



College Policy & Procedures Manual	
Category	Instruction and Support
Policy #	6.3.1

6.3.1 COLLEGE OF THE ROCKIES FACULTY QUALIFICATIONS FRAMEWORK

POLICY

This policy describes the College of Rockies faculty qualification standards for delivering its many credentials and learning experiences. Students in all programs, disciplines, and locations have the right to receive instruction from qualified faculty.

PURPOSE

This policy sets forth general guidelines with respect to qualifications for teaching courses in the College's credentialed programs.

SCOPE

This policy defines the roles and responsibilities of College employees in the hiring of qualified instructors, and it reflects the ongoing commitment of the College to the quality of program development and delivery.

The COTR/CORFA Collective Agreement contains provisions that have relevance to the selection of faculty. If there is a conflict between this policy and the collective agreement, the collective agreement language will prevail.

Faculty refers to all regular, term, and auxiliary instructors as defined in the Collective Agreement.

GUIDELINES

A. PRINCIPLES

A.1. Students in all programs, disciplines, and locations have the right to receive instruction from appropriately qualified instructors.

A.2. Academic department hiring committees are best situated to advise on the specific balance of instructor qualifications required and to exercise judgement in accordance with the intent and spirit of this policy.

A.3. This policy meets provincial legislative requirements for an institutional policy on faculty qualifications (College and Institute Act, section 23(1)(i), 1996).

A.4. This policy meets accrediting bodies' requirements that the College have an institutional policy and approach for faculty qualifications, for both new and ongoing programs.

A.5. This policy maintains the quality of the College's programs and meets the expectations of stakeholders.

B. PROGRAM-LEVEL QUALIFICATIONS

B.1. All faculty, regardless of program or discipline, should have a demonstrated mastery of teaching, professional collegiality, and subject area expertise.

B.2. Faculty must demonstrate a commitment to learner-centred instruction by continually learning instructional skills and competencies that meet the needs of learners.

B.3. Faculty teaching trades programs must meet the specific requirements of the specific trade or technical studies discipline. As a minimum: trade qualification in the designated trade, or recognized industry qualification in non-designated trades and other occupations; five years experience as a journey-person or equivalent; previous supervisory or teaching experience; and skills and experience to instruct the curriculum. This includes programs leading to external agency certification, for example the Industry Training Authority (ITA), Interprovincial Red Seal, Trades Qualification (TQ), and Transport Canada, among others.

B.4. Faculty teaching technology, health, adult upgrading, English language, and social services programs not designed for transfer to a degree will hold a bachelor's degree or equivalent in the subject discipline with appropriate employment experience, certifications, and demonstrated competencies in the teaching discipline.

B.5. Faculty teaching certificate, diploma, associate degree, or degree program courses designed to transfer to a degree will hold a master's degree or Ph.D in the subject discipline or a closely related area. Current certification or professional designation as well as membership in a professional body may also be a requirement. Other qualifications may be accepted as appropriate in specific areas; see Appendices.

C. DUTIES AND REPOSIBILITIES

C.1. Faculty

When qualifications change, faculty should submit an updated curriculum vitae to their Dean or Manager.

C.2. Departments

Departments are responsible for faculty selection and hiring recommendations through their active participation on search committees. Departments will consult this policy, in concert with Article 6.1 of the Collective Agreement, and apply its spirit and intent in all new selection or hiring decisions.

C.3. Administrators

Deans are responsible for ensuring that hiring committees are aware and comply with this policy. Deans give final approval and maintain responsibility for all department selection recommendations.

C.4. VP Academic and Applied Research

The VP Academic and Applied Research in conjunction with other relevant departments and bodies is responsible for keeping this policy current and in compliance with the province's College and Institute Act, and other legislation or external accreditations deemed appropriate.

APPENDICES

Appendix A

Interdisciplinary Courses

The qualifications of faculty teaching cross-listed courses and interdisciplinary courses and programs will be evaluated by an appropriately constituted committee advisory to the dean.

Exceptions for University-Level Courses

Administrators in consultation with college departments may deem a faculty member qualified to teach certain courses but not qualified to teach others.

Appendix B

Criteria for Masters Qualification Equivalency

If a particular discipline, program, or department is not listed in this appendix, then the condition “Master’s degree or equivalent” can only be satisfied by holding a Master’s degree, subject to exceptions as outlined in the policy.

Business Administration

A Master’s degree in Business plus an undergraduate degree plus at least five years full time work experience directly related to the subject area.

Or

A Master’s degree in a related area is acceptable if combined with an undergraduate degree in business, commerce or equivalent and at least five years full time work experience directly related to the subject area.

And

For faculty teaching accounting and financial management courses a professional designation (CPA)

Recreation Management

A Master’s degree in a Tourism Management or Recreation Management field and an undergraduate degree.

Or

A Master's degree in a related area if combined with an undergraduate degree in recreation, leisure studies, or equivalent,

And

Five years full-time work experience directly related to the subject area.

Science Labs

Faculty providing lab instruction, when labs are taught separately (i.e., the lecture and lab are taught by different instructors), may hold a bachelor's degree in the subject discipline or a closely related area with appropriate mentoring and supervision provided by the instructor who teaches the lecture.

Adventure Tourism Business Operations, Mountain Activity Skills Training

A Master's degree in Adventure Tourism or a closely related field with industry certifications in outdoor adventure activities. Experience as a guide and in post-secondary teaching is an asset. An equivalent combination of education and experience may be considered.

Specialty Areas

The BCCAT Statement on Instructor Qualifications recognizes that some specialty areas may recognize alternate qualifications. It states:

“It is recognized that there may be programs in which other qualifications are equally, or more, appropriate. (Examples of alternately qualified instructors: First Nations elders, practicing artists, acknowledged or renowned experts or practitioners.)”

Therefore, specialty areas may be added to this Appendix to recognize alternate qualifications.

1. Ktunaxa language and culture may be taught by a Ktunaxa community member whose expertise and preparedness is recognized by the Ktunaxa Nation Council. Examples of such Indigenous teaching may include language acquisition, traditional arts and crafts, literature and storytelling.
2. Fire courses may be taught by fire professionals who have appropriate certifications and experience.

Appendix C

Dual Credit Course Instructor Qualification Guidelines

PURPOSE

These guidelines clarify the different types of dual credit arrangements.

These guidelines outline the qualifications necessary for dual credit courses.

PRINCIPLES

1. Dual credit is not meant to create conflict with collective agreements.
2. Dual credit activities are aimed at enhancing the opportunities for secondary students to transition to postsecondary, especially for those secondary students who may not otherwise attend postsecondary.
3. Dual credit activities must be mutually beneficial and initiated in the spirit of collaboration.

DEFINITION

Dual credit courses provide a student with both secondary and postsecondary credit. Dual credit courses can be applied toward secondary graduation requirements and postsecondary credit.

TYPES OF DUAL CREDIT

ACE – IT

Work Experience

Academic and vocational coursework

TYPE OF DELIVERY AND QUALIFICATIONS

1. College Delivered Dual Credit

College instructor requires graduate degree and undergraduate degree in the discipline, i.e., meets the College Faculty Qualification Framework.

2. High School Delivered Dual Credit

Secondary teacher requires graduate degree and undergraduate degree in the discipline, i.e., meets College Faculty qualification framework

3. Team Teaching Delivered Dual Credit

This applies when a qualified College instructor delivers the postsecondary portion of the curriculum; the other teacher, a qualified secondary teacher, delivers the secondary portion.

4. College Supervised Dual Credit

When high school teacher does not meet the College Faculty Qualifications Framework, the College

instructor is responsible for mentoring and supervision, including responsibility for syllabus design and key assessments such as midterms and final exams.

5. College Lab Dual Credit

Qualifications for lab teaching may be different from qualifications for teaching lectures. Labs are supervised by the lecturer. Right of refusal is not granted to those who do not meet the qualification framework.

GUIDELINES FOR SUPERVISION

Courses may be taught by individuals who do not meet the College's qualification framework in certain conditions such as an emergency hire situation and/or dual credit situations where the individual is often a qualified secondary teacher. Those who are teaching under supervision have the following responsibilities:

1. A faculty supervisor will be invited by the dean of the area to review and approve the syllabus and engage in the role before the instructional period begins.
2. The faculty supervisor is responsible for all key assessments including midterm and final exams.
3. The faculty supervisor will review changes to the syllabus throughout the term, particularly necessary adjustments to grading, rubrics or assessments.
4. The faculty supervisor may agree to conduct one or more informal classroom, lab, or field observations. Observations are conducted on the basis of peer partnership and mutual respect.
5. Supervision does not entail any marking or instructional duties; it may entail a review of sample assessments for the purposes of guidance and mentoring.
6. Faculty supervisors are not intended to be part of the summative evaluation process unless requested by faculty to do so.
7. Upon consultation with the dean, a faculty supervisor may receive a partial workload credits for supervision based upon the hours required.
8. Workload credit will be approved by deans and offered to college faculty undertaking course supervision. The College faculty association will work with the dean to produce a letter of agreement around workload credit given for supervision.