

#### **A. Role, Mission, and Institutional Accreditation**

Each workforce education program offered by a public community or technical college must be within the institution's role and mission as established by the Texas Legislature and approved by the institution's governing board.

To receive Coordinating Board approval for a workforce education program, a public technical or community college must comply with the criteria for accreditation of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS).

#### **B. Program Coordination/Faculty**

Each workforce education program must be directed by an administrator who has appropriate authority to ensure that the quality of the program is maintained and complies with all applicable laws, rules, and guidelines.

Each workforce education Associate of Applied Science (AAS)/Associate of Applied Arts (AAA) degree program must have at least one full-time faculty member whose primary teaching assignment is in that program. All certificate programs must have an assigned program coordinator who is a full-time employee of the college qualified in an occupational/technical area (but not necessarily assigned full-time to the certificate program). Certificate programs must have at least a part-time faculty member with the appropriate credentials teaching in the subject area.

#### **C. State or National Licensing, Certification, or Registration**

Programs for which there are mandatory state, federal, or national licensure, certification, or registration requirements for program graduates must meet the standards of the credentialing agency or association and prepare students to take the corresponding examination(s).

The Coordinating Board will require an institution to seek state or national program accreditation if considered necessary to properly prepare students for employment.

#### **D. Equipment, Facilities, Classrooms, and Laboratories**

Facilities, classrooms, and laboratory space must be adequate and appropriate for the program to serve the anticipated number of students. Equipment should represent the current technology found in business and industry. Opportunities for students to gain additional hands-on experience using state-of-the-art equipment should be provided via external learning experiences. This applies to all out-of-district and off-campus as well as on-campus locations.

#### **E. Career Development Services**

Each institution must provide comprehensive career development services to students, including career information and planning; job placement; career counseling, assessment; and follow-up services.

## **F. Qualifications of Workforce Education Program Personnel**

The minimum qualifications for all workforce education program personnel must be in compliance with the latest SACS criteria. The following personnel qualifications are provided to help colleges and schools ensure excellence in instruction and career development services for students as well as effective program and course administration.

### **1. Faculty**

Faculty must be recruited and appointed by the local higher education institution prior to the start of instruction. Institutional records must document academic preparation, work experience, other appropriate qualifications (i.e., certificates, licensure, etc.), and justification for any exceptions to the *Guidelines* for faculty listed below.

The *Guidelines* apply to all faculty teaching in state-funded workforce education programs and workforce continuing education courses regardless of the teaching circumstances (i.e., full-time, part-time, off-campus, out-of-district, and third-party contractual).

- a. Faculty who teach workforce education degree or certificate courses should have a combination of academic preparation and work experience, including three years of direct or related work experience other than teaching.
- b. Each faculty member teaching courses in workforce education programs that are components of associate degree programs designed for college transfer, or from which a substantial number of students transfer to senior institutions, must have completed at least 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.
- c. Each faculty member teaching credit courses in workforce education associate degree programs not usually resulting in college transfer, or in the continuation of study at senior institutions, must possess appropriate academic preparation coupled with work experience. The minimum academic degree for faculty must be at the same level at which the faculty member is teaching. Faculty who teach in applied associate degree programs should hold a baccalaureate degree or higher; they must hold at least an associate degree.
- d. Faculty who teach in certificate programs should hold an associate degree or higher; they must hold at least a higher education certificate or have specialized training in their teaching field.
- e. Faculty who teach workforce continuing education courses should have a combination of higher education academic preparation or specialized higher education training and work experience, with an emphasis on competence gained through work experience. In all cases, faculty members must have special competence in the fields in which they teach.

- f. Faculty who teach in workforce education programs that are subject to accreditation by external agencies and/or that prepare students for licensure or certification must comply with the educational and experiential qualifications required by the licensing, certifying, or accrediting agencies.
- g. Faculty members who teach basic computation and communication skills in non-degree occupational programs must have a baccalaureate degree and, ideally, should have work or other experience, which helps them relate these skills to the occupational field.
- h. Faculty members who teach in developmental programs must hold a baccalaureate degree in a discipline related to their teaching assignment and have either teaching experience in a discipline related to their assignment or graduate training in developmental education.
- i. In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation for faculty members. These exceptions must be justified by the institution on an individual basis and kept on file.

## **2. Career Development Personnel**

Career development personnel should have a combination of academic preparation and work experience.

- a. Guidance, counseling, and career development activities should be provided by professionally trained counselors. A master's degree in guidance and/or counseling or a closely related field is required; a master's degree with significant course work and experience in career development is acceptable. Related academic graduate degree programs include, but are not limited to, student development counseling in higher education and mental health counseling. Professional credentials, such as state professional counseling licensure (LPC) or certification by the National Board for Certified Counselors (NBCC), are preferred.
- b. Career development personnel must meet the requirements of SACS and/or Federal Perkins regulations in accordance with their specific assignments.
- c. In exceptional cases, outstanding professional experience and demonstrated competence may substitute for the academic preparation mentioned above. This should include a combination of both significant course work and experience in career development. Institutions must verify these exceptions on an individual basis.
- d. Paraprofessionals employed in specific areas, such as job placement, must have academic preparation and experience consistent with their assignments.

## **3. Administrators**

The specification of qualifications for administrators of workforce education

programs is the responsibility of the higher education institution in keeping with its defined mission, administrative organization, and accreditation standards. Workforce education administrators should possess credentials, experience, and demonstrated competence appropriate to their areas of responsibility.

#### **G. Professional Development**

An institution must provide workforce education program faculty, career development personnel, and administrators in workforce education programs the opportunity to continue their professional development throughout their careers, and the institution must be able to demonstrate that this development takes place. All institutions shall promote teaching excellence by making professional development activities available to all part-time and full-time faculty members.

Activities could include, but are not limited to, topics in current academic or technical subject developments, new technologies and curricular applications, labor market and career information, the integration of academic and technical curricula, use of effective teaching strategies, appreciation of diverse student backgrounds and needs, effective use of research in instruction, and use of technology/multimedia/telecommunications in instruction.