
BESO11	Hazing as defined in §18.2-56 and noted in § 22.1-279.6.				X		
BESO12	Threatening, intimidating, or instigating violence, injury or harm to a staff member or members		X	X	X	X	
BESO13	Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s) (not including written threats)		X	X	X	X	
BESO14	Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s) in writing		X	X	X	X	
BESO15	Using an object not generally considered to be a weapon to threaten or attempt to injure school personnel			X	X	X	
BESO16	Using an object not generally considered to be a weapon to threaten or attempt to injure students or others					X	
BESO17	Bomb threat –Making a bomb threat				X	X	Yes
BESO18	A crime in the community where the student was charged with an offense relating to the Commonwealth's laws, which is not covered by any other behavior code, but required to be disclosed to the superintendent of the school division pursuant to § 16.1-260(G)						Division notified by Law Enforcement

PD: Persistently Dangerous (PD) Behaviors described in the Virginia's Unsafe School Choice Option Policy required by the federal Every Student Succeeds Act of 2015. Director approval REQUIRED before use.

PD1	Homicide - Firearm				X	X	Yes
PD2	Homicide - Other Weapon				X	X	Yes
PD3	Sexual Assault				X	X	Yes
PD4	Attempted Sexual Assault				X	X	Yes
PD5	Use of a Bomb				X	X	Yes
PD6	Assault with Firearm or Weapon				X	X	Yes
PD7	Actual or Attempted Robbery				X	X	Yes
PD8	Kidnapping/Abduction				X	X	Yes
PD9	Malicious Wounding without a Weapon				X	X	Yes
PD10	Aggravated Sexual Battery on a Student				X	X	Yes
PD11	Illegal Possession of Handgun				X	X	Yes
PD12	Illegal Possession of Rifle or Shotgun				X	X	Yes
PD13	Illegal Possession of Any Other Projectile Weapon				X	X	Yes
PD14	Illegal Possession of Bomb				X	X	Yes
PD15	Illegal Possession of Other Firearms: firebombs, explosive materials or devices, hoax explosive devices per § 18.2-85, or explosive incendiary devices, as defined in § 18.2-433.1, or chemical bombs per § 18.2-87.1				X	X	Yes
PD16	Illegal Possession of Controlled Drugs and Substances with Intent to Distribute or Sell				X	X	Yes

Procedures for Dealing with Violations & Right of Appeal

*Fair rules should not be unfairly enforced
and must be enforced in accordance with existing laws and regulations*

PROCEDURAL DUE PROCESS

No student may be punished for alleged violation of the student code of conduct without due process. All students are entitled to an oral or written notice of the charges, an explanation of the evidence and an opportunity to present his/her side of the story.

STUDENT RIGHT TO DUE PROCESS BEFORE ISSUANCE OF DISCIPLINARY SANCTIONS AND CONSEQUENCES

The director or designee shall meet with the student for the purpose of:

- a) Presenting oral or written notice of the reported code of conduct infraction,
- b) Giving an explanation of the evidence concerning the infraction report, and
- c) Giving the student an opportunity to present his/her side of the story.

In all circumstances, the process of questioning a student begins with considering the nature of the offense, whether it rises to the level of criminal activity, and the age/development of the student.

School officials have a direct responsibility for student behavior as well as school safety and security. That responsibility allows school officials the latitude to question students in an effort to maintain safe schools. Law enforcement officers should not be involved in questioning students as a part of routine school operations when no evidence suggests a crime has been committed. (Reference: 8 VAC 20-131-210)

ISSUANCE OF DISCIPLINARY SANCTIONS AND CONSEQUENCES

Upon completion of procedural due process and based on the nature of the violation(s), the director or designee may:

- a) Issue a school-based intervention (peer mediation, community service, teacher-student conference, etc.).
- b) Assign Alternative to Suspension (ATS): alternative setting for less than half of the instructional day.
- c) Assign In-school Suspension (ISS): alternative setting for half or the entire instructional day.
- d) Issue an Out-of-School Suspension (OSS): removal from school setting for one (1) to ten (10) instructional days.

PROCEDURES FOR OUT-OF-SCHOOL SUSPENSION

When a student is suspended, the director or designee will make multiple efforts to contact and inform the parent or guardian by phone or by email. Parents and guardians are asked to ensure that contact information is correct. In addition, within one (1) school day, the director or designee will send a notice to the parent/ guardian containing the following information:

- a) A statement of the facts leading to the decision to suspend.
- b) The date and time when the student will be allowed to return to school.
- c) A statement of the parent's or student's right to have access to the student's records.

RE-ENTRY MEETING FOLLOWING AN OUT-OF-SCHOOL SUSPENSION

Following an out-of-school suspension, school officials will schedule a student re-entry meeting. The meeting will include the student, school administrator, and school counselor, as deemed appropriate.

A parent/guardian is required to attend the re-entry conference regarding their student's behavior and/or conduct of concern.

APPEAL PROCESS FOR AN OUT-OF-SCHOOL SUSPENSION

A review of a short-term suspension may be requested in writing to the director within three (3) days of the incident and will be forwarded to the Director for review. Appeals should specifically address the reason the parent(s)/ guardian(s) disagree with the administrator's disciplinary decision. For example, the parent(s)/ guardian(s) believe there was an issue with the investigation process, an improper violation was cited, or inappropriate disciplinary consequences were rendered. During the appeal process, the student will serve the disciplinary consequences(s). If the original disciplinary disposition is overturned or reduced, the student's disciplinary record will be amended and any academic impacts will be corrected. The decision of the Director is final.

A review of a long-term suspension may be requested of the superintendent or his designee in writing within five (5) days of the incident. Thereafter, the decision of the director or his/her designee may be appealed further to the Governing Board in writing within seven (7) days of receipt of the director's decision. The Governing Board has the ability to increase or decrease the consequence.

DISPOSITION DEFINITIONS

Student Conference: The first line of discipline is with the classroom teacher. Formal and informal conferences are held between the student and teacher. If problems become more serious, the administrator will hold a conference with the student in an attempt to improve behavior. Many times the student's counselor will also be included in the conference. Where appropriate, the student may be given a warning that a particular behavior is unacceptable and that repetition of such behavior could result in more severe consequences. Parents/guardians will not necessarily be contacted before administrators discuss an incident with students who are directly involved or who are witnesses.

Parent/Guardian Contact: The most effective person in dealing with student discipline problems is the parent/guardian. Teachers, counselors and administrators will contact parents/guardians by phone or letter in an effort to keep parents/guardians informed of student conduct.

School Conference with Parent/Guardian: Parents/guardians are encouraged to set up an appointment with any teacher, counselor or administrator to discuss their student's progress or problems. In the case of a suspension, a parent/guardian may be asked to come to school to reinstate the student.

Confiscation: Any student's property, which disrupts the learning environment, will be removed from that student's possession.

Restitution: The replacement of or payment for property lost, damaged, destroyed or stolen will be required. The **CODE OF VIRGINIA § 22.1-280.4** provides that the Governing Board may take action against a student or the student's parent(s)/ guardian(s) for any actual loss, breakage, destruction or failure to return property.

Detention (before school, lunch, after school, Saturday): Detaining a student for disciplinary reasons during non-instructional time. Detention requires a student to spend additional time at school or denies a student access to a class or activity. This is a method of discipline that may be employed by any teacher or administrator to keep a student beyond school hours in the hope of correcting inappropriate behavior. Parents/guardians must be notified, and detention generally should not exceed two (2) hours.

Loss of Privilege to Ride a School Bus: This is a method of discipline, which may be employed by an administrator in the hope of correcting inappropriate behavior on the school bus. Parents must be notified when their child will not be permitted to ride the bus. If bus privileges are denied, parents are responsible for providing transportation to and from school.

Social Probation and Loss of Privilege to Participate in Academic Clubs or Athletics: This is a method of discipline employed by administrators as a consequence for inappropriate behavior and for Level 2, 3 or 4 violations of the conduct code. Length of exclusion from extracurricular activities, including academic clubs, graduation activities or athletic participation, may extend to the end of the academic year or longer.

Alternative to Suspension (ATS): ATS is a short-term removal from the classroom of less than one-half (1/2) school day that is not considered a suspension (ISS or OSS). During ATS, students will complete schoolwork in an isolated, supervised setting.

In-School Suspension (ISS): ISS is a short-term removal from the classroom of one-half (1/2) day or more.—During ISS, students will attend school and complete schoolwork in an isolated, supervised setting. During this time, the student may be denied school privileges and participation in or attendance at school activities.

Short-Term Suspension of Students: A short-term suspension is any disciplinary action whereby a student is not permitted to attend school for a period not to exceed ten (10) days of school.

Making up Work: Students are responsible for the completion of their assignments and classwork during a short-term suspension. Students are allowed to make up all work and assignments, including, but not limited to, quizzes, research papers, essays, reports, projects, tests, and quarterly assessments for full credit.

Long-Term Suspension of Students: A long-term suspension is any disciplinary action whereby a student is not permitted to attend school for more than ten (10) school days but less than forty-six (46) calendar days. In accordance with state and federal regulations, students with disabilities who are suspended for greater than ten (10) days constitutes a change in placement and requires a manifestation determination review (MDR).

A student under any out-of-school suspension is not to enter onto any IMTA property or bus in Isle Maritime Trades Academy nor is he/she to participate in or attend a school- sponsored activity in which an Isle Maritime Trades Academy school is utilized. To do so is considered trespassing.

Long-Term Suspension for Aggravating Circumstances: A long-term suspension may extend longer than forty-five (45) calendar days if a student's conduct represents aggravating circumstances, as defined by the Virginia Department of Education. Aggravating circumstances includes: (1) A student engaged in misconduct which caused serious harm (including, but not limited to, physical, emotional and psychological harm) to another person(s) or posed a credible threat of serious harm to another person(s) as determined by a threat assessment; or (2) A student's presence in the school poses an ongoing and unreasonable risk to the safety of the school, its students, staff or others in the school; or (3) A student engaged in a serious offense that is (a) persistent (repeated similar behaviors are documented on the student's disciplinary record) and (b) unresponsive to targeted interventions as documented on the student's disciplinary record. Long-term suspension of a student for more than forty-five (45) calendar days

for aggravating circumstances can be applied by the division superintendent or the Governing Board.

EXPULSION

An expulsion is any disciplinary action imposed by the Governing Board whereby a student is not permitted to attend school within the School Division and is ineligible for readmission for 365 calendar days after the date of the expulsion.

A student with a disability may be recommended for expulsion only after an IEP committee has determined through a MDR that the misconduct was not caused by, or directly and substantially related to, the student's disability.

EXPULSION OF STUDENTS UNDER CERTAIN CIRCUMSTANCES

In compliance with the federal Improving America's Schools Act of 1994 (Part F – Gun Free Schools Act of 1994) and the **CODE OF VIRGINIA § 22.1-277.07**, the

Governing Board shall expel from school attendance for a period of not less than one (1) year any student whom the Governing Board has determined, in accordance with the procedures set forth in this article, to have possessed a firearm on school property, or at school- sponsored activities as prohibited by **§ 18.2-308.1** of the **CODE OF VIRGINIA**; to have possessed a firearm or destructive device as defined in subsection E of the **CODE OF VIRGINIA**, a firearm muffler or firearm silencer, or a pneumatic gun as defined in **subsection E of § 15.2-915.4** of the **CODE OF VIRGINIA** on school property, or at school-sponsored activities. A school administrator, pursuant to Governing Board policy, or the Governing Board may, however, determine, based on the facts of a particular situation that special circumstances exist and no disciplinary action or another disciplinary action is appropriate. The Governing Board may expel from school attendance for a period of not less than one (1) year any student whom the Governing Board has determined to have possessed a firearm in a vehicle on school property, or at school-sponsored activities in accordance with **§ 18.2-308.1** of the **CODE OF VIRGINIA**. Nothing in the **CODE OF VIRGINIA § 22.1-277.07** shall be construed to require a student's expulsion regardless of the facts of the particular situation.

EXPULSION OF STUDENTS FOR CERTAIN DRUG OFFENSES

The Governing Board shall expel from school attendance any student whom the Governing Board has determined, in accordance with the procedures set forth in the **CODE OF VIRGINIA § 2 2.1-277.08**, to have brought a controlled substance, imitation controlled substance, or marijuana as defined in **§ 1 8.2-247** onto school property or to school-sponsored activities. A school

administrator, pursuant to Governing Board policy, or the Governing Board may, however, determine, based on the facts of a particular situation that special circumstances exist and no disciplinary action or another disciplinary action is appropriate. Nothing in the Virginia code section shall be construed to require a student's expulsion regardless of the facts of the particular situation.

PROCEDURES FOR HANDLING DRUG VIOLATIONS

First offense for being under the influence, possession, and/or use of Marijuana, Synthetic Cannabinoids, Controlled Substances, Imitation Controlled Substances or Drug Paraphernalia: (a) a ten

(10) day out-of-school suspension with a recommendation for long-term suspension (b) Long-term suspension of forty-five (45) days, with thirty

(30) days held in abeyance if the student and family:

(i) agrees to complete a drug/substance assessment and intervention program with a trained professional (at parent expense) (ii) loss of driving privileges for ninety (90) days (iii) loss of the privilege to participate in extracurricular activities, including academic clubs, athletics, school dances or proms for sixty (60) school days (iv) complete a reflection essay. Failure to agree to the terms of an abeyance agreement will result in the imposition of the entire thirty (30) days.

Second offense for being under the influence, possession, and/or use of Marijuana, Synthetic Cannabinoids, Controlled Substances, Imitation Controlled Substances or Drug Paraphernalia: a ten (10) day out-of-school suspension with a recommendation for expulsion.

DISCIPLINE/ADMINISTRATIVE HEARING

As defined by the Virginia Department of Education, a discipline hearing is an opportunity for a review of facts known about an alleged incident. It is an opportunity to learn more about the incident and to address any information that the parent/guardian or student believes is inaccurate. Discipline hearings are the only administrative avenue for exercising due process rights. If parents/guardians fail to take part in hearings, they may waive their opportunity to be heard and to appeal decisions they may disagree with. Discipline hearings are required for certain violations of the student code of conduct or can be initiated if a school director makes a recommendation for long-term suspension or expulsion.

The hearing officer may make a decision at the end of the hearing or wait to send the decision in a written format. Per the **CODE OF VIRGINIA**, while the decision may be shared verbally, the hearing officer is required to send the final decision in writing.

A review of a 10-day or more suspension with a recommendation for long-term suspension, alternative placement, or possible expulsion may be conducted by the division superintendent or the hearing officer. During the hearing, an assessment of the facts will be completed regarding the recommendations made by the school's administrators. Thereafter, any recommendation for expulsion shall be forwarded to the Governing Board in accordance with the policies contained herein.

APPEAL PROCESS FOR LONG-TERM SUSPENSION ISSUED BY THE HEARING OFFICER

A review of a long-term suspension may be requested of the superintendent or his designee in writing with five (5) days of receipt of the hearing officer's written decision. Thereafter, the decision of the superintendent or his designee may be appealed further to the Governing Board in writing within seven (7) days of receipt of the superintendent's decision. The Governing Board has the ability to increase or decrease the consequence.

RECOMMENDATIONS FOR POSSIBLE EXPULSIONS

All recommendations for expulsion require a formal hearing before members of the Governing Board. Parents/guardians must receive written notice that a recommendation for expulsion has been made regarding a student. An administrative hearing will be held by the superintendent or his designee to further assess the recommendation made by the school director prior to the recommendation for expulsion being forwarded to the

Governing Board for formal action. A parent/guardian must receive written notice that the Governing Board will thereafter consider expulsion. This notice will include the date, time, place of the hearing and the specific charges. The student and

his/her parent/guardian (or a legal representative) has the right to call witnesses, question school officials, and present information on behalf of the student.

LAW ENFORCEMENT AND STUDENT CONDUCT

Law enforcement officials will be permitted to question students while they are under the authority of the school. The following provisions will be met:

1. Parents or guardians will normally be notified of requests to interview students to allow parents/guardians to be present, unless otherwise requested by law enforcement.
2. If the interview occurs at school, a school administrator may be present at the request of the student, parent/guardian or law enforcement. In these situations, the school administrator will serve in a supportive but non-advisory role.
3. Information derived from questioning will be kept in strict confidence by school officials unless legal procedures will require otherwise.
4. Students are not to be released into the custody of others without establishing the fact that the person assuming custody is the parent, legal guardian, a person designated by same, or law enforcement official.

SEARCHES AND SEIZURES

Lockers and other storage facilities are the property of the Governing Board and are lent to the student for his/her use during school hours. School officials have the authority to open and inspect all storage spaces.

School officials also have the right to search any student and/or a student's personal effects (e.g., purse, book bag) when there is reasonable suspicion to believe that the student possesses an item which violates the law, school policies and regulations, or which may be harmful to the school or its students.

Such searches will be conducted by the administration with another person present. In no event will strip-searches of students be conducted.

The school administration has the authority to conduct routine patrols of student parking lots. Automobiles on school property are subject to search whenever a school administrator has reasonable suspicion to believe that illegal or unauthorized materials are contained in or on an automobile.

Random searches may be conducted on school property using metal detectors or dogs capable of detecting drugs, bombs and firearms. These searches may be conducted by school administrators or by law enforcement officers in coordination with school administrators. Canines shall not be used to search students.

Weapons of any nature on school property or at school functions are prohibited by policy and state law. The school administration has the authority to use stationary or mobile metal detectors to ensure that weapons and other dangerous objects are not brought onto school property or to school-sponsored functions.

School authorities may seize any illegal, unauthorized or contraband items or materials discovered on school grounds. Illegal or contraband materials shall be turned over to the proper legal authorities for ultimate disposal.

VOLUNTARY SURRENDER OF INAPPROPRIATE ITEMS

If a student discovers something in his or her possession which is not permitted at school, that student should immediately report it to an administrator or other staff. Staff responsible for initiating follow-up action shall take into account that the student voluntarily brought the matter to the attention of the staff.

IMTA School Policy

Student Conduct

Generally

The Isle Maritime Trades Academy establishes expectations for student conduct so that public education is conducted in an atmosphere free of disruption and threat to persons or property and supportive of individual rights.

In addition to the types of conduct prohibited below, the superintendent issues Standards of Student Conduct and a list of possible actions for violations of those Standards.

This Policy and the Standards of Student Conduct apply to all Isle Maritime Trades Academy students. They are enforced when the student's conduct occurs when the student is

- On school property.
- Traveling to school or from school.
- Traveling to, at, and from bus stops.
- In IMTA vehicles.
- In attendance at any school-sponsored activity.
- Off school property if the conduct disrupts the learning environment.

The IMTA Director and Governing Board biennially review the model student conduct code developed by the Virginia Board of Education to incorporate into policy and the Standards of Student Conduct a range of discipline options and alternatives to preserve a safe and non-disruptive environment for effective learning and teaching.

Parental Involvement and Responsibility

Each parent of a student enrolled in Isle Maritime Trades Academy has a duty to assist in enforcing this policy, the Standards of Student Conduct and compulsory school attendance in order that education may be conducted in an atmosphere free of disruption and threat to persons or property and supportive of individual rights. This policy, the Standards of Student Conduct, a notice of the requirements of Va. Code §22.1-279.3, and a copy of the compulsory school attendance law is sent to all parents within one calendar month of the opening of schools simultaneously with any other materials customarily distributed at that time. A statement for the parent's signature acknowledging the receipt of this policy, the Standards of Student Conduct, the requirements of Va. Code § 22.1-279.3 and the compulsory school attendance law is also sent. Parents are notified that by signing the statement of receipt, they are not deemed to waive, but expressly reserve, their rights protected by the constitution or laws of the United States or Virginia. Each school maintains records of the signed statements.

The Director may request the student's parent or parents, if both have legal and physical custody, to meet with the director or director's designee to review this policy, the Standards of Student Conduct and the parent's or parents' responsibility to participate with the school in disciplining the student and maintaining order, to ensure the student's compliance with compulsory school attendance law and to discuss improvement of the child's behavior, school attendance and educational progress.

The Director may notify the parents of any student who violates an IMTA policy, the Standards of Student Conduct, or the compulsory school attendance requirements when such violation could result in the student's suspension or the filing of a court petition, whether or not the school administration has imposed such disciplinary action or filed such a petition. The notice shall state (1) the

date and particulars of the violation; (2) the obligation of the parent to take actions to assist the school in improving the student's behavior and ensuring compliance with compulsory school attendance; (3) that, if the student is suspended, the parent may be required to accompany the student to meet with school officials; and (4) that a petition with the juvenile and domestic relations court may be filed under certain circumstances to declare the student a child in need of supervision.

The Director or director's designee notifies the parent of any student involved in an incident required to be reported to the Governing Board and Virginia Board of Education as described in Policy CLA Reporting Acts of Violence and Substance Abuse.

If a parent fails to comply with the requirements of this Policy, the Governing Board may ask the Juvenile and Domestic Relations Court to proceed against the parent in accordance with the requirements of the Code of Virginia.

A parent, guardian or other person having control or charge of a student is notified in writing of any disciplinary action taken with regard to any incident upon which an adjudication of delinquency or conviction for an offense listed in Va. Code §16.1-260.G was based and the reasons therefor. The parent or guardian is also notified of the parent or guardian's right to review, and to request an amendment of, the student's scholastic record, in accordance with regulations of the Board of Education governing the management of scholastic records.

Prevention, Intervention, and Treatment Activities and Programs: Any student involved in a reportable drug or violent incident, as described in Policy CLA Reporting Acts of Violence and Substance Abuse, participates in prevention and intervention activities deemed appropriate by the superintendent or superintendent's designee. Further, any student who has been found to be in possession of or under the influence of drugs or alcohol on school property or at a school sponsored activity may be required to (1) undergo evaluation for drug or alcohol abuse and (2) participate in a drug and/or alcohol treatment program if recommended by the evaluator and if the parent consents.

Prohibited Conduct

The following conduct is prohibited. Students engaging in such conduct are subject to disciplinary action.

Bullying and Use of Electronic Means for Bullying: Bullying is prohibited. "Bullying" means any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. "Bullying" includes cyber bullying. "Bullying" does not include ordinary teasing, horseplay, argument or peer conflict.

Gang Activity: Gang activity, as defined in Policy JFCE Gang Activity or Association, is prohibited.

Harassment: As provided in Policy JFHA/GBA Prohibition Against Harassment and Retaliation, students are prohibited from harassing other students, school staff, volunteers, student teachers or any other person present in school facilities or at school functions.

Hazing: Hazing is prohibited: Hazing means to recklessly or intentionally endanger the health or safety of a student or students or to inflict bodily harm on a student or students in connection with or for the purpose of initiation, admission into or affiliation with or as a condition for continued membership in a club, organization, association, fraternity, sorority, or student body regardless of whether the student or students so endangered or injured participated voluntarily in the relevant activity.

Intentional Injury of Others: Students are prohibited from intentionally injuring others.

Self-defense: Whether a student acted in self-defense is considered when the student's conduct is evaluated for disciplinary action.

Threats: Intimidation: Students are prohibited from making any verbal, written or physical threat of bodily injury to another person.

Trespassing: Students, including students who have been suspended or expelled, are subject to disciplinary action for trespassing on school property

Use and/or Possession of Alcohol, Tobacco Products, Nicotine Vapor Products, Anabolic Steroids, and Other Drugs:

Students are prohibited from possessing, using, or distributing any of the restricted substances listed below on school property, on school buses or during school activities, on or off school property.

Students are prohibited from attempting to possess, use, consume, procure and/or purchase, any of the restricted substances listed below or what is represented by or to the student to be any of the restricted substances listed below or what the student believes is any of the restricted substances listed below.

Students are prohibited from being under the influence of any of the restricted substances listed below, regardless of whether the student's condition amounts to legal intoxication.

Restricted substances include but are not limited to alcohol, tobacco products as defined in Policy JFCH Tobacco Products and Nicotine Vapor Products, nicotine vapor products as defined in Policy JFCH Tobacco Products and Nicotine Vapor Products, inhalant products, and other controlled substances defined in the Drug Control Act, Chapter 15.1 of Title 54 of the Code of Virginia, such as anabolic steroids, stimulants, depressants, hallucinogens, marijuana, imitation and look-alike drugs, drug paraphernalia and any prescription or non-prescription drug possessed in violation of Governing Board policy.

In addition to any other consequences which may result, a student who is a member of a school athletic team will be ineligible for two school years to compete in interscholastic athletic competition if the school director and the superintendent determine that the student used anabolic steroids during the training period immediately preceding or during the sport season of the athletic team, unless such steroid was prescribed by a licensed physician for a medical condition.

Use of Profane or Obscene Language and Conduct: Students are prohibited from using profane or obscene language or engaging in profane or obscene conduct.

Vandalism: Students are prohibited from vandalizing school property and the property of any Governing Board staff member or any other person.

The Governing Board may recover damages sustained because of the willful or malicious destruction or, or damage to, public property pursuant to Policy ECAB Vandalism.

Drafted: March 2024

Legal Refs.: Code of Virginia, 1950, as amended, §§16.1-260, 18.2-56, 18.2-308.1, 18.2-308.7, 22.1-23.3, 22.1-78, 22.1-200.1, 22.1-253.13:7.C.3; 22.1-254, 22.1-276.3, 22.1-277, 22.1-277.08, 22.1-277.2, 22.1-279.1, 22.1-279.3, 22.1-279.3:1, 22.1-279.6, 22.1-288.2.

Model Guidance for Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension, Virginia Board of Education January 2019.

Cross Refs.:

CLA	Reporting Acts of Violence and Substance Abuse
EBB	Threat Assessment Teams
ECAB	Vandalism
IIBEA/GAB	Acceptable Computer System Use
JFCE	Gang Activity or Association
JFCF	Drugs in School
JFG	Search and Seizure
JFHA/GBA	Prohibition Against Harassment and Retaliation
JGA	Corporal Punishment
JGD/JGE	Student Suspension/Expulsion
JGDA	Disciplining Students with Disabilities
JGDB	Discipline of Students with Disabilities for Infliction of Serious Bodily
Injury JN	Student Fees, Fines and Charges

Annual Notifications Required by State and/or Federal Law or Regulation

Acceptable Computer System use (Policy IIBEA/GAB): The Governing Board provides a technology including the Internet, to promote educational excellence by facilitating resource sharing, innovation and communication. All use of the IMTA's technology must be (1) in support of education and/or research, or (2) for legitimate school business. Use of the computer system is a privilege, not a right. Any communication or material used on the computer system, including electronic mail or other files deleted from a user's account, may be monitored or read by school officials. Additional information on acceptable use can be found in [Policy IIBEA/GAB Acceptable Computer System Use](#) and accompanying [Regulation IIBEA-R/ GAB-R Technology Use Guidelines](#).

Availability of Governing Board Policies and Regulations (Policy BF): Current copies of all division policies and regulations are available on Paul D. Camp's Isle Maritime Academy website: Printed copies are available to citizens who do not have online access at the IMTA Administrative Office at 253 James Street, Smithfield, VA 23430

Compulsory Attendance (Policy JEA): The entirety of policy JEA is included at the end of the Annual Notifications document.

Counseling Program (Policy IJ): A parent may decide whether a student may participate in the guidance and counseling program. Unless a parent makes a written request for the student to be excluded from a specific component, the student will be included in all guidance and counseling programs. Parents may review materials used in guidance and counseling programs by contacting the school counselor.

- ***Academic Guidance:*** Guidance assists students and their parents in understanding available curricular choices, planning a program of studies, arranging and interpreting academic testing, and seeking post-secondary academic opportunities.
- ***Career Guidance:*** Guidance helps students find information and plan action for work, jobs, apprenticeships, and post-secondary, educational and career opportunities.
- ***Personal/Social Counseling:*** Guidance assists students in understanding themselves; the rights and needs of others; conflict resolution; and individual goals based on interests, abilities, and aptitudes. Information and records of personal/social counseling will be kept confidential and separate from a student's educational records and not disclosed to third parties without prior parental consent or as otherwise provided by law. Parents will notify the school division in writing if the student is not to participate in the personal/social counseling program. (Opt-Out)

Dual Enrollment, Advanced Placement Classes, and Special Programs (Policy IGBI): The Isle Maritime Trades Academy' [Program of Studies](#) provides information to students and parents on the availability of dual enrollment and advanced placement classes; career and technical education programs, including internships, externships, apprenticeships, credentialing programs, certification programs, licensure programs, and other work-based learning experiences; Academic Year Governor's School Programs; the qualifications for enrolling in such classes, programs, and experiences; and the availability of financial assistance to low-income and needy students to take the advanced placement examinations. The Program of Studies can be found on the IMTA website at: <https://www.IMTA.k12.va.us/apps/pages/programofstudies> Students and their parents can contact their school counseling office for more information on an associate's degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma.

Eating Disorders Awareness in the Public School Setting Authorization: The Code of Virginia requires that each Governing Board shall annually provide parent educational information regarding eating disorders for pupils in grades five through twelve. Eating disorders are serious health problems that usually start in childhood or adolescence and affect both girls and boys. With early diagnosis, eating disorders are treatable with a combination of nutritional, medical, and therapeutic supports. Recognizing the importance of early identification of at-risk students, the 2013 Virginia General Assembly passed a law requiring each Governing Board to provide parent educational information regarding eating disorders on an annual basis to students in the fifth through twelve grades. Parents who wish to receive additional information can visit http://www.doe.virginia.gov/support/health_medical/office/index.shtml under the heading “Eating Disorders Parent Information Sheet”. Parents may also contact the school director for information.

Emergency Procedures: Written procedures to follow in emergencies such as fire, injury, illness, allergic reactions, and violent or threatening behavior are outlined in each school’s Crisis Management Plan and discussed with staff and students during the first week of each school year. Emergency plans include Governing Board policies for the possession and administration of epinephrine in every school, to be administered by any school nurse, employee of the Governing Board, employee of a local governing body, or employee of a local health department who is authorized by a prescriber and trained in the administration of epinephrine to any student believed to be having an anaphylactic reaction.

Fees (Policy JN): The Governing Board charges student fees and acts to recover funds for the loss of or damage to Governing Board property in accordance with the state and federal law. No fee may be charged unless it has been approved by the Governing Board.

The Governing Board provides, free of charge, such textbooks as are required for courses of instruction for each child attending public schools. Consumable materials such as workbooks, writing books, and drawing books may be purchased by the Governing Board and either provided to students at no cost or sold to students at a retail price not to exceed seven percent added to the publisher’s price. If sold, the Governing Board shall ensure that workbooks, writing books, and drawing books are furnished to students who are unable to afford them at a reduced price or free of charge. Fees will not be charged to students for instructional materials, textbooks, or other materials used by a Governing Board employee that are not directly used by a public-school student.

Fees are reduced or waived for economically disadvantaged students and students whose families are undergoing economic hardships and are financially unable to pay them, including but not limited to, families receiving unemployment benefits or public assistance, including Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP), Supplemental Security Income (SSI) or Medicaid; foster families caring for children in foster care; and families that are homeless. Each time a fee is charged, notice will be given that a fee waiver may be requested. The notice will include directions as to how to apply for a waiver.

The consequences for nonpayment of fees include exclusion from the activity related to the fee. No student’s report card, diploma or class schedule will be withheld because of nonpayment of fees or charges. No student will be suspended or expelled for nonpayment of fees or charges. The Governing Board upon recommendation of the superintendent may act against a pupil or the pupil’s parent for any actual loss, breakage, or destruction of or failure to return property owned by or under the control of the Governing Board, caused or committed by such pupil in pursuit of his studies. Such action may include seeking reimbursement from a pupil or pupil’s parent for any such loss, breakage, or destruction of or failure to return school property. A list of current fees can be found in [Policy JN: Student Fees, Fines, and Charges](#).

FERPA (Family Educational Rights and Privacy Act) (Policy JO): Parents/guardians and adult students have the right to inspect and review education records, amend education records, consent to disclosure of personally identifiable information in education records and file a complaint with the U.S. Department of Education. IMTA has designated several categories of information as directory information.

School divisions must give notice of the categories of information, if any, which they have designated as directory information. Those categories and additional information on FERPA can be found in [Policy JO: Student Records](#). IMTA will release the names, addresses and telephone numbers of secondary students to all recruiters or institutions of higher education that request them unless the parents specifically request that this information not be released.

PPRA (Protection of Pupil Rights Amendment) (Policy JOB): The PPRA requires school divisions to provide notice of their policy controlling the administration of surveys on certain sensitive topics including political or religious beliefs and behavior involving sex or illegal conduct. In addition, divisions must also directly notify parents, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the following activities will occur:

- activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or selling that information
- the administration of any survey concerning sensitive information
- any nonemergency, invasive physical examination or screening

Information on PPRA can be found in [Policy JOB: Administration of Surveys and Questionnaires](#)

Nondiscrimination (Policy AC, Policy JFHA/GBA): The Isle Maritime Trades Academy Governing Board is committed to nondiscrimination with regard to sex, sexual orientation, gender, gender identity, race, color, national origin, disability, religion, ancestry, age, marital status, pregnancy, childbirth or related medical conditions, disability, status as a veteran, genetic information or any other characteristic protected by law. This commitment prevails in all of its policies and practices concerning staff, students, educational programs and services, and individuals and entities with whom the Board does business.

The Isle Maritime Trades Academy Governing Board is committed to maintaining an educational environment and workplace that is free from harassment. In accordance with law, the Board prohibits harassment against students, employees, or others on the basis of sex, sexual orientation, gender, gender identity, race, color, national origin, disability, religion, ancestry, age, marital status, pregnancy, childbirth or related medical conditions, status as a veteran, genetic information or any other characteristic protected by law or based on a belief that such characteristic exists, hereinafter referred to as protected group status, at school or any school sponsored activity.

It is a violation of this policy for any student or school personnel to harass a student or school personnel based on protected group status at school or any school sponsored activity. Further, it is a violation of this policy for any school personnel to tolerate harassment based on a student's or employee's

protected group status at school or any school sponsored activity, by students, school personnel or third parties participating in, observing or otherwise engaged in school sponsored activities.

Information on the complaint procedure can be found in policy [JFHA/GBA](#).

Promotion, Retention, and Remediation Policies (Policy JECC, JECC-R): Promotion in the Isle Maritime Trades Academy shall be based upon student achievement and, in high school, upon earned units of credit. Teachers and parents should be involved in decisions related to student retentions and such decision be made in the best interest of the student. Additional information can be found in [Policy JECC Promotion and Retention and Regulation JECC-R](#).

Prosecution of Juveniles as Adults (Policy JFCL): Section [22.1-279.4](#) of the *Code of Virginia* requires local Governing Boards to provide information, developed by the Office of the Attorney General, to students regarding laws governing the prosecution of juveniles as adults for the commission of certain crimes. "[Laws Regarding the Prosecution of Juveniles as Adults](#)" contains the required information.

Quality Profiles (Policy CMA): Divisions that receive Title I funds must prepare and disseminate specified information to parents. Federal law refers to the distribution of this information as a "report card". The Virginia Board of Education, in the Standards of Accreditation as revised in January 2018, now uses the term "School Quality Profile". The Virginia Department of Education now posts the information required by federal law to appear in division and school report cards on its website and has stated that this posting satisfies the requirements of federal law. The information can be found at: <https://schoolquality.virginia.gov/divisions/isle-of-wight-county-public-schools>

Sex Offender Registry (Policy KN): <https://sex-offender.vsp.virginia.gov/sor/>

Title I Parental Notification of Assessment Opt-Out Policies: On December 10, 2015, the *Every Student Succeeds Act of 2015 (ESSA)* was signed into law. Section 1112(e)(2) of ESSA states that parents of students in Title I schools have a right to know about state or division policies regarding student participation in any assessments mandated by ESSA, including any policy, procedure, or parental right to opt students out of such assessments. If you would like to receive information about this topic, please contact your building director by phone or in writing. ***IMTA is not a Title I school.***

Tobacco and Nicotine Vapor Products: The use of tobacco, alcohol, or drugs can have significant and long-term health and academic consequences for children and adolescents. Research has shown that environmental strategies – community norms, shared values, and public messages that promote healthy, drug-free living – make a substantial difference in keeping youth better protected from the negative influences of alcohol, tobacco, and drug use. Schools are uniquely positioned to provide programs and services that promote student health and remove barriers to learning. They provide an ideal setting for education, prevention, and early interventions of alcohol, tobacco, and substance use. Additional resources for students and families on alcohol, drug, and tobacco use can found on the VDOE website at https://www.doe.virginia.gov/support/prevention/drug_use/index.shtml

No person, on the basis of race, sex, age, religion, color, national origin, handicapping condition, or marital status shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination under, any program or activity operated by Isle Maritime Trades Academy.

Grading and Academic Standing

Final Grade Reports

Final reports of grades are reported at the end of each semester and posted in the student information system. Grades are not mailed to students. These grades are part of each student's academic record and are recorded on an official transcript. Any errors should be reported to the Office of Admissions and Records within 10 days after the close of the semester in which grades were received or they will be assumed to be correct.

Grading System

Students of Camp Community College can expect diversity in approaches to grading from one instructor to another, reflecting both the demands of different disciplines and varying philosophies of teaching. Although this college does not maintain a standardized grading scale, each instructor must provide the student with a course syllabus, which explains how the student's work is to be assessed for a particular course. The grades of A, B, C, D, P, and S are passing grades. Grades of F and U are failing grades. R and I are interim grades. Grades of W, S, and X are final grades carrying no credit towards graduation. The quality of performance in any academic course is reported by a letter grade, the assignment of which is the responsibility of the instructor. These grades denote the character of study and are assigned quality points as follows:

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

Granting Incomplete Grade

The "I" grade is to be used only for verifiable unavoidable reasons that a student is unable to complete a course within the normal course time. To be eligible to receive an "I" grade, the student must (1) have satisfactorily completed more than 60% of the course requirements and attendance and (2) must request the faculty member to assign the "I" grade and indicate why it is warranted. The faculty member has the discretion to decide whether the "I" grade will be awarded. Since the "incomplete" extends enrollment in the course, requirements for satisfactory completion shall be established through consultation between the faculty member and the student.

In assigning the "I" grade, the faculty member must complete documentation that (1) states the reason for assigning the grade; (2) specifies the work to be completed and indicates its percentage in relation to the total work of the course; (3) specifies the date by which the work must be completed; and (4) identifies

the default (B, C, D, F, P, R, or U) based upon course work already completed. Completion dates may not be set beyond the last day of the subsequent semester (to include summer term) without written approval of the Chief Academic Officer. The student will be provided a copy of the documentation. The use of the Incomplete Grade Form is the tool to ensure that all "I" grades that have not been changed by the faculty member through the normal grade change processes are subsequently changed to the default grade assigned by the faculty member. An "I" grade will be changed to a "W" only under documented mitigating circumstances which must be approved by the Chief Academic Officer.

P — Pass: No grade point credit; may apply to specialized courses and seminars at the discretion of the college. A "P" grade represents a grade of C or better.

R — Re-enroll: No grade point credit; the R grade may be used as a grade option, in developmental courses only, to indicate satisfactory progress toward meeting course objectives. In order to complete course objectives, students receiving the "R" grade must re-enroll in the course and pay the specified tuition.

S — Satisfactory: No grade point credit; applies only to Developmental Studies courses.

U — Unsatisfactory: No grade point credit; applies only to Developmental Studies, specialized courses and seminars, non-credit courses.

W — Withdrawal: No credit. A grade of "W" is awarded to students who withdraw or are withdrawn from a course after the drop/add period but prior to the completion of 60% of the session. After that time, the student will receive a grade of "F" except under mitigating circumstances which must be documented, and a copy of the documentation must be placed in the student's academic file.

Grades for Non-Credit Courses

The grades for non-credit courses where CEUs are not awarded are:

S – Completion

F – Fail

N – No Show

W – Withdrawal

The grades for non-credit courses where CEUs are awarded are:

P – Pass

F – Fail

I – Incomplete

W – Withdrawal

Assessment

Assessment supports the college's commitment to student learning and is essential in evaluating the effectiveness of academic programs. All students completing IMTA will take part in one or more assessment activities designed to demonstrate and measure student learning and achievement.

Students will be assessed both formatively and summatively by each instructor. Students should expect to receive formative, hands-on performance-based assessments throughout each unit of study, followed by a summative assessment at the end of each unit. Mid-terms and final exams are given by instructors each semester. Students will be graded in accordance with the Paul D. Camp grading policies and procedures.

Students attending IMTA will complete the Technical Studies Associate of Applied Science degree and participate in the college's assessment of general education core competencies. The Virginia Community College System has established six competencies that form the foundation of the general education curriculum. The competencies are 1) civic engagement, 2) critical thinking, 3) professional readiness, 4) quantitative literacy, 5) scientific literacy, and 6) written communication. Upon completion of the associate degree, graduates of the Isle Maritime Trades Academy

will demonstrate competency in each. Collectively, these general education core competencies distinguish graduates as individuals with a breadth of knowledge, skills, and abilities needed to pursue further education and their careers, continue to develop as learners, and contribute to the well-being of their communities.

The assessment of general education is multifaceted and includes the evaluation of student work, results of external testing, and the findings from internal and external surveys. Only student work submitted to fulfill course requirement, will be collected and evaluated. Students will be notified of any required external assessment testing and surveys.

Appendix N

Emergency Procedures

Paul D. Camp Community College Emergency Basic Quick Reference Guide

Call 911 or 757.569.6721 for Campus Security (Note: If you call from a campus telephone dial 9-911). Contact Campus Security as soon as possible to report incident.

Emergency Notifications — Camp notifies employees, students and the public of an emergency using **Camp Alert** and via other resources, including alarms, loudspeakers, email, and voicemail.

Suspicious or Criminal Activities/Disruptive Person on Campus – Camp Silent witness program is an internet based tool that allows students, staff and faculty to anonymously report crimes, safety concerns, fire dangers and suspicious/disruptive individuals to Campus Security. You may also file a report by telephone 757.569.6721 or in person to the campus security officer.

If you discover a suspicious package, **DO NOT** approach, pick up, kick or otherwise touch the package. **DO NOT** sound fire alarms or use cell phones as they may trigger the explosive device. Evacuate area, alert others nearby and report package location to nearest campus security officer or administrator. Should you receive a phoned-in bomb threat obtain as much critical information as possible, for example, where is the device, when will be explode, and listen for other background noises to help officials narrow the search for the culprit. Contact local police/fire department at 911 or college security at 757-569-6721.

Active Shooter/Threat on Campus

If an active shooter is in your vicinity, quickly determine the most reasonable way to protect your life.

1. Evacuate the area if possible.
 - Have an escape route and plan in mind before attempting to evacuate.
 - Leave your belongings behind.
 - Keep your hands visible.
2. If it is too dangerous to leave the area, hide.
 - Do not remain in an open hallway or area.
 - Hide in an area out of the shooter's view.
 - Block entry to your hiding place by barricading and/or locking the doors.
 - Silence your cell phone, mobile device, and/or pager.
3. Take action as a last resort and only if your life is in imminent danger.
 - Attempt to incapacitate the shooter.
 - Act with physical aggression and throw items at the active shooter.

Call 911 when it is safe to do so.

Please note, the previous information cannot cover every possible situation that might occur.**Fire or Explosion**

Fire or Explosion

Notification: The individual discovering the fire or explosion shall immediately activate the closest fire alarm and contact security at (757) 802-0325 or the Emergency Coordination Officer at 757.567.4447.

Signal: The fire alarms at all Camp locations, (flashing strobe lights/loud intermittent tone) are the signal to evacuate the building. Treat all signals as real and evacuate.

Action: Evacuate the building following the safest evacuation route; evacuation guides showing exit routes are posted in classrooms, offices, laboratories and restrooms. Gather at the nearest Emergency Assembly Area (EAA) as indicated on the evacuation guide. EAA are identified by blue and white numeric signs located 300 feet from buildings. Close but do not lock the door to classroom, office or laboratory and leave lights on.

Assembly: Remain in the assembly area until released by security. Instructors shall be prepared to report missing students to fire wardens, **DO NOT REENTER THE BUILDING!** Do not attempt to leave the campus in your motor vehicle; it may interfere with the arrival of fire equipment. Obey all directions issued by fire or police personnel.

School Closure: Notification of class cancellation or school closure will be made using; PDCAAlert, Blackboard and local news sources.

False Alarms: Camp fire alarm system is serviced by SIMPLEX Co. unless notified by security or buildings and grounds personnel that system has malfunctioned the alarm will be forwarded to the appropriate fire station. Buildings and grounds personnel shall verify alarm functionality and notify SIMPLEX at 888.746.7539, security at 757-569-6721 and ECO at 757.567.4447. Personnel must identify SIMPLEX Account when confirming equipment status:

Work Force Development Center account
210-6181

Franklin account
210-6173

Suffolk account
210-6183

Gas Leak

NOTIFICATION: The individual discovering an odor of gas inside a building shall immediately activate the closest fire alarm and contact:

Security 757-569-6721
Emergency Coordination Officer 757.567.4447
Buildings and Grounds Superintendent 757.354.7955
Suffolk 757.377.7328

Franklin 757.651.8302
Smithfield 757.651.8302

SIGNAL: The fire alarms at all Camp locations, (flashing strobe lights/loud intermittent tone) are the signal to evacuate the building. Treat all signals as real and evacuate.

ACTION: Evacuate the building following the safest evacuation routes which are posted in classrooms, offices, laboratories and restrooms. Gather at the nearest Emergency Assembly Area (EAA) as indicated on the evacuation guide. EAA are identified by blue and white numeric signs located 300 feet from buildings. Close but do not lock the door to classroom, office or laboratory and leave lights on.

ASSEMBLY: Remain in the Emergency Assembly Area until released by security. Instructors shall be prepared to report missing students to fire wardens, **DO NOT REENTER THE BUILDING!** Do not attempt to leave the campus in your motor vehicle; it may interfere with the arrival of fire equipment. Obey all directions issued by fire or police personnel.

Gas Company Emergency Services: Buildings & Grounds Personnel shall shut off main gas valves and contact appropriate gas company, campus security, and Emergency Coordination Officer.

Franklin Campus (includes WFC) Southside Gas 757.562.3918
Suffolk Campus Virginia Natural Gas 877.572.3342
Smithfield Center Columbia Natural Gas 800.544.5606

MEDICAL ASSISTANCE URGENT CARE EVENT

NOTIFICATION: In all urgent care events occurring on campus summoning trained emergency medical assistance is the first action. Emergency Medical Services may be obtained by dialing 911 from a personal device or 9-911 from a college telephone.

DEFINITION: A life threatening or potentially life threatening in the opinion of a reasonable man without specialized medical training. Examples are:

Profuse Bleeding

Unconsciousness

Chest pains and difficulty in breathing

Back and neck injuries

Extreme intoxication either from alcohol or drugs

Injuries resulting from a sexual assault

Extremely intoxicated individuals found on college property may not be turned over to friends for transport or allowed to self-transport, college personnel have a duty to ensure that the incapacitated individual will reach a medical facility. Only EMS or the police can guarantee that.

Notify Campus Security at, (757) 802-0325 and the Emergency Coordination Officer at 757.567.4447, after calling emergency medical services.

ACTION: Do not render first aid or CPR unless certified to do so. Do not leave the victim alone. Do not move the victim unless his/her position exposes them to additional risk, i.e., falling debris. Do not administer liquids. Give as much information as possible to responding emergency medical personnel. Provide clear and concise location data to first responders.

MEDICAL ASSISTANCE NON-URGENT CARE EVENT

NOTIFICATION: Non-urgent events may come to the attention of college officials either through observation or self-reporting by the victim.

Definition: An injury that in the opinion of a reasonable man without specialized medical training is non-life threatening. Examples are:

Sprains, Broken bones, and Minor Lacerations

ACTION: It is preferable in non-urgent care events that the individual if capable self-treat with supplies provided by the college

Do not render first aid or CPR unless certified to do so. Do not leave the victim alone. Do not move the victim unless his/her position exposes them to additional risk, i.e., falling debris. Do not administer liquids. Give as much information as possible to responding emergency medical personnel. Provide clear and concise location data to first responders.

COLLEGE PERSONNEL ARE PROHIBITED from providing non-urgent care to minors without the consent of a guardian or parent.

MEDICAL SUPPLY LOCATIONS:

FRANKLIN MAIN

Admissions Office – room 126

Welding shop – room 143

Nursing Faculty Cluster – room 136

Safety & Security Office –room 130D

Work force Development Center

Main administrative office

HOBBS Campus
Main administration cluster – room 100
Safety and Security office room 107C

Camp Center at Smithfield
Main administration office – room 202

Notify either security at 757-569-6721 or Emergency Coordinator at 757-567-4447 of treatment. Submit a Medical Response Report, and include all treatment actions taken by the individual or responding college employee.

SEVERE WEATHER/TORNADO

TORNADO WATCH – A TORNADO WATCH MEANS THAT CONDITIONS ARE FAVORABLE FOR TORNADO AND THAT TORNADOS ARE POSSIBLE.

TORNADO WARNING – A TORNADO WARNING MEANS THAT A TORNADO HAS BEEN SIGHTED OR HAS BEEN INDICATED BY NATIONAL WEATHER SERVICE DOPPLER RADAR AND MIGHT BE HEADED YOUR WAY.

NOTIFICATION: Upon receipt of a tornado/severe weather WARNING from the national weather service the college will direct staff, students, faculty and visitors to take shelter in a designated storm shelter. Storm Shelters are equipped with flashlights, first aid kits and whistles. Notification will be made using PDCAAlert, mass emails via blackboard, VCCS network, additionally voice notification will be made by safety personnel. A several short siren tones will indicate direction to take shelter followed by specific instructions from safety personnel

ACTION: Take shelter in one of the designated Storm Shelters inside a permanent facility. Modular building occupants should proceed immediately to the nearest shelter, do not remain inside a modular structure. If unable to reach a designated shelter, go to the nearest restroom as an alternative. Remain in the shelters until an all clear is sounded by college safety personnel.

If caught outside and unable to reach an inside shelter, exit your motor vehicle and lie down in a depression or against a curb. Do not remain in your motor vehicle.

In the event of injury contact either security at (757) 802-0325 or 911 if injuries are life threatening. Remain with any victims until medical aid arrives.

Tornado Shelters
Franklin: rooms 121 or 144
WFC: rooms 214 or main admin office
Hobbs: rooms 100 or 112
Smithfield: room stairwell near elevator

SCHOOL CLOSURE: Notification of class cancellation or school closure following a severe weather event will be made using PDCAAlert, Blackboard and local news sources.

CRIME

ACTION: For crimes in progress call the local police at 911 from a personal device or 9-911 from a college telephone.

Notify Security at 757-569-6721 and the Emergency Coordination Officer at 757.567.4447.

Crime may also be reported anonymously using Camp's Silent Witness Program. Forms can be found at www.pdc.edu/about/safety-security/.

SEXUAL ASSAULT/RAPE

WITNESS ACTION: If you witness an assault/rape in progress call 911 for police from a personal device or 9-911 from a college telephone.

Notify Security at (757)-802-0325 and the Emergency Coordination Officer at 757.567.4447.

Take action to stop the assault, yelling FIRE has proven to be an effective alarm in drawing more people to the incident.

Make a mental picture of the attacker, get a license plate number, and look for distinguishing features of the attacker. Concentrate on physical characteristics rather than clothing.

Stay with the victim; provide assistance in preserving the victim's modesty.

VICTIM ACTION: If attacked resist; use keys, pencils or fingers to attack the eyes of the attacker. Yell FIRE to draw a crowd.

Call the police at 911 from a personal device or 9-911 from a college telephone.

Notify security at (757)802-0325 or Emergency Coordinating Officer at 757.567.4447. You or a bystander may submit "Sexual Misconduct Incident Reporting Form."

If possible, do not change your clothes, shower, eat or drink between the time of the attack and the trip to the hospital. Bring a change of clothes or have a friend or family member bring them for you, as the clothes worn during the attack will be used for evidence. The rape examination has a two-fold purpose: to ensure the well-being of the victim and to preserve evidence for use in prosecution of the perpetrator. Counselors will be on hand to help you understand the process and provide support.

Even if you do not choose to prosecute, it is important that you have a physical examination after the attack. Besides bruises or other physical injuries, you may have been exposed to sexually transmitted diseases that require treatment. An HIV/AIDS test may also help ease your mind, although additional testing six months after the assault may be necessary to completely eliminate the threat of AIDS/HIV.

Remember it is never too late to deal with a sexual assault and the college will assist you in every way possible. Links to agencies that can help are on the Camp web site under Safety and Security

POWER OUTAGE/DOWNED POWER LINES

ACTION: In the event of a power outage exceeding 20 minutes faculty, staff and students should go into the light as provided by emergency lighting in the hallways.

For power outages lasting more than 30 minutes classes should be dismissed and students advised to monitor CampAlert, Blackboard and local news media for information on class cancellations and school closings.

For downed power lines the individual discovering the downed lines shall contact:

Security – 757-569-6721

Emergency Coordination Officer 757.567.4447

Buildings and Ground Superintendent 757.354.7955

Buildings and Grounds:

Suffolk 757.377.7328

Franklin 757.651.8302

Smithfield 757.651.8302

Workforce Center 757.556.6361

If possible without endangering yourself or others remain near the downed power lines and warn others away until relieved by campus security personnel or emergency responders.

Buildings and Grounds personnel shall notify:

Franklin Campus – Franklin Power Company 757.562.8568 or .757.562.8575

Suffolk Campus – Dominion Power Company 888.667.3000

Center at Smithfield – Dominion Power Company 888.667.3000

EARTHQUAKE

ACTIONS: Assume the fetal position; it is a natural safety/survival instinct. You can survive in a smaller void. Get NEXT TO and/or UNDER an object, such as a sofa, desk, table or a large bulky object that will compress slightly but leave a void next to it.

Do not shelter under a doorway and do not sit on stairs during or after an earthquake.

Get near the outer walls of buildings or outside of them if possible.

Get out of your motor vehicle and take shelter next to it.

If outside during an earthquake remain as far away from buildings or structures and assume the fetal position in an open area.

If in wheelchair, leave chair & take shelter next to table, desk or large bulky object.

When movement ceases, proceed to nearest Emergency Assembly Area.

Follow emergency medical procedures, as required.

Notify Campus Security 757-569-6721 or the Emergency Coordination Officer at 757.567.4447

DO NOT reenter building until allowed to do so by proper authority.

SCHOOL CLOSURE: Notification of class cancellation or school closure will be made using CampAlert, Blackboard and local news sources.

Suicide Threats and Attempts

ACTION: Don't keep a deadly secret. If you or someone you know is contemplating suicide tell someone. The National Suicide Prevention Hotline, 1.800.273.8255, is a free 24-hour hotline available to anyone in suicidal crisis or emotional distress. Your call will be routed to the crisis center nearest your location.

Notify Security at 757-569-6721 or the Emergency Coordination Officer at 757.567.4447.

Support services are summarized at: www.pdc.edu/about/safety-security/

Call 911 from a personal device or 9-911 from a college telephone and ask for medical assistance.

Do not leave the person alone.

Encourage the individual to talk, listen and do not interrupt.

Do not allow a crowd together.

If the individual has attempted but failed to complete a suicide follow the emergency medical procedures.

Bomb Threats/Telephone Threats

Actions to take during call

Instructions: Be calm, courteous. Listen. Do not interrupt the caller. IF POSSIBLE, notify office mate to contact campus security.

Keep the caller on the line as long as possible. Pretend difficulty in hearing; keep caller talking. Try to document the date, time and exact wording of the caller's message.

Questions to ask:

When will the bomb go off?

Where is the Bomb? Building? Area?

What kind of Bomb?

Where are you?

What is your name and address?

How do you know so much about the bomb?

Actions to Take immediately After Call

Notify Security at, 757-569-6721 or the Emergency Coordination Officer at (757)567-4447 they will begin the process of building evacuation.

Notify first responders by calling 9-911 from a college telephone or 911 from a personal device.

As soon as possible after the call, document the threat using the list provided below:

Date: _____ Time: _____

Office number that received the call:-

Phone number on caller ID:

Caller's Voice Identity (male, female, etc.)

Caller's voice characteristics (Loud, accent, soft, lisp, etc.)

Caller's grammar (poor, excellent, etc.)

Caller's manner (calm, incoherent, laughing)

Caller's speech (fast, hesitant, stutter, lisp, slurred, etc.)

Caller's accent (foreign, regional)

Background noises (street traffic, trains, planes, PA system)

Did the caller seem familiar with the inside of the facilities? yes? NO?

On a separate piece of paper or computer, write out the caller's message and any other comments.

Lost or Kidnapped Child

The Code of Virginia, Section 2.2-1161.1, requires state agencies housed in state owned and/or leased buildings to implement plans and procedures for the prevention of child abduction and recovery of lost children in facilities serving the Commonwealth of Virginia. These plans and procedures are generally identified as **CODE ADAM PLAN**.

ACTIONS: The individual discovering the either a kidnapping or becomes aware of a lost child shall immediately notify the Campus Dean or Campus Security at 757-569-6721 or the Emergency Coordination Officer at 757.567.4447. They in turn will initiate CODE ADAM procedures and contact police authorities.

Notification will be made using CampAlert, mass emails via blackboard, VCCS network, and voice notification made by safety personnel. The notification will be "The College is in Lock Down for a CODE ADAM emergency" the verbal command will be preceded by three (3) short siren tones.

Staff, students and faculty should remain in their classrooms, offices or laboratories during the search for the child and/or kidnapper.

No one will be permitted to leave the campus in motor vehicles until cleared by the police.

The campus dean and/or VP for work Force development will be designated the incident commander and coordinate search efforts with the local police when they arrive. The local police will assume incident command upon arrival.

Personnel designated in the CODE ADAM plan will proceed to their assigned exit locations and prevent departure of all personnel.

Personnel designated in the CODE ADAM plan to search the campus and building facilities will coordinate their effort with the appropriate campus dean and police.

Police will release personnel from classrooms after determining that the victim is elsewhere.

College personnel who recover a lost or kidnapped child may only release the child to police officials.

SCHOOL CLOSURE: Notification of class cancellation or school closure will be made using CampAlert, Blackboard and local news sources.

Gunman on Campus/Lockdown

Call police at 911 from a personal device or 9-911 from a college telephone.

Notify Security at, 757-569-6721 and/or the Emergency Coordination Officer at 757.567.4447. Security will immediately order a “Campus wide Lockdown”. The signal that a lock down has been ordered is a continuous siren signal repeated and followed by verbal direction that a “LOCKDOWN” is in effect. Notification will be made using CampAlert, VCCS email, College CCTV and public address system as well as mass email to students, staff and faculty.

ACTIONS: Security Personnel will lock all entrances and exits.

Lock and barricade classrooms, offices and laboratory doors, turn off lights and computers, move away windows/doors, remain quiet, turn off or set cell phones to vibrate. Prepare for an extended stay. If possible without endangering yourself or others call security and give your name, telephone, where you are and how many people are with you.

DO NOT respond to fire alarms after a **LOCKDOWN** has been initiated; it may be a ploy by the gunman.

Do not open your door to anyone other than police.

Obey the instructions of police, they must assume that everyone is a potential threat until they can determine otherwise. The police will move you to a central assembly area and provide instructions, do not leave these assembly areas until told to do so by the police.

If in the library or hallways when a **LOCKDOWN** is initiated proceed to the nearest classroom, office or laboratory. Do Not shelter in restrooms or library.

If outside the building when a **LOCKDOWN** is initiated leave the campus or make your way to a classroom, office or laboratory. Do Not shelter in a car on campus.

Do not return to campus until the college releases an official message indicating that it is safe to return and normal college operations have been restored. Notification will be made using CampAlert, Blackboard and local news sources.

Weapon on Campus

Camp POLICY 1046 ON WEAPONS

“Possession or carrying of any weapon by any person, except a police officer, is prohibited on college property in academic buildings, administrative office buildings, student centers, child care centers, dining facilities and places of like kind where people congregate, or while attending any college-sponsored sporting, entertainment or educational events. Entry upon the aforementioned college property in violation of this prohibition is expressly forbidden.” Employees agree to this policy and all other policies by accepting continuing employment. Students agree to this and all other policies by their continuing enrollment and participation in activities and events”.

If you see or know of a weapon on campus notify Security at 757-569-6721 or the Emergency Coordination Officer at 757.567.4447 or submit a Silent Witness Report found at www.pdc.edu/about/safety-security/

GUNMAN ON CAMPUS EMERGENCY EVACUATION

Call police at 911 from a personal device or 9-911 from a college telephone.

Notify Security at, 757-569-6721 and/or the Emergency Coordination Officer at 757.567.4447. Security will immediately order a “Campus wide Lockdown”. The signal that a lock down has been ordered is a continuous siren signal repeated and followed by verbal direction that a “LOCKDOWN” is in effect. Notification will be made using CampAlert, VCCS email, College CCTV and public address system as well as mass email to students, staff and faculty.

FRANKLIN ACTIONS: Security Personnel may direct emergency evacuation instead of lockdown depending on circumstances. If an emergency evacuation is ordered, and for persons outside of a college building during a lockdown, students and staff should make their way to either the BB&T Bank on College Dr. or Blake Ford on Armory Drive and wait there for police or college security to arrive.

HOBBS ACTIONS: If an emergency evacuation is ordered, and for persons outside of a college building during a lockdown, students and staff should make their way to the YMCA and wait there for police or college security to arrive.

SMITHFIELD CENTER ACTIONS: If an emergency evacuation is ordered, and for persons outside of a college building during a lockdown, students and staff should make their way to the YMCA and wait there for police or college security to arrive

Appendix O

Dual Enrollment Agreement



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 Isle of Wight County Public Schools
 2023-2024

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Dual Enrollment Contract

Between
Paul D. Camp Community College
and
Isle of Wight County Public Schools

The purpose of this Agreement is to set out the terms and conditions upon which courses will be offered under the VCCS Dual Enrollment Program as outlined in the Concurrent Enrollment Quality Standards in the VCCS *Policy Manual* (6.7). 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, Paul D. Camp Community College, (herein after “the College”), will make available college-level courses to students of Isle of Wight County Public Schools for the 2023 - 2024 academic year.

All courses offered under this agreement shall meet the Concurrent Enrollment Quality Standards as defined in VCCS *Policy Manual* (Attachment 1). College courses offered in the high school must be the same quality and rigor as courses offered on campus at the sponsoring college. Students enrolled are held to the same standards of achievement as students in on-campus courses. Instructors teaching college courses for the program meet the same academic requirements for faculty teaching in the college.

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 2, and are hereby incorporated into this Agreement. No remedial or developmental courses will be offered.

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 reserves the right to cancel any class sections no later than the census date for the class as determined by the College. Upon agreement of both parties, the parties may add sections no later than the census date for the class as determined by the College.

The College and the Isle of Wight County Public Schools may agree to enter into this Agreement electronically. Facsimile or scanned signatures shall have the same legal effect and enforceability of an original signature.

2. Tuition & Fees

Pursuant to this agreement, schools and colleges should provide high school students the opportunity for dual enrollment at little or no direct cost to them or their families. Virginia Community College System policy requires that full tuition and fees must be paid to the College for each student enrolled in dual enrollment courses.

When the School pays the tuition and fees on behalf of the student, the College will bill the School on a semester basis. However, the College may reimburse the School a portion of the tuition charged directly to the School in recognition of the School's contribution of resources toward student participation in the dual enrollment program when dual enrollment courses are held at the School.

When dual enrollment courses are held at the School and are taught by a qualified high school teacher, in accordance with the Virginia Community College Dual Enrollment Financial Model, the College will reimburse the School. 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 College and School. Total reimbursement may not exceed 100% of tuition charged. The School will not charge dual enrollment students or their families more than the actual cost of tuition and fees charged.

When dual enrollment courses are held at the School and are taught by College faculty, the College may decrease the amount of reimbursement to the School by the costs associated with College faculty teaching those courses. The VCCS Dual Enrollment Financial Model applies only when dual enrollment courses are taught at the high school.

The Parties agree that only the courses listed in Attachment 2 shall be governed by the terms of this Agreement. Any student who enrolls in a college course not governed by the terms of this Agreement shall pay the mandatory tuition and fees established by the State Board for Community Colleges at the rate then in effect at the time the classes begin. The College shall bill the students directly.

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 Isle of Wight County Public Schools.] [Required textbooks will (be available for purchase from the College's bookstore/may be rented from the high school).]

4. Payment for Other Services

Fees and reimbursement for other costs and services will be determined by mutual consent of the Isle of Wight County Public Schools and the College per Attachment 3, which is hereby incorporated herein and made a part of this Agreement.

5. Faculty

a. Selection

(1) Authority

The selection of high school faculty members of the Isle of Wight County Public Schools to teach all dual enrollment courses governed by the terms of this

Agreement will be pursuant to the requirements set by the College. Isle of Wight County Public Schools may recommend qualified teachers who are interested in teaching dual enrollment course(s) to the College for consideration. The College shall select all other faculty members teaching dual enrollment course(s) from its full-time faculty or hire part-time faculty.

- (2) College and high school faculty teaching dual enrollment courses must meet the minimum credential requirements set forth by Form VCCS-29 in the *VCCS Policy Manual (Attachment 4)* and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).
 - a. 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 field.
 - b. Faculty Members teaching associate degree courses not designed for transfer to the baccalaureate degree have earned a bachelor's degree in teaching discipline or associate's degree in the teaching field with demonstrated competencies in the teaching field and two years of occupational experience.
 - c. Faculty members teaching non-associate's degree occupational programs have earned a high school diploma or equivalent, associate's degree or equivalent in the teaching field preferred, and five years of current occupational experience as defined by the State Board for Community Colleges.
- (3) Only the instructor approved by the College and assigned to the college course shall teach the college course.
- (4) Parties agree that nothing in this Agreement is intended to, or shall create, an employer/employee relationship between the College and high school faculty members of the Isle of Wight County Public Schools.

b. Payment

If the faculty member for the dual enrollment course(s) is employed full time by Isle of Wight County Public Schools and the course(s) are part of the assigned teaching workload, the College shall reimburse the Isle of Wight County Public Schools for the services of its employee. The College shall not enter into a separate employment agreement with high school faculty members of the Isle of Wight County Public Schools to teach dual enrollment courses at the high school. The College may, however, employ high school teachers as adjunct faculty of the College. If the College employs a faculty member that is not affiliated with the Isle of Wight County Public Schools, the College will compensate the faculty member directly. Direct reimbursement and/or payment of faculty salaries 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. The College and Isle of Wight County

Public Schools may agree in writing to other reimbursement procedures.

c. Faculty Responsibilities

- (1) The parties agree that Isle of Wight County Public Schools will inform dual enrollment faculty members that they must comply with policies and procedures related to the dual enrollment courses they teach including but not limited to the following:
 - i. Adhere to all college and departmental responsibilities.
 - ii. Prepare and disseminate a college-approved course syllabus.
 - iii. Adhere to the required instructional contact hours.
 - iv. Adhere to established college academic calendars for enrollment and grading submission.
 - v. Use college-approved instructional materials.
 - vi. Incorporate all student learning outcomes and assessment of student learning outcomes into instruction.
 - vii. Participate in student evaluation of instructional effectiveness.
 - viii. Submit final course grades.
 - ix. Participate in required meetings and professional development opportunities.
 - x. Participate in required site visits and administrative evaluation of instruction.

It is the responsibility of the College to ensure that dual enrollment faculty members comply with the policies and procedures referenced above.

(2) Evaluation

- i. Faculty Evaluation - The College will enforce criteria to evaluate the effectiveness of each high school dual enrollment faculty member from the college guidelines and procedures established for adjunct faculty. The College will evaluate adjunct college faculty teaching a dual enrollment course in accordance with the College's adjunct faculty evaluation process and the Concurrent Enrollment Quality Standards. College faculty or academic deans will conduct site visits to observe course content, delivery, and student engagement to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus. Evaluations will be provided to the principal. The College will evaluate full-time community college faculty teaching a dual enrollment course in accordance with the College's full-time faculty evaluation process.
- ii. Student Evaluation – The College will require student evaluations of faculty effectiveness each semester for each course offered in the dual enrollment program and will use the same instruments used for all adjunct or full-time faculty members. The College will compile the results of the student evaluations of teaching effectiveness and share them with the academic dean or designee, the faculty member, and the designated public school representative.

d. Professional Development

Under the terms of this contract and in accordance with the Concurrent Enrollment Quality Standards, the College will provide all new dual enrollment faculty with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course. In addition, dual enrollment faculty will participate in college-provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline. Dual enrollment faculty may take advantage of other professional development opportunities offered by the College, as approved by Isle of Wight County Public Schools and the College and in accordance with applicable policy.

6. Students

a. Selection and Eligibility to Participate in Dual Enrollment Program

- (1) In order to enroll in a dual enrollment course, high school students must have written permission of their parent or guardian to participate, written approval by their high school principal or designee to cross register the dual enrollment course with the high school course and meet all course prerequisites. The written permission of the parent or guardian and the written approval by the high school principal or designee may be documented electronically by the College. Facsimile or scanned signature shall have the same legal effect and enforceability of an original signature.
- (2) Students must meet the College's eligibility criteria to participate in dual enrollment as specified in 6.6.3 of the *VCCS Policy Manual*.
- (3) Private, Public, and Homeschool juniors and seniors who meet each of the following criteria may register in college-level credit-bearing courses: (a) the student submits an Application for Admission; (b) the student is a rising public or private high school junior or senior, or homeschool student studying at the high school junior or senior level; (c) the student demonstrates readiness for each college-level credit-bearing course per criteria in the eligibility table featured in 6.6.3 of the *VCCS Policy Manual*; and (d) the student must meet all course pre/corequisites as listed in the VCCS Master course File and established by the College.
- (4) The College may make exceptions to the policies established in 6.0.1. (*VCCS Policy Manual*) regarding student eligibility on a case-by-case basis, if the public school principal and community college president or designee approve and if such exceptions are in accordance with the *VCCS Policy Manual*. Admitting high school or home school students below the junior or senior level is considered exceptional.

- b. The College shall inform all dual enrollment students that they must adhere to policies within the *VCCS Policy Manual*, unless specifically noted in this Agreement.

7. College Administrative Responsibilities

- a. Dual enrollment students must be registered by the end of the add/drop period (no later than the last day to drop) established for each course, which corresponds to 15% of the calendar days in a session, which includes all instructional and exam days; exceptions must be approved by the Senior Vice Chancellor, Academic and Workforce Programs, Virginia Community College System.
- b. Dual enrolled courses taught at the School shall not include non-dual enrolled students without the written approval of the community college president.
- c. The College, through its faculty, will provide the appropriate Isle of Wight County Public Schools officials with progress reports on each student from time to time as agreed upon by the Parties. 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.
- d. A record will be maintained by the College for each dual enrollment student 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.
- e. 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 Isle of Wight County Public Schools students enrolled in college courses under this Agreement.

8. High School Administrative Responsibilities

- a. Isle of Wight County Public Schools agrees to provide to the College testing scores for students who take the PSAT, SAT, or ACT within a prescribed period of time prior to enrollment, according to established college procedures.
- b. Isle of Wight County Public Schools agrees to provide to the College high school transcripts for prospective dual enrollment students within a prescribed period of time prior to enrollment, according to established college procedures.
- c. Isle of Wight County Public Schools will provide a list of courses to be offered and 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 dual enrollment course. No remedial or developmental course or direct placement co-requisite English and Math course credit will be offered.

10. Passport and UCGS

The College is required to offer courses as specified in the Passport Course Roster and the Uniform Certificate of General Studies (UCGS) Course Roster. For the rosters, see the following:

Passport: [https://www.schev.edu/docs/default-source/institution-](https://www.schev.edu/docs/default-source/institution-section/guidancepolicy/policies-and-guidelines/approved-passport-course-roster.pdf)

[section/guidancepolicy/policies-and-guidelines/approved-passport-course-roster.pdf](https://www.schev.edu/docs/default-source/institution-section/guidancepolicy/policies-and-guidelines/approved-passport-course-roster.pdf)

UCGS: [https://www.schev.edu/docs/default-source/students-section/transfer/approved-ucgs-](https://www.schev.edu/docs/default-source/students-section/transfer/approved-ucgs-course-roster.pdf)
[course-roster.pdf](https://www.schev.edu/docs/default-source/students-section/transfer/approved-ucgs-course-roster.pdf)

11. Award of Credential

Isle of Wight County Public Schools and College shall provide a pathway for participating students to complete a career studies certificate, certificate, including the Uniform Certificate of General Studies (UCGS), or an associate degree concurrent with their high school diploma. Credit awarded for applicable dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher may be applied toward attainment of the aforementioned credentials. The pathways are outlined in Attachment 5, which is hereby incorporated herein and made a part of this Agreement.

12. Course Standards

a. Course Equivalency, Evaluation, and Assessment

The College shall offer dual enrollment courses for course 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 College's 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. An effective dual enrollment program requires collaboration between the School and the College to evaluate student learning outcomes, program learning outcomes, instructional effectiveness and longitudinal outcomes. This evaluative process shall be coordinated by the College with support from the School to implement and collect information and data in a timely manner.

In order to ensure that dual enrollment courses taught at the School meet the curricular depth and breadth of courses taught at the College, all dual enrollment courses shall have the same student learning outcomes as those courses taught at the College. 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 by dual enrollment faculty. Where applicable, the College's assessment of program learning outcomes shall include dual enrollment students.

The College and the School 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 other data agreed upon. The specific data elements will be reported by the College on a regular

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

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, and that additional enrollments in dual enrolled courses will not be approved.

13. Agreement Contacts

Contact persons for this Agreement are:

- the School System: Marsha Cale
- the School: Tiffany Duck and ????
- the College: Judith Wachsmann

14. Transferability

Normally, academic courses intended for transfer with a grade of "C" or above will transfer to four-year institutions of higher education. However, the College does not guarantee to students that course credit for dual enrollment courses will transfer to any other college or university except for those courses featured in the Passport Course Roster and the UCGS Course Roster. 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 occupational/technical courses exists. The School shall advise students to consult with transfer institutions in order to determine if their dual enrollment courses will be accepted for transfer.

15. The College reserves the right to enroll other qualified 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.
16. 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.
17. 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.

Dual Enrollment Contract
Between
Camp Community College
And
Isle of Wight County Public Schools

Contract Addendum
2023-2024

Camp will bill a flat-rate tuition of \$20 per credit hour for dual enrollment courses taught by qualified high school faculty at the high schools. All applicable fees will be also billed and retained by the college. Tuition or fees may subsequently increase as a result of State Board action or decision of the college. As is our current practice, for all other modes in which dual enrollment is delivered by college-employed faculty at any location and by any mode of instruction, full tuition and fees will be billed and retained by the college.

Signatures:

By:

Dr. Corey McCray, President,
Camp Community College

Date

Dr. Theo Cramer, Superintendent
Isle of Wight County Public Schools

Date

Attachment 1

6.7 Concurrent Enrollment Quality Standards: Virginia Community College System Policy Manual (Approved September 2018)

This policy reflects national standards and best practices for dual credit as outlined by the National Alliance for Concurrent Enrollment Partnerships (NACEP) and aligns with regional accreditation standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). NACEP Standards are measurable criteria that address quality in concurrent enrollment programs. The standards promote the implementation of policies and practices such that:

- College courses offered in the high school are of the same quality and rigor as the courses offered on campus at the sponsoring college.
- Students enrolled in concurrent enrollment courses are held to the same standards of achievement as students in on-campus courses.
- Instructors teaching college courses through the concurrent enrollment program meet the academic requirements for faculty teaching in the college and are trained in course delivery and provided ongoing discipline-specific professional development.
- Concurrent enrollment programs display accountability through program evaluation.

Institutions must ensure that concurrent enrollment courses and programs offered in the high school comply with the following standards:

6.7.1 Partnership Standards

6.7.1.1 The concurrent enrollment program aligns with the college mission and is supported by the institution's administration and academic leadership.

6.7.1.2 The concurrent enrollment program has ongoing collaboration with secondary school partners.

6.7.2 Faculty Standards

6.7.2.1 All concurrent enrollment instructors must be approved by the appropriate college academic leadership and must meet the minimum qualifications for instructors teaching the course on campus. A college may not assign an unqualified concurrent enrollment instructor as a teaching assistant with a qualified college faculty member who is not directly teaching the course assigned as the course's instructor of record.

6.7.2.2 Faculty liaisons at the college provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.

6.7.2.3 Concurrent enrollment instructors participate in college-provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.

6.7.2.4 The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.

6.7.3 Assessment

6.7.3.1 The college ensures that concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.

6.7.4 Curriculum Standards

6.7.4.1 Courses administered through a concurrent enrollment program are college

catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.

6.7.4.2 The college ensures the concurrent enrollment courses reflect the learning objectives and the pedagogical, theoretical, and philosophical orientation of the respective college discipline.

6.7.4.3 College faculty or academic deans conduct site visits to observe course content, delivery, and student engagement to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.

6.7.5 Student Standards

6.7.5.1 Registration and transcripting policies and practices for concurrent enrollment students are consistent with those on campus.

6.7.5.2 The concurrent enrollment program has a process to ensure students meet the college's course prerequisites.

6.7.5.3 Concurrent enrollment students are advised about the benefits and implications of taking college courses, as well as the college's policies and expectations.

6.7.5.4 The college provides concurrent enrollment students with access to learning resources and student support services.

6.7.6 Program Evaluation Standards

6.7.6.1 The college conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.

6.7.6.2 The college conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.

Attachment 2

Isle of Wight Public Schools List of Courses 2023-2024

Semester	Class	Name	Credits	Location	Instructor
Fall 2024	BIO 101	Intro to Biology I	4	Windsor	Moring
Fall 2024	ENG 111	College Composition I	3	Smithfield	Eng/Healy
Fall 2024	ENG 111	College Composition I	3	Windsor	Presson
Fall 2024	ENG 112	College Composition II	3	Smithfield	Eng/Healy
Fall 2024	ENG 112	College Composition II	3	Windsor	Presson
Fall 2024	HIS 121	US History I	3	Smithfield	Ping
Fall 2024	HIS 122	US History II	3	Smithfield	Ping
Fall 2024	MKT 100	Principles of Marketing	3	Smithfield	Kmiec
Fall 2024	MTH 161	Pre-Calculus I	3	Smithfield	Spady
Fall 2024	MTH 161	Pre-Calculus I	3	Windsor	Graham
Fall 2024	MTH 162	Pre-Calculus II	3	Smithfield	Spady
Fall 2024	MTH 162	Pre-Calculus II	3	Windsor	Graham
Fall 2024	MTH 245	Statistics	4	Smithfield	Spady
Fall 2024	MTH 263	Calculus I	4	Windsor	Graham
Fall 2024	ENG 245	British Literature	3	Windsor	Presson
Spring 2025	BIO 101	Intro to Biology	4	Windsor	Moring
Spring 2025	EDU 100	Intro to Education	1	Smithfield	Washington
Spring 2025	EDU 190	Coordinated Internship	2	Smithfield	Washington
Spring 2025	EDU 198	Seminar and Project	3	Smithfield	Washington
Spring 2025	ENG 111	College Composition I	3	Smithfield	Eng/Healy
Spring 2025	ENG 112	College Composition II	3	Smithfield	Eng/Healy
Spring 2025	HIS 121	US History I	3	Smithfield	Ping
Spring 2025	HIS 122	US History II	3	Smithfield	Ping
Spring 2025	MKT 100	Principles of Marketing	3	Smithfield	Kmiec
Spring 2025	MKT 209	Advanced Marketing	3	Smithfield	Kmiec
Spring 2025	MTH 161	Pre-Calculus I	3	Smithfield	Spady
Spring 2025	MTH 161	Pre-Calculus I	3	Windsor	Graham
Spring 2025	MTH 162	Pre-Calculus II	3	Smithfield	Spady
Spring 2025	MTH 162	Pre-Calculus II	3	Windsor	Graham
Spring 2025	MTH 245	Statistics	4	Smithfield	Spady
Spring 2025	MTH 245	Statistics	4	Windsor	Graham
Spring 2025	CHM 111	Chemistry 111	4	Smithfield	Ancajas
Spring 2025	ENG 245	British Literature	3	Smithfield	Eng
Spring 2025	ENG 245	British Literature	3	Windsor	Presson

TUITION NOTE:

Courses listed as being taught at the Southampton County High School and for which the High School submits verified dual enrollment rosters will be considered as a bona fide dual enrollment class and qualifies for the special tuition rates agreed upon by the Southampton County Schools Division and Paul D. Camp Community College. All other courses listed will be the full financial responsibility of the student and parents.

CLASS SIZE NOTE:

Paul D. Camp Community College will determine minimum and maximum class sizes for each dual enrollment class taught by a Paul. D. Camp contracted faculty. The high school will determine minimum class sizes for dual enrollment classes taught by school division employees.

Reimbursement Rate for VCCS Dual Enrollment Financial Model

In exchange for the School/System promoting dual enrollment opportunities to its students, courses taught at the high school by a credentialed high school instructor, will be reimbursed 60% of the mandatory tuition. In an effort to develop and enhance collaborative dual enrollment opportunities, the College and the School/System, agree that the reimbursement rates will be increased to 87 % based upon the following criteria (check all that apply):

- School division provides financial support to add (personnel or hours) .5 FTE career coach
- School division offers and enrolls students in a senior capstone course in an effort to reduce developmental education needs
- School division offers summer programs for college readiness preparation (i.e.: English, mathematics, or STEM camps)
- School division provides financial support and offers the Virginia Placement Test (VPT) to all high school juniors and seniors in the school division
- School division offer professional development opportunities to mathematics and English teachers in collaboration with the community college in an effort to strengthen college readiness
- School division brings K-12 teachers and college faculty together at least once a semester to focus on student outcomes assessment
- School division participates in a collaborative curriculum review and alignment in math and English
- School division provides financial support to K-12 teachers seeking continuing education (i.e.: graduate education or certification) necessary to instruct dual enrollment courses
- School division provides paid dual enrollment teachers to teach college courses over summer months
- School division designates a school division staff member to collect all required documents on behalf of the college and deliver complete sets of documents to the college for one or more of the following areas:
 - Assessment and Program Evaluation
 - Faculty Evaluation
 - Testing and Admissions Materials
- School division provides college textbooks for students enrolled in dual enrollment courses
- In order to receive 10% for this option, at least four of the following best practices must be implemented (please indicate which four will be utilized):
 - School division provides transportation for students requiring travel among high schools or to the college in order to attend dual enrollment courses
 - School division provides access to the school division's information technology support and server to enhance support of dual enrollment courses, career coaches, etc.
 - School division partners with the college to secure grant funds
 - School division develops publications/website to support dual enrollment or college recruitment

- School division provides financial support or human resources for community college recruitment activities
- Local Option: The community college may specify a locally developed option that enhances the collaborative relationship between the community colleges and secondary school division. As with other specified options, this option may be reimbursed up to 10% of tuition.

Briefly describe local option: _____

VCCS-29: Normal Minimum Criteria for Each Faculty Rank

November 2021

	Faculty in Specialized Professional or Technical Associate in Applied Sciences or Art Degree Fields		Faculty in Non-Associate Degree Occupational Fields	
	Initial Appointment/ Promotions	Promotions	Initial Appointment/ Promotions	Promotions
	Column 1	Column 2	Column 3	Column 4
<p>ASSISTANT INSTRUCTOR</p> <p>Appointed on a temporary or emergency basis for a period of one year for persons who meet SACSCOC standards for demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes, with approval by the college president.</p>	Column 1	Column 2	Column 3	Column 4
<p>ASSOCIATE INSTRUCTOR</p> <p>Appointed as a Level 1 associate instructor requires the same credentials as an instructor or assistant professor. Appointment as a Level 2 associate instructor requires the same credentials as an associate or full professor.</p>	Column 1	Column 2	Column 3	Column 4
<p>ASSISTANT PROFESSOR</p> <p>Performance Evaluation</p> <p>Academic Preparation</p> <p>Experience: Related Occupational Experience Total Teaching Experience FT Community College Experience</p>	<p>Demonstrates Potential</p> <p>Master's in field or Master's with 18 graduate semester hours in teaching field (The minimum requirement for faculty teaching ESL & developmental courses at the instructor level is a baccalaureate degree related to the teaching field.)</p> <p>0 years 0 years 0 years</p>	<p>Meets Expectations on Most Recent Evaluation</p> <p>Master's + 24 graduate semester hours obtained subsequent to the Master's for a total of 27 graduate semester hours in the teaching field</p> <p>0 years 0 years 0 years</p>	<p>Meets Expectations on Most Recent Evaluation</p> <p>Bachelor's in teaching field + 24 graduate semester hours obtained subsequent to the Bachelor's</p> <p>2 years 0 years 0 years</p>	<p>Demonstrates Potential</p> <p>Bachelor's in teaching field or Associate's in the teaching field with demonstrated competency in teaching field.</p> <p>2 years 0 years 0 years</p>
<p>ASSOCIATE PROFESSOR</p> <p>Performance Evaluation</p> <p>Academic Preparation</p> <p>Experience: Related Occupational Experience Total Teaching Experience FT Community College Experience</p>	<p>Meets Expectations on Most Recent Evaluation</p> <p>Doctorate (36 graduate semester hours in teaching field)</p> <p>0 years 6 years 0 years 0 years</p>	<p>Meets Expectations on Most Recent Evaluation</p> <p>Master's + 39 graduate semester hours obtained subsequent to the Master's (for a total of 36 grad hours in teaching field)</p> <p>0 years 6 years 3 years 3 years</p>	<p>Meets Expectations on Most Recent Evaluation</p> <p>Master's related to teaching field + 15 graduate semester hours obtained subsequent to the Master's</p> <p>2 years 0 years 0 years</p>	<p>Demonstrates Potential</p> <p>Bachelor's in teaching field or Associate's in the teaching field with demonstrated competency in teaching field.</p> <p>2 years 0 years 0 years</p>
<p>PROFESSOR</p> <p>Performance Evaluation</p> <p>Academic Preparation</p> <p>Experience: Related Occupational Experience Total Teaching Experience FT Community College Experience</p> <p>Minimum VCCS Experience in Previous Rank</p>	<p>Meets Expectations on Most Recent Evaluation</p> <p>Doctorate (36 graduate semester hours in teaching field)</p> <p>0 years 9 years 9 years 0 years</p>	<p>Meets Expectations on Most Recent Evaluation</p> <p>Doctorate (36 graduate semester hours in teaching field)</p> <p>0 years 9 years 3 years 3 years</p>	<p>Meets Expectations on Most Recent Evaluation</p> <p>Master's related to teaching field + 36 graduate semester hours obtained subsequent to the Master's</p> <p>2 years 9 years 3 years 0 years</p>	<p>Demonstrates Potential</p> <p>H.S. diploma or equivalent; Associate's or equivalent in teaching field preferred.</p> <p>5 years current experience 0 years 0 years</p>

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



Approved Passport Course Roster (December 6, 2021)

The Passport is a college program in which all courses are transferable and satisfy lower-division general education requirements at any Virginia public institution of higher education. The Passport consists of course blocks assigned specific courses. To satisfy the Passport students are required to complete the appropriate number of courses in each course block per the directions below. Student course selection should be carefully considered since the Passport is not designed to capture the complexities of individual programs of study at the four-year institutions. Students should be advised to take the Passport that best suits their intended program of study at the four-year institution. The Passport Course Roster for both Richard Bland College (RBC) and the Virginia Community College System (VCCS) are below. Only classes completed after May 2020 apply toward Passport completion.

VCCS Passport Course Roster

Select one course from Blocks I, III, IV, and V.

One additional course must be selected from either Blocks II or VI.

- 1) Block I (Written Communication)
 - ENG 111 – College Composition I

- 2) Block II (Humanities /Arts):
 - Art
 - ART 100 – Art Appreciation
 - ART 101 (201) – History of Art: Prehistoric to Gothic
 - ART 102 (202) – History of Art: Renaissance to Modern
 - CST 130 – Introduction to Theatre
 - CST 151 – Film Appreciation I
 - MUS 121 – Music in Society
 - MUS 221 – History of Western Music Prior to 1750
 - MUS 222 – History of Western Music 1750 to Present
 - MUS 226 – World Music
 - Humanities

- HUM 201 – Early Humanities
- HUM 202 – Modern Humanities
- HUM 210 – Introduction to Women and Gender Studies
- HUM 216 – Introduction to Non-Western Cultures
- HUM 220 – Introduction to African American Studies
- HUM 256 – Comparative Mythology
- HUM 259 – The Greek and Roman Tradition
- PHI 100 – Introduction to Philosophy
- PHI 111 – Logic I
- PHI 220 – Ethics
- REL 100 – Introduction to the Study of Religion
- REL 230 – Religions of the World
- REL 237 – Eastern Religions
- REL 240 – Religions in America

3) Block III (Social and Behavioral Sciences):

- ECO 150 – Economic Essentials: Theory and Application
- ECO 201 – Principles of Macroeconomics
- ECO 202 – Principles of Microeconomics
- GEO 210 – People and the Land: Intro to Cultural Geography
- GEO 220 – World Regional Geography
- PLS 135 (211) – U.S. Government and Politics
- PLS 140 – Introduction to Comparative Politics
- PSY 200 – Principles of Psychology
- SOC 200 – Introduction to Sociology
- SOC 211 – Cultural Anthropology
- SOC 268 – Social Problems

4) Block IV (Natural Sciences):

- BIO 101 – General Biology I
- BIO 106 – Life Science
- CHM 101 – Introductory Chemistry I
- CHM 111 – General Chemistry I
- ENV 121 – General Environmental Science I
- GOL 105 – Physical Geology
- GOL 106 – Historical Geology
- GOL 110 – Earth Systems: An Environmental Geology Perspective
- PHY 100 – Elements of Physics

5) Block V (Mathematics):

A. Quantitative/Statistics Pathway:

- MTH 154 – Quantitative Reasoning
- MTH 155 – Statistical Reasoning
- MTH 245 – Statistics I

B. Calculus Pathway:

- MTH 161/162 – PreCalculus I/ PreCalculus II
- MTH 167 – PreCalculus with Trigonometry
- MTH 261 – Applied Calculus I
- MTH 263– Calculus I

6) Block VI (History):

- HIS 101 – Western Civilizations Pre-1600 CE
- HIS 102 – Western Civilizations Post-1600 CE
- HIS 111 – World Civilizations Pre-1500 CE
- HIS 112 –World Civilizations Post-1500 CE
- HIS 121 – United States History to 1877
- HIS 122 – United States History Since 1865

* MTH 161/162 and 167 should only be taken by students preparing for calculus or for four-year degree programs that require study in College Algebra/PreCalc. Precalculus may not satisfy general education and may not receive transfer credit.

JMU does not accept ENG 111 toward satisfaction of general education requirements. CNU does not accept MTH 154 toward satisfaction of general education requirements.

W&M does not have a college-wide general education composition requirement. ENG 111 will not count toward satisfaction of general education requirements but students will receive generalized credit for the course.

Attachment 6

UNIFORM CERTIFICATE OF GENERAL STUDIES

Program: Uniform Certificate of General Studies (UCGS)

Award: Certificate

Plan Code: 695

Length: 33 credit hours, 2 semesters. The program is designed for both full-time and part-time students. Length may vary.

All program courses can be completed by distance learning.

Locations: Franklin, Suffolk, Smithfield, Online

Lead Faculty: Heather Eckman, Ronette Jacobs, Wendy Miller-Edwards, Brent Reis, Jennifer Newhouse

Purpose:

The Uniform Certificate of General Studies (UCGS) is designed for students who plan to transfer to a four-year public college or university in Virginia. When completed, the UCGS will satisfy lower-division general education requirements at all four-year public colleges and universities in Virginia. Students should select courses in general education that best align to their major requirements.

Admission and Course Placement Requirements:

The general admission requirements for admission to the College apply to the program.

Additional Information:

The Uniform Certificate of General Studies (UCGS) is a 30 to 32 credit hour program in which all courses are transferable and satisfy lower-division general education requirements at any Virginia public institution of higher education. The Passport is component of the UCGS and is therefore a subset of courses in the UCGS. The UCGS consists of seven course blocks. To satisfy the UCGS, students are required to complete the appropriate number of courses in each block as described below. Student course selection should be carefully considered since the UCGS program is not designed to capture the complexities of individual programs of study at the four-year institutions. Students should consult an advisor to take the UCGS course that best suits their intended program of study at the four-year institution.

Block I: Written Communication			
Students must take ENG 111 and one other course for a total of 6 credits			
ENG	111	College Composition I	3 credits
ENG	112	College Composition II	3 credits
Block II: Humanities/Art/Literature			6 credits
Student selects take 2 courses (3 credits each) from two different categories, for a total of 6 credits			
Arts			
ART	101	History of Art: Prehistoric to Gothic	3
CST	151	Film Appreciation I	3

Humanities			
HUM	201	Early Humanities	3
HUM	202	Modern Humanities	3
PHI	220	Ethics	3
REL	100	Introduction to the Study of Religion	3
Literature			
ENG	250	Children's Literature (3 credits)	3
Block III: Social and Behavioral Sciences			3 credits
Students selects one course, for a total of 3 credits			
ECO	201	Principles of Macroeconomics	3
ECO	202	Principles of Microeconomics	3
PLS	135	U.S. Government and Politics	3
PSY	200	Principles of Psychology	3
SOC	200	Introduction to Sociology	
Block IV: Natural Sciences			4 credits
Student selects one course, for a total of 4 credits			
BIO	101	General Biology I	3
CHM	111	Introductory Chemistry I	3
Block V: Mathematics			3-4 credits
Student selects one course from the Quantitative/Statistics Pathway or the Calculus Pathway, for a total of 3-4 credits			
Quantitative/Statistics Pathway			
MTH	154	Quantitative Reasoning	3
MTH	155	Statistical Reasoning	3
Calculus Pathway			
MTH	161	PreCalculus I	3
MTH	162	PreCalculus II	3
MTH	263	Calculus I	4
MTH	264	Calculus II	4
Block VI: History			3 credits
Student must select one course, for a total of 3 credits.			
HIS	101	Western Civilizations Pre-1600 CE	3
HIS	102	Western Civilizations Post-1600 CE	3
HIS	111	World Civilizations Pre-1500 CE	3
HIS	112	World Civilizations Post-1500 CE	3
HIS	121	United States History to 1877	3
HIS	122	United States History Since 1865	3
Block VII: Specialized GE requirements			
CST	100	Principles of Public Speaking	3 credits
ITE	152	Introduction to Digital and Information Literacy and Computer Applications	3 credits
Total Credits			
Quantitative/Statistics pathway course or Pre-Calculus course			31 credits
Calculus Pathway with Calculus course			32 credits

Courses offered at Camp are listed above. Approved UCGS courses¹ taken at other VCCS colleges may be transferred and applied to the UCGS with approval for course substitution from the Dean, provided at least 25% of all credits needed for the UCGS are earned at Camp Community College.

¹ See approved UCGS course roster on the SCHEV.EDU website: <https://schev.edu/docs/default-source/students-section/transfer/approveducgscourseroster.pdf>

PROGRAM PATHWAYS PASSPORT

Appendix 7a

The following articulates a pathway¹ for a qualifying student² within (Isle of Wight County Public Schools) to complete the (Camp Community College) (Passport)³ concurrent with high school graduation:

Course	Term Scheduled	Location	Delivery method	Credits	Faculty Provided by	Fulfill H.S. Requirement	H.S. Course Name
Written Communication ENG 111	Fall 2023	High School	Face-2-Face	3	High School	Yes	English 12 if ENG 112 also
Humanities and Fine Arts or History HIS 121	Fall 2023	High School	Online or Face-2-Face	3	High School	No	Completed US History if taken with HIS 122
Social and Behavioral Science PLS 135	Spring 2024	PDCCC	Online	3	PDCCC	No	US Government if PLS 136 also taken
Natural Science BIO 101/CHM 111	Spring 2024	High School	Online or Face-2-Face	4	High School	Yes	Biology/Chemistry
Mathematics MTH 161	Fall 2023	High School	Face-2-Face	3	High School	Yes	Algebra II/Trig

¹Any modifications to the above pathway will be outlined in writing and agreed upon by the College and school division. Any modifications will not prevent students from obtaining the plan's intended credential.

²In order to participate in the above pathway, a student must meet all dual enrollment admission requirements and College program requirements and complete VCCS placement tests. In order to enroll in any of the courses noted in the pathway, all course pre-requisites must be met.

³Program information including purpose, occupational objectives, admission requirements, notes, computer competency requirements, and course requirements may be found in the College catalog found at: www.pdc.edu

Program Pathways
Attachment 7b

The following articulates a pathway¹ for a qualifying student² within Isle of Wight County School Division to complete the Paul D. Camp Community College Uniform Certificate of General Studies concurrent with high school graduation:

Course	Term Scheduled	Location	Delivery method	Credits	Faculty Provided by	Fulfill H.S. Requirement	H.S. Course Name
CST 100	Summer 2022	PDCCC	Face-to-Face or online	3	PDCCC	No	N/A
MTH 161	Fall 2023	High School	Face-to-Face	3	High School	Yes	Algebra II/Trig
ENG 111	Fall 2023	High School	Face-to-Face	3	High School	Yes	English 12, if taken along with ENG 112
ENG 112	Fall 2023	High School	Face-to-Face or Online	3	PDCCC	Yes	English 12, if taken along with ENG 111
BIO 101/CHM 111 or other Science with lab	Fall 2023	PDCCC	Face-to-Face or online	4	High School	No	Biology or Chemistry
HIS 121	Fall 2023	High School	Face-to-Face or online	3	PDCCC or High School	Yes	US History if taken with HIS 122
ENG 245 or Humanities Elective	Spring 2024	High School	Face-to-Face or Online	3	PDCCC or High School	Yes	British Literature
ITE 152	Spring 2024	PDCCC	Face-to-Face or Online	3	PDCCC	No	N/A
PLS 135 or Social Science Elective	Spring 2024	High School	Face-to-Face or Online	3	PDCCC	Yes	US Government, if taken along with PLS 136
Humanities Elective	Spring 2024	PDCCC	Face-to-Face or Online	3	PDCCC	No	N/A
Total				31			

Notes: ¹Any modifications to the above pathway will be outlined in writing and agreed upon by the College and school division. Any modifications will not prevent students from obtaining the plan's intended credential.

²In order to participate in the above pathway, a student must meet all dual enrollment admission requirements and College program requirements. In order to enroll in any of the courses noted in the pathway, all course pre-requisites must be met.

³Program information including purpose, occupational objectives, admission requirements, notes, computer competency requirements, and course requirements may be found in the College catalog found at: www.pdc.edu

Program Pathways
Attachment 7c

The following articulates a pathway¹ for a qualifying student² at Southampton Academy to complete the Paul D. Camp Community College **Associates of Arts and Science Degree; General Studies Emphasis**³ concurrent with high school graduation:

Course	Recommended Term	Location	Delivery method	Credits	Faculty Provided by	Fulfill H.S. Requirement	H.S. Course Name
SDV 100	Summer 2023	PDCCC	Face-2-Face or online	1	PDCCC	No	N/A
HLT electives	Summer 2023	PDCCC	Face-2-Face or online	2 or 3	PDCCC	No	N/A
HIS 121	Fall 2023	High School or Online	Face-2-Face or online	3	PDCCC or High School	Yes	US History if taken with HIS 122
BIO 101/CHM 111 or other Science	Fall 2023	PDCCC or High School	Face-2-Face or online	4	PDCCC or High School	Yes	DC Biology or DC Chemistry
MTH 161 or other Math*	Fall 2023	High School	Face-2-Face or online	3	High School or online	Yes	Algebra II/Trig
Humanities	Fall 2023	PDCCC	Face-2-Face or online	3	PDCCC	Yes	N/A
HIS 122	Spring 2024	PDCCC or High School	Face-2-Face or online	3	PDCCC or High School	Yes	US History if taken with HIS 121
BIO 102/CHM 112 or other Science	Spring 2024	PDCCC	Face-2-Face or online	4	PDCCC	Yes	N/A
MTH 162 or other Math*	Spring 2024	High School or Online	Face-2-Face or online	3	High School or online	Yes	Pre-Calculus
Transfer Elective	Spring 2024	PDCCC	Face-2-Face or online	3	PDCCC	Yes	N/A
CST 100	Summer 2024	PDCCC	Face-2-Face or Online	3	PDCCC	No	N/A

Course	Recommended Term	Location	Delivery method	Credits	Faculty Provided by	Fulfill H.S. Requirement	H.S. Course Name
ITE 152	Summer 2024	PDCCC	Face-2-Face or online	3	PDCCC	No	N/A
ENG 111	Fall 2024	High School or Online	Face-2-Face or online	3	High School	Yes	English 12 if taken with ENG 112
ENG 112	Fall 2024	High School	Face-2-Face or online	3	High School	Yes	English 12 if taken with ENG 111
PLS 135 or Social Science Elective	Fall 2024	PDCCC	Face-2-Face or online	3	PDCCC	Yes	US Government if taken with PLS 136
Humanities	Fall 2024	PDCCC	Face-2-Face or online	3	PDCCC	No	N/A
PLS 136 or Social Science Elective	Spring 2025	PDCCC	Face-2-Face or online	3	PDCCC	Yes	US Government if taken with PLS 135
ENG 245 or Humanities Elective	Spring 2025	High School	Face-2-Face or online	3	High School	Yes	British Literature
Transfer Elective	Spring 2025	PDCCC	Face-2-Face or online	3	PDCCC	No	N/A
TOTAL				61			

¹Any modifications to the above pathway will be outlined in writing and agreed upon by the College and school division. Any modifications will not prevent students from obtaining the plan's intended credential.

²In order to participate in the above pathway, a student must meet all dual enrollment admission requirements and College program requirements. In order to enroll in any of the courses noted in the pathway, all course pre-requisites must be met.

³Program information including purpose, occupational objectives, admission requirements, notes, computer competency requirements, and course requirements may be found in the College catalog found at: www.pdc.edu

Attachment 8

DE Placement Policy

6.6.3 Criteria for Participation in Dual Enrollment

Private, Public, and Homeschool juniors and seniors who meet each of the following criteria may register in college-level credit-bearing courses:

1. The student submits an Application for Admission.
2. The student is a rising public or private high school junior or senior, or homeschool student studying at the high school junior or senior level.
 - a. The high school student has permission of the principal or designee, and the parent.
 - b. The homeschool student has permission of the parent.
3. The student demonstrates readiness for each college-level credit-bearing course in which they want to enroll. High school and homeschool students are not eligible to enroll in developmental or direct placement co-requisite English and Math courses. In demonstrating readiness, a student must meet one of the criteria established for each type of course in which they want to be registered:

Course Type	High School Transcript*		SAT		PSAT		ACT		VPT
Transfer** Courses (except Math)	Current cumulative high school GPA of 3.0 or higher	<i>or</i>	ERW score of 480 or higher	<i>or</i>	ERW score of 390 or higher	<i>or</i>	18 or higher on both English and Writing subject area tests	<i>or</i>	Placement into ENG 111
Career and Technical*** Courses (except Math)	Current cumulative high school GPA of 2.0 or higher.	<i>or</i>	ERW score of 480 or higher	<i>or</i>	ERW score of 390 or higher	<i>or</i>	18 or higher on both English and Writing subject area tests	<i>or</i>	Placement into ENF 1 or higher

MTH 101-133	Current cumulative high school GPA of 3.0 or higher and a 2.0 (C) grade or higher in a high school math course	<i>or</i>	ERW score of 480 or higher and Math score of 530 or higher	<i>or</i>	ERW score of 390 or higher and math score of 500 or higher	<i>or</i>	22 or higher on Math subject area test	<i>or</i>	Placement in MTH 111 or higher (Satisfaction of MTE 1-3)
MTH 154, 155	Current cumulative high school GPA of 3.0 or higher and a 2.0 (C) grade or higher in a high school math course	<i>or</i>	ERW score of 480 or higher and Math score of 530 or higher	<i>or</i>	ERW score of 390 or higher and math score of 500 or higher	<i>or</i>	22 or higher on Math subject area test	<i>or</i>	Placement in MTH 154 or higher (Satisfaction of MTE 1-5)
MTH 161, 167 Individual colleges may establish criteria for direct placement into calculus or other high level math courses	Current cumulative high school GPA of 3.0 or higher and a 2.0 (C) grade or higher in Algebra 2 or in a higher level math course.	<i>or</i>	ERW score of 480 or higher and Math score of 530 or higher	<i>or</i>	N/A	<i>or</i>	22 or higher on Math subject area test	<i>or</i>	Placement into MTH 161 or higher (Satisfaction of MTE 1-9)

*Cumulative GPA may be weighted or unweighted and may be self-reported.

**A transfer course is any course that a college offers and will transcript in fulfillment of the requirements for a Degree or Certificate that is designed to transfer (e.g., AA, AS, AA&S, AFA, Uniform Certificate of General Studies).

***A career and technical course is any course that the college offers and will transcript in fulfillment of the requirements for degrees and certificates that are not designed for transfer (e.g., AAS, Certificate, Career Studies Certificates).

- In addition to meeting the eligibility criteria above, a dual enrollment student must meet all course pre/corequisites as listed in the VCCS Master Course File and established by the college at which the student is enrolled in the course.

Dual enrollment is restricted to rising high school juniors and seniors and home school students studying at the high school junior or senior levels. Admitting high school or home school students below the junior or senior level is considered exceptional. The college-ready status of

each prospective student below the junior or senior high school level shall be assessed on a case-by-case basis. Such students must meet the above eligibility criteria and any other criteria as may be established by the college for participation of students below the junior or senior level in dual enrollment. Colleges shall have criteria and procedures for the case-by-case assessment of such students. Formal approval by the college president, or designee, is required for applicants who are below the junior or senior high school level to participate in dual enrollment.

Participation Criteria for High School or Home School Students Below the Junior or Senior Level

Dual enrollment is restricted to rising high school juniors and seniors and home school students studying at the high school junior or senior levels. Admitting high school or home school students below the junior or senior level is considered exceptional. The college-ready status of each prospective student below the junior or senior high school level shall be assessed on a case-by-case basis. Such students must meet the above eligibility criteria and any other criteria as may be established by the college for participation of students below the junior or senior level in dual enrollment.

Students who are not rising high school juniors and seniors, or home school students studying at the high school junior or senior levels, shall provide the following to Camp's Dual Enrollment Coordinator:

1. Completed application to the college.
 2. The name of transfer program (Passport, UCGS, or General Studies Degree) or CTE program in which the student wants to enroll.
 3. Documentation of parental permission.
 4. An official or unofficial high school transcript documenting the student's cumulative weighted or unweighted HS GPA and courses taken for high school credit.
 - a. Eligibility for enrollment in Transfer, CTE, and Mathematics courses will be based on the Course Type and HS Transcript Criteria in VCCS Policy (above).
 - b. Students who want to enroll in transfer courses (including math), and whose GPA falls short of the 3.0 requirement due to extenuating circumstances (i.e., an unusual, unique, and/or discrete event, situation, or condition), may request a waiver of the GPA requirement.
 - i. Requests must be made in writing to the Vice President of Academic and Student Development and include documentation of the extenuating circumstance.
 - ii. In such circumstances, the Vice President may authorize administration of the VPT to assess placement.
 - iii. Granting of waivers is at the discretion of the Vice President and the Vice President's decision is final.
 5. A typewritten statement (400 – 500 words) from the student that addresses what the student's academic and career goals are, why the student wants to be Dual Enrolled, and how DE will help the student reach their goals. The written statement should be the student's own work, demonstrating the student's interest in, and commitment to, participation in dual enrollment.
- In addition to the above, the High school principal, his or her designee (e.g., assistant principal), guidance counselor or home instructor in the case of a home school student, must provide to Camp's Dual

Enrollment Coordinator a statement attesting to the student's readiness to fully participate in college-level coursework. This statement must address not only academic performance and readiness, but also the social, behavioral, and emotional readiness for full participation in college-level coursework regardless of whether Camp courses will be taken at the high school, on campus, or online.

The Dual Enrollment Coordinator shall review the documentation to assess each student's eligibility and overall readiness for participation in Dual Enrollment, and make a recommendation with regard to each student's participation in the program. Recommendations, together with a summary of supporting the documentation, shall be submitted to the Vice President of Academic and Student Development

The Vice President of Academic and Student Development shall review each recommendation and issue a formal written approval or denial of each request. The decision of the Vice President is final.

Documentation of approval or denial shall be retained by the Dual Enrollment Coordinator.

Appendix P

Budget Worksheet

Figure A: Illustrative Itemized Budget Spreadsheet

\$ in 000's	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Total	Comments
Lab School Operating Costs								
Personnel	103	334	389	403	418	433	2,080	provide details separately
Non-personnel Expenses	346	40	268	299	373	353	1,679	provide details separately
Staff development	74	9	16	16	16	16	147	provide details separately
Equip/Tech/Furniture	407	-	120	120	130	140	917	provide details separately
Admin Fee	170	46	70	67	67	20	441	provide details separately
Total Lab School Operating Costs	1,099	429	863	906	1,004	962	5,263	[A]
Annual Enrollment (# of pupils)	-	40	80	80	80	80	80	based on experienced ramps
Cost per pupil (\$)		\$10,734	\$10,792	\$11,320	\$12,545	\$12,022	\$13,157	
Estimated Lab School Funding								
Planning Grant	100						100	per lab school application
Start-up	1,000						1,000	per lab school application
Operating		280	504	472	472		1,728	per lab school application
Subtotal College Partnership Lab School Fund	1,100	280	504	472	472	-	2,828	
Outside Funding								
Local share						100	100	illustrative
Grant funding							-	illustrative, provide details
Philanthropic funding							-	illustrative, provide details
Higher education institution support		150	400	472	537	587	2,146	illustrative, provide details
Business & industry partner contributions							-	illustrative, provide details
Fundraising and development						300	300	illustrative, provide details
Subtotal Other Funding	-	150	400	472	537	987	2,546	
Total Funding	1,100	430	904	944	1,009	987	5,374	[B]

Funding Sustainability? Yes Funding is greater than costs

BUDGET EXPENDITURE WORKSHEET

	Year 0, 2024-2025			Year 1, 2025-26 (40 students)			Year 2, 2026-27 (80 students)			Year 3, 2027-28 (80 students)			Year 4, 2028-29 (80 students)			Year 5, 2029-30 (80 students)		
	Number	Rate	Total Annual Cost	Number	Rate	Total Annual Cost	Number	Rate	Total Annual Cost	Number	Rate	Total Annual Cost	Number	Rate	Total Annual Cost	Number	Rate	Total Annual Cost
PERSONNEL - SALARIES																		
1 IMTA Director (FT)			\$48,500	1	\$97,000	\$97,000	1	\$100,492	\$100,492	1	\$104,110	\$104,110	1	\$107,858	\$107,858	1	\$111,741	\$111,741
2 IMTA Program Support Technician (FT)			\$22,500	1	\$45,000	\$45,000	1	\$46,620	\$46,620	1	\$48,298	\$48,298	1	\$50,037	\$50,037	1	\$51,838	\$51,838
3 IMTA Student Advisor (10 month)				1	\$43,330	\$43,330	1	\$44,890	\$44,890	1	\$46,506	\$46,506	1	\$48,180	\$48,180	1	\$49,915	\$49,915
4 CTE instructor (adjunct contracts) credit hours				46	\$1,000	\$46,000	56	\$1,036	\$58,016	56	\$1,073	\$60,105	56	\$1,112	\$62,268	56	\$1,152	\$64,510
5 Core content instructor (adjunct contracts) credits hours				24	\$1,200	\$28,800	36	\$1,243	\$44,755	36	\$1,288	\$46,366	36	\$1,334	\$48,036	36	\$1,382	\$49,765
Total Salaries			\$71,000			\$260,130			\$294,773			\$305,385			\$316,379			\$327,768
PERSONNEL - BENEFITS/EMPLOYER TAXES																		
6 IMTA Director (FT)			\$22,050	1	\$35,890	\$35,890	1	\$45,221	\$45,221	1	\$46,849	\$46,849	1	\$48,536	\$48,536	1	\$50,283	\$50,283
7 IMTA Program Support Technician (FT)			\$10,125	1	\$16,650	\$16,650	1	\$20,979	\$20,979	1	\$21,734	\$21,734	1	\$22,517	\$22,517	1	\$23,327	\$23,327
8 IMTA Student Advisor (FT)				1	\$16,032	\$16,032	1	\$20,200	\$20,200	1	\$20,928	\$20,928	1	\$21,681	\$21,681	1	\$22,462	\$22,462
9 CTE instructor (adjunct)					\$77	\$3,519		\$79	\$4,438		\$82	\$4,598		\$85	\$4,764		\$88	\$4,935
10 Core content instructor (adjunct)					\$92	\$2,203		\$95	\$3,424		\$99	\$3,547		\$102	\$3,675		\$106	\$3,807
Total Benefits/Employer Taxes			\$32,175			\$74,294			\$94,263			\$97,656			\$101,172			\$104,814
NON-PERSONNEL SERVICES																		
11 Curricular supplies for CTE courses			\$100,000						\$75,000			\$80,000			\$85,000			\$90,000
12 Textbooks / Instructional materials	320	\$150	\$48,000				180	\$150	\$27,000	150	\$150	\$22,500	320	175	\$56,000	150	\$175	\$26,250
13 Office supplies			\$5,000						\$5,000			\$5,000			\$5,000			\$5,000
14 Certifications and Professional Affiliations	9	\$4,500	\$40,500	40	\$375	\$15,000	80	\$375	\$30,000	80	\$385	\$30,800	80	\$385	\$30,800	80	\$385	\$30,800
15 Contracted Services			\$152,000															
16 School division purchased services (per MOU)				40	\$500	\$20,000	80	\$1,200	\$96,000	80	\$1,200	\$96,000	80	\$1,200	\$96,000	80	\$1,200	\$96,000
17 Ongoing replacement/repair of equipment, materials									\$25,000			\$55,000			\$80,000			\$85,000
18 Snacks for students at Center at Smithfield and WTIC						\$5,000			\$10,000			\$10,000			\$20,000			\$20,000
Total Non-Personnel Services			\$345,500			\$40,000			\$268,000			\$299,300			\$372,800			\$353,050
PROFESSIONAL DEVELOPMENT																		
19 Training (cpr, aed, first aid)	20	\$179	\$3,578	5	\$188	\$939	5	\$188	\$939	5	\$197	\$986	5	\$207.08	\$1,035	5	\$217	\$1,087.18
20 Curriculum Development/Travel/Training			\$70,000	4	\$1,500	\$6,000	5	\$2,500	\$12,500	5	\$2,500	\$12,500	5	\$2,500	\$12,500	5	\$2,500	\$12,500
21 Professional memberships				4	\$500	\$2,000	5	\$500	\$2,500	5	\$500	\$2,500	5	\$500	\$2,500	5	\$500	\$2,500
Total Staff Development			\$73,578			\$8,939			\$15,939			\$15,986			\$16,035			\$16,087
EQUIPMENT/TECHNOLOGY/FURNITURE																		
22 Technology (laptops, printers, etc.)	30	\$2,000	\$60,000				15	\$2,000	\$30,000	15	\$2,000	\$30,000	20	\$2,000	\$40,000	25	\$2,000	\$50,000
23 CTE Equipment			\$197,000						\$50,000			\$50,000			\$50,000			\$50,000
24 Furniture, and replacement/repair			\$50,000						\$20,000			\$20,000			\$20,000			\$20,000
25 Instructional Technology			\$100,000						\$20,000			\$20,000			\$20,000			\$20,000
Total Equipment/Technology/Furniture			\$407,000			\$0			\$120,000			\$120,000			\$130,000			\$140,000
ADMINISTRATIVE FEES																		
26 Administrative IDC @ 15% of start-up in year 0, 10% in years 1-4.			\$150,000			\$28,000			\$50,400			\$47,200			\$47,200			\$0
27 Additional duties compensation for VPASD and Dir. WFD	2	\$10,000	\$20,000	2	\$9,000	\$18,000	2	\$10,000	\$20,000	2	\$10,000	\$20,000	2	\$10,000	\$20,000	2	\$10,000	\$20,000
Total Administrative Fees			\$170,000			\$46,000			\$70,400			\$67,200			\$67,200			\$20,000
TOTAL EXPENSES			\$1,099,253			\$429,363			\$863,375			\$905,527			\$1,003,586			\$961,720
Year 0 REVENUE																		
28 per-pupil-per-year funding				40	\$7,000	\$280,000	80	\$6,300	\$504,000	80	\$5,900	\$472,000	80	\$5,900	\$472,000	80	\$0	\$0

29	College Partnership Laboratory School start-up funding	\$1,000,000													
30	Higher Education Institutional Support		\$150,000												
31	State funding per Camp FTE from dual enrollment			15	\$2,678	\$40,170	42	\$2,678	\$112,476	66	\$2,678	\$176,748	66	\$2,678	\$176,748
32	Tuition: Fastforward funding			40	\$9,000	\$360,000	40	\$9,000	\$360,000	40	\$9,000	\$360,000	40	\$9,000	\$360,000
33	Equipment Trust Fund													\$50,000	
34	Expanded partnerships/fundraising													\$400,000	
35	Planning Grant Funding	\$100,000													
	Total Revenue	\$1,100,000	\$430,000			\$904,170			\$944,476			\$1,008,748		\$986,748	
	Program Surplus or Deficit	\$747	\$637			\$40,795			\$38,949			\$5,162		\$25,028	

Planning Assumptions

Lines 1, 2, 3: Assumes average annual salary increase of 3.6% per year

Line 4: Average per credit hour adjunct rate of \$1000.

Line 5: Average per credit hour adjunct rate of \$1200. 6 adjunct faculty teaching 6 credits each per year.

Lines 9 and 10: FICA calculated at 7.65% of hourly rate

Line 12: In Year 0; 7 gen ed classes x 40 students = 280 textbooks @ est \$150 each; plus est 20 welding and 20 electrical texts (40), = 320 x \$150 each
In year 2, assumes new, reused, and replacement textbooks.

Line 28: 40 students x requested \$9000 per student per year in Year 1. The per-student-per-year request goes to \$6300 in Year 2, and \$5,900 in Years 3 and 4.
The average per-student-per-year funding request is \$6,457.

Line 29: Request for maximum of \$1,000,000

Line 31: Camp's portion of state funding per FTE generated by the IMTA dual enrollment begins in year 2. Value of state portion of an FTE is $.4 * 6695 = \$2678$. FTE generated by 20 students in year 1 = $1380 \text{ CRHR} / 30 = 46 \text{ FTE}$. Since state allocation for FTE is based on a 3-year rolling average, $1/3$ of 46 = 15 FTE. Year 2 state allocation based on 15 FTE. Year 2 FTE generated by 80 students = $2000 \text{ CRHR} / 30 = 66 \text{ FTE}$. Year 3 state allocation based on $2/3$ of 66 FTE = 44 FTE

Appendix Q

Notification to Parents/Guardians

Subject: Notification of Termination of Isle Maritime Trades Academy Programs

Dear Parents/Guardians, Teachers, and Administrators,

It is with heavy hearts that we must inform you of the termination of the Isle Maritime Trades Academy programs, effective immediately. After careful consideration and evaluation of various factors, including financial viability and educational outcomes, the decision has been made to cease all academy operations.

This decision comes after thorough assessment and discussion among the governing board, stakeholders, and educational experts. Despite our best efforts to sustain the program, it has become apparent that continuing its operation is not feasible.

Consequently, we must initiate the following actions:

1. **Cessation of Admission Processes:** Any ongoing admissions processes for future academic years must be halted immediately. We apologize for any inconvenience this may cause to prospective students and their families.
2. **Teach -Out-Plan:** A comprehensive teach-out plan will be formulated and implemented for students currently enrolled in the Isle Maritime Trades Academy. This plan will ensure that enrolled students can complete their current courses of study with minimal disruption.

We understand that this news may come as a disappointment and may raise concerns regarding the educational future of enrolled students. Please be assured that we are committed to supporting our students through this transition period. Our primary focus is on facilitating a smooth and orderly closure while prioritizing the academic needs and well-being of our students.

We will be holding information sessions in the coming days to address any questions or concerns you may have regarding this matter. Additionally, dedicated staff members will be available to provide guidance and assistance to both students and their families throughout this transition process.

We sincerely appreciate the dedication and support of the entire Isle Maritime Trades Academy community throughout the years. It is our hope that the skills and knowledge gained during the students' time at the academy will continue to serve them well in their future endeavors.

Thank you for your understanding and cooperation during this challenging time.

Sincerely,

Name

Title

Isle Maritime Trades Academy

Appendix R

Employee Work Profile Template

EMPLOYEE WORK PROFILE

WORK DESCRIPTION/PERFORMANCE PLAN

Parts I, II, III, and IV are written or reviewed by the supervisor and discussed with the employee at the beginning of the evaluation cycle.

PART I – Position Identification Information

1. Position Number: *Essential Position: <input type="checkbox"/> Yes <input type="checkbox"/> No	2. Agency Name & Code; Division/Department: Paul D. Camp Community College & 277
3. Work Location Code:	4. Occupational Family & Career Group:
5. Role Title & Code:	6. Pay Band:
7. Work Title:	8. SOC Title & Code:
9. Level Indicator: <input type="checkbox"/> Employee <input type="checkbox"/> Supervisor <input type="checkbox"/> Manager Employees Supervised: Does employee supervise 2 or more employees (FTEs)? <input type="checkbox"/> Yes <input type="checkbox"/> No	10. FLSA Status: <input type="checkbox"/> Exempt <input type="checkbox"/> Non-Exempt Exemption/Partial Exemption Test (if applicable):
11. Supervisor's Position Number:	12. Supervisor's Role Title & Code:
13. EEO Code:	14. Effective Date:

PART II – Work Description & Performance Plan

15. Organizational Objective: <i>Paul D. Camp Community College provides diverse learning opportunities to enhance the quality of life for students and the community.</i> .
16. Purpose of Position:
17. KSA's and or Competencies required to successfully perform the work (attach Competency Model, if applicable):
18. Education, Experience, Licensure, Certification required for entry into position:

% Time	19. Core Responsibilities	20. Measures for Core Responsibilities
%	A. Performance Management (for employees who supervise others)	<p><u>Examples of Measures for Performance Management:</u></p> <ul style="list-style-type: none"> • Expectations are clear, well communicated, and relate to the goals and objectives of the department or unit; • Staff receive frequent, constructive feedback, including interim evaluations as appropriate; • Staff have the necessary knowledge, skills, and abilities to accomplish goals; • The requirements of the performance planning and evaluation system are met and evaluations are completed by established deadlines with proper documentation; • Performance issues are addressed and documented as they occur. • Safety issues are reviewed and communicated to assure a safe and healthy workplace and a reduction in work related absences.
%	B.	
%	C.	
%	D.	
%	E.	
%	F.	

100%

21. Special Assignments	22. Measures for Special Assignments
G.	
H.	

Optional

23. Agency/Departmental Objectives	24. Measures for Agency/Departmental Objectives
I. Toward achievement of this mission, each employee of the college is committed to deliver consistently excellent customer services to our students, our community, and each other.	Adherence to the principles established in Paul D. Camp's Code of Ethics .
J. Agency heads, senior managers with procurement responsibility, procurement personnel, and end users with purchasing charge cards shall be evaluated on small business purchasing goals as part of their employee evaluations.	Compliance with Executive Order 20 issued by Governor McAuliffe
K.	
L.	

ADDENDUM – ORGANIZATIONAL CHART

This page is printed separate from the remainder of the Work Description/Performance Plan because it contains confidential employee information.

PART III – Employee Development Plan

25. Personal Learning Goals

*If your position is identified as **essential** (see Part 1, #1), you are required to complete the applicable modules of the *National Incident Management System (NIMS)* training within the first 3 months of the performance cycle.

26. Learning Steps/Resource Needs

Part IV - Review of Work Description/Performance Plan

27. Supervisor's Comments:

Signature:

Date:

Print Name:

28. Reviewer's Comments:

Signature:

Date:

Print Name:

29. Employee's Comments:

Signature:

Date:

Print Name:

EMPLOYEE WORK PROFILE

PERFORMANCE EVALUATION

Parts V, VI, VII, VIII, and IX are written or reviewed by the supervisor and discussed with the employee at the end of the evaluation cycle.

The following pages are printed separate from the remainder of the EWP because they contain confidential employee information.

PART V – Employee/Position Identification Information	
30. Position Number:	31. Agency Name & Code; Division/Department: Paul D. Camp Community College & 277
32. Employee Name:	33. Employee ID Number:

PART VI – Performance Evaluation	
34. Core Responsibilities - Rating Earned	35. Core Responsibilities - Comments on Results Achieved
A. <input type="checkbox"/> Extraordinary Contributor <input type="checkbox"/> Contributor <input type="checkbox"/> Below Contributor	
B. <input type="checkbox"/> Extraordinary Contributor <input type="checkbox"/> Contributor <input type="checkbox"/> Below Contributor	
C. <input type="checkbox"/> Extraordinary Contributor <input type="checkbox"/> Contributor <input type="checkbox"/> Below Contributor	
D. <input type="checkbox"/> Extraordinary Contributor <input type="checkbox"/> Contributor <input type="checkbox"/> Below Contributor	
E. <input type="checkbox"/> Extraordinary Contributor <input type="checkbox"/> Contributor <input type="checkbox"/> Below Contributor	
F. <input type="checkbox"/> Extraordinary Contributor <input type="checkbox"/> Contributor <input type="checkbox"/> Below Contributor	
36. Special Assignments - Rating Earned	37. Special Assignments - Comments on Results Achieved
G. <input type="checkbox"/> Extraordinary Contributor <input type="checkbox"/> Contributor <input type="checkbox"/> Below Contributor	

H. <input type="checkbox"/> Extraordinary Contributor <input type="checkbox"/> Contributor <input type="checkbox"/> Below Contributor	
--	--

38. Agency/Department Objectives - Rating Earned	39. Agency/Department Objectives - Comments on Results Achieved
I. <input type="checkbox"/> Extraordinary Contributor <input type="checkbox"/> Contributor <input type="checkbox"/> Below Contributor	
J. <input type="checkbox"/> Extraordinary Contributor <input type="checkbox"/> Contributor <input type="checkbox"/> Below Contributor	
K. <input type="checkbox"/> Extraordinary Contributor <input type="checkbox"/> Contributor <input type="checkbox"/> Below Contributor	
L. <input type="checkbox"/> Extraordinary Contributor <input type="checkbox"/> Contributor <input type="checkbox"/> Below Contributor	

40. Other significant results for the performance cycle:

Part VII - Employee Development Results

41. Year-end Learning Accomplishments:

Part VIII - Overall Results Assessment and Rating Earned

An employee receiving an overall rating of "Below Contributor" must have received at least one Notice of Improvement Needed/Substandard Performance form during the performance cycle.

An employee who earns an overall rating of "Below Contributor" must be reviewed again within three months.

An employee receiving an overall rating of "Extraordinary Contributor" must have received at least one Acknowledgment of Extraordinary Contribution form during the performance cycle. However, the receipt of an Acknowledgment of Extraordinary Contribution form does not guarantee an overall performance rating of "Extraordinary Contributor" for that performance cycle.

42. Overall Rating Earned

- Extraordinary Contributor
- Contributor
- Below Contributor

Part IX - Review of Performance Evaluation

43. Supervisor's Comments:	Signature: Print Name:	Date:
44. Reviewer's Comments:	Signature: Print Name:	Date:
45. Employee's Comments:	Signature: Print Name:	Date:

EMPLOYEE WORK PROFILE

AGENCY OPTIONAL SECTIONS

Confidentiality Statement:

I acknowledge and understand that I may have access to confidential information regarding [employees, students, patients, inmates, and the public]. In addition, I acknowledge and understand that I may have access to proprietary or other confidential information business information belonging to Paul D. Camp Community College. Therefore, except as required by law, I agree that I will not:

- Access data that is unrelated to my job duties at Paul D. Camp Community College;
- Disclose to any other person, or allow any other person access to, any information related to Paul D. Camp Community College that is proprietary or confidential and/or pertains to [employees, students, and the public]. Disclosure of information includes, but is not limited to, verbal discussions, FAX transmissions, electronic mail messages, voice mail communication, written documentation, "loaning" computer access codes, and/or another transmission or sharing of data.

I understand that Paul D. Camp Community College and its [employees, students, patients, inmates, public], staff or others may suffer irreparable harm by disclosure of proprietary or confidential information and that Paul D. Camp Community College may seek legal remedies available to it should such disclosure occur. Further, I understand that violations of this agreement may result in disciplinary action, up to and including, my termination of employment.

Employee Signature

Date

Annual Requirements:

Activity

Current? If so, date completed?

Required In-Service or other training

Yes _____ Date

No

N/A

Valid Licensure/Certification/Registration

Yes _____ Date

No

N/A

Employee Health Update

Yes _____ Date

No

N/A

Essential Job Requirements (Indicate by each E = Essential, M = marginal, or N/A)

Physical Demands and Activities:

Light lifting	<20 lbs.	Standing _____	Sitting _____	Bending _____
Moderate lifting	20-50 lbs.	Lifting _____	Walking _____	Climbing _____
Heavy lifting	>50 lbs.	Reaching _____	Repetitive motion _____	
Pushing/pulling		Other _____		

Emotional Demands:

Fast pace	_____ Avg. pace
Multiple priorities	
Intense customer interaction	
Multiple stimuli	
Frequent change	

Mental/Sensory Demands:

Memory	_____ Reasoning _____	Hearing _____
Reading	_____ Analyzing _____	Logic _____
		Verbal communication _____
		Written communication _____
Other	_____	

Appendix S

Request to Fill



Request to Fill Vacancy

Requested by		Department		Date	
State Role Title/Code				Working Title	
Employment Status	Faculty	Classified	Wage	Temp (external)	Position Number
Employment Duration	12 month	10 month	9 month	Adjunct	Other (explanation required below)
Present or Prior Incumbent's Name				Incumbent's Salary or Hourly Rate	
Required qualifications					
Preferred qualifications					
Description of Duties					
Anticipated Work Schedule				Work Location	
Number of Weeks Per Year:				Hours/Week	

Budgeted Hiring Pay Range		Account Code		Fund Code	
Additional Recruitment Sources Requested					
Recruitment Length	Minimum Requirement	Extended (# of weekdays Requested)	_____	Open Until Filled	

Director/Dean/Program Manager

Director of Human Resources

Vice President

Operations Manager – Finance and Business Services

President

Funding Information

Account Charged		Amount Expended	
Program/Sub-Program:		Balance Remaining:	
Amount Budgeted:		Hours Remaining:	

Budget Office
516-99

PDCCC HR – 03-2018

Appendix T

Paul D. Camp Community College Code of Conduct

STUDENT CONDUCT POLICY

Under the authority of the Chancellor of the Virginia Community College System, the college is delegated the responsibility for establishing and enforcing regulations pertaining to student conduct. Camp Community College is committed to maintaining a safe learning environment with commitment to students. It is our duty to uphold a policy of honesty in academic affairs. Each individual is considered a responsible adult, and it is assumed that men and women of college age will maintain standards of conduct appropriate to membership in the college community. The College refrains from imposing a rigid code of discipline, but reserves the right to take disciplinary action compatible with its own interest when it is clearly necessary. Disciplinary action may be initiated by a complaint in writing filed by any member of the college community, including members of the faculty, staff, and student body. The complaint must be filed with the appropriate Division Dean, who will then begin an immediate investigation of the alleged violation.

Expectations for Student Conduct

Camp Community College pledges to maintain a social and physical environment conducive to carrying out its educational mission. Those who teach your classes desire that you learn. Therefore, all students are expected to observe the following standards in order to maximize their learning opportunities:

- Be informed about instructor's policies, which are presented in course outlines/syllabi, as well as the policies of the college published in the Camp College Catalog and Student Handbook.
- Be an active participant in class by taking notes and asking appropriate questions. Your involvement will benefit you and your classmates.
- Treat the college's faculty and staff, and your fellow students, with courtesy. Refrain from any behaviors – words or actions – that are disrespectful or may distract others from teaching and learning. Students are required to display the necessary tolerance, self-respect, and behavior for the campus environment.
- Be moderate in speaking. Loud, obscene, argumentative, or threatening speech is disruptive to teaching and learning, and is offensive to others. It has no place in an academic setting.
- Cultivate effective study strategies. Being an effective student is not instinctive. Use your study time wisely. Seek help from faculty and staff when you need it. Avail yourself of resources provided by the college.
- Study course material routinely after each meeting or so. Study according to a regular schedule. Avoid cramming. Do not postpone working on assignments. Submit finished assignments on time.
- Accept the challenge of collegiate studying, thinking, and learning. Anticipate that the level and quantity of work will compete with a job and family. Set realistic academic goals and schedules for yourself. Select an academic load whose work demands do not exceed your available time and energy.
- Resolve any disagreements in a positive, non-combative manner. Request the assistance of college authorities if needed.
- Show respect for the comfort of others in an educational setting by observing acceptable standards for personal cleanliness and dress.
- Handle only your own possessions. Turn in any found items or money to college authorities.
- In addition, the following behaviors have no place among a community of learners. Violations will result in disciplinary action.
 - Illegal or Disruptive Behavior: Behavior which interferes with providing a safe and effective teaching and learning environment, including any violation of federal, state, or local laws.

- Dishonesty: Cheating, lying, intentionally furnishing false information to a representative of the college, representing the work of others as your own, and any other form of dishonesty with regard to applications, course or program requirements, course assignments, or assessments. Any student helping another to cheat is as guilty as the student being assisted.
- Violation of VCCS or Camp Rules, Regulations, or Guidelines, including (but not limited to) violations of Policy on Sexual Violence, Domestic Violence, Dating Violence, and Stalking or Technology Policies including Computer Ethics and VCCS computer usage guidelines as defined in article 7.1 of title 18.2 of the Code of Virginia.
- Plagiarism: The wrongful appropriation of another's work without any indication of the source and the claiming of credit of such work as being the individual's own. Student's resubmission of the same work to multiple instructors is not permitted and is considered plagiarism. Any student who fails to give credit for the form or content of material extracted from another individual's work is guilty of plagiarism.

Disciplinary Action

Students alleged to have violated the standards of conduct shall appear before the appropriate Division Dean for possible disciplinary action. The Division Dean may dismiss the complaint, refer the complaint to the college's Committee of Admissions and Review, or take disciplinary action to include the following:

- | | |
|---------------------------------|---|
| Grade Reduction: | Dishonesty or plagiarism may result in various academic penalties, including the receiving of a lesser grade, a grade of "F", or withdrawal. |
| Restriction of Computer Access: | Temporary restriction of the violator's computing resource access for a fixed period of time, generally not more than six months. |
| Reprimand or Admonition: | An oral or written statement to a student that he or she is not acting as a responsible adult and may be subject to more severe disciplinary action. |
| Disciplinary Probation: | Exclusion from participation in the extra-curricular activities of the college, including the holding of any student office for a period of time not exceeding one academic year. |
| Restitution: | Reimbursement for damaged or misappropriated property. This may take the form of appropriate service or other compensation. |
| Suspension: | Exclusion from attending the college as a student for a definite period of time not to exceed one year. A student who is suspended will normally be required to appear before the Committee of Admissions and Review before readmission can be granted. |
| Dismissal: | Termination of student status for an indefinite period. The conditions of readmission, if any, will be stated in the order of dismissal. |

Appeal Procedures

Procedures by which a student may appeal the decision of the Division Dean are as follows:

Level I

The Committee of Admissions and Review will conduct an examination of the student's conduct while on campus. Disciplinary action, if any, will be based upon the preponderance of the evidence, which means it is more likely than not that the violation occurred. The student has ten (10) working days from the decision of the Committee to appeal to the Vice President of Academic and Student Development who will appoint an Appeals Committee to review the decision of the Committee of Admissions and Review.

Level II

The Appeals Committee appointed by the Vice President of Academic and Student Development will review, accept, or modify the decision made by the Committee of Admissions and Review.

Level III

The student has five (5) working days to appeal the decision of the Appeals Committee to the President who will retain the final authority on all disciplinary cases of the college. The President may wish to convene an appropriate committee to conduct a review and advise whether proper procedures were followed and whether the facts supported the decision. In order to provide due process in handling disciplinary cases, the following guidelines will be followed:

- Published rules and regulations will be followed (current College Catalog).
- Written notice will be given to a student charged with a violation that may lead to disciplinary action.
- The student will have the right to a hearing before an adjudicating body and will be given a reasonable length of time to prepare a defense for such hearing.
- The student may have counsel at their own expense, advisors, parents, and relatives present at the hearing insofar as reasonable physical space allows. These individuals may advise the student and take notes but may not question witnesses or interrupt the hearing, without approval of the chair.
- The student may call witnesses on their behalf. Character witnesses, who have no information relevant to the hearing, will not be permitted to testify. The chair will make the decision on who will or will not be permitted to testify.
- The student may cross-examine all witnesses.
- A record of the hearing shall be kept.
- Written decisions shall be given promptly.
- The accused shall be advised of appeal procedures.

Figure A: Illustrative Itemized Budget Spreadsheet

\$ in 000's	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Total	Comments
Lab School Operating Costs								
Personnel	103	334	389	403	418	433	2,080	provide details separately
Non-personnel Expenses	346	40	268	299	373	353	1,679	provide details separately
Staff development	74	9	16	16	16	16	147	provide details separately
Equip/Tech/Furniture	407	-	120	120	130	140	917	provide details separately
Admin Fee	170	46	70	67	67	20	441	provide details separately
Total Lab School Operating Costs	1,099	429	863	906	1,004	962	5,263	[A]
Annual Enrollment (# of pupils)	-	40	80	80	80	80	80	based on experienced ramps
Cost per pupil (\$)		\$10,734	\$10,792	\$11,320	\$12,545	\$12,022	\$13,157	
Estimated Lab School Funding								
Planning Grant	100						100	per lab school application
Start-up	1,000						1,000	per lab school application
Operating		280	504	472	472		1,728	per lab school application
Subtotal College Partnership Lab School Fund	1,100	280	504	472	472	-	2,828	
Outside Funding								
Local share						100	100	illustrative
Grant funding							-	illustrative, provide details
Philanthropic funding							-	illustrative, provide details
Higher education institution support		150	400	472	537	587	2,146	illustrative, provide details
Business & industry partner contributions							-	illustrative, provide details
Fundraising and development						300	300	illustrative, provide details
Subtotal Other Funding	-	150	400	472	537	987	2,546	
Total Funding	1,100	430	904	944	1,009	987	5,374	[B]

Funding Sustainability?

Yes

Funding is greater than costs

Program Surplus or Deficit	Total Revenue	<div style="border: 1px solid black; padding: 2px; display: inline-block;">\$1,100,000</div> <small>\$747</small>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">\$430,000</div> <small>\$637</small>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">\$904,170</div> <small>\$40,795</small>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">\$944,476</div> <small>\$38,949</small>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">\$1,008,748</div> <small>\$5,162</small>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">\$986,748</div> <small>\$25,028</small>
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Planning Assumptions

Lines 1, 2, 3: Assumes average annual salary increase of 3.6% per year

Line 4: Average per credit hour adjunct rate of \$1000.

Line 5: Average per credit hour adjunct rate of \$1200. 6 adjunct faculty teaching 6 credits each per year.

Lines 9 and 10: FICA calculated at 7.65% of hourly rate

Line 12: In Year 0; 7 gen ed classes x 40 students = 280 textbooks @ est \$150 each; plus est 20 welding and 20 electrical texts (40), = 320 x \$150 each
In year 2, assumes new, reused, and replacement textbooks.

Line 28: 40 students x requested \$9000 per student per year in Year 1. The per-student-per-year request goes to \$6300 in Year 2, and \$5,900 in Years 3 and 4. The average per-student-per-year funding request is \$6,457.

Line 29: Request for maximum of \$1,000,000

Line 31: Camp's portion of state funding per FTE generated by the IMTA dual enrollment begins in year 2. Value of state portion of an FTE is $.4 * 6695 = \$2678$. FTE generated by 20 students in year 1 = $1380 \text{ CRHR} / 30 = 46 \text{ FTE}$. Since state allocation for FTE is based on a 3-year rolling average, $1/3$ of 46 = 15 FTE. Year 2 state allocation based on 15 FTE. Year 2 FTE generated by 80 students = $2000 \text{ CRHR} / 30 = 66 \text{ FTE}$. Year 3 state allocation based on $2/3$ of 66 FTE = 44 FTE

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
EXPENSES	\$1,099,253	\$429,363	\$863,375	\$905,527	\$1,003,586	\$961,720
REVENUE	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
per-pupil-per-year funding*		\$280,000	\$504,000	\$472,000	\$472,000	\$0
Lab School start-up funding	\$1,000,000					
Higher Education Institutional Support		\$150,000				
State funding from DE FTE			\$40,170	\$112,476	\$176,748	\$176,748
Tuition: Fastforward funding			\$360,000	\$360,000	\$360,000	\$360,000
Equipment Trust Fund						\$50,000
Expanded partnerships/fundraising						\$400,000
Planning Grant Funding	\$100,000					
TOTAL REVENUE	\$1,100,000	\$430,000	\$904,170	\$944,476	\$1,008,748	\$986,748
*Per student per year		\$7,000	\$6,300	\$5,900	\$5,900	\$0

ADDENDUM

**College Partnership Laboratory School
Isle Maritime Trades Academy
Submitted by Paul D. Camp Community College
April 17, 2024**

This addendum addresses the three contingency considerations from the standing committee.

1. The standing committee requested an updated or final draft Memorandum of Understanding with Isle of Wright County Public Schools to address items such as meals, transportation, special education, extracurricular activities and advising. The attached memorandum (Appendix A) addresses these items.
2. The standing committee requested a more detailed plan on the use of Virtual Virginia. The more detailed plan is as follows, and replaces the applicant's original reference to Virtual Virginia in Element 3, Question 20 of the application:

While students coming to the IMTA should have completed a large majority of their freshman and sophomore graduation requirements, they will have access to online credit recovery programs such as Virtual Virginia or APEX Learning to ensure they are able to meet all graduation requirements prior to graduation. To further support credit recovery options, time has been built into the students schedule to facilitate consistent access to the learning platforms and ensure teaching staff is available to provide ongoing instructional assistance, intervention, and remediation as necessary. Students will also be provided multiple opportunities to take any required standardized assessments for verified credit.

3. The standing committee requested updated financials. These are attached. (Appendix B)

**MEMORANDUM OF UNDERSTANDING
BETWEEN
ISLE OF WIGHT COUNTY PUBLIC SCHOOLS
AND
PAUL D. CAMP COMMUNITY COLLEGE**

This Memorandum of Understanding (MOU) effective [DATE], is made and entered into by the following: Isle of Wight County Public Schools (IWCS) and Paul D. Camp Community College (Camp) (each individually “Party” and collectively “Parties”) for the purpose of working collaboratively to achieve the mission and goals of the College Partnership Laboratory School; hereafter, the Isle Maritime Trades Academy (IMTA).

Paul D. Camp Community College/IMTA responsibilities:

- As the eligible entity for the College Partnership Laboratory School, responsible for oversight of the IMTA and its funding (if awarded), Camp will ensure compliance with applicable state laws and policies.
- Camp’s President and a representative from Camp’s local college Board shall serve on the IMTA Governing Board.
- Providing classroom, laboratory, library, and study facilities at the Camp Center at Smithfield and Camp’s Workforce Trades Innovation Center (WTIC) for IMTA students.
- Recruiting, supervising, developing, and managing salary and benefit awards, in accordance with applicable policies, for all full-time and part-time IMTA administrators, staff, and faculty, including contracted adjunct instructors.
- In collaboration with IWCS, ensuring student access to student counseling, support services, and accommodations as necessary.
- Conducting annual formative and summative program-level and course-level assessment for the IMTA.
- Providing student and faculty access to online learning tools.
- Developing and maintaining relationships with potential donors in collaboration with IWCS to build program sustainability.
- Providing individualized advising and career planning for all IMTA students.
- Reporting attendance, mid-term, and final grades to IWCS.
- Coordinating co-curricular activities.
- Providing funding to IWCS for stipends to faculty and staff for lab school planning, as specified in Camp’s approved planning grant budget.
- Compensate IWCS at the approved, budgeted rate per enrolled student per year, for services rendered by IWCS as stated below.
- Conducting an annual review of this MOU, in collaboration with IWCS.

Isle of Wight County Public Schools responsibilities:

- The Superintendent of Isle of Wight County Public Schools and a representative from the IWCS School Board shall serve on the IMTA Governing Board.
- Managing the logistics and cost of student transportation to and from Camp’s Center at Smithfield, Camp’s Workforce Trades Innovation Center, Smithfield High School, Windsor High School, and all experiential learning sites for IMTA students.
- Managing the logistics and cost of student extracurricular activities including school sports for IMTA students originating from IWCS.
- Providing meals to all IMTA students.

- Identifying and providing the necessary supports for students with disabilities, students who are English Language Learners, students who are not meeting academic progress benchmarks and student learning outcomes in their courses, and gifted students who are enrolled in the IMTA.
- In collaboration with Paul D. Camp Community College, ensuring student access to counseling, support services, and accommodations as necessary for IMTA students.
- Managing attendance concerns for IMTA students.
- Organizing SOL testing and other standardized learning assessments for IMTA students.
- Developing and maintaining relationships with potential donors in collaboration with Camp to build program sustainability.
- Providing welding and electrical faculty as subject matter experts for curriculum development.
- Assuring that IWCS faculty who are hired as adjunct faculty for the IMTA will be provided adequate time to teach at IMTA and that such time will be counted as planning period time or time otherwise granted by IWCS.
- Providing classroom, laboratory, library, and study facilities at Smithfield High School and Windsor High School for IMTA students.
- Invoice Camp the approved, budgeted rate per enrolled student per year for these services rendered.

Funding Contingent:

- This MOU is contingent upon an ongoing agreement between Paul D. Camp Community College and Isle of Wight County Public Schools to develop and implement a College Partnership Lab School pursuant to § 22.1-349.1(A) of the Code of Virginia.

Term and Termination:

- The term of this MOU is effective until June 30, 2030, unless amended or terminated earlier pursuant to the terms of this MOU.
- This funding-contingent MOU will terminate if sufficient funding for the lab school is not received by Camp. In this circumstance, Camp will provide notice to IWCS and a termination date for the MOU.
- This MOU will terminate if the IMTA is not fully approved by the Virginia Department of Education (VDOE) Standing Committee on College Partnership Lab Schools and the Virginia Board of Education.
- Termination: Termination without cause may be affected by either Party to this agreement by giving sixty (60) days written notice to the designated official identified below. The terminated Party will stop work no later than the date specified in the notice.

Miscellaneous:

- Required approvals: Parties are not bound by this MOU until it is approved by the appropriate officials in accordance with applicable Virginia laws and regulations as shown on the signature page of this MOU.
- Amendment: This MOU may be modified only by a written amendment executed by all Parties hereto and approved by the appropriate officials.
- State and federal compliance: IWCS and Camp shall comply with all applicable state and federal laws and regulations.
- The relationship between the Parties is that of independent contractors. Nothing contained herein shall be construed as constituting any other relationship between the Parties.

- Each Party shall be responsible for the acts and omissions of their respective officers, employees, and agents in connection with the performance of their obligations under this MOU.
- This MOU may be executed in any number of counterparts, each of which shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument.
- The Parties agree that this agreement may be electronically signed. The Parties agree that the electronic signatures appearing on this agreement are the same as handwritten signatures for the purposes of validity, enforceability, and admissibility.
- Notices and communications: all notices and communications hereunder by a Party to the other Parties pertaining to this MOU:

Points of Contact for this MOU

Camp Community College:

- Dr. Tara Atkins-Brady, Vice President, Academic and Student Development
- Dr. Toni Johnson, Director of Workforce Development

Isle of Wight County Schools:

- Dr. Marsha Cale, Director of Secondary Education

Dr. Corey McCray
President
Camp Community College

Dr. Theo Cramer
Superintendent
Isle of Wight County Public Schools

Signature

Signature

Date

Date

Figure A: Illustrative Itemized Budget Spreadsheet

\$ in 000's	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Total	Comments
Lab School Operating Costs								
Personnel	103	334	389	403	418	433	2,080	provide details separately
Non-personnel Expenses	346	40	268	299	373	353	1,679	provide details separately
Staff development	74	9	16	16	16	16	147	provide details separately
Equip/Tech/Furniture	407	-	120	120	130	140	917	provide details separately
Admin Fee	170	46	70	67	67	20	441	provide details separately
Total Lab School Operating Costs	1,099	429	863	906	1,004	962	5,263	[A]
Annual Enrollment (# of pupils)	-	40	80	80	80	80	80	based on experienced ramps
Cost per pupil (\$)		\$10,734	\$10,792	\$11,320	\$12,545	\$12,022	\$13,157	
Estimated Lab School Funding								
Planning Grant	100						100	per lab school application
Start-up	1,000						1,000	per lab school application
Operating		280	504	472	472		1,728	per lab school application
Subtotal College Partnership Lab School Fund	1,100	280	504	472	472	-	2,828	
Outside Funding								
Local share						100	100	illustrative
Grant funding							-	illustrative, provide details
Philanthropic funding							-	illustrative, provide details
Higher education institution support		150	400	472	537	587	2,146	illustrative, provide details
Business & industry partner contributions							-	illustrative, provide details
Fundraising and development						300	300	illustrative, provide details
Subtotal Other Funding	-	150	400	472	537	987	2,546	
Total Funding	1,100	430	904	944	1,009	987	5,374	[B]

Funding Sustainability? Yes Funding is greater than costs

BUDGET EXPENDITURE WORKSHEET

	Year 0, 2024-2025			Year 1, 2025-26 (40 students)			Year 2, 2026-27 (80 students)			Year 3, 2027-28 (80 students)			Year 4, 2028-29 (80 students)			Year 5, 2029-30 (80 students)		
	Number	Rate	Total Annual Cost	Number	Rate	Total Annual Cost	Number	Rate	Total Annual Cost	Number	Rate	Total Annual Cost	Number	Rate	Total Annual Cost	Number	Rate	Total Annual Cost
PERSONNEL - SALARIES																		
1 IMTA Director (FT)			\$48,500	1	\$97,000	\$97,000	1	\$100,492	\$100,492	1	\$104,110	\$104,110	1	\$107,858	\$107,858	1	\$111,741	\$111,741
2 IMTA Program Support Technician (FT)			\$22,500	1	\$45,000	\$45,000	1	\$46,620	\$46,620	1	\$48,298	\$48,298	1	\$50,037	\$50,037	1	\$51,838	\$51,838
3 IMTA Student Advisor (10 month)				1	\$43,330	\$43,330	1	\$44,890	\$44,890	1	\$46,506	\$46,506	1	\$48,180	\$48,180	1	\$49,915	\$49,915
4 CTE instructor (adjunct contracts) credit hours				46	\$1,000	\$46,000	56	\$1,036	\$58,016	56	\$1,073	\$60,105	56	\$1,112	\$62,268	56	\$1,152	\$64,510
5 Core content instructor (adjunct contracts) credits hours				24	\$1,200	\$28,800	36	\$1,243	\$44,755	36	\$1,288	\$46,366	36	\$1,334	\$48,036	36	\$1,382	\$49,765
Total Salaries			\$71,000			\$260,130			\$294,773			\$305,385			\$316,379			\$327,768
PERSONNEL - BENEFITS/EMPLOYER TAXES																		
6 IMTA Director (FT)			\$22,050	1	\$35,890	\$35,890	1	\$45,221	\$45,221	1	\$46,849	\$46,849	1	\$48,536	\$48,536	1	\$50,283	\$50,283
7 IMTA Program Support Technician (FT)			\$10,125	1	\$16,650	\$16,650	1	\$20,979	\$20,979	1	\$21,734	\$21,734	1	\$22,517	\$22,517	1	\$23,327	\$23,327
8 IMTA Student Advisor (FT)				1	\$16,032	\$16,032	1	\$20,200	\$20,200	1	\$20,928	\$20,928	1	\$21,681	\$21,681	1	\$22,462	\$22,462
9 CTE instructor (adjunct)					\$77	\$3,519		\$79	\$4,438		\$82	\$4,598		\$85	\$4,764		\$88	\$4,935
10 Core content instructor (adjunct)					\$92	\$2,203		\$95	\$3,424		\$99	\$3,547		\$102	\$3,675		\$106	\$3,807
Total Benefits/Employer Taxes			\$32,175			\$74,294			\$94,263			\$97,656			\$101,172			\$104,814
NON-PERSONNEL SERVICES																		
11 Curricular supplies for CTE courses			\$100,000						\$75,000			\$80,000			\$85,000			\$90,000
12 Textbooks / Instructional materials	320	\$150	\$48,000				180	\$150	\$27,000	150	\$150	\$22,500	320	\$175	\$56,000	150	\$175	\$26,250
13 Office supplies			\$5,000						\$5,000			\$5,000			\$5,000			\$5,000
14 Certifications and Professional Affiliations	9	\$4,500	\$40,500	40	\$375	\$15,000	80	\$375	\$30,000	80	\$385	\$30,800	80	\$385	\$30,800	80	\$385	\$30,800
15 Contracted Services			\$152,000															
16 School division purchased services (per MOU)				40	\$500	\$20,000	80	\$1,200	\$96,000	80	\$1,200	\$96,000	80	\$1,200	\$96,000	80	\$1,200	\$96,000
17 Ongoing replacement/repair of equipment, materials									\$25,000			\$55,000			\$80,000			\$85,000
18 Snacks for students at Center at Smithfield and WTIC						\$5,000			\$10,000			\$10,000			\$20,000			\$20,000
Total Non-Personnel Services			\$345,500			\$40,000			\$268,000			\$299,300			\$372,800			\$353,050
PROFESSIONAL DEVELOPMENT																		
19 Training (cpr, aed, first aid)	20	\$179	\$3,578	5	\$188	\$939	5	\$188	\$939	5	\$197	\$986	5	\$207.08	\$1,035	5	\$217	\$1,087.18
20 Curriculum Development/Travel/Training			\$70,000	4	\$1,500	\$6,000	5	\$2,500	\$12,500	5	\$2,500	\$12,500	5	\$2,500	\$12,500	5	\$2,500	\$12,500
21 Professional memberships				4	\$500	\$2,000	5	\$500	\$2,500	5	\$500	\$2,500	5	\$500	\$2,500	5	\$500	\$2,500
Total Staff Development			\$73,578			\$8,939			\$15,939			\$15,986			\$16,035			\$16,087
EQUIPMENT/TECHNOLOGY/FURNITURE																		
22 Technology (laptops, printers, etc.)	30	\$2,000	\$60,000				15	\$2,000	\$30,000	15	\$2,000	\$30,000	20	\$2,000	\$40,000	25	\$2,000	\$50,000
23 CTE Equipment			\$197,000						\$50,000			\$50,000			\$50,000			\$50,000
24 Furniture, and replacement/repair			\$50,000						\$20,000			\$20,000			\$20,000			\$20,000
25 Instructional Technology			\$100,000						\$20,000			\$20,000			\$20,000			\$20,000
Total Equipment/Technology/Furniture			\$407,000			\$0			\$120,000			\$120,000			\$130,000			\$140,000
ADMINISTRATIVE FEES																		
26 Administrative IDC @ 15% of start-up in year 0, 10% in years 1-4.			\$150,000			\$28,000			\$50,400			\$47,200			\$47,200			\$0
27 Additional duties compensation for VPASD and Dir. WFD	2	\$10,000	\$20,000	2	\$9,000	\$18,000	2	\$10,000	\$20,000	2	\$10,000	\$20,000	2	\$10,000	\$20,000	2	\$10,000	\$20,000
Total Administrative Fees			\$170,000			\$46,000			\$70,400			\$67,200			\$67,200			\$20,000
TOTAL EXPENSES			\$1,099,253			\$429,363			\$863,375			\$905,527			\$1,003,586			\$961,720
	Year 0 REVENUE			Year 1 REVENUE			Year 2 REVENUE			Year 3 REVENUE			Year 4 REVENUE			Year 5 REVENUE		

28 per-pupil-per-year funding		40	\$7,000	\$280,000	80	\$6,300	\$504,000	80	\$5,900	\$472,000	80	\$5,900	\$472,000	80	\$0	\$0
29 College Partnership Laboratory School start-up funding	\$1,000,000															
30 Higher Education Institutional Support				\$150,000												
31 State funding per Camp FTE from dual enrollment					15	\$2,678	\$40,170	42	\$2,678	\$112,476	66	\$2,678	\$176,748	66	\$2,678	\$176,748
32 Tuition: Fastforward funding					40	\$9,000	\$360,000	40	\$9,000	\$360,000	40	\$9,000	\$360,000	40	\$9,000	\$360,000
33 Equipment Trust Fund																\$50,000
34 Expanded partnerships/fundraising																\$400,000
35 Planning Grant Funding	\$100,000															
Total Revenue	\$1,100,000			\$430,000			\$904,170			\$944,476			\$1,008,748			\$986,748
Program Surplus or Deficit	\$747			\$637			\$40,795			\$38,949			\$5,162			\$25,028

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