Coconino Community College
DUAL ENROLLMENT

INSTRUCTOR AND ADMINISTRATOR HANDBOOK

Jump start on college

Affordable tuition

College curriculum

Career start

College transfer credit

Expression

EARN *College Credit*
WHILE IN *High School*

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Dual Enrollment at Coconino Community College

Coconino Community College is accredited by the Higher Learning Commission

Coconino Community College (CCC), serving Coconino County in Northern Arizona, offers high school students an opportunity to earn early college credit through CCC's High School to CCC (HS2CCC) program. Dual Enrollment (DE) is a state-approved program that allows high school students to earn college credit, giving students a seamless transition to college and preventing the duplication of coursework. Students can save money on tuition, complete a CCC degree or certificate at an accelerated pace and most credits are transferrable to Arizona universities.

DE courses are the product of partnerships between Arizona's community colleges and high schools. These partnerships allow qualified high school students to take college courses that may count toward both high school and college graduation, offering students the ability to shorten the time required to complete a degree or certificate program. CCC partners with numerous high schools to provide Dual Enrollment in Coconino County. Arizona's Dual Enrollment programs are guided by Arizona Revised Statutes (ARS) 15-1821.01 (See Appendix A) and the Higher Learning Commission's (HLC) Criteria for Accreditation (the accrediting body for post-secondary schools). The ARS and the HLC both emphasize that the course standards, including the qualifications of the teacher, curriculum, rigor, assessment and student outcomes, be the same as any college class and shall not be diminished for the purpose of a Dual Enrollment class.

The DE program is designed to provide high school juniors and seniors an opportunity to earn college credit for $15 per credit hour for Art and Science (A&S) courses and a tuition waiver for Career and Technical Education (CTE) courses while attending their own high school. CCC tuition on campus is $109 per credit hour. DE students taking one A&S 3-credit-hour class will pay $45, a savings of $282; students taking one CTE course will save $327. CCC offers a variety of courses. Most of CCC's DE courses are transferable to other colleges and universities.

DE courses allow students to earn both high school and college credits for courses they take at the high school with their high school teachers. DE teachers must meet the same credentialing requirements as CCC Instructors teaching the same course at the College. They teach to the same college curriculum and courses are designed to equate to the college learning experience the student would receive sitting in a CCC classroom. Teachers use the same college textbooks or one approved by the Dean that contains equivalent higher-level information. Students enrolled in DE courses will earn CCC credit and can purchase an official CCC transcript upon completion of their class, if they plan to transfer their credit to another college.

Benefits of Dual Enrollment

- Enriches course offerings that can be applied to a high school diploma
- Fosters a smoother transition between high school and college
- Provides students with the opportunity to earn college credit towards a college degree while in high school
- Saves students money by reducing the length of time it takes to earn a degree after high school graduation
- Saves students money by significantly decreased tuition, fees or textbook costs
- Enhances student interest in pursuing post-secondary education

Defining CCC High School Programs

What is HS2CCC?
CCC's High School to CCC (HS2CCC) program is designed to provide high school students with a contact point for earning early college credit. HS2CCC manages the Dual Enrollment, CAVIAT, and Concurrent Enrollment components of the CCC early college experience.

What is Dual Enrollment?
Dual Enrollment allows high school students to take specified classes at their high school for both college and high school credit. DE courses are taught by college-credentialed high school teachers at the student's high school. HS2CCC students apply for admission through the online application and HS2CCC staff conduct onsite registration for DE courses and collect payment. The participating high schools pay for textbooks. The the tuition cost (if applicable) is paid directly to CCC by the student.

What is Concurrent Enrollment?
Concurrent enrollment allows high school students to take classes on campus at CCC or online. The student is responsible for full tuition, books, and fees. Students apply for concurrent enrollment through the online application. The enrollment process is managed by Registration and Enrollment Services.

What is CAVIAT?
High schools in Coconino County work with either CAVIAT or NATIVE as their local JTED (Joint Technical Education District). JTEDs are separate school districts and provide funding for Career and Technical Education opportunities at their partner school districts. A high school student can be released early from their high school to take CCC courses at a CCC campus through CAVIAT.

CAVIAT Central Programs are financially supported by the CAVIAT Career and Technical Education District. Students can earn a college or industry certification in one or two years. Students must work directly with CAVIAT to enroll.

What Schools Does HS2CCC Work With?
CCC works with the following schools in Northern Arizona:

- Coconino High School
- Flagstaff High School
- Fredonia High School
- Ganado High School
- Grand Canyon High School
- Greyhills Academy High School
- Page High School
- Tuba City High School
- Williams High School
- Northland Preparatory Academy
- Flagstaff Arts and Leadership Academy
- CAVIAT (Coconino Association for Vocations, Industry, and Technology)

HS2CCC Contacts

HS2CCC office:
Coconino Community College, 2800 S. Lone Tree Rd., Flagstaff, AZ 86005

Questions regarding HS2CCC, CAVIAT or Dual Enrollment:
- Alexandra Purchase, Senior Manager of Admissions and High School Programs: 928 226 4385 or Alexandra.Purchase@coconino.edu
- Michael Luna, Admissions Advisor: 928 226 4314 or Michael.Luna@coconino.edu
- Vidal Mendoza, Admissions Advisor: 928 226 4227 or Vidal.Mendoza@coconino.edu
- Carly Saunders, Admissions Advisor: 928 226 4238 or Carly.Saunders@coconino.edu

Questions regarding curriculum, faculty or college departments:
- Jeff Jones – Dean of Learning, CTE, Director of Fourth Street Campus: (928) 226-4279 or Jeff.Jones@coconino.edu
- Kimberly Batty-Herbert – Dean of Learning, Arts and Sciences: 928 226 4362 Kimberly.Batty-Herbert@coconino.edu

Help with Banner Self-Service or resetting passwords:
IT Help Desk: (928) 226-4357 (HELP) or helpdesk@coconino.edu

Information about Canvas or Faculty Assistance:
Teaching & Learning Center: (928) 226-4368 or https://coconino.instructure.com/courses/832037

Admission, registration, transcripts:
Registration & Enrollment Services: (928) 226-4299 or Enrollment.services@coconino.edu

Placement testing:
Student Services: (928) 226 -4323 or placement.testing@coconino.edu

For student advising or help with concurrent enrollment:
Student Advising: (928) 226-4323 or advising@coconino.edu

DE Requirements for High Schools Obtaining School District Approval

The first step in establishing a Dual Enrollment (DE) program at your high school is for the school district to approve an Intergovernmental Agreement (IGA) or a Memorandum Of Agreement (MOA) with CCC. An IGA or MOA must be in place before any work with students or faculty can begin. The IGA contains specific language regarding how the DE process will be managed through high school and college.

The State of Arizona requires that DE IGAs or MOAs be renewed each school year and typically run from July 1 through June 30. Ideally they are presented to and approved by the school board in the Spring for the following school year.

The DE Hiring Process

High school instructors who are interested in teaching a DE course must contact the Sr. Manager of Admissions and High School Programs. DE Instructors will go through a similar credentialing process to anyone seeking to be a faculty member for CCC. Faculty members need to meet the credentialing requirements set forth by CCC's accrediting body, the Higher Learning Commission (HLC). If approved, the primary employer for the DE Instructor is the school district and DE Instructors are considered contracted faculty through the IGA. CCC does not pay or provide employee benefits to DE instructors Instructor compensation is determined by their school district.

Instructor Qualifications for DE Courses

DE Instructors must meet the same qualifications as any faculty member working on campus at CCC. As an accredited institution, CCC must meet the hiring qualifications outlined by our accrediting agency, the Higher Learning Commission. Without accreditation, credits earned through DE would not be transferrable to other schools. Please see Appendix C for the Faculty Credentialing Procedure which describes CCC's hiring standards for faculty positions. Instructors who are interested in offering a DE course should review this table to determine if they meet the college hiring requirements.

1. Faculty coursework credits and degrees shall be earned from a regionally accredited institution
2. New faculty must have the following documents on file prior to being approved to teach a DE course:
    a. Official transcripts for degrees and certificates earned, and/or copies of appropriate industry-standard certification(s)
    b. Curriculum vita or resume

The CCC Academic Operations Coordinators in collaboration with CCC Deans make the determination if a high school teacher meets the HLC credentialing requirements to be a DE instructor.

Choosing a DE Course

Most courses offered by CCC can be offered for Dual Enrollment credit at your school. You can review course descriptions and prerequisite requirements by going to https://www.coconino.edu/curriculum/course-descriptions. Refer to Appendix B for a current list of courses that are offered at each high school.

Steps to Articulate DE Instructors

The deadline to submit articulation requests for Fall and Spring (yearlong courses) semesters is July 19th, 2020.

1. Review CCC's course outcomes and prepare your course syllabus to show that your course will meet CCC's course outcomes. These are located on the CCC website: https://www.coconino.edu/curriculum/course-outlines

2. Contact the Senior Manager of Admissions and High School Programs to obtain your official DE Curriculum Instructor Agreement. See Appendix D for an example of a DE Curriculum Instructor Agreement

3. Complete the DE Curriculum Instructor Agreement and return it along with your transcripts, your course syllabi, a resume/cv and copies of teaching and/or industry certifications held

4. Packets can be returned either in paper form or electronically, but they must include signatures. More information on filling out these forms is included in the next section.

5. If you are having transcripts sent directly from the school, please make sure that transcripts are sent to the attention of Senior Manager of Admissions and High School Programs to ensure they are received in a timely manner. Transcripts should be sent to:

> Senior Manager of Admissions and High School Programs
> Coconino Community College
> 2800 S. Lone Tree Road
> Flagstaff, AZ 86005-2701

Note: Unofficial copies of transcripts will be accepted for the approval process. Once you have been approved, you will need to have official copies sent.

6. You will be notified by the Senior Manager of Admissions and High School Programs once the packet is approved or denied, or if additional information is required. You may be asked to meet with the Dean and/or faculty prior to approval if further information is required

7. If your request is denied, you can request a meeting with the Dean and/or faculty content expert to discuss this decision

If approved, complete CCC's DE Instructor Contract, Intent to Hire/FERPA Statement, the Employee Information Form, the Network Security Form, and the DE Curriculum Instructor Agreement. Until these are completed, you will not be considered an approved DE Instructor or be able to offer DE courses. These must be completed at least one month prior to the start of your DE course.

DE Curriculum Instructor Agreement

The DE Curriculum Instructor Agreement is a signed agreement between the high school instructor and CCC that outlines the course that will be taught for DE credit. A copy of your current syllabus must be submitted with your agreement.

DE Curriculum Instructor Agreements are specific to each course. If you are planning to offer more than one DE course you must complete a separate agreement for each course.

Course length refers to the time students will be attending class in order to get college credit. This is based on the length of time it takes you to meet all of the CCC outcomes. If you are able to provide the content in one semester, you may mark the box for one semester. If you will meet the outcomes during a two-semester school year, mark yearlong.   If your course work is intended to cover more than one school year, mark other and provide an explanation.

Course schedule information will be used to calculate the number of minutes a student will be in class.

DE courses must use the same textbook that the college uses <u>or</u> an alternative one that has been approved by a Dean. This textbook information is provided for you. If you are not going to use the college's required textbook, you will need to submit a copy of your preferred textbook along with your application for consideration. The textbook must be equivalent to the college textbook with regards to content and rigor. All textbook substitutions must be approved by the deans. Please see Appendix D for an example of a DE Curriculum Instructor Agreement.

Additionally, high schools may be required to use a specific version of computer software for some courses. Schools must provide appropriate materials and supplies for the classroom equivalent to what a student would have available at CCC.

In the Course Outcomes, Content and Assessment sections, all boxes must be checked to be considered eligible for consideration. If you are not meeting an outcome, then you are not teaching to CCC's approved curriculum. You will need to decide if you are willing to alter your syllabus to meet college standards. If you are not willing to teach to all required outcomes, content and assessment, you should not apply for articulation. You are more than welcome to exceed CCC's required outcomes, content, and assessment and still be eligible for DE.

A copy of your syllabus, in alignment with the syllabus template provided in Appendix G**,** must be submitted with your agreement. When the Deans and faculty are reviewing requests they are looking specifically for a match between the course outcomes and the course syllabus.

Approved DE Curriculum Instructor Agreements are not valid indefinitely. They must be renewed any time CCC approves changes to the required curriculum or any time the DE Instructor makes changes to their syllabi. It is the responsibility of the CCC Lead Faculty to notify DE Instructors of curriculum changes. DE instructors are responsible for notifying CCC if any changes are made to their curriculum.

Additionally, syllabi are collected and reviewed once per year for yearlong courses and twice per year for semester-long courses**.** Contact the your lead faculty if you need any help with your syllabi or if you would like to meet with them. Our lead faculty are willing to meet with DE instructors, provide assistance with syllabi and class information and answer any questions you may have.

DE Instructor Benefits

As a contracted employee through the school district's IGA or MOA, DE instructors are not eligible for employee benefits. However, DE Instructors do have access to some other CCC benefits that might be helpful when teaching a DE course.

Compensation for DE Instructors

Instructors may receive compensation upon completion of all DE responsibilities. Instructor compensation is determined and dispersed by the school district

CCC Email Account

Instructors are given a CCC email account. Faculty information is distributed to this account. HS2CCC team will distribute CCC information to the instructor's high school email account but DE instructors are encouraged to use the CCC account to keep up with department/discipline information. The account can be accessed through www.coconino.edu using the employee email link underneath the Faculty and Staff tab. Use your Comet ID and password to access your CCC email.

CANVAS and other CCC Classroom Software

CCC provides assistive educational software that DE Instructors can use if they are interested. Please contact the Teaching and Learning Center at (928) 226-4368 for more information on this. If you are interested, training is available for using these resources. Contact your lead faculty to arrange.

CCC New Faculty Orientation and Professional Development

Each semester new Dual Enrollment instructors are encouraged to attend the New Faculty Orientation at the Lone Tree campus. This is a great opportunity to meet other CCC Faculty and learn about changes or updates that each discipline is considering.

DE Instructors are also encouraged to attend regular professional development activities hosted by the college. Instructors will be informed of these opportunities throughout the year.

Offering a DE Course at the High School

1. Add DE course to the high school's schedule
2. High schools should include a description of DE opportunities in their high school scheduling guides
3. When enrolling students in the high school class, the high school should make sure the student is interested in earning DE credit and is able to qualify for credit regarding prerequisites for the class. Per state regulations, only students that meet the college course prerequisites are eligible to receive DE credit.

4. Notify HS2CCC that you are offering the course and submit a complete roster of the high school class enrollment

    a. Course information notification should include CCC's course number, high school course name, class period, time class is held and whether it is a one-semester or yearlong course
    b. Student rosters should include the student's full name, birth date, and grade level.
        i. Providing this information prior to class registration allows CCC to determine students who have already been admitted to CCC and reduce the amount of unnecessary paperwork that students will need to complete. *With this list, CCC can review any prerequisite courses for completion and verify student placement test scores.*
5. Teachers should inform their class from the first day that this class is eligible for DE credits and let interested students who would like the college credit know they must meet prerequisites, must submit the correct admission and registration paperwork and submit payment of tuition (if applicable).
6. Class visit from a CCC Admissions Advisor.
    a. A CCC Admission Advisor will visit all DE classrooms each time the course is offered. This serves many purposes including:
        i. Presenting students with accurate information about the DE process
        ii. Distributing registration paperwork to students that have been registered
        iii. Provide instructor the opportunity to ask any questions regarding DE
    b. The Admissions Advisor will reach out to each DE school liaison to set dates and times that would work best for a class visit
7. Encourage students to attend designated payment evenings at the CCC Lone Tree campus to make a tuition payment (if required)**.**
8. Work with your DE school liaison to make sure all of your students have turned in their documents and payment by the set deadline. Students who miss the deadline will not be eligible to receive college credit.

Meeting DE Course Prerequisites

Students can meet placement by either ACT/SAT or by taking the Accuplacer placement test.
CCC uses discipline-specific scores to determine placement. Only official scores will be accepted and it is the responsibility of the high school and/or student to provide official copies of scores by the testing deadline.

In some cases, AP scores may substitute for taking a class but it is the responsibility of the school and/or student to request official records of their AP scores be sent directly to CCC from CollegeBoard. No unofficial records can be accepted.

Accuplacer Placement Testing:

- CCC uses Accuplacer for all placement testing. Testing can be done on campus at CCC or an Admission Advisor can schedule a time to test at the high school. To hold testing at the high school, students will need to have access to a computer and the internet
- Placement testing should be scheduled during a time when students are not time-limited. The placement test is not time-limited and students should be provided as much time as they need to complete the test. CCC recommends allowing at least 90 minutes for each unit of testing
- Students will need to have their Comet ID (already be admitted to CCC) and show a photo ID as proof of who they are when they arrive to take the test
- The high school can request permission to have a high school employee approved as a testing proctor. This will allow the high school to conduct placement testing on their own. Requests should be made to the Senior Manager of Admissions and High School Programs to obtain the proper paperwork
- Accuplacer study guides are available at https://www.coconino.edu/testing-services. It is recommended that students are made aware of these prior to taking the exam to aid in their preparation
- CCC publishes Accuplacer course placement criteria at https://www.coconino.edu/testing-services. This chart shows the scores needed to place into courses. If a course allows for placement testing in lieu of taking a course, the placement scores must show placement into the next course level above the required course
- ACT/SAT scores can also be used for placement into CCC courses. The placement criteria are available at https://www.coconino.edu/testing-services. CCC uses discipline-specific scores to determine placement. Only official scores will be accepted and it is the responsibility of the high school and/or student to provide official copies of scores by the testing deadline
- For students who score within 3 points of the required placement for the Math sections of the Accuplacer tests, waiver applications can be requested from HS2CCC. The waiver application needs to be signed by the student and includes supporting transcripts and other documentation that demonstrate why the waiver should be granted to allow the student to enroll for DE credit. Waivers will be reviewed on a case-by-case basis and must be approved by the Dean

All students who are seeking DE credit must meet all prerequisites, including placement before they can be registered into the course.

The DE Enrollment Process

To obtain DE credit, students need to go through the DE enrollment process which <u>must be</u> completed through their high school and the CCC Admissions Advisor at their high school. For DE credit, students need to complete and submit:

- CCC online admission application by the deadline

- Placement test(s) or prerequisites completed by the deadline

- Class registration form by the deadline

- Payment of class fees by the deadline (if applicable)

Students need to fill out a registration form for each DE course they take. These forms will be distributed during the HS2CCC class visit.

- The student use only blue or black ink when filling out the registration form
- Students who have been admitted to CCC but do not know their Comet ID number will need to include their full name and date of birth so we can identify them in our system
- Students who are applying for admission and registration at the same time should leave the ID box blank. Comet IDs are issued when student admission paperwork is approved

DE Tuition and Fees

DE tuition cost is $15 per credit hour for Arts and Science Course (A&S) and for Career and Technical Education (CTE) courses, there is a tuition waiver. Student must pay CCC directly To make payments, students can either:

- Pay online by going to MyCCC Portal
- Pay at Registration Services at a CCC campus
- Pay at the College during one of the scheduled payment evenings

Tuition (if applicable) associated with DE courses needs to be paid by the set deadline before course enrollment at CCC can be initiated.

There are no student costs associated with DE for textbooks or classroom materials. The high school pays for these items.

Instructor Drop/Withdraw Procedures

- If the instructor feels that a DE student is not going to pass with a grade of C or better, the instructor should talk with the student to determine whether or not they should withdraw from the course by the College's "Withdrawal" deadline for the DE portion of the course. Students who receive a grade of D or F in their course will have the grade recorded on their permanent CCC transcript and the only way to remove it is to retake the class and earn a higher grade.

Failure to withdraw before the Withdrawal deadline can have long-term consequences to a student, including being placed on academic suspension for financial aid at CCC.

Instructor FTSE Procedures for DE Courses

- All DE Instructors must submit FTSE verification through Banner Self-Service each semester, by the set deadline
- FTSE data is required by the State of Arizona as verification of students who are present in college courses. Completion of FTSE data is the instructor's certification that information included in their class roster accurately reflects those students who are enrolled and participating as of the 45th day (FTSE)
- Instructors should pay close attention to the class roster and only certify students that are present (PR) in the class
- The last date of attendance must be between the first day of class at CCC and the FTSE deadline. Dates outside of the semester will not be accepted by Banner Self-Service, causing your FTSE to be incomplete
- Instructors should carefully review their student roster to ensure that all students on the roster are accurate. If a student is missing or if a student should not be on the list, contact the CCC Admissions Advisor immediately to get this corrected
- If a student is recorded as present (PR) at FTSE but not attending, when corrected after the census date a W will be posted to their academic record. This can negatively impact their financial aid when transferring to CCC
- The CCC Registrar or Senior Manager of Admissions and High School Programs will email DE instructors with directions on how to enter FTSE one week before the Final Grade deadline.
- Please refer to the CCC DE calendar including FTSE deadlines

Failure to submit FTSE verification could result in termination of DE Curriculum Instructor Agreement with the instructor by the College.

Instructor Final Grade Procedures for DE Courses

- All DE Instructors must submit final grades online through Self-Service Banner each semester
- When submitting final grades, all students must receive a grade
- Do not leave students blank
- Please refer to the CCC DE Calendar for final grade deadlines
- If the Final Grade deadline occurs before your high school course ends, calculate the deadline as the first Tuesday after your school semester ends
- The CCC Registrar or Senior Manager of Admissions and High School Programs will email DE instructors with directions on how to enter FTSE one week before the Final Grade deadline

Failure to submit grades could result in termination of the DE Curriculum Instructor Agreement with the instructor by the College.

Enrollment Deadlines

DE enrollment deadlines are mostly the same as CCC deadlines with the exception of the deadline to add classes, make payment and instructor deadline for final grades. No enrollment can occur beyond the deadlines. Please see **AY19-20** DE calendar below.

Dual Enrollment Academic Calendar 2019-20

<u>**Fall 2019**</u>

August 26	CCC Instruction Begins
August 30	**Deadline for DE students to be admitted to the College for <u>fall</u> courses**
September 1-2	*Labor Day – College closed*
September 2	Withdraw with a grade of W begins
September 19	DE Payment Evening 5:00-6:30pm
September 20	**Deadline to add fall courses**
	Deadline to make payment for fall courses
	100% refund
October 9	**Faculty deadline for submitting FTSE verification - 5:00pm**
October 11	**Deadline for DE students to be admitted to the College for <u>spring</u> courses**
November 9-11	*Veteran's day Observed – College closed*
November 27	**Final deadline for withdrawing with a grade of W**
November 28-30	*Thanksgiving – College closed*
December 19	**Fall final grades due before 5:00pm**
December 23-31	*Winter Break – College closed*

<u>**Spring 2020**</u>

January 1	*New Year's Day – College Closed*
January 2	College opens after winter break
January 13	CCC Instruction begins
January 16	DE Payment Evening 5:00-6:30pm
January 18-20	*Martin Luther King Jr, day – College closed*
January 20	Withdraw with a grade of W begins
January 22	DE Payment Evening 5:00-6:30pm
January 23	DE Payment Evening 5:00-6:30pm
January 24	**Deadline to add classes**
	Deadline to make payment
	100% Refund
February 15-17	*President's Day Observed – College closed*
February 26	**Faculty deadline for submitting FTSE verification 5:00pm**
March 16-21	*Spring Break – College closed*
April 24	**Deadline for withdrawing with a grade of "W"**
May 8	CCC Commencement
May 15	**DE instructor syllabi and contract deadline**
May 23-25	*Memorial Day – College closed*
June 2	**Spring final grades due before 5pm – Based on 5/29/20 end of term**
	(calculate deadline as Tuesday after end of term at high school)
July 19	Deadline for all instructor articulation requests (fall and spring courses)

DE Accreditation, Evaluation, and Assessment

CCC is accredited by the Higher Learning Commission (HLC). The HLC accredits (the granting of approval to an institution of learning by an official review board after the school has met specific requirements), and grants membership in the commission to degree-granting post-secondary educational institutions in the North Central region. Being accredited means an institution meets quality standards and requirements, thus guaranteeing the transferability of its credits, and allowing the institution to disburse federal financial aid (Title IV funds).

Quality Assurance for Dual Enrollment Courses or Programs

Linked to the HLC's Criteria for Accreditation, the following are five critical elements that constitute the quality assurance for dual enrollment courses or programs:

1. *Faculty credentials and qualifications, orientation, and training*

The institution requires the same level of credentials and qualifications for faculty in Dual Enrollment courses or programs that it does for its regular higher-education courses. Additionally, faculty teaching in dual credit courses or programs is appropriately trained with the proper orientation for teaching at the higher education level.

2. *The rigor of courses or programs and curricular standards*

The institution mandates the same level of rigor in Dual Enrollment or programs as it does for its regular higher-education courses or programs; meet the same curricular standards and undergo the same institutional approval processes as the institution's regular courses or programs.

3. *Expectations for student learning and learning outcomes*

Expectations for student learning and learning outcomes in Dual Enrollment courses or programs are consistent with the same courses or programs that the institution offers at the higher-education level.

4. *Access to learning resources*

Students, as well as faculty in Dual Enrollment courses or programs, have the same level of access to learning resources (libraries, laboratories, databases, etc.) as the institution's students and faculty in the same higher-education courses or programs.

5. *Institutional monitoring, oversight, and transparency*

The institution, specifically its academic departments and disciplinary faculty, exercises proper monitoring and oversight of its Dual Enrollment activity to ensure that dual enrollment courses or programs meet higher education standards. Finally, the institution informs students clearly and accurately whether courses taken for dual credit (i.e., at a high school via a community college) will transfer to other institutions, including four-year institutions.

Dual Enrollment Instructors are evaluated regularly in accordance with HLC quality assurance.

In order to ensure Dual Enrollment courses being offered on the high school campus are equivalent to courses being offered on the CCC campus, site visits are required. During a site visit the CCC Lead Faculty in the subject area will travel to the high school campus to observe the high school Dual Enrollment instructor actively teaching the high school course. High school DE instructors and the CCC Faculty Lead (or designee) will coordinate site visit timelines together. Each time a site visit is conducted the Instructor Classroom Observation Form must be completed and submitted to both the Office of Academic Outreach and the High School Dual Enrollment Instructor. The CCC Faculty Lead (or designee) should schedule a time with the high school Dual Enrollment Instructor to discuss the observations from the site visit. Every effort should be made to discuss the site visit and submit the Classroom Observation Form within five business days of the completion of the visit. Site visits are tracked by the Office of Academic Affairs. On-site course evaluations at the high school occur every year for the first two years for new faculty. For all faculty, evaluations should occur a minimum of once every two years.

For yearlong Dual Enrollment courses, CCC requires DE instructors to provide a copy of their sylliabi every year. For semester courses, CCC requires the DE instructor provide a copy each semester. DE instructors are also required to provde a copy of the DE Instructor Contract every year.

Frequently Asked Questions

What is the cost to the student?

DE tuition rates are **$15 per credit hour** for A&S courses and there is a tuition waiver ($0) for CTE courses. In most cases, students are responsible for payment of tuition directly to CCC.

Are all students in the high school DE class required to register for DE credit?

No. Only those wishing to earn college credit must register. Students can take a high school class that is also a DE course without registering for college credit. Students who do not register for DE will <u>only</u> get high school credit for the class.

Is there a minimum number of students needed in a high school class to be considered as a DE course?

No. There could be as many as 35 students and as few as 1 student in a DE course section, however, the college wants to ensure that all of the students that are planning on taking the high school course for college credit **are all in the same class section(s) at the high school**.

Are there minimum requirements for DE courses?

100% of students enrolling for DE credit must meet the course prerequisites to be eligible for college credit. Prerequisites can include Accuplacer placement testing or ACT/SAT scores for placement into the course or completion of a different course. Per state statute, CCC can accept up to 25% Freshman/Sophomore enrollment per school for DE credit each academic year.

How do students register for DE courses?

HS2CCC will register students at the high school. All interested students must be admitted to CCC in order to receive their DE credits. Students must submit a completed online application for admission, placement test, submit a course registration form and tuition payment (A&S courses only) in order to receive DE college credit. If a student enrolls in a course but then fails to make a tuition payment, they will be dropped for non-payment by the deadline and will not receive college credit. The application, registration and payment processes must be completed by the set deadline each semester.

Are the credits transferable?

Just like any other college course, DE courses may transfer to other colleges and universities depending on which institution and program a student is transferring into. Students may refer to AZ Transfer at

http://www.aztransfer.com/ to verify transferability to specific Arizona state universities. For questions regarding out-of-state course transfers, students should contact the institution directly.

What if I have a student with a disability?

Students with disabilities may be enrolled as a DE student. If they need special accommodations, the high school instructor should contact the high school's Special Education team for assistance. Per the IGA, the school district is responsible for providing disability resources for students.

What if the student is failing a class?

DE credits become part of the student's permanent college record; therefore, we recommend that any student who does not appear to be passing the class with a C or better be withdraw from the DE course by the College's Withdraw deadline (please see AY 19-20 DE Calendar). Students may also contact HS2CCC to complete an Add/Drop form prior to the CCC Withdraw deadline. The student will still be able to continue the class as part of their high school program.

Accessing Official Transcripts

A student can order an official copy of their transcripts by going to https://www.coconino.edu/how-to-order-a-transcript-online and following the steps provided. Note: There is a $10 fee for official transcripts.

Appendix A: Arizona Revised Statute 15-1821.01 Dual Enrollment

On a determination by a community college district governing board that it is in the best interest of the citizens of a district, the district governing board may authorize district community colleges 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 the following:

1. The community college district governing board and the governing board of the school district or organization of which the high school is a part shall enter into an agreement or contract. These intergovernmental agreements or contracts shall be based on a uniform format that has been cooperatively developed by the community college districts in this state. Each of these agreements or contracts shall clearly specify the following:

(a) The financial provisions of the agreement or contract and the format for the billing of all services under the agreement or contract, including the amount that the community college received in full-time student equivalent funding pursuant to section 15-1466.01, the portion of the funding that is distributed to the school district governing board or charter school and any amount that is subsequently returned to the community college district by the school district governing board or charter school.

(b) Student tuition and financial aid policies, including if scholarships or grants are awarded to students in Dual Enrollment courses from the community college.

(c) The accountability provisions for each party to the agreement or contract.

(d) The responsibilities and services required of each party to the agreement or contract. (e) The type of instruction that will be provided under the agreement or contract, including the titles of the courses to be offered.

(e) The quality of the instruction that will be provided under the agreement or contract.

2. Students shall be admitted to the community college under the policies adopted by each district, subject to the following:

(a) All students enrolled for college credit shall be high school juniors or seniors. All students in the course, including those not electing to enroll for college credit, shall satisfy the prerequisites for the course as published in the college catalog and shall comply with college policies regarding student placement in courses.

(b) A community college may waive the class status requirements specified in subdivision (a) of this paragraph for up to twenty-five percent of the students enrolled by a college in courses provided that the community college has an established written criterion for waiving the requirements for each course. These criteria shall include a demonstration, by an examination of the specific purposes and requirements of the course, that freshman and sophomore students who meet course prerequisites are prepared to benefit from the college-level course. All exceptions and the justification for the exceptions shall be reported annually to the joint legislative budget committee on or before October 1.

3. The courses shall be previously evaluated and approved through the curriculum approval process of the district, shall be at a higher level than taught by the high school and shall be transferable to a university under the jurisdiction of the Arizona board of regents or be applicable to an established community college occupational degree or certificate program. Physical education courses shall not be available for Dual Enrollment purposes.

4. College approved textbooks, syllabuses, course outlines and grading standards that are applicable to the courses if taught at the community college shall apply to these courses and to all students in the courses offered pursuant to this section.

5. The chief executive officer of each community college shall establish an advisory committee of full-time faculty who teach in the disciplines offered at the community college to assist in course selection and implementation in the high schools and to review and report at least annually to the chief executive officer whether the course goals and standards are understood, the course guidelines are followed and the same standards of expectation and assessment are applied to these courses as though they were being offered at the community college. The advisory committee of full-time faculty shall meet at least three times each academic year.

6. Each faculty member shall meet the requirements established by the governing board pursuant to section 15-1444. The chief executive officer of each community college district shall establish an advisory committee of full-time faculty who teach in the disciplines offered at the community college district to assist in the selection, orientation, ongoing professional development and evaluation of faculty teaching college courses in conjunction with the high schools. The advisory committee of full-time faculty shall meet at least two times each academic year.

7. Each community college district shall conduct tracking studies of subsequent academic or occupational achievement of students enrolled in courses offered pursuant to this section. The reports of the results of the tracking studies shall be submitted to the joint legislative budget committee on or before October 1 of each odd-numbered year, subject to the following: (a) The tracking studies prescribed in this paragraph may involve statistically valid sampling techniques and shall include, at a minimum, the high school graduation rate, the number of students continuing their studies after graduation at a community college in this state or a university under the jurisdiction of the Arizona board of regents, the performance of the students in subsequent college courses in the same discipline or occupational field and the student's grade point average after one year at an Arizona community college or university as compared to the student's college grade point average for courses completed while still in high school. (b) On receipt of the report of the tracking studies prescribed in this paragraph, the joint legislative budget committee may convene an ad hoc committee that includes community college academic officers, faculty and other experts in the field to review the manner in which these courses are provided. This committee may make recommendations to the joint legislative budget committee regarding desirable changes in this section or in the manner in which this section is being implemented. A copy of this report shall be provided to each district governing the board.

A school district shall ensure that a pupil is a full-time student as defined in section 15-901 and is enrolled in and attending a full-time instructional program at a school in the school district before that pupil is allowed to enroll in a college course pursuant to this section, except that high school senior who satisfy high school graduation requirements with less than a full-time instructional program shall be exempt from this paragraph.

Appendix B: DE Course Listings Per High School

Courses listed below have been approved for DE at CCC. For a complete course description for these classes, go to http://www.coconino.edu/curriculum/course-outlines

Site	Dept	CCC Course #	CCC Course Title	HS Course Title
Coconino HS	A&S	MAT 140	College Math Alg Review	Dual Enrollment College Math
Coconino HS	A&S	MAT 187	Pre-Calculus	Pre-AP Pre Calculus
Coconino HS	A&S	ART 130	Computer Graphics I	Digital Media II
Coconino HS	A&S	ART 135	Adobe Photoshop	Digital Media I
Coconino HS	A&S	NAV 101	Beginning Navajo I	Navajo III
Coconino HS	A&S	NAV 102	Beginning Navajo II	Navajo IV
Coconino HS	A&S	MAT 140	College Math with Intermediate Algebra	College Math with Intermediate Algebra
Coconino HS	CTE	AUT 100	Automotive Basics	Autos II
Coconino HS	CTE	AUT 106	Automotive Engines	Autos III
Coconino HS	A&S	ENG 102	College Composition II	English 12 Dual Enrollment
Coconino HS	CTE	HRM 140	Food Production Concepts	Culinary Arts I
Coconino HS	CTE	HRM 240	Commercial Food Production	Culinary Arts II
Coconino HS	A&S	ENG 101	College Composition I	DE English 11
FALA	A&S	ENG 101	College Composition I	AP Literature; Composition
FALA	A&S	ART 120	Begnning Ceramics I	Advanced 3D Design/Ceramics I
FALA	A&S	POS 110	American National Government	POS 110
FALA	A&S	HIS 211	World History to 1500	World History DE
FALA	A&S	HIS 212	World History from 1500	World History DE
FALA	A&S	MAT 187	Pre-Calculus	Pre-AP Pre Calculus
FALA	A&S	MAT 187	Calculus & Analytic Geometry I	AP Calculus
FALA	A&S	FRE 101	Beginning French I	French 3
FALA	A&S	FRE 102	Beginning French II	French 3
FALA	A&S	SPA 101	Beginning Spanish I	Spanish 3
FALA	A&S	SPA 102	Beginning Spanish II	Spanish 3
Flagstaff HS	A&S	HIS 131	US History to 1877	AP/DE US History
Flagstaff HS	A&S	HIS 132	US History from 1877	AP/DE US History
Flagstaff HS	A&S	MAT 187	Pre-Calculus	Pre AP Calculus
Flagstaff HS	A&S	MAT 220	Calculus & Analytic Geometry I	Calculus I
Flagstaff HS	A&S	NAV 101	Beginning Navajo	Navajo Language II
Flagstaff HS	A&S	NAV 102	Beginning Navajo II	Navajo Language II
Flagstaff HS	A&S	ART 136	Digital Photography I	Digital Photography II

Flagstaff HS	A&S	ART 236	Digital Photography II	Digital Photography III
Flagstaff HS	CTE	AHS 131	Medical Terminology I	Sports Medicine II
Flagstaff HS	A&S	ENG 101	College Composition I	English 11 DE
Flagstaff HS	A&S	ENG 102	College Composition II	
Flagstaff HS	CTE	HRM 140	Food Prod. Concepts	Culinary Arts II
Flagstaff HS	CTE	HRM 240	Commerical Food Prod.	Culinary Arts I
Flagstaff HS	A&S	ENG 102	College Composition II	DE 102
Flagstaff HS	CTE	CTM 115	Intro to Woodworking	Wood II
Flagstaff HS	CTE	WLD 102	Basic Welding Fabrication	Welding I
Flagstaff HS	CTE	WLD 106	Intermediate Welding	Welding II
Flagstaff HS	A&S	PHY 111	College Physics I	DE/AP College Physics I
Flagstaff HS	A&S	PHY 180	Intro to Astronomy	Astronomy
Fredonia HS	CTE	ECE 100	Intro to ECE	Early Childhood I
Fredonia HS	CTE	ECE 110	Early Childhood Curriculum	Early Childhood Curriculum
Fredonia HS	CTE	ECE 120	Health, Safety & Nutrition	Early Childhood II
Fredonia HS	CTE	ECE 200	Child Guidance	Early Childhood II
Fredonia HS	A&S	MAT 151	College Algebra	College Algebra
Ganado HS	CTE	HRM 140	Food Prod. Concepts	Culinary Arts I
Ganado HS	CTE	HRM 240	Commerical Food Prod.	Culinary Arts II
Grand Canyon HS	A&S	MAT 187	Pre-Calculus	Trig/Pre-Calc
Grand Canyon HS	A&S	ENG 101	College Composition I	Dual Credit English
Grand Canyon HS	A&S	ENG 139	Creative Writing	Dual Credit English
Greyhills HS	CTE	HRM 140	Food Prod. Concepts	Culinary Arts I
Greyhills HS	CTE	HRM 240	Commerical Food Prod.	Culinary Arts II
Greyhills HS	CTE	WLD 102	Basic Welding Fabrication	Welding II
Greyhills HS	CTE	WLD 106	Intermediate Welding	Welding III
NPA	A&S	ENG 101	College Composition I	AP Language and Composition
NPA	A&S	ENG 102	College Composition I	AP Language and Composition
NPA	A&S	SPA 101	Beginning Spanish I	Spanish 3
NPA	A&S	SPA 102	Beginning Spanish II	Spanish 3
NPA	A&S	MAT 220	Calculus & Analytic Geometry I	AP Calculus AB
NPA	A&S	FRE 101	Beginning French I	FRE 101
NPA	A&S	FRE 102	Beginning French II	FRE 102

NPA	A&S	ANT 102	Introduction to Cultural Anthropology	Introduction to Cultural Anthropology
Page HS	A&S	ENG 101	College Composition I	AP Lang Comp
Page HS	A&S	MAT 187	Pre-Calculus	PreCalculus DE
Page HS	A&S	MAT 220	Calculus & Analytic Geometry I	Calculus and Analytic Geometry I DE
Page HS	A&S	ENG 102	College Composition II	AP Lit Comp
Page HS	A&S	BIO 160	Introduction to Human Anatomy & Physiology	
Page HS	CTE	AUT 100	Automotive Basics	Automotive I
Page HS	CTE	AUT 106	Automotive Engines	Automotive II
Page HS	CTE	HRM 140	Food Prod. Concepts	Culinary 3
Page HS	CTE	HRM 240	Commerical Food Prod.	Culinary 2
Page HS	A&S	MAT 140	College Mathematics with Intermediate Algebra	College Mathematics
Tuba City HS	CTE	ECE 100	Intro to ECE	Intro to ECE
Tuba City HS	CTE	ECE 120	Health, Safety & Nutrition	ECE I Health, Safety & Nutrition for the Young Child
Tuba City HS	CTE	ECE 200	Child Guidance	ECE II Child Guidance
Tuba City HS	CTE	ECE 234	Child Growth & Development	ECE III/CDA
Tuba City HS	CTE	ECE 240	School, Family & Community Relations	ECE IV Child Growth and Development
Tuba City HS	CTE	CTM 122	Construction Materials & Equipment Safety	Intro to Construction & Const. Tech I
Tuba City HS	CTE	CTM 123	Building Construction Methods I	Construction Tech I
Tuba City HS	CTE	CTM 124	Building Construction Methods II	Construction Tech II
Williams HS	CTE	AJS 101	Intro to Admin of Justice	Law & Safety
Williams HS	A&S	MAT 220	Calculus & Analytic Geometry I	Calculus I
Williams HS	CTE	WLD 102	Basic Welding Fabrication	Welding I/II
Williams HS	CTE	WLD 106	Intermediate Welding	Welding 106
Williams HS	A&S	ENG 101	College Composition I	Senior English 101
Williams HS	A&S	ENG 102	College Composition II	Senior English 102

Appendix C: Faculty Credentialing Procedure

1. **PURPOSE**

Coconino Community College (CCC) employs diverse faculty who are creative, experienced, and dedicated to promoting the mission and values of CCC. The purpose of faculty credentialing is to assure the students and community that faculty hired possess the content expertise to teach their assigned courses and to promote high-quality programs.

Minimum qualifications are set in place for Coconino Community College faculty in General Education transfer courses, degree programs, and in Career and Technical Education (CTE) to guarantee students are taught by faculty who are authorities in the subject they teach. Qualified faculty are able to communicate knowledge in their subject matter, support student success in academic programs and mentor their students on the way towards achieving their careers goals upon completion of their terminal degrees.

Faculty teaching General Education or transfer-level courses must hold a Master's degree or higher in the subject field they are teaching in from a regionally accredited institution. If they hold a Master's degree in an area other than the one they are instructing, the faculty member must have 18 graduate hours in the subject field they are teaching.

CCC follows the Higher Learning Commission's *Determining Qualified Faculty Through HLC's Criteria for Accreditation and Assumed Practices*, which states, "Faculty teaching in career and technical education college-level certificate and occupational associate's degree programs preferably should hold a bachelor's degree in the field and/or a combination of education, training and tested experience" (Higher Learning Commission: 2016). To clarify what a combination of education, training and tested experience refers to in this procedure, Coconino Community College has determined: Faculty teaching courses in Career and Technical Education (CTE) must hold an associate degree and have a documented 5000 hours of professional experience that is currently in the field they are instructing in or hold an associate's degree and nationally recognized licenses. These licenses must be current at the time they begin teaching their courses.

2. **PROCEDURE**

The chart below indicates the minimum requirements necessary to teach in each indicated curricular area and the documentation needed to verify those requirements. These requirements are established by the credentialing committee at Coconino Community College and confirmed by the Chief Academic Officer. For transfer courses, the credentialing committee consults with faculty members holding a terminal or Master's degree in the individual content area in the process of certifying the credentials for faculty. For CTE courses, the credentialing committee consults with faculty members that hold the highest credentials within the content area at Coconino Community College. The credentialing committee, which is made up of faculty members, the dean from the content area, and the Chief Academic Officer, follows established Higher Learning Commission (HLC) guidelines and has the final say in certifying the credentials of all faculty at Coconino Community College (CCC).

Program/Course(s)	Threshold standards	Documentation required
General Education: All courses in ANT, BIO, CHM, GEO, GLG, HUM, PHI, PHY, PSY, and SOC. Additionally: AJS 101, 230, 280; ART-100, 201,202, 221; BUS 214, 204, 232; DAN 201; ECN 204, 205; ENG-101 and higher; ENV 111, 113, 253; HIS 131, 132, 201, 202, 211, 212; MAT: 140 and higher; MUS 100, 145, 207; POS 101, 110, 120, 220, 233; SPC 100; THR	Master's degree in the discipline area or Master's degree and 18 graduate hours (typically 500 level or higher) in the discipline area.	Transcripts from a regionally accredited institution.
Developmental Courses: ENG 095,100; MAT101,111,088,091, 096,097; RDG 099	CCC instructors should have a Master's degree in the discipline or a Master's degree and 18 graduate hours in the discipline area. However, the minimum threshold is a Bachelor's degree in the discipline area or a Bachelor's degree and 18 upper-division (300 level or higher) hours in the discipline	Transcripts from a regionally accredited institution.
Studio courses in ART-105, 110, 111, 120, 121, 130,135, 136,160, 165, 180,190, 191, 194,195,210, 212, 211,235, 236, 279, 280, 281, 285; DAN-105, 110, 120, 150, 151, 152, 157, 211, 212, 217; MUP 105 & 107; THR 110	Master's degree in the discipline area or Master's degree and 18 graduate hours (typically 500 level or higher) in the discipline area. (See item 4 below).	Transcripts from a regionally accredited institution OR transcripts and tested experience as demonstrated through approved Evidence Template.
FIT exercise courses	Bachelor's degree and industry certification in the area being taught.	Transcripts from a regionally accredited institution and current

Program/Course(s)	Threshold standards	Documentation required
Language courses FRE, GER, ITA, JPN, NAV, and SPA.	Master's degree in the discipline area or a Master's degree with 18 graduate credits with the subject prefix.	Transcripts from a regionally accredited institution and proof of language mastery. Language mastery can be proven through tested experience on an approved Evidence Template. For Native American Languages, may include consultation with tribal leaders.
CIS 120 & 215	Master's degree and 3 years related industry experience in IT.	Transcripts from a regionally accredited institution and resume documenting work experience.
COM	Master's degree in the discipline area including English, Communication, or Media Arts or a Master's degree with 18 graduate hours in the discipline area.	Transcripts from a regionally accredited institution.
CPS 100 & 290	Master's degree including coursework in liberal arts, such as history, art, literature, and/or geography related to the Southwest. Could include research or experience related to the Colorado Plateau.	Combination of transcripts from a regionally accredited institution and tested experience as proved through an Evidence Template.
REL 201, 241	Master's degree in discipline area and at least 9 graduate-level credit hours in different religious thoughts or Master's degree and 18 graduate hours, typically 500 level or higher, in Religion with at least 9 credit hours in different religious thoughts.	Transcripts from a regionally accredited institution.

Program/Course(s)	Threshold standards	Documentation required
Career and Technical Education: All courses in AUT, CTM, EMS, FOR, FSC, HRM, WLD. Additionally, AJS 105, 110, 120, 130, 141, 150, 160, 170, 200, 209, 215, 216, 220, 240, 250, 260, 291, 292, 295; HDE 102	Bachelor's Degree in the field and/or a combination of an Associate's degree and 5000 hours of occupational experience or an Associate's degree and professional licenses/specialized certificates	Transcripts from a regionally accredited institution and copies of certifications/, licensures and resume documenting work experience (note: Resume must include the number of hours per week in each relevant position. 5000 hours is equivalent to 2.5 years full-time work experience).
ACC, BUS (if not listed in General Education)	Master's degree in the discipline area or Master's degree and professional certification or work experience to prove mastery in the discipline area being taught.	Transcripts from a regionally accredited institution, and industry certifications and/or resume documenting work experience.
AHS 100, 101, 105, 110, 131	Bachelor's Degree in the field and/or a combination of an Associate's degree and 5000 hours of occupational experience or an Associate's degree and professional licenses/specialized certificates	Transcripts from a regionally accredited institution and resume documenting work experience (note: resume must include the number of hours per week in each relevant position).
AHS 145, 146, 147, 148, 149	Bachelor's Degree in the field and/or a combination of an Associate's degree and 5000 hours of occupational and current certification as a Medical Assistant.	Transcripts from a regionally accredited institution and copies of certifications/, licensures and resume documenting work experience (note: Resume must include the number of hours per week in each relevant position. 5000 hours is equivalent to 2.5 years full-time work experience).

Program/Course(s)	Threshold standards	Documentation required
AHS 157, 160, 161	Bachelor's Degree in the field and/or a combination of an Associate's degree and 5000 hours of occupational and current certification as a Phlebotomist.	Transcripts from a regionally accredited institution and copies of certifications/, licensures and resume documenting work experience (note: Resume must include a number of hours per week in each relevant position. 5000 hours is equivalent to 2.5 years full-time work experience).
ASL	Bachelor's degree and industry certification.	Transcripts from a regionally accredited institution and ASLTA (ASL Teachers Association) Provisional Level Certification upon hire.
CIS (if not listed in General Education)	Bachelor's degree in the discipline and 3 years directly related work experience and relevant certifications	Combination of transcripts from a regionally accredited institution, certifications, licensure, and/or documented work experience.
EGR	Master's degree in engineering or Bachelor's degree in engineering with 5 years directly related work experience and appropriate licenses.	Combination of transcripts from a regionally accredited institution, certifications, licensure, and/or documented work experience.
ITP	Master's degree and industry certification.	Transcripts from a regionally accredited institution and Registry of Interpreters for the Deaf (RID) certification.
LDR	Master's degree in discipline area or Master's degree in any discipline and 3 years of work experience with proven leadership experience.	Transcripts from a regionally accredited institution and resume documenting work experience (note: Resume must include a number of hours per week in each relevant position).
NTR	Bachelor's Degree in Nursing, Nutrition, or related discipline area and 3 years' experience in healthcare.	Transcripts from a regionally accredited institution and resume documenting work experience (note: Resume must include a number of hours per week in each relevant

Program/Course(s)	Threshold standards	Documentation required
NUR	Instructor qualifications per Arizona State Board standards as defined for the nursing area.	Combination of transcripts from a regionally accredited institution, certifications, licensure, and/or documented work experience.

2. Faculty coursework credits and degrees shall be earned from a regionally accredited institution.

3. New faculty must have the following documents on file prior to being offered a teaching position:
   a. Official transcripts for degrees and certificates earned, and/or copies of appropriate industry-standard certification(s).
   b. Curriculum Vita or resume.
   c. Qualification Determination Form. The Academic Operations Coordinators fill out the form, with the Dean and CAO approving it and listing approved courses.

4. In rare and compelling cases where a faculty member does not meet minimum qualifications based on degrees or certificates, Higher Learning Commission (HLC) allows for "using tested experience as a basis for determining minimally qualified faculty". The process of determining minimum qualifications is a rigorous assessment of an individual's educational attainment or experience. At CCC, Tested Experience ("cross walking") is established by an involved process defined in CCC's Evidence Template for Determining Equivalent Experience. The determination of meeting qualifications is made by the Credentialing Committee and Chief Academic Officer. When determining equivalent experience for qualified faculty, exceptions can be made when the faculty member has compelling proof of academic success via such things as publications or peer-reviewed art and in the case of CTE, the instructors possess an industry-specific certification relevant to what they are teaching.

5. All faculty at Coconino Community College that teaches online will have taken an internal course or its equivalent to certify them as online instructors. Completion of this course will result in the faculty member being awarded an Online Coconino Teaching Certificate issued by the director of online learning.

3. **BACKGROUND**

   1. References: *Determining Qualified Faculty Through HLC's Criteria for Accreditation and Assumed Practices*, March 2016.
   2. Revision history: 05/11/2011 (new), 05/18/2016, 12/13/2017 (renumbered from 308- 01 after policy 310-00 was approved by District Governing Board)
   3. Legal review:
   4. Sponsor: Academic Affairs
      Adopted by College Council: 12/06/2017

Appendix D: Sample DE Curriculum Instructor Agreement Form

Dual Enrollment Curriculum Instructor Agreement

ENG 102: College Composition II

Applicant Name:_____   Preferred Phone #:_____

Email: _____

Preferred method: ☐ Phone ☐Email   Best Time to contact:_____

High School:_____

Course Information:

    1.   Subject Area: English (ENG)

    2.   Course Number: 102

    3.   Course Title: College Composition II

    4.   Credit Hours: 3

    5.   Catalog Description: Continued development of ideas and strategies introduced in ENG 101.Extensive practice in critical thinking, reading, and writing with an emphasis on composing analytical essays and a documented research paper. Prerequisite: ENG 101.

Course Goals:

To further develop critical thinking, reading, writing, and research skills demanded in academic, professional, and public life.

Course Fees: $15 per credit hour

High School Course Name: _____

Course Length: ☐Yearlong ☐One Semester ☐Other _____

Course Schedule: Enter the number of minutes for each day class is in attendance

Monday _____   Sunday_____

Tuesday _____

Wednesday_____

Thursday_____

Friday_____

Saturday_____

TextBooks/Instructional Materials: <u>Envision in Depth 4th ed. ISBN#9780134093987.</u> **Little Seagull Handbook with Exercises** Edition: 3rd

Will you use this textbook/material in your classroom? ☐Yes ☐No

If no, please submit your alternate textbook/materials information for approval.

_____

_____

_____

Pre/Co-Requisite: <u>ENG 101</u>

Is this pre/co-requisite offered at your high school? ☐Yes ☐No

Is this high school course eligible for additional Dual Credit for another CCC course? ☐Yes ☐No   If yes, list course(s).

_____

_____

Please check all of the following course outcomes and content that you cover in your course:

A. <u>Course Outcomes</u> - Students will:
- ☐ analyze, synthesize, and evaluate a variety of print and electronic texts;
- ☐ engage in the writing and research processes to compose academic texts;
- ☐ compose texts using a variety of technologies for a range of rhetorical situations;
- ☐ analyze and critique their own writing and peer writing;
- ☐ control general conventions of diction, syntax, mechanics, and formatting expected in standard written English;
- ☐ integrate evidence to support their own ideas, using quoting, paraphrasing, and summarizing;
- ☐ and choose and apply an academic documentation style to suit purpose and audience.

B. <u>Course Content</u> will include:
- ☐ critical thinking, reading, composing strategies:
  - o comprehension;
  - o application;
  - o analysis;
  - o interpretation;
  - o synthesis;
  - o evaluation;
- ☐ the writing process:
  - o freewriting, brainstorming, questioning, mapping;
  - o determining the audience, purpose, point of view;
  - o developing a focused clearly stated critical thesis;
  - o supporting claims with evidence;
  - o organizing ideas effectively;
  - o drafting;
  - o revising for unity and coherence, sentence variety, and clarity;
  - o editing for effective word choice and mechanical correctness;

- ☐ the research process:
  - o selecting a topic;
  - o locating and evaluating library, database, and internet sources;
  - o practicing academic integrity:
    - ▪ quoting accurately and correctly;
    - ▪ summarizing to reflect the author's thesis and supporting points;
    - ▪ paraphrasing to avoid plagiarism and to accurately convey authors' ideas;
  - o analyzing, interpreting, and synthesizing of ideas from research sources;
  - o integrating source material;
  - o and documenting sources in a specific citation style.

C. <u>Course Outcome Assessment</u> will include:
- ☐ a minimum of two 3-4 page essays focusing on textual analysis and/or synthesis;
- ☐ a research paper of 6-10 pages, integrating cited information, in summary, paraphrase, and quotation to support the thesis;
- ☐ and a final project that presents their writing and research in an alternative way (portfolio, presentation, video, wiki, brochure, photo essay, etc.).

A copy of your course syllabus must be submitted with this agreement. Your syllabus must show a direct correlation with the course information in this agreement.

F. Please list any additional course information as needed:

_____

_____

_____

By signing this, I agree to teach the aforementioned class as a Dual Enrollment eligible course meeting all the above content and outcomes in accordance with the Dual Enrollment Handbook. I will notify CCC should any information provided change.

Signature: _____

Printed Name: _____

Date: _____

_____

This Curriculum Instructor Agreement is approved by:

CCC Lead Faculty:_____

CCC Dean:_____

Hire Date: _____

Appendix E: Sample DE Instructor Contract

<div align="center">

Coconino Community College

Dual Enrollment Instructor Contract

</div>

Name: _____

Position:
Dual
Enrollment
Course(s): _____

Start Date: _____

This contract was created for Dual Enrollment instructors in lieu of the part-time faculty contract for Coconino Community College (CCC). This Dual Enrollment Contract has been adjusted to reflect the unique agreement between the College and its high school partners.

1. Dual Enrollment Instructors are expected to perform all duties outlined in the Dual Enrollment Instructor Handbook. A copy of this handbook will be given to all instructors at the Dual Enrollment Instructor Orientation, which occurs at the beginning of each Fall semester.

2. This Contract serves as reasonable assurance of the offering of the course(s) with the College for the 2019-2020 academic year. You, therefore, acknowledge that the course curriculum agreement is current and any modifications must be reviewed and approved through the Dual Enrollment curriculum process prior to offering the course with modifications from those approved under the Dual Enrollment Curriculum Agreement.

3. This Contract is contingent upon final approval of the relevant academic year catalog as approved by the College District Governing Board. In the event of a course no longer being offered at the College, the College may, at its discretion, not offer the approved course. The instructor and school district will be notified of any changes by the College in adequate time for high school curriculum planning.

4. Pursuant to applicable College policies and procedures, the College may terminate this Contract based upon a finding by the College at its sole discretion of any of the following: Unsatisfactory site observation, instructor's lack of entering FTSE or final grades by published deadlines, lack of response to College communications within three business days, violation of College policy, or other performance issues considered on an individual basis. Please see Exhibit A for specific details.

5. If this Contract is not returned before May 15th prior to the school year as per the Dual Enrollment calendar, the College reserves the right not to include the course(s) in the academic year's schedule.

CCC Dean of Student Learning	Date

Dual Enrollment Faculty Signature	Date

Exhibit A: Dual Enrollment Instructor Expectation Guide

This guide is a reference document detailing performance expectations for all Dual Enrollment Instructors with current curriculum agreements. During the length of this Contract, you are responsible for:

- Having met, or be working towards meeting, all College and Higher Learning Commission (HLC) requirements regarding instructor credentialing;
- Submitting of all course syllabi, following the syllabi template, to the Senior Manager of Admissions and High School Programs by the published deadlines each academic year the course is offered;
- Reporting class enrollment in Self-Service Banner on the 45th day for the Full-Time Enrollment Student Equivalent (FTSE) report;
- Entering final grades in Self-Service Banner by published deadlines;
- Other required materials in accordance with the Dual Enrollment published deadlines.

Communication Requirements

- Regular use of your high school email account is required. If requested by the College, a response is required within three business days. This is the official communication system of the Dual Enrollment program, thus content provided to you is considered delivered and actionable upon receipt.
- During the length of this Contract, you are encouraged to participate in Dual Enrollment professional development opportunities.

Dual Enrollment Instructor Printed Name	Dual Enrollment Instructor Signature	Date

Appendix F: Sample Instructor Classroom Observation Form

Dual-Enrollment Instructor Classroom Observation Form
Coconino Community College Faculty Evaluation

Instructor_____   Site/room _____

Course_____

Observer_____   Date/Time_____   Number of Students_____

Likert (Mark all that apply)

	NA	Developing	Effective	Excellent	Comments	Innovative
1. The instructor states the plan for the day's lesson.						
2. Teaching methods and materials are appropriate for content and comprehension.						
3. The class is structured to promote understanding of the course material.						
4. New terms and concepts are defined and explained, with examples as needed.						
5. Restatements/summaries are provided as needed or requested.						
6. Connections are shown between the present and previous material when relevant.						
7. Different viewpoints are addressed if applicable.						
8. Student understanding is promoted through effective classroom interaction (listening, observing, questioning, promoting critical thinking).						

9. Knowledge of subject matter is demonstrated. Taught at a college-level.					
10. Active and/or collaborative learning are emphasized, allowing for various learning styles.					
11. Verbal and nonverbal communication is professional and promotes learning.					
12. Fosters student engagement and rapport (varies tone, energy; demonstrates passion, concern).					
13. Manages student engagement.					

Observer Feedback (strengths, limitations, suggestions):

Instructor Feedback (self-reflection):

_____   _____
Observer's Signature   **Instructor's Signature**

_____
Date Discussed

Draft: 04/24/19

Appendix : Sample DE Syllabus Template

SYLLABUS TEMPLATE

Before creating your course, check the course outline and any guidelines issued by your area.

Coconino Community College

SYLLABUS FOR *COURSE TITLE*
SEMESTER
COURSE PREFIX AND NUMBER, CREDIT HOURS

COURSE DAY AND TIME AND ROOM #

Instructor: **Phone:**
                                                     Email:

COURSE DESCRIPTION AND PREREQUISITE: *Copy from the course outline*

(http://www.coconino.edu/curriculum/course-outlines

COURSE GOALS: *Copy from the course outline*

COURSE OUTCOMES: *Copy from the course outline*

COURSE CONTENT: *Copy from the course outline*

COURSE REQUIREMENTS:

- Textbook: *Include edition and ISBN.*
- Other required materials
- Include instructions for students to access the learning management system

COURSE POLICIES:

Classroom Etiquette/Standards of Conduct: *Discussion etiquette, learning environment, etc.*

Academic Dishonesty Procedure: Academic dishonesty is a violation of the Student Code of Conduct as defined in the Coconino Community College Procedure 503-01. When a student commits an act of academic dishonesty, the instructor is responsible for determining the grade for the course or assignments. *Add school/classroom policy for academic dishonesty.*

Attendance: *Your high school attendance policy.*

Late Work Policy: *State your late work policy here*

ASSESSMENT: *You must incorporate the approved assessment methods as listed in the course outline. (http://www.coconino.edu/curriculum/course-outlines) You may develop other methods of assessment, but you must administer the required assessment activities. Adding a definition of each type of assessment is helpful.*

SAMPLE LIST

1) **Homework**
2) **Other Class Assignments**
3) **Exams**
4) **Final Exam**

ASSESSMENT GRID

COURSE OUTCOMES	COURSE CONTENT	Institutional Learning Outcomes/Program Outcomes	ASSESSMENT
1)*List the Course Outcomes Here*	*List the relevant course content here*	*Contact your Lead Faculty for list.*	*List how the outcome will be assessed here.*
2)			
3)			

COURSE EVALUATION: *Communicate your evaluation plan and the basis for evaluation. Here is an example:*

Activity/Assessment	Point Allotment	Total
Tests	*4 @ 100 points*	*20% of the grade or 400 Points*
Homework		
Projects		
Participation (*see your Course Guidelines to see if you can count participation points*)		
Quizzes		
Final Exam		

GRADING SCALE: *Communicate your grading criteria.*

Percentage or Course Points Here	Grading Scale Here
	100-90 A Excellent 89-80 B Exceeds Standard 79-70 C Meets Standard 69-60 D Below Standard <60 F Failure

FINAL EXAM POLICY: *Add anything specific to your course.*

Optional: EXTRA CREDIT: *Outline your policy. See your Lead Faculty for information on Course Guidelines for your course.*

SEMESTER CALENDAR: *a list of all class periods and the topics, chapters and dates of major exams and projects planned for those dates.*

Example:

Class Schedule:

(Please note that this is a tentative schedule and is subject to change)

Monday	Wednesday
Date Assignment HW:	Date Assignment HW:

MODIFICATION: *Be sure to include*

"The Instructor reserves the right to add, delete, or modify the syllabus with reasonable notification."

Follow through with your modifications by either handing out a written document or posting the updated information in your class's online course page.

COLLEGE SERVICES AND INFORMATION

ADVISING

For general academic advising or career assistance contact Student Development at 928-226-4323 or schedule an appointment online through Starfish.

CLASSROOM/COMPUTER POLICIES

Only registered CCC students are permitted to attend classes or use the computer lab; so please do not bring children, other family, or friends to class or lab. Software may not be brought into the computer labs, copied, or loaded onto the computers. Software installed on CCC computers may not be copied. To avoid damage to equipment, please do not bring food or drinks into any computer-equipped classroom. For further information refer to the Acceptable Use of Technology procedure; https://www.coconino.edu/resources/ files/pdfs/presidents-office/policies- and-procedures/100-199/140-01.pdf or contact the Help Desk at 928-226-4357.

TIME SPENT OUTSIDE OF CLASS ON COURSEWORK

For every 1-credit hour spent in class students should expect to spend

a minimum of 2 hours outside of class (on homework, reading, test preparation). To successfully complete online courses, students should spend at least 6 hours a week. In addition, computer skills and access are required. Regardless of whether it is in person or online, compressed courses require more time.

LIBRARY SERVICES

Library services include online research databases, copyright and plagiarism information, research and citation tips, and Ask a Librarian. Services are available through the library's homepage at https://www.coconino.edu/library Students can also use Cline Library at NAU to check out books, movies, laptops, and study room keys with an ID card and to log onto Cline Library computers. Contact CCC Library Services at 928-226-4369 or library@coconino.edu for help.

TUTORING SERVICES

Student can get free in-person tutoring in math, writing, science, business, accounting, and other topics. Workshops are conducted by tutors through the START Program. For walk-in tutoring

visit the Lone Tree Campus. Free online tutoring is available through Smarthinking. Access online tutoring through MYCCC. More information available at 928-226-4323.

STUDENT RIGHT TO KNOW/ CONSUMER INFORMATION

Federal regulations require colleges to provide information about the school and financial aid to enrolled and prospective students. CCC's consumer information is available at https://www.coconino.edu/details/ compliance-information

DRUG-FREE COLLEGE ENVIRONMENT

CCC is committed to a drug-free environment. Please refer to https://www.coconino.edu/resources/ files/pdfs/presidents-office/policies- and-procedures/106-00.pdf