

Policy Name: Evaluating High School Teachers for College-Level Courses
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Policy Applies To: Faculty

Introduction and Statement of Purpose

New Jersey City University (NJCU) is dedicated to upholding the highest academic standards in all programs, including dual enrollment and college-level courses offered at the high school level. To support this, NJCU has developed a structured framework for evaluating high school instructors seeking to teach college-level courses.

The purpose of this policy is to ensure that all high school teachers meet the rigorous academic and professional standards required to deliver NJCU's college-level content. The evaluation process is designed to align with best practices in higher education, promote excellence in teaching, and provide students with an equivalent learning experience to traditional college classrooms.

This document outlines the evaluation criteria, exceptions for exceptional candidates, application process, and departmental responsibilities, ensuring a fair, consistent, and transparent evaluation while recognizing outstanding qualifications and expertise.

1. Common Criteria for Evaluation

NJCU will evaluate high school teachers based on the following criteria:

1.1 Educational Background:

- A minimum of a master's degree in the relevant subject area or a closely related discipline.
- Preference for candidates with a doctorate in the subject area or re-lated field.

1.2 Teaching Experience:

- Significant experience teaching at the high school level.

2. Exceptions for Exceptional Candidates

In certain cases, high school teachers who do not meet the traditional educational requirements may be considered if they demonstrate exceptional qualifications, such as:

2.1 Professional Accomplishments: Significant professional achievements in the relevant field, including published works, awards, or recognitions.

2.2 Relevant Experience: Extensive experience in the field, including practical, industry-specific experience, previous dual enrollment teaching, curriculum development for advanced courses, and participation in professional development programs. Experience teaching Advanced Placement (AP) or International Baccalaureate (IB) courses may also be considered as exceptional qualifications.

2.3 Pedagogical Potential: Evidence of the ability to effectively convey knowledge to students through workshops, public speaking engagements, guest lectures, or similar activities.

3. Application

- High school teachers will submit a resume that includes their educational
- background, teaching experience, and professional development activities.
- The department will evaluate resumes against the common criteria.
- Documentation of the evaluation process and decision will be maintained.

4. Monitoring and Review

4.1 Regular Reviews:

- NJCU will review the evaluation criteria annually to ensure they remain relevant and effective.
- Ensure that a majority of instructors across NJCU hold doctorates.

4.2 Feedback Mechanism:

- Use feedback to make necessary adjustments to the evaluation criteria and training programs.

5. Departmental Responsibilities

- Each department will implement the policy and ensure that all high school teachers are evaluated against the common criteria.
- Departments will document the proportion of instructors holding doctorates.

- Collect feedback from students and faculty to evaluate the effectiveness of the high school teachers.