BRENAU UNIVERSITY
POLICIES AND PROCEDURES

Policy Subject: Vice President for Academic Affairs: Faculty Credentials
Policy Number: **AA-400-06**
Additional Related Policy: BMC-100-01

In the absence of any other policy, the SACSCOC guidelines on faculty qualifications will be the Brenau policy. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) policy and guidelines are stated below:

Standard 6.2.a of the *Resource Manual for the Principles of Accreditation* (Third Edition, 2018) reads as follows:

> For each of its educational programs, the institution justifies and documents the qualifications of its faculty members. (Faculty qualifications)
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> Rationale and Notes:
> Qualified, effective faculty members are essential to carry out the mission of the institution and to ensure the quality and integrity of its academic programs. The emphasis is on overall qualifications of a faculty member, rather than simply academic credentials. While academic credentials in most cases may well be the standard qualification for faculty members, other types of qualifications may prove to be appropriate. Examples could include appropriately related work experiences in the field, professional licensure and certifications related to the teaching assignment, honors and awards, continuing professional development, relevant peer-reviewed publications, and/or continuous documented excellence in teaching. These types of qualifications are especially important in professional, technical, and technology-dependent fields.
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> It is the institution's obligation to justify and document the qualifications of its faculty. Determining the acceptability of faculty qualifications requires judicious use of professional judgment, especially when persons do not hold degrees in the teaching discipline or are qualified based on criteria other than their academic credentials. Similarly, persons holding a degree at the same or lower level than the level at which the course is taught require additional qualifications and the application of professional judgment. Additional justification is needed for these cases as compared to cases where the academic credentials are a "perfect match" for the teaching assignments. Appropriate qualifications may also differ depending on whether a course is generally transferable to other institutions; qualifications for teaching nontransferable technical courses depend heavily on professional experience and appropriate certifications or work experience.

FACULTY CREDENTIALS

- Guidelines –

SACSCOC Faculty Credentials Guidelines (Approved: College Delegate Assembly, December 2006; Updated for *Revised Principles*: April 2018):

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

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