



The Iowa Community Colleges Faculty Qualifications Guide

A Resource for Administrators and Accreditation
Reviewers

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This document was originally created through the work of the Faculty Standards Taskforce, community college presidents and Department staff in response to policy changes by the Higher Learning Commission (HLC) in 2015. The guide aligns state and HLC standards and expectations and ensures consistency and academic integrity for the outstanding programs delivered by our 15 community colleges. In addition to guidance on faculty standards and information about accreditation processes, the guide details review procedures and provides resources and serves as an important resource to accreditation reviewers, quality faculty plan committees, community college academic administrators, presidents and Department staff.

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Introduction

This document provides guidelines for the review of community college faculty qualifications and an overview of related instructional and state accreditation criteria. Iowa Code has established criteria for instructors teaching community college coursework in both the liberal arts and career and technical education. Faculty qualifications are a component of the Higher Learning Commission's accreditation criteria, and monitoring compliance with these criteria is the responsibility of the Iowa Department of Education and is a key component of our community college state accreditation process. More information about Iowa [community college accreditation](#) can be found on the Department's website.

The Iowa Community Colleges Faculty Qualifications Guide was created as a resource for community college faculty and staff and Iowa Department of Education staff as they work together to support quality postsecondary education in Iowa.

Accreditation

Higher Learning Commission

Iowa's community colleges are accredited by the state of Iowa and the Higher Learning Commission (HLC). The HLC is an institutional accreditor authorized by the United States Department of Education to ensure that the requirements of the Higher Education Act are evaluated

HLC's requirements related to quality faculty (Criterion 3) seek to ensure that students have access to faculty members who are experts in the subject matter they teach and who can communicate knowledge in that subject to their students. HLC revised Assumed Practice B.2 for determining qualified faculty in June 2015, and issued related guidance for the revised criteria in March 2016.

This guidance clarifies how HLC intends to review institutions and how peer reviewers will assess faculty qualifications. The guidelines apply to all faculty members whose primary responsibility is teaching, including full-time, part-time, adjunct, dual credit and temporary faculty.

Criteria and Assumed Practices

The guidance provided by the Higher Learning Commission (HLC), as it relates to qualified faculty, applies to all faculty members whose primary responsibility is teaching, including part-time, adjunct, dual credit, temporary and non-tenure-track faculty. An institution should be able to demonstrate consistent procedures and careful consideration of qualifications for all instructional faculty. This demonstrates academic integrity and is verifiable through peer review processes.

Relevant criteria and assumed practices related to faculty qualifications (Criterion 3 and Assumed Practice B.2.a) are listed under "Qualified Faculty Requirements" on the right-hand side of this page.

HLC Credentialing Guidelines

Faculty credentials refer to the degrees that faculty have earned to establish their credibility as content experts and thus their competence to teach that content in the classroom. Common expectations for faculty credentials in higher education include:

- Faculty should have completed programs of study in the disciplines or subfields (as applicable) in which they teach, and/or for which they develop curricula, with coursework at least one level above the courses being taught or developed.

HIGHER LEARNING COMMISSION QUALIFIED FACULTY REQUIREMENTS

Criterion 3 speaks to faculty qualifications, specifically Core Component 3.C, subcomponents 3.C.1, 3.C.2 and 3.C.4. Assumed Practice B.2.a and B.2.b are central to this topic and they are excerpted below. More detailed information is available in the [HLC's Guidance on Determining Qualified Faculty](#).

3.C	The institution has the faculty and staff needed for effective, high-quality programs and student services. <i>[Effective January 1, 2013]</i>
3.C.1	The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; and involvement in assessment of student learning. <i>[Effective January 1, 2013]</i>
3.C.2	All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs. <i>[Effective January 1, 2013]</i>
3.C.4	The institution has processes and resources to assure instructors are current in their disciplines and adept in their teaching roles; it supports professional development. <i>[Effective January 1, 2013]</i>
B.2.a	Qualified faculty members are identified primarily by credentials, but other factors, including, but not limited to, equivalent experience, may be considered in determining whether a faculty member is qualified. Faculty teaching general education courses, or other non-occupational courses, hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach. <i>[Effective September 1, 2017]</i>

- Faculty teaching in undergraduate programs should hold degrees at least one level above the programs in which they are teaching (with the exception listed below for faculty teaching career and technical education programs).
- Faculty teaching in career and technical college-level certificate and occupational associate degree programs should hold baccalaureate degrees in the fields and/or a combination of education, training and tested experience.
- Faculty holding master's degrees or higher in disciplines other than those in which they teach should have completed a minimum of 18 graduate credit hours in the discipline in which they teach. In addition, the institution should be able to explain and justify its decision to assign the individual to the courses taught. The decision should be supported by policy and procedure acceptable to the professional judgment of HLC peer reviewers.

Tested Experience

Tested experience, in that it includes a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline, may substitute for an earned credential or portions thereof. An institution that intends to use tested experience as a basis for hiring faculty must have well-defined policies, procedures, and documentation that demonstrate when such experience is sufficient to determine that the faculty member has the expertise necessary to teach students in that discipline. In policies on tested experience, institutions are encouraged to develop faculty hiring qualifications that outline a minimum threshold of experience and a system of evaluation. The faculty hiring qualifications related to tested experience should be reviewed and approved through the faculty governance process at the institution.

Dual Enrollment

Institutions that award college credit by means of dual credit arrangements must assure the quality and integrity of such programs and their comparability to the same programs offered on the institution's main campus or at the institution's other locations. Faculty members teaching dual credit courses must hold the same minimal qualifications as the faculty teaching on its own campus.

For more detailed information, refer to HLC's guide, [Dual Credit for Institutions and Peer Reviewers](#).



HLC SOURCES

The Higher Learning Commission (HLC) is one of six institutional accreditors in the United States. HLC accredits degree-granting postsecondary educational institutions in the North Central Region consisting of 19 states. Information provided in this section references:

HLC Website:
<https://www.hlcommission.org/>

HLC Publication:
[Determining Qualified Faculty Through HLC's Criteria for Accreditation and Assumed Practices](#)



HLC Requirement Limitations

Limitations on the application of HLC requirements related to quality faculty include:

- HLC requirements are not to be considered mandates from HLC to terminate or no longer renew contracts with current faculty members. HLC expects that institutions will work with faculty who are otherwise performing well to ensure they meet HLC's requirements (whether through credentials or tested experience or a combination of both).
- HLC expects that institutions will honor existing contracts with individual faculty or collective bargaining units until they have had an opportunity under the contract to renegotiate provisions that relate to faculty credentials if such revisions to the contract are necessary for the institution to meet HLC's requirements. HLC recognizes that renegotiation or revision may not be possible until the contract expires.
- Under no circumstances should institutions use HLC's requirements as a pretext to eliminate faculty members who have not performed well or who do not meet institutional hiring requirements for faculty members who would otherwise have not been retained for these reasons.
- No institution will be held accountable for compliance with the revised Assumed Practice in any HLC evaluation prior to the September 1, 2017 implementation date or, if applicable, an extension date related to dual credit approved by HLC.
- HLC's requirements, including revisions to Assumed Practice B.2, in no way apply to staff members at accredited institutions; they apply to instructional faculty and faculty responsible for developing curriculum only.

Academic Programs at Iowa's Community Colleges

Arts and Sciences

Credit programs provided by Iowa's 15 community colleges fall under two general categories: arts and sciences and career and technical education (CTE). The arts and sciences programs consist of college parallel (transfer) courses of study leading to either Associate of Arts (AA) or Associate of Science (AS) degrees. These programs are designed to provide a strong general education component to satisfy the lower-division liberal arts and science requirements for a baccalaureate degree. Students who earn these degrees are prepared to transfer into four-year colleges or public universities with junior standing.

ASSOCIATE OF ARTS (AA) DEGREE

Awarded upon completion of a college parallel (transfer) course of study that provides a strong general education component to satisfy the lower-division liberal arts and sciences requirements for baccalaureate programs. It consists of between 60 and 64 semester (90-96 quarter) credit hours.

ASSOCIATE OF SCIENCE (AS) DEGREE

Awarded upon completion of an arts and science course of study with a strong emphasis on mathematics or science. The degree is intended to prepare students to transfer into related upper-division baccalaureate programs. It consists of between 60 and 64 semester (90-96 quarter) credit hours, 20 of which must be in mathematics or science.

ASSOCIATE OF GENERAL STUDIES (AGS) DEGREE

Awarded upon completion of an individualized course of study designed for the acquisition of a broad educational background rather than the pursuit of a specific college or technical program. This degree is intended to be flexible and may include between 60 and 64 semester (90-96 quarter) credit hours of lower-division transfer (excluding developmental courses), occupational or professional/technical coursework.

A commitment to ensure smooth articulation between community colleges and four-year institutions in Iowa led to the formation of the Liaison Advisory Committee on Transfer Students (LACTS), consisting of representatives from the public universities, Iowa's community colleges, the Iowa Board of Regents and the Iowa Department of Education. This group has met annually since 1973 to discuss issues, review agreements and conduct programmatic articulation conferences that facilitate seamless transfer from Iowa's 15 community colleges to its three public universities (i.e. Regents). From this collaboration have emerged several statewide agreements, including the AA and AS agreements that set the parameters for these transferable degrees. These agreements are reviewed, revised if necessary and reaffirmed each spring at the LACTS business meeting.

Since the AA and AS program requirements are established in the LACTS agreement, the community college transfer programs leading to these degrees have been approved as a single program under one CIP (Classification of Instructional Programs). Hence, no further approval process is required for colleges to initiate or modify these programs.

Career and Technical Education (CTE)

Career and technical education programs (CTE) provide preparation for immediate employment in a wide variety of careers. CTE programs lead to Associate of Applied Science (AAS) degrees, Associate of Applied Arts (AAA) degrees or short-term diplomas or certificates. Many CTE programs are cooperative programs that provide classroom instruction in conjunction with employment experience related to career preparation, many of which are available on a part-time basis. All of Iowa's CTE and transfer major programs must be approved by the Department and are included in [State of Iowa Curriculum System \(STICS\)](#), a searchable, comprehensive database and web-based platform for the program approval process.

DIPLOMA PROGRAMS

Awarded upon completion of a state-approved CTE program that is a coherent sequence of courses consisting of 15 to 48 semester (22.5-72 quarter) credit hours, including at least three semester (4.5 quarter) credit hours of general education from any of the following areas: communications, social science or humanities, science or mathematics. The technical component shall constitute of at least 70 percent of the program's credits. A diploma may be a component (option) of, and apply toward, subsequent completion of an AAS or AAA degree.

CERTIFICATE PROGRAMS

Awarded upon completion of a state-approved CTE program designed to prepare students for entry-level employment. It shall consist of a maximum of 48 semester (72 quarter) credit hours and may be a component of, and apply toward, subsequent completion of a diploma, AAS or AAA degree. Certificates are often developed in rapid response to business and industry needs. They may consist of only CTE courses, as there is no general education requirement.

ASSOCIATE OF APPLIED ARTS (AAA) DEGREE

Awarded upon completion of a state-approved CTE program intended to provide students with skills for employment in a specific field such as arts, humanities, or graphic design. This degree consists of between 60 and 86 semester (90-129 quarter) credit hours. Of those, a minimum of 15 semester (22.5 quarter) credit hours must be general education to include at least one course from each of the following areas: communications, social science or humanities, and science or mathematics. The technical core component shall constitute at least 50 percent of the program's credits.

ASSOCIATE OF APPLIED SCIENCE (AAS) DEGREE

Awarded upon completion of a state-approved CTE program intended to prepare students for entry-level technical occupations. It shall consist of between 60 and 86 semester (90-129 quarter) credit hours. Of those, a minimum of 15 semester (22.5 quarter) credit hours must be general education to include at least one course from each of the following areas: communications, social science or humanities, and science or mathematics. The technical core component shall constitute at least 50 percent of the program's credits.

ASSOCIATE OF PROFESSIONAL STUDIES (APS) DEGREE

Awarded upon completion of a state-wide approved program of study intended to prepare students for transfer into aligned baccalaureate programs or immediate related employment.

The APS has stringent criteria regarding required general education coursework and at least three articulation agreements with four-year institutions committing to apply technical courses to baccalaureate degree requirements.

See more details in the [Program Approval Guidelines](#) available on the Department's website.

[Iowa Administrative Code 281, Chapter 21.2\(13\)](#), sets requirements for the length of CTE programs in credits (see descriptions on the previous page). All credit-bearing courses required for program admittance or graduation are included in the award's credit hour maximum, with the exception of developmental course credits. Diploma and certificate programs should not typically exceed one academic year of full-time study. For more information about community college programs, see the [Program Approval Guidelines](#) on the Department's website.

Senior Year Plus (SYP)

Enacted by the Iowa legislature in 2008, Senior Year Plus (SYP) encompasses several programs that provide high school students access to courses with the potential to generate college credit. Programs include Advanced Placement (AP®), Postsecondary Enrollment Options (PSEO), Concurrent Enrollment, Career and Regional Academies and Project Lead the Way®. SYP requires students to be academically prepared for higher education, instructors to meet postsecondary qualification criteria and institutions to meet required standards.

JOINT ENROLLMENT

Refers to all high school students enrolled in community college coursework. Jointly enrolled students may be enrolled in PSEO courses, courses delivered through contractual agreements between schools and colleges, and/or courses taken independently by paying tuition.

CONCURRENT ENROLLMENT

Refers specifically to courses delivered through a contractual agreement between a school district and a college where the district is eligible for supplementary weighting through the school foundation formula.

DUAL ENROLLMENT

A term used nationally to describe high school students enrolled in college coursework. However, in Iowa, dual enrollment refers to K-12 student enrollment in a school district and competent private instruction at the same time.

IOWA ONLINE AP® ACADEMY

Rural and small school districts unable to offer AP® courses directly may expand opportunities to students through the Iowa Online Advanced Placement (AP®) Academy (IOAPA). The IOAPA also offers training programs for teachers to gain the necessary skills and information to teach AP® courses on-site.

NACEP STANDARDS PURPOSE

College courses offered in high school are of the same quality and rigor as courses offered on campus.

Students enrolled in concurrent enrollment courses are held to the same standards of achievement as students in on-campus courses.

Concurrent enrollment instructors meet the academic requirements for instructors teaching in sponsoring postsecondary institutions and are provided discipline-specific professional development.

Concurrent enrollment programs display great accountability through required impact studies, student surveys and course and program evaluations.

The largest of these programs, concurrent enrollment, involves a contract between a community college and school district to deliver courses either on a college campus, at a high school or online. Courses must be taught by a college instructor or qualified high school teacher who meets the same credentialing requirements as community college on-campus instructors. Accreditation by the National Alliance of Concurrent Enrollment Partnerships (NACEP) ensures the quality of the concurrent enrollment offerings available at each of Iowa's 15 community colleges. NACEP standards are closely aligned to state standards established in [Iowa Code 261E](#) and address program quality in the areas of curriculum, faculty qualifications, student assessment and program evaluation. Once accredited, colleges go through a re-accreditation process every seven years. Compliance with NACEP and state standards is reviewed by the division through the community college accreditation process.

Concurrent enrollment instructors must be included in colleges' institutional [Quality Faculty Plans](#) (see "Quality Faculty Plans" on page 11). The instructors may be differentiated from other employee groups (including other adjunct faculty), but the institutional plans must meet the requirements detailed in [281-IAC 24.5\(7\)](#). Concurrent enrollment course instructors employed or contracted by the community college, are not required to meet secondary licensure and endorsement requirements by the Iowa Board of Educational Examiners.

Iowa's public universities, community colleges and accredited private institutions participate in the PSEO program in which courses are taught by college faculty either on a college campus or online. Iowa Code 261E establishes standards for institutions, courses, and students.

Iowa Faculty Standards

In addition to HLC criteria, Iowa community colleges are required by state law to meet additional standards to maintain accredited status. All instructors under contract with a community college, including those who teach in career and technical education or arts and sciences (including adjuncts), are required to meet the state's minimum faculty standards. These standards are incorporated in [Iowa Code section 260C.48](#) and [Iowa Administrative Code 281-IAC 24](#).

Arts and Sciences

Arts and sciences instructors shall meet one of the following qualifications:

1. Possess a master's degree or higher from a regionally accredited graduate school in each field of instruction in which the instructor is teaching classes or
2. Possess a master's degree or higher from a regionally accredited graduate school and have completed a minimum of 18 graduate semester hours in a combination of the qualifying graduate fields identified as related to the field of instruction in which the instructor is teaching classes. These 18 graduate semester hours must include at least six credits in the specific course content being taught.
3. For courses identified as applied liberal arts and sciences, possess at least a bachelor's degree and a combination of formal training and professional tested experience equivalent to 6,000 hours. The instructor shall hold the appropriate registration, certification or licensure in occupational areas in which such credential is necessary for practice.

The determination of what constitutes each field of instruction is based on accepted practices of institutionally accredited two- and four-year institutions of higher education.

Note: Developmental education and noncredit instructors are not subject to standards under this subrule (281—IAC 24.5(1)).

Career and Technical Education (CTE)

CTE instructors must be registered, certified or licensed in the occupational area in which the state requires registration, certification or licensure, and must hold the appropriate registration, certification or licenses for the occupational area in which the instructor is teaching. In addition, CTE instructors must meet at least one of the following qualifications.

1. Possess a baccalaureate or graduate degree in the area or related area of study or occupational area in which the instructor teaches classes, or possess a baccalaureate degree in any area of study if at least 18 credit hours completed were in the CTE field of instruction in which the instructor teaches classes;
2. Possess an associate degree in the CTE field of instruction in which the instructor is teaching, if such degree is considered



terminal for that field of instruction, and have at least 3,000 hours of recent and relevant work experience in the area taught or

3. Have special training and at least 6,000 hours of relevant tested work experience in the occupational area (or related area) in which the instructor teaches classes. If the instructor is a licensed practitioner who holds a career and technical endorsement under Iowa Code chapter 272, relevant work experience in the occupational area includes, but is not limited to, classroom instruction in a CTE subject area offered by a school district or accredited nonpublic school.

Quality Faculty Plans

Iowa law establishes the process for community colleges to plan for the hiring and professional development of faculty. Community college instructional quality faculty plans must meet the standards outlined in [Iowa Code section 281-IAC 24.5\(7\)](#).

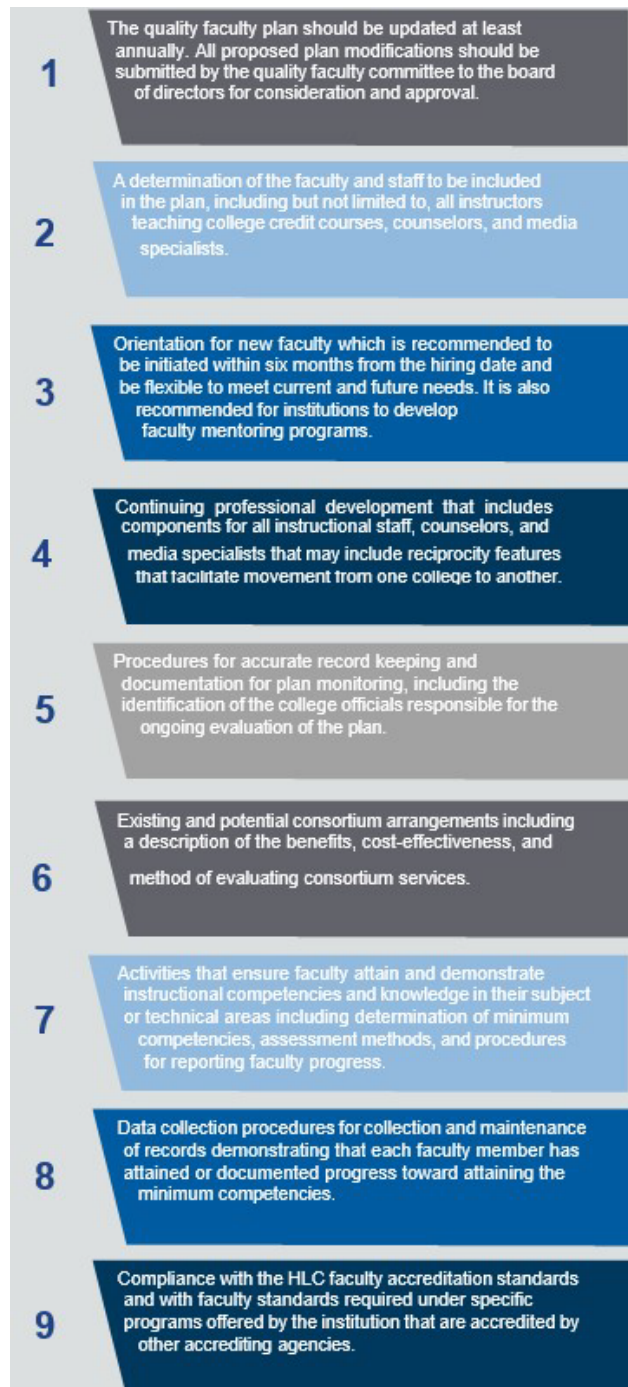
Institutional quality faculty plans are applicable to all faculty teaching credit courses, counselors and media specialists employed by the respective community college. Counselors and media specialists are those who are classified as such in the institution's collective bargaining agreement or written policy. Requirements may be differentiated for each type of employee.

Quality Faculty Plan Committee

Each community college in Iowa must establish a quality faculty committee consisting of instructors and administrators to develop and maintain a plan for hiring and developing quality faculty. The committee must have equal representation from arts and sciences and career and technical faculty with no more than a simple majority of members of the same gender. Faculty shall be appointed by the college's faculty-certified employee organization. In the case where no faculty-certified employee organization representing faculty exists, the faculty shall then be appointed by administration pursuant to [Iowa Code section 260C.48\(4\)](#).

QUALITY FACULTY PLANS REQUIRED COMPONENTS

An institution's quality faculty plan must, at a minimum, include the following nine components. Specific details on each of the components listed below can be found in the [Iowa Community Colleges State Accreditation Guide](#).



Evaluation and Recording

Recommended Procedure

When reviewing faculty qualifications in a certain discipline, the procedure outlined below is recommended. The steps refer to resource documents created by the Faculty Standards Task Force to ensure that the review process, decisions and action plans are clearly recorded (provided in the [“Resources”](#) section of this manual). Colleges are not required to use this exact document, but it is highly recommended to have similar documentation for each phase listed.

As both the Higher Learning Commission and Division of Higher Education accreditation reviewers emphasize...*It's all about your documentation!*

A. Faculty Qualifications Review

Procedural steps and items to be organized in each faculty member's personnel file.

1. Use a form, such as the “Faculty Qualifications Review Documentation” on page 29 to record the review process and place it atop all other documents in the personnel files as document #1.
2. Document #2 should be a copy of the instructor's transcripts with the graduate courses in the qualifying fields highlighted, preferable in color. Neatly write notes regarding the rationale for counting specific courses, particularly if the number/title does not obviously relate to the instructional discipline.
3. Document #3 should be the instructor's employment application, showing teaching or related professional work experience.
4. Documents #4 should be the instructor's official graduate school transcript from each regionally accredited institution attended.

B. Academic Credential Chart for Arts and Sciences Courses

Use the chart provided on the following pages to guide the review of the instructor's graduate coursework. Look for graduate semester hours (GSH) in the disciplines listed in the “Qualifying Graduate Fields/Majors” column, paying close attention to the following notations:

In the “Course Prefix” column:

An asterisk (*) after the prefix indicates that this is a broad discipline with specialized subfields or disciplines. For these prefixes, in order to teach a course in one of the specific subfields (i.e., those listed as “Qualifying Graduate Fields/Majors”), the instructor must have taken graduate-level courses directly in the subfield or have documentation of academic or professional training equivalent to at least six GSH in the specific discipline (“equivalent” could be satisfied by graduate school research in the specific field documented in a master's thesis or doctoral dissertation).



In the “Minimum Teaching Requirements” column:

A “foundation for teaching in the specific subject matter being taught” within a course prefix is best demonstrated by at least six credits in the specific subject area being taught.

This “foundation” may not be obvious from a graduate degree's major or course titles, so a review of each course's description, syllabus or other course-related documentation provided by the potential instructor may be necessary.

In the “Qualifying Graduate Fields/Majors” column:

As aforementioned, a master’s degree in one of the bolded fields qualifies an instructor to teach all courses assigned the indicated prefix without a review of individual course numbers, titles or content. Graduate degrees in the fields that are not bolded require a closer review of the graduate course numbers and titles to ensure they are related to the discipline of instruction. If the course numbers or titles do not supply the required confirmation, the reviewer should request more course information from the potential instructor, such as catalog descriptions or course syllabus.

Examples:

1. To teach an Art History course with an ART prefix, a master’s degree in Art or Art History would qualify the instructor without reviewing the courses within the degree program, as indicated by the fact that these two fields are bolded in the chart.

However, for someone with a degree in any of the other qualifying fields listed, transcripts would need to be reviewed to find a combination of 18 GSH related to Art, in general, with at least six of these credits specifically related to Art History.

2. *(Example applies to prefixes with asterisks *)*

To teach a Biochemistry course with a BIO prefix, a master’s degree specifically in Biochemistry would qualify an instructor without reviewing the courses within the degree program; however, a master’s degree in Biology or any other qualifying fields listed would need further transcript review. The reviewer would look for at least six credits of coursework that relate directly to Biochemistry and twelve credits in a combination of the other qualifying field. However, if the master’s degree is in Biology (all types), because it is the primary field (i.e., bolded), one would not need to review the transcripts for the other twelve credits, but would still need to identify at least six credits in Biochemistry. Whereas, if the master’s degree is in Botany, for example, the reviewer would need to identify at least six credits in Biochemistry (i.e., the instructional discipline) and another twelve related to Biology (i.e., the course prefix).

3. *(Further example for prefixes with asterisks *)*

In Example 2, if a graduate course number or title does not clearly relate to Biochemistry, the reviewer should ask the potential instructor to submit a course syllabus, course information from the graduate school’s catalog or any other course material that illustrates a concentration in Biochemistry. This material includes thesis or dissertation research or internships/field work related to Biochemistry. This research or field work must consist of at least fifteen clock hours of directly related work per credit to be counted toward the six-credit requirement to establish a foundation within Biochemistry (i.e., the instructional discipline).

Note: Rationale for credit given to any non-coursework should be documented thoroughly on a form such as the “Faculty Qualifications Review Documentation” with CAO approval.

4. *(Example applies to prefixes with alternative qualifications)*

To teach a Criminal Investigation course with a CRJ prefix, a master’s degree in Criminal Justice or a Law (JD) degree would qualify the instructor without reviewing the courses within the degree program; however, a master’s degree in any of the other qualifying fields listed would need further transcript review for courses directly related to criminal justice.

If the potential instructor does not possess a master’s degree, since this is an applied course, a bachelor’s degree is acceptable if there is also evidence of formal training and professional tested experience equivalent to 6,000 hours in the area of Criminal Investigation. Therefore, a person with a bachelor’s degree in Sociology who has served as a police officer is a potential instructor; however, he or she must provide evidence of formal training in investigation, forensics or experience as a detective cumulatively amounting to at least 6,000 hours.

Academic Credential Chart for Arts and Science Courses

Course Prefix	Minimum Teaching Requirements	Qualifying Graduate Fields/Majors (Bolded & Listed First) or Content-Specific Courses within Other Majors Listed	Alternative Qualifications for Specific Types of Courses
ACC	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Accounting Actuarial Science Business Administration Economics Finance Management	At least a bachelor's degree in Accounting, a current CPA, CMA, CFA, or other accounting certification
ANT	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Anthropology Cultural Anthropology Physical Anthropology Cultural Studies History Sociology	
ART	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Art Art History Digital Media Fine Arts Graphic Arts/Design Humanities Illustration Visual Communication	To teach applied course, such as ceramics, painting or photography, instructor must possess at least a bachelor's degree and a combination of formal art training and professional testing experiences equivalent to 6,000 hours.
ASL	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	American Sign Language Cultural Studies (Focus on ASL) Intercultural Communications Linguistics	An instructor with a master's degree containing less than 18 GSH in the qualifying fields must be fluent in ASL and have ASL language teaching (oral and written) experience.
BIO*	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of qualifying fields that provide a foundation in the specific subject matter taught (a minimum of 6 credits must be from the appropriate sub-discipline field).	Biology (all types) Biochemistry Biomedical Science Botany Chemistry Environmental Science Horticulture Marine Biology Microbiology Science Education Virology Zoology	For Anatomy/Physiology courses: Advanced degree to practice medicine with formal graduate coursework in Anatomy and Physiology, such as D.O. (Osteopathic Medicine), D.D.S. (Dental Surgery), D.C.M. (Chiropractic Medicine), P.T. (Physical Therapy), D.V.M. (Veterinary Medicine), M.D. (Medicine), N.P. (Nurse Practitioner), P.A. (Physician Assistant) or M.S. in Kinesiology

Course Prefix	Minimum Teaching Requirements	Qualifying Graduate Fields/Majors (Bolded & Listed First) or Content-Specific Courses within Other Majors Listed	Alternative Qualifications for Specific Types of Courses
BUS	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Business Business Administration Business Education Accounting Economics Entrepreneurship Finance Law Management Marketing	For BUS185 Business Law I, BUS186 Business Law II and BUS188 Legal Environment of Business: instructor may possess a JD degree
CHM	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Chemistry Biochemistry Chemical Engineering Pharmacology Science Education	
CIS/CSC	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Computer Science Computer Engineering Software Engineering Computer Information Systems Computer Information Technology Mathematics Engineering (Electrical, Aerospace, Bioinformatics and Computational Biology, Human-Computer Interaction) Statistics Physics	To teach applied computer courses (CSC105, CSC107, CSC110, CSC115 and CSC116), instructor must possess at least a bachelor's degree <u>and</u> professional tested experience equivalent to 6,000 hours and/or advanced certification in an industry-standard office software.
CLS	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Cultural Studies Cultural Anthropology Humanities Sociology Archeology Area Studies History Linguistics Philosophy Religion	To teach applied cultural studies courses, such as cultural competency or multicultural awareness, instructor must possess at least a bachelor's degree and professional tested experience equivalent to 6,000 hours.
COM	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Communications English Journalism Linguistics Literature Speech Theater	
CRJ	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Criminal Justice Law (JD) Psychology Social Work Sociology	

Course Prefix	Minimum Teaching Requirements	Qualifying Graduate Fields/Majors (Bolded & Listed First) or Content-Specific Courses within Other Majors Listed	Alternative Qualifications for Specific Types of Courses
DAN	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Dance Drama Fine Arts Humanities Theater Production	To teach applied courses, such as modern dance or ballet, instructor must possess at least a bachelor's degree and a combination of formal dance training and professional tested experience equivalent to 6,000 hours.
DRA	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Drama Theater Production Fine Arts Film Studies <i>No more than 6 GSH from a combination of:</i> Communications Humanities	To teach applied courses, such as acting or play production, instructor must possess at least a bachelor's degree and a combination of formal acting training and professional tested experience equivalent to 6,000 hours.
ECN	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Economics Econometrics Business Business Administration Finance	
EDU	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Education Early Childhood Education Educational Psychology Psychology	
EGR	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Engineering (all types) Mathematics Nanoscience Physics	
ENG	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	English Communications MFA (English) Creative Writing Journalism Literature Speech Technical Writing English Education	

Course Prefix	Minimum Teaching Requirements	Qualifying Graduate Fields/Majors (Bolded & Listed First) or Content-Specific Courses within Other Majors Listed	Alternative Qualifications for Specific Types of Courses
ENV*	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of qualifying fields that provide a foundation in the specific subject matter taught (a minimum of 6 credits must be from the appropriate sub-discipline field).	Environmental Science Earth Science Natural Science Physical Science Agriculture Agronomy and Soil Science Biochemistry Biological Anthropology Biology Chemical Engineering Chemistry Ecology Geography Horticulture Natural Resources Science Education Sustainability	
FIN	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Finance Accounting Business Administration Economics Management	
FLA	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Arabic Cultural Studies (Focus on Arabic culture) Intercultural Communications Linguistics	An instructor with a master's degree containing less than 18 GSH in the qualifying fields must be a native/bilingual speaker of Arabic and have foreign language teaching (oral and written) experience.
FLC	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Chinese Cultural Studies (Focus on Chinese culture) Intercultural Communications Linguistics	An instructor with a master's degree containing less than 18 GSH in the qualifying fields must be a native/bilingual speaker of Chinese and have foreign language teaching (oral and written) experience.
FLF	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	French Cultural Studies (Focus on French culture) Intercultural Communications Linguistics	An instructor with a master's degree containing less than 18 GSH in the qualifying fields must be a native/bilingual speaker of French and have foreign language teaching (oral and written) experience.
FLG	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	German Cultural Studies (Focus on German culture) Intercultural Communications Linguistics	An instructor with a master's degree containing less than 18 GSH in the qualifying fields must be a native/bilingual speaker of German and have foreign language teaching (oral and written) experience.

Course Prefix	Minimum Teaching Requirements	Qualifying Graduate Fields/Majors (Bolded & Listed First) or Content-Specific Courses within Other Majors Listed	Alternative Qualifications for Specific Types of Courses
FLK	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Greek Cultural Studies (Focus on Greek culture) Intercultural Communications Linguistics	An instructor with a master's degree containing less than 18 GSH in the qualifying fields must be a native/bilingual speaker of Greek and have foreign language teaching (oral and written) experience.
FLW	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Hebrew Cultural Studies (Focus on Hebrew culture) Intercultural Communications Linguistics	An instructor with a master's degree containing less than 18 GSH in the qualifying fields must be a native/bilingual speaker of Hebrew and have foreign language teaching (oral and written) experience.
FLH	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Hindi Cultural Studies (Focus on Hindi culture) Intercultural Communications Linguistics	An instructor with a master's degree containing less than 18 GSH in the qualifying fields must be a native/bilingual speaker of Hindi and have foreign language teaching (oral and written) experience.
FLI	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Italian Cultural Studies (Focus on Italian culture) Intercultural Communications Linguistics	An instructor with a master's degree containing less than 18 GSH in the qualifying fields must be a native/bilingual speaker of Italian and have foreign language teaching (oral and written) experience.
FLJ	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Japanese Cultural Studies (Focus on Japanese culture) Intercultural Communications Linguistics	An instructor with a master's degree containing less than 18 GSH in the qualifying fields must be a native/bilingual speaker of Japanese and have foreign language teaching (oral and written) experience.
FLL	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Latin Cultural Studies (Focus on Latin culture) Intercultural Communications Linguistics	An instructor with a master's degree containing less than 18 GSH in the qualifying fields must be a native/bilingual speaker of Latin and have foreign language teaching (oral and written) experience.
FLP	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Polynesian Cultural Studies (Focus on Polynesian culture) Intercultural Communications Linguistics	An instructor with a master's degree containing less than 18 GSH in the qualifying fields must be a native/bilingual speaker of Polynesian and have foreign language teaching (oral and written) experience.

Course Prefix	Minimum Teaching Requirements	Qualifying Graduate Fields/Majors (Bolded & Listed First) or Content-Specific Courses within Other Majors Listed	Alternative Qualifications for Specific Types of Courses
FLR	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Russian Cultural Studies (Focus on Russian culture) Intercultural Communications Linguistics	An instructor with a master's degree containing less than 18 GSH in the qualifying fields must be a native/bilingual speaker of Russian and have foreign language teaching (oral and written) experience.
FLS	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Spanish Cultural Studies (Focus on Spanish culture) Intercultural Communications Linguistics	An instructor with a master's degree containing less than 18 GSH in the qualifying fields must be a native/bilingual speaker of Spanish and have foreign language teaching (oral and written) experience.
GEO*	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of qualifying fields that provide a foundation in the specific subject matter taught (a minimum of 6 credits must be from the appropriate sub-discipline field).	Geography Anthropology Earth Science Environmental Science Geographic Information Science History	
GLS	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Global Studies International Studies Anthropology Cultural Studies World History	
HIS	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	History (related to type of history taught) Cultural Studies Global Studies Humanities Political Science	
HON*	Master's degree in the course content related field or any master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from the appropriate sub-discipline field).	*Follow Qualifying Fields/Majors in relevant Academic Credentialing Chart discipline(s) based on the content of the HON course.	

Course Prefix	Minimum Teaching Requirements	Qualifying Graduate Fields/Majors (Bolded & Listed First) or Content-Specific Courses within Other Majors Listed	Alternative Qualifications for Specific Types of Courses
HUM*	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of qualifying fields that provide a foundation in the specific subject matter taught (a minimum of 6 credits must be from the appropriate sub-discipline field).	Humanities Classics Humanities and Fine Arts Anthropology Art Cultural Studies History Literature Philosophy Religion Linguistics Fine Arts	
JOU	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Journalism Communications English Photo-Journalism Digital Mass Media Photography Technical Writing Video/Film	To teach applied journalism courses, such as a publication course, instructor must possess at least a bachelor's degree and professional tested experience equivalent to 6,000 hours.
LIT	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Literature English Creative Writing Fine Arts	
MAT	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Mathematics Statistics Math Education Econometrics Economics Engineering Physics	
MGT	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Management Administration (all types) Business Administration Leadership Accounting Economics Entrepreneurship Finance Marketing	
MKT	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Marketing Advertising Public Relations Business Administration Accounting Economics Entrepreneurship Finance Management	

Course Prefix	Minimum Teaching Requirements	Qualifying Graduate Fields/Majors (Bolded & Listed First) or Content-Specific Courses within Other Majors Listed	Alternative Qualifications for Specific Types of Courses
MMS	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Mass Media Media Studies Digital Media Journalism Television Production Communications Marketing Public Relations	To teach applied mass media courses, such as production or broadcasting course, instructor must possess at least a bachelor's degree and professional tested experience equivalent to 6,000 hours.
MUA	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Music Fina Arts Music Performance Music Education Cultural Studies	To teach applied music courses, such as vocal or instrument lessons, instructor must possess at least a bachelor's degree and formal training or professional tested experience equivalent to 6,000 hours.
MUS	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Music Fine Arts Music Education Music Performance Cultural Studies	To teach applied music courses, such as vocal or instrument lessons, instructor must possess at least a bachelor's degree and formal training or professional tested experience equivalent to 6,000 hours.
PEA	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Physical Education Exercise Science Health Kinesiology Recreation Athletic Trainer Coaching <i>No more than 6 GSH from a combination of:</i> Sports Science Sports Management	To teach applied physical education courses, instructor must possess at least a bachelor's degree and professional tested experience equivalent to 6,000 hours.
PEC	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Physical Education Coaching Exercise Science Health Kinesiology Recreation Athletic Trainer <i>No more than 6 GSH from a combination of:</i> Sports Science Sports Management	To teach applied physical education courses, instructor must possess at least a bachelor's degree and professional tested experience equivalent to 6,000 hours.
PEH	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Physical Education Athletic Trainer Exercise Science Health Kinesiology Recreation <i>No more than 6 GSH from a combination of:</i> Sports Science Sports Management	To teach applied physical education courses, instructor must possess at least a bachelor's degree and professional tested experience equivalent to 6,000 hours.

Course Prefix	Minimum Teaching Requirements	Qualifying Graduate Fields/Majors (Bolded & Listed First) or Content-Specific Courses within Other Majors Listed	Alternative Qualifications for Specific Types of Courses
PEV	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Physical Education Athletic Trainer Coaching Exercise Science Health Kinesiology Recreation <i>No more than 6 GSH from a combination of:</i> Sports Science Sports Management	To teach applied physical education courses, instructor must possess at least a bachelor's degree and professional tested experience equivalent to 6,000 hours.
PHI*	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of qualifying fields that provide a foundation in the specific subject matter taught (a minimum of 6 credits must be from the appropriate sub-discipline field).	Philosophy Aesthetics Studies Educational Philosophy Ethics Theology* World Religion* *Non-denominational <i>No more than 6 GSH from a combination of:</i> Humanities Epistemology Law	
PHS*	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of qualifying fields that provide a foundation in the specific subject matter taught (a minimum of 6 credits must be from the appropriate sub-discipline field).	Physical Science Natural Science Agronomy & Soil Science Astronomy Biology Chemical Engineering Chemistry Earth Science Ecology Engineering Geology Life Science Meteorology Science Education Physics	
PHY	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Physics Engineering Mathematics Science Education	
POL	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Political Science History Law (JD) Public Policy Public Administration Sociology Social Science	

Course Prefix	Minimum Teaching Requirements	Qualifying Graduate Fields/Majors (Bolded & Listed First) or Content-Specific Courses within Other Majors Listed	Alternative Qualifications for Specific Types of Courses
PSY	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Psychology (all types) Counseling Behavioral Studies Human Development Human Services Psychiatry Studies in Human Behavior Psychology Education	
REL	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Religion Theology Cultural Studies Humanities Philosophy	
SCI*	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of qualifying fields that provide a foundation in the specific subject matter taught (a minimum of 6 credits must be from the appropriate sub-discipline field).	Life Science Natural Science Physical Science Agronomy & Soil Science Astronomy Biology Chemical Engineering Chemistry Earth Science Ecology Engineering Geology Meteorology Science Education Physics	
SDV	Any master's degree.		
SOC	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Sociology Anthropology Cultural Studies Criminology Gerontology Public Policy Social Work	
SPC	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Speech Communications English Drama/Theater Homiletics Linguistics Mass Media Speech Pathology Rhetoric	English may be treated as a bolded field for SPC111/112 Public Speaking.

Course Prefix	Minimum Teaching Requirements	Qualifying Graduate Fields/Majors (Bolded & Listed First) or Content-Specific Courses within Other Majors Listed	Alternative Qualifications for Specific Types of Courses
WBL	<p>For general work-based learning, non-discipline-related courses (non-CTE): Any master's degree.</p> <p>For discipline-specific courses (non-CTE): A master's degree in the course content related field or any master's degree with at least 18 GSH in the combination of qualifying fields that provide a foundation in the specific subject matter being taught.</p>	*Follow Qualifying Fields/Majors in relevant Academic Credentialing Chart discipline(s) based on the content of the WBL course.	
WST	Master's degree in a bolded field or master's degree with at least 18 GSH in a combination of the qualifying fields that provide a foundation in the specific subject matter being taught (a minimum of 6 credits must be from a bolded field).	Women's Studies Cultural Studies Gender Studies Multicultural Studies Anthropology History Literature Sociology	

Summary

The information in this guide provides an overview of faculty qualifications, related regional and state accreditation criteria, and general information about Iowa's community colleges to assist those involved in the review of faculty qualifications at community colleges for the purposes of state accreditation. In addition, this guide provides guidance to Iowa's community college administrators, staff and faculty as they review faculty qualifications to teach in specific discipline areas.

The Academic Credential Chart was developed with the input of numerous academic and human resources administrators, along with faculty members from various disciplines. It was also reviewed by the statewide academic working groups, including the Faculty Advisory Committee as well as the Chief Academic Affairs Officers (CAOs). That being said, it is considered a dynamic document and will be formally reviewed by the Community College Faculty Standards Task Force annually (2nd Friday in January). Comments and suggestions can be provided via Department [form](#).

A list of Department of Education contacts is provided below should you have any questions after reviewing this guide.

Department of Education Contacts

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Resources

Faculty Review Form

The following is an example of a Faculty Qualifications Review Documentation Form that may be printed and used to assist in documentation of the faculty qualification review.

FACULTY QUALIFICATIONS REVIEW DOCUMENTATION

In Accordance with Iowa Code and HLC Policy CRRT.B.10.020 Assumed Practices (Section B.2)

TYPE OF FACULTY QUALIFICATION REVIEW (check one):

☐ Audit of Existing Employee

☐ New Employee (Anticipated Employment Date Listed Below)

Instructor's Name		Employment Date	Employment Status			Area of Instruction		Instructional Discipline #1	Instructional Discipline #2
Last	First	Mo/Day/Year xx/xx/xxxx	FT	PT	CE	LAS	CTE		

INITIAL REVIEW – Attach copies of application, copy of college transcripts with qualifying courses highlighted and other supporting documents. Place these items in a specific place in the employee's personnel file.

Reviewer: _____ Title: _____ Dept./Div: _____

Items Reviewed (Check/fill in all that apply):

☐ Employment Application > ☐ Recent/Relevant Employment = _____ year = _____ hours

(NOTE: One Full-time year = 2,000 hrs)

☐ Undergraduate Transcripts > Degree(s): _____ Major/Fields: _____

☐ Graduate Transcripts > Master's Degree(s): _____ Major(s): _____

Highest Degree (if not above): _____ Major: _____

If graduate degree is NOT in instructional field, number of Graduate Semester Hours in field =

☐ Professional Licensure > Type: _____ Current? ☐ Yes ☐ No

☐ Third-Party Credential or Special Training > Type: _____ Current? ☐ Yes ☐ No

Meets Minimum FQ (check one): ☐ Yes ☐ No ☐ Unsure/Needs Further Review

Reviewer Signature: _____ Date: _____

FURTHER REVIEW (Preferably not the same person as the initial reviewer)

Reviewer: _____ Title: _____ Dept./Div: _____

Items Reviewed (Check all that apply): ☐ Employment History ☐ Undergraduate Transcripts(s) ☐ Graduate Transcript(s)

☐ Professional Licensure ☐ Third-Party Credentials ☐ Special Training ☐ College Catalog ☐ Course Syllabi

☐ Discipline-Related Professional Development > Type/Relevance: _____

☐ Work/Life Experience > Type/Relevance: _____

Additional Graduate Courses Reviewed: *Beyond those already deemed acceptable.*

Course Number	Course Title	Use for FQ? Yes or No	If "Yes" # of GSH	Rationale for Determination

Meets Minimum FQ (check one): ☐ Yes ☐ No ☐ Requires Action Plan ☐ Unsure/Needs Further Review
Rationale/Concern: _____

Reviewer Signature: _____ Date: _____

CHIEF ACADEMIC OFFICER REVIEW

Determination: ☐ Meets minimum FQ ☐ Requires Action Plan ☐ Does not meet minimum FQ

Rationale/Comment: _____

CAO Signature: _____ Date: _____

