Qualified Dual Enrollment Instructors

Academic and Occupational Courses

Arizona’s community colleges are accredited by the Higher Learning Commission (HLC). Together, HLC’s Criteria for Accreditation and Assumed Practices address HLC’s requirements with respect to the policies and procedures that all member institutions must have to achieve and maintain HLC accreditation (HLC, 2023). Community colleges usually offer courses that are designated academic or occupational in the college course catalog or course curriculum guide. At the high school level, occupational courses are complementary to Career and Technical Education (CTE) programs. Instructor qualifications are likely relative to the course type: academic or occupational.



HLC’s requirements regarding institutional policies and procedures for determining faculty qualifications apply to dual enrollment instructors. College faculty participate substantially in the establishment of institutional policies and procedures for faculty qualifications (HLC, 2023).

HLC Criterion 3 addresses instructor qualifications. Per this criterion, the institution establishes and maintains reasonable policies and procedures to determine that instructors are qualified. According to the HLC Institutional Policies and Procedures for Determining Faculty Qualifications (2023),

The factors that an institution considers as part of these policies and procedures could include, but are not limited to: the achievement of academic credentials, progress toward academic credentials, equivalent experience, or some combination thereof. An essential element in determining quality assurance for dual credit courses or programs is that the institution uses the same policies and procedures for determining instructor qualifications for teachers in dual credit courses or programs that it does for its other higher education courses (p. 2).

# Achievement of Academic Credentials

In the context of general education courses, or other non-occupational courses, achievement of academic credentials typically means that an instructor holds an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees (HLC, 2023). Since academic dual enrollment courses are mostly transferable to university bachelor’s degrees, the credential one level above the courses taught is a master’s degree or higher. Generally, this degree is in the discipline or subfield in which the instructor is teaching. If an instructor holds the degree in a discipline or subfield other than that in which they are teaching, the individual demonstrates that they have completed a reasonable amount of coursework in the discipline or subfield in which they teach, as defined by the institution (HLC, 2023).

# Progress Towards Academic Credentials

According to the HLC Institutional Policies and Procedures for Determining Faculty Qualifications (2023),

Progress toward academic credentials means demonstrable, current, and consistent progress toward the academic credential(s) deemed relevant by the institution for an instructor to be qualified. It is expected that an instructor who is qualified as a result of progress toward academic credentials will not permanently be qualified on that basis; rather, the instructor will eventually be qualified on another basis. An instructor who is qualified based on progress toward academic credentials has access to and engages with resources that the institution provides to support their teaching. This could include, for example, professional development opportunities or opportunities to collaborate with other qualified faculty members who are not qualified based solely on progress toward academic credentials (p. 3).

# Equivalent Experience

Equivalent experience means experience that is commensurate with achievement of academic credentials such that it qualifies an instructor for the instruction. This could include, through a minimum threshold of experience, research and/or scholarship, recognized achievement, and/or other activities and factors (HLC, 2023).

It is likely that instructors in occupational fields will not hold a master’s degree level of academic credentials due to limitations in higher education program offerings in occupational areas and industry preferences for work-based certifications and work experience. The table below demonstrates a survey of alternative qualification requirements to academic achievement at the master’s degree level for instructors that teach occupational courses.

#### Table 1. Sample Equivalent Experience Qualification Factors and Descriptions

| Qualification Factors | Description |
| --- | --- |
| Equivalent Experience | 5 years of occupational experience in the field to be taught |
| Equivalent Experience and Academic Achievement | 3 years of occupational experience in the field to be taught and a Bachelor’s degree |
| Equivalent Experience | Journeyman certification in their field to be taught |
| Academic Achievement | Master’s degree in any field with a combination of 24 upper division and/or graduate credits in the field to be taught |

Equivalent experience may differ by discipline or program. Previous years of classroom instruction does not alone constitute equivalent experience (HLC, 2023).

# Increasing the Number of Qualified Dual Enrollment Instructors for Academic Courses

According to the HLC Institutional Policies and Procedures for Determining Faculty Qualifications (2023),

In the context of general education courses, or other non-occupational courses, achievement of academic credentials typically means that an instructor holds a master’s degree or higher in the discipline or subfield in which the instructor is teaching. If an instructor holds the degree in a discipline or subfield other than that in which they are teaching, the individual demonstrates that they have completed a reasonable amount of coursework in the discipline or subfield in which they teach, as defined by the institution (p. 3).

## Reasonable policies and practices established by the institution

The factors that an institution considers as part of these policies and procedures could include, but are not limited to: the achievement of academic credentials, progress toward academic credentials, equivalent experience, or some combination thereof. The figure below displays the type of credentials and experiences that a high school teacher, who is also a prospective dual enrollment instructor, might hold at the onset of college approval to offer their class for college credit.

#### Figure 1. Entry Point for Making Progress Towards Academic Credentials



High school teachers have described tuition cost and time to complete coursework as key deterrents to earning academic credentials to teach dual enrollment academic courses. In Arizona, all teachers have access to the Arizona Teacher Academy Scholarship to earn up to a master’s degree at no cost to meet community college qualification criteria. Teachers must contact the School of Education or Teachers College at any state university to initiate the scholarship application, university admissions, and enrollment processes. Since time is also a barrier, colleges and local education agencies should strategize a reasonable amount of time for teachers to demonstrate continuous progress towards satisfying academic credential requirements and be given the time to do it.

## Sample college policies and practices

The tables below display the most likely entry points for high school teachers in academic areas to pursue community college academic credentials and reasonable policies for college responsiveness to the existing teacher credentials and experiences.

#### Table 2. Bachelor’s in the Academic Field and Teaching Experience

| College allows up to 3 years for continuous progress towards completion. | |
| --- | --- |
| Entry Point: Academic Credential and Experience | End Point: Academic Credential |
| Bachelor’s degree in the academic field  3 years teaching experience grades 9-12 | Master’s degree in the academic field |

#### Table 3. Master’s degree (not in the Academic Field) and Teaching Experience

| College allows up to 3 years for continuous progress towards completion. | |
| --- | --- |
| Entry Point: Academic Credential and Experience | End Point: Academic Credential |
| Master’s degree any field  3 years teaching experience grades 9-12 | 18 graduate-level credits in the academic field |

#### Table 4. Teacher Preparation Program and Teaching Experience

| College allows up to 3 years for continuous progress towards completion. | |
| --- | --- |
| Entry Point: Academic Credential and Experience | End Point: Academic Credential |
| Successful completion of a secondary education teacher education program from an accredited college or university including student teaching  Passing score on Arizona subject knowledge exam or similar out-of-state exam.  3 years teaching experience grades 9-12 | Master’s degree in the academic field |

This allocated time for teachers to satisfy academic credential requirements is complementary to the typical time required for a person to complete a master’s degree at a part-time student status rate. For teachers pursuing up to eighteen graduate-level credits in the field, the allocated time would accommodate one course per semester pacing. Both recommendations include some flexibility of time to accommodate unforeseen circumstances in continuous (semester to semester) progress.

## Sample local education agency practices for teacher support

To address the barrier of time for teachers to complete a master’s degree or graduate-level coursework that is required to satisfy academic credentials for teaching community college academic courses, local education agencies (LEAs) may prioritize teacher education as valuable professional development. Some LEAs have approved teacher documentation of earned degrees and/or college credit to apply towards salary advancement. In this situation, it is unlikely that a teacher might complete coursework during teacher accountability. However, the LEA might allow a teacher to complete coursework during teacher accountability (e.g. prep period, early release professional learning community time, etc) and not apply the credits towards salary advancement. This approval of time would demonstrate high school responsiveness to teacher schedules and high school value of content-related professional development especially for meeting the qualifications to teach college-level courses.

## University teacher college programs and qualifying teachers for community college teaching

Universities play a critical role in preparing new teachers and advancing education for in-service teachers. Pre-service teacher preparation programs typically exist as a traditional secondary education bachelor’s degree program or post-baccalaureate certificate program. Secondary pre-service teacher programs should be flexible to encourage students to complete 18 graduate-level credits in one subject area to satisfy the degree or certificate requirements. Minor adjustments to existing programs of study could strengthen secondary educator subject area knowledge and increase the number of community college-qualified new teachers in Arizona.

Time is a barrier to in-service teacher capacity to enroll into and complete a master’s degree or graduate-level credits in a subject area. According to the U.S. Department of Labor FutureWorks and Jobs for the Future (2008), adult learners have “significantly different needs than traditional college students” as they are “more likely to work full time, have family responsibilities, and compete for time, energy, and financial resources” (Choitz & Prince, 2008, p.6). The authors make recommendations that institutes of higher learning may apply to adult learner programs including flexible accelerated program schedules and designs. Examples of flexible scheduling formats for working professionals include fully online programs, weekend-only classes, and shorter class sessions such as 8-week single class enrollments that allow a student to focus on one class at a time and complete two classes in a single term. Hybrid class formats are used to accommodate learners with in-person and online preferences in the same class.

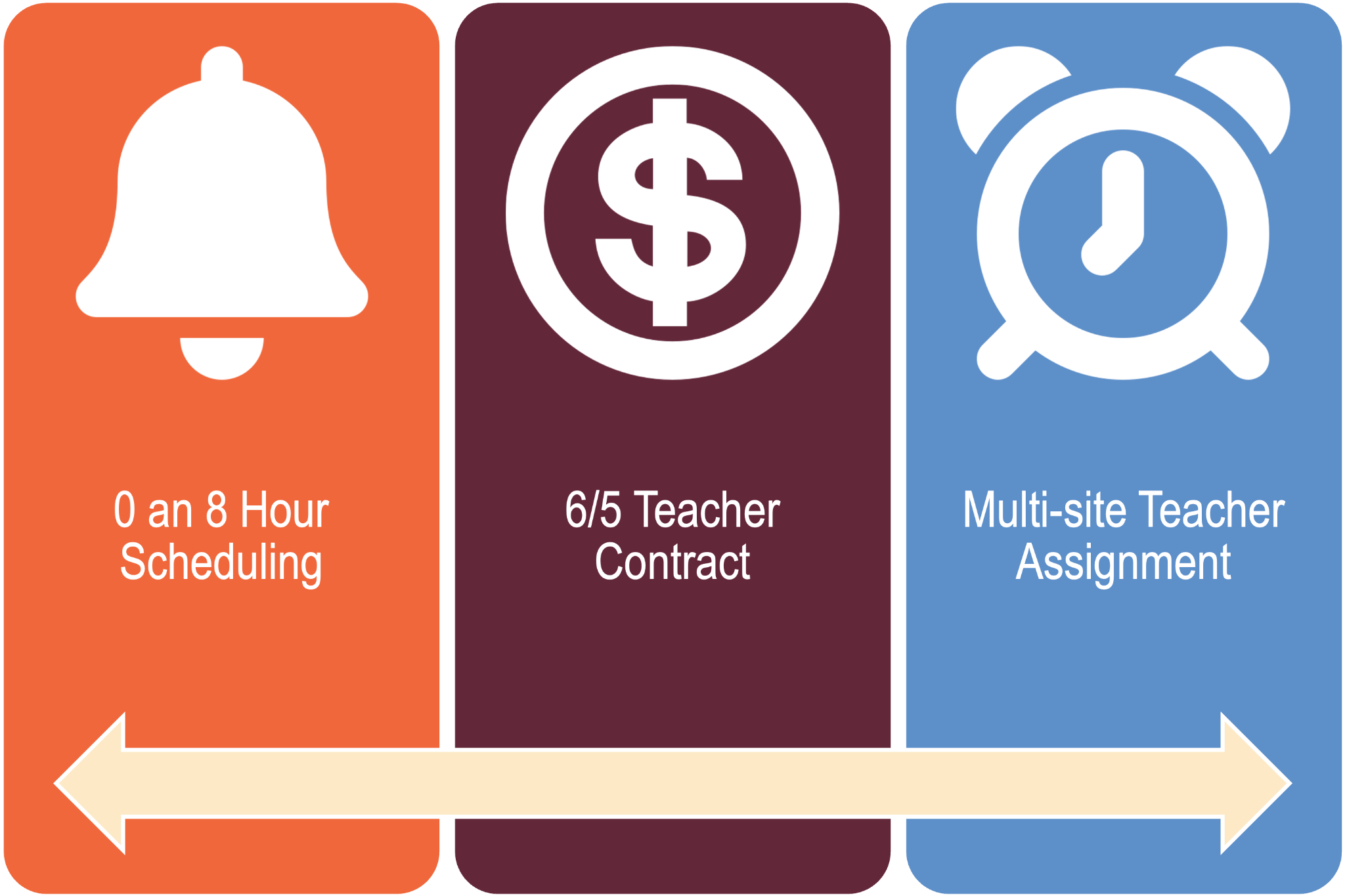
# Continuous Student Access to Earned College Credit and Qualified Instructors

According to the Governor’s Educator Retention Task Force Research & Analysis Report, in September 2022 teaching positions in the state were either vacant or filled by teachers not meeting standard teacher requirements at a rate of 68% and Arizona continues to have one of the highest teacher turnover rates in the country (The Hunt Institute, 2023). Not only has Arizona struggled with teacher retention, as of 2023 Arizona has “one of the highest rates of educators planning to leave the profession” (The Hunt Institute, p.3, 2023). At the local level, school districts and individual school sites experience annual personnel changes that impact dual enrollment course offerings. Rather than restrict course offerings relative to a fluctuating pool of college qualified high school teachers, this variability of annual teacher changes could be used to spark innovative practices for consistent student access to earned credit.

## Staffing strategies for college-qualified high school teachers

Local education agencies (LEAs) already use creative staffing strategies to solve problems related to teacher shortages and school funding. Many of these strategies may be applied at the site-level to teacher assignments for dual enrollment classes. Additionally, there are documented differences between student access to earned credit in low and high socio-economic status (SES) schools. Students in higher SES schools, which tend to enroll a larger population of White students, have nearly 50% more opportunities for earned college credit as a result of the number of dual enrollment courses offered (Mesa Community College, 2023). LEAs can leverage these staffing strategies to provide more equitable access to earned college credit among high and low SES schools in the same district. The figure below displays staffing models to exercise continuous student access to earned college credit.

#### Figure 2. College-Qualified High School Teacher Staffing Strategies



College qualified high school teachers are a valuable asset on the high school campus. It is important that the high school schedule reflects the talent that these teachers bring to the school. 0 and 8 hour scheduling can increase the number of dual enrollment sections that are offered on the high school campus. This practice may require a 6/5 teacher contract which provides additional compensation from the LEA. As an alternative, the college qualified high school teacher could offer a 0 or 8 hour section of the college course outside of the regular teacher contract and receive compensation from the college. In this situation, the course is offered as a concurrent enrollment section and the high school teacher is compensated at the college adjunct instructor rate.

It may be helpful to assign the college qualified high school teacher to more than one high school site in the same district. This practice is common among special area teachers at the elementary level. Incentives to teach in this model include a single prep (teaching the same high school class throughout the day on different campuses), an additional prep period, and fuel reimbursement.

## Leveraging concurrent enrollment for continuous access to earned college credit

Arizona State Statute 15-1821.01 (2022) permits the college district to “offer college courses that may be counted toward both high school and college graduation requirements at the high school during the school day” subject to a list of conditions that are documented in the Intergovernmental Agreement between the community college district and local education agency (para 1). According to the Arizona Department of Education (2007), concurrent enrollment “exists when a student is simultaneously enrolled in any combination involving more than one… Arizona public educational agencies” (p. 1). Arizona State Statute 15-901.07 permits local education agencies to “include students enrolled into concurrent coursework for the purpose of calculating average daily membership” with conditions for reporting, tuition payment to the college or university, and applying the credit towards full-time student status (Arizona Legislature, 2022). The table below displays factors to consider when concurrent enrollment options are used to maintain student access to college credit. These strategies might also offer solutions for LEAs that are experiencing teacher shortages. Concurrent enrollment courses may be taught by full-time college faculty or part-time adjunct faculty that may also be dual enrollment teachers.

#### Table 5. Concurrent Enrollment Logistical Considerations

| Modality | High School Campus | College Campus |
| --- | --- | --- |
| In-person | Restricted schedule | Transportation including class and travel time |
| Online | Classroom space and instructional aid or tutor | Student completes course on their own time |
| Hybrid | Restricted schedule  Online component: Classroom space and instructional aid or tutor | Transportation including class and travel time  Student completes online coursework on their own time |

Concurrent enrollment is a viable solution to ensuring continuous access for students to earn college credit. It is imperative that the community college and LEA collaborate with logistics relative to the course modality, location, and funding.

### In-person concurrent enrollment

**In-person** components that are taught by college faculty may have scheduling limitations due to difference in requirements for instructional time between college and high school classes. In-person classes scheduled on the college campus will require consideration of transportation funds or services for students and calculated travel time.

### How much contact time is required for college courses?

Typically, the college course curriculum guide designates the course contact hours or periods, which may be different from the course credits (number of credits applied to the student transcript). Generally, a course that requires one contact hour indicates one hour of student-instructor contact time per week over a standard 15-week semester for a total of 15 clock hours. These contact hours do not include homework time and they may or may not include lab time (if it is a required course component) as indicated on the curriculum guide.



The table below displays useful information on a course curriculum guide. In this sample guide, **Credit** is the amount of credit awarded to the student transcript, **Period** indicates clock hours, and **Load** is used to calculate faculty pay. Since dual enrollment courses are taught as part of the high school teacher’s full-time contract, dual enrollment course load is usually set to 0.0. If a high school teacher offers a concurrent enrollment section of a college course, regardless of location (high school campus, college campus, or online) the prescribed load designation that is on the curriculum guide applies as instructor pay by the institution.

#### Table 6. ENG101 Curriculum Guide with Required Contact Hours

| **First Year Composition** | | | | | |
| --- | --- | --- | --- | --- | --- |
| Course | **ENG101** | Lecture | **3.0** Credit(s) | **3.0** Period(s) | **3.0** Load |
| First Term | **2023 Fall** | Subject Type | **Academic** |  |  |
| Final Term | **Current** | Load Formula | **S-Standard Load** | |  |

The LEA may use the general contact hours formula ( 1 period = 15 clock hours) for scheduling classes that maximize sections assigned to college-qualified high school teachers with 0 or 8 hour sections or to collaborate with the college to identify a college instructor to teach on the high school campus. The tables below display sample student schedules that leverage concurrent enrollment to earn college and high school credit.

#### Table 7. 0 or 8-Hour Concurrent Enrollment: ENG101 3.0 Periods for 15 Weeks (1 Term)

|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| --- | --- | --- | --- | --- | --- |
| **0 Hour OR**  **8 Hour** | 7-8:00AM **or**  3:30-4:30PM | - | 7-8:00AM **or** 3:30-4:30PM | - | 7-8:00AM **or** 3:30-4:30PM |

#### Table 8. 0 or 8-Hour Concurrent Enrollment: ENG101 3.0 Periods for 30 Weeks (2 Terms)

|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| --- | --- | --- | --- | --- | --- |
| **0 Hour OR**  **8 Hour** | - | 7-7:45AM **or** 3:30-4:15PM | - | 7-7:45AM **or** 3:30-4:15PM | - |

#### Table 9. Saturday Concurrent Enrollment: ENG101 3 Periods for 15 Weeks (1 Term)

|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** |
| --- | --- | --- | --- | --- | --- | --- |
| **Time** | - | - | - | - | - | 8:00AM- 11:00AM |

### Online concurrent enrollment

**Online** components use the college learning management system. Consideration should be given to student readiness for online course navigation and requirements. The LEA may provide a physical space for students to work on the online lessons and the LEA or community college may assign an instructional aid or tutor as a student support service.

The LEA may collaborate with the college to offer an online section of the college course during the high school day. Since the online course is concurrent and taught by a college instructor, it is not required for the high school teacher to be college-qualified. In fact, the high school may assign an instructional aide to the classroom since the college credit earned satisfies a high school graduation requirement. However, the high school must allocate class time for students to complete online work.



The online course may be scheduled in a synchronous format. If this is the format, the students meet virtually with the college instructor for real time, virtual instruction during the high school day for the required amount of course contact hours. Since all students in the class are enrolled for college credit, the LEA and college instructor should coordinate the technology set up such as whole class broadcast of instruction, individual headphones, microphones, software requirements, etc. The tables below display sample student schedules for synchronous online courses during the high school day.

#### Table 10. Online Synchronous Concurrent Enrollment During the HS Day: ENG101 3.0 Periods for 15 Weeks (1 Term)

|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| --- | --- | --- | --- | --- | --- |
| **Any Class Period** | 60 minutes | *Supplemental instruction provided by the HS teacher/aide* | 60 minutes | *Supplemental instruction provided by the HS teacher/aide* | 60 minutes |

#### Table 11. Online Synchronous Concurrent Enrollment During the HS Day: ENG101 3.0 Periods for 30 Weeks (2 Terms)

|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| --- | --- | --- | --- | --- | --- |
| **Any Class Period** | 30 minutes + *Supplemental instruction provided by the HS teacher/aide* | *Supplemental instruction provided by the HS teacher/aide* | 30 minutes + *Supplemental instruction provided by the HS teacher/aide* | *Supplemental instruction provided by the HS teacher/aide* | 30 minutes + *Supplemental instruction provided by the HS teacher/aide* |

### Applying college credit to the high school transcript

For concurrent enrollment, it is important that the LEA and community college establish formal agreements to ensure student transcripts are shared between institutions and credit is applied to the high school transcript. The formal agreement is also important to ensure a consistent credit transcription practice among different high school sites within a single district.

# References

Arizona Department of Education. (2023). Certification Requirements. <https://www.azed.gov/educator-certification/forms-and-information/certificates>

Arizona Department of Education. (2018). Guidance on Career and Technical Education Teacher Certification. <https://www.azed.gov/sites/default/files/2018/05/GUIDANCE%20ON%20CTE%20TEACHER%20CERTIFICATION.pdf?id=5afc669103e2b311000eab57>

Arizona Department of Education. (2007). Understanding Concurrent Enrollment. <https://ade.az.gov/schoolfinance/star/saisinfoseries/sis14.pdf>

Arizona Revised Statutes Dual enrollment information, Title 15 Education 15-1821.01 (2022). <https://codes.findlaw.com/az/title-15-education/az-rev-st-sect-15-1821-01/>

Arizona Revised Statutes Definitions, Title 15 Education 15-901.07 (2022). <https://codes.findlaw.com/az/title-15-education/az-rev-st-sect-15-901/>

Choitz, V. & Prince, H. (2008). *Flexible Learning Options for Adult Students: A Report by FutureWorks and Jobs for the Future*. U.S. Department of Labor Employment and Training Administration.

*Users should reference both Higher Learning Commission documents that are listed below to inform HLC criteria and assumed practices for instructor qualifications including dual enrollment.*

Higher Learning Commission. (2023). *Dual Credit For Institutions and Peer Reviewers*. <https://download.hlcommission.org/DualCreditGuidelines_OPB.pdf>

Higher Learning Commission. (2023). *Institutional Policies and Procedures for Determining Faculty Qualifications: HLC’s Criteria for Accreditation and Assumed Practices*. <https://download.hlcommission.org/FacultyGuidelines_OPB.pdf>

Mesa Community College. (2023). *Enrollment Monitoring Dashboard.* [Data set].

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