



## Dual Enrollment Handbook: 2024-2025

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## OVERVIEW OF PROGRAM

CodeRVA Regional High School is proud to offer a variety of academic pathways to meet students' needs. In 9th grade, students choose between the Associate Degree Pathway, the Applied Pathway (with an option for Dual Enrollment coursework that is referred to as the Applied + DE Pathway), and the Web Design Pathway. Ninth grade students typically make their pathway decisions in December.

The Associate Degree Pathway allows students to obtain an Associate of Science degree from J. Sargeant Reynolds Community College (JSRCC) with a specialization in Computer Science, as well as a high school diploma during their four years of high school. CodeRVA Regional High School and JSRCC follow a prescribed set of standards which ensure a high quality representation of college classes and coursework. Students who successfully complete their high school education on the Associate Degree Pathway have an opportunity to [transfer credits from the Associate Degree to a four year college or university of their choice.](#)

Students who choose the Applied Pathway + Dual Enrollment will take college classes in English, History, and Science.

The Web Design Pathway allows students to obtain a Career Studies Certificate from Brightpoint Community College (BCC), as well as a high school diploma during their four years of high school. CodeRVA Regional High School and BCC follow a prescribed set of standards which ensure a high quality representation of college classes and coursework. Students who successfully complete their high school education on the Web Design Pathway have an opportunity to enroll at BCC following graduation and complete an Associate Degree in Web Design.

For the Associate Degree Pathway and the Applied Pathway + Dual Enrollment, beginning in the summer before 11th grade, students take their first college courses. During a student's 11<sup>th</sup> and 12<sup>th</sup> grade years, they take the remainder of their courses.

To defray a portion of the cost to the school, there is a cost to families per credit hour for each Dual Enrollment course. For students in the Class of 2025 and 2026 and 2027 cohorts, the cost is \$15 per credit hour. For students in the Class of 2028 and subsequent cohorts, the cost is \$20 per credit hour. Although this cost is significantly less than the cost to take courses at a community college, CodeRVA does not want these fees to be a barrier to any student's enrollment. Thanks to generous donations from our business partners: Capital One, Carmax, and Cisco, funds are available to assist families in pursuing Dual Enrollment courses. Families interested in fee assistance should reach out to their school counselor.

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## ADMISSION REQUIREMENTS

Students are eligible for Dual Enrollment coursework through their grade point average (GPA), PSAT (ENG 111 only), ACT, SAT, or VPT scores. Students only need to qualify through one of these means in each subject area (English and Math) to be eligible for the Associate Degree Pathway. Students only need to qualify through one of these means in English to be eligible for the Applied Pathway + Dual Enrollment coursework.

	<u>GPA</u>	<u>PSAT</u>	<u>SAT</u>	<u>ACT</u>	<u>VPT</u>
English	3.0+	390+	480+	18+ (on English/Writing subject-area test)	Placement into ENG 111
Math	3.0+	N/A	530+	22+ (on Math subject-area test)	Placement into MTH 167

To qualify for the Web Design Pathway, a student must have a cumulative weighted GPA of 2.0 or higher at the end of their 10th grade year.

CodeRVA will continue to work closely with JSRCC and BCC to communicate any changes to these admission and placement measures to families as soon as they are available.

## PROGRAM GOALS AND OBJECTIVES

The Dual Enrollment program is designed to prepare students for an accelerated academic experience. College readiness will be facilitated through the following goals:

- Preparing for the rigor of college math courses through an accelerated math curriculum during 9th and 10th grades;
- Developing effective and dynamic study skills by offering an innovative curriculum that integrates academic content studies and incorporates authentic project-based learning; and
- Defining post-secondary academic and career goals through periodic sessions with our Reynolds Career Coach.

Students who apply to a four-year college or university may receive college credit for Dual Enrollment coursework completed, depending on the college or university as well as the student's major. One of the primary goals of Dual Enrollment courses is to prepare students for this level of coursework.

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## COMPUTER SCIENCE

With the significant workforce gap in the computer science and technology field in Virginia, there is a great demand for qualified personnel to fill the thousands of computer science related positions. The Associate of Science degree with a specialization in Computer Science can be an asset in securing a position in the workforce upon graduation.

## ATTENDANCE, ASSIGNMENTS, DROPS, AND WITHDRAWALS

Implementations of habits for success in college begin in the 9th grade; therefore, all Dual Enrollment students are expected to maintain regular attendance in all classes. Because there are required clock hours per credit hour for each course, Dual Enrollment students may have to miss field trips or other school-related events throughout the year.

Dual Enrollment courses are scheduled through a student's Google calendar. Students are responsible for attending all Dual Enrollment classes they are enrolled in and should not place themselves in a position where missing assignments create an impact on classroom grades. Due to the unique structure of our pathways, there may be certain instances when students on these pathways may have gaps in their schedule and/or receive content asynchronously. The Executive Director will share these details with impacted families as they arise.

Additionally, beginning in the summer when some rising 11th grade students start their Dual Enrollment courses, students are responsible for all [Reynolds Community College student related policies and procedures](#). Adherence to Reynolds' attendance guidelines supersedes CodeRVA's attendance policies for number of absences and work missed.

Students who want to drop a Dual Enrollment course without penalty must let their school counselor know and complete the required form within the first 15% of the course. A student who enrolls in a class and does not attend at least one class or participate at least once within the first 15% of the course will also be dropped. Students who do so will be refunded any payments made for Dual Enrollment coursework.

Students who remain enrolled in a Dual Enrollment course following the drop without penalty period are able to withdraw from the course through the first 60% of the course. This will be indicated on a student's high school and Reynolds transcripts as a Withdraw Pass (WP) or Withdraw Fail (WF). A student who has stopped attending

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classes or stopped participating in class assignments or class/online activities for 20% of the course will also be withdrawn for lack of attendance. Students who do so will not be refunded any payments made for Dual Enrollment coursework. CodeRVA will update families annually with the specific drop/withdrawal dates for the school year.

## GRADES AND CONTINUED ELIGIBILITY

Students on the Associate Degree pathway with a GPA of less than 2.75 are required to complete an agreement setting academic performance expectations for the subsequent academic term. GPA reviews will occur at the conclusion of each semester.

Students on the Associate Degree pathway with a GPA of less than 2.5 (minimum six credits taken) will be removed from the Associate Degree pathway. If a student switches from the Associate Degree pathway to the Applied + Dual Enrollment pathway, they must earn a C or better in all courses to demonstrate satisfactory academic performance. GPA reviews will occur at the conclusion of each semester.

Students on the Applied + Dual Enrollment pathway must earn a C or higher to demonstrate satisfactory academic performance. Any grade under a C will result in removal from Dual Enrollment coursework. GPA reviews will occur at the conclusion of each semester.

Students are expected to earn a minimum final grade of a C (PM) in each Dual Enrollment course in order to remain eligible for Dual Enrollment coursework.

If a student drops a Dual Enrollment course, they can stay in other Dual Enrollment courses they are currently enrolled in or will be enrolled in during the current academic year but will not remain on their current pathway during the following academic year. If a student drops a Dual Enrollment course, they cannot audit the course they dropped. Only students who are enrolled in a course can be present in that course. Students who exit a Humanities-related Dual Enrollment course may be evaluated on a case by case basis to determine if placing them into a blended CodeRVA course or an asynchronous Canvas course is most appropriate (depending on the timing during the school year and the student's graduation requirements).

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## STUDENTS WITH INDIVIDUALIZED EDUCATION OR 504 PLANS

The Special Education Case Managers at CodeRVA will provide IPE/504 specific student information to Dual Enrollment instructors.

## STUDENT CONDUCT

Dual Enrollment students are expected to maintain integrity and appropriate conduct, all four years, as outlined in the CodeRVA Student Code of Conduct, and while in Reynolds classes, as detailed in the [Reynolds student-related policies](#) and in Brightpoint classes, as detailed in the [student handbook](#).

If a student's enrollment at JSRCC or BCC is terminated or suspended, the student will be dismissed from the Dual Enrollment program.

## EXTRACURRICULAR ACTIVITIES

Success in attaining college admission and maintaining progress throughout higher education is very often facilitated through involvement in extracurricular activities.

Many of the CodeRVA organizations are involved in community service, which is an integral part of both the high school and college experiences. All Reynolds student-life opportunities can be found at

[https://reynolds.edu/campus\\_life/student\\_life/default.html](https://reynolds.edu/campus_life/student_life/default.html)

Brightpoint Student Clubs can be found at

<https://www.brightpoint.edu/services/student-activities/student-clubs/>

## FACULTY AND SUPPORT

The majority of Dual Enrollment classes are taught by Reynolds faculty who are not also CodeRVA teachers. Students are expected to communicate directly with their course instructor with questions or concerns. CodeRVA school counselors and the Reynolds Career Coach will meet periodically with groups of students or one-on-one with students to accomplish the goals and objectives of the Dual Enrollment program.

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The majority of Brightpoint Dual Enrollment courses are taught by CodeRVA staff members, and students are expected to communicate directly with those teachers as needed.

#### **Reynolds Community College Resources and Support**

All Reynolds Dual Enrollment students are able to access [library resources](#) and services due to their status as Reynolds students. A student's Reynolds Student ID is the official library card to check out books. MyReynolds ID is your login for accessing online databases from off-campus.

[Tutoring services](#) are also available. There are many options including drop-in tutoring, scheduled tutoring, virtual tutoring, embedded tutoring and [Brainfuse online tutoring 24/7](#).

[Math Central+](#) at Reynolds provides coaching and support for math students. Qualified faculty and peer math coaches offer a variety of techniques to support students through developmental and credit-level math courses. Whether students need help with a single homework assignment or ongoing support through the completion of courses, Math Central+ coaches are there to provide important tools for success.

#### **Brightpoint Community College Resources and Support**

All Brightpoint Dual Enrollment students are able to access [library resources](#) and services due to their status as Brightpoint students. A student's Brightpoint email address is needed to check out books and access all databases for research.

Brightpoint students also have access to the [ARC Tutoring Center](#) for additional support, including virtual tutors.

## **SCHOLARSHIP RESOURCES**

Scholarship information is provided to CodeRVA students by their school counselor. There is a multitude of scholarship information available for students considering a two or four year college after graduation.

Other online resources are [www.fastweb.com](#) and [www.scholarships.com](#).

## **ACADEMIC AND CAREER DEVELOPMENT SITES**

[Virginia Wizard](#) provides college search and planning as well as interest inventories that are used by the Reynolds Career Coach in helping students explore their interests.

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[CollegeBoard](#) provides many resources from testing registration, financial aid assessments, AP study aids, and scholarships.

## HONORS AND RECOGNITION

Reynolds provides a token of appreciation to every Associate Degree Pathway student during the spring of their junior year. They also provide Reynolds College Academy pins to all Associate Degree Pathway students who are on track to graduate with an A.S. degree.

**Phi Theta Kappa** (PTK) is the international honor society for two-year colleges. Students must have completed 12 college credit hours and have a 3.3 cumulative Reynolds GPA for invitation to join PTK. Inductions occur in both the fall and spring semesters.

**The CodeRVA Regional High School National Honor Society** recognizes high school students who have maintained a 3.5 weighted GPA and demonstrate involvement in school clubs, sports, and activities. Students may apply in 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade. Inductions occur in January.

**Community service** is highly encouraged. Each student may complete and submit a [community service form\(s\)](#) each year to their school counselor. Any student who completes a minimum of 50 hours during their four years of high school, earns at least FM in Virginia and United States History and Virginia and United States Government courses (or HIS 121, HIS 122, and PLS 135) and has good attendance and no disciplinary infractions will receive a seal for Excellence in Civics Education on their high school diploma.

**Reynolds Graduation** for Associate Degree Pathway students will occur in May of 12<sup>th</sup> grade. Details and preparation for graduation will be distributed when available. CodeRVA's Graduation will occur in May of 12<sup>th</sup> grade. Details and preparation for graduation will be distributed when available.

## FOUR-YEAR COURSE OUTLINES

The tables below are intended to help students plan for their four-year course of study at CodeRVA.

**CodeRVA Regional High School Course Map**  
**Associate Degree of Science with a Specialization in Computer Science**  
**Black = CodeRVA Course Title      Blue = High School      Red = Dual Enrollment**

9th Grade			10th Grade			11th Grade			12th Grade	
S1	S2	Summer	S1	S2	Summer	S1	S2	Summer	S1	S2
			<i>3.0 GPA or qualifying English and math scores on PSAT, SAT, or ACT</i>					Internship (6 weeks) (2)		Internship (6 weeks) (2)
Global Studies I English 9 (1) World Geography (1)			Global Studies II English 10 (1) World History II (1)			ENG 111 English 11 (3)(0.5)	ENG 112 English 11 (3)(0.5)		ENG 246 English 12 (3)(1)	
			Economics and Personal Finance (1)			HIS 121 US History (3)(1)	HUM ELEC (3)(0.5)		PLS 135 US Government (3)(1)	
Biology (1)			Chemistry (1)			Physics (1)			BIO 101 Sci Elective (4)(0.5)	BIO 102 Sci Elective (4)(0.5)
3 years of Math Algebra I, Geometry, and Algebra II (3)						MTH 167 Pre Calc (5)(0.5)	MTH 263 Calc I (4)(0.5)		MTH 264 Calc II (4)(0.5)	MTH 245 Statistics (3)(0.5)
AP CS P (1)			Computer Science Elective (1)			CSC 221 (3)(0.5)	CSC 222 (4)(0.5)	CSC 223 (4)(0.5)	CSC 205 (3)(0.5)	CSC 208 (3)(0.5)
Health/PE 9 (1)			Health/PE 10 (1)		SDV 100 (1)					
World Lang (3)										

**CodeRVA Regional High School Course Map**  
**Applied Pathway w/ Dual Enrollment**  
**Black = CodeRVA Course Title      Blue = High School      Red = Dual Enrollment**

9th Grade		10th Grade			11th Grade		12th Grade	
S1	S2	S1	S2	Summer	S1	S2	S1	S2
		<b>3.0 GPA or qualifying English score on PSAT, SAT, or ACT</b>			<b>Internship (6 weeks) (2)</b>		<b>Internship (6 weeks) (2)</b>	
<b>Global Studies I</b> <b>English 9 (1)</b> <b>World Geography (1)</b>		<b>Global Studies II</b> <b>English 10 (1)</b> <b>World History II (1)</b>			<b>ENG 111</b> <b>Englis h 11</b> <b>(3)(0.5)</b>	<b>ENG 112</b> <b>English 11</b> <b>(3)(0.5)</b>	<b>ENG 246</b> <b>English 12 (3)(1)</b>	
					<b>HIS 121</b> <b>US History</b> <b>(3)(1)</b>	<b>HUM ELEC</b> <b>(3)(0.5)</b>	<b>PLS 135</b> <b>US Government (3)(1)</b>	
<b>Biology (1)</b>		<b>Chemistry (1)</b>			<b>Physics (1)</b>		<b>BIO 101</b> <b>Sci Elective (4)(0.5)</b>	<b>BIO 102</b> <b>Sci Elective (4)(0.5)</b>
<b>4 Years of Math</b> <b>Algebra I, Geometry, Algebra II, Precalculus (Data Science or Calculus may be offered) (4)</b>								
<b>AP Computer Science Principles (1)</b>		<b>Computer Science Elective (1)</b>			<b>Computer Science Elective (1)</b>	<b>Computer Science Elective (1)</b>		
<b>Health/PE 9 (1)</b>		<b>Health/PE 10 (1)</b>		<b>SDV 100 (1)</b>	<b>Economics Personal Finance (1)</b>			
<b>World Language (3)</b>								

**CodeRVA Regional High School Course Map**  
**Applied Pathway w/ no Dual Enrollment**  
**Black = CodeRVA Course Title**      **Blue = High School**

9th Grade		10th Grade		11th Grade		12th Grade	
S1	S2	S1	S2	S1	S2	S1	S2
				Internship (6 weeks) (2)		Internship (6 weeks) (2)	
Global Studies I English 9 (1) World Geography (1)		Global Studies English 10 (1) World History II (1)		American Studies I English 11 (1) US History (1)		American Studies II English 12 (1) US Government (1)	
Biology (1)		Chemistry (1)		Physics (1)		Science Elective (1)	
4 Years of Math Algebra I, Geometry, Algebra II, Precalculus (Data Science or Calculus may be offered) (4)							
AP Computer Science Principles (1)		Computer Science Elective (1)		Computer Science Elective (1)		Computer Science Elective (1)	
Health/PE 9 (1)		Health/PE 10 (1)					
World Language (3)							
				Economics Personal Finance (1)			

**CodeRVA Regional High School Course Map**  
**Web Design Career Studies Certificate**  
**Black = CodeRVA Course Title      Blue = High School      Red = Dual Enrollment**

9th Grade			10th Grade			11th Grade			12th Grade	
S1	S2	Summer	S1	S2	Summer	S1	S2	Summer	S1	S2
					<b>2.0+ GPA Required</b>				<b>Internship (6 weeks) (2)</b>	
<b>Global Studies I</b> <b>English 9 (1)</b> <b>World Geography (1)</b>			<b>Global Studies II</b> <b>English 10 (1)</b> <b>World History II (1)</b>			<b>American Studies I</b> <b>English 11 (1)</b> <b>US and VA History (1)</b>			<b>American Studies II</b> <b>English 11 (1)</b> <b>US Government (1)</b>	
<b>Biology (1)</b>			<b>Chemistry (1)</b>			<b>Anatomy or Physics (1)</b>			<b>Anatomy or Physics (1)</b>	
<b>Algebra I, Geometry, or Algebra II (1)</b>			<b>Geometry, Algebra II, or Precalculus (1)</b>			<b>Algebra II, Precalculus, or Data Science (1)</b>			<b>Precalculus or Data Science (1)</b>	
<b>AP CS P (1)</b>			<b>Computer Science Elective (1)</b>			<b>ART 116 (3)</b>	<b>ART 117 (3)</b>		<b>ART 264 (3)</b>	<b>ART 298 (3)</b>
<b>Health/PE 9 (1)</b>			<b>Health/PE 10 (1)</b>			<b>ART 180 (3)</b>	<b>ART 263 (3)</b>		<b>ITP 140 (3)</b>	<b>ITP 150 (3)</b>
<b>World Lang (3)</b>										

- **Standard Diploma** (at least 22 high school credits)
- **Advanced Studies Diploma** (at least 26 high school required credits; three World Language credits required)
- **Associate Degree** (62 college credits)
- **Web Design Career Studies Certificate** (24 college credits)
- Course mapping may look different depending on high school credit(s) earned in middle school

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## COURSE DESCRIPTIONS

### COMPUTER SCIENCE

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#### *Dual Enrollment Client Side Scripting (ITP 140)*

**Grade:** 12

**High School Credit:** .5

**Prerequisite:** ART 263 and ART 117

**College Credit:** 3

**Description:** Provides instruction in fundamentals of Internet application design, development, and deployment using client side scripting language(s).

#### *Dual Enrollment Computer Organization (CSC 205)*

**Grade:** 11

**High School Credit:** .5

**Prerequisite:** CSC 202

**College Credit:** 3

**Description:** Examines the hierarchical structure of computer architecture. Focuses on multi-level machine organization. Uses a simple assembler language to complete programming projects. Includes processors instruction execution addressing techniques data representation and digital logic.

#### *Dual Enrollment Data Structures and Analysis of Algorithms (CSC 223)*

**Grade:** 11

**High School Credit:** .5

**Prerequisite:** CSC 222

**College Credit:** 4

**Description:** Explores and contrasts data structures, algorithms for manipulating data structures, and their use and appropriateness in writing efficient real-world programming applications. Investigates implementations of different data structures for efficient searching, sorting, and other transformer operations. Third course in a three-course sequence (CSC 221, CSC 222, CSC 223).

#### *Dual Enrollment Design for the Web I (ART 116)*

**Grade:** 11

**High School Credit:** .5

**Prerequisite:** None

**College Credit:** 3

**Description:** Introduces the basic elements of web page design: typography, imagery, and color, and examines how they are combined to create effective layouts. Teaches organization of materials, sketching and concept development, site planning and various methods of construction.

#### *Dual Enrollment Design for the Web II (ART 117)*

**Grade:** 11

**High School Credit:** .5

**Prerequisite:** ART 116

**College Credit:** 3

**Description:** Continues the study of design concepts introduced in Design for the Web I (ART 116). Concentrates on the addition of animation, sound, and interactivity to the web pages. Explores advanced design problems.

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#### *Dual Enrollment Interactive Design I (ART 263)*

**Grade:** 11

**High School Credit:** .5

**Prerequisite:** ART 116 and ART 180

**College Credit:** 3

**Description:** Focuses on conceptualization and problem solving for interactive design. Instructs students in techniques specific to web, multimedia for the web and other interactive design projects using current technology and standards. Interactive functionality and usability are covered.

#### *Dual Enrollment Interactive Design II (ART 264)*

**Grade:** 12

**High School Credit:** .5

**Prerequisite:** ART 263

**College Credit:** 3

**Description:** Builds on the studies completed in Interactive Design I. Focuses on conceptualization and problem solving for interactive design. Instructs students in intermediate techniques specific to web, multimedia for the web and other interactive design projects using current technology and standards. Includes interactive documents and experiences.

#### *Dual Enrollment Introduction to Computer Graphics (ART 180)*

**Grade:** 11

**High School Credit:** .5

**Prerequisite:** None

**College Credit:** 3

**Description:** Provides a working introduction to computer-based electronic technology used by visual artists and designers. Presents the basics of operating platforms and standard industry software. Introduces problems in which students can explore the creative potential of the new electronic media environment.

#### *Dual Enrollment Introduction to Discrete Structures (CSC 208)*

**Grade:** 11

**High School Credit:** .5

**Prerequisite:** None

**College Credit:** 3

**Description:** Covers Boolean algebra combinational and sequential circuits algorithms and algorithm analysis recursion relations graphs and trees.

#### *Dual Enrollment Introduction to Problem Solving and Programming (CSC 221)*

**Grade:** 11

**High School Credit:** .5

**Prerequisite:** Met requirements for placement

**College Credit:** 3

**Description:** Introduces problem solving and implementation of solutions using a high level programming language in a structured programming environment. Includes concepts and practice of structured programming, problem-solving, top-down design of algorithms, a high level programming language syntax, control structures, arrays, and an introduction into object oriented programming. First course in a three-course sequence (CSC 221, CSC 222, CSC 223). The assignments in this course require mathematical problem solving skills, algebraic modeling and functions, and use of variables.

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#### *Dual Enrollment Object-Oriented Programming (CSC 222)*

**Grade:** 11

**High School Credit:** .5

**Prerequisite:** CSC 221

**College Credit:** 4

**Description:** Introduces the concepts and techniques of object-oriented programming to students with a background in procedural programming and problem solving. Uses a high-level computer language to illustrate and implement the topics. Second course in a three-course sequence (CSC 221, CSC 222, CSC 223).

#### *Dual Enrollment Orientation to STEM Disciplines (SDV 101)*

**Grade:** 11

**High School Credit:** 0

**Prerequisite:** Met requirements for placement

**College Credit:** 1

**Description:** Introduces students to the skills which are necessary to achieve their academic goals, to services offered at the college and to the discipline in which they are enrolled. Covers topics such as services at the college including the learning resources center; counseling, and advising; listening, test taking, and study skills; and topical areas which are applicable to their particular discipline.

#### *Dual Enrollment Python (ITP 150)*

**Grade:** 12

**High School Credit:** .5

**Prerequisite:** ITP 140

**College Credit:** 3

**Description:** Entails instruction in fundamentals of object-oriented programming using Python. Emphasizes program construction, algorithm development, coding, debugging, and documentation of Python applications.

#### *Dual Enrollment Web Design Project (ART 298)*

**Grade:** 12

**High School Credit:** .5

**Prerequisite:** ART 264

**College Credit:** 3

**Description:** Requires completion of a project or research report related to the student's occupational objectives and a study of approaches to the selection and pursuit of career opportunities in the field.

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## **ENGLISH**

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#### *Dual Enrollment College Composition I (ENG 111)*

**Grade:** 11

**High School Credit:** .5

**Prerequisite:** Met requirements for placement

**College Credit:** 3

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

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#### *Dual Enrollment College Composition II (ENG 112)*

**Grade:** 11

**High School Credit:** .5

**Prerequisite:** Dual Enrollment College Composition I

**College Credit:** 3

**Description:** Continues to develop college writing with increased emphasis on critical essays, argumentation, and research, developing these competencies through the examination of a range of texts about the human experience. Requires students to locate, evaluate, integrate, and document sources and effectively edit for style and usage.

#### *Dual Enrollment Survey of American Literature I (ENG 246)*

**Grade:** 12

**High School Credit:** .5

**Prerequisite:** Dual Enrollment College Composition II

**College Credit:** 3

**Description:** Examines American literary works from pre-colonial times through the mid-nineteenth century emphasizing the ideas and characteristics of our national literature. Involves critical reading and writing. Dual Enrollment Survey of American Literature I has been designated as a "writing intensive" course according to standards developed by the English department.

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## **HISTORY**

#### *Dual Enrollment United States History I (HIS 121)*

**Grade:** 11

**High School Credit:** .5

**Prerequisite:** Met requirements for placement

**College Credit:** 3

**Description:** Surveys the general history of the United States to 1865 and allows students to reach a basic understanding of the characteristic features of the United States' early historical development. Students will learn about some of the important political, economic, social, intellectual, cultural and religious changes that shaped the development of the United States from earliest times.

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## **HUMANITIES**

#### *Dual Enrollment Music in Society (MUS 121)*

**Grade:** 11

**High School Credit:** .5

**Prerequisite:** None

**College Credit:** 3

**Description:** Explores the language of music through an introduction to basic elements, forms and styles across time. Acquaints students with composers' lives and influential creative individualities, discovering representative works and milestones in western society. Develops techniques for listening analytically and critically. Reviews historical development and significance of art music within the context of evolving societal structures.

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## MATHEMATICS

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### *Dual Enrollment Calculus I (MTH 263)*

**Grade:** 11

**High School Credit:** .5

**Prerequisite:** MTH 167 with a grade of C or better

**College Credit:** 4

**Description:** Presents concepts of limits, derivatives, differentiation of various types of functions and use of differentiation rules, application of differentiation, antiderivatives, integrals and applications of integration.

### *Dual Enrollment Calculus II (MTH 264)*

**Grade:** 12

**High School Credit:** .5

**Prerequisite:** MTH 263 with a grade of C or better

**College Credit:** 4

**Description:** Prepares students for further study in calculus with analytic geometry by providing them with the necessary competencies in finding limits differentiation and integration. Continues the study of calculus of algebraic and transcendental functions including rectangular polar and parametric graphing indefinite and definite integrals methods of integration and power series along with applications.

### *Dual Enrollment Precalculus with Trigonometry (MTH 167)*

**Grade:** 11

**High School Credit:** .5

**Prerequisite:** Met requirements for placement

**College Credit:** 5

**Description:** Presents topics in power polynomial rational exponential and logarithmic functions systems of equations trigonometry trigonometric applications including Law of Sines and Cosines and an introduction to conics.

### *Dual Enrollment Statistics (MTH 245)*

**Grade:** 12

**High School Credit:** .5

**Prerequisite:** MTH 167 with a grade of C or better

**College Credit:** 3

**Description:** Presents an overview of statistics including descriptive statistics elementary probability probability distributions estimation hypothesis testing correlation and linear regression.

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## POLITICAL SCIENCE

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### *Dual Enrollment United States Government (PLS 135)*

**Grade:** 12

**High School Credit:** 1

**Prerequisite:** Met requirements for placement

**College Credit:** 3

**Description:** Teaches political institutions and processes of the national government of the United States focuses on the Congress presidency courts and on their interrelationships. Gives attention to public opinion suffrage elections political parties interest groups civil rights domestic policy and foreign relations.

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## SCIENCE

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### *Dual Enrollment Biology I (BIO 101)*

**Grade:** 12

**High School Credit:** .5

**Prerequisite:** Met requirements for placement

**College Credit:** 4

**Description:** Focuses on foundations in cellular structure metabolism and genetics in an evolutionary context. Explores the core concepts of evolution; structure and function; information flow storage and exchange; pathways and transformations of energy and matter; and systems biology. Emphasizes the process of science and interdisciplinary approach and relevance of biology to society. Part I of II.

### *Dual Enrollment Biology II (BIO 102)*

**Grade:** 12

**High School Credit:** .5

**Prerequisite:** BIO 101

**College Credit:** 4

**Description:** Focuses on diversity of life anatomy and physiology of organisms and ecosystem organization and processes in an evolutionary context. Explores the core concepts of evolution; structure and function; information flow storage and exchange; pathways and transformations of energy and matter; and systems biology. Emphasizes the process of science interdisciplinary approach and relevance of biology to society. Part II of II.

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## DUAL ENROLLMENT EXPECTATIONS FORMS

This form outlines expectations for course achievement and eligibility for Dual Enrollment (DE) coursework offered by CodeRVA Regional High School in conjunction with **J. Sargeant Reynolds Community College (JSRCC)**. To ensure we have clearly communicated with families, we ask all families and their student to acknowledge an understanding of these expectations by signing below at the beginning of each school year.

### We understand:

- DE students receive both high school and college credit and grades for their DE courses. These grades become a part of their permanent high school and college transcript. Grades, including D (MM), F (BE) and/or W (Withdrawal) may impact subsequent post-secondary admission.
- DE students are subject to the rules, regulations, codes of conduct, and academic expectations of JSRCC. Course content, assignments, and discussions will be presented on a college level.
- Students on the Associate Degree pathway with a GPA of less than 2.75 are required to complete an agreement setting academic performance expectations for the subsequent academic term. GPA reviews will occur at the conclusion of each semester.
- Students on the Associate Degree pathway with a GPA of less than 2.5 (minimum six credits taken) will be removed from the Associate Degree pathway. If a student switches from the Associate Degree pathway to the Applied with Dual Enrollment pathway, they must earn a C or better in all courses to demonstrate satisfactory academic performance. GPA reviews will occur at the conclusion of each semester.
- Students on the Applied with Dual Enrollment pathway must earn a C or higher to demonstrate satisfactory academic performance. Any grade under a C will result in removal from Dual Enrollment coursework. GPA reviews will occur at the conclusion of each semester.
- Approval to re-enroll in a DE course must be approved by the Executive Director and J. Sargeant Reynolds Community College and may only be granted in the case of an extenuating circumstance or emergency.
- It is the student's responsibility to communicate with their JSRCC instructor(s) for a clear understanding of their grade. If the student is in jeopardy of earning a final grade below a C (PM), it is recommended that families discuss withdrawing from the course before the withdrawal deadline to avoid a D (MM) or F (BE) on their transcript. Contact your instructor or School Counselor for that specific deadline. Families will be provided a report card following the end of each marking period.

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- JSRCC does not have a universal threshold/maximum number of absences in its policy (<http://www.reynolds.edu/policy/student/1-03.pdf>), but it does leave the authority for setting attendance expectations to the instructor. These will be published in the syllabus. We strongly recommend a student miss no more than 15% of the course to adhere to JSRCC's typical practices.

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Parent/Guardian Signature

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\_\_\_\_\_ / \_\_\_\_\_

Print Name

Date

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Student Signature

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\_\_\_\_\_ / \_\_\_\_\_

Print Name

Date

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This form outlines expectations for course achievement and eligibility for Dual Enrollment (DE) coursework offered by CodeRVA Regional High School in conjunction with **Brightpoint Community College (BCC)**. To ensure we have clearly communicated with families, we ask all families and their student to acknowledge an understanding of these expectations by signing below at the beginning of each school year.

**We understand:**

- DE students receive both high school and college credit and grades for their DE courses. These grades become a part of their permanent high school and college transcript. Grades, including D (MM), F (BE) and/or W (Withdrawal) may impact subsequent post-secondary admission.
- DE students are subject to the rules, regulations, codes of conduct, and academic expectations of BCC. Course content, assignments, and discussions will be presented on a college level.
- GPA reviews will occur at the conclusion of each semester.
  - A minimum GPA of 2.0 in the curriculum is a prerequisite to the receipt of a Career Studies Certificate. Students with a GPA between 1.99 and 1.50 will be placed on academic warning and counseled on their standing. Next steps may include being removed from the Web Design Pathway. Students with a GPA below 1.50 will be placed on academic probation. This designation will be placed on a student's BCC permanent record but not their official BCC transcript. This does not impact a student's eligibility for DE Web Design courses during future high school semesters.
- Approval to re-enroll in a DE course must be approved by the Executive Director and Brightpoint Community College and may only be granted in the case of an extenuating circumstance or emergency.
- It is the student's responsibility to communicate with their BCC instructor(s) for a clear understanding of their grade. If the student is in jeopardy of earning a final grade below a C (PM), it is recommended that families discuss withdrawing from the course before the withdrawal deadline to avoid a D (MM) or F (BE) on their transcript. Contact your instructor or School Counselor for that specific deadline. Families will be provided a report card following the end of each marking period.
- BCC does not have a universal threshold/maximum number of absences in its attendance policy; however, we strongly recommend a student miss no more than 15% of the course to preserve their continuity of learning. DE instructors have the authority to set their own attendance expectations and can be found in the syllabus.

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Parent/Guardian Signature

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Print Name

Date

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Student Signature

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Print Name

Date