Faculty Credential Requirements
Seminole State College of Florida
Early Childhood, Education, and Educator Preparation Institute (EPI)

Note: The teaching discipline and faculty credential requirements listed in this document may be revised to reflect continued compliance with the Southern Association of Colleges and Schools Commission on Colleges, and/or state and local credentialing requirements.

Updated 6-23-2010
Prepared by Seminole State College of Florida
Interdisciplinary Division and Department of Educational Services
Table of Contents
Overview .................................................................................................................................................. 3
   SACS Comprehensive Standard 3.7.1 .................................................................................................. 3
   Exceptions to Credentialing: Portfolio Requirement ......................................................................... 4
   Discipline: Early Childhood College Credit ......................................................................................... 5
   Discipline: Early Childhood Post-Secondary Adult Vocational (PSAV) .......................................... 6
   Discipline: Education .......................................................................................................................... 7
   Discipline: Educator Preparation Institute (EPI) ................................................................................ 8
Florida State Board of Education Rule 6A-14.064 Dual Enrollment/Early College Programs .......... 9
Overview


SACS Comprehensive Standard 3.7.1

“The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.”

SACS Faculty Credentials Guidelines (Approved by SACS in December 2006) state:

When an institution defines faculty qualifications using faculty credentials, institutions should use the following as credential guidelines:

a. Faculty teaching general education courses at the undergraduate level: doctorate or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

b. Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctorate or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

c. Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: bachelor’s degree in the teaching discipline, or associate’s degree and demonstrated competencies in the teaching discipline.

d. Faculty teaching baccalaureate courses: doctorate or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).

e. Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.

f. Graduate teaching assistants: master’s in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.
Seminole State College of Florida accepts credentials from regionally accredited institutions with accreditation recognized by Council for Higher Education Accreditation (CHEA) only. A complete list of CHEA accredited organizations is available online at http://www.chea.org/pdf/CHEA_USDE_AllAccred.pdf

Seminole State College of Florida’s Division of Economic Development has developed this faculty credentials manual in compliance with SACS Principles of Accreditation. Please note the academic and work experience required for each discipline are minimums.

Job openings for faculty positions are listed on Seminole State’s Web site, and applications are accepted online. For details, please refer to http://www.seminolestate.edu/hr/employment.

Occasionally, faculty may be credentialed by exception. In these exceptional cases a portfolio will be required. Below are the requirements for submitting a portfolio.

**Exceptions to Credentialing: Portfolio Requirement**

Each faculty member requiring an exception to teach must provide the following documentation. Faculty will prepare the artifacts and present the entire package to the department chair. The department chair will gather all materials and submit a cover recommendation letter.

**Documentation required:**

<table>
<thead>
<tr>
<th>I. Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Cover letter from applicant detailing experience  <strong>(Required)</strong></td>
</tr>
<tr>
<td>☐ Three reference letters of recommendation from supervisor and professional colleagues.  <strong>(Required)</strong></td>
</tr>
<tr>
<td>☐ Publications if available</td>
</tr>
<tr>
<td>☐ Honors or award in field</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Degrees in Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Official transcript of all degrees <strong>(Required)</strong></td>
</tr>
<tr>
<td>☐ Current Educational Plan – annually updated <strong>(Required)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Related Work Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Resume citing related professional skills and competencies. <strong>(Required)</strong></td>
</tr>
<tr>
<td>☐ Letter from current/prior employer(s) documenting number of years of experience, position and job responsibilities <strong>(Required)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. Professional Licenses &amp; Certifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Copies of current certifications and/or licenses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V. Professional Update Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Copies of current and past 5 years update training</td>
</tr>
</tbody>
</table>
Interdisciplinary Division: Early Childhood, Education, and Educator Preparation Institute

<table>
<thead>
<tr>
<th>Discipline: Early Childhood College Credit</th>
<th>Seminole State Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Level of Courses: Undergraduate (Transfer)</td>
<td>ARE Prefix</td>
</tr>
<tr>
<td></td>
<td>CHD Prefix</td>
</tr>
<tr>
<td></td>
<td>EEC Prefix</td>
</tr>
<tr>
<td></td>
<td>EEX 2010</td>
</tr>
<tr>
<td></td>
<td>MUE Prefix</td>
</tr>
</tbody>
</table>

**Minimum Faculty Credential Requirements:**

- Option 1: Master's degree in Education or closely related field
- Option 2: Master’s degree with at least 18 graduate hours in Education

**For All Options:**

- Teaching experience preferred.
- Professional Certification preferred.

Note: “Institutions prior to the appointment of an applicant must determine that the applicant’s proficiency in oral and written communication in the language in which the course(s) is being taught is such that the appointment is appropriate.” SACS Criteria for Accreditation 4.8.1. Instructors must be proficient in oral and written English.
Interdisciplinary Division: Early Childhood, Education, and Educator Preparation Institute

<table>
<thead>
<tr>
<th>Discipline: Early Childhood Post-Secondary Adult Vocational (PSAV)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Level of Courses: Undergraduate (Non-Transfer)</td>
</tr>
<tr>
<td>Seminole State Courses: HEV Prefix</td>
</tr>
<tr>
<td>Minimum Faculty Credential Requirements:</td>
</tr>
</tbody>
</table>

- **Option 1:** Master’s degree in Education or closely related field
- **Option 2:** Master’s degree with at least 18 graduate hours in Education
- **Option 3:** Bachelor’s degree in Education or closely related field with appropriate documented work experience of at least 2 years in the education field
- **Option 4:** Bachelor’s degree in Education or closely related field with at least two levels of certification from recognized industry leaders and appropriate documented work experience of at least 1 year in the education field
- **Option 5:** Associate degree and at least two levels of certification from nationally recognized industry leaders and appropriate documented work experience of at least 3 years in the education field
- **Option 6:** Associate degree with at least two levels of certification from nationally recognized industry leaders and appropriate documented work experience of at least 4 years in the education field

**For All Options:**
- Teaching experience preferred.
- Professional Certification preferred.

*Note:* “Institutions prior to the appointment of an applicant must determine that the applicant’s proficiency in oral and written communication in the language in which the course(s) is being taught is such that the appointment is appropriate.” SACS Criteria for Accreditation 4.8.1. Instructors must be proficient in oral and written English.
Interdisciplinary Division: Early Childhood, Education, and Educator Preparation Institute

<table>
<thead>
<tr>
<th>Discipline: <strong>Education</strong></th>
</tr>
</thead>
</table>
| **Transfer Level of Courses:**  
  Undergraduate (Transfer)  |
| **Seminole State Courses:**  
  EDG Prefix  
  EDF Prefix  
  EDP Prefix (for EDP only)  
  EEX 2030  
  EME Prefix |

**Minimum Faculty Credential Requirements:**

- **Option 1:** Master’s degree in Education or closely related field
- **Option 2:** Master’s degree with at least 18 graduate hours in Education

**NOTE:** For Educational Psychology (EDP) courses only:

- **Option 1:** Master’s degree in Education or Educational Psychology
- **Option 2:** Master’s degree with at least 18 graduate hours in Education or Educational Psychology

**For All Options:**
- Teaching experience preferred.
- Professional Certification preferred.

*Note: “Institutions prior to the appointment of an applicant must determine that the applicant’s proficiency in oral and written communication in the language in which the course(s) is being taught is such that the appointment is appropriate.” SACS Criteria for Accreditation 4.8.1. Instructors must be proficient in oral and written English.*
Interdisciplinary Division: Early Childhood, Education, and Educator Preparation Institute

<table>
<thead>
<tr>
<th>Discipline: Educator Preparation Institute (EPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Level of Courses:</td>
</tr>
<tr>
<td>EPI Credit Only (Non-Transfer)</td>
</tr>
<tr>
<td>Seminole State Courses:</td>
</tr>
<tr>
<td>EPI Prefix</td>
</tr>
</tbody>
</table>

Minimum Faculty Credential Requirements:

☐ Option 1: Master’s degree in Education or specialized education subfield AND documented teaching, administrative or supervisory experience in an education environment

For All Options:
- Teaching experience preferred.
- Professional Certification preferred.

Note: “Institutions prior to the appointment of an applicant must determine that the applicant’s proficiency in oral and written communication in the language in which the course(s) is being taught is such that the appointment is appropriate.” SACS Criteria for Accreditation 4.8.1. Instructors must be proficient in oral and written English.
MEMORANDUM

TO: Council on Instructional Affairs, Council of Student Affairs, Dual Enrollment Coordinators

FROM: Dr. Judith Bilsky, Executive Vice Chancellor

SUBJECT: Dual Enrollment Rule - New

I am pleased to let you know that the State Board of Education unanimously approved a rule on May 18 that codifies the Statement of Standards for Early College/Dual Enrollment originally approved by the Council of Presidents in 2006. This new rule, 6A-14.064, “College Credit Dual Enrollment,” (attached) clarifies the responsibility of the colleges in providing rigorous academic oversight for all dual enrollment courses, faculty credentials, exams, grades, and the award of postsecondary credit, irrespective of the delivery location.

The rule, which is in keeping with Southern Association of Colleges and Schools accreditation requirements, should be carefully reviewed by both colleges and school districts, and Interinstitutional Articulation Agreements (IAAs) should reflect the provisions of the rule. IAAs already submitted for 2010-2011 that require updating to be in compliance with 6A-14.064 should be revised and resubmitted (electronically) no later than November 12, 2010. Rule 6A-14.064 will be effective by July 1, 2010.

If you have questions, please contact Ms. Julie Alexander: julie.alexander@fldoc.org or Dr. Heather Sherry, Director of Articulation: heather.sherry@fldoc.org.

Thank you all for your valuable input in helping to develop this important new rule.
Council on Instructional Affairs
Council of Student Affairs
Page Two
May 20, 2010

JB/BC

Attachment
c: Julie Alexander
   Dr. Heather Sherry
   Dr. Will Holcombe
   Dr. John Hughes
   Melinda Miles
   Dr. Frances Hatbrock
   Dr. Nikolai Vitti
   Mary Jane Tappen
   Todd Clark
   Dr. Connie Graunke
   Dr. Dottie Mineur
   Kosongo Butler
   Erin McColskey
   Council of Presidents
DEPARTMENT OF EDUCATION
State Board of Education
RULE NO: RULE TITLE
6A-14.064: Dual Enrollment/Early College Programs
6A-14.064 College Credit Dual Enrollment.

(1) To be eligible to receive college credit through dual enrollment:

(a) Students must meet the grade point average (GPA) requirements, as specified in Section 1007.271, Florida Statutes, for the degree or certificate program selected. Procedures for determining exceptions to the GPA requirements on an individual student basis must be noted in the District Interinstitutional Articulation Agreement as required by Section 1007.235, Florida Statutes.

(b) Students must satisfy the college preparatory testing requirements of Section 1008.30(4)(a), Florida Statutes, and Rule 6A-10.0315, F.A.C., which is hereby incorporated by reference. Students who have been identified as deficient in basic competencies in one of the areas of reading, writing or mathematics, as determined by scores on a postsecondary readiness assessment identified in Rule 6A-10.0315, F.A.C., shall not be permitted to enroll in college credit courses in curriculum areas precluded by the deficiency. Students may enroll in college credit courses that are not precluded by the deficiency; however, students may not earn more than twelve (12) college credit hours prior to the correction of all deficiencies. Exceptions to the twelve (12) college credit hour limitation may be granted by the postsecondary institution provided that the dual enrollment student is concurrently enrolled in a secondary course(s) in the basic competency area(s) for which they have been deemed deficient by the postsecondary readiness assessment. In addition, the secondary student that has accumulated twelve (12) college credit hours and has not yet demonstrated proficiency in the basic competency areas of reading, writing and mathematics must be advised in writing by the school district of the requirements for associate degree completion and state university admission, including information about future financial aid eligibility and the potential costs of accumulating excessive college credit, as outlined in Section 1009.286, F.S.

(c) For joint dual enrollment and Advanced Placement (AP) courses, as authorized in Section 1007.272, Florida Statutes, students must comply with the add/drop policies and deadlines of the postsecondary institution. A student who elects to enroll in an AP course that is jointly offered with a dual enrollment course may not earn postsecondary credit for that course through dual enrollment.
(d) In order to remain eligible for college credit coursework, students must maintain the high school grade point average required for initial eligibility unless otherwise noted in the District Interinstituitional Articulation Agreement.

(e) Participation of exceptional student education (ESE) students must be in accordance with statutory eligibility requirements and with the procedural guidelines and district-college responsibilities delineated in the District Interinstituional Articulation Agreement.

(f) Districts and colleges may agree to extend dual enrollment participation in Student Life Skills (designated as SLS course prefix in the Statewide Course Numbering System) courses to students who do not meet the statutory eligibility requirements, if alternate eligibility requirements are delineated in the District Interinstituional Articulation Agreement.

(g) In order to be considered a full-time dual enrollment early admission student, the student must enroll in a minimum of twelve (12) college credit hours but may not be required to enroll in more than fifteen (15) college credit hours.

(2) The following requirements shall apply to faculty providing instruction in college credit dual enrollment courses:

(a) All full-time or adjunct faculty teaching dual enrollment courses must meet Southern Association of Colleges and Schools Commission on Colleges’ Principles of Accreditation: Foundations for Quality Enhancement, 2010 Edition, section 3.7.1, for postsecondary instructors in the course and discipline, which is hereby incorporated by reference. The document may be accessed at http://www.sacscoc.org/pdf/2010principlesofaccreditation.pdf. These criteria apply to all faculty teaching postsecondary courses regardless of the physical location of the course being taught. The postsecondary institution awarding credit shall ensure faculty teaching dual enrollment courses meet these qualifications.

(b) Postsecondary transcripts of all full-time or adjunct faculty teaching dual enrollment courses must be filed with the postsecondary institution, regardless of who employs or pays the faculty member’s salary. For dual enrollment courses taught on high school campuses, the faculty transcripts must be submitted to the postsecondary institution for filing.

(c) The postsecondary institution shall provide all full-time and adjunct faculty teaching dual enrollment courses with a copy of the current faculty or adjunct faculty handbook. Faculty shall adhere to the professional guidelines, rules, and expectations therein. Any exceptions to such requirements must be noted in the District Interinstituional Articulation Agreement.
(d) The postsecondary institution shall provide all full-time and adjunct faculty teaching dual enrollment courses with a current student handbook detailing information that includes, but is not limited to, add/drop and withdrawal policies, student code of conduct, grading policies, and critical dates. Faculty shall adhere to the guidelines, rules, and expectations therein that apply to faculty. Any exceptions to such requirements must be noted in the District Interinstitutional Articulation Agreement.

(e) The postsecondary institution shall provide all adjunct faculty teaching dual enrollment courses with a full-time faculty contact or liaison in the same discipline.

(f) All full-time and adjunct faculty teaching dual enrollment courses, regardless of location of instruction, shall be observed by a designee of the college president and evaluated based on the same criteria used for all other full-time or adjunct faculty delivering college courses at that institution.

(g) The postsecondary institution shall provide all full-time and adjunct faculty teaching dual enrollment courses with a copy of course plans and objectives for the college course they are teaching. In addition, faculty shall be provided with information on additional requirements related to Rule 6A-10.030, F.A.C., if applicable. All course objectives and identified competencies must be included in the course plan and covered per the syllabus during the term.

(h) All full-time and adjunct faculty teaching dual enrollment courses shall file a copy of their current course syllabus with the college's discipline chair or department chair prior to the start of each term. Content of the syllabus must meet the same criteria as required for all college courses offered at that institution.

(i) The following curriculum standards for content, syllabi, exams, and grades shall apply to college credit dual enrollment:

(a) Dual enrollment courses taught on the high school campus must meet all competencies expected and outlined in the postsecondary course plan. To ensure equivalent rigor with on-campus courses, the institution granting postsecondary credit shall be responsible for providing a comprehensive, cumulative end-of-course assessment or a series of assessments of all expected learning outcomes in accordance with the Southern Association of Colleges and Schools Commission on Colleges' Principles of Accreditation: Foundations for Quality Enhancement, 2010 Edition, sections 2.7.4 and 3.5.1, which are hereby incorporated by reference. The document may be accessed at http://www.saccoc.org/pdf/2010principlesofaccreditation.pdf. Assessments shall be provided to the high school campus dual enrollment course instructor by the college in a timely manner to ensure availability prior to scheduled administration dates. Completed,
scored exams will be returned to the postsecondary institution and held on file for a period of one (1) year.

(b) Textbooks and instructional materials used in dual enrollment courses must be the same or comparable with those used with other postsecondary courses at the postsecondary institution with the same course prefix and number. The postsecondary institution will advise the school district of instructional material requirements as soon as that information becomes available, but no later than one term prior to a course being offered.

(c) Course requirements such as tests, papers, or other assignments for dual enrollment students must be at the same level of rigor or depth as those for all non-dual enrollment postsecondary students. All full-time and adjunct faculty teaching dual enrollment courses must observe postsecondary institution procedures and deadlines for submission of grades in the appropriate format. All faculty will be advised of postsecondary institution-wide grading guidelines prior to teaching a dual enrollment course.

(d) Policies relating to dual enrollment course withdrawals and repeats shall be determined by the college and must be clearly delineated in the District Interinstitutional Articulation Agreement.

(4) The following environmental standards shall apply to college credit dual enrollment:

(a) Dual enrollment courses taught on a high school campus shall ensure minimal interruptions of instructional time. A student shall lose eligibility to participate in dual enrollment if the secondary institution where a course is being offered determines that a student is being disruptive to the learning process, such that the progress of other students and the efficient administration of the course are hindered.

(b) Dual enrollment courses may not be combined with other high school courses, except in accordance with Section 1007.272, Florida Statutes.

(c) A formalized process between the high school counselor and the college must be delineated in the District Interinstitutional Articulation Agreement for informing students and parents or guardians of college course-level expectations, including, but not limited to the following:

1. Any letter grade below a “C” will not count as credit toward satisfaction of the requirements in Rule 6A-10.030, F.A.C.; however, all grades are calculated in a student’s GPA and will appear on their college transcript.

2. All grades, including “W” for withdrawal, become a part of the student’s permanent college transcript and may affect subsequent postsecondary admission.
3. While appropriate for college-level study, course materials and class discussions may reflect topics not typically included in secondary courses which some parents may object to for minors. Courses will not be modified to accommodate variations in student age and/or maturity.

4. The selection of courses to meet degree requirements, including approved program common prerequisite courses, in order to minimize student and state costs for excess hours.

5. The inclusion of dual enrollment course plans in their Electronic Personal Educational Planner (ePEP) using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org, as required by Section 1003.413(3)(i), Florida Statutes, to minimize enrollment in a random selection of college courses.

5. The following accountability and assessment standards shall apply to college credit dual enrollment:

(a) Postsecondary institutions shall analyze student performance in dual enrollment to ensure that the level of preparation and future success is comparable with non-dual enrollment postsecondary students. Analyses and recommendations shall be shared and reviewed with the principal and local school district.

(b) High schools shall analyze course and instructor evaluations for dual enrollment courses on the high school campus. Analyses and recommendations shall be shared and reviewed by both the college and the high school.

(c) Any course-, discipline-, college-, or system-wide assessments that a postsecondary institution requires in non-dual enrollment sections of a course shall also be used in all dual enrollment sections of the course.

(d) Colleges shall compare student performance, to include final grade and exam, of dual enrollment course offerings on high school campuses and college campuses to ensure that results are comparable to non-dual enrollment sections. Results will be made available to the principal, local school district, the college president, and the Department of Education.

Rulemaking Authority 1001.02(2), (6), 1007.271(3), (9) FS. Law Implemented 1007.271 FS. History—New ________.