



POLICIES & PROCEDURES

Title: Faculty Credentialing

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Department: Academic Affairs

POLICY

Louisiana Delta Community College makes every effort to employ competent and qualified faculty to assure that the needs of students and programs are met, and to support the mission and goals of the College. The faculty requirements and guidelines specified by the Southern Association of Colleges and Schools; Commission on Colleges (SACSCOC) are utilized as a guide in hiring practices. LDCC also documents other criteria, certifications, and experience that uniquely qualify a faculty member's ability to teach in discipline areas in which no specific guidelines are available. The purpose of this document is to provide information and clarification for individuals responsible for faculty credentialing.

FACULTY CREDENTIALS REVIEW PROCEDURE

A. Faculty Credentials Review Packet

The academic supervisor (Division Chair or Program Director) will complete a Faculty Credentials Review Packet. The packet is based on faculty requirements and guidelines as defined by the College. The packet includes an official form (LDCC Faculty Credentials Application) which must be completed in its entirety and signed by the Division Dean, Director of Institutional Effectiveness, and Vice Chancellor of Education and Student Services prior to an official offer.

Note on Multiple Credentialing:

Faculty credentials may be reviewed for more than one discipline area. Review and approval by each of the appropriate academic supervisors must be attained.

B. Credentials Review and Assessment

Upon completion of the Faculty Credentials Application (application, transcripts, other appropriate documentation, etc.) by the academic supervisor and Dean, the packet should be forwarded to the Vice Chancellor of Education and Student Services for review and approval.

The academic supervisor and Dean will examine the faculty credentials packets for compliance with institutional guidelines and accreditation standards. If necessary, meetings will be held to discuss any concerns or inconsistencies on assessment

of individual cases. Final approval rests with the Vice Chancellor of Education and Student Services. *Final approval must be received before a formal offer can be made by the Office of Human Resources.*

FACULTY CREDENTIAL GUIDELINES - SACSCOC

Standard 6.2a (Faculty Qualifications) of the *Principles of Accreditation* reads as follows:

“For each of its educational programs, the institution justifies and documents the qualification of its faculty members.

As with all SACSCOC standards, member institutions are expected to maintain ongoing compliance with this standard. Institutions seeking reaffirmation of accreditation must report faculty qualifications for all faculty members teaching courses for the two most recent academic terms. For the Compliance Certification as part of the reaffirmation process, a Track A institution (offering only undergraduate degrees) should submit rosters for fall term of the current academic year and spring term of the previous academic year.

Information requested on the Faculty Roster Form should be provided for all full-time and parttime faculty teaching credit courses that can be part of a degree, certificate, diploma, or other credential (i.e., are shown on the transcript as the institution’s own courses). Faculty teaching developmental/remedial courses should also be included. Teaching assistants should be included only if they are the instructor of record. In some cases, instructors should be included even if they are not employees of the institution (e.g., high school dual-credit programs, ROTC faculty, some international faculty, or faculty teaching courses in a statewide online consortium that are transcribed as “home” courses). An institution is responsible for identifying the instructor of record; that is, the person who provides direct instruction for the course. This person should be qualified to teach the course.

Transcripts for faculty should be available during on-site reviews (as requested by reviewers); they may be included, but are not required, as part of the documentation provided as part of the Compliance Certification or a substantive change application/prospectus/documentation report. However, sufficient information must be provided in these other processes for reviewers to determine whether faculty are appropriately qualified. If concerns about qualifications of continuing faculty arise during the reaffirmation review, the On-Site Reaffirmation Committee may review the qualifications of additional and/or all faculty members.

Document History

Approved: SACSCOC Board of Trustees, December 2020

FACULTY CREDENTIAL GUIDELINES – LOUISIANA DELTA COMMUNITY COLLEGE

Louisiana Delta Community College strives to employ competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of all faculties, LDCC gives primary consideration to the highest earned degree in the discipline in accordance with college guidelines. The College also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate, and graduate degrees, diplomas and certificates in the teaching area, related teaching experience, 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. Faculty credential qualifications are the same regardless of employment status (fulltime or part time), instructional site location, method of delivery, or source of funding.

The faculty credentials listed below are intended as guidelines. The Vice Chancellor of Education and Student Services is charged with the responsibility to ensure that LDCC faculty meet credentialing guidelines.

- **Faculty Teaching Courses at the Associate Degree Level intended to transfer at the Bachelor Level(Associate-Degree) Level:** The standard academic qualification for faculty teaching these courses is a master's degree in the teaching discipline -OR- master's degree with a concentration (a minimum of 18 semester graduate hours) in the teaching discipline and aligned with assigned courses. Justification may also be allowed for faculty with demonstrated competency related to the teaching assignment (such as relevant work experience, scholarship/publications/awards in field, professional licensure/certification, continuing education, and/or other documented competencies related to the teaching discipline).
- **Faculty Teaching CTE (Career and Technical Education) Courses Designed for Transfer to the Bachelor Level:** The standard academic qualification for faculty teaching these courses is a master's degree in the teaching discipline -OR- master's degree with a concentration (a minimum of 18 semester graduate hours) in the teaching discipline and aligned with assigned courses. Justification may also be allowed for faculty with demonstrated competency related to the teaching assignment (such as relevant work experience, scholarship/publications/awards in field, professional licensure/certification, continuing education, and/or other documented competencies related to the teaching discipline).
- **Faculty Teaching Associate Degree Courses Not Designed for Transfer to the Bachelor Level:** The standard academic qualification for faculty teaching these courses is an associate degree or higher in the teaching discipline and aligned with courses assigned. Justification may be allowed for faculty with demonstrated competency related to the teaching assignment (such as relevant work experience, scholarship/publications/awards in field, professional licensure/certification, continuing education, and/or other documented competencies related to the teaching discipline).
- **Faculty Teaching Diploma/Certificate CTE (Career and Technical Education) Courses NOT designed for transfer to the Bachelor Level:** Faculty teaching these courses need to have some college or specialized training, with an emphasis on competence gained through work experience, industry certification or licensure documented specifically in relation to the courses that they are being credentialed and assigned.
- **Faculty Teaching Non-Degree General Education Support Courses:** Faculty members who teach basic computation and communication skills support courses in programs must have a minimum baccalaureate degree and academic coursework or documented work experience related to the teaching discipline.

Please note:

Only coursework completed at, and degrees awarded by, accredited institutions recognized by the U.S. Department of Education will be considered as satisfying the minimum qualifications.

NOTE: In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be accepted in lieu of formal academic preparation. Any such exception will be justified and documented on an individual basis.

Documentation of Official Transcripts - Official transcripts, documented licenses, related work experience, special training, research, publications, and teaching excellence in discipline will be housed in the Office of Human Resources and the Office of Institutional Effectiveness and Accreditation as part of the faculty permanent personnel file. This requirement applies to all faculty regardless of 12- Month, 9-Month, or Adjunct status. Official transcripts, documented licenses, related work experience, special training, research, publications, and teaching excellence in discipline must be on file before employment can be offered.