

Title of Policy	Faculty Qualifications Framework
Policy Number	6.3.1
Effective Date	Draft October 2022

QUALIFICATIONS FOR COURSES ACROSS MULTIPLE DISCIPLINES

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.

PROGRAM SPECIFIC QUALIFICATIONS

Adventure Tourism Business Operations, Mountain Adventure 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.

Business Management

A master's degree in Business plus an undergraduate degree plus at least five years of full-time work experience directly related to the subject area is required.

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/OR

For faculty teaching core Chartered Professional Accountant (CPA) Professional Education Program (PEP) prerequisite courses, an undergraduate degree in business and a professional designation such as CPA is required. For faculty teaching financial management courses, an undergraduate degree in business and a professional designation such as Chartered Financial Analyst (CFA), Certified Financial Planner (CFP) or equivalent is required.

Recreation Management

A master's degree in a Tourism Management or Recreation Management field and a related 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.

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 are recognized by the Ktunaxa Nation Council. Examples of such Indigenous teaching may include language acquisition, traditional arts and crafts, literature, and storytelling.
2. For vacancies posted in Indigenous Studies courses or courses with primarily Indigenous-related content, a strong preference will be given to applicants who self-identify in their application as Indigenous. Lived experience of an Indigenous applicant will be recognized as equivalent to, or in combination with, formal education credentials.
3. Fire courses may be taught by fire professionals who have appropriate certifications and experience.

Special Note: 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.

DUAL CREDIT COURSE INSTRUCTOR QUALIFICATION GUIDELINES

A. PURPOSE

These guidelines clarify the different types of dual credit arrangements. These guidelines outline the qualifications necessary for dual credit courses.

B. 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, with careful planning and consultation to address the complexity of dual credit opportunities.

C. 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.

D. TYPES OF DUAL CREDIT

Youth Train in Trades (YTT)

Work experience

Academic and vocational coursework

E. TYPE OF DELIVERY AND QUALIFICATIONS

E. 1 College Delivered Dual Credit

College instructor requires graduate degree and undergraduate degree, at least one of which is in the discipline, i.e., meets the College Faculty Qualification Framework.

E. 2 High School Delivered Dual Credit

Secondary teacher requires a graduate degree, certification as a teacher and have a graduate degree or undergraduate degree in the discipline i.e., meets College Faculty qualification framework.

E. 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.

E. 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.

E. 5 College Lab Dual Credit

Qualifications for lab teaching may be different from qualifications for teaching lectures. Labs are supervised by the lecturer.

E. 6 Right of Refusal

Right of refusal is not granted to those who do not meet the qualification framework.

GUIDELINES FOR SUPERVISION OF INSTRUCTORS WHO DO NOT MEET QUALIFICATIONS

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. In these situations, a faculty supervisor will be assigned by the Dean of the area and will have the following responsibilities to support the instructor:

1. Review and approve the syllabus and engage in the role before the instructional period begins.
2. Be responsible for all key assessments including midterm and final exams.
3. Review changes to the syllabus throughout the term, including any necessary adjustments to grading, rubrics, or assessments.
4. Conduct one or more informal classroom, lab, or field observations as needed. Observations are conducted based on peer partnership and mutual respect. Review sample assessments for the purposes of guidance and mentoring as needed. Supervision does not entail any marking or instructional duties.
5. Be part of the summative evaluation process only as needed or requested by the instructor.
6. Consult with the Dean regarding partial workload credits for supervision based upon the hours required. Any Workload credit will require approval by the Dean for 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.