

Faculty Credentials

Report to Trustees
January 2015

Overview

- Changes in regulatory expectations regarding instructor credentials necessitate college modification of practice
- Barton became aware of changes late in the summer, and began a thorough review of the changes, how they impact Barton and our partners, and possible methods to meet regulatory requirements while ensuring continued access and quality
- In the past, Kansas Board of Regents (KBOR) regulations allowed Concurrent Educational Partnerships (CEP) instructors to maintain credentials unique to concurrent instructional delivery
 - KBOR now defers to the Higher Learning Commission (HLC) with regard to teaching requirements
 - HLC states the institution will require the same level of credentials for all faculty members regardless of program, delivery and/or location

KBOR Requirements

- For College Faculty
 - *The faculty members hold the credentials appropriate to the academic program offered as follows:*
 - *“...the minimum academic credential held is at least one academic degree higher than the degree level of the courses that the faculty member is teaching.*
 - *Faculty members not meeting the standard specified (above) possess special competence in their field of knowledge, as measured by accomplishments that may include scholarship, advanced study, creative activities, and relevant professional experience, training, and credentials, including licensure and professional registration.*
 - *Each faculty member teaching a general education course holds a minimum of a graduate degree, including 18 semester hours of graduate coursework related to the discipline of the course being taught.” (Article 26-2)*
- For CEP Instructors
 - **Non-tiered Transfer Courses**
 - Meet HLC requirements
 - *“All instructors are appropriately qualified including those in dual credit, contractual, and consortial programs”. (12.iv.1.a.)*
 - **Tiered Technical Courses**
 - *Meet HLC requirements above, **or***
 - *Possess a valid/current industry-recognized credential, **and** a minimum of 4,000 hours of work experience in the specific technical field. (12.iv.1.b.)*
- For Off-Campus Offerings
 - **All Off-Campus Courses** (Excluding CEP)
 - *The selection of qualified faculty for off-campus academic courses and programs shall follow established campus appointment and operating procedures. (7.d.ii.)*

HLC Requirements

- By Credential

- *All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs. (criteria: 3.C.2.)*
- ***Instructors possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach...*** *When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process. (B.2.a.)*
- *Those teaching general education courses, or other courses that transfer, typically hold a master's degree or higher in the discipline or subfield. ***If a faculty member holds a master's degree or higher in the discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.*** (Guidelines, p. 2)*

HLC Requirements

- Lessor Degree + “Tested Experience”
 - **By employment** - *A faculty member teaching baccalaureate-level courses in human resources or business ethics may not have a relevant degree at the appropriate level, but can provide evidence of effective work as a practicing labor relations attorney. (Guidelines, p. 3)*
 - **By 3rd party credential** – *A faculty member who teaches courses in a pre-associate technology program may not possess a graduate degree but might have the industry certification and years of experience working in that field. (Guidelines, p. 3)*
 - **By artistic talent** – *A faculty member teaching creative writing, painting, or music may have had his or her expertise, ability, and talent validated through publications or through wide critical and public acclaim. (Guidelines, p. 3)*
 - **By language proficiency** – *A faculty member teaching conversational courses in Native American or foreign language may demonstrate his or her qualification through recognition of competence by tribal leaders or through nationally recognized rating of proficiency in foreign language. (Guidelines, p. 3)*

HLC Requirements

- For Dual Credit Instructors
 - *All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs. (3.C.2.)*
 - ***The institution requires the same level of credentials and qualifications for faculty in dual credit courses or programs that it does for its regular higher-education courses. (Dual Credit Guidelines, p.3)***
 - The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum. (4.A.4.)

Regulatory Interpretation

- **Credential & Qualification Levels**
 - **Level 1 – Eligible for Transfer Course Instruction** (*Business, English, Nursing, etc.*)
 - Masters Degree in the Discipline or Related Discipline **or**
 - Masters Degree in an Alternate Discipline + 18 Graduate Hours in the Discipline **or**
 - Meeting Credential Requirements of a Third Party Agency
 - **Level 2 – Eligible for Technical Course Instruction** (*Office Technology, Hazardous Materials, Criminal Justice, etc.*)
 - Baccalaureate Degree **or**
 - Meeting Credential Requirements of Industry **or**
 - Meeting Credential Requirements of a Third Party Agency
 - **Level 3 – Eligible for Remedial Instruction**
 - Baccalaureate in the Discipline or Related Discipline **and**
 - Teaching Experience **or**
 - Graduate Training in Remediation
 - **Level 4 – Eligible for Adult Basic Ed Instruction**
 - Baccalaureate **and**
 - Experience and/or attributes to better relate to target audience
 - **Level 5 - Eligible for Specialized Credit or Non-credit Instruction** (*PE Activity, Applied Music, Foreign Language, etc.*)
 - Some Higher Education, Technical Training, or Industry Credential **and**
 - Evidenced Expertise in the Instructional Field
- **Exceptions Require Written Justification by CAO**

Status Update

- The College utilized the fall semester considering the ramifications of the regulatory changes
- Despite these alterations in faculty credential requirements, the College maintains its interest to continue services expected by its partners and constituents college-wide
- Barton has been reviewing options that will assure:
 - accreditation compliance
 - continuing productive partnerships
 - and quality learning opportunities for students



Moving Forward

- Appropriate Dean meets with each employee to discuss options for rectifying missing transcript, graduate hours, etc.:
 - If Masters (or other credential) is completed, just not on file; official transcript to be delivered to HR within 6 weeks
 - Instructor can be placed on a detailed degree plan (requires signatures, specified timeframe, etc.) to complete necessary degree, or graduate hours to meet 18 hour minimum
 - Instructor can opt to “team teach” (most likely CEP option) w/qualified instructor serving as lead (possible to occur f2f, but most likely online). Currently piloting with GBHS stats course
 - The Dean will evaluate options for course reassignment to ensure instructors teach only courses for which they meet qualifications

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- Mitigation of adverse impact to college partners which would result in loss of access for students, and loss of enrollment for the college
- Recognition of conflicting calendars between college and CEP partner institutions which necessitate working through upcoming year – students and families are making decisions now for HS 15-16 schedules
- Meeting with Superintendent partners tentatively scheduled to discuss impact and options
- Adjustment to college procedure regarding faculty credential requirements
- Appreciation of college accreditation regulatory requirements and Barton's desire to remain a leader in the provision of quality instruction

