

**(7) Faculty Qualifications.**

(a) Unit faculty at the institution shall have earned doctorates from regionally accredited colleges or universities or exceptional expertise that qualifies them for their assignments.

(b) The faculty specialist for each program shall possess an earned doctorate from a regionally accredited college or university in the area of assignment, shall be a full-time employee of the institution, shall teach courses required in the program, shall advise candidates seeking certification through program completion, and shall have a thorough understanding of current State initiatives related to that content area.

(c) Unit faculty shall have a thorough understanding of the content they teach.

(d) Teaching by unit faculty shall reflect the unit's conceptual framework(s) and research, theories, and current developments in their fields and in pedagogy.

(e) Unit faculty shall value candidates' learning and assess candidates' performance. Their teaching shall encourage candidates' development of reflection, critical thinking, problem solving, and professional dispositions.

(f) Unit faculty shall use a variety of instructional strategies that reflect an understanding of different learning styles and the needs of diverse learners.

(g) Unit faculty shall integrate and model the use of current and emerging technology throughout their teaching.

(h) Unit faculty shall assess their own effectiveness on candidates' learning and performance.

(i) Each semester, unit faculty shall have a minimum of 10 clock hours of on-going, structured real-world experiences in P-12 school setting(s) to complement and add to their past educational experiences. An advisory committee composed of unit faculty and P-12 educators shall identify acceptable activities.

(j) Recent P-12 Experiences Requirement.

1. Faculty who teach methods courses or supervise interns for teaching field programs and who have not been employed in a P-12 setting within the most recent five-year period shall use either of two options to meet the professional experience requirement:

(i) Substitute teach, co-teach, or guest teach in an appropriate P-12 classroom.

(ii) Teach methods courses that include model lessons or demonstration classes in P-12 schools.

2. At a minimum, faculty who supervise interns for instructional support programs and who have not been employed in a P-12 setting in the area of instructional support within the most recent five-year period shall shadow a highly effective P-12 practitioner in the area of instructional support for at least 10 clock hours per semester. This requirement is effective beginning spring semester 2010.

(k) Unit faculty shall demonstrate scholarly work in their fields of specialization. They shall be engaged in different types of scholarly work, based in part on the mission of their institution.

(l) Unit faculty shall provide service to the college or university, P-12 schools, and broader communities in ways that are consistent with the institution's and unit's missions. They shall be actively involved with the professional world of practice in P-12 schools. Unit faculty shall be actively involved in professional associations. They shall provide education-related services at the local, state and national, or international levels.

(m) Unit faculty shall collaborate regularly and systematically with colleagues in P-12 settings, faculty in other college or university units, and members of the broader professional community to improve teaching, candidate learning, and the preparation of educators.

(n) The unit shall conduct systematic and comprehensive evaluations of faculty teaching performance to enhance the competence and intellectual vitality of the professional education faculty. Evaluations of unit faculty shall be used to improve teaching, scholarship, and service of unit faculty.

(o) Based upon needs identified in faculty evaluations, the unit shall provide opportunities for its faculty to develop new knowledge and skills, especially as they relate to the conceptual framework(s), performance assessment, diversity, technology, and State initiatives and other emerging practices.

(p) Unit faculty shall participate in professional development activities through their own initiatives or those conducted, sponsored, or arranged by the unit to enhance teaching competence and intellectual vitality.

(q) Higher education clinical faculty shall have had recent professional experiences in P-12 school settings at the levels that they supervise.

(r) Criteria for school faculty who supervise interns shall be clear and made known to all of the involved parties.

(s) P-12 clinical faculty (cooperating teachers) who supervise interns shall be accomplished school professionals who are properly certificated at the Class A level for their present assignment, have at least three years of educational experience in their field of specialization, and are currently teaching classes in the intern's area(s) of specialization. If no teacher with Class A certification in the intern's area(s) of specialization is available in the institution's service area, then the unit head may document and grant an exception for a cooperating teacher who meets the other criteria but holds a valid Class B Professional Educator Certificate rather than a Class A Professional Educator Certificate in the intern's area of specialization.

(t) P-12 faculty shall provide regular and continuing support for interns through such processes as observation, conferencing, group discussion, and e-mail and the use of other technologies.

(u) Faculty designated as program specialists and/or other faculty in academic disciplines, as agreed upon by the unit and the program area, shall share responsibility for supervising interns seeking teacher certification in their academic areas.