

Qualifications Manual For Postsecondary Career and Technical Personnel



Revised December 2010

TABLE OF CONTENTS

Acknowledgements	1
Introduction.....	2
Credentials for Postsecondary Career and Technical Education Administrative Officers.....	3
Credentials for Postsecondary Career and Technical Education Faculty	3
Credentials for Non-Faculty Postsecondary Career and Technical Education Personnel Designated in Carl Perkins IV Federal Legislation	3
Career and Technical Support Services Coordinator (formerly Special Populations Coor.)	3
Tech Prep Coordinator	3
Credentials for Non-Faculty Personnel Employed at Secondary Career and Technical Centers Operated by a Postsecondary Institution	4
Career and Technical Administrator at Secondary Career and Technical Centers	4
Career and Technical Counselor	4
Career and Technical Support Services Coordinator	4
Credentials for Career and Technical Faculty Who Teach Secondary Students	4
Guidelines for Faculty Employed to Teach in Secondary Career and Technical Centers Operated by a Postsecondary Institution.....	4
<i>Option 1: Five (5) Year Standard MS Educators License.....</i>	<i>5</i>
<i>Option 2: Three (3) Year Postsecondary Interim Vocational Certificate/License</i>	<i>5</i>
Guidelines for Faculty Employed to Teach Postsecondary Career and Technical Courses for Dual Credit (High School AND College Credit):	5
<i>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.....</i>	<i>5</i>
<i>Option 2: Three (3) Year Postsecondary Interim Vocational Certificate/License in the articulated program area.</i>	<i>6</i>
<i>Option 3: Five (5) Year Standard MS Educators License.....</i>	<i>6</i>
Guidelines for Faculty Employed to Teach Course(s) with Dually-Enrolled Secondary Students Taking the Course(s) for College Credit Only	6
PROFESSIONAL DEVELOPMENT REQUIREMENTS	6
Competency Plan for Professional Development.....	7
<i>Mentoring</i>	<i>7</i>
<i>Best Practices (Required).....</i>	<i>7</i>
<i>Technology Training</i>	<i>8</i>
<i>Industry/Business Internships.....</i>	<i>8</i>
<i>Professional Seminars, Conferences, Workshops</i>	<i>8</i>
<i>Academic Coursework.....</i>	<i>8</i>
<i>Industry Visits.....</i>	<i>8</i>

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:

Mr. Johns Shows.....Mississippi Gulf Coast Community College
Ms. Shirley Nell GoodmanMeridian Community College
Dr. Joyce JenkinsHinds Community College
Mr. Tony TiceItawamba Community College
Mrs. Sherrie CheekHolmes Community College
Dr. Mary Anne Brocato Mississippi Delta Community College
Dr. Shawn Mackey (ex officio) SBCJC
Dr. LaNell Kellum (ex officio)..... SBCJC

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 October 15, 2010. The manual was placed on Administrative Review from October 19, 2010 to December 17, 2010, and no additional comments received. The SBCJC Board gave final approval on December 17, 2010.

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 December 17, 2010 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.