

## **Chapter Two**

# **General Institutional and Personnel Requirements for Workforce Education Programs**

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## **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 *Principles of Accreditation of the Commission on Colleges of the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC)*.

## **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 one appropriately credentialed part-time faculty member teaching in the subject area.

## **C. Program and Graduate Credentialing**

Each program coordinator shall be familiar with state, federal, and national program accreditation, certification, or approval and individual credentialing requirements, i.e., licensure, certification, and/or registration, for graduates, both mandatory and voluntary.

Each institution must provide a plan and a timeline to seek state or national program accreditation, certification, or analogous recognition within 12 months after the first graduating class (or at a different time negotiated with the Coordinating Board staff) for programs in which such accreditation or approval is required for program graduates to seek credentialing and/or is an identified expectation of local industry. Graduates must be eligible to seek credentialing upon graduation without additional work experience or verification of comparable education unless the additional experience and/or verification is required of all applicants for the credential.

For programs in which such accreditation or approval is not required for students to seek credentialing upon graduation and is not a current expectation of local industry, the institution must either obtain program accreditation or approval or clearly disclose to the program applicants which credentials they would be eligible to seek upon graduation, any limitations as a result of the program not being accredited, and contact information for the credentialing and accrediting or approval agencies relevant to the program.

## **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 technology currently 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 and 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 principles. The following personnel qualifications information is 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**

It is the responsibility of each institution to assure that the qualifications of faculty teaching in state-funded workforce education programs and courses (credit and continuing education) are in compliance with the current requirements of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), regardless of the teaching circumstances (i.e. full time, part time, off-campus, out-of-district, distance learning, and third-party contractual).

Degrees and graduate credit hours held by faculty members, whether full time or part time, must have been earned at an institution accredited by an accreditor recognized by the Coordinating Board or its foreign equivalent. It is the responsibility of the institution to verify equivalency of degrees or credit hours granted by foreign institutions. Documentation of equivalency must be kept on file as long as the faculty member is employed by the institution.

Faculty must be recruited and appointed by the institution prior to the start of instruction. Institutional records must document academic preparation, work experience, other appropriate qualifications (i.e., certificates, licensure, etc.), and complete justification for any exceptions to the requirements of SACS.

### **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 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 and keep supporting documentation on file.
  - 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 with an on-going opportunity to engage in professional development for the duration of their employment at the institution.

Professional development opportunities should include content that assists the college personnel in further developing their knowledge and skills related to their role in the institution and their professional development in general (i.e. instructional methods for faculty, approaches to advising diverse populations for advisors, advances in information management for administrators).

A record of all professional development activities completed by college personnel should be maintained for the duration of their employment.

#### **H. Off-Campus Instruction**

All off-campus instruction must adhere to Chapter 4, subchapter E, Coordinating Board Rules; Notification and Approval Procedures for Distance Education, Off-Campus, and On-Campus Extension Programs and Courses found at

[www.theccb.state.tx.us/reports/DOC/1051.DOC](http://www.theccb.state.tx.us/reports/DOC/1051.DOC)

These procedures include the following:

##### **“2. Procedures for Off-Campus Course and Program Delivery and On-Campus-Extension Course and Program Delivery**

(a) Procedures for Review and Approval of All Off-Campus Lower-Division Instruction (both formula funded and extension) and On-Campus-Extension Lower-Division Instruction.

(1) Unless specifically exempted by the Board, all off-campus lower-division courses by universities, health-related institutions, public technical colleges, Lamar state colleges, or by public community colleges outside their service areas shall be reviewed by the higher education Regional Council containing each site proposed to receive instruction.

(2) Regional Council notification shall be made for all on-campus-extension lower-division courses.

**(3) A public community college planning to offer off-campus courses and programs outside its taxing district but inside its service area shall notify all potentially affected Regional Councils prior to offering the course or program [emphasis added].**

(4) All institutions offering off-campus lower-division instruction shall submit an annual Off-Campus Instruction Plan to the appropriate Regional Councils and the Board on a schedule to be determined by the Commissioner. An Off-Campus Instruction Plan is an institution's listing by location of off-campus lower-division courses and programs planned to be taught during an academic year. For public community colleges, the Off-Campus Instruction Plan will contain both out-of-service area courses and programs that require Regional Council review and approval, and out-of-district-but-in-service-area courses and programs which merely require Regional Council notification.

(5) Procedures for submitting applications to the Board for authorization to offer off-campus lower-division courses are as follows:

(A) Each Regional Council shall review Off-Campus Instruction Plans affecting the Region proposed by all institutions, except for courses offered by community colleges in their designated service areas, and forward its recommendations for approval or disapproval to the Board.

(B) If proposed off-campus courses could affect an institution which is a member of another Regional Council, the Off-Campus Instruction Plan shall also be sent to that institution and to the Council to which it belongs. The full membership of that Council shall review the proposal and return a recommendation for approval or disapproval to the originating institution. This recommendation of the Regional Council and the institution's request shall both be sent to the Commissioner."