



Procedure Number:	AS 202
Procedure Title:	Faculty Credentials
Relevant Board Policy:	D.2.3 Qualifications for Hire
Relevant Board Procedure:	D.2.3.2 Faculty and Department Chair Positions
Relevant SACSCOC Principle:	6.2.A Faculty Qualifications
Originating Unit:	Vice President for Academic Success
Maintenance Unit:	Vice President for Academic Success
Contact for Interpretation:	Vice President for Academic Success

I. Standards

Primary consideration is to be given to the highest earned degree in the faculty member's discipline as it relates to the teaching field. Presuming the satisfaction of minimum academic credentials (defined below), the College also considers other qualifications such as overall competence, effectiveness, and capacity. This includes undergraduate and other graduate degrees and coursework, related work experience, professional licensure and certifications, pertinent honors and awards, and other documented or demonstrated competencies and achievements in teaching excellence which contribute to productive student learning outcomes.

In accordance with the published in SACSCOC Faculty Credential Guidelines as applied to Comprehensive Standard 6.2.a, the College has a credentialing standard as follows:

1. The academic qualifications for (1) faculty teaching general education courses at the undergraduate level and (2) faculty teaching associate degree courses designed for transfer to a baccalaureate degree are a doctorate or master's degree in the teaching discipline or a doctorate or master's degree with a concentration in the teaching discipline (as defined by a minimum of 18 graduate semester hours in the teaching field).

The minimum requirement will be supplemented as necessary in accordance with criteria established by appropriate professional, regional, and national accrediting agencies.

Developmental courses are neither college-credit nor transferable and do not count toward any of the College's degrees. Accordingly, they do not require the same faculty credentials in that the credentials for credit-bearing course instruction do not apply to those teaching developmental courses (zero level). The College shall, nonetheless, have established preferences for even these service courses, as detailed below.

2. Qualifications for faculty teaching Student Development courses (non-credit and nontransferable: SDEV 0170 College Success, SDEV 0171 Strategies for Success, and SDEV 0370 Foundations for College Learning) allow additional flexibility in order to serve our student population, and are customarily established as follows:

Master's Degree in one of the following fields preferred: Counseling, Student Development, Personnel, Social Work, Education (includes Adult Education, Teaching, Occupational Education), Leadership, Management, Psychology, IDST. One year experience in Student Affairs/Services or equivalent, or two years of teaching or tutoring experience within a college or university.

3. Qualifications for faculty teaching developmental courses (non-credit and nontransferable) in Integrated Reading and Writing (INRW 0305 Integrated Reading and Writing I, and INRW 0420 Integrated Reading and Writing II) also allow additional flexibility in order to serve our student population, and are customarily established as follows:

Bachelor's degree in Reading or a related field (for example, English, Education, Special Education, Teaching English as a Second Language) with a minimum of 24 hours in Reading or English preferred.

4. Qualifications for faculty teaching developmental courses (non-credit and nontransferable) in Mathematics (MATH 0055 Math Refresher, MATH 0300 Basic Mathematics, MATH 0301 Introduction to Algebra, MATH 0302 Elementary Algebra, MATH 0303 Intermediate Algebra, MATH 0305 Pre-

Algebra, MATH 0310 Elementary Algebra, MATH 0320 Intermediate Algebra) also allow additional flexibility in order to serve our student population, and are customarily established as follows:

Bachelor's degree in Mathematics or related field (for example, Engineering, Physics, Computer Science, or Science) with a minimum of 24 hours in Math preferred.

5. Qualifications for faculty teaching EDUC 1300 Learning Framework need specific definition. EDUC 1300 Learning Framework page is not a course within the disciplinary field of Education. This course focuses on the metacognitive features of the learning process and on application of learning strategies. Accordingly, the following definition of faculty credentials applies for EDUC 1300, the content of which is outside of a traditionally defined discipline:

Master's degree, with a minimum of 18 graduate credit hours in psychology or pedagogical education. Non-pedagogical educational course work to be supplemented by college-level teaching experience; one year is preferred.

6. Qualifications for faculty teaching in a technical program:

In accordance with Board Procedure D.2.3.2 "In the occupational education and technology area, faculty should have both academic preparation and work experience, the *typical* combination being a bachelor's degree with appropriate work experience. The minimum requirement will be supplemented as necessary in accordance with criteria established by appropriate professional, regional, and national accrediting agencies"

AAS courses

Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: - a minimum of a bachelor's degree in the teaching discipline, or associate's degree and demonstrated competencies in the teaching discipline.

Certificate only courses

Faculty teaching certificate courses that are not included in an associate degree: - certificate of completion and significant demonstrated work experience.

Certificate as part of associate degree

b. Faculty teaching certificate courses that are included in an associate degree: - associate's degree and demonstrated competencies in the teaching discipline.

7. Justification of those not meeting minimum credentials.

Aside from the aforementioned guidelines which represent commonly-accepted good practice for the academic qualifications of faculty, the College concurs with the Commission on Colleges that qualifications other than academic credentials (or combined with credentials) may be appropriate for teaching particular courses. For this reason, the College has put in place procedures for the review of faculty qualifications when justifications are deemed appropriate.

II. Documentation

In accordance with SACSCOC Guidelines, the academic qualifications of all faculty who have taught courses for academic credit during the regular semesters shall be documented in the Faculty Credentials Roster Form. The Roster is organized alphabetically by specific teaching discipline or field. The Vice President for Academic Success is ultimately responsible for maintaining such documentation for purposes of SACSCOC review. Course descriptions for all courses cited in the Faculty Credentials Roster shall be appended.

Attachment:

Originator: Alan Cottrell

Date Approved: 08/17/2016

Last Updated: 12/01/2017, 4/30/2019

Approved: Laura B. Sanchez Ed.D.

Title: Vice President for Academic Success