

**Central Ohio Technical College  
Faculty Credential Status Verification Form**

Name: \_\_\_\_\_

**Section B (To Be Completed by Academic Dean/ Director)**

**Credential Status (Check Appropriate Category)**

Faculty eligible to teach in undergraduate programs; holds a degree of at least one level above that of the program in which they are teaching or as specified by the program area approval, accrediting or licensing body.

Faculty eligible to teach general education courses, or other courses that transfer (TAG or OTM courses), holds a master's degree or higher in the discipline or subfield. Or, alternatively, holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching and has completed a minimum of 18 graduate credit hours in the discipline or subfield in which they are qualified to teach.

Faculty is alternatively qualified by means of competency, effectiveness and capacity. Explain the manner in which competency, effectiveness and capacity fulfills or contributes to the fulfillment of the appropriate standard; and attach all documentation verifying competency, effectiveness, and capacity as specified above.

Qualified to teach in the following discipline(s) and/or course(s):

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Additional Comments:

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\_\_\_\_\_  
Academic Dean/ Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
Provost

\_\_\_\_\_  
Date

Faculty teaching in higher education should have completed a significant program of study in the discipline they will teach and/or for which they will develop curricula, with substantial course-work at least one level above that of the course being taught or developed. Further, it is assumed that successful completion of a coherent degree better prepares a person than an unstructured collection of credit courses. The College considers undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, continuous documented excellence in teaching, or other demonstrated measurable competencies and achievements that contribute to effective teaching and student learning outcomes. Central Ohio Technical College follows both the Higher Learning Commission and the Ohio Board of Regents guidelines when evaluating the qualifications of prospective faculty.

The **Higher Learning Commission** mandates the following for Faculty Roles and Qualifications and Quality Assurance Expectations in Determining Qualified Faculty

### Criterion 3, B.2. Faculty Roles and Qualifications

a. Instructors possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process...The Commission expects that "Determination by Credentials" will be the primary mechanism used by institutions to ascertain faculty qualifications.

#### Determination of Credentials

Faculty credentials generally refer to the degrees faculty have earned that provide foundation for knowing what students should learn in a specific discipline or field....Faculty teaching in undergraduate programs should hold a degree at least one level above that of the program in which they are teaching. Those teaching general education courses, or other courses that transfer, typically 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.

#### Determination by Factors Other Than Credentials

Qualified faculty are identified primarily by credentials, but other factors may be considered in addition to the degrees earned. Institutions may use "Tested Experience" as a basis for determining qualified faculty. For example: A faculty member who teaches courses in a pre-associate technology program may not possess a graduate degree but might have the industry certification and years of experience working in the field.

The **Ohio Board of Regents** outlines in the "Guidelines and Procedures for Academic Program Review" manual the following requirements for faculty credentials:

### Chapter 4 - Requirements, Section h. – Faculty Credentials

The following expectations apply to all full-time and part-time instructors including graduate teaching assistants and high school teachers who serve as adjunct faculty members for dual enrollment courses.

#### 1) For general education courses

- Faculty members teaching general education courses must hold a master's degree in the discipline or a master's degree and a cohesive set of at least 18 semester credit hours of graduate coursework relevant to the discipline. (a "Cohesive set" of courses is a program of study that includes disciplinary content comparable to that which would be obtained in a master's degree in the discipline. The program of study should be planned in collaboration with experts in the discipline and preferably completed at a single institution).
- 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 while enrolled in a program to meet credentialing requirements. Examples of such individuals include graduate teaching assistants (GTA's), adjunct faculty members and dual enrollment faculty members.

#### 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 bachelor's degree if teaching in an associate degree program
  - At least a master's degree if teaching in a bachelor's degree program
  - At 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 (GTA's) or adjunct faculty members who are working toward meeting the faculty credentialing requirements.
- Faculty members teaching technically- or practice-oriented courses must have practical experience in the field and hold current licenses and/or certifications, as applicable.
- 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.

**3) The following expectations apply to all faculty members:**

- Faculty members must hold a degree from a regionally or nationally accredited institution recognized by the U.S. Department of Education or the Council for Higher Education Accreditation or equivalent as verified by a member of the National Association of Credential Evaluation Services.
- Where professional accreditation or licensing standards for faculty differ from the Chancellor's standards, faculty members are expected to meet the higher standards.
- Faculty members must show evidence of continuing professional development in the discipline.
- Faculty members who teach online courses must be prepared for teaching in an online environment.
- Faculty members within a program should have received their degrees from a variety of institutions. Faculty members who received their degrees from a single institution should not constitute the majority of the program's faculty.

**4) The following expectations apply to faculty members teaching developmental education courses**

- Faculty must possess one of the following:
  - either a bachelor's or master's degree in Education, with an emphasis on teaching mathematics or reading or composition
  - a bachelor's or master's degree and experience teaching literacy or numeracy to adolescents or adults

**5) 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 make a record of the justification of those exceptions. Documentation that could be used to support expectations 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:

- A faculty member who has extraordinary practical or tested experience in a field that has been validated through publication and/or public recognition (such as in creative writing, painting, music, foreign language, or other areas of performance)
- instances where a degree one level above the degree that students are seeking is not widely available (e.g., for instructors of certain technically-, professionally-, or occupationally-related courses), the Chief Academic Officer, in collaboration with the faculty, determines appropriate qualifications and applies them consistently
- Faculty members who possess the appropriate credential in their discipline but who teach in related disciplines; for example, engineering faculty members teaching math or business faculty teaching economics
- 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

**6) 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

The **Ohio Board of Regents** Transfer Assurance Guide (TAG), Ohio Transfer Module (OTM) and Career Technical Credit Transfer (C-TAG) courses may list specific requirements for faculty credentials by individual TAG, OTM or C-TAG definition. Links to specific course requirements may be found on the OBR web site at <https://www.ohiohighered.org/transfer>.