

Guidance on Faculty Credentialing for Educator Preparation Programs

[The Academic Program Review Guidelines](#) provide detailed information about faculty credentials (pages 8-9). A review of those guidelines that relate directly to Educator Preparation is below:

2. For courses other than general education courses:

- Faculty members must hold a terminal degree or a degree at least one level above the degree level in which they are teaching: » At least a master's degree if teaching in a bachelor's degree program » A terminal degree if teaching in a graduate program.
- Individuals who are making substantial progress toward meeting the faculty credentialing requirements and who are mentored by a faculty member who does meet the minimum credentialing requirements may serve as instructors during their educational programs. Examples of such individuals include graduate teaching assistants (GTAs) or adjunct faculty members who are working toward meeting the faculty credentialing requirements.
- For programs involving clinical faculty (e.g., student teaching supervisors, clinical practicum supervisors), the credentials and involvement of clinical faculty are described and meet applicable professional standards for the delivery of the educational experiences.

Exceptions: Certain individuals may be qualified to teach college-level courses yet not meet the faculty qualification criteria presented here. In such circumstances, it is the responsibility of each institution's chief academic officer to make decisions in consultation with program faculty regarding exceptions and to maintain a record of the justification of those exceptions. Documentation that could be used to support exceptions may include, but is not limited to publications, licensure, certification, evidence of years of professional experience and/or professional reputation. Examples of individuals meriting an exception and institutional justification would include: • Faculty members with extraordinary professional experience brought in to teach a single course in a professional or technical area; for example, a successful entrepreneur teaching a course on commercialization

Responsibility for determining faculty qualifications: Chief academic officers are ultimately responsible for ensuring the following: a) that faculty credentialing requirements are met; b) that instructors who are working toward meeting credentialing requirements are appropriately mentored and making substantial progress in their coursework; c) that exceptions to the requirements are carefully considered and justified; and d) **that exceptions are reserved for a small number of uniquely qualified individuals.**

What does this mean for Educator Preparation?

Faculty need to have a degree/extensive graduate work that directly relates to the program they are leading or teaching in. All Programs must have a faculty member who is directly qualified.

For example: holding a TESOL endorsement does not qualify someone as credentialed for TESOL.

An exception that may be allowed for this example: an ESL teacher with the endorsement may teach a single course in pedagogy.