

## **PART-TIME AND RUNNING START FACULTY QUALIFICATIONS**

Keeping in mind that decisions on faculty credentialing are made on a case-by-case basis, the following guidelines are used by college Vice Presidents of Academic Affairs in evaluating a person's eligibility to teach a Running Start course or any other college-sponsored course. These guidelines are based on various accreditation standards each college must adhere to:

- In General Education areas\* or other Non-Technical Disciplines (Business, Accounting, Early Childhood Education, Human Services, Criminal Justice, Education, Travel and Tourism), possession of a Master's degree, in the subject/content area closely related to the teaching assignment (e.g., a Master's in Physics to teach Math); or possession of a Master's degree in Education with twelve (12) graduate credits in the subject/content area closely related to the teaching assignment and a Bachelor's degree in the subject/content area or closely related field to the teaching assignment combined with a minimum of two years of related teaching and/or professional work experience is required. Workshops, seminars, licenses, certifications, and other forms of recognized professional achievements in the subject/content area may also be considered in reaching the subject/content area requirement.
- In Technical I areas (Occupational Technical), such as massage therapy, automotive, welding, electrical, HVAC, machine tool--those areas that were once considered "vocational," a Bachelor's degree in the subject area closely related to the teaching assignment, or possession of a Bachelor's degree in Education and an Associate's degree in a subject/content area closely related to the teaching assignment combined with a minimum of three years of related teaching and/or professional work experience is preferred. Individuals with an Associate's degree in the subject/content area closely related to the teaching assignment and a minimum of five (5) years related teaching and/or professional work experience directly related to the teaching assignment shall be considered as meeting the subject/content area requirements. Individuals must possess required licenses or certifications as required within the field.
- In Technical II areas (Career/Professional Technical) such as engineering technology, computer technology, spatial information technology, biotechnology, possession of a Master's degree in the subject/content area, or a Master's degree in Education with twelve (12) graduate credits in the subject/content area or closely related to the teaching assignment and a Bachelor's degree in the subject/content area closely related to the teaching assignment combined with a minimum of two years of related teaching and/or professional work experience is preferred. Individuals with a Bachelor's degree in the subject/content area or closely related field to the teaching assignment, or a Bachelor's degree in Education and an Associate's degree in the subject/content area closely related to the teaching assignment combined with three (3) years of related teaching or professional work experience shall be considered as meeting the subject/content area requirements. Individuals must possess required licenses or certifications as required within the field.

- In the area of Allied Health and other programs with national accreditations: variable depending on accreditation requirements (therefore, usually not appropriate for Running Start)

Exceptions to the above may be made by the VP of Academic Affairs if an individual can show equivalent academic and/or work or teaching experience. However, in no case will an individual be required to have qualifications exceeding those outlined above. Please also see 690.03 below regarding “Eminence.”

\*General Education courses include both college-level and developmental/ remedial course offerings (sub-100 level) in English, Communications, Humanities, Fine Arts, Foreign Language, Social/Behavioral Science, History, Religion, Philosophy, Math, and Science.

### **690.03 EMINENCE POLICY**

Candidates for teaching positions who do not meet the system’s “minimum qualifications” for any rank, may still qualify for a position if it can be clearly demonstrated that they are “eminent” in their field. In this context, eminence is defined as “superior knowledge and skill in comparison with the generally accepted standard of achievement in the subject area.” Candidates may demonstrate such “superior knowledge and skill” through positions they have held, publications, creative activities, Section: 600 – Academic Affairs Subject: 690 Faculty Policy: Eminence Policy Date Approved: March 18, 2008 Policy #: 690.03 Date of Last Amendment: March 18, 2008 Approved: Richard A. Gustafson, Chancellor Effective Date: March 18, 2008 41 honors, awards, or other professional and public recognitions. Evidence that the candidate is held in high esteem within his or her field will be the critical determinant and must be well documented. In no case should the designation of eminence be used to qualify candidates who are close to but below the minimum qualifications, unless eminence can be clearly and objectively established. Since candidates may have established eminence in a specific area within their field but lack the broader background and the general education preparation required by the system’s “minimum qualifications,” candidates may be judged eminent for a specified set of courses instead of for an entire discipline.

Candidates who qualify under the conditions stated above must be approved by the Vice President of Academic Affairs and the President.