Credentialing Manual

Office of the Provost

2026

V3: November 20, 2026

Contents

POLICIES AND GUIDELINES 3

FAU policy 3

FAU guidelines 3

In general 3

Transcripts and degrees 4

Graduate instruction 4

Undergraduate instruction 6

Alternate credentialing 8

PROCEDURE FOR REVIEW OF FACULTY/INSTRUCTOR CREDENTIALS 11

Credentialing database 11

Provision of credential information 11

Documentation 11

Overview of the review process 11

PROCEDURE FOR REVISION OF TERMINAL DEGREE LIST AND ALTERNATE CREDENTIALING 13

Annual Review 13

Automatic Review 13

Requested Review 13

APPENDIX A: PROVOST'S MEMORANDUM ON QUALIFICATION OF INSTRUCTORS 14

APPENDIX B: TERMINAL DEGREE LISTS 16

APPENDIX B1: DOROTHY F. SCHMIDT COLLEGE OF ARTS AND LETTERS 17

APPENDIX B2: COLLEGE OF BUSINESS 22

APPENDIX B3: COLLEGE OF EDUCATION 25

APPENDIX B4: COLLEGE OF ENGINEERING AND COMPUTER SCIENCE 27

APPENDIX B5: HARRIET L. WILKES HONORS COLLEGE 29

APPENDIX B6: CHARLES E. SCHMIDT COLLEGE OF MEDICINE 30

APPENDIX B7: CHRISTINE E. LYNN COLLEGE OF NURSING 31

APPENDIX B8: CHARLES E. SCHMIDT COLLEGE OF SCIENCE 32

APPENDIX B9: COLLEGE OF SOCIAL WORK AND CRIMINAL JUSTICE 34

APPENDIX B10: UNDERGRADUATE COLLEGE 36

APPENDIX C: ALTERNATE CREDENTIALING POLICIES FOR COLLEGES OR DEPARTMENTS 37
APPENDIX C1: DOROTHY F. SCHMIDT COLLEGE OF ARTS AND LETTERS 38
APPENDIX C2: COLLEGE OF BUSINESS 45
APPENDIX C3: COLLEGE OF EDUCATION 57
APPENDIX C4: COLLEGE OF ENGINEERING AND COMPUTER SCIENCE 58
APPENDIX C5: HARRIET L. WILKES HONORS COLLEGE 60
APPENDIX C6: CHARLES E. SCHMIDT COLLEGE OF MEDICINE 61
APPENDIX C7: CHRISTINE E. LYNN COLLEGE OF NURSING 62
APPENDIX C8: CHARLES E. SCHMIDT COLLEGE OF SCIENCE 63
APPENDIX C9: COLLEGE OF SOCIAL WORK AND CRIMINAL JUSTICE 72
APPENDIX C10: UNDERGRADUATE COLLEGE 75

POLICIES AND GUIDELINES

FAU policy

Florida Atlantic University (FAU) subscribes to the values and practices developed through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), an institutional accreditor that employs an accountable and transparent peer review process which assures educational quality and integrity. SACSCOC Principles of Accreditation Comprehensive Standards sets forth the basic standards that an institution should meet in order to ensure that its faculty holds the appropriate level and kind of credentials as follows:

> Qualified, effective faculty 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.

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:

- 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).
- 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).
- Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.
- 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 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 (dean, chair/director, or designee) is responsible for ensuring that FAU has an official copy of the transcript for the highest academic credential earned by the prospective instructor or the requisite graduate coursework for GTAs on file in the Office of the Provost. An official transcript must be 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; official transcripts sent directly to the hiring authority by mail or by electronic transmission are housed in the Office of the Provost and digitally archived in Academic Affair's secure shared drive and OnBase.

FAU requires that degrees earned in the United States be from institutions that are institutionally 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 in the teaching discipline 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 (see page 8).

Faculty who hold a degree at the same or lower level than the course being taught will require additional documentation.

Graduate Faculty Membership: Unless individual graduate programs specify additional membership criteria or appointment procedures, all new Florida Atlantic University faculty members who meet the required criteria, and are tenured or tenure-track, or are to be appointed to specific terms in academic units that house a graduate degree program are automatically approved to be members of the Graduate Faculty for a period of seven years. All current or future Florida Atlantic University faculty members appointed to units that do not participate in a graduate program must apply to be appointed as members of the Graduate Faculty. 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, (with a single degree) to the heterogeneous (with multiple terminal degrees). Heterogeneous academic units that have often developed as an original discipline have given rise to more specialized degrees over the decades or when a new multi-disciplinary field 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 an associate provost or provost credentialing designee) 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 (see page 8).

Undergraduate instruction

Terminal degree or Master's degree within the teaching discipline

Faculty who hold a terminal degree or master's degree in the teaching discipline are qualified for instructional assignments within that discipline. Master's degrees that only have a concentration in the teaching discipline must have a minimum of 18 graduate semester hours in the teaching discipline. 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

Faculty who hold a master's or terminal degree outside the teaching discipline (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. 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 or provost designee 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 serve as instructor of record for an undergraduate course if they have successfully completed 18 credit hours of graduate coursework 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 credit hours must be made up of formal degree-applicable coursework. Thesis, dissertation, internship, and similar credits do not count towards this documentation for credentialing. 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 format by which 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 their ability to effectively teach a particular subject. As stated in the SACSCOC Resource Manual for Standard 6.2a, "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."

As the FAU policy on Qualification for Instructors (**Appendix A**) states, "exceptions to the highest degree standards 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."

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 and course-by-course 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 Office of the Provost. Once approved, a policy is included in **Appendix C** of this Credentialing 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 them 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.

- ***Recommended Guidance:*** Policies must
  - Be developed and approved by unit faculty and then forwarded to the provost for final approval.
  - Offer a rationale for employing instructors without an appropriate terminal degree. Such support might come from outside or disciplinary accrediting bodies, or the unique nature of the course, or the demands of the discipline (particularly for professional, technical, and technology-dependent fields).
  - Provide specific guidance regarding required qualifications and documentation such as:
    - Appropriately related work experiences in the field
    - Relevant professional licensure and certifications related to the teaching assignment
    - Honors and awards in the subject area
    - Continuing professional development related to the proposed course assignment
    - Relevant peer-reviewed publications in the subject area
    - Related presentations at professional meetings
    - Related juried performances or exhibitions (symphony, opera, museum exhibit)
    - Related professional memberships (e.g. American Society of Composers, Authors, & Publishers)
    - Policies must also 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).
    - Prior teaching experience by itself is not sufficient to justify an alternative teaching hire.
    - 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:*** Documentation must be appropriate to the course being taught and must be complete and received by Office of the Provost prior to course assignment. 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.

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 Office of the Provost for consideration.

The associate provost or provost's designee 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.

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

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 Office of the Provost. Official transcripts and CVs 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 the Office of the Provost by either an associate provost or a provost's designee. They are trained on the application of the University's standards for assuring that every course is taught by a qualified instructor. Information is reviewed in the Credentialing database including all supporting 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 Office of the Provost.

For first-time instructors who are new full-time faculty, chairs, directors or deans submit credential information and documentation directly to the Office of the Provost for review as part of the new hire process. For first-time instructors who are part-time, adjunct, or graduate teaching assistants (GTAs), chairs, directors or deans submit credential information to the Office of the Provost for review by either an associate provost or the provost's designee.

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 Department of Human Resources (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, person(s) assigned by the Office of the Provost 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. An associate provost or provost's credentialing designee inputs the results of the 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 Office of the Provost. 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 Office of the Provost is alerted, and the instructor's course assignment may be revoked.

Alternate Credentialing Review: If alternate credentialing is used to establish an instructor's credential, an associate provost or the provost's credentialing designee will review.

PROCEDURE FOR REVISION OF TERMINAL DEGREE LIST AND ALTERNATE CREDENTIALING

Annual Review

Each January, the Provost's Office will issue a call to all units in the university for revisions to the list of terminal degrees and the procedures for alternate credentialing. These will be reviewed by the Provost or the Provost's designee for credentialing, in consultation with any relevant committees on credentialing. Revisions will be made and then finalized in the spring semester, to be used starting in the next semester.

Automatic Review

Any units that undergo structural and organizational changes—including moving to a new college, merging with another unit, or splitting into multiple units—will have the chance to make revisions to their terminal degree lists and alternate credentialing policies. These will be reviewed by the Provost or the Provost's designee for credentialing, in consultation with any relevant committees on credentialing. Once finalized, the changes will be effective the following semester.

Requested Review

Units may request an out-of-cycle revision of their terminal degree list and/or alternate credentialing policy. Changes should be submitted to the Provost or the Provost's designee for credentialing with a memo explaining the rationale for the changes and the need to make them outside the regular revision cycle. The Provost / Provost's designee will make a decision on these changes, in consultation with any relevant committees on credentialing. Once finalized, the changes will be effective the following semester.

APPENDIX A: PROVOST'S MEMORANDUM ON QUALIFICATION OF INSTRUCTORS (October 17, 2024)

FAU
FLORIDA ATLANTIC UNIVERSITY

ACADEMIC AFFAIRS
Office of the Provost
777 Glades Road, AD10-309
Boca Raton, FL 33431
tel: 561.297.3062
fax: 561.297.3942
www.fau.edu/provost

MEMORANDUM

DATE: October 17, 2023

TO: Deans
James Sullivan Ph.D., Executive Director, HBOI

FROM: Russ Ivy, Provost and Vice President, Academic Affairs

RE: Policy on Qualifications of Instructors (Supersedes all previous memoranda)

FAU adheres to the guidelines established by its accrediting association, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). These guidelines require that primary considerations 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 (instructor of record) 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 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.

An Equal Opportunity/Equal Access Institution

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:
Dr. Russ Ivy, Interim Provost for Academic Affairs
Dr. Barcley Barrios, Director of Credentialing
Provost Leadership Team

APPENDIX B: TERMINAL DEGREE LISTS

B1: Dorothy F. Schmidt College of Arts and Letters

B2: College of Business

B3: College of Education

B4: College of Engineering and Computer Science

B5: Harriet L. Wilkes Honors College

B6: Charles E. Schmidt College of Medicine

B7: Christine E. Lynn College of Nursing

B8: Charles E. Schmidt College of Science

B9: College of Social Work and Criminal Justice

B10: 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 (or in related interdisciplinary field, with a substantial anthropological component)
Ph.D. Archaeology
Ph.D. Biological Anthropology

Architecture

Terminal Degree for each discipline taught in Architecture

Ph.D. Architecture
M. Arch. (Master of Architecture)

Interdisciplinary Studies

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 American 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

Ed.D. Art and Art Education
MFA Fine Art: Emphasis New Genres, Video/Film installation, and Criticism
MFA Digital Media and Design
MFA Graphic Design
Ph.D. Comparative Studies

**The MFA is considered to be a terminal degree. This practice is endorsed by the National Association of Schools of Art and Design(NASAD). See NASAD handbook section II. E.b.3.*

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 relevant coursework in the discipline.

Languages, Linguistics and Comparative Literature

Terminal Degree for each discipline taught in Languages, Linguistics and Comparative Literature

D.M.L., D.Phil, Ph.D. :
- Arabic Language/Linguistics/Literature/Studies;
- Chinese Language/Linguistics/Literature;

Classics; Classical Languages/Literatures;
Comparative Literature;
Comparative Studies;
French/Francophone Language /Linguistics/Literature/Studies;
German/Germanic Language/Linguistics/Literature/Studies;
Hebrew Language/Linguistics/Literature/Studies;
Hispanic/Hispanophone Language/Linguistics/Literature/Studies;
Islamic Studies;
Italian Language/Linguistics/Literature/Studies;
Japanese Language/Linguistics/Literature/Studies;
Jewish Studies;
Linguistics (any field/subfield thereof, including Applied Linguistics, Second Language Acquisition, TESOL, and Teaching of Language);
Mediterranean Languages/Literature/Linguistics/Studies;
Modern Language (with various specializations possible);
Near Eastern Languages/Literatures/Studies;
Romance Languages/Linguistics/Literature/Studies;
Spanish Language/Linguistics/Literature/Studies

Ph.D. Humanities

Music

Terminal Degree for each discipline taught in Music

D.M.A., D.O.A., D.O.M., 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 and Opera Production disciplines

MFA, J.D., MM* or any graduate business degree for all Music Business disciplines

***** *The MM is considered to be a terminal degree. This practice is endorsed by the National Association of Schools of Music (NASM). See NASM handbook section II. E.1.b.3-4.*

Philosophy

Terminal Degree for each discipline taught in Philosophy

Ph.D. in Philosophy

Additional terminal degrees specific to area of study:

Introduction to Philosophy: Religious Studies
Philosophy of Religion or a specific Religion: Religious Studies
Environmental Ethics: Religious Studes
Philosophy of Peace: Religious Studies

For courses with a HUM prefix, terminal degrees include all degrees listed under Philosophy, English, Religious Studies, History, and Languages/Linguistics/Comparative Literature, as well as Comparative Studies and Humanities.

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, Ph.D. Comparative Studies
International: Ph.D. International Relations, Ph.D. International Affairs, Ph.D. International Studies, Ph.D. Global Studies, Ph.D. Comparative Studies, Ph.D. Security Studies
American Politics: Ph.D. Government, Ph.D. Public Administration
Political Science: Ph.D. Government
Political Theory: Ph.D. Government, Ph.D. Philosophy
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: J.D., Ph.D. Government

Public Administration

Terminal Degree for each discipline taught in Public Administration

Ph.D. in Public Administration
Ph.D. in Political Science
Ph.D. in Government
Ph.D. in Public Policy
Ph.D. in Public Affairs
Ph.D. in Urban and Public Affairs
Ph.D. in Nonprofit Management/Administration
Ph.D. in Public Management/Administration
Ph.D. in Public and Nonprofit Management/Administration
Ph.D. in Public Administration and Policy
Ph.D. in Public Management and Policy

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.)
MFA degree in Dance or Theatre or a sub-discipline of Dance or Theatre
MFA in Film performance or Production
MFA in Screenwriting or Playwriting
D.M.A., D.O.A., D.O.M., Ph.D. in Music for music History, Literature, Theory, Pedagogy, and Composition disciplines
Ed. D, Ph.D. in Music Teacher Education
MFA, MM in Music for all Performance and Opera Production disciplines

Visual Arts and Art History

Terminal Degree for each discipline taught in Visual Arts and Art History

D.O.A., 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)
Ph.D. in Museum Studies with Art concentration
Ph.D. in Arts Administration with a curatorial focus
MLS with Art History specialization
Ph.D. in Critical Studies or Critical Theory
Master of Design (MDes)
Master of Art and Design (MAD)
Master of Graphic Design (MGraph)
Ph.D. in Visual Studies or Visual Culture
Ph.D. in Philosophy with specialization in Aesthetics
DFA (Doctor of Fine Arts) with focus in Art History or Theory
Ph.D. in Cultural Studies with focus on Visual Culture
Ph.D. in Media Studies or Media Arts with focus on Visual Culture - Specialized in analyzing visual media, digital culture, and contemporary image practices

**The MFA is considered to be a terminal degree. This practice is endorsed by the National Association of Schools of Art and Design(NASAD). See NASAD handbook section II. E.b.3.*

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

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

Finance

Terminal Degree for each discipline taught in Finance

DBA or Ph.D. in Finance, Economics, Law and Finance, or Law and Economics
DBA or Ph.D. in Business Administration

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
Ph.D. in Health Sciences
DBA or Ph.D. in Business

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
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 or Ph.D. in International Relations
DBA, Ph.D. 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 Business Administration
DBA or Ph.D. in Business Analytics
DBA or Ph.D. in Computer Engineering
DBA or Ph.D. in Computer Science
DBA or Ph.D. in Industrial Engineering
DBA or Ph.D. in Operations Management/Operations Research
DBA or Ph.D. in Management
DBA or Ph.D. in Management Science
DBA or Ph.D. in Supply Chain 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
DBA or Ph.D. in Industrial/Organizational Psychology
Ed.D. or Ph.D. in Education Leadership/Higher Education Management

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)
D.Sc. or Ph.D. in Information Systems and Communication
Ph.D. Conflict Analysis and Resolution
Ph.D. or equivalent in Business Communication, Professional and Business Communication, Business Communication Management, Corporate and Strategic Communication
Human Resources:
DBA or Ph.D. in Business Administration, Management, or Human Resource Management/Development
Motion Picture Entertainment/Artist Management: Ph.D. in Communication, English, Film, Fine Arts, Mass Media

Marketing

Terminal Degree for each discipline taught in Marketing

DBA or Ph.D. in Marketing

DBA or Ph.D. in Business Administration
DBA or Ph.D. in Advertising, Communications or Public Relations
DBA or Ph.D. in Management

APPENDIX B3: 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 related field with a Master's in in Speech Pathology/Communication Disorders
Master's Speech Pathology/Communication Disorders* – Terminal Degree for SLP Clinical Supervision *Council on Academic Accreditation Audiology / Speech-Language Pathology
Au.D. in Audiology – Terminal Degree for Audiology 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 and Instruction

Terminal Degree for each discipline taught in Curriculum and Instruction

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
Ed.D., Ph.D. Math Education
Ed.D., Ph.D. Science Education
Ed.D., Ph.D. General Science Education
Ed.D., Ph.D. Social Studies
Ed.D., Ph.D. Language Arts/English Education
Ed.D., Ph.D. Middle Level Education
Ed.D., Ph.D. Secondary Education
Ed.D., Ph.D. Literacy Education
Ed.D., Ph.D. Learning Design and Technology
Ed.D., Ph.D. Instructional Technology

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. 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
Ed.D., Ph.D. Early Childhood 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
Ed.D., Psy.D., Ph.D. in Educational Psychology
Ed.D., Ph.D. in Measurement
Ed.D., Ph.D. in Educational Methodology
Ed.D., Ph.D. in Educational Research
Ed.D., Ph.D. in Measurement and Evaluation
Ed.D., Ph.D. in Research, Educational Measurement, and Psychometrics
Juris Doctor/Law

Exceptional Student Education (**Special Education**)
Terminal Degree for each discipline taught in Exceptional Student Education
Ed.D., Ph.D. Exceptional Student Education
Ph.D. Exceptional Student Education & Learning Disability
Ph.D. Education/Teaching of Individuals with Specific Learning Disabilities
Ed.D., Ph.D. Special Education
Ph.D. Special Education and Teaching General
Ph.D. Psychology – Applied Behavior Analysis
Ph.D. Experimental Psychology
Ph.D. /Education/Teaching of Individuals with Emotional Disturbances

APPENDIX B4: TERMINAL DEGREES FOR THE COLLEGE OF ENGINEERING AND COMPUTER SCIENCE

Civil, Environmental and Geomatics Engineering

Terminal Degree for each discipline taught in Civil, Environmental and Geomatics Engineering:

- Ph.D. in Civil Engineering
- Ph.D. in Environmental Engineering
- Ph.D. in Civil, Architectural and Environmental Engineering
- Ph.D. in Electrical Engineering
- Ph.D. in Geotechnical Engineering
- Ph.D. in Structural Engineering
- Ph.D. in Engineering Mechanics
- Ph.D. in Materials Engineering
- Ph.D. in Infrastructure Engineering
- Ph.D. in Transportation Engineering
- Ph.D. in Transportation Engineering and Planning
- Ph.D. in Aeronautical Engineering
- Ph.D. in Aeronautical and Astronautical Engineering
- Ph.D. in Aerospace and Engineering Science
- Ph.D. in Mechanical Engineering
- Ph.D. in Mechanical and Aerospace Engineering
- Ph.D. in Ocean Engineering
- Ph.D. in Chemical Engineering
- Ph.D. in Public Works Engineering
- Ph.D. in Applied Mathematics for courses related to modeling of processes such as fluid dynamics, analytical modeling, and so on

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 Electrical Engineering
- Ph.D. in Electronics and Communications Engineering
- Ph.D. in Computer Engineering
- Ph.D. in Computer Science
- Ph.D. in Software Theories
- Ph.D. in Software Engineering
- Ph.D. in Cybersecurity
- Ph.D. in Artificial Intelligence
- Ph.D. in Data Science and Analytics
- Ph.D. in Systems Engineering
- Ph.D. in Renewable Energy
- Ph.D. in Machine Learning
- Ph.D. in Data Science
- Ph.D. in Artificial Intelligence
- Ph.D. in Bioinformatics
- Ph.D. in Informatics
- Ph.D. in Bioengineering
- Ph.D. in Biomedical Engineering

Ph.D. in Machine Learning
Ph.D. Hardware Engineering

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, or analytical modeling.

APPENDIX B5: TERMINAL DEGREES FOR THE HARRIET L. 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 B6: 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 Anatomy, Anthropology, Bacteriology, Biology, Biochemistry, Bioethics, Biomechanics, Biophysics, Chemistry, Epidemiology, Genetics, Microbiology, Immunology, Neurobiology, Neuroscience/Neuroscience and Behavior, Physiology, Pharmacology/Pharmaceutical Sciences, Psychology, Statistics, or other applied, behavioral, biomedical, natural, or social sciences in the medical field.
Ed.D.
DVM
PsyD
PharmD
DDS
DMD
DPH/DrPH Public Health

Terminal Degree for Medical Librarian

M.S. Information Studies
M.L.S. Library Science
M.L.I.S. Library and Information Science

APPENDIX B7: 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 of Nursing Practice
DNS or DNSc Doctor of Nursing Science
ND Doctor of Nursing
DNE Doctor of Nursing Education
Ed.D. Doctor of Education
M.D. Doctor of Medicine
DrPH Doctor of Public Health
D.O Doctor of Osteopathic Medicine
DNAP Doctor of Nurse Anesthesia Practice
Ph.D. in Public Health, Nutrition, Genetics, Business, Health Policy, Anthropology, Sociology, Psychology, Social Work, Informatics, Data Science, Biostatistics, Epidemiology

APPENDIX B8: 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/Molecular Genetics, Physiology/Integrative Physiology, Microbiology, Zoology, Cell & Molecular Biology, Developmental Biology, Neurobiology, Evolution/Evolutionary Biology, Systems Biology, Bioinformatics, Bacteriology, Anthropology, Immunology/Virology, Pharmacology/Cell & Molecular Pharmacology, Computational Biology/Computational Neuroscience/Computational & Data Science, Biomedical Engineering, Quantitative Biosciences, Biological & Agricultural Engineering, Molecular & Environmental Plant Sciences, Plant Biology, Plant Pathology, Bioagricultural Sciences, Environmental Science, Marine Science, Oceanography, Marine Biology, Physics Applied to Medicine & Biology) and/or related fields.

D.V.M.

M.D.

See also (for interdisciplinary courses for instance), other departments and their terminal degrees (Geosciences, Psychology, Physics, Chemistry and Biochemistry, Electrical Engineering & Computer Science, Ocean & Mechanical Engineering, Exercise Science & Health Promotion, Mathematical Sciences, Urban & Regional Planning, Biomedical Science)

Chemistry and Biochemistry

Terminal Degree for each discipline taught in Chemistry and Biochemistry

Ph.D. in Chemistry/Biochemistry/Chemical Engineering

Ph.D. in disciplines relevant to subject matter being taught (Analytical Chemistry, Inorganic Chemistry, Organic Chemistry, Physical Chemistry, Theoretical Chemistry, Computational Chemistry, Cosmetic Science, Chemical Physics, Bioanalytical Chemistry, Chemical Biology, Medicinal Chemistry, Molecular Pharmacology, Biophysical Chemistry, Environmental Chemistry, Geochemistry, Materials Science, Polymer Science, Biomedical Science, Neuroscience) and/or related fields.

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
Ph.D. Exercise Science
Ph.D. Kinesiology
Ph.D. Integrative Physiology/Biology
Ph.D. Health Promotion
Ph.D. Human Ecology
Ph.D. Sports Science
Ph.D. Sports Physiology
Ph.D. Strength and Conditioning
Ph.D. Health and Human Performance
Ph.D. Exercise and Nutrition Science

Geosciences

Terminal Degree for each discipline taught in the Geosciences

Ph.D. Geography
Ph.D. Geology/ Earth Science
Ph.D. Geosciences
Ph.D. Environmental Studies/Science
Ph.D. Geography and Environmental Science and Policy
Ph.D. in disciplines relevant to course being taught (Urban Planning, Environmental Science, Oceanography, Civil Engineering, Botany, Biology, Ecology, Meteorology, Climate Science)

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
Ph.D. in Astronomy

Psychology

Terminal Degree for each discipline taught in Psychology

Ph.D. in Psychology
Ph.D. in Experimental Psychology
Ph.D. in Developmental Psychology
Ph.D. in Social Psychology or Personality
Ph.D. in Clinical Psychology
Ph.D. in Cognitive Psychology
Ph.D. in Psychological Science
Psy.D. in Psychology
Ph.D. in Neuroscience

Urban and Regional Planning

Terminal Degree for each discipline taught in Urban and Regional Planning

Ph.D. in Urban and/or Regional Planning
Ph.D. in Urban and/or Regional Science
Ph.D. in City Planning
Ph.D. in City and Regional Planning
Ph.D. in Urban Studies
Ph.D. in Urban Design
Ph.D. in Landscape Architecture
Ph.D. in Architecture
J.D. – courses in Law and courses that cover legal matters
M.Arch. - courses in urban design
M.L.A. - Master's of Landscape Architecture - courses in urban design
Ph.D. in Urban Management
Ph.D. in Urban and Environmental Affairs

Ph.D. in Environmental Studies
Ph.D. in Earth and Environmental Sciences

APPENDIX B9: TERMINAL DEGREES FOR THE COLLEGE OF SOCIAL WORK AND CRIMINAL JUSTICE

School of Criminology and Criminal Justice

Terminal Degrees

Ph.D. in Criminology
Ph.D. in Criminal Justice
Ph.D. in Criminology and Criminal Justice
Ph.D. in Criminology, Law and Society
Ph.D. in Criminology and Justice Policy
Ph.D. in Criminal Justice Policy Studies
Ph.D. in Criminal Justice and Security
Ph.D. in Justice, Law & Criminology
Ph.D. in International Crime and Justice
Ph.D. in Law, Criminology and Justice Policy
Ph.D. in Administration of Justice
Ph.D. in Justice Science
Ph.D. in Public Administration
Ph.D. in Sociology
Ph.D. in Social Work
Ph.D. in Forensic Science
Ph.D. in Public Health
Ph.D. in Social Ecology
Ph.D. in Political Science
Ph.D. in Data science/analytics, for courses related to data science, data analytics, artificial intelligence, machine learning, and big data
Ph.D. or Psy.D. in Criminal Psychology, Forensic Psychology, Police and Public Safety Psychology, Behavioral and Cognitive Psychology or Developmental Psychology
Doctorate of Criminology
Doctorate of Criminal Justice
J.D. – Courses in Law

Sandler School of Social Work

Terminal Degrees

Ph.D. in Social Work/Social Welfare
DSW in Social Work
MSW, MSSW, in Social Work*
Ph.D. in Social Work/Social Welfare
DSW in Social Work
PhD Neuroscience
PhD Psychology
PhD Marriage and Family Therapy
PhD Public Health
PhD Psychiatry
PhD in related allied health professions (i.e. Nursing, Counseling Psychology)
PhD Criminology and Criminal Justice

** The Council on Social Work Education (CSWE) Department of Social Work Accreditation recognizes the master's degree in social work as a qualification for teaching in a social work program for baccalaureate and master's programs.*

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 (Student Life Skills – SLS):

Terminal degree determined by the colleges and departments related to the course:

College of Education (Appendix B3)

Freshman Composition (ENC)

Terminal degree determined by the English Department in the Dorothy F. Schmidt College of Arts & Letters (Appendix B1).

Interdisciplinary Studies (IDS)

Undergraduate Research (IDS 1911, IDS 1913, IDS 3910, IDS 3911, IDS 2932, IDS 2933, IDS 4914, IDS 4931, IDS 4932)

Terminal degree determined by the colleges and departments related to the course:

Charles E. Schmidt College of Science (Appendix B8)

Dorothy F. Schmidt College of Arts and Letters (Appendix B1)

Professional Capstone (IDS 4894)

Terminal Degree for each discipline

This course applies to an interdisciplinary degree with faculty credentialed to teach from a degree program in any of the academic colleges. A terminal degree in an appropriate discipline is required.

APPENDIX C: ALTERNATE CREDENTIALING POLICIES FOR COLLEGES OR DEPARTMENTS

C1: Dorothy F. Schmidt College of Arts and Letters
- C1A: Department of Languages, Linguistics and Comparative Literature
- C1B: Department of Theatre and Dance
- C1C: School of Architecture
- C1D: School of Public Administration

C2: College of Business

C3: College of Education

C4: College of Engineering and Computer Science

C5: Harriet L. Wilkes Honors College

C6: Charles E. Schmidt College of Medicine

C7: Christine E. Lynn College of Nursing

C8: Charles E. Schmidt College of Science
- C8A: Exercise Science & Healthcare Promotion
- C8B: School of Urban and Regional Planning

C9: College of Social Work and Criminal Justice

C10: The Undergraduate College

APPENDIX C1: ALTERNATE CREDENTIALING POLICY, THE DOROTHY F. SCHMIDT COLLEGE OF ARTS AND LETTERS

Our accrediting body, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), similarly recognizes such that:

> 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.

Alternate credentialing must provide evidence that candidates meet these standards.

Departments seeking to credential non-terminal degree faculty to teach courses must provide a CV from the applicant and a memo from the unit head explaining how the applicant meets these guidelines, as well as any supplement material as needed.

Criteria
The justification memo must offer a rationale for employing the applicant without an appropriate terminal degree. Such support might come from outside or disciplinary accrediting bodies, or the unique nature of the course, or the demands of the discipline. In addition, the memo should establish the applicant's unique expertise, including:

- Appropriate work experiences in the field, with a minimum of ten (10) years of professional experience.
- Relevant professional licensure and certifications related to the teaching assignment.
- Honors and awards in the subject area.
- Relevant peer-reviewed publications in the subject area.
- Related presentations at professional meetings.
- Related juried performances or exhibitions (symphony, opera, museum exhibit)
- Related professional memberships (e.g. American Society of Composers, Authors, & Publishers).

The memo should also offer evidence of the applicant's continued engagement with the field and discipline, either from recent (within the past five years) publications, presentations, performances, or exhibitions or through continuing professional development related to the proposed course assignment and should explain the significance and relevance of any certifications or licensures.

Prior teaching experience by itself is not sufficient to justify an alternative teaching hire.

For Teaching Graduate Courses - Membership in Graduate Faculty

All candidates teaching graduate courses 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 provide an updated CV and memo to the dean's designee for review.

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 C1A: Alternate Credentialing for the Department of Languages, Linguistics and Comparative Literature

The Department of Languages, Linguistics and Comparative Literature (LLCL) adheres to the Dorothy F. Schmidt College of Arts and Letters Alternative Credentialing Policy.

In accordance with that policy, and in recognition of the complexity and diversity of the fields represented in LLCL, the department asserts that one path to alternative credentialing for those teaching a course in a language other than English at the undergraduate level would be through a combination of **both** of the below:

1) a minimum of 6 credits of graduate coursework in the relevant language other than English, taken as part of a graduate degree in a related field (related fields listed below):
    a. Teaching of Foreign Languages
    b. Linguistics [theoretical or applied]
    c. Latin American Studies/Hispanic Studies/Hispanophone Studies
    d. Jewish Studies/Rabbinic Studies
    e. Comparative Literature
    f. Francophone Studies
    g. Comparative Studies
    h. Asian Studies
2) a minimum score of "Advanced" on The American Council on the Teaching of Foreign Languages (ACTFL) test of linguistic proficiency for Speaking and Writing

The credential lasts for the duration of the ACTFL test score. Test results are currently valid for two years. The credential can be renewed if/when the ACTFL test is retaken with an appropriate score.

APPENDIX C1A: Alternate Credentialing for the Department of Theatre and Dance

The Department of Theatre and Dance has adopted the following equivalency statement regarding the appointment of non-terminal degreed professionals to teach as adjunct or full-time tenure-track faculty.

All tenure earning faculty will have a simple majority vote after reviewing a candidate for approval in the alternative credentialing process. The candidate should have a minimum of ten years of significant professional accomplishment in their specialization. The candidate's curriculum vitae shall provide evidence of the ability to articulate and mentor undergraduate and graduate students while successfully participating in an academic environment.

The department will review the achievements and competencies of the candidate by comparing the presented Curriculum Vitae with the expected competencies of those who hold terminal degrees in similar fields. Some examples of professional accomplishment and degree equivalent qualifications the department may use to evaluate a candidate are:

1. Sustained and repeated engagement with professional theatres or other specialization appropriate employers.
2. Recognition of work through awards and publication in their artistic specialty.
3. Demonstration of specific pedagogy at nationally recognized studios and institutions of higher learning.
4. Evidence of engagement at other universities or colleges in classroom instruction or master classes.

Appointments for alternative credentialing are made for a five-year term, with the candidate resubmitting materials in the fall of their fifth year for renewal through the alternate credentialing process. The renewal process will include evaluation of peer review of teaching and student teaching evaluations at the institution to evaluate currency of experience.

APPENDIX C1C: Alternate Credentialing Policy for the School of Architecture

The field of Architecture is interdisciplinary by nature, and draws from a range of expertise in related disciplines such as design (landscape architecture, urban design, interior design, and graphic design); art (visual arts, art history / theory); engineering (mechanical, electrical, structural, civil); computer science (digital media, information technology, graphic representation, building information modeling); environmental sciences (ecology, resource management, sustainable development); and social sciences (economics, geography, sociology).

The Bachelor of Architecture degree program at FAU is a professional degree program, and places emphasis on the integration of experience from the professional world that can be best communicated to the students by licensed professionals of the architectural profession, and collaborating entities and related disciplines that participate in the practice of building construction.

Through the engagement of experts in the related disciplines, and the engagement of experts from the profession, students are able to gain diverse perspectives that augment and support the academic content of their coursework.

Minimum Academic Credentials

To achieve this objective, the School of Architecture must, from time to time, assign faculty who are considered experts in related disciplines or from the profession. The minimum educational qualifications appropriate for teaching courses in the Bachelor of Architecture program vary from course to course and includes a Master of Architecture Degree or a master's degree in any of the related disciplines as appropriate to the course. In addition, candidates who hold a Professional Bachelor of Architecture degree and any of the following degrees are considered qualified to teach courses in the program:

- Post Professional Master's degree in architecture, architectural design or related specialization
- Post Professional Master of Science degree in Architecture
- Post Professional Master of Arts degree in Architecture

Experiential Credentials

Faculty members may have experience that clearly contributes to student learning outcomes and can be considered in lieu of formal academic preparation. In these cases, the applicant may present a portfolio that documents such experience.

Candidates who hold a Professional Degree in architecture or a related discipline, in combination with: demonstrated outstanding professional experience; or demonstrated outstanding contributions to the discipline; or demonstrated significant and relevant training in a related discipline; and have demonstrated the competencies to teach the course objectives may be considered qualified to teach courses in the Bachelor of Architecture program.

Documentation of professional experience should include a combination of factors, such as:

a. Authorship of publications in journals, online sources, or textbooks on the discipline
b. Recognition of professional achievement in national or international publications
c. Professional registration
d. Certification in field
e. Certification of participation in significant and relevant professional training
f. Discipline specific professional presentations at the national or international level
g. Honors and awards directly related to the discipline at the national or international level
h. Presentations at professional conferences reflecting work in the discipline
i. Evidence of continuous excellence in teaching

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 an updated CV and memo to the dean's designee for review.

APPENDIX C1D: Alternate Credentialing Policy for the 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.

Based on our national accrediting body and the PRT recommendations, if an instructor 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:

- Appropriate work experiences in the field, with a minimum of ten years of progressively substantial professional experience, which entails an expanding repertoire of skills, responsibilities, and professional engagement, in their 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, they 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 their 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 instructor's 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 C2: ALTERNATE CREDENTIALING POLICY FOR THE COLLEGE OF BUSINESS

College of Business
Procedures for Alternate Credentialing of Faculty
Revised 2024

The College of Business values both scholarly achievement and practical experience that 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. 27). With the implementation of revised standards in 2020, AACSB strongly encourages a faculty mix of both scholarly and professional backgrounds.

AACSB faculty qualification guidelines emphasize the contributions 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 exceptions to the standard requirements for a terminal degree. We have established a policy for exceptions in order to affirm the scholarly or professional background of each faculty member is appropriate for the courses assigned, based on their achievements and experience related to the field of instruction.

In seeking to formulate a process for alternate credentialing, we are guided by the *Principles of Accreditation Resource Manual*. The most recent resource manual, in the section related to standard 6.2.a, addresses the need to consider other types of qualifications for faculty beyond graduate coursework or terminal degrees in the instructional field (2018, pp. 45-46):

> *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.*

Alternate credentialing provides evidence that candidates meet these standards.

Standards for Alternate Credentialing of Faculty for Undergraduate Courses

Departments desiring to employ faculty to teach undergraduate courses without a master's 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 Office of the Provost 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 College of Business (COB) Faculty Qualifications and Engagement Standards (below). Departments are advised to begin this process promptly, as delays may prevent new faculty from teaching.

The alternate credentialing process for teaching graduate courses using criteria from the following section will be made on a case-by-case and course-by-courses basis. Those who qualify to teach at the graduate level will also be reviewed to teach undergraduate courses in the same discipline. Otherwise, to teach at the undergraduate level, faculty without a master's degree and 18 graduate credit hours related to the teaching discipline may be credentialed by meeting the educational and/or professional background(s) of one of the four faculty qualification categories for AACSB (and approved by the COB faculty assembly in 2022): Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), or Instructional Practitioner (IP). (See COB's AACSB Faculty Qualification Standards – at the end of this section).

These categories require professional experience connected to the teaching area as well as maintenance of relevance to the teaching area. 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 the COB Faculty Qualifications and Engagement Standards policy (pg. 47).

In rare instances, highly qualified individuals without a master's degree may be credentialed to teach undergraduate courses. At a minimum, these individuals must have a bachelor's degree and 20 or more years of work related to the teaching area at a significant level of responsibility and accomplishment. Individuals in this category must be thoroughly vetted by the department chair and the dean to ensure the relevance of these competencies and achievements. In extraordinary circumstances, someone without a bachelor's degree may be credentialed to teach undergraduate courses with a record of exceptional accomplishments (example: Bill Gates teaching information systems); these cases would be extremely rare and thoroughly vetted by the dean and provost.

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. Related graduate coursework (especially from programs that often have significant business content, including management, labor relations, human resources, psychology, sociology, political science, cultural geography, international relations, business administration, entrepreneurship, and communications) and pertinent professional experience can support cases for undergraduate instruction.

Summary of Alternate Qualifications for Teaching Undergraduate Business Courses

Attainment of one of the four AACSB faculty qualification categories is required for alternate qualification to teach undergraduate courses. Two categories require terminal degrees and either scholarly intellectual contributions or professional experience related to the instructional area: Scholarly Academic and Practice Academic. Two categories require master's degrees in the teaching area, or other master's degree with either significant scholarly achievement or professional experience related to the teaching area: Scholarly Practitioner and Instructional Practitioner.

Standards for Alternate Credentialing of Faculty for Graduate Courses

There are two categories of faculty who require alternate credentialing to teach graduate courses. One group has a terminal degree, that is not in the specific discipline of instruction. Faculty with terminal degrees unrelated to the field of instruction may be credentialed with documentation of academic research or significant (5 or more years) professional work related to content of the course(s) taught. The other group does not have a terminal degree. Both groups are addressed below.

The first pathway is for those <u>with</u> terminal degrees. This pathway has two options. **Option one** requires an earned doctoral degree in a non-business field along with completion of an intensive AACSB post-doctoral bridge program (currently offered by Virginia Tech U. and U. of Florida) in the teaching discipline. AACSB endorsed post-doctoral programs prepare those with non-business doctorates in business and management education scholarship necessary for academic careers as business faculty. Candidates successfully completing the program are considered qualified for business academic faculty positions by AACSB. **Option two** is for those teaching business communications courses who have a JD or terminal degree in a related discipline (e.g. Communication, Business Communication, Business, Business Administration, Comparative Studies [Language, Literature, Linguistics], Conflict Resolution, Corporate and Strategic Communication, English, Information Systems and Communications, Linguistics, Management, Rhetoric, or other closely-related disciplines to communication) or an MFA in writing/creative writing, and 5 or more years' experience in fields requiring significant written or oral communications application (e.g., public relations, law practice, editing, advertising, mediation, writing/journalism, etc.) shall be qualified to teach business communications courses.

The second pathway is for those <u>without</u> terminal degrees. It requires fulfillment of three criteria: compliance with AACSB faculty qualification and engagement standards, demonstrated depth of experience, and Graduate Faculty application/membership, which are detailed below.

Requirement One *- 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 – pg. 47). 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 Requirement Two (below), item #1. 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 the Appendix of the COB Faculty Qualifications and Engagement Standards policy (pg. 47).

Requirement Two *- Depth of Experience for Graduate Instruction*
Consistent with SACSCOC's *Principles of Accreditation* section 6.2a, 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 the following criteria**: Extensive experience working in the field. Departments should document the extensiveness of the candidate's work in relation to each field's particular milieu, by one of the following:

1. Provide evidence of 20 or more years work within the field at a significant level of responsibility and accomplishment, and a Bachelor's degree, or
2. provide evidence of 15 or more years professional work in the field and a master's degree, or
3. provide evidence of 10 or more years work in the field and a master's degree related to the instructional area (MBA, master's degree in Finance, Accounting, Marketing, from business, or external fields such as Communication [for Marketing], Psychology [for Management or Marketing], Public Health [for Health Administration]), etc. or
4. provide evidence of 5 or more years work in the field, a related master's degree, and a valid, related licensure or certification (e.g. CPA for accounting, CFP for finance, PHR for human resources, etc.), or
5. demonstrate that the candidate's experience is consistent with full-time faculty positions at institutions accredited by an accrediting agency recognized by the U.S. Department of Education in the same field, or
6. for graduate business communications-related courses, a Master's degree from a discipline outlined in graduate pathway **option 2** (p. 44) and 10 or more years of professional experience in areas requiring significant written or oral communications application, as noted

Requirement Three *- Graduate Faculty Application and Membership*

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

Summary of Alternate Qualifications for Teaching Graduate Business Courses
For those with terminal degrees NOT from traditional business fields, alternate qualification for instruction includes completion of an AACSB-approved post-doctoral program, or for Business Communications courses only – 5 or more years of professional experience in roles requiring significant oral or written communication application combined with a terminal degree. These are detailed in Requirement One (on previous page).

For those without terminal degrees, three requirements must be met: 1) attainment of one of the four AACSB faculty qualification categories (SA, PA, SP, or IP), 2) documented depth (outlined in Requirement Two through a combination of education and experience, and 3) prompt application and admission as a member of the Graduate Faculty.

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, teaching quality must be reviewed after the first year, 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 COB Faculty Qualifications and Engagement Standards policy (pp. 47-50).

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. 2020. *Eligibility Procedures and Accreditation Standards for Business Accreditation*. Tampa, FL: AACSB.

SACSCOC. 2017. *Principles of Accreditation: Foundations of Quality Enhancement.* Decatur, GA: SACSCOC.

SACSCOC. 2020. *Resource Manual for the Principles of Accreditation: Foundations for Quality Enhancement*. Decatur, GA: SACSCOC.

COB FACULTY QUALIFICATION AND ENGAGEMENT STANDARDS
POLICY FOR ADHERENCE TO 2020 AACSB STANDARDS
Approved by the Faculty Assembly March 25, 2022
Affirmed by AACSB's re-accreditation process February 2023

The categories developed by AACSB to classify faculty, inclusive of those holding administrative appointments (deans, chairs, directors, etc.), deployed by the college, along with AACSB definitions for each, are:

Scholarly Academics (SA) sustain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly hired faculty members who earned their research doctorates within the last five years prior to the review dates.

Practice Academics (PA) sustain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty members' earlier work as a SA faculty member.

Scholarly Practitioners (SP) sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving some scholarly activities related to their fields of teaching.

Instructional Practitioners (IP) sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience and/or the practice of teaching. Normally, IP status is granted to newly hired faculty members with a mix of professional and instructional experiences.

Faculty qualification is for an academic year (combined fall and spring terms) and is not semester specific. Faculty qualification in place at the start of an academic year carries for the full year, but if a faculty member qualifies for a higher status during the year, such as with a new publication, a status adjustment for the full year is warranted. The majority of faculty teach a combination of masters and bachelors courses; our default SA qualifications were developed for this faculty grouping. There are two variations to the standard SA qualifications, one for those who teach doctoral courses (doctoral variant) and another for faculty who only teach Bachelor's-level courses (undergraduate variant). Logically, faculty with doctoral instructional responsibilities require a higher level of intellectual contributions than those who teach undergraduates only. Though the standard SA criteria are applicable to the majority of faculty, the variants apply if teaching assignments in the academic year warrant them.

AACSB recognizes the importance of administrative duties to the ethical, effective, and efficient operation of academic programs. Individuals holding faculty status and also executing full-time administrative duties (e.g. dean, associate/assistant dean, chair, program director, etc.) have significant managerial duties supporting the college mission. AACSB permits the administrative efforts to be recognized as part of the faculty qualification criteria but recognizes a fundamental level of scholarly production should be maintained for administrators to maintain SA status. At FAU, in addition to the administrative faculty duties, the undergraduate variant level (see pg. 49) of scholarly engagement must

be met to maintain SA faculty status while serving in an administrative role. The balanced approach, combining primary administrative duties and some scholarly production, encourages individuals to pursue administrative responsibilities in the college while also maintaining a basic level of academic engagement. After leaving an administrative role, a faculty member has three years to meet the appropriate sustained engagement and qualification criteria outlined in the following section.

SCHOLARLY ACADEMICS (SA) AND PRACTICE ACADEMICS (PA)
Initial Preparation for SA and PA

Faculty members holding a doctorate in their primary teaching field, or a Juris Doctorate for faculty members who teach business law/ethics/policy, have satisfied the initial academic preparation criteria for SA/PA status.

Faculty members holding a business doctorate that is outside of their primary teaching field shall be considered to have met the initial academic preparation criteria for SA/PA status provided they exhibit evidence of active involvement in the teaching area through activities such as authorship, participation in professional meetings, or related activities devoted to the teaching area.

Faculty members who hold a doctoral degree outside of business, but whose primary teaching responsibilities fall within their area of academic preparation will be considered to have met the initial academic preparation criteria for SA/PA status if they demonstrate evidence of active involvement in the area of teaching responsibility through activities such as authorship, participation in professional meetings, or related activities. The greater the disparity between the field of academic preparation and the area of teaching, the greater the need for supplemental preparation in the form of professional development linked to the teaching area.

Faculty members who possess specialized graduate degrees in taxation or a combination of graduate degrees in law and accounting will be considered to have met the SA initial academic preparation criteria to teach taxation courses. Faculty members who have specialized master's degrees in communication, English, or related disciplines, will be considered to have met the SA/PA initial preparation criteria to teach business communication courses.

Faculty members who have finished an AACSB approved post-doctoral bridge program will have satisfied the SA/PA initial preparation criteria for five years after program completion.

Faculty members who are graduate students in a business doctoral field who have attained "ABD" status (by successfully passing the qualifying exam and entering doctoral candidacy) have met the SA initial academic preparation criteria. Per AACSB guidelines, SA status is limited to three years after entering doctoral candidacy.

Sustained Engagement Activities for SA and PA

Scholarly Academics (SA)
The SA qualification for most faculty (those who teach masters-level courses or a mix of masters and undergraduate courses in an academic year) requires at least three scholarly publications or activities from categories A or B of Category A-E (pg 51), a minimum of two must be refereed scholarly journal

articles (Appendix Category A.1) within the most recent five years. This grouping (undergraduate and masters-level teaching) encompasses the majority of the college's faculty. Masters programs within the college are professional-focused; we do not offer research masters degrees (typically requiring an original scholarship thesis). Though AACSB standards require a minimum of 40% of faculty resources to be SA, as a doctoral granting institution with high research activity (R2), we strive for at least 60% of our instructional faculty deployment to be SA for the entire College and within each discipline. Other faculty segments (such as by campus, delivery mode, etc.) will meet or exceed AACSB faculty deployment guidance of 40% SA.

Doctoral variant (applicable to faculty who teach a doctoral course in an academic year) – instructors in this category are charged with developing new scholars; faculty of this group are expected to achieve the highest level of scholarly production in the college. To maintain SA status, faculty providing doctoral instruction must publish either a Financial Times 50 or Academic Journal Guide of The Chartered Association of Business Schools (AJG) 4* article, OR at least four scholarly publications or activities from page 51 Categories A or B, a minimum of two must be unique, refereed scholarly journal articles (page 51, Category A.1) within the most recent five calendar years. At least one article must be in an AJG 3 or greater journal, or in an Australian Business Dean's Council (ABDC) A or A* journal.

Undergraduate variant (applicable to faculty who only teach undergraduate courses in an academic year or faculty with significant administrative roles in an academic year) – faculty in this category are typically charged with offering undergraduate foundation or service courses, or bachelors-level specialized, applied courses related to the majors/programs of the college. To maintain SA status in this variant category, faculty must either publish one refereed scholarly journal article (page 51 Category A.1), or complete at least three activities from categories A, B, or C (see page 51: scholarly publications, scholarly activities, professional publications, or professional activities) within the most recent five calendar years.

Practicing Academics (PA)
Practice academic status requires engagement in a total of at least four activities from categories A, B, C, D, and/or E on page 51-52 within the most recent five calendar years.

SCHOLARLY PRACTITIONERS (SP) AND INSTRUCTIONAL PRACTITIONERS (IP)
Initial Preparation for SP and IP

In most circumstances, for SP and IP status, a faculty member must have, at a minimum, a master's degree in a field related to the faculty member's teaching area or any master's degree and significant preparation related to the teaching area through coursework or professional experience. For initial SP status, a new faculty member must have a master's degree and at least one published, refereed scholarly or trade article in the last five years. For IP status, a new faculty member must have five (or more) years of recent professional experience, or a related and currently valid professional licensure or certification, or any three items from categories A-E on pages 51 and 52. There are two methods to obtain initial IP status.

Method one is achieved through professional skills and experience, with the attainment of licensure or certification (e.g. CPA, CFP) by governmental agency or professional association directly related to teaching responsibilities, or five years of related professional experience (within the prior ten years), combined with a master's degree. **Method two** is attained through education, by earning a master's

degree related to the subject area of instruction with additional engagement and/or pedagogical training (validated by three items from categories A-E on pages 51 and 52). These criteria provide current relevancy in the field of practice and/or instruction. The initial SP or IP status applies to the first year of hire, after which sustained engagement activities must be met to maintain the credential.

Sustained Engagement Activities for SP and IP

Scholarly Practitioners (SP)
To maintain SP status, faculty members must publish one refereed scholarly journal article (page 51, Category A.1), AND have completed/published at least two additional scholarly publications or activities in category A or B (see page 51) within the most recent five calendar years.

Instructional Practitioners (IP)
To maintain IP status, faculty members must engage in at least four activities listed in categories A, B, C, D, and/or E (see page 51and 52) within the most recent five calendar years.

Faculty Publication and Professional/Scholarly Activities

*Note: Repeated instances of each activity count separately towards meeting status maintenance requirements, except those noted by the *, which are limited to one occurrence.*

Category A – Scholarly Publication Activities

1. Publication of a refereed article in a scholarly journal related to instructional portfolio, course portfolio, or academic programs of the college.
2. Publication of an instructional case study, or instructional simulation software.
3. Publication of a chapter, or original material in a scholarly book.
4. Publication of an academic monograph or textbook where the content of the work comes predominantly from other contributors (e.g. edited books with multiple sections, a compilation of articles, multi-authored textbooks, or multi-authored academic reports or collections).
5. Publication of a second edition (or greater) of a textbook in the field.
6. Publication of a book review in a scholarly journal.

*The following "scholarly publication activities" count as two activities towards maintenance requirements due to the intensive development necessary for highest quality research (counting as two is not applicable to faculty qualified under the **doctoral variant** as that status requires a minimum of two distinct peer reviewed publications and additional intellectual contributions to demonstrate extensive, high quality scholarly engagement):*

7. An article (Appendix Category A.1) published in a journal in the Academic Journal Guide of the Chartered Association of Business Schools (AJG) at a level 3 or greater OR within the Australian Business Dean's Council (ABDC) A or A* publication classifications.
8. Publication of a first edition textbook in the field, or the first edition of a scholarly book where the faculty member is the writer of the book's original content.

Category B – Significant Scholarly Activities

1. Inclusion of a paper at a regional, national, or international conference program or proceedings related to the individual's instructional portfolio, course portfolio, or academic programs of the college.
2. Giving an invited scholarly talk or a scholarly keynote speech at a regionally, nationally, or internationally recognized organization/event.
3. Serving as a member of the editorial board for an academic journal within one's field.
4. Serving in a top leadership position (with substantial scholarly responsibility) of a regionally, nationally, or internationally recognized academic society, or scholarly association.
5. Receipt of a minimum $25,000 externally funded grant.
6. Receipt of a Fulbright scholarship/appointment.
7. Development or maintenance of datasets of interest to the public that are connected to, or informative to ongoing scholarly research.

Following "significant scholarly activities" count as two activities towards meeting status maintenance requirements due to their intensive nature:

8. Serving as program or track chair in a nationally or internationally recognized academic conference.
9. Serving as the editor or associate editor for a nationally or internationally recognized academic journal within one's field.

Category C – Professional and Practice Publication Activities

1. Publication of a chapter in a book, an article (including refereed article), or other publicly available manuscript aimed at professionals, practitioners, businesspeople, policymakers, or the public.
2. Publication of a publicly available report, essay, second (or greater) edition of a book, or other intellectual contribution for the general public, businesses, a professional or charitable organization, or governmental body.
3. Acquisition of a patent.

Following "professional and practice publication activity" counts as two activities towards meeting status maintenance requirements due to its intensive nature:

4. Publication of the first edition of a book aimed at professionals, practitioners, businesspeople, or policy makers.

Category D – Professional Leadership Activities

1. Delivering a formal presentation at a regionally, nationally, or internationally recognized event for professionals, policymakers, or businesspeople.
2. Developing or presenting instructional materials for professional education programs.
3. Serving on the board or in an advisory role to a company, charitable organization, or other group with work related to the college's mission.
4. Serving in a top leadership role with substantial authority and responsibility for a professional organization within one's field.
5. Providing regular and substantial consulting services requiring expertise in the field.

Following "professional and practice publication activity" counts as two activities towards meeting status maintenance requirements due to its intensive nature:

6. Maintenance (or attainment) of professional certification or licensure within one's field.
7. Serving as an editor of a professional journal.

Category E – Other Professional Engagement Activities

1. Documented, current (within the last five years), sustained professional work related to the college's academic portfolio.*
2. Documented participation in a significant continuing/professional education event related to the college's mission (up to four hours counts as one).
3. Documented participation in a significant professional development activity related to pedagogy, research, service, or student learning outcomes (up to four hours counts as one).
4. Participation in a faculty internship.*
5. Publishing a book review in a trade, or general readership publication/outlet.
6. Participation in other activities that place faculty in contact with business or organizational leaders. *
7. Attending an academic or professional conference in an area related to the college's mission, instructional, or research portfolio.*
8. Significant media mention/exposure, e.g. broadcast or published interview with major distribution/exposure, or substantial part of a news or media story attributed to a faculty member on a topic related to the college's mission, instructional, or research portfolio.*

College of Business Faculty Alternate Credentialing Policy – Operational Guide

Purpose and Background:
The policy values both scholarly achievement and practical experience, in line with AACSB accreditation guidelines. It allows exceptions to standard terminal degree requirements, recognizing faculty with significant professional experience and engagement related to their teaching area.

Standards for Instruction of Undergraduate Courses:
Faculty with a master's degree unrelated to the teaching discipline AND without 18 graduate credit hours related to the teaching discipline can be credentialed if they meet one of the four AACSB faculty qualification categories: Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), or Instructional Practitioner (IP). Note, only SP and IP are applicable to faculty without a terminal degree. Highly qualified individuals without a master's degree may be credentialed based on extensive professional experience. Specifically, individuals must have a bachelor's degree and 20 or more years of work related to the teaching area at a significant level of responsibility and accomplishment.

Standards for Instruction of Graduate Courses:
Normally, faculty with terminal degrees are not alternately credentialed, instead they are qualified based on coursework, research, experience, or creative activity. Faculty with Master's degrees, or less, unrelated to the field of instruction can be credentialed with documentation of academic research or significant professional work. Specifically, they must have 5 or more years of professional experience related to the content of the course(s) taught.

Faculty without terminal degrees must meet three criteria: compliance with AACSB faculty qualification standards, demonstrated depth of experience, and graduate faculty application/membership. This includes:

- 20 or more years of work within the field at a significant level of responsibility and accomplishment, and a bachelor's degree.
- 15 or more years of professional work in the field and a master's degree.
- 10 or more years of work in the field and a master's degree related to the instructional area (e.g., MBA, Master's degree in Finance, Accounting, Marketing).
- 5 or more years of work in the field, a related master's degree, and a valid, related licensure or certification (e.g., CPA for accounting, CFP for finance).

Recertification:
Graduate faculty status is valid for five years and requires periodic review of teaching quality.
Faculty must adhere to AACSB standards for maintaining currency through scholarly publications, professional activities, and other engagements.

The policy will be reviewed and revised as needed to remain in compliance with SACSCOC's Principles of Accreditation.

APPENDIX C3: ALTERNATE CREDENTIALING POLICY FOR THE COLLEGE OF EDUCATION

The policy set forth below is for use for the Department of Communication Sciences and Disorders. No alternate credentialing policies have been adopted by the other academic units in the college.

Appendix C3A: Alternate Credentialing Policy for the College of Education Communication Sciences and Disorders Department (CSD)

The graduate courses offered by FAU's Communication Sciences and Disorders Department (CSD) combine knowledge of research and clinical skills training. In the event that potential instructors who meet FAU's general credentialing guidelines are not available, instructors meeting alternate credentialing requirements can provide valuable experience and insights to our students. Such instructors may be considered for appointment using the following guidelines:

Requirements for Alternate Credentialing:

Instructors must meet both of the following requirements:

1. Master's Degree in CSD or similar field
2. A minimum of two years of clinical experience with the area of the field on which the courses is based.

Rationale for Alternate Credentialing:

Individuals meeting the above requirements can provide the proper knowledge and clinical skills instruction to graduate students training to become certified and licensed in the field.

APPENDIX C4: ALTERNATE CREDENTIALING POLICY FOR THE COLLEGE OF ENGINEERING AND COMPUTER SCIENCE

The policy set forth below is for use for the Department of Electrical Engineering and Computer Science. No alternate credentialing policies have been adopted by the other academic units in the college.

Department of Electrical Engineering and Computer Science
Procedures for Alternate Credentialing of Faculty

The Department of Electrical Engineering and Computer Science (EECS) values both scholarly and practical experience and knowledge faculty contribute to our educational programs. According to the ABET accreditation guidelines faculty competency "must be demonstrated by such factors as education, professional credentials and certifications, professional experience, ongoing professional development, contributions to the discipline, teaching effectiveness, and communication skills."

The Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC) similarly emphasize the importance of faculty without terminal degrees in the field but who demonstrate in-depth expertise and knowledge through professional experience and training related to their teaching area, 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

> 6.2a 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 Undergraduate and Graduate Courses

When seeking to credential non-terminal degree faculty to teach undergraduate and graduate courses, the EECS department must provide a packet containing relevant information to the dean's office, where it will be evaluated and, if approved, forwarded to the Office of the Provost 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 standards set forth below.

1. **Depth of Experience for Instruction**

   The depth of experience can be demonstrated by providing evidence of extensive professional work in the field and a master's degree as well as one of the following additional criteria:

   a. Substantial, continuing, influential work, as evidenced by professional engagement in the field, creative achievements, or significant professional advancement/promotion, awards, or honors.

   b. 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 institutions accredited by an accrediting agency recognized by the U.S. Department of Education in the same field.

2. Graduate Faculty Membership

   In recognition of the time required for the review process, new hires are required to request Graduate Lecturer 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.

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, compliance with the demonstrable quality in teaching component must be reviewed after the first year of teaching, and at least every three years thereafter.

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 C5: ALTERNATE CREDENTIALING POLICY FOR THE HARRIET L. WILKES HONORS COLLEGE

The Wilkes Honors College (WHC) is dedicated to exemplary undergraduate teaching and interdisciplinary instruction and learning. The fields of study represented at the WHC include the humanities, social sciences, natural sciences, and mathematics. While faculty efforts toward these goals are often pursued through standard academic disciplines and their highest degrees awarded, we recognize that effective, interdisciplinary education should provide flexibility to allow for alternative forms of credentialing when needed.

To this end, the WHC is guided by the Principles of Accreditation provided by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), which states the following regarding alternative credentialing:

> 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.

Alternative credentialing must provide evidence that candidates meet these standards. Toward this end, administrators from the WHC will provide a packet of information to the Office of the Provost for approval. The packet should include a cover sheet, current CV for the applicant, and supplemental material as needed.

Key circumstances in the WHC that would warrant alternative credentialing include: 1.) course subjects in which practical experience provides an effectively robust basis of knowledge that is comparable to graduate training; 2.) faculty members that hold terminal degrees that are interdisciplinary in scope and do not conform directly with standard academic fields; 3.) particular courses that are held in common across disciplines, which may effectively be taught by faculty from a variety of disciplines. An example is the introductory statistics course that is required in many of the college's concentrations (in various social sciences, natural sciences, environmental studies, and mathematics) and can be taught competently by qualified faculty trained in the various fields beyond its credentialing home in mathematics.

Requirements for alternative credentialing:

While a terminal degree is ideally a primary consideration, demonstrations of significant experience can be considered if they indicate comparable qualifications. Consideration for alternative credentialing presumes demonstrable excellence in teaching in relation to college annual evaluation guidelines for instruction. Depth of experience in the area of teaching can be demonstrated 1.) by extensive work in the field in the area of course subject matter; 2.) substantial work in the area of teaching as demonstrated by professional publication or similar published work. The materials provided for alternative credentialing must successfully argue that the candidate's experience with the course subject matter is consistent with faculty holding terminal degrees in the subject area.

APPENDIX C6: ALTERNATE CREDENTIALING POLICY FOR CHARLES E. SCHMIDT COLLEGE OF MEDICINE

Our accrediting body, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), recognizes that:

> 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.

Alternate credentialing must provide evidence that candidates meet these standards.

Departments seeking to credential non-terminal degree faculty to teach courses must provide a CV from the applicant and a memo from the unit head explaining how the applicant meets these guidelines, as well as any supplemental material, as needed.

Criteria
The justification memo must offer a rationale for employing the applicant without an appropriate terminal degree. The memo should establish the applicant's qualifying proficiency, including:

- Relevant work and/or teaching experiences in the field, with a minimum of three (3) years of such experience.
- Relevant professional certification related to the teaching assignment.
- Honors and awards in the subject area.
- Relevant peer-reviewed publications in the subject area.
- Relevant presentations at professional meetings.
- Relevant professional memberships

The memo should also offer evidence of the applicant's prior and continued engagement with intended teaching area, either from recent (within the past five years) publications, presentations, evaluations, letters of support, or continuing professional development related to the proposed course assignment and should explain the significance and relevance of any certifications or licensures.

Amendments and Changes
This policy shall be reviewed and revised as needed to comply with changes in the accreditation requirements.

APPENDIX C7: ALTERNATE CREDENTIALING POLICY FOR THE CHRISTINE E. LYNN COLLEGE OF NURSING

The following policy outlines alternate credentialing criteria for clinical faculty within the Christine E. Lynn College of Nursing. These standards apply when faculty do not fully meet traditional credentialing requirements but demonstrate appropriate qualifications and expertise to support high-quality clinical instruction.

I. Clinical Faculty Teaching Advanced Practice Clinical Courses
Hold a Master of Science in Nursing (MSN) degree or a post-graduate certificate in an advanced practice specialty area.
Be nationally certified in their primary specialty area.
Have a minimum of three (3) years of experience practicing as an advanced practice nurse in the specialty area they will teach.
Maintain current clinical expertise.

II. Baccalaureate Level Clinical Teaching
Hold a minimum of a Baccalaureate degree in Nursing (BSN).
Have five (5) years of clinical experience relevant to the assigned teaching area.
Be enrolled in a graduate nursing program or have completed relevant graduate-level coursework or continuing education units (CEUs) applicable to the clinical area in which they teach.

APPENDIX C8: ALTERNATE CREDENTIALING POLICY FOR CHARLES E. SCHMIDT COLLEGE OF SCIENCE

The college has not adopted an alternate credentialing policy for the entire college.

The following alternate credentialing policy are for the Exercise Science and HealthPromotion (“ESHP”) department is located in Appendix C8A, and the Urban and Regional Planning ("URP") department is located in Appendix C8B, below.

APPENDIX C8A: Alternate Credentialing Policy for the College of Science Health Promotion ("ESHP") Department

Many of the courses offered by FAU's Exercise Science and Health 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:

Exercise Lab Techniques, APK 4110L

The application of physiological principles toward understanding the physiological adjustments that occur to maintain homeostasis in the exercising human.

Requirements for Alternate Credentialing:

1. BS or BA Degree in Exercise Science and Healthcare Promotion or similar field including: Exercise Physiology, Exercise Science, Physical Education, Health Science, Health and Exercise, Exercise and Nutrition Science, Sports Science, Sports Physiology, Kinesiology, Health Promotion, Human Ecology, Applied Physiology, Applied Health, Allied Health, Integrative Physiology, and Strength and Conditioning.
2. Currently holds a Certified Strength & Conditioning Specialist (CSCS) or certified personal trainer (CPT) Certification from the National Strength & Conditioning Association (NSCA) or an Exercise Physiologist (EP) certification from the American College of Sports Medicine or certified personal trainer (CPT) Certification from the ACSM (ACSM). These are industry leading certifications that are accredited by the National Commission for Certifying Agencies. CSCS exam content is aligned with course content in areas such as, metabolic measurement, exercise testing, and body composition analysis.

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 convey the understanding of the laboratory 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 or BA Degree in Exercise Science and Healthcare Promotion or similar field including: Exercise Physiology, Exercise Science, Physical Education, Health Science, Health and Exercise, Exercise and Nutrition Science, Sports Science, Sports Physiology, Kinesiology, Health Promotion, Human

Ecology, Applied Physiology, Applied Health, Allied Health, Integrative Physiology, and Strength and Conditioning.
2. Currently holds a Certified Strength & Conditioning Specialist (CSCS) Certification from the NSCA, or an EP from the ACSM, or Certified Personal Trainer (CPT) certification from the NSCA, ACSM, National Academy of Sports Medicine (NASM), or from the American Council on Exercise (ACE). All of these certifications are industry leading and come from organizations that are certified by the National Commission for Certifying Agencies. The content of every organization is aligned with this course and covers aerobic exercise programming, aerobic exercise technique, injury prevention, and other factors.

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 appropriate jogging/aerobic exercise technique and information.

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 or BA Degree in Exercise Science and Healthcare Promotion or similar field including: Exercise Physiology, Exercise Science, Physical Education, Health Science, Health and Exercise, Exercise and Nutrition Science, Sports Science, Sports Physiology, Kinesiology, Health Promotion, Human Ecology, Applied Physiology, Applied Health, Allied Health, Integrative Physiology, and Strength and Conditioning.
2. Currently holds a Certified Strength & Conditioning Specialist (CSCS) Certification from the NSCA, or an EP from the ACSM, or Certified Personal Trainer (CPT) certification from the NSCA, ACSM, National Academy of Sports Medicine (NASM), or from the American Council on Exercise (ACE). All of these certifications are industry leading and come from organizations that are certified by the National Commission for Certifying Agencies. The content of every organization is aligned with this course and covers aerobic exercise programming, aerobic exercise technique, injury prevention, and other factors.

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 weightlifting techniques.

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 or BA Degree in Exercise Science and Healthcare Promotion or similar field including: Exercise Physiology, Exercise Science, Physical Education, Health Science, Health and Exercise, Exercise and Nutrition Science, Sports Science, Sports Physiology, Kinesiology, Health

Promotion, Human Ecology, Applied Physiology, Applied Health, Allied Health, Integrative Physiology, and Strength and Conditioning.

2. Currently holds a Certified Strength & Conditioning Specialist (CSCS) Certification from the NSCA, or an EP from the ACSM, or Certified Personal Trainer (CPT) certification from the NSCA, ACSM, National Academy of Sports Medicine (NASM), or from the American Council on Exercise (ACE). All of these certifications are industry leading and come from organizations that are certified by the National Commission for Certifying Agencies. The content of every organization is aligned with this course and covers the factors and framework associated with healthy living and how to conduct fitness appraisals and assessments.

Rationale for Alternate Credentialing: Individuals with 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 or BA Degree in Exercise Science and Healthcare Promotion or similar field including: Exercise Physiology, Exercise Science, Physical Education, Health Science, Health and Exercise, Exercise and Nutrition Science, Sports Science, Sports Physiology, Kinesiology, Health Promotion, Human Ecology, Applied Physiology, Applied Health, Allied Health, Integrative Physiology, and Strength and Conditioning.
2. Current First Aid & CPR Instructor Training & Certification from American Red Cross, or Certification as an EMT (Emergency Medical Technologist) or ACLS (Advanced Cardiovascular Life Support) or BLS (Basic Life Support) certification. These certifications are 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. BS or BA Degree in Exercise Science and Healthcare Promotion or similar field including: Exercise Physiology, Exercise Science, Physical Education, Health Science, Health and Exercise, Exercise and Nutrition Science, Sports Science, Sports Physiology, Kinesiology, Health Promotion, Human Ecology, Applied Physiology, Applied Health, Allied Health, Integrative Physiology, and Strength and Conditioning.
2. Current certification from a recognized Pilates organization (e.g., American Sports and Fitness Association, Stott Pilates, and Power Pilates).

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.

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 or BA Degree in Exercise Science and Healthcare Promotion or similar field including: Exercise Physiology, Exercise Science, Physical Education, Health Science, Health and Exercise, Exercise and Nutrition Science, Sports Science, Sports Physiology, Kinesiology, Health Promotion, Human Ecology, Applied Physiology, Applied Health, Allied Health, Integrative Physiology, and Strength and Conditioning.
2. Current certification from a recognized Yoga Organization (e.g., American Sports and Fitness Association, Yoga Alliance, YACEP)

Rational for Alternate Credentialing: Yoga is a well-established but unique form of low intensity exercise. Individuals with a certification in Yoga 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 or BA Degree in Exercise Science and Healthcare Promotion or similar field including: Exercise Physiology, Exercise Science, Physical Education, Health Science, Health and Exercise, Exercise and Nutrition Science, Sports Science, Sports Physiology, Kinesiology, Health Promotion, Human Ecology, Applied Physiology, Applied Health, Allied Health, Integrative Physiology, and Strength and Conditioning.
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): Intro of principles and techniques of swimming for fitness enhancement.

Requirements for Alternate Credentialing:

1. BS or BA Degree in Exercise Science and Healthcare Promotion or similar field including: Exercise Physiology, Exercise Science, Physical Education, Health Science, Health and Exercise, Exercise and Nutrition Science, Sports Science, Sports Physiology, Kinesiology, Health

Promotion, Human Ecology, Applied Physiology, Applied Health, Allied Health, Integrative Physiology, and Strength and Conditioning.

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.

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

Requirements for Alternate Credentialing:

1. BS or BA Degree in Exercise Science and Healthcare Promotion or similar field including: Exercise Physiology, Exercise Science, Physical Education, Health Science, Health and Exercise, Exercise and Nutrition Science, Sports Science, Sports Physiology, Kinesiology, Health Promotion, Human Ecology, Applied Physiology, Applied Health, Allied Health, Integrative Physiology, and Strength and Conditioning.
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.

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 or BA Degree in Exercise Science and Healthcare Promotion or similar field including: Exercise Physiology, Exercise Science, Physical Education, Health Science, Health and Exercise, Exercise and Nutrition Science, Sports Science, Sports Physiology, Kinesiology, Health Promotion, Human Ecology, Applied Physiology, Applied Health, Allied Health, Integrative Physiology, and Strength and Conditioning.
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 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 or BA Degree in Exercise Science and Healthcare Promotion or similar field including: Exercise Physiology, Exercise Science, Physical Education, Health Science, Health and Exercise, Exercise and Nutrition Science, Sports Science, Sports Physiology, Kinesiology, Health Promotion, Human Ecology, Applied Physiology, Applied Health, Allied Health, Integrative Physiology, and Strength and Conditioning.
2. Current certification from a recognized Tai Chi Organization (American Tai Chi or Qigong Association)

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

Applications of Training Physiology 1, PEP 3192

This course bridges the gap between science and practical application to gain a better understanding of how the body works most efficiently. This includes understanding functional anatomy, movement, screens/assessments, corrective exercises, program designs and leadership roles for various types of exercise styles/programs.

Requirements for Alternate Credentialing:

1. BS or BA Degree in Exercise Science and Healthcare Promotion or similar field including: Exercise Physiology, Exercise Science, Physical Education, Health Science, Health and Exercise, Exercise and Nutrition Science, Sports Science, Sports Physiology, Kinesiology, Health Promotion, Human Ecology, Applied Physiology, Applied Health, Allied Health, Integrative Physiology, and Strength and Conditioning.
2. Currently holds a Certified Strength & Conditioning Specialist (CSCS) Certification from the National Strength & Conditioning Association or an Exercise Physiologist (EP) certification from the American College of Sports Medicine (ACSM). These are industry leading certifications that are accredited by the National Commission for Certifying Agencies. The exam content is aligned with course content in areas such as, metabolic measurement, exercise testing, and body composition analysis, anatomy, injury prevention, athletic program design, and exercise leadership.

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.

Applications of Training Physiology 2, PEP 4138

Course continues to bridge the gap between scientific principles and application into practice. Program design and applied principles of bodily systems (i.e., muscle and endocrine) are discussed in a manner that can practically improve athletic performance.

Requirements for Alternate Credentialing:

1. BS or BA Degree in Exercise Science and Healthcare Promotion or similar field including: Exercise Physiology, Exercise Science, Physical Education, Health Science, Health and Exercise, Exercise and Nutrition Science, Sports Science, Sports Physiology, Kinesiology, Health Promotion, Human Ecology, Applied Physiology, Applied Health, Allied Health, Integrative Physiology, and Strength and Conditioning.

2. Currently holds a Certified Strength & Conditioning Specialist (CSCS) Certification from the National Strength & Conditioning Association or an Exercise Physiologist (EP) certification from the American College of Sports Medicine (ACSM). These are industry leading certifications that are accredited by the National Commission for Certifying Agencies. The exam content is aligned with course content in areas such as, metabolic measurement, exercise testing, and body composition analysis, anatomy, injury prevention, athletic program design, and exercise leadership.

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

APPENDIX C8B: Alternate Credentialing Policy for the College of Science, School of Urban and Regional Planning ("SURP")

Some professional programs such as those offered by the Department of Urban and Regional Planning 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 requirements may include: (1) at least 10 years of professional experience; (2) certification from American Institute of Certified Planners (AICP); (3) licensure (e.g., landscape architecture, Florida Bar, etc.); (4) professional service with higher level of responsibilities and other accomplishments. 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. American Institute of Certified Planners (AICP) requires a minimum of two years' planning related work experience before graduates from the Department of Urban and Regional Planning can sit for the certification exam. The alternate credentialing will be valid for five years. In year 5 of the appointment, the instructor on record will be recredentialed.

APPENDIX C9: ALTERNATE CREDENTIALING POLICY FOR THE COLLEGE OF SOCIAL WORK AND CRIMINAL JUSTICE

College of Social Work and Criminal Justice – General Policy

The College of Social Work and Criminal Justice 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.

The BSW and MSW programs in the college are required by the accrediting agency—National Association of Social Workers NASW—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 consider the following in addition to academic degrees:

- A minimum of 7 years of professional experience in the field of social work,
- Licensure, such as being a Licensed Clinical Social Worker (LCSW) or Certified Master Social Worker (CMSW),
- Certifications, including but not limited to: Certified Social Work Case Manager (C-SWCM), Certified School Social Work Specialist (C-SSWS) — see the National Association of Social Workers (NASW) Credentials page for comprehensive list.
- and level of responsibility, such as serving as an administrator or social work supervisor.

The benefit of such 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 Sandler 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. As noted in NASW's Policies and Guidelines , "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" (p. 3). 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 the college therefore, in lieu of a terminal degree, the college accepts as faculty members certain select professionals (e.g. licensed mental health professionals, licensed marriage and family therapists) with records of extensive distinguished practical experience relevant to the courses they are teaching.

In addition, some College programs are interdisciplinary in their very nature. Courses offered through the School of Criminology and Criminal Justice, for example, include traditional criminal justice-oriented courses, as well as courses related to forensic science, public administration, sociology, law, and artificial intelligence. Given this, several different terminal degrees are appropriate to possess to teach within the School of Criminology and Criminal Justice (see list of Terminal Degrees, pg. 32.)

Alternative Credentialing Policy for Criminology and Criminal Justice

The School of Criminology and Criminal Justice (SCCJ) is guided by the Principles of Accreditation provided by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and the University's credentialing policy, that state the following regarding alternative credentialing:

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.

Thus, the SCCJ recognizes that alternative qualifications other than or in combination with academic credentials may be appropriate for teaching particular courses. There are many criminal justice professionals who have achieved distinction through significant contributions outside of academic that undeniably indicate a level of advanced accomplishment that enables them to teach at a level equivalent to or beyond that which is usually required by academic credentials. The rationale for alternative credentialing will be supported through relevant documentation and evidence such as: academic credentials outside of criminology and criminal justice; professional experiences and competencies; documented excellence in teaching; the unique nature of the course, and/or the demands of the profession.

Significant and continuing professional development related to the course assignment must be demonstrated. In this regard, many criminal justice professionals have completed advanced training outside of university settings provided by a variety of academies and institutes (e.g., Police Academies, McCain Institute), agencies (e.g. the Federal Bureau of Investigation, the Florida Department of Law Enforcement, Department of Homeland Security, Florida Division of the International Association for Identification , Sheriff's offices), and organizations (e.g., National Association of Medical Examiners, Miami-Dade Public Safety Training Institute). These trainings provide certification in such things as Victim Advocacy, Crime Scene Reconstruction, Forensic Field Supervision, Death Investigation, Peer Support, Human Trafficking for Youth Serving Professionals, and Hostage Negotiation. These same professionals also often possess extensive field experience locally, nationally, and internationally. Thus, for certain courses in the School of Criminology and Criminal Justice, in lieu of a terminal degree (including in select instances a graduate degree), the School accepts as adjunct faculty members certain criminal justice subject matter experts (examples include forensics, terrorism, hostage negotiation, victim advocacy, human trafficking prevention and intervention) with records of extensive distinguished practical experience relevant to the courses they are teaching.

Consideration of alternative teaching qualifications in conjunction with or in lieu of academic credentials must be made on a case-by-case and course-by-course basis. Such cases should be exceptional, and the evidence of other demonstrated competencies and achievements provided must be compelling. In addition, individuals who teach an alternative credentialing course are to have their credentials reviewed every five years to ensure the appropriateness of their continuing to teach a given course. The School should consult the University's credentialing manual and the Instructions for Completing Justification Documents for further guidance.

Finally, some College programs are interdisciplinary in their very nature. Courses offered through the School of Criminology and Criminal Justice, for example, include traditional criminal justice-oriented

courses, as well as courses related to forensic science, public administration, sociology, law, and artificial intelligence. Given this, several different terminal degrees are appropriate to possess to teach within the School of Criminology and Criminal Justice (see list of Terminal Degrees)

APPENDIX C10: ALTERNATE CREDENTIALING POLICY FOR THE UNDERGRADUATE COLLEGE

ROTC Affiliates: If a ROTC or AFROTC instructor is credentialed to teach at another institution in the State of Florida, the instructor can provide an official letter from that institution and be granted an affiliate appointment to teach the corresponding class(es) at FAU.

Student Life Skills (SLS) courses: Instructor/faculty member can teach a SLS course with a minimum requirement of a master's degree.