



Guidelines and Standards for Documentation of Faculty Credentials

**Office of Records Management & Faculty Credentials
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Del Mar College

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The Southern Association of Colleges and Schools: Commission on Colleges (SACS) adopted the following criteria on faculty credentialing on December 11, 2001, as published in the *Principles of Accreditation: Foundations for Quality Enhancement*.

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 all its faculty.

Credential Guidelines:

- a. Faculty teaching general education courses at the undergraduate level: a doctor's or a master's degree in the teaching discipline or a master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- b. Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: a doctor's or master's degree in the teaching discipline or a master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- c. Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: a bachelor's degree in the teaching discipline, or an associate degree and demonstrated competencies in the teaching discipline.

The guidelines for faculty teaching development courses and for faculty teaching certificate-only courses are found in the *1998 Criteria for Accreditation*.

4.8.2.1 Associate:

Faculty members who teach in developmental programs **must** hold a bachelor's degree in a discipline related to their teaching assignment and have either teaching experience in a discipline related to their assignment or graduate training in developmental education.

Faculty members who teach in certificate-only programs must have some college or specialized training and work experience related to the fields in which they teach.

Establishing Faculty Qualifications

To be qualified to teach in each respective field of study, the following minimum academic credentials must be presented.

1. To teach transfer courses, a faculty member must:

Either: Hold a master's degree in the teaching discipline:

Or: Hold a master's degree in any discipline, with 18 graduate hours in the teaching discipline.

2. To teach occupational/technical courses, including the basic computation/communication skills courses, not intended for transfer, a faculty member must:

Either: Hold a bachelor's degree in the teaching discipline:

Or: Hold a minimum of an associate's degree (in the teaching discipline) **PLUS** provide (in a continuously updated portfolio) documentation of demonstrated competencies in the teaching field (for example: work experience in the field, licensure, certification, honors and awards, continuing education, continuous documented excellence in teaching and other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes).

3. To teach developmental courses, a faculty member must:

Either: Hold a bachelor's degree in a related discipline and have teaching experience (external to the College) in a related discipline:

Or: Hold a bachelor's degree in a related discipline and have six graduate credit hours or 100 professional development hours in developmental education.

4. To teach certificate-only courses, a faculty member must:

Either: Hold a bachelor's degree in the teaching discipline:

Or: Have some college or specialized training **PLUS** provide documented work experience in the field and where appropriate documentation of licensure or certification in the field.

Establishing Alternate Justification of Qualifications

If a faculty member does not possess the minimum academic credentials as outlined above, an interpretation document that justifies the qualifications of the faculty member must be written by the departmental chairperson and signed by the dean of the division and the vice president of instruction. Form [ADM 049](#) is used to provide the interpretation that justifies the qualifications. Related work experience in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements may be used to establish qualifications. Documentation of credentials cited to substantiate qualifications to teach in the field must be submitted with the justification provided on [ADM 049](#).

Examples of cases for which a department chair must provide an interpretation that justifies the faculty's qualifications include, but are not limited to, the following.

- An individual with less than a master's degree who is teaching a transfer course.

- An individual teaching a transfer course, who has a master's degree in another field than the teaching field and who does not have 18 graduate hours in the teaching field.
- An individual with no degree, who is determined to be qualified to teach an occupational course based on a combination of work experience, licensure, certification, or other competencies.
- An individual with a one-year certificate (less than an associate's degree), who is determined to be qualified to teach an occupational course based on a combination of work experience, licensure, certification, or other competencies.
- An individual with less than a bachelor's degree who is teaching a developmental course.
- An individual with a bachelor's degree in an unrelated field who is teaching a developmental course.

Standards for Documentation

All documentation used to qualify faculty members to teach in their respective fields of study will be maintained in the faculty members' permanent personnel files. The following standards will be applied for documentation of faculty credentials.

Transcripts

1. All official transcripts must be originals received by Del Mar College directly from the degree-awarding institutions. Del Mar College will not accept, as an official original, transcripts marked *Issued to Student in a Sealed Envelope* or transcripts hand-delivered by the faculty member. New faculty will be instructed to request, from institutions they attended, original transcripts to be mailed directly to Del Mar College. Area institutions have assured Del Mar College that student requests for the mailing of original transcripts are processed in three to five working days.
2. Faculty members must submit to the College official transcripts of all academic coursework and their earned academic degrees. Official transcripts will be maintained in the employee's permanent personnel file. (See Policy A6.18.1.)

Related Work Experience

1. To document related work experience, a letter or memo of record must be received from a current or former employer. The letter should be on company letterhead paper, should state the employee's position and work experience related to the teaching assignment, should include dates of employment, and should be signed by an authorized representative of the company. References to employment by employees on their application materials or letters from Del Mar College employees stating that they know this person has worked at a particular location are not sufficient evidence of related work experience.
2. If the faculty member's former place of employment is closed, other documentation, such as W-2 forms, letters from former co-workers, or published articles referencing the faculty member's work experience, may be accepted.
3. If the faculty member is self-employed, letters of reference should be obtained from one or more clients who can verify the nature and scope of the work performed by the faculty member. Other documents such as state sales tax documents, assumed named certificates filed with the county clerk's office (DBA documents), or published articles referencing the faculty member's work experience may also be accepted.

Other Related Documents

1. If a professional licensure, certification, honor, award, or other demonstrated competencies and achievements are used to qualify a faculty member to teach in a related field, then copies of those documents must be included in the faculty member's permanent personnel file.
2. If licensures or certifications are used to qualify a faculty member and if those licensures or certifications have expiration dates, then a new copy of those documents should be forwarded to the Human Resources office each time a renewal is received for inclusion in the faculty member's personnel file.

Credential Guidelines to Teach Developmental Courses

The minimum academic preparation needed to teach a developmental course is a bachelor's degree in the field or a related field of study. In addition to the academic preparation, the faculty must have **either** one year work experience teaching in the field or a related field **or** six graduate semester hours or 100 professional development hours in a related discipline.

Education Criteria (Minimum)

1. English – bachelor's degree in English, English education, or other related fields.
2. English for Speakers of Other Languages (ESOL) – bachelor's degree in English for Speakers of Other Languages or other related fields (such as English.)
3. Math – bachelor's degree in mathematics, mathematics education, or other related fields (such as physics or engineering with a minimum of six hours in mathematics.)
4. Reading – bachelor's degree in reading, reading education, or other related fields (such as English.)
5. Freshman Seminar – bachelor's degree in any discipline

Teaching Experience in a Related Discipline (Minimum)

1. English – one academic year (2 semesters) teaching English full-time in a middle or secondary school setting or 30 semester credit hours external to Del Mar College teaching developmental students in a college setting – must present documented evidence of employment. (When qualifying using middle or secondary school experience, teacher certification must be presented.)
2. English for Speakers of Other Languages – one academic year (2 semesters) teaching ESOL or English full-time in a middle or secondary school setting or 30 semester credit hours external to Del Mar College teaching developmental students in a college setting – must present documented evidence of employment. (When qualifying using middle or secondary school experience, teacher certification must be presented.)
3. Math – one academic year (2 semesters) teaching math full-time in a middle or secondary school setting or 30 semester credit hours external to Del Mar College teaching developmental students in a college setting – must present documented evidence of employment. (When qualifying using middle or secondary school experience, teacher certification must be presented.)
4. Reading – one academic year (2 semesters) teaching reading or English full-time in a middle or secondary school setting or 30 semester credit hours external to Del Mar College teaching developmental students in a college setting – must present documented evidence of employment.

(When qualifying using middle or secondary school experience, teacher certification must be presented.)

5. Freshman Seminar – one academic year (2 semesters) teaching any discipline or counseling in a middle school or secondary school setting or 30 semester credit hours or one academic year external to Del Mar College teaching developmental students or counseling in a college setting – must present documented evidence of employment. (When qualifying using middle or secondary school experience, teacher or counseling certification must be presented.)

Graduate Training in Developmental Education (Minimum)

Graduate training in developmental education is defined as graduate level coursework or professional development activities that 1) focus on problems encountered by learners under-prepared for college coursework, 2) help the faculty member to develop teaching strategies that will enhance student learning for the under-prepared, 3) prepare the faculty member to assist adult learners with special needs and to manage problems affecting learning, and/or 4) provide the faculty member with information about how to design and apply evaluation techniques and strategies to manage and teach students who are educationally disadvantaged. Delivery of professional development activities or coursework in topics in how to teach under-prepared students qualifies as professional development hours.

1. English – a minimum of six graduate level hours in how to teach middle or secondary school level students or adult learners under-prepared for college coursework in general with at least three graduate level hours in how to teach English to under-prepared students OR 100 professional development hours focused on how to teach under-prepared students in college developmental English courses OR a combination of three graduate level hours in how to teach English to under-prepared students and 50 professional development hours focused on how to teach under-prepared students in developmental English courses.
2. English for Speakers of Other Languages – a minimum of six graduate level hours in how to teach middle or secondary school level students or adult learners under-prepared for college coursework in general with at least three graduate level hours in how to teach ESOL or English to under-prepared students OR 100 professional development hours focused on how to teach under-prepared students in college developmental ESOL or English courses OR a combination of three graduate level hours in how to teach ESOL or English to under-prepared students and 50 professional development hours focused on how to teach under-prepared students in developmental ESOL or English courses.
3. Math – a minimum of six graduate level hours in how to teach middle or secondary school level students or adult learners under-prepared for college coursework in general with at least three graduate level hours in how to teach math to under-prepared students OR 100 professional development hours focused on how to teach under-prepared students in college developmental math courses OR a combination of three graduate level hours in how to teach math to under-prepared students and 50 professional development hours focused on how to teach under-prepared students in developmental math courses.
4. Reading – a minimum of six graduate level hours in how to teach middle or secondary school level students or adult learners under-prepared for college coursework in general with at least three graduate level hours in how to teach reading to under-prepared students OR 100 professional development hours focused on how to teach under-prepared students in college developmental reading courses OR a combination of three graduate level hours in how to teach reading to under-prepared students and 50 professional development hours focused on how to teach under-prepared students in developmental reading courses.

5. Freshman Seminar – a minimum of six graduate level hours in how to teach or counsel middle or secondary school level students or adult learners under-prepared for college course work OR 100 professional development hours focused on how to teach or counsel under-prepared students.

Additional Requirements

1. Form [ADM 052](#) must be submitted with attached supporting documentation for approval by the departmental chair, the divisional dean, and the vice-president of instruction for past teaching experience, past graduate level coursework, or future graduate level coursework or professional development.
2. Faculty members may request approval of past coursework or professional activities taken to satisfy educational criteria to teach developmental students.
3. Courses and professional development activities taken in the future to satisfy educational criteria to teach developmental students must be approved in advance.
4. Professional development activities must be properly documented with proof of completion of the course or professional development hours, with an explanation of course or professional development learning outcomes, and with the number of hours awarded at the end of the instruction.
5. College teaching experience external to Del Mar College must be properly documented with a letter on college letterhead from the chair, dean, or vice president of instruction which states when, how long, how many sections, and at what level of instruction the faculty member taught while in service at the college.
6. Teaching experience at a middle or secondary school must be properly documented with a letter on school letterhead from the chief academic officer which states what level and type of classes were taught and the length of service.

Qualifications not Meeting the Standards as Described Above

1. Education or discipline (English, ESOL, math, or reading) graduate semester hours that do not specifically focus on teaching middle or secondary school level students or under-prepared adult learners in the college classroom.
2. Student teaching hours earned while completing a teaching degree.
3. Graduate teaching assistant assignments completed while earning an advanced degree.
4. Undocumented professional development activities.

Credential Guidelines to Teach Health Professions and Related Sciences, Other

1. Minimum of AA/AS in health sciences curriculum with evidence of work-related experience or baccalaureate in health sciences curriculum. (all HPRS)
2. Licensure or certification that is current. (all HPRS)
3. CPR instructor certification that is current. (HPRS 1204 only)
4. Coursework that reflects a study of human pathophysiology and treatment modalities. (HPRS 2301 only)

College Forms Used to Document Faculty Credentials

[ADM 048 Credential Evaluation Summary](#)

1. The faculty member completes Part I of the Credential Evaluation Summary.
2. Chair reviews and edits Part I as needed, completes Parts II and III, approves and forwards to the dean for approval.
3. If approved, the dean signs and forwards the form to Human Resources for processing.
4. Human Resources sends a copy of the approved form to the department chair. Originals are filed in the appropriate personnel file.

[ADM 049 Justification of Faculty Qualification](#)

1. The chair completes the form documenting, in detail, how the faculty member qualifies to teach using alternative criteria. The chair signs and sends all appropriate documents along with the Credential Evaluation Summary to the dean for review.
2. If approved, the dean signs and forwards the forms to the vice president of instruction for approval.
3. If approved, the vice president of instruction signs and forwards all documents to Human Resources for processing.
4. Human Resources sends a copy of the approved form to the department chair. Originals are filed in the appropriate personnel file.

[ADM 052 Faculty Application for Documenting Graduate Training or Work Experience to Fulfill Credentials Standards to Teach Developmental Courses \(Application\)](#)

1. The faculty member completes Part I of the Application and submits the form and appropriate supporting documentation to the chair for approval.
2. If approved, Part II is completed by the chair and dean and submitted to the vice president of instruction.
3. If approved, the vice president of instruction completes Part III and forwards to Human Resources for processing.
4. Human Resources sends a copy of the approved form to the department chair. Originals are filed in the appropriate personnel file.

[ADM 054 Faculty Qualifications Datasheet](#)

1. The chair completes an ADM 054 for each course taught by the faculty member and submits the form to the dean for approval.
2. If approved, the dean signs and sends the form to the records compliance officer for filing in the appropriate electronic personnel file.