

# Faculty Credentialing Manual

The Citadel  
The Military College of South Carolina



THE CITADEL

OFFICE OF THE PROVOST

Revised June 2023

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## Introduction

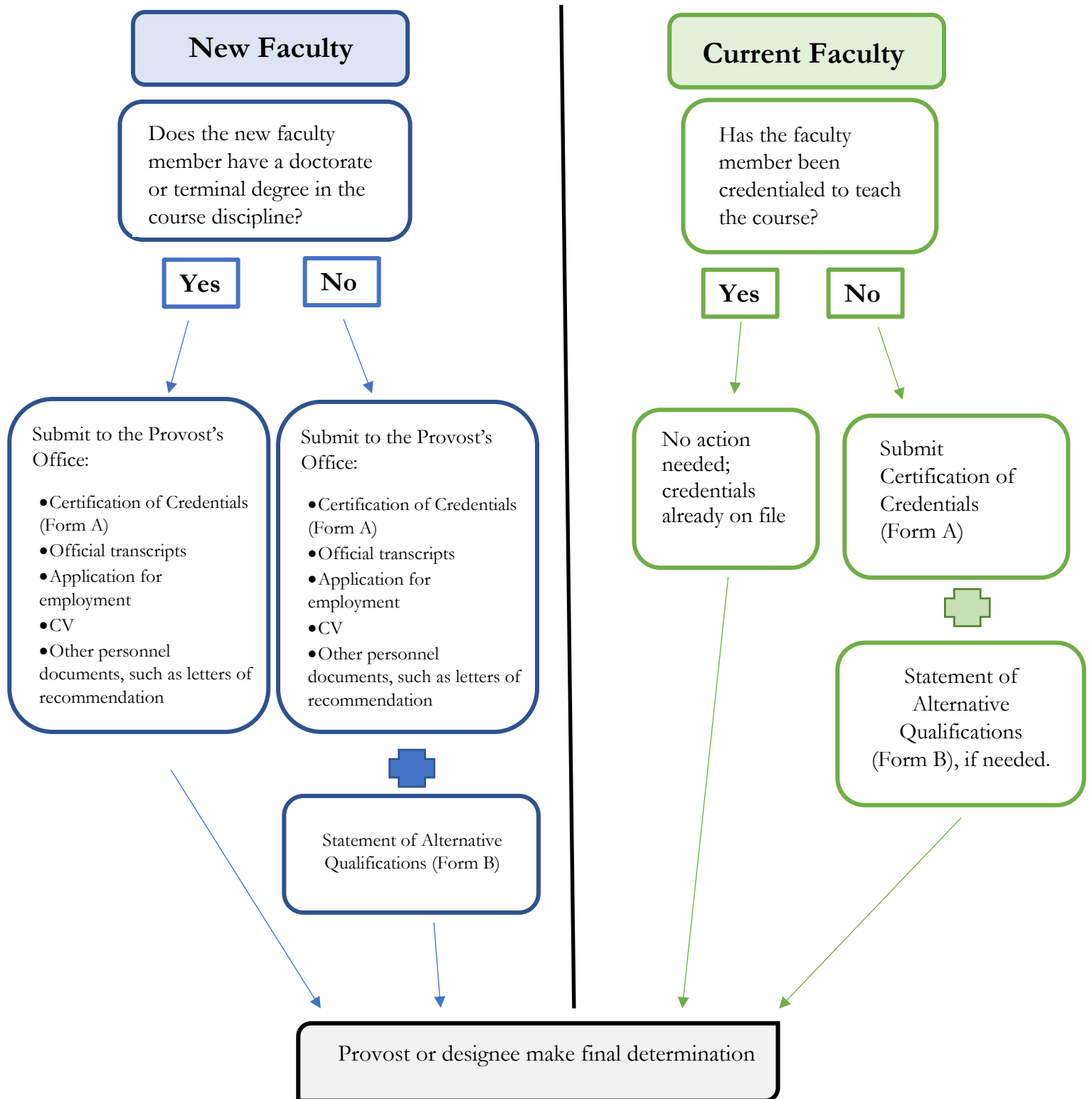
The purpose of the Faculty Credentialing Manual is to serve as a resource for the procedures that ensure each faculty member is properly credentialed to teach every course they are assigned. The Citadel's accrediting body, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), requires that all faculty are properly credentialed to teach their courses. Anyone teaching a course, regardless of rank or type, are required to meet the credentialing guidelines established by SACSCOC. Links to the standard as well as the guidelines are below. (Also, see Appendix A).

[SACSCOC Standard 6.2a](#) “For each of its educational programs, the institution justifies and documents the qualifications of its faculty members. (Faculty qualifications)”

[SACSCOC Guidelines](#)

This standard applies to anyone teaching a credit-bearing course (including staff in adjunct teaching assignments and new or current faculty). Before a new faculty member is hired, their qualifications must be documented. For current faculty, they must go through the process of credentialing for each new course they are assigned. The decision chart on the following page (page 2) outlines the processes for each.

# Credentialing Documentation and Decision Chart



**SACSCOC requires all instructors to be credentialed at the course-level.**

## Guidelines: Faculty Competence and Qualifications

Updated 6/2023

### A. Purpose of Guidelines

To establish minimum academic and professional preparation qualifications and approval procedures required for all faculty (full-time and adjunct) teaching college credit courses at The Citadel. The guidelines apply to anyone teaching a course for The Citadel.

### B. General Qualifications for Faculty Teaching at The Citadel

The degree and graduate hours presented by faculty for academic preparation qualifications must be from a college or university accredited by one of the following institutional accreditation associations:

- Higher Learning Commission (HLC)
- Middle States Commission of Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC)
- WASC Senior College and University Commission (WSCUC)

For faculty not meeting the above requirement, the faculty and their department chair and school dean should prepare documentation of outstanding professional preparation as discussed below. The Provost will review this documentation and make a determination.

**Official Transcripts from U.S. Institutions** An official transcript is one that is sent directly from the issuing university to The Citadel and contains the issuing university's seal and/or registrar's signature. Transcripts issued to the student (i.e. faculty member) WILL NOT be accepted. The official transcript can be mailed or sent electronically, providing it comes directly from the issuing institution and The Citadel is listed as the recipient.

**Credentials from Non-U.S. institutions** Candidates whose doctoral degrees are from non-U.S. institutions are responsible for demonstrating appropriate academic preparation and providing necessary credentials. The candidate will be responsible for acquiring a transcript through a credential evaluation agency, such as [WES](#), translated to the course level. The faculty candidate is responsible for any fees incurred and must ensure the translation comes directly from the agency to The Citadel.

**Examples of terminal degrees** Beyond the Doctorate of Philosophy (PhD), examples of other terminal degrees The Citadel accepts are the Doctor of Fine Arts (DFA), Doctor of Nursing Practice (DNP), Juris Doctor (JD), Doctor of Education (EdD), Doctor of Psychology (PsyD), and the Master of Fine Arts (MFA) as appropriate degrees to teach in particular fields.

### C. Compliance with Institutional Accreditation

The Citadel follows the SACSCOC defined *Faculty Credential Guidelines* (<https://sacscoc.org/app/uploads/2019/07/faculty-credentials.pdf>):

1. Faculty teaching general education courses at the undergraduate level: doctoral or master's degree in the teaching discipline or a related discipline or master's degree with a concentration in the teaching discipline or related discipline, or 18 credit hours of graduate coursework in the discipline.\*
2. Faculty teaching baccalaureate courses: doctoral or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline.\*

3. Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.\*
4. Faculty teaching in the ROTC Program follow Academic Appointments in the ROTC Program guidelines.  
\* *Consistent with SACSCOC policy, exceptions to the above may be granted if there is approved, documented evidence of strong alternative qualifications.*

#### **D. Faculty Credentials Approval Procedures**

##### **1. Approval authority**

All instructors must be recommended to the Provost as qualified to teach in discipline by the school dean. Upon receipt of a) the faculty credential documents (to include all official transcripts, application for employment, and other personnel documents such as a curriculum vitae, letters of recommendation, and military service record where applicable) and b) a written assessment of credentials for faculty whose doctoral or graduate degrees are not in the teaching or related field (see section below about the statement of alternative qualifications), the Provost or his/her designee will approve or disapprove the faculty member's credentials to teach identified courses. The Provost's office will maintain these records.

##### **2. School dean's assessment of faculty without doctoral or graduate degrees in primary teaching or related fields teaching**

For faculty members not holding a doctoral degree in the field or a related field, a school dean needs to document the individual has appropriate qualifications in the teaching discipline/field or in a related discipline/field.

To determine this, the dean should assess the following:

- a. number of graduate credits in the teaching field,
- b. related professional experience and,
- c. demonstrated contributions to the teaching discipline.

Documented professional experience may include published articles or books on the teaching subject, being formally identified as an expert in the teaching field, being recognized by state and/or national professional associations through awards or leadership positions, having earned professional licensure to practice in a field related to the teaching assignment, or extensive service in the field.

In these instances, the dean's case for qualifying the faculty member should be documented and submitted for approval using the *Certification of Credentials and Qualifications for a Faculty Appointment* (Form A) and the *Statement of Alternative Qualification* (Form B).

#### **E. Teaching Introductory Skills-Based Courses**

Certain courses have strictly practical content and aim to teach students how to do something basic/skills-oriented. Some of these are non-credit bearing courses (e.g.: sports activity courses [RPEDS] and leadership experience courses [LDRS 211, 311, 411]. Some are credit-bearing courses (e.g.: transition to college courses [LDRS 101]; applied computer software courses such as Microsoft; applied music lessons; and applied arts, such as photography). These are courses for which extended academic training is not deemed to be necessary by the Provost. Such persons are not normally regular members of the faculty and are qualified by applied knowledge of and experience in the area being taught, including appropriate certification, and institution-supplied training where needed. Instructors will be under the guidance of the department chair or other appropriate designate. The supervisor will write a letter of justification for individuals teaching non-academic courses upon request.

#### **F. Teaching ROTC Courses**

The Reserve Officers' Training Corps (ROTC) faculty of the Departments of Air Force, Army, Marines, and Navy

are considered special cases as these appointments are connected to military qualifications, which relate directly to the courses taught. ROTC faculty are fully qualified, active duty military officers/senior enlisted personnel, and they are appointed to their ROTC detachments by their respective military branch. They teach only ROTC courses, which are prescribed by their military services and for which they are trained by their military services as instructors.

### **G. Teaching General Education Courses**

Instructors of the general education special topic courses (including freshman seminars and strand classes) will be credentialed based upon their completion of a master's or doctoral degree in the teaching discipline or a related discipline. The overarching goal of these general education classes is to engage students with an interesting topic, further their general content knowledge and develop six core academic skills and competencies: Critical Thinking, Ethical Reasoning, Inquiry & Analysis, Intercultural Knowledge & Competence, Quantitative Literacy, and Written Communication. While course titles and topics are developed to be engaging, course content will be drawn from introductory liberal arts material for non-majors, thus faculty will be qualified based upon academic expertise in the general discipline in which the course resides. This level of content will be clearly communicated in the course syllabus.

### **H. Teaching Leadership Studies Courses**

Leadership studies is a multidisciplinary field which has its origins in the social sciences and humanities as well as in professional and applied fields of study. Acceptable related disciplines include business, law, organizational behavior, industrial psychology, educational leadership, Human Resources management, sociology (particularly with emphasis on organizations), or public policy and administration. Instructors of the leadership studies courses -- excluding the orientation course (LDRS 101) and the leadership experience courses (LDRS 211, 311, 411) referenced above -- will be credentialed based upon their completion of a master's or doctoral degree in the teaching discipline or a related discipline and, when relevant, based upon their practical leadership experience. The supervisor will write a letter of justification upon request.

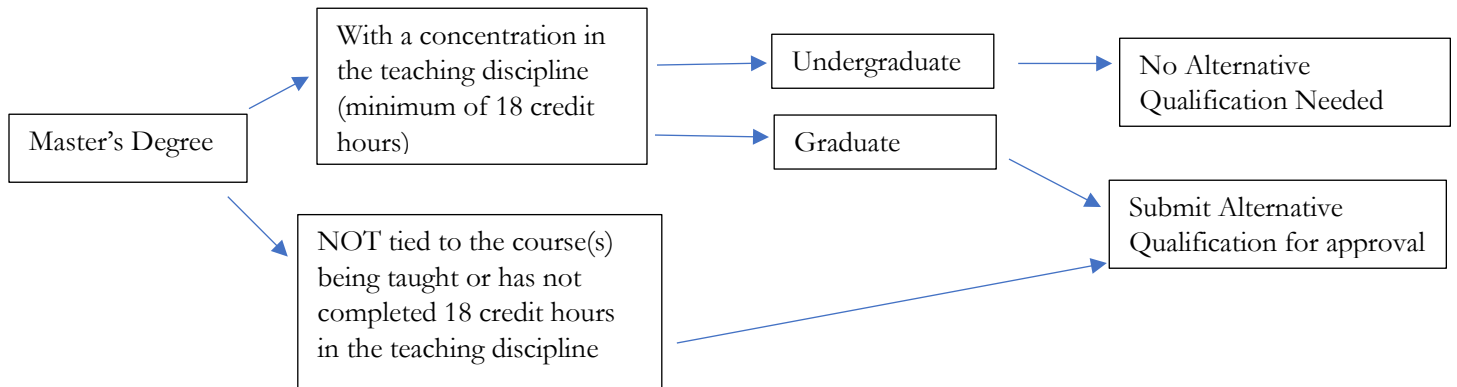
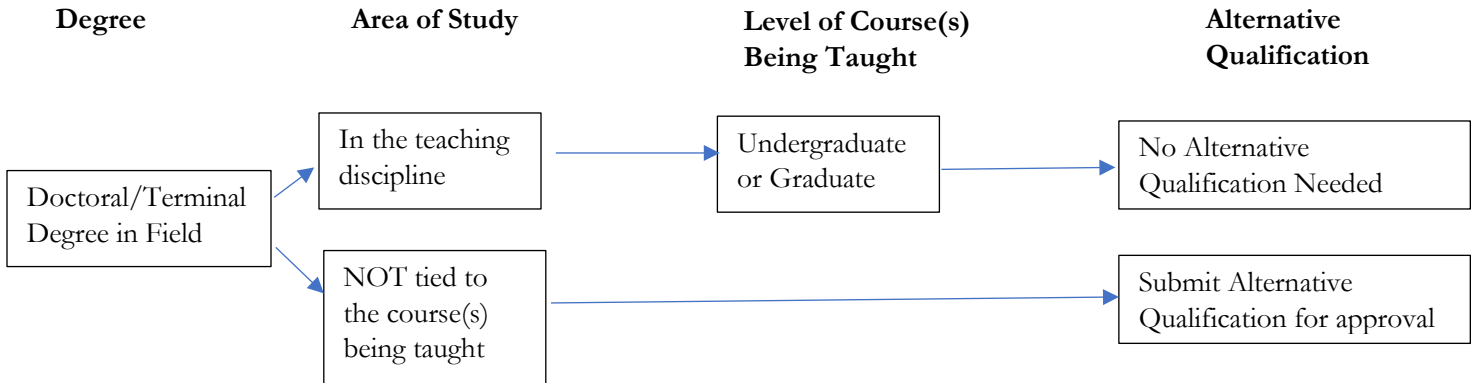
### **I. Unacceptable Justifications**

The following is a list of justifications that are not acceptable for credentialing. None of these should be used in credentialing a faculty member.

- Faculty member has previously taught the course at another institution
- Faculty member has been credentialed by another academic department
- Qualifications are clear from their CV so a transcript is not presented
- Assumption that a terminal degree in the discipline means they are automatically credentialed to teach all courses in the discipline

Questions? Contact Dr. Karin Roof, Director of Strategic Planning, Assessment, and Accreditation at 843-953-4871 or [kroof1@citadel.edu](mailto:kroof1@citadel.edu).

# Guide to Understanding Alternative Qualifications





## Examples of Credentialing Faculty

### 1) Based on: Highest Degree Earned

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] Note – for substantive change prospectuses/applications, list the courses <i>to be taught</i> , not historical teaching assignments	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Doe, John (F)	LDRS 202 Principled Leadership in American Government and Society, 3 (UT) PSCI 302 Urban Politics, 3 (UT)	PHD (Political Science), The Ohio State University	

In the example above, the instructor has a PhD in Political Science. This is enough to credential him for the two courses he taught, LDRS 202 and PSCI 302.

### 2) Based on: Highest Degree Earned and Transcript

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] Note – for substantive change prospectuses/applications, list the courses <i>to be taught</i> , not historical teaching assignments	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Doe, Jane (P)	MATH 105 Finite Mathematics, 3 (UT) STAT 160 Statistical Methods, 3 (UT)	MED (Mathematics), University of South Carolina  Includes the following coursework: 501 Applied Learning Theory 502 Modern Math NS/SS Teach 509 Foundations of Math 511 Geometry from Advanced Standpoint 512 Modern Algebra 517 Statistics in Education and Psychology Total 18 Graduate Credit Hours	

In this example, it was necessary to extract courses from the instructor's transcript because she has a Master's Degree in Education. The listed coursework makes it clear that she is capable of teaching her assigned courses, MATH 105 and STAT 160.

### 3) Based on: Highest Degree Earned, Transcript, and Other Qualifications

1 NAME (F, P)	2 COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] Note – for substantive change prospectuses/applications, list the courses to be taught, not historical teaching assignments	3 ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	4 OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Example, Joe (P)	CIVL 320 Fluid Mechanics, 3 (UT) CIVL 410 Geotechnical Engineering II, 3 (UT)	MS (Civil Engineering - Concentration: Geotechnical) Ohio University   Includes the following coursework: CEE 5514 Soil Behavior CEE 5524 Advanced Soil Testing CEE 5534 Foundation Engineering I CEE 5544 Foundation Engineering II CEE 5554 Soil and Site Improvement CEE 5564 Seepage and Earth Structures CEE 5574 Environmental Geotechnics CEE 5584 Geotechnical Earthquake Engineering CEE 5984 Risk Analysis in Geotechnical Engineering Total 27 Graduate Credit Hours	Professional Engineer (PE) License  15 years of experience as a Civil Engineer for the Federal Government  2020 Recipient of the Best Paper Award, ASEE

In the example above, the highest degree earned, courses from his transcript, and other qualifications were necessary to credential this instructor. Since the highest degree earned is a Master's Degree, it is necessary to list the coursework that correlates to the courses taught as well as his professional licensure.

## Credentialing Responsibilities

The following aids in determining the credentialing responsibilities of faculty, Program Coordinators, Department Heads, Deans, and the Director of Strategic Planning, Assessment, and Accreditation. Please refer to the appropriate role to determine your responsibilities.

**New Faculty** – A new faculty member should request from their home institution that their official transcript be provided directly to the Office of the Provost at The Citadel. Also important for the faculty file are a copy of a current CV and any other personnel documents requested. New faculty should not be completing their own Certification of Credentials (Form A) or Alternative Qualifications (Form B). Candidates whose doctoral degrees are from non-U.S. institutions are responsible for demonstrating appropriate academic preparation and providing necessary credentials. The candidate will be responsible for acquiring a transcript through a credential evaluation agency, such as [WES](#), translated to the course level. The faculty candidate is responsible for any fees incurred and must ensure the translation comes directly from the agency to The Citadel.

**Current Faculty** – All current faculty should ensure their official transcript is on file in the Office of the Provost and that their CV is up to date. Current faculty should not be completing their own Certification of Credentials (Form A) or Alternative Qualifications (Form B).

**Department Head/Program Coordinator** – Department Heads or Program Coordinators ensure that all new instructors have submitted an official transcript, a current CV, and copies of any other personnel documents. They submit a Certification of Credentials form for new faculty to ensure they are credentialed for each course assigned as well as a Statement of Alternative Qualifications, if necessary. When building the course schedule for each semester, they review current faculty to ensure they are credentialed for each course assigned. If a current faculty member is assigned to teach a course they have not been previously credentialed for, a Certification of Credentials form must be submitted, as well as a Statement of Alternative Qualifications, if necessary. The Department Head must sign off on all forms, including those completed by a Program Coordinator.

**Dean** – The Dean will ensure the Department Head and/or Program Coordinator complete the steps above. They also must sign any credentialing or alternative qualifications form.

**Director of Strategic Planning, Assessment, and Accreditation** – The Director will facilitate the credentialing process and will provide guidance as necessary.

**Provost or Designee** – The Provost is responsible for all credentialing activities. The Provost or designee will securely keep official transcripts for each instructor. They will review the Certification of Credentials form and Statement of Alternative Qualifications, if submitted, and make the final decision.

The following forms are for reference only. To complete these via DocuSign, please visit the following links:

**Certification of Credentials (Form A)**

**Statement of Alternative Qualifications (Form B)**

**Certification of Credentials – LDRS 101 only (Form C)**

# Form A: Certification of Credentials and Qualifications for a Faculty Appointment

(Please see *Guidelines: Faculty Competence and Qualifications* for additional information.)

To be completed by the department chair (or designee), approved by the dean, the SACSCOC liaison, and the Provost, and filed in the Office of the Provost for every Instructor of Record.

## Faculty Information

The effective term is the first term the faculty member will teach the course(s). Indicate the faculty type.

Name of Appointee: \_\_\_\_\_

Faculty Type:

- Assistant/Associate/Professor
- Instructor/Senior Instructor
- Visiting Asst/Assoc/Professor
- Adjunct Faculty

Effective Term: \_\_\_\_\_

## Assigned Citadel Course(s)

Course Prefix	Course Number	Course Title	Course Level (undergraduate or graduate)

**Course(s) from Faculty Transcript** – List the courses from the transcript that apply to the assigned courses above

Course Prefix	Course Number	Course Title	Assigned Course This Applies To

## Degree Documentation

Check ONE. Attach required official document(s) and CV. For multiple degrees, attach each transcript.

### Official transcript(s) from a U.S. Institution

Official transcript(s) from a U.S. institution accredited by a regional accrediting agency have been requested by the candidate from the degree-granting institution to be sent directly to The Citadel (attn: Jane Clegg). Unofficial transcripts can be used for review purposes only and cannot be accepted for the official faculty file.

### Official transcript(s) are already on file at The Citadel

Confirm with Jane Clegg.

### Degree is from a non-U.S. institution.

An official evaluation agency verifying the **U.S. equivalency** of the degree, including a translation, if needed, is attached (or was ordered on: \_\_\_\_\_ and unofficial records are attached). (Official documents required, form updated by the Office of Provost upon receipt).

## 4. Degree Information

List highest degree earned. List additional degree(s) if the highest degree is not sufficient for credentialing. If more than one degree is required to credential a faculty member, official transcripts for all degrees should be on file.

Degree	Discipline/Major of Degree (verbatim from transcript)	Date Awarded	Institution

### Signatures:

Program Coordinator: \_\_\_\_\_

Date: \_\_\_\_\_

Department Chair: \_\_\_\_\_

Date: \_\_\_\_\_

Dean: \_\_\_\_\_

Date: \_\_\_\_\_

SACSCOC Liaison: \_\_\_\_\_

Date: \_\_\_\_\_

Provost: \_\_\_\_\_

Date: \_\_\_\_\_

## Form B: Statement of Alternative Qualifications

(If Applicable)

For some teaching assignments, additional justification is required to document appropriate qualifications. Primary examples are if the faculty hire/member does not hold degree(s) in the teaching discipline of their teaching assignment or in rare cases when a faculty hire/member holds a degree at the same or lower level than the level at which the assigned course is taught. In such cases, this form is used to highlight relevant experiences that qualifies them to teach their assigned courses. Other criteria that may be considered in justifying the case for credentials include the following, as they relate to the teaching assignment: peer-reviewed publications, professional work experience, professional licensure or certifications, special training, documented excellence in the teaching discipline, or honors and awards.

**Faculty candidate is alternatively qualified to teach assigned course by the following criteria:** (Check all that apply). Please complete all applicable sections below. For each section, **describe the relationships between each qualification and the course(s) assigned.** Delete any headers that are not used and delete the instructional text under each section.

\* If there are numerous listings, describe the qualification, cite a few examples, and then highlight all listings that apply on an attached copy of the CV.

‡ Attach any supporting documentation or evidence of the achievement of this qualification.

### **Research and Publications\***

In this section, highlight research and publications that apply. If there are numerous listings, describe the research, cite a few examples, and then highlight all listings that apply on an attached CV. Describe the relationship between these qualifications and the course(s) taught.

### **Related Work Experience**

Please describe related work experience and include dates and titles. Describe the relationship between these qualifications and the course(s) taught.

### **Professional Licensure or Certification ‡**

Please describe and include titles, dates, and a copy of the documentation. Describe the relationship between these qualifications and the course(s) taught.

### **Special Training ‡**

Please describe with dates and include any relevant documentation. Describe the relationship between these qualifications and the course(s) taught.

**Documented Teaching Excellence in Discipline †**

Please describe with dates and include any relevant documentation, such as evaluations. If there are numerous listings, summarize the teaching excellence, cite a few examples, and highlight all listings that apply on an attached photocopy of the CV. Describe the relationship between these qualifications and the course(s) taught.

**Honors, Awards, or Special Recognition \* †**

Please describe all that apply. If there are numerous listings, describe the honors, cite a few examples, and highlight all listings that apply on an attached photocopy of the CV. Describe the relationship between these qualifications and the course(s) taught.

**Other Competencies or Achievements \***

Please describe all that apply. Use this heading to describe any activities or experiences not discussed above that to add to justification of qualifications for assigned course(s).

**Signatures:**

Program Coordinator: _____	Date: _____
Department Chair: _____	Date: _____
Dean: _____	Date: _____
SACSCOC Liaison: _____	Date: _____
Provost: _____	Date: _____

# Form C: Certification of Credentials and Qualifications for a Faculty Appointment

## Leadership 101: The First-Year Experience

To be completed by faculty member and approved by the course director, associate provost, and SACSCOC liaison.

### Instructor Information

Last Name	First Name	Preferred Name	CWID

Term: \_\_\_\_\_ Faculty Type: Adjunct

### Teaching Qualification

Instructors can be qualified by degree and/or alternate qualifications.

Credential standards (Relevant degrees)

Degree Type <i>MS, MA, PhD, EdD, etc.</i>	Major <i>Verbatim from transcript</i>	Date Awarded <i>Month and Year</i>	Institution <i>Name, City, State or Country</i>

### Degree Documentation

Check One	
<input type="checkbox"/>	Official transcript(s) are already on file at The Citadel
<input type="checkbox"/>	<b>Official transcript(s) from a U.S. Institution have been Requested/Ordered</b> Hard copy or official electronic transcript(s) from a U.S. institution accredited by a regional accrediting agency have been requested by the candidate from the degree-granting institution to be sent directly to The Citadel, Attn: Ms. Jane Clegg. Unofficial transcripts can be used for review purposes only and cannot be accepted for the official faculty file.
<input type="checkbox"/>	<b>Degree is from a non-U.S. institution</b> An official evaluation agency verifying the <b>U.S. equivalency</b> of the degree, including a translation, if needed, is attached (or was ordered on: _____ and unofficial records are attached). (Official documents are required, form will be updated by the Office of Provost upon receipt).

### Current CV or Resume

Check One	
<input type="checkbox"/>	Current CV or resume has been provided to my department head.
<input type="checkbox"/>	Current CV or resume is attached.

**Additional and Alternative Qualifications**

*Provide information about your alternate qualifications if you would like those considered.*

Describe the work experience, certification, training, teaching experience, or research and publications, etc. related to the position.

**Signatures**

Course Director: \_\_\_\_\_ Date: \_\_\_\_\_

Dean of General Studies: \_\_\_\_\_ Date: \_\_\_\_\_

SACSCOC Liaison: \_\_\_\_\_ Date: \_\_\_\_\_



Appendix A  
SACSCOC Standards, Interpretation, and Guideline for Faculty Credentials

*Excerpt from SACSCOC Principles of Accreditation Resource Manual (2020)*

- How are traditional faculty functions being carried out in nontraditional ways?
- What are the institution's policies on employment of part-time or adjunct faculty?

### Sample Documentation

- Definition of full-time and part-time faculty.
- References to faculty handbooks or other official publications that define terms (e.g., full-time faculty) and give insight into the expectations of the institution in terms of the role of the faculty.
- A narrative describing the role of full-time faculty supporting the adequacy of the mission of the institution, including research and service.
- Policies describing the role of full-time faculty (and others) in carrying out the basic functions of the faculty as described in the rationale and notes.
- Data such as number of faculty; number of students; faculty workloads (contractual and actual); proportion of courses taught by full-time faculty, part-time faculty, and graduate assistants; comparisons of peer institutions; student credit hours generated by full-time and part-time faculty.
- Policies governing the employment of part-time faculty and graduate assistants.

### Reference to SACSCOC Documents, If Applicable

None noted.

### Cross-References to Other Related Standards/Requirements, If Applicable

Standard 6.2.a (*Faculty qualifications*)

Standard 6.2.b (*Program faculty*)

Standard 6.2.c (*Program coordination*)

**6.2.a** For each of its educational programs, the institution justifies and documents the qualifications of its faculty members. (*Faculty qualifications*)

### Rationale and Notes

Qualified, effective faculty members are essential to carry out the mission of the institution and to ensure the quality and integrity of its academic programs. The emphasis is on overall qualifications of a faculty member, rather than simply academic credentials. While academic credentials in most cases may well be the standard qualification for faculty members, other types of qualifications may prove to be appropriate. Examples could include appropriately related work experiences in the field, professional licensure and certifications related to the teaching assignment, honors and awards, continuing professional development, relevant peer-reviewed

publications, and/or continuous documented excellence in teaching. These types of qualifications are especially important in professional, technical, and technology-dependent fields.

It is the institution's obligation to justify and document the qualifications of its faculty. Determining the acceptability of faculty qualifications requires judicious use of professional judgment, especially when persons do not hold degrees in the teaching discipline or are qualified based on criteria other than their academic credentials. Similarly, persons holding a degree at the same or lower level than the level at which the course is taught require additional qualifications and the application of professional judgment. Additional justification is needed for these cases as compared to cases where the academic credentials are a "perfect match" for the teaching assignments.

Appropriate qualifications may also differ depending on whether a course is generally transferable to other institutions; qualifications for teaching nontransferable technical courses depend heavily on professional experience and appropriate certifications or work experience.

Judicious use of professional judgment should also be exercised by those asked to serve as external reviewers of faculty qualifications

## NOTES

*For institutions seeking reaffirmation of accreditation, faculty qualifications must be reported for all faculty hired since the submission of the last Compliance Certification, as well as continuing faculty who are teaching courses different in content or level than during the previous review.*

*Continuing faculty members whose qualifications have already undergone peer review, and who are teaching courses with the same content and at the same level as taught at the time of the prior comprehensive review (i.e., initial accreditation visit or reaffirmation visit), may simply be listed by discipline and title, using the [form provided by SACSCOC](#). For other faculty, institutions should use the [Faculty Roster Form](#), or an appropriate facsimile, to justify qualifications. These forms can be found under [Institutional Resources](#) on the SACSCOC website. The website also has an [Instructions](#) page for the Faculty Roster form.*

*Information requested on the [Faculty Roster Form](#) should be provided for all full-time and part-time faculty teaching credit courses that can be part of a degree, certificate, diploma, or other credential (i.e., are transcribed as the institution's own courses). Faculty teaching developmental/remedial courses should also be included. Teaching assistants should be included only if they are the instructor of record. In some cases, instructors should be included even if they are not employees of the institution (e.g., high school dual-credit programs, ROTC faculty, some international faculty, or faculty teaching courses in a statewide online consortium that are transcribed as "home" courses).*

*An institution is responsible for identifying the instructor of record; that is, the person qualified to teach the course and who provides direct instruction for the course. For the submission of the Compliance Certification as part of the reaffirmation process, a Track A institution (offering only undergraduate degrees) should submit rosters for fall term of the current academic year and spring term of the previous academic year. A Track B institution*

*(offering graduate degrees) should submit rosters for fall and spring term of the previous academic year.*

*Transcripts for faculty should be available during on-site reviews (as requested by reviewers) but are not required to be part of the documentation provided as part of the Compliance Certification or a substantive change application/prospectus. However, sufficient information is needed in these other processes for reviewers to determine whether faculty are appropriately qualified.*

*Institutions seeking candidacy or initial accreditation must report on all faculty. Units of a SACSCOC accredited institution seeking separate accreditation from the parent institution may utilize the same procedure as an institution undergoing reaffirmation.*

*If concerns about qualifications of continuing faculty arise during the reaffirmation review, the Reaffirmation Committee may review the qualifications of all faculty members.*

### Questions to Consider

- How does the mission of the institution influence the selection and qualifications of faculty?
- How does the institution determine the competencies of faculty members and justify that their qualifications meet these competencies?
- Who should be included as faculty to ensure all courses offered for credit are included?
- How does the institution document and justify the qualifications for each faculty member? Would a reasonable person find this documentation and justification acceptable?

### Sample Documentation

- A completed "[Faculty from Prior Review](#)" form, should the institution choose to submit one.
- A complete roster of all other faculty, including teaching assignments and qualifications.
- Institutional policies or guidelines governing the expected qualifications of faculty members.
- Institutional policies for defining the instructor of record.
- As needed, additional justification of qualifications of specific faculty when the roster form is insufficient.
- Available on site: access to faculty files or portfolios.

## INTERPRETATIONS TO THE *PRINCIPLES OF ACCREDITATION*

### Interpretation on Standard 6.2.a (*Faculty qualifications*)

#### *Introduction*

Standard 6.2.a reads:

For each of its educational programs, the institution justifies and documents the qualifications of its faculty members.

*(Faculty qualifications)*

#### *Interpretation*

As with all SACSCOC standards, member institutions are expected to maintain ongoing compliance with this standard. Institutions seeking reaffirmation of accreditation must report faculty qualifications for all faculty members teaching courses for the two most recent academic terms. For the Compliance Certification as part of the reaffirmation process, a Track A institution (offering only undergraduate degrees) should submit rosters for fall term of the current academic year and spring term of the previous academic year. A Track B institution (offering graduate degrees) should submit rosters for fall and spring term of the previous academic year.

Institutions have the option of presenting faculty qualifications either by using the Faculty Roster Form (or appropriate facsimile), or by using a combination of the Faculty Roster Form along with the Faculty from Prior Review Form. Continuing faculty members whose qualifications have already undergone peer review and were considered to be qualified at that time, and who are teaching courses with the same content and at the same level as taught at the time of the prior comprehensive review (i.e., initial accreditation visit or reaffirmation visit), can be listed by discipline and title, using the [Faculty from Prior Review Form](#). For all other faculty, institutions should use the [Faculty Roster Form](#), or an appropriate facsimile, to justify qualifications. These forms can be found under [Institutional Resources](#) on the SACSCOC website, along with the [General Instructions for Completing the Faculty Roster](#).

Information requested on the Faculty Roster Form should be provided for all full-time and part-time faculty teaching credit courses that can be part of a degree, certificate, diploma, or other credential (i.e., are shown on the transcript as the institution's own courses). Faculty teaching developmental/remedial courses should also be included. Teaching assistants should be included only if they are the instructor of record. In some cases, instructors should be included even if they are not employees of the institution (e.g., high school dual-credit programs, ROTC faculty, some international faculty, or faculty teaching courses in a statewide online consortium that are transcribed as "home" courses). An institution is responsible for identifying the instructor of record; that is, the person who provides direct instruction for the course. This person should be qualified to teach the course.

Transcripts for faculty should be available during on-site reviews (as requested by reviewers); they may be included, but are not required, as part of the documentation provided as part of the Compliance Certification or a substantive change application/prospectus/documentation report. However, sufficient information must be provided in these other processes for reviewers to determine whether faculty are appropriately qualified. If concerns about qualifications of continuing faculty arise during the reaffirmation review, the On-Site Reaffirmation Committee may review the qualifications of additional and/or all faculty members.

Institutions seeking candidacy or initial accreditation must report on all faculty. Units of a SACSCOC accredited institution seeking separate accreditation from the parent institution may utilize the same procedure as an institution undergoing reaffirmation.

*Document History*

*Approved: SACSCOC Board of Trustees, December 2020*



## **FACULTY CREDENTIALS**

### **- Guidelines -**

Standard 6.2.a (*Faculty qualifications*) of the *Principles of Accreditation* reads as follows:

For each of its educational programs, the institution justifies and documents the qualifications of its faculty members.

When an institution defines faculty qualifications using faculty credentials, institutions should use the following as credential guidelines:

- a. Faculty teaching general education courses at the undergraduate level: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- b. Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- c. Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: bachelor's degree in the teaching discipline, or associate's degree and demonstrated competencies in the teaching discipline.
- d. Faculty teaching baccalaureate courses: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).
- e. Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.
- f. Graduate teaching assistants: master's in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.

*Approved: College Delegate Assembly, December 2006*  
*Updated for Revised Principles: April 2018*