Credentialing Manual

Office of the Provost

2015

This manual describes the policies and practices of Florida Atlantic University for ensuring that all courses are taught by well-qualified instructors.   It includes the procedures used to review the credentials of every instructor teaching a course at FAU.

Contents

POLICIES AND GUIDELINES

FAU policy

Florida Atlantic University (FAU) subscribes to the values and practices developed through the regional body for academic self-regulation, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).   SACSCOC Principles of Accreditation Comprehensive Standards sets forth the basic standards that an institution should meet in order ensure that its faculty holds the appropriate level and kind of credentials as follows:

> 3.7.1. The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline in accordance with the guidelines listed below. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.

FAU subscribes to the standards established by SACSCOC, beginning with the principle that consideration of faculty credentials begins with the instructional assignment. The content/level of the course or other instructional assignment determines the qualifications required to teach it. See **Appendix A** (Provost's Memorandum on Qualification of Instructors).

FAU guidelines

In general

FAU's credentialing guidelines are patterned after the SACSCOC Faculty Credentials Guidelines, which specify the degrees and coursework qualifications that are appropriate to different kinds of instructional assignments; specifically:

> 3.7.1. a Faculty teaching general education courses at the undergraduate level: doctoral 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).
> 3.7.1. d Faculty teaching baccalaureate courses: doctoral 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). At least 25 percent of the discipline course hours in each undergraduate major are taught by faculty members holding the terminal degree—usually the earned doctorate—in the discipline.
> 3.7.1. e Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.
> 3.7.1. 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.

SACSCOC recognizes that a faculty member's qualifications for a particular teaching assignment may include or may rest on professional or artistic accomplishments, licensures and certifications, and a range of other evidence of "competence, effectiveness and capacity" in successfully meeting the objectives of a given course. FAU also acknowledges that these additional qualifications may be considered ("Alternate Credentialing"), and has created a set of policies for their documentation that ensures that all faculty members meet the highest standards of preparation for a given instructional assignment.

Transcripts and degrees

The hiring authority (chair/director) is responsible for ensuring that FAU has an official copy of the transcript for the highest academic credential earned by the prospective instructor on file in the Office of the Provost. An official transcript is sent directly from one institution to another. The transcript should be sent directly to the hiring authority (chair/director). A copy may be kept in the department/school or college; the original will be kept in the Office of the Provost.

FAU requires that degrees earned in the United States be from institutions that are regionally accredited.

Foreign degrees must be evaluated by an agency certified by the National Association of Credential Evaluation Services (NACES) to establish their equivalency to American degrees. A course-by-course evaluation is necessary for all degrees except terminal degrees in the teaching field. If an abstract (or equivalent) of the dissertation or other terminal project can be provided, a course-by-course analysis is not required for a terminal degree in the teaching field. Documentation in a foreign language must be translated by an appropriate external agency.

Until appropriate documentation of the highest earned degree is on file, the university will accept no claims about the prospective faculty member's qualifications for the instructional assignment.

Graduate instruction

Faculty teaching graduate courses or otherwise responsible for graduate credit must hold an earned terminal degree in the teaching discipline.

Faculty who hold an appropriate terminal degree that is not in the teaching discipline (i.e., terminal degree in a related discipline) may be credentialed to teach at the graduate level if they demonstrate their qualifications on the basis of graduate coursework and/or current accomplishments in research or relevant professional and artistic fields.

Faculty who do not hold a completed terminal degree may meet credential via Alternate Credentialing (outlined below).

Graduate Faculty Membership: New hires must request Graduate Faculty status during their first term teaching (excluding summer). Graduate faculty membership must be maintained to continue teaching at the graduate level beyond the first term.

Terminal degree in teaching discipline

A person who has earned a terminal degree in the teaching discipline is qualified to teach graduate courses in that discipline. In consultation with deans and chairs, FAU's Provost has determined the list of terminal degrees appropriate to the instruction offered in FAU's highly variable academic units.   (See **Appendix B** for a list of all terminal degrees recognized by FAU for its academic units.)

The list of terminal degrees associated with each academic unit specifies the terminal degree that qualifies the person holding it to teach a particular course or set of courses.   Some academic units have a single terminal degree in the teaching field; other units may have multiple teaching fields and several appropriate terminal degrees.   Academic units range from the homogenous (Department of Physics, with a single degree) to the heterogeneous (Department of Exceptional Student Education, with 13 differently-named terminal degrees).   Heterogeneous academic units have often developed as an original discipline has given rise to more specialized degrees over the decades (Department of Biological Sciences) or when a new multi-disciplinary field (School of Communication & Multimedia Studies) emerges.   Academic units with multiple terminal degrees typically associate those degrees with a subset of the courses offered. In all cases, chairs of departments and directors of schools are responsible for ensuring that faculty members are assigned to courses, theses, dissertations and other forms of instruction (e.g., Directed Independent Studies or DIS) solely within their areas of expertise.

Terminal degree outside of the teaching discipline ("related discipline")

A prospective instructor without a terminal degree in the teaching discipline (but who does hold a terminal degree) may qualify to teach graduate courses, serve on dissertation committees, or offer other forms of graduate credit through one or both of the following:

- Documentation of 18 graduate semester credits of coursework that can serve as the basis for the instructional assignment.

  [Note: Documentation must be appropriate to the course being taught. An official transcript (or, in the case of a foreign degree, an approved agency's evaluation of the equivalency of the foreign degree and its courses) must be used in this documentation. If the level/content of the coursework is not clear, the chair/director should seek additional information from the degree-granting institution. Credits must be documented by course prefix/number, course name, year in which the credits were earned, and the institution/degree program in which they were earned. These graduate semester credit hours must be made up of formal coursework.   Thesis, dissertation, internship, and similar credits do not count towards this documentation.]

- Documentation of a record of substantial and current accomplishments in the field of the teaching assignment.

  [Note: Documentation must be appropriate to the course being taught.   Accomplishments must be documented by the hiring authority.   Documentation would include such items as: abstracts of published work, taken directly from the journals or proceedings; evidence of book publication, including the rigor of the reviewing process and the press; copies of published reviews of an exhibition or performance; copies of book reviews published in scholarly journals or similarly significant venues; dissertation abstracts, listing the

committee and the institution.   In all cases, the accomplishments must be independently verified.   For all accomplishments cited, the hiring authority should be prepared to provide the level of documentation required for the promotion and tenure portfolio, as this provides the best guide to comprehensive documentation of accomplishments.   All documentation must be on file in the academic unit, available for review upon request by dean or provost.]

The chair/director completes the documentation of qualifications for the instructional assignment.   If the dean finds the documentation to be appropriate, it is forwarded to the Provost.   The Provost (advised by a faculty review committee) will determine whether the narrative of accomplishments provides sufficient clear and compelling evidence that the person is qualified for the instructional assignment.

No Terminal degree completed

Without exception, doctoral courses must be taught by individuals who have completed Terminal degrees.

In order to teach other (non-doctoral) graduate courses, an individual must either hold a completed Terminal degree or the individual's credential must be established through Alternate Credentialing (outlined below).

Undergraduate instruction

Terminal degree within the teaching discipline

Instructors holding a terminal degree in the teaching field are qualified for any instructional assignment within that field, provided that their chair/director has concluded that they have either the graduate training or have acquired the knowledge base for the particular course.   In all cases, chairs of departments and directors of schools are responsible for ensuring that faculty members are assigned to courses, directed independent studies, and honors theses solely within their areas of expertise. FAU assumes that professional development is an on-going responsibility of full-time faculty.   Professional development appropriately includes the development of new fields of competency as well as staying current in the fields of one's graduate study.

Master's degree or terminal degree outside the teaching discipline

Instructors who hold a master's degree and faculty or who hold a terminal degree outside the teaching field (i.e., related discipline) must document their qualifications to teach a particular course through graduate coursework and/or a record of substantial and current accomplishments in the field of the teaching assignment.   The hiring authority would need to provide one or both of the following:

- Documentation of 18 graduate semester credits of coursework that can serve as the basis for the instructional assignment.

  [Note: Documentation must be appropriate to the course being taught. Credits must be documented by course prefix/number, course name, year in which the credits were earned, and the institution/degree program in which they were earned. An official transcript (or, in the case of a foreign degree, an approved agency's evaluation of the equivalency of the

foreign degree and its courses) must be used in this documentation. If the level/content of the coursework is not clear, the chair/director should seek additional information from the degree-granting institution. These graduate semester credit hours must be made up of formal coursework. Thesis, dissertation, internship, and similar credits do not count towards this documentation, nor do courses on how to teach.]

- Documentation of a record of substantial and current accomplishments in the field of the teaching assignment.

  [Note: Documentation must be appropriate to the course being taught. Accomplishments must be documented by the hiring authority. Documentation would include such items as: abstracts of published work, taken directly from the journals or proceedings; copies of published reviews of an exhibition or performance; copies of book reviews published in scholarly journals or similarly significant venues; dissertation abstracts, listing the committee and the institution. In all cases, the accomplishments must be independently verified. For all accomplishments cited, the hiring authority should be prepared to provide the level of documentation required for the promotion and tenure portfolio, as this provides the best guide to comprehensive documentation of accomplishments. All documentation must be on file in the academic unit, available for review upon request by dean or provost.]

The Dean and the Provost (advised by the Credential Review Team) will determine whether the narrative of accomplishments provides sufficient clear and compelling evidence that the person is qualified for the instructional assignment.

Graduate degree in progress

Graduate teaching assistants (GTAs) at FAU may teach if they have completed 18 graduate semester hours in the teaching field AND are under the direct supervision of a faculty member, receive regular in-service training, and receive planned and periodic evaluations of their teaching.

These graduate semesters hours must be made up of formal coursework. Thesis, dissertation, internship, and similar credits do not count towards this documentation. Courses in pedagogy ("how to teach") do not count towards this documentation but courses about the results of and methods for research on teaching (as taught in the College of Education) may count towards it. Directed independent study courses can be counted only if there is documentation of the content and outcome of the course: for example, a syllabus that details the work to be done and how it will be evaluated or a copy of the final research paper or a faculty critique of the completed artistic project. This documentation must be on file in the department in which the student will be teaching.

The Department must have a written policy that details how the student will be supervised, what in-service training is offered and required, and how the periodic and planned evaluations will occur.

No graduate degree or graduate degree in progress

Unless credential is met using Alternate Credentialing (outlined below), individuals without completed graduate degrees may not teach undergraduate courses.

Alternate Credentialing

In General

Florida Atlantic University recognizes that the best interests of the students may, at times, be served by instruction delivered by someone who has not taken the typical academic route to developing her or his ability to effectively teach a particular subject.   As SACSCOC 3.7.1 states: "When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline…. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes."

As the FAU policy on Qualification for Instructors (**Appendix A**) states, "[e]xceptions to the highest degree standards can be made in cases where the instructor possesses work related experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching."

The academic credential guidelines above should be used as the primary means of qualification for all instructors of record at FAU, regardless of contract type, at all levels (undergraduate and graduate), in all programs, and at all campuses. However, alternative qualifications other than academic credentials (or combined with credentials) may be appropriate for teaching particular courses. Consideration of alternative teaching qualifications either in conjunction with or in lieu of academic credentials must be made on a case-by-case basis. Such cases should be exceptional and the evidence of other demonstrated competencies and achievements provided must be compelling. It should also show substantial and significant evidence of professional progress as related to the faculty member's teaching assignment. Other qualifications may include, as appropriate, related undergraduate and graduate degrees, a scholarly track record in the teaching discipline or related discipline, contract or grant work, work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes.

Policies developed by Colleges/Departments

Colleges and/or Departments wishing to use alternate credentialing develop their own policies in accordance with the guidelines set forth herein. The policies are reviewed and approved by the Provost's office. Once approved, a policy is included in **Appendix C** of this Manual and instructor credentials may be established using such policy.

Conditions for Alternate Credentialing Policy Approval

- *General Requirements for use of Alternate Credentialing*: Policies must provide general guidance about the need for alternate credentialing and the types of courses for which alternate credentialing may be appropriate.   In general, alternate credentialing is appropriate where an instructor has achieved distinction in the field through significant contributions outside of academia that undeniably indicates a level of advanced accomplishment or understanding which enables him/her to teach at a level equivalent to

or beyond that which is usually established by a terminal degree in the field (for both graduate and undergraduate courses) or a master's degree in the field (for undergraduate courses). In general, alternate credentialing is not appropriate for courses involving academic research or theory.

- **Specific Requirements:** Policies must provide specific guidance regarding qualifications and documentation supporting the following:
  - o *Depth of Experience*: An instructor must possess a depth of experience in the field that clearly substantiates competence, effectiveness, and a capacity to teach courses in the field. Such experience is primarily evidenced by the length of experience in a particular field. However, recognizing that some fields are "new", other criteria may be considered, such as influential work in the field.
  - o *Currency of Experience*: An instructor must demonstrate that they remain current and active in their fields with currency measured against the term in which a course is to be taught.
  - o *Other Requirements that a College/Department mandates*: Colleges and Departments may establish requirements in addition to those set forth above including requirements related to demonstrable excellence in teaching and requirements designed to meet accreditation requirements of other accrediting bodies.
  - o *Review of Credentials*: Primarily because currency of experience is a required component of alternate credentialing, policies must specify a time period for which alternate credentialing to teach a particular course is valid. If an instructor continues to teach an alternate credentialing course beyond the specified time, the policy must require a review of the instructor's credentials.
- **Documentation:** Policies must provide guidance as to the specific documentation required to support alternate credentialing. For example, if professional certifications are required, specific certifications from specific governmental, regulatory or other bodies must be designated (vague descriptions of "professional certifications" will not suffice). This documentation must be complete and received by the Provost's office prior to course assignment.

  Documentation must be appropriate to the course being taught. Documentation might include such items as: abstracts of published work, taken directly from the journals or proceedings; evidence of book publication, including the rigor of the reviewing process and the press; copies of published reviews of an exhibition or performance; a listing of the venues of significant performances or exhibitions; copies of book reviews published in significant venues; letters of evaluation solicited by the hiring authority from persons able to dispassionately evaluate the accomplishments of the prospective faculty member. In all cases, the accomplishments must be independently verified by the chair/director. For all accomplishments cited, the chair/director should be prepared to provide the level of documentation required for the promotion and tenure portfolio, as this provides the best guide to comprehensive documentation of accomplishments.

Alternate Credentialing Procedures

A separate request must be made for each course for which alternate credentialing is sought and such request must be made prior to the start of the term during which the affected course is to be offered.

The request for alternate credentialing is made on a per-course basis in a format specific to the policy set forth by the College/Department. The request must be signed by the submitting Chair/Director and approved by the Dean, and include all required explanation and documentation.

The request is reviewed initially by the Dean of the College.   If the Dean supports the request, s/he will sign off and forward to the Provost's office for consideration.

The Vice Provost will review the request against the requirements set forth in the approved College or Department policy.

Approval of an alternate credentialing request is specific to a particular course.

PROCEDURE FOR REVIEW OF FACULTY/INSTRUCTOR CREDENTIALS

Credentialing database

Instructors' credential information is housed and reviewed in a dedicated database. The database is populated with information from the University's human resources and student/instructional records databases.

The following HR information extracts to the credentialing database for every instructor:
- Department
- Rank (if ranked faculty)
- Employment status: full or part-time
- Tenure status
- Highest degree earned [as confirmed by an official transcript received by FAU or, in the case of foreign credential, as confirmed by analysis done by a NACES-sanctioned agency]
- List of all degrees reported

For each course taught in a semester, the following Instructional information extracts to the credentialing database:
- Prefix and course number
- Title
- Credits
- Department
- Description in FAU Catalog
- Level (UG or G)
- Classification of Instructional Programs (CIP) code

The credentialing database itself provides the basis for credential as follow:
- Terminal degree in teaching discipline
- Other terminal degree - credential by research/experience/creative activity
- Other terminal degree - credential by coursework
- Other terminal degree - credential by coursework and research/experience/creative activity
- Master's degree
- Bachelor's degree (Graduate Teaching Assistant)
- Alternate Credentialing

In addition, the credentialing database provides text areas in which comments and explanations supporting credential may be inputted.

Provision of credential information

Deans, Chairs or Directors (or personnel directed by them) designate the basis for credential into the database and provide any necessary comments required to support credentials.

Documentation

All documentation required to establish credential in accordance with the basis for credential must be forwarded to the Provost's office. Official transcripts and C.V.s or resumes are required for all instructors. An instructor will not be approved to teach prior to the receipt of the necessary documentation.

Overview of the review process

Review Personnel: Faculty credential review is completed by either the Vice Provost or the Provost's Credential Review Team. The Credential Review team consists of faculty members who report to the Vice Provost. Team members are trained on the application of the university's standards for assuring that every course is taught by a qualified instructor. The Vice Provost and the Credential Review team reviews the information in the Credentialing database and documentation.

First-Time Instructor Review: A first-time instructor is an instructor who has never taught a course at FAU. First-time instructors may not be assigned courses until their credentialing documentation has been received and their credentials are reviewed and approved by the Vice Provost or the Credential Review Team.

For first-time instructors who are new full-time faculty, Chairs, Directors or Deans submit credential information and documentation directly to the Provost's office as part of the new hire process and this information is reviewed by the Vice Provost. For first-time instructors who are part-time, adjunct, or graduate teaching assistants (GTAs), Chairs, Directors or Deans submit credential information to the Credential Review Team for review.

Existing Instructors: Faculty who have taught at FAU in a prior term and whose credentials have been reviewed and "passed" for prior course assignments may be conditionally assigned new courses without prior review. However, approval to teach a new course is conditional pending review.

Before classes begin and updating throughout a term, the credentialing database is populated and updated with HR and Instructional data as instructors are assigned courses to teach. The Chairs/Directors review the files for all of the instructors in their academic units.

Each term, Credential Review Team members review every instructor and course in the database for compliance with SACSCOC and FAU credentialing guidelines.   The specified basis for credential is reviewed against the HR and Instructional data and any credentialing comments provided by Deans / Chairs. If required, documentation is also reviewed.   The Credential Review Team inputs the results of

their evaluation in the database. Instructor credential is either "passed" or "not passed" upon initial review.

A "pass" indicates that the instructor's credential information meets FAU credentialing guidelines. In this case, no further information is required and an instructor's course assignment proceeds.

If an instructor's credential is "not passed," additional information is required to support credential and/or required documentation must be submitted to the Provost's office. In these situations, the affected Chair/Director is contacted and support and/or documentation must be provided such that the instructor's credential may be "passed." If an instructor's credential cannot be "passed", the Provost's office is alerted and the instructor's course assignment may be revoked.

Alternate Credentialing Review: If Alternate Credentialing is used to establish and instructor's credential, the Vice Provost will review.

Appendix A: Provost's Memorandum on Qualification of Instructors (April 27, 2015)

FAU
FLORIDA
ATLANTIC
UNIVERSITY

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MEMORANDUM

DATE: April 27, 2015

TO: Deans
              Megan Davis, Interim Executive Director, HBOI

FROM: Gary Perry, Provost and Vice President
              Academic Affairs

RE: Policy on Qualification of Instructors **(Supercedes all previous memoranda)**

FAU adheres to the guidelines established by its regional accrediting association, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). These guidelines require that primary consideration be given to the highest degree earned in the discipline:

1. Instructional personnel teaching graduate courses hold the doctorate or appropriate terminal degree in the teaching discipline or a related discipline.

2. Instructional personnel teaching undergraduate courses (including general education courses) hold a doctorate or appropriate terminal degree in the teaching discipline or master's degree with a minimum of 18 graduate semester hours in the teaching discipline. For interdisciplinary courses, faculty qualifications must be relevant to the disciplines that are components of the courses.

3. Graduate teaching assistants assigned primary responsibility for teaching a course must hold a master's degree in the teaching discipline or 18 graduate semester hours in the teaching discipline. Graduate TAs without these

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qualifications may not be assigned primary responsibility for teaching a course for credit or for assigning final grades, but may assist the primary instructor with course-related activities. Graduate TAs receive direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.

Exceptions to the highest degree standard can be made in cases where the instructor possesses related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching. Dates for these additional qualifications must be specified, as well as a description of the relationship between these qualifications and the expected outcomes of the course.

The FAU Credentialing Manual describes the policies and practices of Florida Atlantic University for ensuring that all courses are taught by well-qualified instructors. It includes the procedures used to review the credentials of every instructor teaching a course. In addition, it contains Terminal Degree Lists and Alternate Credentialing Policies for every college.

Cc: Provost's Leadership Team
   Mary Walsh, Director of Credentialing
   Kathleen Wright, Coordinator of Academic Personnel

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Appendix B: TERMINAL DEGREE LISTS

B1:   Dorothy F. Schmidt College of Arts and Letters

B2:   College of Business

B3:   College for Design and Social Inquiry

B4:   College of Education

B5:   College of Engineering and Computer Science

B6:   Harriet L. Wilkes Honors College

B7:   Charles E. Schmidt College of Medicine

B8:   Christine E. Lynn College of Nursing

B9:   Charles E. Schmidt College of Science

B10:   The Undergraduate College

APPENDIX B1: TERMINAL DEGREES FOR THE DOROTHY F. SCHMIDT COLLEGE OF ARTS AND LETTERS

Anthropology
Terminal Degree for each discipline taught in Anthropology
Ph.D. Anthropology
Ph.D. Archaeology

Arts and Humanities
Terminal Degree for each discipline taught in Arts and Humanities
This is an interdisciplinary degree offered through the departmental degree programs. The appropriate degree would depend upon the content of the discipline but would be an earned doctorate in one of the humanities, arts or social science disciplines, or an MFA in one of the arts disciplines.

English
Terminal Degree for each discipline taught in English
Ph.D. in English or related interdisciplinary field (Composition, Rhetoric, Creative writing, Comparative Literature), MFA in Creating Writing.

Additional terminal degrees specific to area of study:
> African-American Literature, Literature of Africa and African Diaspora: Ph.D. in Black Studies, Ph.D. in Africana (or African) Studies, Ph.D. in African Diaspora Studies
> American Latino/a Literatures: Ph.D. in Latino/a Studies, Ph.D. in Chicano/a Studies
> American Literature: Ph.D. in American Studies
> Ancient Literature: Ph.D. in Classics
> Asian or Asian-American Literature: Ph.D. in Asian Studies
> Jewish-American Literature: Ph.D. in Jewish Studies
> Linguistics: Ph.D. in Linguistics
> Literary Theory, Critical Theory, Aesthetic Criticism, Literary Criticism: Ph.D. in Philosophy
> Native American Literature or Indigenous Studies: Ph.D. in Native Studies, Ph.D. in Indigenous Studies
> Literature of/about/by Women: Ph.D. in Women's Studies

History
Terminal Degree for each discipline taught in History
Ph.D. in History

Additional terminal degrees specific to area of study (A Ph.D. in any disciplinary or interdisciplinary degree related to course subject matter):
> American History: Ph.D. in American Studies (or similar field)
> Asian History: Ph.D. in Near Eastern Studies, Ph.D. in Asian Studies (or similar field)
> European History: Ph.D. in European Studies (or similar field)
> Jewish History: Ph.D. in Jewish Studies (or similar field)
> Jewish Studies: Ph.D. in Jewish Studies (or similar field)
> Latin Am History: Ph.D. in Latin American Studies, Ph.D. in Latin American History,
> Women's History: Ph.D. in Women's Studies (or similar field).
> World History: Ph.D. in Global Studies (or similar field)

Communication and Multimedia Studies
Terminal Degree for each discipline taught in Communication and Multimedia Studies
Ph.D. or MFA in:
Communication
Film/Video
Critical Studies, School of Cinema and Television
Cinema and Media Studies

Mass Communication
Rhetoric and Communication
Communication Studies
Telecommunications
Film Studies
Journalism
Cinema Production
Computer Arts and Animation
Film and Digital Media
Computer Arts

Comparative Studies
Terminal Degree for each discipline taught in Comparative Studies
This is an interdisciplinary degree with faculty from departmental degree programs. The appropriate degree would depend upon the content of the discipline but would be a terminal degree in one of the humanities, arts or social science disciplines.

Jewish Studies
Terminal Degree for each discipline taught in Jewish Studies
This is an interdisciplinary program. The appropriate degree depends on the content of the course. The faculty would have a relevant coursework in the discipline.

Liberal Studies
Terminal Degree for each discipline taught in Liberal Studies
This degree program is on hiatus. It was an interdisciplinary program and the appropriate degree would depend on the content of the discipline. The faculty member would have an earned doctorate in one of the humanities or social sciences or an MFA in one of the arts disciplines.

Languages, Linguistics and Comparative Literature
Terminal Degree for each discipline taught in Languages, Linguistics and Comparative Literature
DML, DPhil, Ph.D. French Language /Literature, Italian Language/Literature, Spanish Language/ Literature, German Language/Literature, Hispanic Language/Literature, Modern Language (with various specializations possible), Chinese Language/Literature, Hebrew language/Literature, Linguistics
Ph.D. Comparative Literature

Music
Terminal Degree for each discipline taught in Music
DMA, DOA, DOM, Ph.D. in Music for all History, Literature, Theory, Pedagogy and Composition disciplines
Ed. D, Ph.D. in Music Teacher Education
MFA, MM in Music for all Performance, Arts Management, and Opera Production disciplines

Philosophy
Terminal Degree for each discipline taught in Philosophy
Ph.D. in Philosophy

Political Science
Terminal Degree for each discipline taught in Political Science
Ph.D. in Political Science

Additional terminal degrees specific to area of study:
    Comparative Politics: Ph.D. International Relations, Ph.D. International Affairs, Ph.D. International Studies, Ph.D. Global Studies, Ph.D. Government, Ph.D. Area Studies

International: Ph.D. international Relations, Ph.D. International Affairs, Ph.D. International Studies, Ph.D. Global Studies
Political Science: Ph.D. Government
Political Theory: Ph.D. Government
Public Policy: Ph.D. Public Policy, Ph.D. Public Administration, Ph.D. Government
Public Administration: Ph.D. Public Policy, Ph.D. Public Administration, Ph.D. Government
Law and American Society: Ph.D. Government, J.D.
Women and the Law: Ph. D. Government, J.D.
Constitutional Law: Ph.D. Government, J.D.
Judicial Process: Ph.D., Government, J.D.

Social Science
Terminal Degree for each discipline taught in Social Science
Ph.D. in the disciplines included in the degree (Anthropology, Sociology, Political Science, Psychology, Geography, Economics)

Sociology
Terminal Degree for each discipline taught in Sociology
Ph.D. Sociology

Theatre and Dance
Terminal degree for each discipline taught in Dance or Theatre:

Ph.D. or other Research Doctorate Degrees as recognized by the U.S. Department of Education where the dissertation or major area of study is in the discipline of Dance or Theatre.
Doctor of Arts (D.A.)
Doctor of Design (D.Des.)
Doctor of Education (Ed.D.)
Doctor of Fine Arts (D.F.A.)
Doctor of Philosophy (Ph.D.)

M.F.A degree in Dance or Theatre or a sub-discipline of Dance or Theatre including but not necessarily limited to:
Master of Fine Arts in Acting
Master of Fine Arts in Arts Administration
Master of Fine Arts in Choreography
Master of Fine Arts in Costume Design
Master of Fine Arts in Costume Design and Technology
Master of Fine Arts in Costume Production
Master of Fine Arts in Dance
Master of Fine Arts in Design
Master of Fine Arts in Design and Technology
Master of Fine Arts in Design for Theatre and Entertainment Media
Master of Fine Arts in Drama and Theatre for Youth
Master of Fine Arts in Dramatic Writing
Master of Fine Arts in Dramaturgy
Master of Fine Arts in Lighting Design
Master of Fine Arts in Management
Master of Fine Arts in Musical Theatre
Master of Fine Arts in Performance
Master of Fine Arts in Performance and Interactive Media Arts
Master of Fine Arts in Performance and Pedagogy
Master of Fine Arts in Performance as Public Practice
Master of Fine Arts in Performing Arts Management

Master of Fine Arts in Playwriting
Master of Fine Arts in Production and Design
Master of Fine Arts in Production Design and Technology
Master of Fine Arts in Properties Technology
Master of Fine Arts in Scene Design
Master of Fine Arts in Scenic Technology and Design
Master of Fine Arts in Sound Design
Master of Fine Arts in Stage Design
Master of Fine Arts in Stage Management
Master of Fine Arts in Technical Direction
Master of Fine Arts in Technical Production
Master of Fine Arts in Theatre
Master of Fine Arts in Theatre for Young Audiences
Master of Fine Arts in Writing for Performance Program
Master of Letters and Master of Fine Arts in Shakespeare and Performance

Visual Arts and Art History
Terminal Degree for each discipline taught in Visual Arts and Art History
DOA, Ph.D. in Art History, Criticism/ Conservation
MFA in Fine Arts/Studio Arts/Visual Arts/Photography/Graphic Design/Visual Communication (also those degree programs that specify the particular field, such as Ceramics, Painting, Sculpture)

Women's Studies
Terminal Degree for each discipline taught in Women's Studies
Ph.D. in Women's Studies

APPENDIX B2: TERMINAL DEGREES FOR THE COLLEGE OF BUSINESS

Accounting
Terminal Degree for each discipline taught in Accounting
DBA or Ph.D. in Accounting
DBA or Ph.D. in Business Administration with Major, Concentration or Dissertation in Accounting

Additional Terminal degrees specific to area of study:
       Business Law and Ethics: J.D.
       Tax: J.D. with LL.M in Taxation

Economics
Terminal Degree for each discipline taught in Economics
DBA or Ph.D. Economics
DBA or Ph.D. in Business Administration with Major, Concentration or Dissertation in Economics

Finance
Terminal Degree for each discipline taught in Finance
DBA or Ph.D. in Finance,
DBA or Ph.D. in Business Administration with Major, Concentration or Dissertation in Finance

Additional Terminal degrees specific to area of study:
       Real Estate: DBA or Ph.D. in Real Estate
       Risk Management and Insurance: DBA or Ph.D. in Risk Management; DBA or Ph.D. in Insurance

Health Administration
Terminal Degree for each discipline taught in Health Administration
Ph.D. in Health Services Administration
Ph.D. in Public Health
DBA or Ph.D. in Business Administration with Major, Concentration or Dissertation in Health Administration

Additional Terminal degrees specific to area of study:
       Healthcare Law or Policy: J.D.

Hospitality Management
Terminal Degree for each discipline taught in Hospitality Management
DBA or Ph.D. in Hospitality Administration/Management
DBA or Ph.D. in Business Administration with Major, Concentration or Dissertation in Hospitality Administration/Management
DBA or Ph.D. in Recreation, Parks & Tourism
DBA or Ph.D. in Food Service/Food Admin./Culinary Arts/Restaurant Management
DBA or Ph.D. in Events/Meeting Management

Additional Terminal degrees specific to area of study:
       Hospitality Law or Policy: J.D.

International Business and Trade
Terminal Degree for each discipline taught in International Business and Trade
DBA, Ph.D. in International Business
DBA, Ph.D. Business Administration with Major, Concentration or Dissertation in International Business

Management Information Technology and Operations Management
Terminal Degree for each discipline taught in Information Technology and Operations Management
DBA or Ph.D. in Information Systems
DBA or Ph.D. in Computer Science
DBA or Ph.D. in Industrial Engineering
DBA or Ph.D. in Operations Management
DBA or Ph.D. in Management with Major, Concentration or Dissertation in Information Systems, Computer Science or Operations Management
DBA or Ph.D. in Business Administration with Major, Concentration or Dissertation in Information Systems, Computer Science or Operations Management

Additional terminal degrees specific to area of study:
      Digital Marketing: DBA or Ph.D. Marketing
      Information Security: DBA or Ph.D. Information Security
      Operations Management: Ph. D. Industrial Engineering, Ph.D. Operations Management
      Statistics: Ph.D. Mathematics, Ph.D. Statistics, Ph.D. Economics (quantitative emphasis), and Ph.D. in Decision Science

Management, Leadership and Entrepreneurship/Management Programs
Terminal Degree for each discipline taught in Management, Leadership and Entrepreneurship
DBA or Ph.D. in Management
DBA or Ph.D. in Business Administration

Additional terminal degrees specific to areas of study:
      Business Communications: Ph.D. Communication, Ph.D. English, Ph.D. Rhetoric, DBA or Ph.D. in Business Communication (Major, Concentration or Dissertation in Organizational Communication), MFA Writing / Creative Writing
      For courses related to Organizational Behavior /Business Psychology: Ph.D. in Psychology
      For GEB or HR courses: Ph.D. Public Management/Administration, Ph.D. or Ed.D. Educational Leadership / Higher Education Management.
      Motion Pictures Management: DBA or Ph.D. in Motion Pictures Management, MFA or Ph.D. Communication, MFA or Ph.D. Film, MFA or Ph.D. Mass Media
      Sports Administration: DBA or Ph.D. Sports Management

Marketing
Terminal Degree for each discipline taught in Marketing
DBA or Ph.D. in Marketing
DBA or Ph.D. in Business Administration with Major, Concentration or Dissertation in Marketing
DBA or Ph.D. in Advertising, Communications or Public Relations

APPENDIX B3: TERMINAL DEGREES FOR THE COLLEGE FOR DESIGN AND SOCIAL INQUIRY

Architecture
Terminal Degree for each discipline taught in Architecture
Ph.D. Architecture
Master of Architecture

Criminology and Criminal Justice
Terminal Degree for each discipline taught in Criminology and Criminal Justice
Ph.D. in Criminology
Ph.D. in Criminal Justice
Ph.D. in Public Administration

J.D. – Courses in Law

Public Administration
Terminal Degree for each discipline taught in Public Administration
Ph.D. in Public Administration
Ph.D. in Political Science / Government

J.D. – Courses in Law

Social Work
Terminal Degree for each discipline taught in Social Work
Ph.D. in Social Work/Social Welfare
MSW, MSSW, MS in Social Work

Urban and Regional Planning
Terminal Degree for each discipline taught in Urban and Regional Planning
Ph.D. in Urban Planning
Ph.D. in Regional Planning
Ph.D. in Urban and Regional Planning
Ph.D. in City Planning

J.D. – Courses in Law

APPENDIX B4: TERMINAL DEGREES FOR THE COLLEGE OF EDUCATION

Communication Sciences and Disorders
Terminal Degree for each discipline taught in Communication Sciences and Disorders
Ph.D. , Ed.D.in Audiology/Audiologist and Speech-Language Pathology/Pathologist
Ph.D. Ed.D. in Communication Sciences/Disorders
Ph.D., Ed.D. in Exceptional Student Education
M.A. Speech Pathology/Communication Disorders – Terminal Degree for Clinical Supervision

Counselor Education
Terminal Degree for each discipline taught in Counselor Education
Ph.D., Psy.D. Clinical Psychology
Ph.D., Ed.D. Counselor Education
Ph.D., Ed.D. Counselor Education/School Counseling and Guidance Services
Ph.D., Ed.D. Counseling
Ph.D., Psy.D. Counseling Psychology
Ph.D., Psy.D. Psychology
Ph.D., Psy.D. School Psychology
Ph.D., Psy.D. School Counseling
Ph.D. Rehabilitation Counseling
Ph.D. Rehabilitation Psychology
M.S.W., Master's in Social Work for courses on counseling skills

Curriculum, Culture and Educational Inquiry
Terminal Degree for each discipline taught in Curriculum, Culture and Educational Inquiry
For disciplines in Elementary Education (Multicultural Education):
Ed.D., Ph.D. Curriculum and Instruction
Ed.D., Ph.D. Curriculum Theory
Ed.D., Ph.D., Educational Studies
Ed.D., Ph.D. Elementary Education
Ed.D., Ph.D. Multicultural Education
Ed.D., Ph.D. Social Foundations

For disciplines in Elementary Education (TESOL/Bilingual Education)
Ed.D., Ph.D. Curriculum and Instruction
Ed.D., Ph.D. Curriculum Theory
Ed.D., Ph.D., Educational Studies
Ed.D., PhD. Elementary Education
Ed.D., Ph.D., Teaching English as a Second Language, Foreign Language/ESL, Language Education
Ed.D., Ph.D. Linguistics
Ed.D., Ph.D. Rhetoric and Linguistics

For the B.E.C.E.
Ed.D., Ph.D. Childhood Education
Ed.D., Ph.D. Childhood Studies
Ed.D., Ph.D. Child Development
Ed.D., Ph.D. Curriculum and Instruction
Ed.D., Ph.D. Early Childhood Education
Ed.D., Ph.D. Elementary Education
Ed.D., Ph.D. Kindergarten/Preschool Education
Ed.D., Ph.D. Special Education/Exceptional Student Education

Educational Leadership and Research Methodology

Terminal Degree for each discipline taught in Educational Leadership and Research Methodology Studies

Ed.D, Ph.D. in Counselor Education/School Counseling and Guidance Services

Ed.D, Ph.D. in Curriculum and Instruction

Ed.D, Ph.D. in Educational Leadership and Administration

Ed.D, Ph.D. in Higher Education/Higher Education Administration

Ed.D, Ph.D. in International and Comparative Education

Ed. D, Ph.D. in Parks, Recreation and Leisure Studies

Ed.D, Ph.D. in Trade and Industrial Teacher Education

Ed.D., Ph.D. in Educational Psychology

Ed.D., Ph.D. in Research Methodology

Ed.D., Ph.D. in Adult and Community Education

Exceptional Student Education

Terminal Degree for each discipline taught in Exceptional Student Education

Ed.D.,Ph.D. Exceptional Student Education

Ed.D., Ph.D. Special Education

Ed.D., Ph.D. Early Childhood Education

Ed.D., Ph.D. Education

Ed.D., Ph.D. Curriculum and Instruction

Ed.D., Ph.D. Educational Administration

Ed.D, Psy.D., Ph.D. Educational Psychology

Ed.D., Ph.D. School Psychology

Ed.D., Ph.D. Elementary Education

Ed.D., Ph.D. Gifted Education

Ed.D., Ph.D. Childhood Education

Ed.D., Ph.D. Childhood Development

Ed.D., Ph.D. Kindergarten or Preschool Education

Ed.D., Ph.D. Child Studies

Ed.D., Ph.D. Human Development

Exercise Science and Health Promotion

Terminal Degree for each discipline taught in Exercise Science and Health Promotion

Ph.D. Exercise Physiology

Ph.D., Ed.D. Health/Physical Education

Ph.D., Ed.D. Health Science

Teaching and Learning

Terminal Degree for each discipline taught in Teaching and Learning

The appropriate Ed.D., Ph.D. depends on the content of the course

APPENDIX B5: TERMINAL DEGREES FOR THE COLLEGE OF ENGINEERING AND COMPUTER SCIENCE

Civil, Environmental and Geomatics Engineering
Terminal Degrees Identified by Course Header:

Terminal Degree List for Civil, Environmental & Geomatics Engineering	CCE	CEG	CES	CGN	CWR	EGN	ENV	TTE	CGN	SUR
Ph.D. in Aeronautical, Astronautical, and Aerospace Engineering		x	x	x		x			x	x
Ph.D. in Engineering Mechanics		x	x	x		x			x	
Ph.D. Materials Engineering		x	x	x		x			x	
Ph.D. Mechanical Engineering		x	x	x	x	x	x		x	
Ph.D. Civil Engineering	x	x	x	x	x	x	x	x	x	x
Ph.D. Ocean Engineering		x	x	x	x	x	x		x	x
Ph.D. in Environmental Engineering	x	x	x	x	x	x	x	x	x	x
Ph.D. in Environmental Science				x	x	x	x			
Ph.D. in Geomatics Engineering	x	x	x	x	x	x	x	x	x	x
Ph.D. in Geosciences, Geology, or Geography				x					x	x
Ph.D. in Chemical Engineering				x	x	x	x		x	
Ph.D. in Structural Engineering		x	x	x		x			x	
Ph.D. in Industrial Engineering		x	x	x		x			x	
Ph.D. in Water Resources/Hydrology Engineering		x	x	x	x	x	x	x	x	x
Ph.D. in Transportation Engineering	x	x	x	x		x		x	x	x
Ph.D. in Geotechnical/Geoenvironmental Engineering	x	x	x	x		x	x		x	
Ph.D. in Biomedical Engineering				x		x	x		x	
Ph.D. in Materials Science	x	x	x	x	x	x			x	x
Ph.D. in Operations Research	x	x	x	x	x	x			x	x
Ph.D. in Construction Management	x	x	x	x	x	x	x	x	x	x
Ph.D. in Architectural Engineering	x	x	x	x		x			x	x
Ph.D. in Sustainable Infrastructure	x	x	x	x	x	x	x	x	x	x
Ph.D. in Planning	x			x	x		x	x	x	
Ph.D. in Surveying, Mapping, Cartography, Geographic Information Systems	x	x		x	x	x	x	x	x	x

Computer and Electrical Engineering and Computer Science
Terminal Degree for each discipline taught in Computer and Electrical Engineering and Computer Science
Ph.D. in Computer and Information Sciences
Ph.D. in Electrical, Electronics and Communications Engineering
Ph.D. in Computer Engineering
Ph.D. in Computer Sciences
Ph.D. in Software Theories
Ph.D. in Systems Engineering
Ph.D. in Mathematics for courses related to computer science such as databases, algorithms, programming languages, computer science theory
Ph.D. in Statistics for courses related to computer science including software engineering, performance modeling, performance evaluation, probability and statistics

Ocean and Mechanical Engineering
Terminal Degree for each discipline taught in Ocean and Mechanical Engineering
Ph.D. in Acoustics Courses to be taught by this terminal degree include: EOC 3306, EOC 6317C)
Ph.D. in Aeronautical and Astronautical Engineering
Ph.D. in Aerospace and Engineering Science
Ph.D. in Engineering Mechanics
Ph.D. in Geological Oceanography
Ph.D. Materials Engineering

Ph.D. Mechanical Engineering
Ph.D. Civil Engineering
Ph.D. in Mechanical and Aerospace Engineering
Ph.D. in Naval Architecture and Offshore Engineering
Ph.D. Ocean Engineering
Ph.D. in Engineering Science
Eng. Sc.D in Ocean Engineering
Ph.D. in Applied Mathematics for courses related to modeling of processes such as fluid dynamics, analytical modeling, and so on

APPENDIX B6: TERMINAL DEGREES FOR THE HARRIET F. WILKES HONORS COLLEGE

Honors College

The terminal degrees for courses offered by the Honors College are determined with reference to the Colleges and Departments related to those courses. For example, the terminal degree(s) for English courses are determined under the criteria set forth by the College of Arts and Letters English Department, the terminal degree(s) for Biology courses are determined under the criteria set forth by the College of Science Biological Sciences Department, etc.

APPENDIX B7: TERMINAL DEGREES FOR THE CHARLES E. SCHMIDT COLLEGE OF MEDICINE

Medicine
Terminal Degree for each discipline taught in Medicine
M.D.
D.O.
Ph.D. in Biology, Biochemistry, Biophysics, Bioethics, Chemistry, Bacteriology, Anthropology,
Physiology, Pharmacology, Microbiology, Genetics, Psychology or other biomedical science of medical field
DPH Public Health

APPENDIX B8: TERMINAL DEGREES FOR THE CHRISTINE E. LYNN COLLEGE OF NURSING

Nursing
Terminal Degree for each discipline taught in Nursing
Ph.D. in Nursing
DNP Doctor in Nursing Practice
DNS or DNSc Doctor of Nursing Science
ND Doctor of Nursing
Ed.D in Nursing

APPENDIX B9: TERMINAL DEGREES FOR THE CHARLES E. SCHMIDT COLLEGE OF SCIENCE

Biological Sciences
Terminal Degree for each discipline taught in Biological Sciences
Ph.D. in Biology/Biological Sciences/Integrative Biology
Ph.D. in disciplines relevant to course being taught that are within Biological Sciences (Anatomy, Biomedical Science, Botany, Neuroscience, Ecology, Genetics, Physiology, Microbiology, Zoology, Cell & Molecular Biology, Developmental Biology)
D.V.M.
M.D.
See also (for interdisciplinary courses for instance), other departments and their terminal degrees (Geosciences, Psychology, Physics, Chemistry and Biochemistry)

Chemistry and Biochemistry
Terminal Degree for each discipline taught in Chemistry and Biochemistry
Ph.D. in Chemistry/Biochemistry
Ph.D. in disciplines relevant to subject matter being taught (Analytic Chemistry, Inorganic Chemistry, Organic Chemistry, Physical Theoretical Chemistry, Theoretical Chemistry)

Geosciences
Terminal Degree for each discipline taught in the Geosciences
Ph.D. Geography
Ph.D. Geology/ Earth Science
Ph.D. Environmental Studies/Science
Ph.D. in disciplines relevant to course being taught; (Urban Planning, Environmental Science,
        Oceanography, Civil Engineering, Botany, Biology, Ecology, Meteorology)

Mathematical Sciences
Terminal Degree for each discipline taught in Mathematical Sciences
Ph.D. in Mathematics
Ph.D. in Statistics

Physics
Terminal Degree for each discipline taught in Physics
Ph.D. in Physics

Psychology
Terminal Degree for each discipline taught in Psychology
Ph.D. in Psychology
Psy.D. in Psychology

APPENDIX B10: TERMINAL DEGREES FOR THE UNDERGRADUATE COLLEGE

Military Science
Terminal Degree for each discipline taught in Military Science
M.S. in Aerospace/Military Science or in other military science discipline
Credentialing is based on a combination of education, military experience and training, years of military service and rank

Freshman Studies:
Terminal Degree for each discipline taught in Freshman Studies
Ph.D. or Ed.D. in one of the following:
> Adult Education
> College Student Personnel
> Counseling
> Counseling Psychology
> Curriculum & Development
> Curriculum & Instruction
> Education Administration
> Educational Leadership
> Educational Psychology
> Higher Education Administration
> Higher Education
> Student Affairs
> Student Affairs in Higher Education
> Student Personnel
> Post-Secondary Education
> Psychology

Freshman Composition
"ENC" courses. Terminal degree determined by English Department (College of Arts & Letters).

Appendix C: Alternate Credentialing Policies for Colleges or Departments.

C1:   Dorothy F. Schmidt College of Arts and Letters

C2:   College of Business

C3:   College for Design and Social Inquiry
        C3A: Public Administration

C4:   College of Education
        C4A: Exercise Science & Healthcare Promotion

C5:   College of Engineering and Computer Science

C6:   Harriet L. Wilkes Honors College

C7:   Charles E. Schmidt College of Medicine

C8:   Christine E. Lynn College of Nursing

C9:   Charles E. Schmidt College of Science

C10:   The Undergraduate College

Appendix C1: Alternate Credentialing Policy for the Dorothy F. Schmidt College of Arts and Letters

The policy set forth below is for use for all departments in the Dorothy F. Schmidt College of Arts and Letters. No individual departments have adopted their own alternate credentialing policies.

General Requirements for Use of Alternate Credentialing

We in the Dorothy F. Schmidt College of Arts and Letters value not only our faculty's contribution to their academic fields but also to diverse communities and the world at large. Many of our faculty achieve distinction through contributions outside of academia—through, for example, creative achievement in art, music, theatre, dance, and creative writing or through significant experience in diplomacy, journalism, digital animation, or other careers. While we give primary consideration to terminal degrees in the field for the teaching of graduate level courses, we also recognize that the performance of some faculty members undeniably indicates a level of advanced accomplishment or understanding which enables them to teach at a level beyond which is usually established by attaining a terminal degree in the field.

Our accrediting body, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), similarly recognizes such faculty, allowing what has been called "exceptional cases" to the standard requirements for a terminal degree. We prefer the term "alternate credentialing" to "exceptional cases" in order to affirm that it is not the cases that are exceptional but the faculty themselves, based on their exceptional achievements in the field.

In seeking to formulate a process for alternate credentialing, we are guided by the Principles of Accreditation of SACSCOC. According to the current version of that document

3.7.1 The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes.

Alternate credentialing must provide evidence that candidates meet these standards.

Departments seeking to credential non-terminal degree faculty to teach graduate courses must provide a packet with the following information to the Dean's office, where it will be evaluated and, if approved, forwarded to the Provost's office for final approval. Departments are advised to begin this process as soon as possible, as delays may prevent faculty from teaching. The packet should include a cover sheet, a current CV for the applicant, and supplemental material as needed to indicate compliance with the standards set forth below.

Depth of Experience

Consistent with SACSCOC's Principles of Accreditation section 3.7.1, all candidates must show a depth of experience in the field that clearly substantiates competence, effectiveness, and capacity to teach

graduate level courses in the field. This depth of experience can be evidenced by a combination of at least two of the following criteria:

a.   Extensive experience working in the field. We recognize that "extensive" is a vague term but necessarily so given that some candidates may belong to fields that are just emerging or that are relatively new (multimedia journalism, digital animation, and digital humanities, for example). Departments should make a case for the extensiveness of the candidate's work in relation to each field's particular milieu, either by providing evidence of 20 or more years of work in the field or by arguing that the candidate's experience is consistent with other faculty who hold terminal degrees or tenured positions at SACSCOC or other regionally accredited institutions in the same field.

b.   Substantial, continuing, influential work, as evidenced by publications in the field, creative achievements, or significant awards and honors.

c.   Other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. In using this criterion, departments should establish the relevance of these competencies and achievements to the position and the courses to be taught by referring to other faculty in the field with similar competencies who hold terminal degrees or tenured positions at SACSCOC or other regionally accredited institutions in the same field.

Currency of Experience

Candidates must also demonstrate that they remain current and active within their fields, as evidence by a combination of:

a.   Current professional licensure and certifications (where appropriate).

b.   Substantial, continuing, influential work, as evidenced by publications or other work in the field, creative achievements, or significant awards and honors within the past five years.

c.   Other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes, within the past five years. In using this criterion, departments should establish the relevance of these competencies and achievements to the position and the courses to be taught.

Other Requirements

Demonstrable Excellence in Teaching

Candidates must also demonstrate continuous excellence in teaching, as determined by the standards for teaching contained within the department's criteria for tenure and promotion. For new faculty members, departments should provide proof of the candidate's teaching experience and excellence using one of the following:

a.   Evidence of effective teaching at other SACSCOC or regionally accredited institutions.

b.   Evidence of effective teaching from at least one year of undergraduate teaching at FAU (if the candidate can be credentialed to teach undergraduate courses).

c.   Evaluation after teaching more than one graduate course under an Instructor of Record (IOR). The IOR will provide supervision, training, and professional development and will offer a written evaluation based on classroom observation and other teaching evidence. This letter should be used in conjunction with SPOT performance for the supervised courses to argue for alternate credentialing; this letter may also be used for third year review.

For Teaching Graduate Courses - Membership in Graduate Faculty

All candidates must be members of the Graduate Faculty, as specified in the Graduate College Governance Document, sections II.B and II.C. In cases of new faculty members, credentialing and admission to the Graduate Faculty may be pursued simultaneously, though credentialing will not be granted if the candidate is denied admission to the Graduate Faculty. In stipulating this condition, we recognize that the process of admission to the Graduate Faculty is rigorously determined by those best qualified to assess a candidate's qualifications while also acknowledging the need to maintain the standards of accreditation as specified by SACSCOC.

Policy Administration

Recertification

If approved, credentialing will be valid for five years or until the candidate is due for renewal in the Graduate Faculty, whichever comes first. For recertification, departments should submit documentation that the candidate continues to meet criteria 1, 3, and 4 above.

Amendments and Changes

This policy shall be reviewed and revised as needed to remain in compliance with the current version of SACSCOC's Principles of Accreditation.

Appendix C2: Alternate Credentialing Policy for the College of Business

The policy set forth below is for use for all departments in the College of Business. No individual departments have adopted their own alternate credentialing policies.

College of Business
Procedures for Alternate Credentialing of Faculty

The College of Business values both scholarly and practical experience and knowledge faculty contribute to our educational programs. In accordance with our AACSB accreditation guidelines, the College of Business strategically deploys "faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the school's mission and strategies" (AACSB, p. 38).   With the implementation of new standards in 2013, AACSB strongly desires a combination of faculty with scholarly and professional backgrounds.

AACSB faculty qualification guidelines emphasize the importance of faculty without terminal degrees in the field, but who demonstrate currency and relevance through professional experience and engagement related to their teaching area. The Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC) similarly recognizes such faculty, allowing what has been called "exceptional cases" to the standard requirements for a terminal degree. We prefer the term "alternate credentialing" to "exceptional cases" in order to affirm that it is not the cases that are exceptional but the faculty themselves, based on their exceptional achievements in the field.

In seeking to formulate a process for alternate credentialing, we are guided by the *Principles of Accreditation* of SACSCOC. According to the current version of that document

> 3.7.1 The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes.

Alternate credentialing must provide evidence that candidates meet these standards.

Procedures for Alternate Credentialing of Faculty for Graduate Courses

Departments seeking to credential non-terminal degree faculty to teach graduate courses must provide a packet containing relevant information to the Dean's office, where it will be evaluated and, if approved, forwarded to the Provost's office for final review. The packet should include a memo summarizing the qualifying credentials of the candidate, a current CV for the applicant, and supplemental material as needed to indicate compliance with the COB Faculty Qualifications and Engagement Standards (attached).   Departments are advised to begin this process as soon as possible, as delays may prevent new faculty from teaching at the graduate level. The following three requirements must be met for alternate credentialing to teach graduate courses:

1. Compliance with AACSB Faculty Qualification and Engagement Standards
   Faculty must have the educational and/or professional background(s) to be classified into one of the four faculty qualification categories recognized by AACSB: Scholarly Academic, Practicing Academic, Scholarly Practitioner, or Instructional Practitioner. (See COB's AACSB Faculty Qualification Standards – attached). These faculty standards demonstrate depth, currency, and relevance of one's professional and scholarly background and require continued maintenance. The exception to this requirement is an individual qualified under item 2.a.i below. Currency of experience is also assured as part of the AACSB standards.   Over a rolling five-year period a faculty member must demonstrate current publication(s), professional, or scholarly activity (from the categories of scholarly publications, scholarly activities, professional/practice publications, professional leadership activities, or other professional engagement) as outlined in Appendix A in the COB Faculty Qualifications and Engagement Standards policy (pp. 4-5).

2. Depth of Experience for Graduate Instruction
   Consistent with SACSCOC's *Principles of Accreditation* section 3.7.1, all candidates must show a depth of experience in the field that clearly substantiates competence, effectiveness, and capacity to teach graduate level courses in the field. This depth of experience can be **evidenced by a combination of at least two of the following criteria**:
   a. Extensive experience working in the field. Departments should make a case for the extensiveness of the candidate's work in relation to each field's particular milieu, by one of the following:
      i. Providing evidence of 20 or more years of work within the field at a significant level of responsibility and accomplishment, or
      ii. providing evidence of 15 or more years of extensive professional work in the field and a Master's degree, or
      iii. providing evidence of 10 or more years work in the field and a related Masters degree (MBA, Master's degree in Finance, Accounting, etc.), or
      iv. providing evidence of 5 or more years work in the field, and a related Masters degree, and a valid, related licensure or certification (e.g. CPA for accounting, CFP for finance, PHR for human resources, etc.), or
      v. arguing that the candidate's experience is consistent with other faculty who hold terminal degrees or tenured positions at SACSCOC or other regionally accredited institutions in the same field.
   b. Substantial, continuing, influential work, as evidenced by professional engagement in the field, creative achievements, or significant professional advancement/promotion, awards, or honors.
   c. Other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. In using this criterion, departments should establish the relevance of these competencies and achievements to the position and the courses to be taught by referring to other faculty in the field with similar competencies who hold terminal degrees or tenured positions at SACSCOC or other regionally accredited institutions in the same field.

3. Graduate Faculty Membership

In recognition of the time required for the review process, new hires are required to request Graduate Faculty status during their first term teaching (excluding summer).   Graduate faculty membership must be maintained to continue teaching at the graduate level beyond the first term.

Procedures for Alternate Credentialing of Faculty for Undergraduate Courses

In similar fashion to the graduate alternate credentialing process, departments desiring to employ faculty to teach undergraduate courses without a Masters degree and 18 graduate credit hours related to the teaching discipline must provide a packet to the Dean's office, where it will be evaluated and, if approved, forwarded to the Provost's office for final review. The packet should include a memo summarizing the qualifying credentials of the candidate, a current CV for the applicant, and supplemental material as needed to indicate compliance with the COB Faculty Qualifications and Engagement Standards (attached).   Departments are advised to begin this process as soon as possible, as delays may prevent faculty from teaching at the graduate level.

As noted in the standards, for those without a related terminal degree "a faculty member must have either five (or more) years of recent professional experience or a related and currently valid professional licensure or certification (CPA, CFP, Bar licensing) by a governmental agency or professional association related to teaching responsibilities, combined with the master's degree ... alternatively, faculty who have previously met this criterion at another institution or other institutions AND who have continuously maintained their SP or IP qualification ... will be considered SP or IP at the time of hire." The standards require, over a rolling five-year period, a faculty member must demonstrate current publication(s), professional, or scholarly activity (from the categories of scholarly publications, scholarly activities, professional/practice publications, professional leadership activities, or other professional engagement) as outlined in Appendix A in the COB Faculty Qualifications and Engagement Standards policy (pp. 4-5).

Many undergraduate business courses are significantly interdisciplinary in nature, utilizing content from various business disciplines and outside fields (especially social sciences). For many undergraduate courses, the MBA can be considered a master's degree in the field due to the breadth of business topics encompassed in the degree. The MBA is especially relevant in teaching courses with interdisciplinary content (e.g. healthcare finance, international business, entrepreneurship, hospitality marketing, health policy, investment analysis, business strategy, etc.). This is especially true when the MBA is combined with relevant professional experience (e.g. someone with an MBA and 10 years professional experience in a marketing firm could teach undergraduate marketing courses). Undergraduate courses in management and international business include a variety of topics such as leadership, organizational behavior, organization theory, negotiations, human communication, institutionalism, strategy, and human resources; therefore, master's degrees in several fields qualify instructors to teach courses in these areas. Depending on the content of the course taught and an instructor's graduate program course content, master's degrees in a variety of closely related disciplines can be sufficient, including: management, labor relations, human resources, psychology, sociology, political science, cultural geography, international relations, business administration, entrepreneurship, and communication.

Recertification (both Graduate and Undergraduate Instruction)

If approved, graduate faculty status (full or associate memberships) will be valid for five years or until the candidate is due for renewal, whichever comes first. For undergraduate and graduate recertification, compliance with the demonstrable quality in teaching component must be reviewed after the first year of teaching, and at least every three years thereafter. To maintain eligibility to teach, those credentialed through alternative means are required to adhere to AACSB standards for maintenance of currency. Over a rolling five-year period, a faculty member must demonstrate current publication(s), professional, or scholarly activity (from the categories of scholarly publications, scholarly activities, professional/practice publications, professional leadership activities, or other professional engagement) as outlined in Appendix A in the COB Faculty Qualifications and Engagement Standards policy (pp. 4-5).

Amendments and Changes

This policy shall be reviewed and revised as needed to remain in compliance with the current version of SACSCOC's *Principles of Accreditation*.

Works Cited
AACSB. 2013. *Eligibility Procedures and Accreditation Standards for Business Accreditation*. Tampa, FL:
AACSB

Appendix C3:   Alternate Credentialing Policy for the College for Design & Social Inquiry

College for Design and Social Inquiry – General Policy

The College for Design and Social Inquiry (CDSI) houses graduate and undergraduate programs that award professional degrees that necessitate coursework in multiple disciplines. Two concerns are addressed in this policy statement, one having to do with credentialing according to relevant practical expertise, and the other having to do with credentialing to accommodate multi- and interdisciplinary terminal degrees.

Some of the professional programs in the College are required by their accrediting agencies to include courses in professional practice methodologies, ethics and internships. When courses are taught by individuals with important practitioner experience, credentialing of faculty for certain courses necessitates that we take into account professional experience, licensure, accomplishments, certifications and level of responsibility -- in addition to academic degree. The benefit of these experience-based qualifications is to expose students to accomplished professionals with significant experience and responsibility in the field of study indicated by the course.

For example, the accrediting agency for the School of Social Work requires internships at both the undergraduate and graduate levels and the State requires two years of post-graduate clinical supervision before licensure. American Institute of Certified Planners (AICP) requires a minimum of two years' planning related work experience before graduates from the School of Urban and Regional Planning can sit for the certification exam. As noted in the Policies and Guidelines (p. 3), "a faculty member's qualifications for a particular teaching assignment may include or may rest on professional or artistic accomplishments, licensures and certifications, and a range of other evidence of competence, effectiveness and capacity in successfully meeting the objectives of a given course." In addition, the Policies and Guidelines states that FAU " also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experience in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes" (p. 7). For certain courses in CDSI therefore, in lieu of terminal degree, the College accepts as faculty members certain select professionals with records of distinguished practical experience relevant to the courses they are teaching.

In addition, several CDSI programs are interdisciplinary in their very nature. The curriculum in the School of Urban and Regional Planning covers various disciplines related to planning such as urban governance, public budgeting, environmental and hazards planning, urban design, transportation planning, Geographic Information Systems (GIS), international planning, and economic and community development planning. The School of Criminology and Criminal Justice requires faculty to have terminal degrees in Criminology/Criminal Justice, and also allows sociology or public administration and other related degrees.

The following Schools have adopted Alternate Credentialing Policies:
- School of Public Administration (Appendix C3A)

Appendix C3A: Alternate Credentialing Policy for the College of Design and Social Inquiry School of Public Administration ("SPA")

Alternate Credentialing Criteria

The Network of Schools of Public Policy, Affairs, and Administration (NASPAA) the internationally recognized accrediting body for our Master in Public Administration (MPA), specifically identifies faculty qualifications in its Self- Study instructions (which are used when accrediting MPA programs): Professionally qualified faculty members: A full-time faculty member can be professionally qualified by virtue of having a record of outstanding professional experiences directly relevant to the faculty member's Program responsibilities. In general, a professionally qualified faculty member will have a graduate degree, and will have relevant professional experience in his or her area of responsibility. Additionally, professionally qualified faculty will engage in professional and community service in an area which supports his or her teaching responsibilities. Professionally qualified faculty may also publish professional, practice relevant writing related to his or her area of teaching. All professionally qualified faculty will also use class syllabi that demonstrate current knowledge and technique.

In April 2014, under the direction of the State University System seven (7) year review process, the on-site Program Review Team (PRT) for the Master of Nonprofit Management (p. 11) noted:

> The PRT was surprised to learn that all master's degree courses at FAU must be taught by persons with Ph.D.'s (there are other stipulations).

The outside members of the PRT, who have many years of experience working with master's degree programs in public and nonprofit administration, do not know of any other MNM or MPA programs in the U.S. that do not permit the use of instructors with Master's degrees and significant professional experience in the field.

This exact sentiment was provided by the PRT for the School of Public Administration's Bachelor of Public Management, and Master of Public Administration degrees. The PRT then recommends that the requirement for instructors to have Ph.D.'s be removed.

Based on our national accrediting body and the PRT recommendations, if an instructor does cannot be credentialed through the general FAU credentialing guidelines, we provide the following template as the guide to determine if such instructor qualifies to teach in the Bachelor's in Public Management (BPM), Bachelor's in Public Sector Administration (BPSA), Master's in Public Administration (MPA), and Masters in Nonprofit Management (MNM). For these degree granting programs within SPA, faculty members who are credentialed via alternate credentialing must possess a Master's degree, plus a combination of the following:
- At least 7 years of progressively substantial experience, which entails an expanding repertoire of skills, responsibilities and professional engagement, in his or her area of teaching
- Where appropriate, the instructor must hold a national or internationally recognized certification, such as the Certified Public Procurement Officer (CPPO), the Certified Financial Manager (CFM), or the Certified Public Manager (CPM)
- Hold a leadership role and/or membership in a relevant professional society/association
- Currently hold a supervisory/management position (e.g., Chief Operating Officer Department Director, Program Manager)

- Publication(s) in professional and/or scholarly publications (including conference proceedings, and similar professional and/or scholarly outlets).

Current Certification and Recent Experience: At the time that an instructor is first appointed, if certification is required, that certification must be current. Further, during all terms when an instructor is teaching, s/he must maintain current certification.

At the time that an instructor is first appointed, if teaching or professional experience is required, that experience must be recent. The instructor must have been teaching or working in the designated field within one year of his/her initial appointment.

Documentation: For each requirement for alternate credentialing, documentation must be collected and maintained. Official transcripts are required for degrees. Copies of certificates are required for any certificates. If certificates expire, current certificates must be provided. Proof of required professional experience is required for experience. Copies of publications or abstracts are required for publications.

Review of Credentials: If approved under this policy, an instructors credentials will be valid for five years. For recertification, documentation establishing that the candidate continues to meet credentialing criteria must be collected and maintained.

Appendix C4: Alternate Credentialing Policy for the College of Education

This College has not adopted an Alternate Credentialing Policy for the entire College.

The Alternate Credentialing Policy for the Exercise Science and Healthcare Promotion ("ESHP") department is located in **Appendix C4A**, below.

Appendix C4A: Alternate Credentialing Policy for the College of Education Exercise Science and Healthcare Promotion ("ESHP") Department

Many of the courses offered by FAU's Exercise Science and Healthcare Promotion Department ("ESHP") are skills courses that are meant to enhance physical fitness and/or result in fitness certifications. These courses are generally taken as non-degree elective courses.

Because of the skills-based nature of these courses, potential instructors who do not meet FAU's general credentialing guidelines, but who hold appropriate certifications and have experience with the skills being taught, bring valuable experience and insights to our students. Such instructors may be considered for appointment using the following guidelines:

Courses and Specific Criteria:

Health, Fitness for Life (HSC 2100): A study of the strategies and techniques of healthful living. A wellness model will provide the framework for this course. Personal health and fitness appraisals will be conducted.

Requirements for Alternate Credentialing:
1. BS Degree in Exercise Science and Health Promotion or similar field, and
2. Current Health Fitness Specialist (HFS) Certification from American College of Sports Medicine (ACSM) or the National Strength and Conditioning Association-Certified Strength and Conditioning Specialist exam, or the Certified Health Education Specialist (CHES) exam. These certifications are the gold standard for the field and would demonstrate mastery knowledge to teach this class.

Rationale for Alternate Credentialing: Individuals with a certifications in these areas have *demonstrated* they are appropriately trained to deliver the content and skills related to the course content.

First Aid and CPR (HSC 2400): Study of the techniques of emergency first aid, cardiopulmonary resuscitation and accident prevention. Emphasis will be placed on examining the interrelationships among human behavior of the environment and accidents. Opportunity exists for each student to earn First Aid, CPR, and AED certification.

Requirements for Alternate Credentialing:
1. BS Degree in Exercise Science and Health Promotion or similar, and
2. Current First Aid & CPR Instructor Training & Certification from American Red Cross, and Certification as an EMT (Emergency Medical Technologist) or ACLS (Advance Cardiovascular Life Support) or BLS (Basic Life Support) certification. This certification is acknowledged as required for providing CPR and First Aid certification.

Rationale for Alternate Credentialing: Individuals with advanced certifications in these areas are appropriately trained to deliver the content and skills related to first aid and CPR. First Aid and CPR are a very unique set of skills. What is most relevant is the rigorous content-specific training offered by these highly respected organizations and certifications.

Pilates Exercise (PEM 1127): A comprehensive exercise course designed to instruct students to the exercise techniques and philosophy of Joseph H. Pilates.

Requirements for Alternate Credentialing:
1. Current certification from a recognized Pilates organization (One such certifying organization is Pilates PMA), and
2. At least three years of Pilates teaching experience.

Rationale for Alternate Credentialing: Pilates is an established but unique form of exercise. Competence in teaching Pilates would be best demonstrated with certification from a Pilates organization that addresses the specific principles and skills of teaching Pilates and a record of successful teaching experience.

Weight Training (PEM 1130): Course introduces students to the basic fundamental and scientific principles of weight training and conditioning, as well as to improve overall fitness level and skill. Students learn to weight lift independently, while improving at their own pace to reach their fitness goals.

Requirements for Alternate Credentialing:
1. BS Degree in Exercise Science and Health Promotion or similar field, and
2. Current Certified Strength & Conditioning Specialist (CSCS) from National Strength & Conditioning Association (NSCA) or Health Fitness Specialist (HFS) Certification from American College of Sports Medicine (ACSM). These certifications are considered the gold standard for the field.

Rationale for Alternate Credentialing: Individuals with a certification from one of these highly respected professional organizations are appropriately trained and have *demonstrated* the knowledge and practical skills required to deliver the course content and proper weight lifting techniques.

Jogging (PEM 1145): This course provides basic knowledge regarding proper jogging techniques, training, and overall physical fitness. Areas covered include clothing/shoes, training techniques, walking injuries, importance of heart rate, and psychological barriers to jogging. Importance of individual fitness, primarily in respect to cardiovascular endurance, will be emphasized with flexibility and strength.

Requirements for Alternate Credentialing:
1. BS Degree in Exercise Science and Health Promotion or similar, and
2. At least three years of current coaching experience and/or current certification from a coaching or professional organization (Health/Fitness Specialist – American College of Sports Medicine or USA Track and Field, for example).

Rationale for Alternate Credentialing: This is an activity class that would benefit from the instructor having some running experience, but exercise training knowledge as taught at the undergraduate level would be sufficient. An individual with track coaching experience and/or certification would have the appropriate knowledge. Individuals with a record of teaching experience and/or certifications in these areas are appropriately trained to deliver the content and skills related to this fitness activity.

Karate (PEM 1441): Introduction and practice in the martial art of Karate.

Requirements for Alternate Credentialing:
1. BS Degree, and
2. At least 3 years of Karate teaching experience in one of the martial arts styles, and
3. Black Belt from that style of martial arts.

Rationale for Alternate Credentialing: Karate represents a well-established form of exercise/movement that is very unique. Individuals with a Black Belt in Karate are highly trained and more than capable to deliver the content and skills related to this fitness activity.

Yoga (PEM 2121): This course is designed to introduce students to yoga. The class includes theory and physical practice of body position, breathing, and meditation.

Requirements for Alternate Credentialing:
1. BS Degree,
2. Current certification from a recognized Yoga Organization (one such organization is Yoga Alliance), and
3. At least three years of Yoga teaching experience.

Rational for Alternate Credentialing: Yoga is a well-established but unique form of low intensity exercise. Individuals with a certification and record of teaching experience in Yoga are appropriately trained to deliver the content and skills related to this fitness activity.

Low Impact Aerobics (PEM 2173): Instruction and practice in various forms of low impact aerobic exercise. Emphasis will be placed on enhancing cardiovascular endurance and flexibility.

Requirements for Alternate Credentialing:
1. BS Degree, and
2. Current certification from the Aerobic and Fitness Association of America (AFAA) or American Council on Exercise (ACE) or other similar organization.

Rationale for Alternate Credentialing: AFAA and ACE have are recognized as the standard in the field. Individuals with a certifications in these areas have demonstrated they are appropriately trained to deliver the content and skills related to this fitness activity.

Tai Chi (PEM 2445): Introduction and practice in ancient art of Tai Chi.

Requirements for Alternate Credentialing:
1. BS Degree, and
2. Current certification from a recognized Tai Chi Organization (one such organization is American Tai Chi and Qigong Association), and
3. At least three years of Yoga teaching experience.

Rational for Alternate Credentialing: Tai Chi is a well-established but unique form of low intensity exercise. Individuals with a certification and record of teaching experience in Tai Chi are appropriately trained to deliver the content and skills related to this fitness activity.

Swimming (PEN 2121): Instruction and practice in the elementary forms of swimming.

Requirements for Alternate Credentialing:
1. BS Degree, and
2. Current Lifeguard Certification (American Red Cross), and
3. Current Water Safety Instructor Certification (American Red Cross). This certification is the gold standard for the field.

Rationale for Alternate Credentialing: Instructors in swimming must be able to address the specific requirements and safety concerns of this form of exercise. What is most relevant is the content-specific and safety training offered by these highly respected organizations. Individuals with certifications in these areas are appropriately and rigorously trained to safely deliver the content and skills related to this fitness activity.

Swim Fitness (PEN 2172): Introduction of the principles and techniques of swimming for fitness enhancement.

Requirements for Alternate Credentialing:
1. BS Degree in Exercise Science and Healthcare Promotion or similar field, and
2. Current Lifeguard Certification (American Red Cross), and
3. Current Water Safety Instructor Certification (American Red Cross). This certification is the gold standard for the field.

Rationale for Alternate Credentialing: Instructors in swimming must be able to address the specific requirements and safety concerns of this form of exercise. What is most relevant is the content-specific and safety training offered by these highly respected organizations. Individuals with certifications in these areas are appropriately and rigorously trained to safely deliver the content and skills related to this fitness activity.

Current Certification and Recent Experience: At the time that an instructor is first appointed, if certification is required, that certification must be current. Further, during all terms when an instructor is teaching, s/he must maintain current certification.

At the time that an instructor is first appointed, if teaching or professional experience is required, that experience must be recent. The instructor must have been teaching or working in the designated field within one year of his/her initial appointment.

Documentation: For each requirement for alternate credentialing, documentation must be collected and maintained. Official transcripts are required for degrees. Copies of certificates are required for any certificates. If certificates expire, current certificates must be provided. Proof of required teaching and/or professional experience is required for experience.

Review of Credentials: If approved under this policy, an instructors credentials will be valid for five years. For recertification, documentation establishing that the candidate continues to meet credentialing criteria must be collected and maintained.

Appendix C5:   Alternate Credentialing Policy for the College of Engineering and Computer Science

No alternate credentialing policies have been adopted by the College or any of its Departments.

Appendix C6:   Alternate Credentialing Policy for the Harriet L. Wilkes Honors College

No alternate credentialing policies have been adopted by the College or any of its Departments.

Appendix C7:   Alternate Credentialing Policy for the Charles E. Schmidt College of Medicine

No alternate credentialing policies have been adopted by the College or any of its Departments.

C8: **Alternate Credentialing Policy for the Christine E. Lynn College of Nursing**

No alternate credentialing policies have been adopted by the College or any of its Departments.

C9:   **Alternate Credentialing Policy for the Charles E. Schmidt College of Science**

No alternate credentialing policies have been adopted by the College or any of its Departments.

C10:   Alternate Credentialing Policy for the Undergraduate College

No alternate credentialing policies have been adopted by the College or any of its Departments.