



Credentialing Manual

**Office of the Provost
2012**

This manual describes the policies and practices of Florida Atlantic University for ensuring that all courses are taught by well-qualified instructors. It includes the procedures used to review the credentials of every instructor teaching a course at FAU. These procedures were implemented during Fall 2011 and Spring 2012, in order to prepare the data required for FAU's 2013 reaffirmation review by the Southern Association of College and Schools (SACS).

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POLICIES AND GUIDELINES

FAU policy

Florida Atlantic University subscribes to the values and practices developed through the regional body for academic self-regulation, the Southern Association of Colleges and Schools (SACS). SACS states the basic standards that an institution should meet in order ensure that its faculty holds the appropriate level and kind of credentials as follows:

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

FAU subscribes to this standard established by SACS, 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. This is reflected in FAU's credentialing policy, which was most recently revised in 2008. (see Appendix A, Provost's Memorandum on Instructional Qualifications).

FAU guidelines

FAU's credentialing guidelines are patterned after the guidelines provided by SACS, which specify the degrees and coursework qualifications that are appropriate to different kinds of instructional assignments; specifically:

- 3.7.1. a Faculty teaching general education courses at the undergraduate level: doctoral or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- 3.7.1. d Faculty teaching baccalaureate courses: doctoral or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline). At least 25 percent of the discipline course hours in each undergraduate major are taught by faculty members holding the terminal degree—usually the earned doctorate—in the discipline.
- 3.7.1. e Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.
- 3.7.1. f Graduate teaching assistants: master's in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.

SACS recognizes that a faculty member's qualifications for a particular teaching assignment may include or may rest on professional or artistic accomplishments, licensures and certifications, and a range of other evidence of "competence, effectiveness and capacity" in successfully meeting the objectives of a given course. FAU also acknowledges that these additional qualifications may be considered, 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.

FAU's guidelines are described in more detail below, including FAU's requirement that faculty holding the master's degree must document 18 graduate credit hours relevant to the discipline and/or a record of substantial and current accomplishments in the field of the teaching assignment.

Transcripts and degrees

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

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

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

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

Graduate instruction

All faculty teaching graduate courses or otherwise responsible for graduate credit must hold an earned terminal degree in the teaching discipline. Faculty who hold the appropriate terminal degree that is not in the teaching discipline (i.e., "related discipline") can be credentialed to teach at the graduate level if they demonstrate their qualifications on the basis of graduate coursework and/or current accomplishments in research or relevant professional and artistic fields. A current c.v. must be on file with Academic Affairs. Additionally, all faculty members offering graduate instruction must be members of the Graduate Faculty.

These standards apply to both compensated and uncompensated graduate instruction.

Terminal degree in teaching discipline

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

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

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

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

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

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

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

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

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

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

When the narrative is not sufficiently strong, either the dean or the Provost will require the hiring authority to provide a more detailed justification of how the individual's qualifications prepare him or her for the particular instructional assignment. This justification requires two major documents:

- a course matrix that identifies key course objectives and explains the evidence for concluding that the individual is prepared to meet those objectives; documentation of the evidence of accomplishment;
- a narrative justification that explicitly addresses how the individuals' accomplishments constitute a level of preparation for the instructional assignment comparable to that of a terminal degree in the teaching field and how the individual's graduate degree contributed to his/her accomplishment and preparation to teach this course.

(See Appendix C 1-5 for the instructions for the matrix of course objectives and the narrative justification, as well as the forms to use for each. These were available from within the credentialing database.)

Undergraduate instruction

Terminal degree within the teaching discipline

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

Master's degree or terminal degree outside the teaching discipline

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

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

[Note: Documentation must be appropriate to the course being taught. Credits must be documented by course prefix/number, course name, year in which the credits were earned, and the institution/degree program in which they were earned. An official transcript (or, in the case of a foreign degree, an approved agency's evaluation of the equivalency of the foreign degree and its courses) must be used in this documentation. If the level/content of the coursework is not clear, the chair/director should seek additional information from the degree-granting institution. These graduate semester credit hours must be made up of formal coursework. Thesis, dissertation, internship, and similar credits do not count towards this documentation, nor do courses on how to teach.]

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

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

The dean and the provost (advised by a faculty review committee) will determine whether the narrative of accomplishments provides sufficient clear and compelling evidence that the person is qualified for the instructional assignment.

When the narrative is not sufficiently strong, the hiring authority will be required to provide a more detailed justification of how the individual's qualifications prepare him or her for the particular instructional assignment. This justification requires two major documents: 1) a course matrix that identifies key course objectives and explains the evidence for concluding that the individual is prepared to meet those objectives; documentation of the evidence of accomplishment; and 2) a narrative justification that explicitly addresses how the individuals' accomplishments constitute a level of preparation for the instructional assignment comparable to that of a terminal degree in the teaching field and how the individual's graduate degree contributed to his/her accomplishment and preparation to teach this course. (See Appendix C 1-5 for the instructions for the matrix of course objectives and the narrative justification, as well as the forms to use for each.)

No graduate degree/graduate degree in progress

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

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

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

Exceptional cases

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

A request for an exception to the University’s standards for teaching at the graduate or undergraduate level requires extraordinarily strong evidence of the qualifications of the prospective faculty member to effectively deliver the instructional assignment.

This request for exception is made for a particular course. It requires two major documents for each proposed instructional assignment:

- a course matrix that identifies key course objectives and explains the evidence for concluding that the individual is prepared to meet those objectives; documentation of how the prospective faculty member’s experience and accomplishments has prepared him or her to effectively deliver the instructional assignment, focusing on accomplishments across a career but with particular weight given to recent and current work
- a narrative justification that explicitly addresses how the individuals’ accomplishments constitute a level of preparation for the instructional assignment comparable to that of a person holding a graduate degree in the teaching field

Additionally, the hiring authority must assemble a portfolio of documentation of the proposed instructor’s 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; the venues of significant performances or exhibitions; copies of book reviews published in significant venues; letters of evaluation solicited by the hiring authority from persons able to dispassionately evaluate the accomplishments of the prospective faculty member. In all cases, the accomplishments must be independently verified by the chair/director. For all accomplishments cited, the chair/director should be prepared to provide the level of documentation required for the promotion and tenure portfolio, as this provides the best guide to comprehensive documentation of accomplishments. All documentation must be on file in the academic unit, available for review upon request by dean or provost.]

The request for exception is reviewed initially by the dean of the college. If the dean supports the request, it is forwarded to the Office of the Provost for consideration. Decisions from the Office of the Provost are final. Approval of a request for exception is specific to the particular course(s) approved.

PROCEDURE FOR REVIEW OF FACULTY/INSTRUCTOR CREDENTIALS

Credentialing database

In Fall semester 2011 and Spring semester 2012, FAU implemented a procedure for review of faculty/instructor credentials that is based on a dedicated credentialing database. This “credentialing wizard” was created to document and review the credentials of faculty and instructors assigned to teach in a given semester. The new procedure was implemented as follows:

The database was populated with information from Banner, the university’s human resources and student/instructional records database.

Banner HR contains personnel information. The following information was extracted from Banner HR for every instructor:

- Department
- Rank (if ranked faculty)
- Employment status: full or part-time
- Tenure status
- Highest degree earned [as confirmed by an official transcript received by FAU or, in the case of a foreign credential, as confirmed by analysis done by a NACES-sanctioned agency]

List of all degrees reported

Banner-Student contains course information. For each course, the following information was extracted from Banner-Student:

- Prefix and course number
- Title
- Credits
- Department
- Description in FAU Catalog

Level (UG or G)
Classification of Instructional Programs (CIP) code

Overview of the review process

Once the database was populated with data extracted from Banner, the chairs/directors reviewed the files for all of the instructors in their academic units. Unless the faculty member held a terminal degree in the teaching field, the chairs/directors provided additional data required by FAU to ensure that all instructors had the necessary preparation for their instructional assignments.

A Provost's Credentialing Task Force, consisting of five faculty members and headed by the Associate Provost for Assessment and Instruction, was assigned to review the qualifications presented in the database. The university chose to use a faculty Credentialing Task Force in recognition of the basic SACS principle of academic self-regulation: Just as the Provost and President rely on the advice of a promotion and tenure committee that requires that faculty work across disciplines, the Provost and President rely on the advice of a faculty committee that similarly requires that faculty work across disciplines to evaluate qualifications for instructional assignments.

Each member of the Task Force was responsible for one or more colleges; no Task Force member reviewed her or his home college.

Task force members were trained on the application of the university's standards for assuring that every course is taught by a qualified instructor. Training ensured a high level of reliability across raters. The Task Force met weekly, reporting on progress and discussing complex cases. The weekly meetings improved reliability across complex cases not anticipated in the original training.

The Task Force members evaluated every instructor and every course in AY 11/12. They recorded the results of their evaluation in the database. The chairs and directors were given a limited period in which to respond to those cases that failed to pass the Task Force's review. Chairs and directors provided additional information and explanations and resubmitted the "not passed" cases for a second round of review by the Task Force. The review cycle – evaluation, response – continued until the credentialing process was completed. The process was completed when every case could be classified as having passed or failed the credential review.

Chairs/directors were required to document all cases that failed the credential review. Some cases were submitted as a Request for Exception (as described above) through the dean to the Office of the Provost. For a majority of cases, chairs and directors submitted a justification that (a) documented the evidence of qualifications that led to the teaching assignment and (b) acknowledged that those qualifications were inadequate to the university's current requirements and that the instructional assignment would not be repeated.

Details of the credentialing process and database

Step one: The initial database was constructed on the basis of Banner-HR and Banner-Student. The task force worked with the database designer to ensure that the database had the necessary functions for the review process.

Step two: Chairs/directors were instructed to document the application of the university's credentialing standards (as stated above) to the instructional assignments for each faculty member in their academic unit. They were asked to select a credentialing status for each course:

Terminal degree in teaching discipline

Based on the university's approved list of terminal degrees in the teaching discipline(s) within the academic unit (See Appendix B). No further action necessary on the part of the chair

Other terminal degree – credential by coursework

Document 18 graduate semester credits

List each course individually: prefix/number/title, year, institution

If necessary, use the "comments" box associated with the course to explain how this coursework prepared the instructor for the instructional assignment

Other terminal degree – credential by research/experience/creative activity

Document the accomplishments that provide evidence that the instructor is well-qualified for this instructional assignment

Be explicit about the connection that the accomplishments have to the instructional assignment; select and list several documented and recent accomplishments relevant to the instructional assignment, but do not input the entire c.v.

Other terminal degree – credential by coursework and research/experience/creative activity

Document 18 graduate semester credits

List each course individually: prefix/number/title, year, institution

If necessary, use the "comments" box associated with the course to explain how this coursework prepared the instructor for the instructional assignment

Document the accomplishments that, combined with the graduate coursework, provide evidence that the instructor is well-qualified for this instructional assignment

Be explicit about the connection that the accomplishments have to the instructional assignment; select and list several documented and recent accomplishments relevant to the instructional assignment, but do not input the entire c.v.

Master's degree

Document 18 graduate semester credits related to the instructional assignment

List each course individually: prefix/number/title, year, institution

If necessary, use the "comments" box associated with the course to explain how this coursework prepared the instructor for the instructional assignment

Bachelor's degree

Document 18 graduate semester credits related to the instructional assignment

List each course individually: prefix/number/title, year, institution
If necessary, use the “comments” box associated with the course to explain how this coursework prepared the instructor for the instructional assignment

Indicate that the graduate teaching assistant is under the direct supervision of a faculty member experienced in the teaching discipline, has regular in-service training, and planned and periodic evaluations.

Request for exception

This acknowledges that the instructor does not meet the university’s standards for academic credentials. It indicates that a formal request for exception will be submitted to the Provost, as described above in “Exceptional Cases.”

Step three: After the chairs/directors had finished inputting their data, the members of the Task Force reviewed the course and the instructor’s qualifications.

Members often brought particularly complex cases to the weekly meetings of the Task Force for discussion and analysis.

After reaching a decision about the faculty member’s qualifications for his/her instructional assignments, the Task Force member recorded the results in the database.

If a course passed review, “passed” was the result. No further action was necessary.

If the course did not pass review, the Task Force member could indicate one or more of the following reasons for that decision:

- Missing syllabus
- Missing c.v.
- Ineligible course, for example:
 - Unacceptable graduate credits (e.g., thesis, internship) listed as part of the 18 graduate semester hours required
 - Need explanation of a course that is included as documentation for the instructional assignment but appears to be out of the teaching field
- Need information on coursework, for example:
 - Courses listed are not clearly connected to the instructional assignment
 - Request for confirmation that these are graduate credits
- Need information on research, for example:
 - Need a clearer link between the research and the instructional assignment
 - Need a clearer statement of recent research
 - Need clarification (e.g., of the significance of a publication or a grant)
- Need information on other professional accomplishments, for example:
 - Need to know what documentation you have on these accomplishments
 - Need clearer statement of how these accomplishment are related to the instructional assignment
- Other reasons for declining to pass the record, not otherwise categorized.

- Out of compliance
Does not meet FAU's standards: needs to be credentialed through a request for exception or needs documentation of the rationale for the assignment and an assurance that no further such assignment will be given

Step four: Chairs, directors and deans responded to the task force's evaluation of the qualifications of instructors for their instructional assignments. They added syllabi and curriculum vitae that had been left out of the original file. They acquired additional documentation from outside sources. They responded to questions, often modifying the files to provide new information about coursework or accomplishments or more elaborate explanations of how these linked to the instructional assignment. In some cases, there was an extended dialogue between Task Force member and the administrator responsible for documenting qualifications. When the departments and College were satisfied that all information had been supplied, the dean of each college electronically "signed off" on the credentials that had been entered.

Final step ("closing the loop"): After Deans' Signoff, the Task Force returned to the database to confirm that each instructional assignment was either passed or identified as requiring a Request for Exception or a justification for the assignment and an acknowledgment that the faculty member would not receive the same instructional assignment in the future. The latter resulted in a "terminal justification" whereby the department provided the reasons for hiring an individual but that, upon review, confirmed that this instructor would not be assigned to teach any course for which appropriate credentials were absent.

FUTURE CREDENTIALING MAINTENANCE

The Provost's Credentialing Task Force was assembled for the purposes of implementing the new credentialing procedures at FAU. In the future, a faculty review committee will be formed each year for the purposes of reviewing instructor credentials, using information entered in the credentialing database. The database tracks faculty/course assignments that have already been approved in previous semesters. Therefore, the faculty review committee will review situations in which new faculty are hired, new course assignments given, or new adjunct or graduate teaching assistants are assigned. Instructor credentialing will happen in conjunction with each semester's schedule building process and with new hiring procedures. This ongoing procedure ensures that FAU instructional assignments are in compliance with FAU credentialing policy.



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MEMORANDUM

DATE: August 4, 2008
TO: College Deans
FROM: John Pritchett, University Provost and
Chief Academic Officer
RE; Policy on Qualification of Instructors **REVISED**

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

1. Instructional personnel teaching graduate courses hold the doctorate or appropriate terminal degree in the teaching discipline or a related discipline.
2. Instructional personnel teaching undergraduate courses (including general education courses) hold a doctorate or master's degree with a minimum of 18 graduate semester hours in the teaching discipline. For interdisciplinary courses, faculty qualifications must be relevant to the disciplines that are components of the courses.
3. Graduate teaching assistants assigned primary responsibility for teaching a course must hold a master's degree in the teaching discipline or 18 graduate semester hours in the teaching discipline. Graduate TAs without these 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.

Documentation of faculty qualifications for all full-time faculty must be maintained in the Office of the Provost. Documentation of faculty qualifications for adjunct faculty and graduate teaching assistants must be maintained in the college or department/school office.

Cc: Provost's Advisory Council

Eric Shaw, President
University Faculty Senate

Anita Pritchard, President
FAU Chapter, United Faculty of Florida

Appendix B: Terminal Degrees by Department

Accounting

Terminal Degree for each discipline taught in Accounting

DBA, Ph.D. in Accounting

J.D. - Courses in Business Law

Anthropology

Terminal Degree for each discipline taught in Anthropology

Ph.D. Anthropology

Ph.D. Archaeology

Architecture

Terminal Degree for each discipline taught in Architecture

Master of Architecture

Master of Art in Architecture

Master of Science in Architecture

Master of Science in Building Design

Arts and Humanities

Terminal Degree for each discipline taught in Arts and Humanities

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

Biological Sciences

Terminal Degree for each discipline taught in Biological Sciences

Ph.D. in Biology/Biological Sciences/Integrative Biology

Ph.D. in disciplines relevant to course being taught that are within Biological Sciences (Anatomy, Biomedical Science, Botany, Neuroscience, Ecology, Genetics, Physiology, Microbiology, Zoology, Cell & Molecular Biology, Developmental Biology)

D.V.M.

M.D.

See also (for interdisciplinary courses for instance), other departments and their terminal degrees (Geosciences, Psychology, Physics, Chemistry and Biochemistry)

Chemistry and Biochemistry

Terminal Degree for each discipline taught in Chemistry and Biochemistry

Ph.D. in Chemistry/Biochemistry

Ph.D. in disciplines relevant to subject matter being taught (Analytic Chemistry, Inorganic Chemistry, Organic Chemistry, Physical Theoretical Chemistry, Theoretical Chemistry)

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/Environmental Health Engineering

Ph.D. in Geomatics Engineering

Ph.D. in Aerospace Engineering

Ph.D. in Aeronautical and Astronautical Engineering

Communication and Multimedia Studies

Terminal Degree for each discipline taught in Communication and Multimedia Studies

Ph.D. Communication

Ph.D./MFA Film/Video

Ph.D. Critical Studies, School of Cinema and Television

Ph.D. Cinema and Media Studies

Ph.D. Mass Communication

Ph.D. Rhetoric and Communication

Ph.D. Communication Studies

Ph.D. Telecommunications

Ph.D. Film Studies

Ph.D. Journalism

MFA Cinema Production

MFA Computer Arts and Animation

MFA Film and Digital Media

MFA Computer Arts

Communication Sciences and Disorders

Terminal Degree for each discipline taught in Communication Sciences and Disorders

Ph.D. , Ed.D. in Audiology/Audiologist and Speech-Language Pathology/Pathologist

Ph.D. Ed.D. in Communication Sciences/Disorders

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

M.A. Speech Pathology/Communication Disorders – Terminal Degree for Clinical Supervision

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.

Computer and Electrical Engineering and Computer Science

Terminal Degree for each discipline taught in Computer and Electrical Engineering and Computer Science

Ph.D. in Computer and Information Sciences

Ph.D. in Electrical, Electronics and Communications Engineering

Ph.D. in Computer Engineering

Ph.D. in Computer Sciences

Ph.D. in Software Theories

Ph.D. in Systems Engineering

Ph.D. in Mathematics for courses related to computer science such as databases, algorithms, programming languages, computer science theory

Ph.D. in Statistics for courses related to computer science including software engineering, performance modeling, performance evaluation, probability and statistics

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

Criminology and Criminal Justice

Terminal Degree for each discipline taught in Criminology and Criminal Justice

Ph.D. in Criminology
Ph.D. in Criminal Justice
J.D. – Courses in Law

Curriculum, Culture and Educational Inquiry

Terminal Degree for each discipline taught in Curriculum, Culture and Educational Inquiry

For disciplines in Elementary Education (Multicultural Education):

Ed.D., Ph.D. Curriculum and Instruction
Ed.D., Ph.D. Elementary Education
Ed.D., Ph.D. Multicultural Education
Ed.D., Ph.D. Social Foundations

For disciplines in Elementary Education (TESOL/Bilingual Education)

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

Economics

Terminal Degree for each discipline taught in Economics

Ph.D. Economics

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

English

Terminal Degree for each discipline taught in English

MFA in Creative Writing

Ph.D. in English, or related disciplinary or interdisciplinary field (Rhetoric, Composition, Creative Writing, Comparative Literature)

Exceptional Student Education

Terminal Degree for each discipline taught in Exceptional Student Education

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

Ed.D., Ph.D. Special Education

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

Ed.D., Ph.D. Education/Special Education

Ed.D., Ph.D. Curriculum and Instruction/Special Education

Ed.D., Ph.D. Educational Administration/Special Education

Ed.D., Psy.D., Ph.D. Educational Psychology/Special Education

Ed.D., Ph.D. School Psychology/Special Education

Ed.D., Ph.D. Elementary Education/Special Education

Ed.D., Ph.D. Education/Gifted Education

Ed.D., Ph.D. Childhood Education

Ed.D., Ph.D. Childhood Development

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

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

Finance

Terminal Degree for each discipline taught in Finance

DBA, Ph.D. in Finance

Ph.D. in Real Estate

Ph.D. in Risk Management or Insurance

Geosciences

Terminal Degree for each discipline taught in the Geosciences

Ph.D. Geography

Ph.D. Geology/ Earth Science

Ph.D. Environmental Studies/Science

Ph.D. in disciplines relevant to course being taught ; (Urban Planning, Environmental Science, Oceanography, Civil Engineering, Botany, Biology, Ecology, Meteorology)

Health Administration

Terminal Degree for each discipline taught in Health Administration

Ph.D. in Health Services Administration

Ph.D. in Public Health

History

Terminal Degree for each discipline taught in History

Ph.D. in History

Honors College

Terminal Degree for each discipline taught in The Honors College

Anthropology

Ph.D. Anthropology

Art

MFA in Fine Arts or Studio Art

Biology

Ph.D. in Biology/Biological Sciences

Chemistry

Ph.D. in Chemistry (Organic, Physical, Analytical)

Economics

Ph.D. Economics

English/Composition

Ph.D. English

MFA Creative Writing/Composition

Environmental Studies

Ph.D. Environmental Studies/Environmental Design and Planning

Foreign Languages and Literature

Ph.D. Classics, Hispanic Literature, French, Spanish

History

Ph.D. History

Humanities

Ph.D. In English, History, Philosophy, Classics, Hispanic Literature

MFA in Fine Arts/Studio Art or Creative Writing

Interdisciplinary Studies

MFA in Fine Arts/Studio Art/Creative Writing

Mathematics

Ph.D. Mathematics or Statistics

Philosophy

Ph.D. Philosophy or Classics

Physics

Ph.D. in Physics

Political Science

Ph.D. Political Science/Government/Comparative Political/International Affairs

Psychology

Ph.D. Psychology or Clinical Psychology

Science

Ph.D. in Biology/Biological Sciences; Chemistry; Psychology; Clinical Psychology; Physics; Mathematics or Statistics

Social Science

Ph.D. In Anthropology; Economics; History; Psychology; Clinical Psychology; Political Science; Environmental Studies; Sociology; Women's Studies; Science and Technology Studies

Women's Studies

Ph.D. in Women's Studies

Hospitality Management

Terminal Degree for each discipline taught in Hospitality Management

Ph.D. in Hospitality Administration/Management

Jewish Studies

Terminal Degree for each discipline taught in Jewish Studies

This is an interdisciplinary program. The appropriate degree depends on the content of the course. The faculty would have a relevant coursework in the discipline.

Liberal Studies

Terminal Degree for each discipline taught in Liberal Studies

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

Languages, Linguistics and Comparative Literature

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

DML, DPhil, Ph.D. French Language /Literature, Italian Language/Literature, Spanish Language/ Literature, German Language/Literature, Hispanic Language/Literature, Modern Language (with various specializations possible), Chinese Language/Literature, Hebrew language/Literature, Linguistics
Ph.D. Comparative Literature

Information Technology and Operations Management

Terminal Degree for each discipline taught in Management Information Systems

DBA, Ph.D. Management Information Systems, Computer Science, Management, Industrial Engineering,
Business Administration

Management, Leadership and Entrepreneurship/Management Programs

Terminal Degree for each discipline taught in Management, Leadership and Entrepreneurship

DBA, Ph.D. in Business Administration and Management
DBA, Ph.D. in International Business
Ph.D. in Public Management/Administration

Marketing

Terminal Degree for each discipline taught in Marketing

DBA, Ph.D. in Marketing or Business Administration
Ph.D. in Communication/Advertising

Mathematical Sciences

Terminal Degree for each discipline taught in Mathematical Sciences

Ph.D. in Mathematics
Ph.D. in Statistics

Medicine

Terminal Degree for each discipline taught in Medicine

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

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

Music

Terminal Degree for each discipline taught in Music

DMA, DOA, DOM, Ph.D. in Music for all History, Literature, Theory, Pedagogy and Composition disciplines

Ed. D, Ph.D. in Music Teacher Education

MFA, MM in Music for all Performance, Arts Management, and Opera Production disciplines

Nursing

Terminal Degree for each discipline taught in Nursing

Ph.D. in Nursing

DNP Doctor in Nursing Practice

DNS or DNSc Doctor of Nursing Science

ND Doctor of Nursing

Ocean and Mechanical Engineering

Terminal Degree for each discipline taught in Ocean and Mechanical Engineering

Ph.D. in Acoustics Courses to be taught by this terminal degree include: EOC 3306, EOC 6317C)

Ph.D. in Aeronautical and Astronautical Engineering

Ph.D. in Aerospace and Engineering Science

Ph.D. in Engineering Mechanics

Ph.D. in Geological Oceanography

Ph.D. Materials Engineering

Ph.D. Mechanical Engineering

Ph.D. Civil Engineering

Ph.D. in Mechanical and Aerospace Engineering

Ph.D. in Naval Architecture and Offshore Engineering

Ph.D. Ocean Engineering

Ph.D. in Engineering Science

Eng. Sc.D in Ocean Engineering

Ph.D. in Applied Mathematics for courses related to modeling of processes such as fluid dynamics, analytical modeling, and so on

Philosophy

Terminal Degree for each discipline taught in Philosophy

Ph.D. in Philosophy

Physics

Terminal Degree for each discipline taught in Physics

Ph.D. in Physics

Political Science

Terminal Degree for each discipline taught in Political Science

Ph.D. in Political Science/Government /Public Administration

Psychology

Terminal Degree for each discipline taught in Psychology

Ph.D. in Psychology

Psy.D. in Psychology

Public Administration

Terminal Degree for each discipline taught in Public Administration

Ph.D. in Public Administration

Ph.D. in Political Science

Social Science

Terminal Degree for each discipline taught in Social Science

Ph.D. in the disciplines included in the degree (Anthropology, Sociology, Political Science, Psychology, Geography, Economics)

Social Work

Terminal Degree for each discipline taught in Social Work

Ph.D. in Social Work/Social Welfare

MSW, MSSW, MS in Social Work

Sociology

Terminal Degree for each discipline taught in Sociology

Ph.D. Sociology

Teaching and Learning

Terminal Degree for each discipline taught in Teaching and Learning

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

Theatre and Dance

Terminal Degree for each discipline taught in Theatre and Dance

DOA, Ph.D. in Drama/Theatre Arts and Stagecraft

MFA in Theatre

MFA in Dance

Urban and Regional Planning

Terminal Degree for each discipline taught in Urban and Regional Planning

Ph.D. in Urban Planning

Ph.D. in Regional Planning

Ph.D. in Urban and Regional Planning

Ph.D. in City Planning

Visual Arts and Art History

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

DOA, Ph.D. in Art History, Criticism/ Conservation

MFA in Fine Arts/Studio Arts/Visual Arts/Photography/Graphic Design/Visual Communication (also those degree programs that specify the particular field, such as Ceramics, Painting, Sculpture)

Women's Studies

Terminal Degree for each discipline taught in Women's Studies

Ph.D. in Women's Studies

Appendix C-1: Instructions, Narrative Justification and Course Qualifying Matrix

Instructions for Completing Justification Documents

Narrative Justification

Objective: Provide a summary of the instructor's documentable qualifications that make him/her the best person for teaching this particular course.

Method: The narrative may be entirely in prose if the appropriate qualifications can be readily summarized in sentence or paragraph form. For some elements it may be appropriate to offer a bullet-point list. The key is to provide the relevant information in summary form, in the Narrative itself (as opposed to merely referring the reader to a CV, transcript, or other document).

Pitch the narrative to a non-specialist audience (the reader may not have a basic familiarity with abbreviations common to the discipline, for example). Include in the narrative all of the following that are **both** (1) relevant to the course, and (2) documentable:

- a. *Highest degree earned in relevant field:* name of degree, institution, and date earned;
 - i. Some cases may call for more than one degree;
 - ii. Some cases may require noting the number of semester hours and listing the titles of specific courses taken under one or more degrees.
- b. Additional qualifications, such as:
 - i. *Diplomas, licenses, certificates:* title/name, date earned, and if applicable, whether the license/certificate is current;
 - ii. *Work or professional experience:* title/role, organization, date range; (if the list is extensive, please provide information for 3-5 of the strongest examples and merely indicate the total extent of experience);
 - iii. *Clinical experience or professional practice:* title/role, organization, date range; (if the list is extensive, please provide information for 3-5 of the strongest examples and merely indicate the total extent of experience);
 - iv. *Excellence in teaching:* how demonstrated, and for what date range;
 - v. *Honors and awards:* awarding agency, date conferred;
 - vi. *Scholarly publications and presentations:* bibliographic citation, (if the list is extensive, please provide information for 3-5 of the strongest examples and merely indicate the total number);
 - vii. *Creative achievements, performances, and presentations:* title/body of work, venue, date range; (if the list is extensive, please provide information for 3-5 of the strongest examples and merely indicate the total number).

Note: Some cases require "Terminal Justification;" specifically those cases in which a course was previously assigned to an instructor now deemed ineligible to teach this course. In these cases *no Course Qualifying Matrix is required*. A Narrative Justification must be provided, however, and must nevertheless offer a good faith justification for having previously assigned the course to the instructor. After providing qualifications according to the above, something like the following is appropriate to add: "[Instructor's name] was assigned to teach this course based on [summary of relevant qualifications]. In accordance with subsequent changes in FAU's credentialing procedures, however, this person will not be teaching this course in the future."

Instructions for Completing Justification Documents (continued)

Course Qualifying Matrix

Objective: Explain the relationship between the instructor's documentable qualifications (provided in the Narrative Justification) and specific, key objectives of this particular course.

Method:

- 1) Summarize three (3) primary course objectives or expected course outcomes.
- 2) For each of the course objectives or outcomes, summarize the qualifications that make this instructor particularly suitable to facilitate students' achieving that objective/outcome. Explain how the qualifications do this, in terms that someone outside of the field could understand.

Appendix C-2: Form, Course Qualifying Matrix

Course Qualifying Matrix

Please list 3 summarized course objectives with 3 summarized instructor qualifications which bear directly on the objectives and clearly establish the instructor's qualifications to teach the course.

Name: (First Name, Last Name)
Course Information: (Course Prefix - Course # - Course long title)
Term: (semester, year)

<i>Course Objectives</i>	<i>Instructor's Qualifications</i>

Appendix C-3: Form, Narrative Justification

Narrative Justification

Below, give an explanation of the individual's qualifications for teaching this course based on background, experience, professional credentials, expertise etc. (using the "Justification Checklist" as your guide):

Name: (first name, last name)

Course Information: (Course prefix – Course # - Course long title)

Term: (semester, year)

Degree(s): (list all, including year earned and name of institution)

Explanation of the individual's qualifications to teach this course:

Appendix C-4: Justification Checklist

Justification Checklist

If instructional personnel cannot be credentialed by any of the means provided, additional justification must be submitted. You may use this checklist to review appropriate content for justifications, but both the ***Narrative Justification*** and the ***Course Qualifying Matrix*** must be submitted for each individual. Use this list to assist you in providing the maximum amount of information to justify instructional personnel. ***The first three items are required for all requests.***

- ☐ **All documents on file in the Provost's office, including transcripts, updated CV, current syllabus**
- ☐ **Narrative Justification**
- ☐ **Course Qualifying Matrix**
- ☐ Coursework taken that is relevant to instruction of course
- ☐ Professional licensure and certifications
- ☐ Honors and awards
- ☐ Continuous documented excellence in teaching
- ☐ Demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes
- ☐ Professional/work experience (give number of years)
- ☐ Sustained artistic or creative accomplishments that directly relate to instruction of course
- ☐ Sustained record of research that directly relates to instruction of course (provide detail on publications, grants, and/or patents)
- ☐ Unique qualifications, including an explanation of why no other individual is better qualified to teach course
- ☐ Other relevant skills
- ☐ Other relevant experiences
- ☐ Other relevant information