

# The Iowa Community Colleges Guideline for Faculty Qualifications

A Resource for Administrators  
and Accreditation Reviewers

*ISSUED JULY 2016*



**COMMUNITY COLLEGES &  
WORKFORCE PREPARATION**  
*PROSPERITY THROUGH EDUCATION*

**IOWA DEPARTMENT  
OF EDUCATION**



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Barbara Burrows, Bureau Chief

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# Letter

## *from the Director*



Dear Community College Educators and Review Teams,

The Iowa Department of Education is pleased to share these guidelines for the review of faculty qualifications, an overview of related regional and state accreditation criteria, and general information about Iowa's community colleges.

Iowa Code has established criteria for instructors teaching community college coursework in both the liberal arts and the career and technical education arenas. Monitoring compliance with this criteria is the responsibility of the Iowa Department of Education and is a key component of our community college state accreditation process. Faculty qualifications are also a component of the Higher Learning Commission's accreditation criteria that has recently changed, resulting in a need for the department

to revise Iowa Code to align regional and state standards.

In March 2015, the Division of Community Colleges and Workforce Preparation learned that the Higher Learning Commission was proposing an elevation of its criteria pertaining to faculty qualifications and roles. To address this change, the division promptly established the Community College Faculty Standards Task Force to provide thoughtful feedback to the proposed change, formulate changes to related faculty standards in Iowa Code, and prepare guidance material for Iowa's 15 community colleges as they review new and existing instructors.

This document includes that guidance, along with an overview of Iowa's community college history and its state accreditation process. It also includes contact information and a brief profile of each community college as a quick reference for reviewers as they prepare for accreditation reviews and onsite visits in Iowa. Whether you are an internal or external reviewer, or just someone interested in learning more about Iowa's outstanding community colleges, you will find this to be a valuable resource.

Sincerely,

A handwritten signature in cursive script that reads "Ryan M. Wise".

Ryan M. Wise  
Director  
Iowa Department of Education

# Letter *of Acknowledgment*



From Jeremy Varner, Administrator,  
Division of Community Colleges and Workforce Preparation

Barbara Burrows, Chief of the Bureau of Community Colleges, and I would like to acknowledge the members of the Community College Faculty Standards Task Force who promptly answered our call for participation in a statewide effort to provide feedback to the Higher Learning Commission (HLC) regarding their faculty qualification changes and to align our state accreditation standards with those of the HLC. These dedicated community college educators provided the insight and leadership needed to accomplish this comprehensive statewide task and will remain active leaders in the implementation of a consistent approach to faculty qualification review, as presented in this guidance manual.

Thank you to the following task force members who assisted the department in the development of a statewide implementation plan of the resources in this manual:

**Iowa Association of Community College Presidents**

Linda Allen, Hawkeye Community College  
Alethea Stubbe, Northwest Iowa Community College

**Chief Academic Officers**

Kim Linduska, Des Moines Area Community College  
Kathy Nacos-Burds (Chair of CAO Group 2015), Northeast Iowa Community College  
Scott Stokes (Chair of CAO Group 2016), Iowa Lakes Community College  
Bill Taylor, Southwestern Iowa Community College

**HLC Liaison**

Laurie Adolph, Eastern Iowa Community Colleges

**Faculty**

John Hansen, Iowa Central Community College  
Deborah Wright, Southeastern Community College

**Liberal Arts and Career/Technical Administrators**

Cynthia Bottrell, Hawkeye Community College  
Todd Ecklund, Northeast Iowa Community College

**Human Resources Administrators**

Shelly Schmit, North Iowa Area Community College  
Kathy Muller, Iowa Lakes Community College

I would also like to thank the presidents and chancellors of Iowa's 15 community colleges for their support of the Community College Faculty Standards Task Force's work, as illustrated by the signed resolution on the following page. Their support of this document and commitment to aligning our state standards with those of the Higher Learning Commission will ensure statewide consistency and the academic integrity of the outstanding programs delivered by our community colleges.

**A RESOLUTION OF THE  
IOWA ASSOCIATION OF COMMUNITY COLLEGE PRESIDENTS**

WHEREAS, the Iowa Association of Community College Presidents representing the 15 public community colleges in Iowa supports the mission of Iowa's Department of Education to create excellence in education through leadership and service; and

WHEREAS, the Iowa Association of Community College Presidents supports the mission of the Higher Learning Commission to serve the common good by assuring and advancing the quality of higher learning;

NOW THEREFORE, be it resolved that the Iowa Association of Community College Presidents endorses and supports the Faculty Qualification and Roles: Guidelines for Iowa Community Colleges, which are in keeping with the Higher Learning Commission's Criteria for Accreditation, to ensure statewide consistency and full faith in the academic integrity of high-quality instruction delivered by Iowa's community colleges.

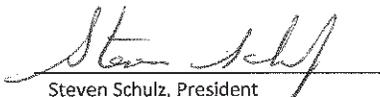
BE IT FURTHER RESOLVED that the Iowa Association of Community College Presidents pledges its support to the Faculty Standards Task Force, established to help the Iowa Department of Education's Division of Community Colleges align Iowa's accreditation standards with those of the Higher Learning Commission regarding faculty qualifications and roles. Through this statewide collaboration, we seek to enhance the accountability of faculty qualification assessment and recording, which facilitates academic excellence, student success and smooth progression to further education or immediate employment.

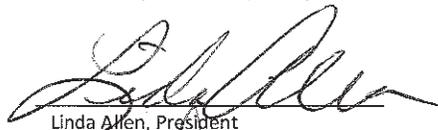
In testimony thereof, the 15 members of the Iowa Association of Community College Presidents hereunto subscribe their names to affirm the solidarity of this statement and our collective resolve to abide by these guidelines when assessing faculty qualifications, developing Quality Faculty Plans, and encouraging and supporting faculty development activities.

  
Liang Chee Wee, President  
Northeast Iowa Community College

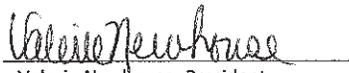
  
Christopher Duree, Chancellor  
Iowa Valley Community College District

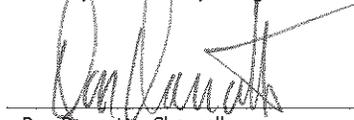
  
Terry Murrell, President  
Western Iowa Tech Community College

  
Steven Schulz, President  
North Iowa Area Community College

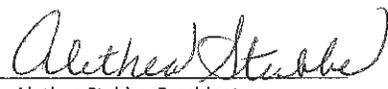
  
Linda Allen, President  
Hawkeye Community College

  
Dan Kinney, President  
Iowa Western Community College

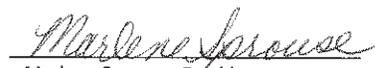
  
Valerie Newhouse, President  
Iowa Lakes Community College

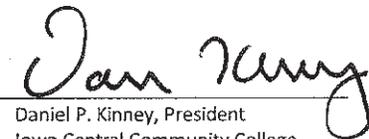
  
Don Doucette, Chancellor  
Eastern Iowa Community Colleges

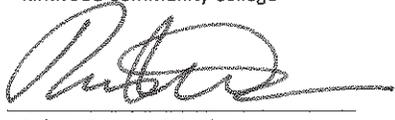
  
Barbara Crittenden, President  
Southwestern Community College

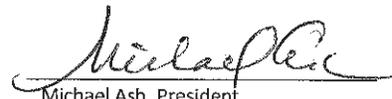
  
Alethea Stubbe, President  
Northwest Iowa Community College

  
Mick Starcevich, President  
Kirkwood Community College

  
Marlene Sprouse, President  
Indian Hills Community College

  
Daniel P. Kinney, President  
Iowa Central Community College

  
Robert Denson, President  
Des Moines Area Community College

  
Michael Ash, President  
Southeastern Community College

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# Background

## *of recent changes to standards*

Iowa's 15 community colleges are regionally overseen by the Higher Learning Commission (HLC). In addition, they are guided by the regulations and standards outlined in Iowa Code sections [260C.47](#) and [260C.48](#). The Iowa Department of Education (department) is authorized through Iowa Code to monitor compliance with these regulations and standards via the state accreditation process, which has been integrated with HLC's accreditation process to avoid duplication. To help guide the smooth integration of the two processes, the department established the Community College Accreditation Advisory Committee consisting of community college presidents, academic administrators, and department personnel.

In February 2015, the HLC issued a statement announcing its intent to propose an elevation of their guidelines on faculty credentials to an assumed practice at their June 2015 board meeting. Under this proposal, Criteria 3.C.2, Assumed Practice B.2 would be revised to include the following specific language regarding postsecondary faculty qualifications:

Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered by the institution in determining whether a faculty member is qualified. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process. Faculty teaching general education courses, or other non-occupational courses, hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.

Understanding that raising the number of graduate credits in the discipline of instruction to 18 would have a tremendous impact on states with less stringent requirements, HLC officials requested feedback prior to the proposal of this change at their June 2015 board meeting.

Iowa's community college leaders and department staff promptly established a statewide task force to provide the requested feedback and develop a strategy to align Iowa Code with the enhanced regional criteria. In April 2015, the Community College Faculty Standards Task Force, consisting of 15 members representing the Division of Community Colleges and Workforce Preparation, the Iowa Association of Community College Presidents, chief academic officers, deans and directors, faculty, and human resource administrators began work on Iowa's feedback letter and a statewide strategy for addressing the change in standards. This guidance manual is the result of their year-long collaborative effort to align standards and ensure statewide compliance by September 2017.

# Accreditation

## Higher Learning Commission

### HIGHER LEARNING COMMISSION QUALIFIED FACULTY REQUIREMENTS

Criterion 3 speaks to faculty qualifications, specifically Core Component 3.C, subcomponents 3.C.1, 3.C.2, and 3.C.4. Assumed Practice B.2.a and B.2.b are central to this topic and they are summarized below. More detailed information is available in the [HLC's Guidance on Determining Qualified Faculty](#) and its [revision](#) to the guidelines for determining qualified faculty.

#### 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

[Effective January 1, 2013]

#### 3.C.1

The institution has sufficient numbers and continuity of faculty to carry out both the classroom and non-classroom roles of faculty.

[Effective January 1, 2013]

#### 3.C.2

All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

[Effective January 1, 2013]

#### 3.C.4

The institution has processes and resources to assure instructors are current in their disciplines and adept in their teaching roles; it supports professional development.

[Effective January 1, 2013]

#### B.2.a

Qualified faculty members are identified primarily by credentials, but other factors, including, but not limited to, equivalent experience, may be considered in determining whether a faculty member is qualified.

[Effective September 1, 2017]

#### B.2.b

Faculty teaching general education courses, or other non-occupational courses, hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of **18 graduate credit hours** in the discipline or subfield in which they teach.

[Effective September 1, 2017]

Iowa's community colleges are accredited by the state of Iowa and the Higher Learning Commission (HLC). The HLC is a regional accreditor authorized by the United States Department of Education to ensure that the requirements of the Higher Education Act are evaluated.

HLC's requirements related to quality faculty (Criterion 3) seek to ensure that students have access to faculty members who are experts in the subject matter they teach and who can communicate knowledge in that subject to their students. HLC revised Criteria 3.C.2 for determining qualified faculty in June 2016, and issued related guidance for the revised criteria in March 2016.

This guidance clarifies how HLC intends to review institutions and how peer reviewers will assess faculty qualifications. The guidelines apply to all faculty members whose primary responsibility is teaching, including full-time, part-time, adjunct, dual credit, and temporary faculty.

HLC recognizes that implementation of certain aspects of the revised criteria may require a period of transition at some member institutions. To provide this time, HLC has set an implementation date of September 1, 2017.

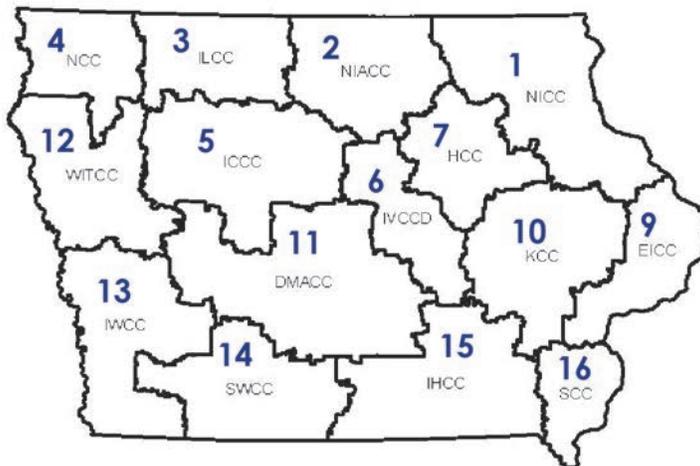
More details are provided in ["Criteria and Assumed Practice" on page 17](#).

# Brief History

## of Iowa's Community Colleges

Iowa's system of community colleges consists of 15 comprehensive institutions. Evolving from local school-based junior colleges and postsecondary vocational schools, these regional institutions offer adult education, career and technical education programs, and associate degree programs. They serve more than one-fifth of the state's working-age population annually through diverse credit and noncredit offerings aligned with the needs of their communities.

IOWA'S 15 COMMUNITY COLLEGE AREAS



The first two-year postsecondary institution in Iowa was established by Mason City schools in 1918. The junior college proved successful and was accredited the following year. Additional junior colleges were organized by public schools beginning in 1920 and the movement rapidly spread. Between the years of 1918 and 1953, a total of 35 different public junior colleges were established through the operation of public school districts.

In 1965, the Merged Area Schools Act passed into law permitting the development of a statewide system of public two-year postsecondary institutions. Although the original plans called

### FIRST TWO-YEAR INSTITUTION

Established by Mason City Schools

### FIRST LAW PASSED

Authorized the establishment of junior colleges in Iowa. Nine were organized.

### STATE LEGISLATION

Iowa General Assembly passes the Merged Area Schools Act permitting development of statewide two-year postsecondary educational institutions.

### COLLEGES APPROVED

Fourteen community colleges were approved in 1966 and the fifteen was approved in 1967.

### ROLE EXPANDED

Iowa General Assembly passes the Iowa Industrial New Jobs Training Act extending the role of community colleges into customized job training and economic development.

### DIVISION ESTABLISHED

The Division of Community Colleges was established within the Iowa Department of Education to provide leadership and enhance the status of community colleges.

### PROCESS ESTABLISHED

Legislation passed requiring a state accreditation process to address standards for quality, access, accountability, and institutional improvement. In 2010, the process was revised to complement HLC's regional accreditation process.

1918

1927

1965

1967

1983

1989

1990

for 20 areas, the number was reduced to 16. Later, one area (area 8) was split among adjacent areas. Fourteen community colleges were approved and organized in 1966 and a 15th in January 1967. By July 1970, all of the area vocational-technical high schools and junior colleges had either merged into the new system or were discontinued.

The basic governance, funding structure, oversight, mission, and service areas of Iowa's 15 community colleges were established as a result of the Merged Area Schools Act. The institutions were established as either comprehensive community colleges or area vocational schools with all previously existing two-year postsecondary institutions being absorbed. Currently, all 15 operate as comprehensive community colleges, offering arts and sciences (college transfer), career and technical, and adult and continuing education programs. In 1987, Hawkeye Community College, the final Iowa college operating as a vocational school, received approval to operate as a comprehensive community college.

The mission of Iowa's community colleges expanded in 1983 with the passage of the Iowa Industrial New Jobs Training Act. This legislation added contracted customized job training to the services provided by community colleges. Other job training programs followed, further expanding the important role of community colleges in economic development.

The passage of the Postsecondary Enrollment Options Act of 1989 made it possible for more Iowa high school students to jointly enroll in

college credit courses by requiring secondary vocational programs to be competency-based and for those competencies to be articulated with postsecondary career and technical education. Now consolidated under the rubric of Senior Year Plus, these joint enrollment opportunities enable more than half of Iowa high school seniors to enroll in at least one community college course prior to graduation.

By the late 1990s, the majority of colleges expanded their roles into workforce development by becoming Workforce Investment Act primary providers and housing one-stop centers.

While each of Iowa's community colleges has its own mission statement, the universal mission for the system can be found in the policy statement in section [260C.1](#) of the Iowa Code which directs community colleges to offer:

- » Educational opportunities and services for the first two years of college work;
- » Vocational and technical training, including training for persons with disabilities;
- » In-service training and retraining of workers;
- » Programs for high school completion;
- » Advanced college placement courses (if not provided by the high school);
- » Community and student personnel services; and
- » Developmental education for students underprepared for program success.

# Institutional Profiles and Contacts



## AREA 1 NORTHEAST IOWA COMMUNITY COLLEGE

**Home Page:** [nicc.edu](http://nicc.edu)

**Accredited by:**

Higher Learning Commission  
Iowa Department of Education

**Control/Affiliation:** State/Local

**Calendar System:** Semester

**Enrollment:** 6,864

**Types of Programs:**

Arts and Sciences (College Transfer)  
Career and Technical Education  
Adult and Continuing Education

**President**

Liang Chee Wee  
weel@nicc.edu  
Phone: (563) 562-3263, ext. 201

**Assistant to the President**

Janet Bullerman  
bullermanj@nicc.edu  
Phone: (563) 562-3263, ext. 206

**Accreditation Liaison**

Wendy Knight  
knightw@nicc.edu  
Phone: (563) 556-5110, ext. 379



## AREA 2 NORTH IOWA AREA COMMUNITY COLLEGE

**Home Page:** [niacc.edu](http://niacc.edu)

**Accredited by:**

Higher Learning Commission  
Iowa Department of Education

**Control/Affiliation:** State/Local

**Calendar System:** Semester

**Enrollment:** 4,011

**Types of Programs:**

Arts and Sciences (College Transfer)  
Career and Technical Education  
Adult and Continuing Education

**President**

Steve Schulz  
schulste@niacc.edu  
Phone: (641) 422-4001

**Assistant to the President**

Ronda Smith  
smithron@niacc.edu  
Phone: (641) 422-4001

**Accreditation Liaison**

Shelly Schmit  
schmishe@niacc.edu  
Phone: (641) 422-4211

A comprehensive list of contacts is published in the [Directory of Iowa Community Colleges](#). Enrollment figures represent 2015 unduplicated credit enrollment as published in [The Annual Condition of Iowa's Community Colleges 2015: Tables](#).

Campus pictures and program information were provided by each Iowa community college for inclusion in the "Your Course to College Guide" and are reprinted with permission from the Iowa College Student Aid Commission.



**AREA 3**  
**IOWA LAKES COMMUNITY COLLEGE**

**Home Page:** [iowalakes.edu](http://iowalakes.edu)

**President**

**Accredited by:**

Valerie Newhouse  
 vnewhouse@iowalakes.edu  
 Phone: (712) 362-0435

Higher Learning Commission  
 Iowa Department of Education

**Control/Affiliation:** State/Local

**Assistant to the President**

**Calendar System:** Semester

Cindy Oviatt  
 coviatt@iowalakes.edu  
 Phone: (712) 362-0434

**Enrollment:** 3,471

**Types of Programs:**

Arts and Sciences (College Transfer)  
 Career and Technical Education  
 Adult and Continuing Education

**Accreditation Liaison**

Sally Underwood  
 sunderwood@iowalakes.edu  
 Phone: (712) 362-0413



**AREA 4**  
**NORTHWEST IOWA COMMUNITY COLLEGE**

**Home Page:** [nwicc.edu](http://nwicc.edu)

**President**

**Accredited by:**

Alethea Stubbe  
 aletheas@nwicc.edu  
 Phone: (712) 324-5061, ext. 166

Higher Learning Commission  
 Iowa Department of Education

**Control/Affiliation:** State/Local

**Assistant to the President**

**Calendar System:** Semester

Dee Kreykes  
 dkreykes@nwicc.edu  
 Phone: (712) 324-5061, ext. 245

**Enrollment:** 2,599

**Types of Programs:**

Arts and Sciences (College Transfer)  
 Career and Technical Education  
 Adult and Continuing Education

**Accreditation Liaison**

Jan Snyder  
 jsnyder@nwicc.edu  
 Phone: (712) 324-5066, ext. 125



**AREA 5**  
**IOWA CENTRAL COMMUNITY COLLEGE**

**Home Page:** [iowacentral.edu](http://iowacentral.edu)

**President**

**Accredited by:**

Daniel P. Kinney  
 kinney@iowacentral.edu  
 Phone: (515) 574-1150

Higher Learning Commission  
 Iowa Department of Education

**Control/Affiliation:** State/Local

**Assistant to the President**

**Calendar System:** Semester

Karen Lombard  
 lombard@iowacentral.edu  
 Phone: (515) 574-1140

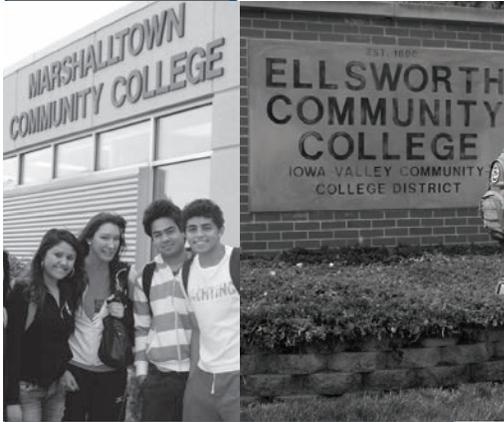
**Enrollment:** 8,077

**Types of Programs:**

Arts and Sciences (College Transfer)  
 Career and Technical Education  
 Adult and Continuing Education

**Accreditation Liaison**

Stacy Mentzer  
 mentzer\_s@iowacentral.edu  
 Phone: (515) 574-1148



**AREA 6**  
**IOWA VALLEY COMMUNITY COLLEGE DISTRICT**

**Home Page:** [iavalley.edu](http://iavalley.edu)

**Accredited by:**  
 Higher Learning Commission  
 Iowa Department of Education

**Control/Affiliation:** State/Local

**Calendar System:** Semester

**Enrollment:** 3,990

**Types of Programs:**

Arts and Sciences (College Transfer)  
 Career and Technical Education  
 Adult and Continuing Education

**Chancellor**

Christopher Duree  
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 Phone: (641) 844-5720

**Assistant to the Chancellor**

Barb Jennings  
[barb.jennings@iavalley.edu](mailto:barb.jennings@iavalley.edu)  
 Phone: (641) 844-5522

**Accreditation Liaison**

Lisa Breja  
[lisa.breja@iavalley.edu](mailto:lisa.breja@iavalley.edu)  
 Phone: (641) 844-5576



**AREA 7**  
**HAWKEYE COMMUNITY COLLEGE**

**Home Page:**  
[hawkeyecollege.edu](http://hawkeyecollege.edu)

**Accredited by:**  
 Higher Learning Commission  
 Iowa Department of Education

**Control/Affiliation:** State/Local

**Calendar System:** Semester

**Enrollment:** 8,695

**Types of Programs:**

Arts and Sciences (College Transfer)  
 Career and Technical Education  
 Adult and Continuing Education

**President**

Linda Allen  
[linda.allen@hawkeyecollege.edu](mailto:linda.allen@hawkeyecollege.edu)  
 Phone: (319) 296-4201

**Assistant to the President**

Donna McNulty  
[donna.mcnulty@hawkeyecollege.edu](mailto:donna.mcnulty@hawkeyecollege.edu)  
 Phone: (712) 324-5061, ext. 245

**Accreditation Liaison**

Jane Bradley  
[jane.bradley@hawkeyecollege.edu](mailto:jane.bradley@hawkeyecollege.edu)  
 Phone: (319) 296-4230



**AREA 9**  
**EASTERN IOWA COMMUNITY COLLEGES**

**Home Page:** [eicc.edu](http://eicc.edu)

**Accredited by:**  
 Higher Learning Commission  
 Iowa Department of Education

**Control/Affiliation:** State/Local

**Calendar System:** Semester

**Enrollment:** 12,936

**Types of Programs:**

Arts and Sciences (College Transfer)  
 Career and Technical Education  
 Adult and Continuing Education

**Chancellor**

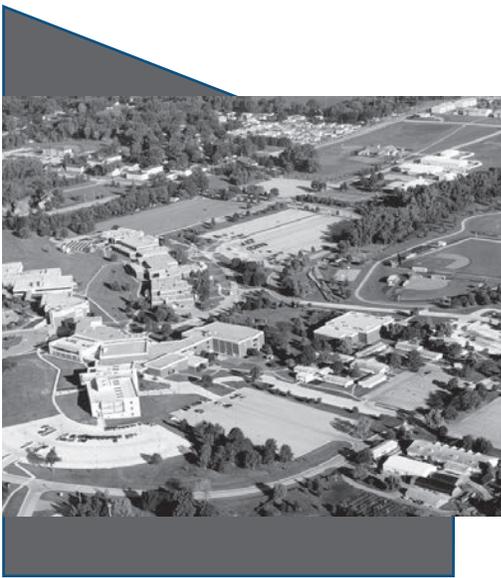
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**AREA 10**  
**KIRKWOOD COMMUNITY COLLEGE**

**Home Page:** [kirkwood.edu](http://kirkwood.edu)

**Accredited by:**  
 Higher Learning Commission  
 Iowa Department of Education

**Control/Affiliation:** State/Local

**Calendar System:** Semester

**Enrollment:** 20,398

**Types of Programs:**

Arts and Sciences (College Transfer)  
 Career and Technical Education  
 Adult and Continuing Education

**President**

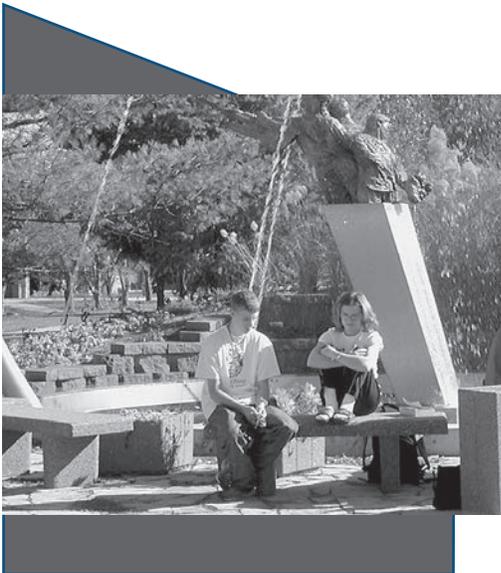
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**AREA 11**  
**DES MOINES AREA COMMUNITY COLLEGE**

**Home Page:** [dmacc.edu](http://dmacc.edu)

**Accredited by:**  
 Higher Learning Commission  
 Iowa Department of Education

**Control/Affiliation:** State/Local

**Calendar System:** Semester

**Enrollment:** 36,938

**Types of Programs:**

Arts and Sciences (College Transfer)  
 Career and Technical Education  
 Adult and Continuing Education

**President**

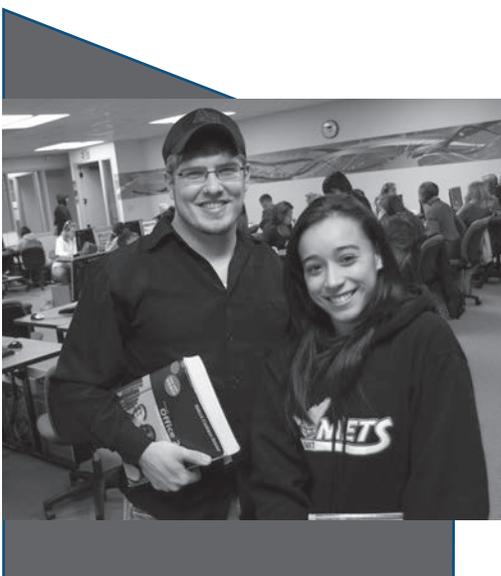
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**AREA 12**  
**WESTERN IOWA TECHNICAL COMMUNITY COLLEGE**

**Home Page:** [witcc.edu](http://witcc.edu)

**Accredited by:**  
 Higher Learning Commission  
 Iowa Department of Education

**Control/Affiliation:** State/Local

**Calendar System:** Semester

**Enrollment:** 8,384

**Types of Programs:**

Arts and Sciences (College Transfer)  
 Career and Technical Education  
 Adult and Continuing Education

**President**

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**AREA 13**  
**IOWA WESTERN COMMUNITY COLLEGE**

**Home Page:** [iwcc.edu](http://iwcc.edu)

**Accredited by:**

Higher Learning Commission  
 Iowa Department of Education

**Control/Affiliation:** State/Local

**Calendar System:** Semester

**Enrollment:** 9,597

**Types of Programs:**

Arts and Sciences (College Transfer)  
 Career and Technical Education  
 Adult and Continuing Education

**President**

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**AREA 14**  
**SOUTHWESTERN COMMUNITY COLLEGE**

**Home Page:** [swcciova.edu](http://swcciova.edu)

**Accredited by:**

Higher Learning Commission  
 Iowa Department of Education

**Control/Affiliation:** State/Local

**Calendar System:** Semester

**Enrollment:** 2,144

**Types of Programs:**

Arts and Sciences (College Transfer)  
 Career and Technical Education  
 Adult and Continuing Education

**President**

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**AREA 15**  
**INDIAN HILLS COMMUNITY COLLEGE**

**Home Page:** [indianhills.edu](http://indianhills.edu)

**Accredited by:**

Higher Learning Commission  
 Iowa Department of Education

**Control/Affiliation:** State/Local

**Calendar System:** Quarter

**Enrollment:** 6,371

**Types of Programs:**

Arts and Sciences (College Transfer)  
 Career and Technical Education  
 Adult and Continuing Education

**President**

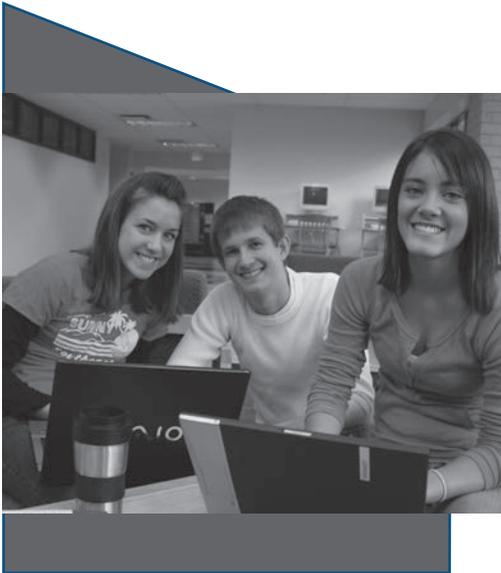
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## SOUTHEASTERN COMMUNITY COLLEGE

**Home Page:** [scciowa.edu](http://scciowa.edu)

**Accredited by:**

Higher Learning Commission  
Iowa Department of Education

**Control/Affiliation:** State/Local

**Calendar System:** Semester

**Enrollment:** 4,167

**Types of Programs:**

Arts and Sciences (College Transfer)  
Career and Technical Education  
Adult and Continuing Education

**President**

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Phone: (319) 208-5061

# Academic Programs

## *at Iowa's Community Colleges*

### Arts and Sciences

Credit programs provided by Iowa's 15 community colleges fall under two general categories: arts and sciences (AS) and career and technical education (CTE). The AS programs consist of college parallel (transfer) courses of study leading to either Associate of Arts (AA) or Associate of Science (AS) degrees. These programs are designed to provide a strong general education component to satisfy the lower-division liberal arts and science requirements for a baccalaureate degree. Students who earn these degrees are prepared to transfer into four-year colleges or public universities with junior standing.

A commitment to ensure smooth articulation between community colleges and four-year institutions in Iowa led to the formation of the Liaison Advisory Committee on Transfer Students (LACTS), consisting of representatives from the public universities, Iowa's community colleges, the Iowa Board of Regents, and the Iowa Department of Education. This group has met annually since 1973 to discuss issues, review agreements, and conduct programmatic articulation conferences that facilitate seamless transfer from Iowa's 15 community colleges to its three public universities (i.e. Regents). From this collaboration have emerged eight statewide agreements, including the AA and AS agreements that set the parameters for these transferable degrees. These agreements are reviewed, revised if necessary, and reaffirmed each spring at the LACTS business meeting.

Since the AA and AS program requirements are established in the LACTS agreement, the community college transfer programs leading to these degrees have been approved as a single program under one CIP (Classification of Instructional Programs). Hence, no further approval process is required for colleges to initiate or modify these programs.

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#### ASSOCIATE OF ARTS (AA) DEGREE

Awarded upon the completion of a college parallel (transfer) course of study that provides a strong general education component to satisfy the lower-division liberal arts and sciences requirements for baccalaureate programs. It consists of between 60 and 64 semester (90-96 quarter) credit hours.

#### ASSOCIATE OF SCIENCE (AS) DEGREE

Awarded upon the completion of an arts and science course of study with a strong emphasis on mathematics or science. The degree is intended to prepare students to transfer into related upper-division baccalaureate programs. It consists of between 60 and 64 semester (90-96 quarter) credit hours, 20 of which must be in mathematics or science.

#### ASSOCIATE OF GENERAL STUDIES (AGS) DEGREE

Awarded upon the completion of an individualized course of study designed for the acquisition of a broad educational background rather than the pursuit of a specific college major or technical program. This degree is intended to be flexible and may include between 60 and 64 semester (90-96 quarter) credit hours of lower-division transfer (excluding developmental courses), occupational, or professional/technical coursework.

## Career and Technical Education (CTE)

Career and technical education programs (CTE) provide preparation for immediate employment in a wide variety of careers. CTE programs lead to Associate of Applied Science (AAS) degrees, Associate of Applied Arts (AAA) degrees, or short-term diplomas or certificates. Many CTE programs are cooperative programs that provide classroom instruction in conjunction with employment experience related to career preparation, many of which are available on a part-time basis. All of Iowa's CTE programs must be approved by the department and are included in [CurricUNET](#), a searchable, comprehensive database and web-based platform for the CTE program approval process.

[Iowa Administrative Code 281, Chapter 21.2\(13\)](#), sets requirements for the length of CTE programs in credits (see descriptions along the margins of this page). All credit-bearing courses required for program admittance or graduation are included in the award's credit hour maximum, with the exception of developmental course credits. Diploma and certificate programs should not exceed one academic year of full-time study.

### DIPLOMA PROGRAMS

Awarded upon the completion of a state-approved CTE program that is a coherent sequence of courses consisting of 15 to 48 semester (22.5-72 quarter) credit hours, including at least three semester (4.5 quarter) credit hours of general education from any of the following areas: communications, social science or humanities, science or mathematics. The technical core component shall constitute of at least 70 percent of the program's credits.\* A diploma may be a component (option) of, and apply toward, subsequent completion of an AAS or AAA degree.

### CERTIFICATE PROGRAMS

Awarded upon the completion of a state-approved CTE program designed to prepare students for entry-level employment. It shall consist of a maximum of 48 semester (72 quarter) credit hours and may be a component of, and apply toward, subsequent completion of a diploma, AAS, or AAA degree. Certificates are often developed in rapid response to business and industry needs. They may consist of only CTE courses, as there is no general education requirement.

### ASSOCIATE OF APPLIED SCIENCE (AAS) DEGREE

Awarded upon the completion of a state-approved CTE program intended to prepare students for entry-level technical occupations. It shall consist of between 60 and 86 semester (90-129 quarter) credit hours. Of those, a minimum of 15 semester (22.5 quarter)\* hours must be general education to include at least one course from each of the following areas: communications, social science or humanities, and science or mathematics. The technical core component shall constitute at least 50 percent of the program's credits.

### ASSOCIATE OF APPLIED ARTS (AAA) DEGREE

Awarded upon the completion of a state-approved CTE program intended to provide students with skills for employment in a specific field such as art, humanities, or graphics design. This degree consists of between 60 and 86 semester (90-129 quarter) credit hours. Of those, a minimum of 15 semester (22.5 quarter)\* credit hours must be general education to include at least one course from each of the following areas: communications, social science or humanities, and science or mathematics. The technical core component shall constitute at least 50 percent of the program's credits.

### ASSOCIATE OF PROFESSIONAL STUDIES (APS) DEGREE

Awarded upon the completion of a state-approved program of study intended to prepare students for transfer into aligned baccalaureate programs or immediate related employment. The APS pilot degree was written into Iowa Administrative Code in 2013, primarily as an alternative to the AS-CO degree being phased out by the end of academic year 2015-2016. A limited number of APS pilot programs shall be approved from colleges demonstrating that other award types cannot meet their needs.

The APS has stringent criteria regarding required general education coursework and at least three articulation agreements with four-year institutions committing to apply technical courses to baccalaureate degree requirements.

See more details in the "[Program Approval Guidelines](#)" available on the department's website.

\* Pending approval of changes to Iowa Administrative Code 281 Chapter 21.

## Senior Year Plus (SYP)

Enacted by the Iowa legislature in 2008, Senior Year Plus (SYP) encompasses several programs that provide high school students access to courses with the potential to generate college credit. Programs include Advanced Placement (AP®), Postsecondary Enrollment Options (PSEO), Concurrent Enrollment, Career and Regional Academies, and Project Lead the Way®. SYP requires students to be academically prepared for higher education, instructors to meet postsecondary qualification criteria, and institutions to meet required standards.

The largest of these programs, concurrent enrollment, involves a contract between a community college and school district to deliver courses either on a college campus, at a high school, or online. Courses must be taught by a college instructor or qualified high school teacher. Accreditation by the National Alliance of Concurrent Enrollment Partnerships (NACEP) ensures the quality of the concurrent enrollment offerings available at each of Iowa's 15 community colleges. NACEP standards are closely aligned to state standards established in [Iowa Code 261E](#) and address program quality in the areas of curriculum, faculty qualifications, student assessment, and program evaluation. Once accredited, colleges go through a re-accreditation process every seven years. Compliance with NACEP and state standards is reviewed by the division through the community college accreditation process.

Concurrent enrollment instructors must be included in colleges' institutional [Quality Faculty Plans](#) (see page 22). The instructors may be differentiated from other employee groups (including other adjunct faculty), but the institutional plans must meet the requirements detailed in [281-IAC 24.5\(7\)](#). Concurrent enrollment course instructors employed by the community college are not required to meet secondary licensure and endorsement requirements by the Iowa Board of Educational Examiners.

Iowa's public universities, community colleges, and accredited private institutions participate in the PSEO program in which courses are taught by college faculty either on a college campus or online. [Iowa Code 261E](#) establishes standards for institutions, courses, and students.

## JOINT ENROLLMENT

Refers to all high school students enrolled in community college coursework. Jointly enrolled students may be enrolled in PSEO courses, courses delivered through contractual agreements between schools and colleges, and/or courses taken independently by paying tuition.

## CONCURRENT ENROLLMENT

Refers specifically to courses delivered through a contractual agreement between a school district and a college where the district is eligible for supplementary weighting through the school foundation formula.

## DUAL ENROLLMENT

A term used nationally to describe high school students enrolled in college coursework. However, in Iowa, dual enrollment refers to K-12 student enrollment in a school district and competent private instruction at the same time.

## IOWA ONLINE AP® ACADEMY

Rural and small school districts unable to offer AP® courses directly may expand opportunities to students through the Iowa Online Advanced Placement (AP®) Academy (IOAPA). The IOAPA also offers training programs for teachers to gain the necessary skills and information to teach AP® courses onsite.

## NACEP STANDARDS PURPOSE

College courses offered in high school are of the same quality and rigor as courses offered on campus.

Students enrolled in concurrent enrollment courses are held to the same standards of achievement as students in on-campus courses.

Concurrent enrollment instructors meet the academic requirements for instructors teaching in sponsoring postsecondary institutions and are provided discipline-specific professional development.

Concurrent enrollment programs display greater accountability through required impact studies, student surveys, and course and program evaluations.

# State Accreditation Process

Iowa's accreditation process confirms that each college offers quality programs and services consistent with state standards per [Iowa Code 260C.48](#) and [Iowa Administrative Code 281-IAC 24](#). Accreditation assures the public that its tax-supported educational institutions operate at expected levels of efficiency and effectiveness.

## History of the State Accreditation Process

The changing role of community colleges in higher education and increasing emphasis on institutional effectiveness led to the passage of legislation in 1990 requiring the creation of a state accreditation process. This process, which addresses standards for quality, access, accountability, and institutional improvement has evolved since its establishment over two decades ago.

The most significant change occurred in response to the Higher Learning Commission's (HLC) development of the Academic Quality Improvement Program (AQIP) and a major revision of its accreditation criteria in early 2005. As a result, Iowa aligned its accreditation criteria and core components with those of the HLC, taking care not to duplicate regional and state review processes.

A comprehensive review of the accreditation process and the compliance requirements contained in the accreditation criteria was mandated by the Iowa General Assembly in 2008. A work team, which was originally established in 1991 to develop the process and standards, reconvened to conduct the mandated review.

The work team, comprised of representatives from business and industry, government, community colleges, and other stakeholder groups, recommended an overhaul of the state process to make

### LEGISLATION PASSED

Requiring the creation of a state accreditation process for Iowa's community colleges.

### WORK TEAM ESTABLISHED

Iowa Department of Education forms a cross-departmental work team and college task force to coordinate the development of an accreditation process and standards.

### CRITERIA ADOPTED

The State Board of Education adopts 18 criteria. The rules for community college accreditation become effective on October 1, 1997.

### QUALITY FACULTY PLAN

The state eliminates community college faculty licensure and implements the quality faculty plan process to ensure the competence of instructors.

### STANDARDS EXPANDED

Senate File 588 expands minimum faculty standards to apply to faculty under contract for half time or more as well as full-time faculty.

### ACCREDITATION PROCESS

Administrative rules for the state accreditation process, effective May 12, 2010, along with HLC's five criteria and a number of additional state requirements, set the standards for Iowa's community colleges.

### STANDARDS EXPANDED

House File 2679 requires all community college instructors teaching credit coursework to meet minimum standards, including adjunct faculty.

1990

1991

1997

2003

2007

2010

2011

it more focused and efficient. The department accepted the recommendations and started modifying the process by focusing on state standards not reviewed by the HLC and on issues identified by the state or colleges.

The current administrative rules for the state accreditation process, effective May 12, 2010, set the standards for Iowa's community colleges as the HLC's five criteria and a number of additional state requirements that include minimum faculty standards, faculty load, special needs, career and technical program review, strategic planning, physical plant and facilities, quality faculty plan, and SYP standards.

## Steps in the State Accreditation Process

To avoid duplication, the state accreditation process builds off of HLC processes and includes both comprehensive and interim evaluations. In addition, focus evaluations may be conducted at the discretion of the director of the Iowa Department of Education.

Focused evaluations may result from formal complaints, HLC action, repeated citations, or issues identified through the database of approved programs or the Community College Management Information System (MIS).

The comprehensive accreditation evaluation is outlined to the right and is conducted on a 10-year cycle with interim evaluations occurring on the fifth year. These interim state evaluations are similar to the comprehensive evaluations, but are more limited in scope and do not include review of special topics. They are conducted approximately halfway between comprehensive evaluations.

## COMPREHENSIVE ACCREDITATION PROCESS

State evaluations have four phases: pre-evaluation, preparation, desk review, site visit, and reporting. Specific details on the process can be found in the [Iowa Community Colleges State Accreditation Guide](#).

### PREPARATION

The community college is provided the Iowa Community College State Accreditation Guide one year in advance of its comprehensive review site visit and is given the opportunity to inform the department of any special topic(s) to receive special attention. The department selects members of the review team and generates a community college profile using the community college MIS to summarize the institutional data.

### DESK REVIEW

The state review team members review the college's most recent HLC report and any communication between the HLC and the college, the data in the community college profile, and other documentation to identify potential compliance issues. Questions not resolved during the desk review are addressed by the team during the site visit.

### SITE VISIT

The site visit is expected to last no longer than two days and includes the following steps:

- Evaluate state standards not conducted as part of the HLC or desk reviews.
- Research previously identified potential compliance issues and follow up on issues from past visits.
- Review special topic(s) identified.
- Conduct an exit interview with college staff to discuss initial findings and recommendations.

### REPORTING

A preliminary report is prepared and sent to the college for review prior to seeking approval from the director of the Iowa Department of Education. Once approved, it is presented to the Community College Council and the State Board of Education, the latter of which takes action regarding the institution's accreditation status. A final copy is sent to the college along with any required actions on the part of the college. In the case where withdrawal of accreditation status is recommended, the college has one year to remedy the problem or lose accreditation for that program.



## Recommended Timeline

The general timeline for comprehensive and interim reviews are nearly identical. The difference between the two lies within the depth and scope of the reviews and the amount of time spent on site.

### PRIOR TO STATE EVALUATION

#### 9-12 MONTHS

The department provides the college with an overview of the accreditation process and expectations for the evaluation. The college identifies a special topic(s), if applicable.

#### 6 MONTHS

The department selects and invites team members. The college is notified when the team is organized.

#### 5 MONTHS

The team leader contacts the college and arranges for materials to be provided electronically for the pre-visit desk review. The team leader provides materials to team members and explains expectations.

#### 4 MONTHS

The pre-visit desk review begins. The team reviews the most recent HLC accreditation report and other documentation provided.

#### 4 MONTHS

The team leader contacts the college and makes arrangements for the evaluation site visit, including lodging (if appropriate), facilities, materials needed for the review, and the tentative visit schedule.

#### 1 MONTH

The team leader finalizes the site visit arrangements.

### STATE ACCREDITATION SITE VISIT

The site visit is conducted, including document review, interviews, exit interview, and preliminary report creation.

### AFTER THE STATE EVALUATION

#### 1-2 MONTHS

The final draft of the report is provided to the college administration to review for errors.

#### 3 MONTHS

The team leader finalizes the report and provides it to the team and college.

#### 3-4 MONTHS

The college sends a formal response to the department and the review team.

#### 4-5 MONTHS

The report is presented to the Community College Council and the State Board of Education which then take action in regard to the college's accredited status.

#### 4-5 MONTHS

The department notifies the college of the board's action and provides additional information, if appropriate.

If the report identifies areas of non-compliance, the college has until June 30 of the year following the site visit to make corrections, as outlined per [Iowa Code 260C.47\(3\)](#).

# Qualifications

## *Higher Learning Commission*

### Criteria and Assumed Practice

The guidance provided by the Higher Learning Commission (HLC), as it relates to qualified faculty, applies to all faculty members whose primary responsibility is teaching, including part-time, adjunct, dual credit, temporary, and non-tenure-track faculty. An institution should be able to demonstrate consistent procedures and careful consideration of qualifications for all instructional faculty. This demonstrates academic integrity and is verifiable through peer review processes.

Relevant criteria and assumed practices relating to faculty qualifications (Criterion 3 and Assumed Practice B.2.a and B.2.b) are listed under [“Qualified Faculty Requirements” on page 2](#).

Beginning on September 1, 2017, the revised Assumed Practice B.2, in addition to the Criteria and Core Components, will be used to inform peer reviewers’ interpretation of HLC’s expectations around faculty qualifications. Institutions will not be subject to consequences arising from concerns related to the extent of its compliance with the revised Assumed Practice prior to the effective date of September 1, 2017.

The following section highlights routine and specific circumstances under which the revised

Assumed Practice, once effective, will influence the review of an institution. For more detailed information, refer to HLC’s guide, [Determining Qualified Faculty Through HLC’s Criteria for Accreditation and Assumed Practices](#).

### Routine Circumstances

**Institutions in good standing, hosting routine comprehensive evaluations, need not write specifically to the Assumed Practice as a general rule. However, all institutions must write specifically to Core Component 3.C.**

1. Peer review teams may randomly select a sample of faculty members and request to see their personnel records (i.e., curriculum vitae and transcripts) in conjunction with the list of courses assigned to the faculty members.
2. Peer review teams may also review the process used by the institution to determine its faculty members are appropriately credentialed to teach the courses they are assigned.
3. Peer review teams may evaluate policies and procedures for determining qualified faculty, particularly when equivalent experience is used as the measure of qualification.

## Interim Monitoring or Notice

As of September 1, 2017, institutions identified as at-risk or non-compliant with Core Component 3.C. “Placed on Notice” and institutions subject to interim monitoring related to Core Component 3.C. should take into account the revised Assumed Practice on faculty qualifications in their Notice or Interim report (as applicable). Prior to September 1, 2017, institutions on notice or subject to interim monitoring on the basis of core component 3.C. must write explicitly to that core component, but such institutions do not need to explicitly write to the revised Assumed Practice.

## Complaints Related to Faculty

As of September 1, 2017, HLC may request information about institutional conformity with Assumed Practice B.2. if the HLC staff’s review of a complaint received about a faculty member’s credentials is deemed to merit additional inquiry. Following [HLC’s complaint protocol](#), this inquiry may take place even if the institution has not yet hosted a comprehensive evaluation after the implementation date of the revised Assumed Practice.

## Non Conformity

For institutions not in conformity with revised Assumed Practice B.2. after September 1, 2017, or an HLC-approved extension date (if applicable), HLC will seek an interim report within three months that either explains how the situation has been rectified or indicates how the situation will be rectified within two additional years. An institution acting in good faith to meet the revised Assumed Practice will not be at risk of losing its accreditation solely related to its conformity with Assumed Practice B2.

## TESTED EXPERIENCE

HLC recognizes that experience may also be considered in addition to credentials when determining faculty qualifications. Tested experience is typically not based exclusively on years of teaching experience but rather on skill sets, types of certifications or additional credentials and experiences established for specific disciplines and programs.

## ACADEMIC SUBFIELD

Refers to components of the discipline in which the instruction is delivered. The underlying issue is whether a degree in the field or a focus in the specialization held by a faculty member appropriately matches in accordance with the conventions of the academic field, the courses the faculty member would teach.

## HLC DUAL CREDIT DEFINITION

HLC refers to dual credit as courses taught to high school students at the high school for which the students receive both high school credit and college credit. These courses or programs are offered under a variety of names. HLC’s criteria apply to all of them as they involve the accredited institution’s responsibility for the quality of its offerings.

## EXTENSION FOR DUAL CREDIT

During its meeting in November 2015, the HLC Board acted to allow institutions with dual credit programs to apply for extensions of up to five additional years.

*On May 31, 2016, the Community College Faculty Standards Task Force decided that Iowa would not pursue an extension for dual enrollment. A recommendation was submitted to the Iowa community college presidents and met with their approval on June 9, 2016.*

## HLC Credentialing Guidelines

Faculty credentials refer to the degrees that faculty have earned that establish their credibility as content experts and thus their competence to teach that content in the classroom. Common expectations for faculty credentials in higher education include:

- » Faculty should have completed programs of study in the disciplines or subfields (as applicable) in which they teach, and/or for which they develop curricula, with coursework at least one level above that of the courses being taught or developed.
- » Faculty teaching in undergraduate programs should hold degrees at least one level above that of the programs in which they are teaching (with the exception listed below for faculty teaching career and technical educational programs).
- » Faculty teaching in career and technical college-level certificate and occupational associate degree programs should hold baccalaureate degrees in the fields and/or a combination of education, training, and tested experience.
- » Faculty holding master's degrees or higher in disciplines other than those in which they teach should have completed a minimum of 18 graduate credit hours in the discipline in which they teach. In addition, the institution should be able to explain and justify its decision to assign the individual to the courses taught. The decision should be supported by policy and procedure acceptable to the professional judgment of HLC peer reviewers.

### Tested Experience

**Tested experience, in that it includes a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline, may substitute for an earned credential or portions thereof.**

An institution that intends to use tested experience as a basis for hiring faculty must have well-defined policies, procedures, and documentation that demonstrate when such experience is sufficient to determine that the faculty member has the expertise necessary to teach students in that discipline. In policies on tested experience, institutions are encouraged to develop faculty hiring qualifications that outline a minimum threshold of experience and a system of evaluation. The faculty hiring qualifications related to tested experience should be reviewed and approved through the faculty governance process at the institution.

### Dual Enrollment

**Institutions that award college credit by means of dual credit arrangements must assure the quality and integrity of such programs and their comparability to the same programs offered on the institution's main campus or at the institution's other locations. Faculty members teaching dual credit courses must hold the same minimal qualifications as the faculty teaching on its own campus.**

For more detailed information, refer to HLC's guide, [\*Dual Credit for Institutions and Peer Reviewers\*](#).

## HLC Requirement Limitations

Limitations on the application of HLC requirements related to quality faculty include:

- » HLC requirements are not to be considered mandates from HLC to terminate or no longer renew contracts with current faculty members. HLC expects that institutions will work with faculty who are otherwise performing well to ensure they meet HLC's requirements (whether through credentials or tested experience or a combination of both).
- » HLC expects that institutions will honor existing contracts with individual faculty or collective bargaining units until they have had an opportunity under the contract to renegotiate provisions that relate to faculty credentials if such revisions to

the contract are necessary for the institution to meet HLC's requirements. HLC recognizes that renegotiation or revision may not be possible until the contract expires.

- » Under no circumstances should institutions use HLC's requirements as a pretext to eliminate faculty members who have not performed well or who do not meet institutional hiring requirements for faculty members who would otherwise have not been retained for these reasons.
- » No institution will be held accountable for compliance with the revised Assumed Practice in any HLC evaluation prior to the September 1, 2017 implementation date or, if applicable, an extension date related to dual credit approved by HLC.
- » HLC's requirements, including revisions to Assumed Practice B.2, in no way apply to staff members at accredited institutions; they apply to instructional faculty and faculty responsible for developing curriculum only.



### HLC SOURCES

The Higher Learning Commission (HLC) is one of six regional institutional accreditors in the United States. HLC accredits degree-granting postsecondary educational institutions in the North Central region consisting of 19 states. Information provided in this section references:

HLC Website:

<https://www.hlcommission.org/>

HLC Publication:

[Determining Qualified Faculty Through HLC's Criteria for Accreditation and Assumed Practices.](#)



# Iowa Faculty Standards

In addition to HLC criteria, Iowa community colleges are required by state law to meet additional standards to maintain accredited status. All instructors under contract with a community college for at least half time, including those who teach in career and technical education or arts and sciences (including adjuncts), are required to meet the state's minimum faculty standards. These standards are incorporated in Iowa Code section [260C.48](#) and Iowa Administrative Code [281-IAC 24](#) and currently include standards for meeting faculty qualifications in addition to others.

**IMPORTANT NOTE:** These standards will be changed during the 2016-17 academic year to align with the 18 credits required by the HLC. Once enacted, this section will be updated and the guide re-issued.

## Arts and Sciences

Arts and sciences instructors must meet either of the two following qualifications:

1. Possess a master's degree from a regionally accredited graduate school, and have successfully completed 12 credit hours of graduate level courses in each field of instruction in which the instructor is teaching. The 12 graduate credit hours may be within the master's degree requirements or independent of the master's degree, but all hours must be within the field of instruction; or
2. Have two or more years of successful experience in a professional field or area in which the instructor is teaching classes and in which post-baccalaureate recognition or professional licensure is necessary for practice, including, but not limited to, the fields or areas of accounting, engineering, law, law enforcement, and medicine.

The determination of what constitutes each field of instruction is based on accepted practices of regionally accredited two- and four-year institutions of higher education.

## Career and Technical Education (CTE)

CTE instructors must be registered, certified, or licensed in the occupational area in which the state requires registration, certification, or licensure, and must hold the appropriate registration, certification, or licenses for the occupational area in which the instructor is teaching. In addition CTE instructors must meet either of the two following qualifications.

1. A baccalaureate or graduate degree in the area or related area of study or occupational area in which the instructor is teaching classes; or
2. Special training and at least 6,000 hours of recent and relevant work experience in the occupational area or related area in which the instructor teaches classes if the instructor possesses less than a baccalaureate degree.

## Quality Faculty Plans

Iowa law establishes the process for community colleges to plan for the hiring and professional development of faculty. Community college institutional quality faculty plans must meet the standards outlined in [Iowa Code section 281-IAC 24.5\(7\)](#).

Institutional quality faculty plans are applicable to all faculty teaching credit courses, counselors, and media specialists employed by the respective community college. Counselors and media specialists are those who are classified as such in the institution's collective bargaining agreement or written policy. Requirements may be differentiated for each type of employee.

### Quality Faculty Plan Committee

Each community college in Iowa must establish a quality faculty committee consisting of instructors and administrators to develop and maintain a plan for hiring and developing quality faculty. The committee must have equal representation from arts and sciences and career and technical faculty with no more than a simple majority of members of the same gender. Faculty shall be appointed by the college's administration. In the case where no faculty-certified employee organization representing faculty exists, the faculty shall then be appointed by administration pursuant to Iowa Code section 260C.48(4).

## QUALITY FACULTY PLANS REQUIRED COMPONENTS

An institution's quality faculty plan must, at a minimum, include the following nine components. Specific details on each of the components listed below can be found in the [Iowa Community Colleges State Accreditation Guide](#).

1

The quality faculty plan should be updated at least annually. All proposed plan modifications should be submitted by the quality faculty committee to the board of directors for consideration and approval.

2

A determination of the faculty and staff to be included in the plan, including but not limited to, all instructors teaching college credit courses, counselors, and media specialists.

3

Orientation for new faculty which is recommended to be initiated within six months from the hiring date and be flexible to meet current and future needs. It is also recommended for institutions to develop faculty mentoring programs.

4

Continuing professional development that includes components for all instructional staff, counselors, and media specialists that may include reciprocity features that facilitate movement from one college to another.

5

Procedures for accurate record keeping and documentation for plan monitoring, including the identification of the college officials responsible for the ongoing evaluation of the plan.

6

Existing and potential consortium arrangements including a description of the benefits, cost-effectiveness, and method of evaluating consortium services.

7

Activities that ensure faculty attain and demonstrate instructional competencies and knowledge in their subject or technical areas including determination of minimum competencies, assessment methods, and procedures for reporting faculty progress.

8

Data collection procedures for collection and maintenance of records demonstrating that each faculty member has attained or documented progress toward attaining the minimum competencies.

9

Compliance with the HLC faculty accreditation standards and with faculty standards required under specific programs offered by the institution that are accredited by other accrediting agencies.

# Evaluation and Recording

## *Recommended Procedure*

When reviewing faculty qualifications to teach in a certain discipline, the procedure outlined below is recommended. The steps refer to resource documents created by the Faculty Standards Task Force to ensure that the review process, decisions, and action plans are clearly recorded (provided in the [“Resources”](#) section of this manual). Colleges are not required to use these exact documents, but it is highly recommended to have similar documentation for each phase listed.

As both the Higher Learning Commission and the Division of Community Colleges and Workforce Preparation accreditation reviewers emphasize...*It’s all about your documentation!*

### A. Faculty Qualifications Review

Procedural steps and items to be organized in each faculty member’s personnel file.

1. Use a form, such as the [“Faculty Qualifications Review Documentation”](#) to record the review process and place it atop all other documents in the personnel file as document #1.
2. Document #2 should be a copy of the instructor’s transcripts with the graduate courses in the qualifying fields highlighted, preferably in color. Neatly write notes regarding the rationale for counting specific courses, particularly if the number/title does not obviously relate to the instructional discipline.
3. Document #3 should be the instructor’s employment application, showing teaching or related professional work experience.
4. Document #4 should be the instructor’s official graduate school transcript from each regionally accredited institution attended.

If the instructor does not possess the minimum graduate semester hours (GSH) required:

5. Insert a new Document #3 (after the working copy of transcripts) that includes a statement from the chief academic officer describing other credentials, professional activities, or tested experience used to qualify the instructor; or
6. Include additional documentation used to inform the instructor of his/her non-compliance and a [“Faculty Qualifications - Professional Development Action Plan”](#) to reach compliance.

## B. Academic Credential Chart

Use the chart provided on the following pages to guide the review of the instructor’s graduate coursework. Look for graduate semester hours (GSH) in the disciplines listed in the “Qualifying Graduate Fields/Majors” column, paying close attention to the following notations:

### In the “Course Prefix” column:

An asterisk (\*) after the prefix indicates that this is a broad discipline with specialized subfields or disciplines. For these prefixes, in order to teach a course in one of the specific subfields (i.e., those listed as “Qualifying Graduate Fields/Majors”), the instructor must have taken graduate-level courses directly in the subfield or have documentation of academic or professional training equivalent to at least six GSH in the specific discipline (“equivalent” could be satisfied by graduate school research in the specific field documented in a master’s thesis or doctoral dissertation).

### In the “Minimum Teaching Requirements” column:

A “foundation for teaching in the specific subject matter being taught” within a course prefix is best demonstrated by at least six credits in the specific subject area being taught, with at least 12 credits required for courses that serve as prerequisites for junior-level courses at transfer institutions.

This ‘foundation’ may not be obvious from a graduate degree’s major or course titles, so a review of each course’s description, syllabus, or other course-related documentation provided by the potential instructor may be necessary.

### In the “Qualifying Graduate Fields/Majors” column:

As aforementioned, a master’s degree in one of the bolded fields qualifies an instructor to teach all courses assigned the indicated prefix without a review of individual course numbers, titles, or content. Graduate degrees in the fields that are not bolded require a closer review of the graduate course numbers and titles to ensure they are related to the discipline of instruction. If the course numbers or titles do not supply the required confirmation, the reviewer should request more course information from the potential instructor, such as catalog descriptions or course syllabus.

Examples:

1. To teach an Art History course with an ART prefix, a master’s degree in Art or Art History would qualify the instructor without reviewing the courses within the degree program, as indicated by the fact that these two fields are bolded in the chart.

However, for someone with a degree in any of the other qualifying fields listed, transcripts would need to be reviewed to find a combination of 18 GSH related to Art, in general, with at least six of these credits specifically related to Art History (12 credits if this course is a prerequisite for junior-level courses in an Art baccalaureate program at transfer institutions).

2. *(Example applies to prefixes with asterisks \*)*

To teach a Biochemistry course with a BIO prefix, a master's degree specifically in Biochemistry would qualify an instructor without reviewing the courses within the degree program; however, a master's degree in Biology or any other qualifying fields listed would need further transcript review. The reviewer would look for at least six credits of coursework that relate directly to Biochemistry and twelve credits in a combination of the other qualifying field. However, if the master's degree is in Biology (all types), because it is the primary field (i.e., bolded), one would not need to review the transcripts for the other twelve credits, but would still need to identify at least six credits in Biochemistry. Whereas, if the master's degree is in Botany, for example, the reviewer would need to identify at least six credits in Biochemistry (i.e., the instructional discipline) and another twelve related to Biology (i.e., the course prefix).

3. *(Further example for prefixes with asterisks \*)*

In Example 2, if a graduate course number or title does not clearly relate to Biochemistry, the reviewer should ask the potential instructor to submit a course syllabus, course information from the graduate school's catalog, or any other course material that illustrates a concentration in Biochemistry. This material includes thesis or dissertation research or internships/field work related to Biochemistry. This research or field work must consist of at least fifteen clock hours of directly related work per credit to be counted toward the six-credit requirement to establish a foundation within Biochemistry (i.e., the instructional discipline).

NOTE: Rationale for credit given to any non-course work should be documented thoroughly on a form such as the "Faculty Qualifications Review Documentation" with CAO approval.

4. *(Example applies to prefixes with alternative qualifications)*

To teach a Criminal Investigation course with a CRJ prefix, a master's degree in Criminal Justice or a Law (JD) degree would qualify the instructor without reviewing the courses within the degree program; however, a master's degree in any of the other qualifying fields listed would need further transcript review for courses directly related to criminal justice.

If the potential instructor does not possess a master's degree, since this is an applied course, a bachelor's degree is acceptable if there is also evidence of formal training and professional tested experience equivalent to 6,000 hours in the area of Criminal Investigation. Therefore, a person with a bachelor's degree in Sociology who has served as a police officer is a potential instructor; however, he or she must provide evidence of formal training in investigation, forensics, or experience as a detective cumulatively amounting to at least 6,000 hours.

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# Academic Credentialing Chart

Course Prefix	Minimum Teaching Requirements	Qualifying Graduate Fields/Majors (Bolded & Listed First) or Content-specific Courses within other Majors Listed	Alternative Qualifications for Specified Types of Courses	
ACC	Master's degree in Accounting or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Accounting</b> Actuarial Science Business Administration	Economics Finance Management	At least a bachelor's degree in Accounting and current CPA, CMA, CFA, or other accounting certification.
ANT	Master's degree in Anthropology or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Anthropology</b> <b>Cultural Anthropology</b> <b>Physical Anthropology</b>	Cultural Studies History Sociology	
ART	Master's degree in Art or master's degree with at least 18 GSH in combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Art</b> <b>Art History</b> Digital Media Fine Arts	Graphic Arts/Design Humanities Illustration Visual Communications	To teach <u>applied</u> courses, such as ceramics, painting, or photography, instructor must possess at least a bachelor's degree and a combination of formal art training and professional tested experience equivalent to 6,000 hours.
BIO *	Master's degree in Biology or a master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Biology (all types)</b> Biochemistry Biomedical Sciences Botany Environmental Sciences Horticulture	Marine Biology Microbiology Science Education Virology Zoology	<b>For Anatomy/Physiology courses:</b> Advanced degree to practice medicine, such as D.O., D.D.S, D.C.M., D.P.T., D.V.M., M.D., M.S.N., M.Ph., N.P., P.A., with foundational graduate coursework in Anatomy and Physiology.
BUS	Master's degree in Business or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Business</b> <b>Business Administration</b> Business Education Accounting Economics	Entrepreneurship Finance Law Management Marketing	
CHM	Master's degree in Chemistry or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Chemistry</b> <b>Biochemistry</b> Chemical Engineering Pharmacology Science Education		
CLS	Master's degree in Cultural Studies or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Cultural Studies</b> <b>Cultural Anthropology</b> <b>Humanities</b> <b>Sociology</b> Archeology	Area Studies History Linguistics Philosophy Religion	To teach <u>applied</u> cultural studies courses, such as cultural competency or multicultural awareness, instructor must possess at least a bachelor's degree and professional tested experience equivalent to 6,000 hours.

Course Prefix	Minimum Teaching Requirements	Qualifying Graduate Fields/Majors (Bolded & Listed First) or Content-specific Courses within other Majors Listed	Alternative Qualifications for Specified Types of Courses
COM	Master's degree in English/Communications or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Communications</b> <b>English</b> Journalism Linguistics	Literature Speech Theatre
CRJ	Master's degree in Criminal Justice or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Criminal Justice</b> <b>Law (JD)</b> Psychology Social Work Sociology	To teach <u>applied</u> courses, such as criminal investigation, instructor must possess at least a bachelor's degree and a combination of formal training and professional tested experience equivalent to 6,000 hours.
DAN	Master's degree in Dance or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Dance</b> Drama Fine Arts Humanities Theatre Production	To teach <u>applied</u> courses, such as modern dance or ballet, instructor must possess at least a bachelor's degree and a combination of formal dance training and professional tested experience equivalent to 6,000 hours.
DRA	Master's degree in Drama or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Drama</b> <b>Theatre Production</b> Fine Arts Film Studies	<i>No more than 6 GSH from a combination of:</i> Communications English Humanities Literature
DRA	Master's degree in Drama or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Drama</b> <b>Theatre Production</b> Fine Arts Film Studies	To teach <u>applied</u> courses, such as acting or play production, instructor must possess at least a bachelor's degree and a combination of formal acting training and professional tested experience equivalent to 6,000 hours.
ECN	Master's degree in Economics or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Economics</b> <b>Econometrics</b> Business Business Administration Finance	
EDU	Master's degree in Education or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Education</b> <b>Early Childhood Education</b> Educational Psychology Psychology	
EGR	Master's degree in Engineering or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Engineering (all types)</b> Mathematics Nanoscience Physics	

Course Prefix	Minimum Teaching Requirements	Qualifying Graduate Fields/Majors (Bolded & Listed First) or Content-specific Courses within other Majors Listed	Alternative Qualifications for Specified Types of Courses
ENG	Master's degree in English or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>English Communications</b> <b>MFA (English)</b> Creative Writing	Journalism Literature Speech Technical Writing
ENV *	Master's degree in Environmental Science or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Environmental Science</b> <b>Earth Science</b> <b>Natural Science</b> <b>Physical Science</b> Agriculture Agronomy and Soil Science Biochemistry Biological Anthropology	Biology Chemical Engineering Chemistry Ecology Geography Horticulture Natural Resources Science Education Sustainability
FIN	Master's degree in Finance or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Finance</b> Accounting Business Admin Economics Management	
FLA	Master's degree in Arabic or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Arabic</b> Cultural Studies ( <i>Focus on Arabic culture</i> ) Intercultural Communications Linguistics	An instructor with a master's degree containing less than 18 GSH in the qualifying fields must be a native/bilingual speaker of Arabic and have foreign language teaching (oral and written) experience.
FLC	Master's degree in Chinese or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Chinese</b> Cultural Studies ( <i>Focus on Chinese culture</i> ) Intercultural Communications Linguistics	An instructor with a master's degree containing less than 18 GSH in the qualifying fields must be a native/bilingual speaker of Chinese and have foreign language teaching (oral and written) experience.
FLF	Master's degree in French or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>French</b> Cultural Studies ( <i>Focus on French culture</i> ) Intercultural Communications Linguistics	An instructor with a master's degree containing less than 18 GSH in the qualifying fields must be a native/bilingual speaker of French and have foreign language teaching (oral and written) experience.
FLG	Master's degree in German or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>German</b> Cultural Studies( <i>Focus on German culture</i> ) Intercultural Communications Linguistics	An instructor with a master's degree containing less than 18 GSH in the qualifying fields must be a native/bilingual speaker of German and have foreign language teaching (oral and written) experience.

Course Prefix	Minimum Teaching Requirements	Qualifying Graduate Fields/Majors (Bolded & Listed First) or Content-specific Courses within other Majors Listed	Alternative Qualifications for Specified Types of Courses
FLK	Master's degree in Greek or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Greek</b> Cultural Studies ( <i>Focus on Greek culture</i> ) Intercultural Communications Linguistics	An instructor with a master's degree containing less than 18 GSH in the qualifying fields must be a native/bilingual speaker of Greek and have foreign language teaching (oral and written) experience.
FLW	Master's degree in Hebrew or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Hebrew</b> Cultural Studies ( <i>Focus on Hebrew culture</i> ) Intercultural Communications Linguistics	An instructor with a master's degree containing less than 18 GSH in the qualifying fields must be a native/bilingual speaker of Hebrew and have foreign language teaching experience.
FLH	Master's degree in Hindi or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Hindi</b> Cultural Studies ( <i>Focus on Hindi culture</i> ) Intercultural Communications Linguistics	An instructor with a master's degree containing less than 18 GSH in the qualifying fields must be a native/bilingual speaker of Hindi and have foreign language teaching (oral and written) experience.
FLI	Master's degree in Italian or master's degree with at least 18 GSH in a combination of the qualifying fields. Must be fluent and literate in Italian.	<b>Italian</b> Cultural Studies ( <i>Focus on Italian culture</i> ) Intercultural Communications Linguistics	An instructor with a master's degree containing less than 18 GSH in the qualifying fields must be a native/bilingual speaker of Italian and have foreign language teaching (oral and written) experience.
FLJ	Master's degree in Japanese or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Japanese</b> Cultural Studies ( <i>Focus on Japanese culture</i> ) Intercultural Communications Linguistics	An instructor with a master's degree containing less than 18 GSH in the qualifying fields must be a native/bilingual speaker of Japanese and have foreign language teaching (oral and written) experience.
FLL	Master's degree in Latin or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Latin</b> Cultural Studies ( <i>Focus on Latin culture</i> ) Intercultural Communications Linguistics	An instructor with a master's degree containing less than 18 GSH in the qualifying fields must be a native/bilingual speaker of Latin and have foreign language teaching (oral and written) experience.
FLP	Master's degree in Polynesian or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Polynesian</b> Cultural Studies ( <i>Focus on Polynesian culture</i> ) Intercultural Communications Linguistics	An instructor with a master's degree containing less than 18 GSH in the qualifying fields must be a native/bilingual speaker of Polynesian and have foreign language teaching (oral and written) experience.

Course Prefix	Minimum Teaching Requirements	Qualifying Graduate Fields/Majors (Bolded & Listed First) or Content-specific Courses within other Majors Listed	Alternative Qualifications for Specified Types of Courses
FLR	Master's degree in Russian or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Russian</b> Cultural Studies ( <i>Focus on Russian culture</i> ) Intercultural Communications Linguistics	An instructor with a master's degree containing less than 18 GSH in the qualifying fields must be a native/bilingual speaker of Russian and have foreign language teaching (oral and written) experience.
FLS	Master's degree in Spanish or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Spanish</b> Cultural Studies ( <i>Focus on Spanish culture</i> ) Intercultural Communications Linguistics	An instructor with a master's degree containing less than 18 GSH in the qualifying fields must be a native/bilingual speaker of Spanish and have foreign language teaching (oral and written) experience.
<b>GEO *</b>	Master's degree in Geography or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Geography</b> Anthropology Earth Science Environmental Science Geographic Information Science History	
GLS	Master's degree in Global or International Studies or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Global Studies</b> <b>International Studies</b> Anthropology Cultural Studies World History	
HIS	Master's degree in History or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>History (related to type of history taught)</b> Cultural Studies Global Studies Political Science	
<b>HUM *</b>	Master's degree in Humanities or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Humanities</b> <b>Classics</b> <b>Humanities and Fine Arts</b> Anthropology Art	Cultural Studies History Literature Philosophy Religion
JOU	Master's degree in Journalism or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Journalism</b> <b>Communication</b> <b>English</b> <b>Photo-Journalism</b>	Digital Mass Media Photography Technical Writing Video/Film
LIT	Master's degree in Literature or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Literature</b> <b>English</b> Creative Writing Fine Arts	To teach <u>applied</u> journalism courses, such as a publication course, instructor must possess at least a bachelor's degree and professional tested experience equivalent to 6,000 hours.

Course Prefix	Minimum Teaching Requirements	Qualifying Graduate Fields/Majors (Bolded & Listed First) or Content-specific Courses within other Majors Listed	Alternative Qualifications for Specified Types of Courses	
MAT	Master's degree in Mathematics or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Mathematics</b> <b>Math Education</b> <b>Statistics</b>	Econometrics Economics Engineering Physics	
MGT	Master's degree in Management or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Management</b> <b>Administration (all types)</b> <b>Business Administration</b> <b>Leadership</b>	Accounting Economics Entrepreneurship Finance Marketing	
MKT	Master's degree in Marketing or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Marketing</b> <b>Advertising</b> <b>Public Relations</b> Accounting Business Administration	Economics Entrepreneurship Finance Management	
MMS	Master's degree in Mass Media, Media Studies, or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Mass Media</b> <b>Media Studies</b> <b>Digital Media</b> <b>Journalism</b>	<b>Television Production</b> Communications Marketing Public Relations	To teach <u>applied</u> mass media courses, such as a production or broadcasting course, instructor must possess at least a bachelor's degree and professional tested experience equivalent to 6,000 hours.
MUA	Master's degree in Music or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Music</b> <b>Fine Arts</b> <b>Music Education</b> <b>Music Performance</b> Cultural Studies		To teach <u>applied</u> music courses, such as vocal or instrument lessons, instructor must possess at least a bachelor's degree and formal training or professional tested experience equivalent to 6,000 hours.
MUS	Master's degree in Music or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Music</b> <b>Fine Arts</b> <b>Music Education</b> Music Performance Cultural Studies		To teach <u>applied</u> music courses, such as vocal or instrument lessons, instructor must possess at least a bachelor's degree and formal training and professional tested experience equivalent to 6,000 hours.
PEA	Master's degree in Physical Education or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Physical Education</b> <b>Exercise Science</b> <b>Health</b> <b>Kinesiology</b> <b>Recreation</b>	Athletic Trainer Coaching  <i>No more than 6 GSH from a combination of:</i> Sports Science Sports Management	To teach <u>applied</u> physical education courses, instructor must possess at least a bachelor's degree and professional tested experience equivalent to 6,000 hours.

Course Prefix	Minimum Teaching Requirements	Qualifying Graduate Fields/Majors (Bolded & Listed First) or Content-specific Courses within other Majors Listed	Alternative Qualifications for Specified Types of Courses
PEC	Master's degree in Physical Education or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Physical Education</b> Athletic Trainer <b>Coaching</b> <b>Exercise Science</b> <i>No more than 6 GSH from a combination of:</i> <b>Health</b> Sports Science <b>Kinesiology</b> Sports Management <b>Recreation</b>	To teach <u>applied</u> physical education courses, instructor must possess at least a bachelor's degree and professional tested experience equivalent to 6,000 hours.
PEH	Master's degree in Physical Education or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Physical Education</b> Coaching <b>Athletic Trainer</b> <i>No more than 6 GSH from a combination of:</i> <b>Exercise Science</b> Sports Science <b>Health</b> Sports Management <b>Kinesiology</b> <b>Recreation</b>	To teach <u>applied</u> physical education courses, instructor must possess at least a bachelor's degree and professional tested experience equivalent to 6,000 hours.
PEV	Master's degree in Physical Education or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Physical Education</b> <i>No more than 6 GSH from a combination of:</i> <b>Athletic Trainer</b> Sports Science <b>Coaching</b> Sports Management <b>Exercise Science</b> <b>Health</b> <b>Kinesiology</b> <b>Recreation</b>	To teach <u>applied</u> physical education courses, instructor must possess at least a bachelor's degree and professional tested experience equivalent to 6,000 hours.
PHI *	Master's degree in Philosophy or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Philosophy</b> <i>No more than 6 GSH from a combination of:</i> Aesthetics Studies Humanities Educational Philosophy Epistemology Ethics Law Theology* World Religion* * Non-denominational	
PHS *	Master's degree in Physical Science or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Physical Science</b> Ecology <b>Natural Science</b> Engineering Agronomy & Soil Science Geology Astronomy Life Science Biology Meteorology Chemical Engineering Science Education Chemistry Physics Earth Science	
PHY	Master's degree in Physics or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Physics</b> <b>Engineering</b> Mathematics Science Education	
POL	Master's degree in Political Science or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Political Science</b> Public Administration History Sociology Law (JD) Social Science Public Policy	

Course Prefix	Minimum Teaching Requirements	Qualifying Graduate Fields/Majors (Bolded & Listed First) or <i>Content-specific Courses within other Majors Listed</i>	Alternative Qualifications for Specified Types of Courses
PSY	Master's degree in Psychology or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Psychology (all types)</b> <b>Counseling</b> Behavioral Studies Human Development Human Services Psychiatry Studies in Human Behavior	
REL	Master's degree in Religion or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Religion</b> <b>Theology</b> Cultural Studies Humanities Philosophy	
SCI *	Master's degree in any Life, Natural, or Physical Science or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Life Science</b> <b>Natural Science</b> <b>Physical Science</b> Agronomy & Soil Science Astronomy Biology Chemical Engineering Chemistry Earth Science Ecology Engineering Geology Meteorology Science Education Physics	
SDV	Any master's degree.		
SOC	Master's degree in Sociology or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Sociology</b> <b>Anthropology</b> <b>Cultural Studies</b> Criminology Gerontology Public Policy Social Work	
SPC	Master's degree in Speech or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Speech</b> <b>Communications</b> Drama/Theatre English Linguistics Mass Media Speech Pathology	
WST	Master's degree in Women's Studies or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught.	<b>Women's Studies</b> <b>Cultural Studies</b> <b>Gender Studies</b> <b>Multicultural Studies</b> Anthropology History Literature Sociology	



# Summary

The information in this guide provides an overview of faculty qualifications, related regional and state accreditation criteria, and general information about Iowa's community colleges to assist those involved in the review of faculty qualifications at community colleges for the purposes of state accreditation. In addition, this guide provides guidance to Iowa's community college administrators, staff, and faculty as they review faculty qualifications to teach in specific discipline areas.

The Academic Credential Chart was developed with the input of numerous academic and human resources administrators, along with faculty members from various disciplines. It was also reviewed by the statewide academic working groups, including the Faculty Advisory Committee, and was sent to colleges for widespread review at least five times. That being said, it is considered a dynamic document and will be formally reviewed by the Community College Faculty Standards Task Force annually. Comments and suggestions can be provided via the following website: <https://www.educateiowa.gov/iowa-community-college-faculty-academic-credentials-chart>.

A list of Department of Education contacts is provided below should you have any questions after reviewing this guide.

## Department of Education Contacts

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# Resources

## Faculty Review Forms

The following resources may be printed and used to assist in documentation of the faculty qualification review. They have also been distributed to Iowa's 15 community colleges in Word format to be modified or used directly. They include:

- » Faculty Qualification Review Documentation Form
- » Sample Notification Letter for Faculty Qualification Compliance
- » Professional Development Plan of Action Form

**FACULTY QUALIFICATION REVIEW DOCUMENTATION**

In Accordance with Iowa Code and HLC Policy CRRT.B.10.020 Assumed Practices (Section B.2)

**TYPE OF FACULTY QUALIFICATION REVIEW** (check one):

- Audit of Existing Employee     New Employee (Anticipated Employment Date Listed Below)

Instructor's Name		Employment Date	Employment Status			Area of Instruction		Instructional Discipline #1	Instructional Discipline #2
Last	First	Mo/Day/Year xx/xx/xxxx	FT	PT	CE	LAS	CTE		

**INITIAL REVIEW** - Attach copies of application, copy of college transcripts with qualifying courses highlighted, and other supporting documents. Place these items in a specific place in the employee's personnel file.

Reviewer: \_\_\_\_\_ Title: \_\_\_\_\_ Dept./Div.: \_\_\_\_\_

**Items Reviewed** (Check/fill in all that apply):

Employment Application >     Recent/Relevant Employment = \_\_\_\_\_ years = \_\_\_\_\_ hours  
**NOTE: One Full-time Year = 2,000 hrs)**

Undergraduate Transcripts > Degree(s): \_\_\_\_\_ Major/Fields: \_\_\_\_\_

Graduate Transcripts > Master's Degree(s): \_\_\_\_\_ Major(s): \_\_\_\_\_  
 Highest Degree (if not above): \_\_\_\_\_ Major: \_\_\_\_\_

If graduate degree is NOT in instructional field, number of Graduate Semester Hours in field = \_\_\_\_\_

Professional > Type: \_\_\_\_\_     Third-Party or     Special > Type: \_\_\_\_\_  
 Licensure                      Current?  Yes  No                      Credential                      Training                      Current?  Yes  No

**Meets Minimum FQ** (check one):     Yes     No     Unsure/Needs Further Review

Reviewer Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**FURTHER REVIEW** (Preferably not the same person as the initial reviewer.)

Reviewer: \_\_\_\_\_ Title: \_\_\_\_\_ Dept./Div.: \_\_\_\_\_

**Items Reviewed** (Check all that apply):     Employment History     Undergraduate Transcript(s)     Graduate Transcript(s)

Professional Licensure     Third-Party Credentials     Special Training     College Catalog     Course Syllabi

Discipline-Related Professional Development > Type/Relevance: \_\_\_\_\_

Work/Life Experience > Type/Relevance: \_\_\_\_\_

**Additional Graduate Courses Reviewed: Beyond those already deemed acceptable.**

Course Number	Course Title	Use for FQ? Yes or No	If "Yes" # of GSH	Rationale for Determination

**Meets Minimum FQ:**     Yes     No     Requires Action Plan     Unsure/Needs Further Review

Rationale/Concern: \_\_\_\_\_

Reviewer Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**CHIEF ACADEMIC OFFICER REVIEW**

**Determination:**     Meets minimum FQ     Requires Action Plan     Does not meet minimum FQ

**Rationale/Comment:** \_\_\_\_\_

CAO Signature: \_\_\_\_\_ Date: \_\_\_\_\_

To: **Name**  
**Position/Title**  
**Department**  
From: Human Resources  
Date:  
RE: NOTIFICATION - HLC/Iowa Faculty Qualification Compliance

Dear **name**:

In accordance with the newly-revised Assumed Practice (Policy CRRT.B.10.020, Section B.2) from the Higher Learning Commission (HLC), **college name** faculty who teach Arts & Sciences general education or non-occupational courses must meet the following criteria (*excerpt from HLC Assumed Practice*):

Faculty teaching general education courses, or other non-occupational courses that transfer, typically hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.

Your credentials, on file in **Human Resources**, show that you do not meet this criteria and will need to either update your personnel file or engage in professional development to enhance your credentials. In order to continue teaching the courses that you have been assigned, you will need to meet with **administrator's name or position** to review your credentials and provide additional documentation or develop a Professional Development Plan of Action to reach compliance by **date**, unless a different date is stipulated in your Plan of Action.

Once you and your supervisor have agreed upon a Plan of Action with dates of completion, it will be sent to the **Chief Academic Officer** for approval and placed into your personnel file. We will then expect documentation of the Plan of Action's successful completion in order to verify your compliance with the HLC and Iowa faculty qualifications standards.

We hope all goes smoothly as you complete the appropriate action(s) toward compliance.

Sincerely,

**HR Director or CAO**

c: Employee's Personnel File

**Faculty Qualifications – Professional Development Plan of Action  
Compliance with HLC Policy CRRT.B.10.020 Assumed Practices (Section B.2)  
and Iowa State Accreditation Standards**

Instructor's Name	A&S or CTE	Course Discipline/Subfield	Faculty Qualification Deficiency

**Higher Learning Commission - Assumed Practice (Policy CRRT.B.10.020, Section B.2)** – Excerpt from the criteria regarding faculty who teach Arts & Sciences general education or non-occupational courses (*effective 9/1/2017*):

Faculty teaching general education courses, or other non-occupational courses that transfer, typically hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.

**PROFESSIONAL DEVELOPMENT OPTIONS**

Please  any  that reflects the option(s) you intend to complete by \_\_\_\_\_ date \_\_\_\_\_, 201\_\_.

- (A&S) I have a master's degree, but will complete   #   additional graduate credit hours in   discipline  .

**Coursework to be taken:**

Course Number	Course Title	College/University/Industry Provider	Anticipated Completion Date

- (CTE) I will engage in special training in   occupational field   or acquire   #   additional hours of recent and relevant experience in the occupational field in which I teach.

- (*Additional Documentation – A&S or CTE*) I will submit documentation of graduate coursework, current licensure, and/or at least 6,000 hours of experience in   discipline/occupational field  , which is the professional or occupational field in which I teach.

Type of Documentation	Acquisition Date	Expiration Date (for licensure)	Related Work Experience - Employer	Years of FT Exp.

- Other documentation or professional development (please explain):

\_\_\_\_\_

\_\_\_\_\_

- I understand that if I choose not to complete professional development activity(ies), I can no longer teach the courses listed above after August 31, 2017 because I will not meet HLC and Iowa standards for qualified faculty.

**My signature is a commitment to complete the option(s) marked above no later than \_\_\_\_\_ (date) \_\_\_\_\_.**

**Faculty Member:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Dean (Academic Admin):** \_\_\_\_\_ **Date:** \_\_\_\_\_ **CAO:** \_\_\_\_\_ **Date:** \_\_\_\_\_



## **COMMUNITY COLLEGES & WORKFORCE PREPARATION**

*PROSPERITY THROUGH EDUCATION*

The Division of Community Colleges and Workforce Preparation within the Iowa Department of Education administers a variety of diverse programs that enhance Iowa's educational system and lead to a skilled and knowledgeable workforce. Divided between two bureaus — the Bureau of Community Colleges and the Bureau of Career and Technical Education — the Division is committed to providing and supporting opportunities for lifelong learning. In addition to working with the 15 Iowa public community colleges on state accreditation, program approval, and data reporting, guidance is also provided in the areas of career and technical education, workforce training and economic development, adult education and literacy, military education, the state mandated OWI education program, the GAP Tuition program, Senior Year PLUS, the National Crosswalk Service Center, and the Statewide Intermediary Network for Academic Career and Employment (PACE) program.