

Qualifications Manual For Postsecondary Career and Technical Personnel



Final Draft Revision May 2010

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Acknowledgements

Thanks to the following members who gave of their time in revising the Qualifications Manual for Postsecondary Career and Technical Personnel.

The Committee consisted of the following members:

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Reviewed and approved by the Chief Career Technical Officers and Deans Association (CCTODA) on August 4, 2010; the Mississippi Association of Community/Junior Colleges (MACJC) on August 24, 2010; and the SBCJC Board on **TBD**. The manual was placed on Administrative Review from **TBD**, with interested parties and. The SBCJC Board gave final approval on **TBD**.

The State Board for Community and Junior Colleges is an equal opportunity employer and does not discriminate on the basis of race, ethnicity, national origin, gender, age, disability or veteran status.

Qualifications Manual For Postsecondary Career and Technical Personnel

Introduction

The State Board for Community and Junior Colleges recognizes that Career and Technical personnel must possess a background of occupational work experience, training, and formal education to successfully prepare students for challenging careers in a global marketplace.

The qualifications set forth in this manual are minimum requirements. Postsecondary institutions may require additional qualifications in order to meet state and national accreditation standards related to specific programs, as well as to meet local needs. These minimum qualifications are designed to ensure that individuals employed to teach and support postsecondary career and technical education in Mississippi meet relevant general education competencies, occupational competencies, and instructional competencies.

Career and Technical personnel hired after **Insert Final Approval Date** are required to meet the minimum qualifications outlined in this manual, as well as the Professional Development requirements set by the local institution.

The qualifications contained in this manual shall apply to all postsecondary Career and Technical personnel, with the exception of the Tech Prep Coordinators and Career and Technical Support Services Coordinators (formerly Special Populations Coordinators). Because these positions are funded by the Mississippi Department of Education (MDE) through monies received as part of the federal Perkins Act, individuals employed in these positions shall continue to meet the licensure requirements (initial and renewal) as set by the Mississippi Department of Education, Office of Vocational and Technical Education.

Instructional Competency must be demonstrated through a degree in Education or through completion of the Best Practices education program. The Best Practices program consists of forty (40) contact hours of intensive course work, and is designed for individuals who do not have a bachelor's degree or higher in education. Career and Technical faculty who have a Bachelor's Degree (or higher) in Education are exempt from the Best Practices education program.

Credentials for Postsecondary Career and Technical Education Administrative Officers

The Southern Association of Colleges and Schools (SACS) Commission on Colleges is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. Credentialing requirements for Mississippi Community and Junior College Postsecondary Administrative Officers is prescribed by the **Southern Association of Colleges and Schools (SACS) Commission on Colleges -- Comprehensive Standard 3.2.8** which may be accessed at: <http://sacscoc.org/pdf/2010principlesofacreditation.pdf>).

Credentials for Postsecondary Career and Technical Education Faculty

The Southern Association of Colleges and Schools (SACS) Commission on Colleges is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. Credentialing requirements for Mississippi Community and Junior College Postsecondary Faculty is prescribed by the **Southern Association of Colleges and Schools (SACS) Commission on Colleges --Comprehensive Standard 3.7.1** which may be accessed at: <http://sacscoc.org/pdf/2010principlesofacreditation.pdf>. In addition, the SACS guidelines for *Faculty Credentials* was last updated and approved by the SACS College Delegate Assembly in December 2006 and may be accessed at <http://www.sacscoc.org/pdf/081705/faculty%20credentials.pdf>.

Credentials for Non-Faculty Postsecondary Career and Technical Education Personnel Designated in Carl Perkins IV Federal Legislation

Career and Technical Support Services Coordinator (formerly Special Populations Coor.)

Career and Technical Education Support Services Coordinators (formerly Special Populations Coordinator) will continue to meet the requirement (initial and renewal) as set by the Mississippi Department of Education, Office of Vocational and Technical Education. Refer to current MDE requirements for Special Populations Personnel (Postsecondary Only) at: http://www.mde.k12.ms.us/ed_licensure/pdf/Vocational%20Guidelines%20July%202009%20-%20V2.pdf.

Tech Prep Coordinator

Tech Prep Coordinators will continue to meet the requirements (initial and renewal) as set by the Mississippi Department of Education, Office of Vocational and Technical Education. Refer to current MDE requirements for Tech Prep Coordinators at: http://www.mde.k12.ms.us/ed_licensure/pdf/Vocational%20Guidelines%20July%202009%20-%20V2.pdf.

Credentials for Non-Faculty Personnel Employed at Secondary Career and Technical Centers Operated by a Postsecondary Institution

Career and Technical Administrator at Secondary Career and Technical Centers

Secondary Career and Technical Center Administrator paid with secondary funds must meet secondary educator/administrator licensing requirements prescribed by MDE:

http://www.mde.k12.ms.us/ed_licensure/pdf/Vocational%20Guidelines%20July%202009%20-%20V2.pdf

Career and Technical Counselor

Secondary Career and Technical Center Counselors paid with secondary funds must meet secondary educator/administrator licensing requirements prescribed by MDE:

http://www.mde.k12.ms.us/ed_licensure/pdf/Vocational%20Guidelines%20July%202009%20-%20V2.pdf

Career and Technical Support Services Coordinator

Qualifications are the same as for post-secondary Career and Technical Support Services Coordinator (formerly Special Populations Coordinator) (see page 3).

MDE Mandated Credentials for Career and Technical Faculty Who Teach Secondary Students

Secondary students may enroll at community and junior colleges in one of three categories. Each has its own minimum qualification requirements. The following describes the three categories:

- (1) ***Secondary Career and Technical Center Operated by a Postsecondary Institution*** is when colleges operate secondary centers for the purpose of offering secondary Career and Technical programs to secondary students for secondary credit.
- (2) ***Dual credit*** is when a high school student enrolls in a college course and receives both high school and college credit. Dual credit is offered through an agreement (MOU) between the high school and the college.
- (3) ***Dual enrollment*** is when a high school student enrolls in a college course and only receives college credit for the college course.

Guidelines for Faculty Employed to Teach in Secondary Career and Technical Centers Operated by a Postsecondary Institution

Faculty at community and junior colleges who are teaching secondary programs of study with secondary students enrolled must hold a valid secondary educator license and endorsement appropriate to the subject being taught. These teachers are subject to the same regulations/requirements as secondary teachers of the same subjects.

Postsecondary licenses issued by Mississippi Department of Education will continue to be honored until the expiration date of the license. At that time, the applicant will apply for the appropriate secondary license and must meet requirements in effect for that secondary license.

Faculty have two options for licensure as listed below:

Option 1: Five (5) Year Standard MS Educators License

Refer to MDE Vocational Licensure Guidelines for specific programs at:

http://www.mde.k12.ms.us/ed_licensure/pdf/Vocational%20Guidelines%20July%202009%20-%20V2.pdf

Application Link:

http://www.mde.k12.ms.us/ed_licensure/pdf/Licensure%20Application%20Packet%20Aug%2008.pdf

This license also qualifies them to teach for a secondary institution.

Option 2: Three (3) Year Postsecondary Interim Vocational Certificate/License

Refer to MDE Vocational Licensure Guidelines for specific programs at:

http://www.mde.k12.ms.us/ed_licensure/pdf/Vocational%20Guidelines%20July%202009%20-%20V2.pdf (pp 72-74).

Application Link:

http://www.mde.k12.ms.us/ed_licensure/pdf/Licensure%20Application%20Packet%20Aug%2008.pdf

The postsecondary license does not qualify faculty to teach for a secondary institution.

Guidelines for Faculty Employed to Teach Postsecondary Career and Technical Courses for Dual Credit (High School AND College Credit):

Faculty employed by postsecondary institutions (community/junior colleges) to teach career and technical courses for dual credit, must meet one of the following three requirements:

Option 1: Meet or exceed the minimum “technical and occupational assessment requirements” specified for an Occupational Educator License endorsed in the articulated secondary program area.

Postsecondary Career and Technical faculty who meet or exceed the minimum “occupational and technical assessment requirements” for the articulated secondary occupational program shall be qualified to teach courses for Career and Technical Dual Credit. Refer to the “occupational and technical assessment requirements” for specific occupational endorsement areas at:

https://cia.rcu.msstate.edu/download/General_Information/Occupational_Competency_Info.pdf

Option 2: Three (3) Year Postsecondary Interim Vocational Certificate/License in the articulated program area.

CTE faculty who do not meet the minimum “education requirements” or “occupational and technical assessment requirements” for licensure in the articulated secondary career technical program would be required to complete the postsecondary licensure form to teach a course for Dual Credit.

(Please refer to MDE Vocational Licensure Guidelines for specific programs at:

http://www.mde.k12.ms.us/ed_licensure/pdf/Vocational%20Guidelines%20July%202009%20-%20V2.pdf (pp 72-74).

Application Link:

http://www.mde.k12.ms.us/ed_licensure/pdf/Licensure%20Application%20Packet%20Aug%2008.pdf

NOTE: The postsecondary license does not qualify faculty to teach for a secondary institution.)

Option 3: Five (5) Year Standard MS Educators License

Refer to MDE Vocational Licensure Guidelines for specific programs at:

http://www.mde.k12.ms.us/ed_licensure/pdf/Vocational%20Guidelines%20July%202009%20-%20V2.pdf

Application Link:

http://www.mde.k12.ms.us/ed_licensure/pdf/Licensure%20Application%20Packet%20Aug%2008.pdf

This license also qualifies them to teach for a secondary institution.

Guidelines for Faculty Employed to Teach Course(s) with Dually-Enrolled Secondary Students Taking the Course(s) for College Credit Only

Qualifications for Postsecondary Education Faculty who teach classes with dually enrolled secondary students, taking the course for college credit only are the same as those for regular Postsecondary Education Faculty as prescribed in SACS guidelines (Refer to pages 3 of this document for those qualifications.)

PROFESSIONAL DEVELOPMENT REQUIREMENTS

Section 2(5)(A&B) of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 requires states to provide technical assistance that promotes leadership, initial preparation, and professional development at the State and local levels; and improves the quality of career and technical education teachers, faculty,

administrators, and counselors to more fully develop the academic and career and technical skills of secondary and postsecondary education students who elect to enroll in career and technical programs. **Section 122 (c)(2)(g)(3)(A)** specifies how the state's plan for Career and Technical Education must provide for comprehensive professional development of career and technical education personnel to support the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups under-represented in the teaching profession; and the transition to teaching from business and industry, including small business.

Professional development includes but is not limited to initial teacher preparation Best Practices and activities that support recruitment for career and technical education teachers, faculty, administrators, and career guidance and academic counselors. Professional development also promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including opportunities for the appropriate academic and career and technical education teachers to jointly develop and implement curricula and pedagogical strategies.

Competency Plan for Professional Development

Each institution must develop a Competency Plan for staff development for each Career and Technical faculty. The Competency Plan should be designed to meet the needs of the instructor to ensure professional growth and quality instructional programs. The Competency plan must have prior approval of the local administration before being implemented.

The following activities are strongly encouraged for new personnel who have limited teaching experience and for those who do not possess a bachelor's degree in education or higher.

A Competency Plan may include but is not limited to the following:

Mentoring

A new instructor may be paired with an instructor who has strong organizational skills and has effective teaching techniques. It is recommended they meet twice a week for one – two hours planning sessions during the first semester of employment. This should be structured activity with expected outcomes.

Best Practices (Required)

The Best Practices education program is designed for individuals who do not have a bachelor's degree or higher in education. The Best Practices program consists of forty (40) contact hours of intensive course work. The content areas for Best Practices include the teaching and learning process, communication skills,

planning and developing instructional materials, managing learning activities, student assessment, and statewide initiatives in career and technical education

Technology Training

Technology training can be local, state or national on topics of relevance to instructors. Many business/industries offer specific training to technicians i.e., General Motors, Ford, IBM, etc. It is critical that Career and Technical instructors remain current with technology. Technology training related to specific programs present an on-going challenge.

Industry/Business Internships

Internships are excellent for instructors who have been out of the industry/business environment for a few years. It is recommended that a half day planning session be scheduled with instructors after they return from the internship to help them infuse new ideas into the curriculum.

Professional Seminars, Conferences, Workshops

Seminars, conferences, and workshops can be a good source of information for experienced instructors. Most are not as intense or hands on as may be needed for beginning instructors.

Academic Coursework

Academic coursework should be designed specifically to meet the individual needs of instructors. Courses may include training in such areas as testing and evaluation, instructional delivery, and program development.

Industry Visits

Industry visits can provide an avenue for instructors to keep updated on industry requirements and standards, provided visits are made to progressive industries related to the teaching field.

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2010*

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Reviewed and approved by the ~~Mississippi Association of~~Chief Career and
Technical Postsecondary Administrators (MACTEPA)Officers and Deans
Association (CCTODA) on ~~February 17, 2004~~August 4, 2010; the Mississippi
Association of Community/Junior Colleges (MACJC) on ~~March 23,~~
~~2004~~August 24th, 2010; and the SBCJC Board on ~~April 16, 2004~~ TBD. The
manual was placed on Administrative Review from ~~April 21 to May 21~~ TBD,
with interested parties and ~~no comments were received~~. The SBCJC Board gave
final approval on ~~June 8, 2004~~ TBD.

The State Board for Community and Junior Colleges is an equal opportunity
employer and does not discriminate ~~because~~on the basis of race, ~~sex, age, ethnicity,~~
national origin, ~~handicap~~gender, age, disability or veteran status.

Qualifications Manual

For

Postsecondary Career- and Technical Personnel

Introduction

The State Board for Community and Junior Colleges recognizes that Career and Technical personnel must possess a background of occupational work experience, training, and formal education to successfully prepare students for challenging careers in a global marketplace.

The qualifications set forth in this manual are minimum requirements. Postsecondary institutions may require additional qualifications in order to meet state and national accreditation standards related to specific programs, as well as to meet local needs.

These minimum qualifications are designed to ensure that ~~each individual~~individuals employed to teach and support postsecondary career and technical education in Mississippi ~~meets~~meet relevant general education ~~competency~~competencies, occupational ~~competency~~competencies, and instructional ~~competency~~competencies.

Career and Technical personnel hired after **Insert Final Approval Date** are required to meet the minimum qualifications outlined in this manual, as well as the Professional Development requirements set by the local institution.

~~The qualifications contained in this manual shall apply to all postsecondary Career- and Technical personnel, with the exception of the Tech Prep Coordinators, and special populations' personnel, whose employment begins on or after July 1, 2004. Effective July 1, 2004, career technical personnel other than the two exceptions noted above will be required to meet the requirements outlined in this manual as well as the Professional Development requirements set by the local institution. Tech Prep and Career and Technical Support Services Coordinators and (formerly Special Populations' personnel will Populations Coordinators). Because these positions are funded by the Mississippi Department of Education (MDE) through monies received as part of the federal Perkins Act, individuals employed in these positions shall continue to meet the licensure requirements (initial and renewal) as set forth by the Mississippi Department of Education, Office of Vocational and Technical Education in the Competency Based Licensure for Postsecondary Vocational and Technical Personnel, dated October 24, 2003. All career technical instructors.~~

Instructional Competency must be demonstrated through a degree in Education or through completion of the Best Practices education program. The Best Practices program consists of forty (40) contact hours of intensive course work, and is designed for

individuals who do not have a bachelor's degree or higher in education. Career and Technical faculty who have a Bachelor's Degree (or above-higher) in Education are exempt from the Preservice Orientation. Occupational Competency must continue to be demonstrated/proven either through state/national certification or by National Occupational Competency Testing Institute (NOCTI). Best Practices education program.

Credentials for Postsecondary Career and Technical Education Administrative Officers

The Southern Association of Colleges and Schools (SACS) Commission on Colleges is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. Credentialing requirements for Mississippi Community and Junior College Postsecondary Administrative Officers is prescribed by the Southern Association of Colleges and Schools (SACS) Commission on Colleges -- Comprehensive Standard 3.2.8 which may be accessed at: <http://sacscoc.org/pdf/2010principlesofacreditation.pdf> Each institution is to notify the State Board for Community and Junior Colleges by letter each time a career-technical person is employed who fails to meet the minimum requirements listed in the Qualifications Manual. The letter should address the justification for employing a person who does not meet the minimum qualifications.

Career-Technical Administrator

Each full-time and part-time).

Credentials for Postsecondary Career and Technical Administrator must possess: Education Faculty

- The Southern Association of Colleges and Schools (SACS) Commission on Colleges is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. Credentialing requirements for Mississippi Community and Junior College Postsecondary Faculty is prescribed by the Southern Association of Colleges and Schools (SACS) Commission on Colleges -- Comprehensive Standard 3.7.1 which may be accessed at: <http://sacscoc.org/pdf/2010principlesofacreditation.pdf>. In addition, the SACS guidelines for *Faculty Credentials* was last updated and approved by the SACS College Delegate Assembly in December 2006 and may be accessed at <http://www.sacscoc.org/pdf/081705/faculty%20credentials.pdf> A master's

~~degree which includes twelve (12) semester hours of graduate credit in school administration, supervision or leadership; and
A minimum of two (2) years teaching or counseling experience in.~~

- ~~• Credentials for Non-Faculty Postsecondary Career- and Technical Education;
five years or more experience is preferred.~~
-

Health Program Supervisor

Each full-time and part-time Health Program Supervisor must possess:

~~A master's degree which includes twelve (12) semester hours of graduate credit Personnel Designated in school administration, supervision or leadership; and Carl Perkins IV Federal Legislation~~

- ~~• A minimum of two (2) years of teaching or supervisory experience in a career-technical or academic health occupations program; five years or more experience is preferred.~~

Career and Technical Support Services Coordinator (formerly Special Populations PersonnelCoor.)

Career and Technical Education Support Services Coordinators (formerly Special Populations PersonnelCoordinator) will continue to meet the requirement (initial and renewal) as set by the Mississippi Department of Education, Office of Vocational and Technical Education. ~~See attachment A for~~ Refer to current MDE requirements for Special Populations Personnel (Postsecondary Only) at: http://www.mde.k12.ms.us/ed_licensure/pdf/Vocational%20Guidelines%20July%202009%20-%20V2.pdf.

Tech Prep Coordinator

Tech Prep Coordinators will continue to meet the requirements (initial and renewal) as set by the Mississippi Department of Education, Office of Vocational and Technical Education. ~~See attachment B for~~ Refer to current MDE requirements for Tech Prep Coordinators at: http://www.mde.k12.ms.us/ed_licensure/pdf/Vocational%20Guidelines%20July%202009%20-%20V2.pdf.

Credentials for Non-Faculty Personnel Employed at Secondary Career- and Technical Centers Operated by a Postsecondary Institution

Career and Technical Administrator at Secondary Career and Technical Centers
Secondary Career and Technical Center Administrator paid with secondary funds must meet secondary educator/administrator licensing requirements prescribed by MDE:
http://www.mde.k12.ms.us/ed_licensure/pdf/Vocational%20Guidelines%20July%202009%20-%20V2.pdf

Career and Technical Counselor

~~Each full-time and part-time Secondary Career- and Technical Counselor Center Counselors paid with secondary funds must possess:~~

- ~~• A master's degree which includes twenty-four (24) semester hours of graduate guidance courses; and~~
- ~~• A minimum of two (2) years of teaching and/or related work experience in areas such as employment counseling, academic counseling or human relations; five years or more experience is preferred.~~

Work-Based Learning Coordinator

~~Each full-time and part-time work-based learning coordinator must possess:~~

- ~~• A master's degree, preferably in a field of business or career-technical education; and~~
- ~~• A minimum of two (2) years related work experience in business and industry or career and technical education; five years or more experience is preferred.~~

Career-Technical Non-Degree Certificate Programs

~~Each full-time and part-time career-technical non-degree certificate instructor must possess:~~

- ~~• A high school diploma or GED equivalent; and~~
- ~~• Score at the 10th-grade level (composite) or above on the full battery of a federally approved ability-to-benefit test.~~
- ~~• Instructors who possess an Associate degree or above are exempt from the ability-to-benefit requirement.~~

- ~~A minimum of two (2) years work experience within the last five years related to the field of teaching; five years or more experience is preferred.~~

~~All career technical non-degree certificate instructors must attend Preservice Orientation (unless instructor holds a bachelor's degree in education or higher) and demonstrate occupational competency. This competency may be demonstrated by possessing a valid certificate and being registered or certified in the State of Mississippi and/or nationally or attaining a satisfactory score on the National Occupational Competency Testing Institute (NOCTI) in the subject area.~~

~~In programs that are nationally or state accredited, such as health occupations, instructors must have appropriate credentials to meet accreditation~~ secondary educator/administrator licensing requirements prescribed by MDE:

http://www.mde.k12.ms.us/ed_licensure/pdf/Vocational%20Guidelines%20July%202009%20-%20V2.pdf

Career- and Technical Associate Degree Programs Support Services Coordinator

~~Each full-time and part-time~~ Qualifications are the same as for post-secondary Career and Technical instructor Support Services Coordinator (formerly Special Populations Coordinator) (see page 3).

MDE Mandated Credentials for Career and Technical Faculty Who Teach Secondary Students

Secondary students may enroll at community and junior colleges in one of three categories. Each has its own minimum qualification requirements. The following describes the three categories:

- (1) **Secondary Career and Technical Center Operated by a Postsecondary Institution** is when colleges operate secondary centers for the purpose of offering secondary Career and Technical programs to secondary students for secondary credit.
- (2) **Dual credit** is when a high school student enrolls in a college course and receives both high school and college credit. Dual credit is offered through an agreement (MOU) between the high school and the college.
- (3) **Dual enrollment** is when a high school student enrolls in a college course and only receives college credit for the college course.

Guidelines for Faculty Employed to Teach in Secondary Career and Technical Centers Operated by a Postsecondary Institution

Faculty at community and junior colleges who are teaching associate degree courses not designed for transfer to the baccalaureate degree secondary programs of study with secondary students enrolled must possess:hold a valid secondary educator license and endorsement appropriate to the subject being taught. These teachers are subject to the same regulations/requirements as secondary teachers of the same subjects. Postsecondary licenses issued by Mississippi Department of Education will continue to be honored until the expiration date of the license. At that time, the applicant will apply for the appropriate secondary license and must meet requirements in effect for that secondary license.

Faculty have two options for licensure as listed below:

Option 1: Five (5) Year Standard MS Educators License

Refer to MDE Vocational Licensure Guidelines for specific programs at:
http://www.mde.k12.ms.us/ed_licensure/pdf/Vocational%20Guidelines%20July%202009%20-%20V2.pdf

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This license also qualifies them to teach for a secondary institution.

Option 2: Three (3) Year Postsecondary Interim Vocational Certificate/License

Refer to MDE Vocational Licensure Guidelines for specific programs at:
http://www.mde.k12.ms.us/ed_licensure/pdf/Vocational%20Guidelines%20July%202009%20-%20V2.pdf (pp 72-74).

●—Application Link:

http://www.mde.k12.ms.us/ed_licensure/pdf/Licensure%20Application%20Packet%20Aug%2008.pdfA baccalaureate degree in the teaching discipline, or an associate degree and demonstrated competencies in the teaching discipline.

- A minimum of two (2) years of work experience in the field within the last five years: five years or more experience is preferred.

Note: Instructors presently required to have the minimum of a bachelor's degree must continue to meet that requirement. For example, Business and Office Instructors must have a Bachelor's Degree in

~~Business Education or Bachelor's Degree in Educational Technology with 24 semester hours of coursework related to the area of instruction.~~

~~In addition, instructors in Career and Technical Education Associate Degree programs must attend Preservice Orientation, unless instructor holds a Bachelor's Degree in Education or higher.~~

~~Instructors must also demonstrate occupational competency by possessing a valid certificate and being registered or certified in the State of Mississippi and/or nationally or attain a satisfactory score on the NOCTI, in the subject area.~~

~~In programs that are nationally or state accredited, such as health occupations, instructors must have appropriate credentials to meet accreditation requirements.~~

Associate Degree Plus Transfer

Each full-time and part-time faculty member teaching courses in professional, occupational, and technical areas that are components of an associate-degree program designed for college transfer or from which substantial numbers of students transfer to senior institutions must have completed:

- Eighteen (18) graduate semester hours in the teaching discipline; and hold at least a master's degree; or
 - Hold the minimum of the master's degree with a major in the teaching discipline; and
 - Have a minimum of two years work experience in the subject area; five years or more experience is preferred.
-

Master's Degree Equivalency (Local Option)

Associate-degree personnel may elect to work toward a master's degree equivalency for salary advancement. A program of study (36 semester hours) may be developed through Alcorn State University, Mississippi State University, or the University of Southern Mississippi. However, the President and the Career-Technical Postsecondary Administrator may approve a plan of study at an alternate accredited institution.

Interested personnel must complete the following requirements:

Approval from the appropriate

- *The postsecondary career-technical administrator prior to initiation of plan of study.*
Letter of approval from the employing *license does not qualify faculty to teach for a secondary institution* indicating that master's degree equivalency will be recognized for salary advancement.

Guidelines for Faculty Employed to Teach Postsecondary Career and Technical Courses for Dual Credit (High School AND College Credit):

Faculty employed by postsecondary institutions (community/junior colleges) to teach career and technical courses for dual credit, must meet one of the following three requirements:

Option 1: Meet or exceed the minimum “technical and occupational assessment requirements” specified for an Occupational Educator License endorsed in the articulated secondary program area.

Postsecondary Career and Technical faculty who meet or exceed the minimum “occupational and technical assessment requirements” for the articulated secondary occupational program shall be qualified to teach courses for Career and Technical Dual Credit. Refer to the “occupational and technical assessment requirements” for specific occupational endorsement areas at:

https://cia.rcu.msstate.edu/download/General_Information/Occupational_Competency_Info.pdf~~Develop the plan for the master’s degree equivalency~~

Option 2: Three (3) Year Postsecondary Interim Vocational Certificate/License in the articulated program area.

CTE faculty who do not meet the minimum “education requirements” or “occupational and technical assessment requirements” for licensure in the articulated secondary career technical program would be required to complete the postsecondary licensure form to teach a course for Dual Credit.

(Please refer to MDE Vocational Licensure Guidelines for specific programs at:

http://www.mde.k12.ms.us/ed_licensure/pdf/Vocational%20Guidelines%20July%202009%20-%20V2.pdf (pp 72-74).

Application Link:

http://www.mde.k12.ms.us/ed_licensure/pdf/Licensure%20Application%20Packet%20Aug%2008.pdf

NOTE: The postsecondary license does not qualify faculty to teach for a secondary institution.)

Option 3: Five (5) Year Standard MS Educators License

Refer to MDE Vocational Licensure Guidelines for specific programs at:
http://www.mde.k12.ms.us/ed_licensure/pdf/Vocational%20Guidelines%20July%202009%20-%20V2.pdf

Application Link:

http://www.mde.k12.ms.us/ed_licensure/pdf/Licensure%20Application%20Packet%20Aug%2008.pdf

This license also qualifies them to teach for a secondary institution.

Guidelines for Faculty Employed to Teach Course(s) with ~~appropriate~~ Dually-Enrolled Secondary Students Taking the Course(s) for College Credit Only

Qualifications for Postsecondary Education Faculty who teach classes with dually enrolled secondary students, taking the course for college credit only are the same as those for regular Postsecondary Education Faculty as prescribed in SACS guidelines (Refer to pages 3 of this document for those qualifications.)

PROFESSIONAL DEVELOPMENT REQUIREMENTS

Section 2(5)(A&B) of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 requires states to provide technical assistance that promotes leadership, initial preparation, and professional development at the State and local levels; and improves the quality of career and technical education teachers, faculty, administrators, and counselors to more fully develop the academic and career and technical skills of secondary and postsecondary education students who elect to enroll in career and technical programs. **Section 122 (c)(2)(g)(3)(A)** specifies how the state's plan for Career and Technical Education must provide for comprehensive professional development of career and technical education personnel to support the recruitment and retention of ~~career-technical administrator(s)~~, and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups under-represented in the teaching profession; and the transition to teaching from business and industry, including small business.

Professional development includes but is not limited to initial teacher preparation Best Practices and activities that support recruitment for career and technical education teachers, faculty, administrators, and career guidance and academic counselors. Professional development also promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including opportunities for the appropriate academic and career and technical education teachers to jointly develop and implement curricula and pedagogical strategies.

Competency Plan for Professional Development

Each institution must develop a Competency Plan for staff development for each Career-~~technical person~~, and Technical faculty. The Competency Plan should be designed to meet the needs of the instructor to ensure professional growth and quality instructional programs. The Competency plan must have prior approval of the local administration before being implemented.

The following activities are strongly encouraged for new personnel who have limited teaching experience and for those who do not possess a bachelor's degree in education or higher.

A Competency Plan may include but is not limited to the following:

Mentoring

A new instructor may be paired with an instructor who has strong organizational skills and has effective teaching techniques. It is recommended they meet twice a week for one – two hours planning sessions during the first semester of employment. This should be structured activity with expected outcomes.

Preservice Best Practices (Required)

The Preservice Best Practices education program is designed for individuals who do not have a bachelor's degree or higher in education ~~or higher~~. The Preservice Best Practices program consists of forty (40) contact hours of intensive course work. The content areas for preservice Best Practices include the teaching and learning process, communication skills, planning and developing instructional ~~material~~ materials, managing learning activities, student assessment, and statewide initiatives in career and technical education.

Technology Training

Technology training can be local, state or national on topics of relevance to instructors. Many business/industries offer specific training to technicians i.e., General Motors, Ford, IBM, etc. It is critical that Career- and Technical instructors remain current with technology. Technology training related to specific programs present an on-going challenge.

Industry/Business Internships

Internships are excellent for instructors who have been out of the industry/business environment for a few years. It is recommended that a half day

planning session be scheduled with instructors after they return from the internship to help them infuse new ideas into the curriculum.

Professional Seminars, Conferences, Workshops

Seminars, conferences, and workshops can be a good source of information for experienced instructors. Most are not as intense or hands on as may be needed for beginning instructors.

Academic Coursework

Academic coursework should be designed specifically to meet the individual needs of instructors. Courses may include training in such areas as testing and evaluation, instructional delivery, and program development.

1. Vocational Instructor Preparation Program (VIP) Modules

The VIP program is a systematic approach to the induction of new career technical instructors into the teaching profession and is planned to assure new instructors achieve their potential during the early phase of their career. The VIP program is described in four phases: Hiring the Vocational Technical Instructor, Establishing a Professional Development Plan, Monitoring, and Reporting Progress. Instructional modules are in the following areas: History and Philosophy of Vocational Technical Education, Developing Instructional Materials, Teaching Methods in Vocational Technical Education, Student Assessment in Vocational Technical Education, Classroom Management in Vocational Technical Education, and Program Development in Vocational Technical Education.

Industry Visits

Industry visits can provide an avenue for instructors to keep updated on industry requirements and standards, provided visits are made to progressive industries related to the teaching field.

~~Qualifications for Personnel employed at Secondary Career-Technical Centers operated by a Postsecondary Institution~~

~~Career-Technical Administrator~~

~~Each full-time and part-time Career and Technical Administrator must possess:~~

- ~~• A master's degree which includes twelve (12) semester hours of graduate credit in school administration; supervision or leadership; and~~
- ~~• A minimum of two (2) years teaching or counseling experience in Career-Technical Education; five years or more experience is preferred.~~

~~Career-Technical Counselor~~

~~Each full-time and part-time Career-Technical Counselor must possess:~~

- ~~• A master's degree which includes twenty-four (24) semester hours of graduate guidance course; and~~
- ~~• A minimum of two years of teaching and/or related work experience in areas such as employment counseling, academic counseling or human relations; five years or more experience is preferred.~~

~~Special Population Personnel~~

~~Special Population Personnel will continue to meet the requirements (initial and renewal) as set by the Mississippi Department of Education, Office of Vocational and Technical Education. See attachment A for requirements.~~

Training and Industrial Programs

Each full-time and part-time Career Technical Training and Industrial instructor must possess:

- A high school diploma or GED equivalent; and
- Score at the 10th-grade level (composite) or above on the full battery of a federally approved ability-to-benefit test.
- Instructors who possess an Associate degree or above are exempt from the ability-to-benefit requirement.
- A minimum of two (2) years work experience within the last five years related to the field of teaching; five years or more experience is preferred.

All career technical non-degree certificate instructors must attend Preservice Orientation (unless instructor holds a bachelor's degree in education or higher) and demonstrate occupational competency. This competency may be demonstrated by possessing a valid certificate and being registered or certified in the State of Mississippi and/or nationally or attaining a satisfactory score on the National Occupational Competency Testing Institute (NOCTI) in the subject area.

In programs that are nationally or state accredited, such as health occupations, instructors must have appropriate credentials to meet accreditation requirements.

Vocational Agriculture—Related Program
Vocational Agriculture Occupations

Each full-time and part-time instructor must possess:

- A bachelor's degree in the field; and
- A minimum of two (2) years of teaching or related work experience, five years or more is preferred

All career-technical non-degree certificate instructors must attend Preservice Orientation (unless instructor holds a bachelor's degree in education or higher) and demonstrate occupational competency. This competency may be demonstrated by possessing a valid certificate and being registered or certified in the State of Mississippi and/or nationally or attaining a satisfactory score on the National Occupational Competency Testing Institute (NOCTI) in the subject area.

In programs that are nationally or state accredited, such as health occupations, instructors must have appropriate credentials to meet accreditation requirements.

Lodging and Hospitality

Each full-time and part-time instructor must possess:

- A bachelor's degree in the field; and
- A minimum of two (2) years of teaching or related work experience, five years or more is preferred

All career-technical non-degree certificate instructors must attend Preservice Orientation (unless instructor holds a bachelor's degree in education or higher) and demonstrate occupational competency. This competency may be demonstrated by possessing a valid certificate and being registered or certified in the State of Mississippi and/or nationally or attaining a satisfactory score on the National Occupational Competency Testing Institute (NOCTI) in the subject area.

Allied Health

~~Each full-time and part-time Allied Health Instructor must possess:~~

- ~~• A registered nurse (licensed in Mississippi) and;~~
- ~~• Have a minimum of two (2) years work experience, one year of work experience in a hospital setting within the last five years.~~

~~All career technical non-degree certificate instructors must attend Preservice Orientation (unless instructor holds a bachelor's degree in education or higher) and demonstrate occupational competency. This competency may be demonstrated by possessing a valid certificate and being registered or certified in the State of Mississippi and/or nationally or attaining a satisfactory score on the National Occupational Competency Testing Institute (NOCTI) in the subject area.~~

~~In programs that are nationally or state accredited, such as health occupations, instructors must have appropriate credentials to meet accreditation requirements.~~

Technology Applications

Each full-time and part-time technology applications instructor must possess:

- A bachelor's degree and hold a level "A" license in education (K-12), and complete three weeks of training.
- A minimum of two (2) years of teaching or related work experience, five years or more experience is preferred.

All career-technical non-degree certificate instructors must attend Preservice Orientation (unless instructor holds a bachelor's degree in education or higher) and demonstrate occupational competency. This competency may be demonstrated by possessing a valid certificate and being registered or certified in the State of Mississippi and/or nationally or attaining a satisfactory score on the National Occupational Competency Testing Institute (NOCTI) in the subject area.

In programs that are nationally or state accredited, such as health occupations, instructors must have appropriate credentials to meet accreditation requirements.

Business and Office Technology

Each full-time and part-time business technology instructor must possess:

- ~~A Bachelor's Degree in Business Education or a Bachelor's Degree in Educational Technology with twenty-four (24) semester hours of coursework related to the area of instruction.~~
- ~~A minimum of two (2) years of teaching or related work experience in career-technical education; five years or more experience is preferred.~~

~~All career-technical non-degree certificate instructors must attend Preservice Orientation (unless instructor holds a bachelor's degree in education or higher) and demonstrate occupational competency. This competency may be demonstrated by possessing a valid certificate and being registered or certified in the State of Mississippi and/or nationally or attaining a satisfactory score on the National Occupational Competency Testing Institute (NOCTI) in the subject area.~~

~~In programs that are nationally or state accredited, such as health occupations, instructors must have appropriate credentials to meet accreditation requirements.~~

Vocational Family & Consumer Science (Childcare)

Each full-time and part-time instructor must possess:

- A bachelor's degree from an accredited institution in Early Childhood Education; or
- A bachelor's degree from an accredited institution in Child Development (non-education degree); or
- A bachelor's degree from an accredited institution in Vocational Home Economics which includes fifteen semester hours in childcare and development; and
- A minimum of two (2) years of teaching or related work experience, five years or more is preferred.

All career-technical non-degree certificate instructors must attend Preservice Orientation (unless instructor holds a bachelor's degree in education or higher) and demonstrate occupational competency. This competency may be demonstrated by possessing a valid certificate and being registered or certified in the State of Mississippi and/or nationally or attaining a satisfactory score on the National Occupational Competency Testing Institute (NOCTI) in the subject area.

General Drafting

Each full-time and part-time instructor must possess:

- An associate degree in the teaching field; and
- A minimum of two (2) years of teaching or related work experience, five years or more is preferred.

All career-technical non-degree certificate instructors must attend Preservice Orientation (unless instructor holds a bachelor's degree in education or higher) and demonstrate occupational competency. This competency may be demonstrated by possessing a valid certificate and being registered or certified in the State of Mississippi and/or nationally or attaining a satisfactory score on the National Occupational Competency Testing Institute (NOCTI) in the subject area.

~~Attachment A~~

~~Attachment B~~