



Faculty Credentialing Manual

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Table of Contents

Table of Contents	2
Introduction	3
Relevant Institutional Accreditation Guidelines	3
EFSC Credentialing Guidelines by Credit Type	4
Establishing and Verifying Faculty Credentials.....	5
EFSC Systems Used to Record Faculty Credentials	5
Credentialing Recommendations for New Courses or Updated Courses	5
Guidance for Faculty Recommending Relevant Degree Disciplines and Coursework	6
Considerations for Determining Appropriate Qualifications	6
Example Credentialing Recommendations	7
Course Credential Examples	8
Review and Revision of Credentialing Requirements	11
Process for Credentialing a Faculty Member	11
Accessing Adjunct Employment Applications – Faculty Supervisors	12
Credentialing Packet	12
Credentialing Application	13
Determining Credentialing Requirements	13
Transcripts.....	13
Certifications, Licensures, and Third-Party Letters of Experience.....	15
Credentialing Process Flow.....	15
New Faculty Course Credentialing Steps	15
Updating Credentials of Current Faculty	16
Credentialing File.....	16
Alternative Credentialing.....	16
Example Letter for Alternative Credentialing Purposes.....	19
Faculty Roster Review	20
Periodic Credentialing Review	21
Course Credential Verification System for Disciplines and Courses	22

Introduction

The Faculty Credentialing Manual is intended to guide faculty, their supervisors, and relevant personnel through the process of credentialing faculty members at Eastern Florida State College (EFSC). EFSC is obligated to justify and document the qualifications of both full-time and part-time faculty members to meet institutional accreditation standards. Additional requirements set by programmatic accreditors are also considered when determining faculty qualifications. In addition to an overview of the process, this manual includes minimum credentials needed by credit or course type. The manual is augmented by the Course Credentialing Verification System (CCVS) which describes specific credentials needed to teach every course offered at EFSC and the Faculty Credential Verification System (FCVS) which is used to record qualified faculty for each course. The CCVS and the FCVS are internally developed systems found on the EFSC Employee Applications menu in MyEFSC.

Faculty play a central role in establishing instructor qualifications because they possess the disciplinary expertise necessary to evaluate course content, learning outcomes, and current expectations within their fields. As content experts, faculty are responsible for identifying the academic preparation, subject matter expertise, and professional competencies necessary to ensure that instructors are qualified to teach specific courses and support student learning.

Relevant Institutional Accreditation Guidelines

In reviewing relevant Institutional Accreditation standards, this manual has been informed by EFSC's historical accreditor, the Southern Association of Colleges and Schools, Commission on Colleges, and the accreditor with which we are seeking institutional accreditation, the Higher Learning Commission.

The **Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC)** requires accredited institutions to have a procedure to ensure faculty are appropriately qualified to teach the courses that they are assigned. SACSCOC Standard 6.2.a. reads: "For each of its educational programs, the institution justifies and documents the qualifications of its faculty members." The SACSCOC 2024 Resource Manual elaborates on this standard:

Qualified, effective faculty members are essential to carry out the mission of the institution and to ensure the quality and integrity of its academic programs. The emphasis is on overall qualifications of a faculty member, rather than simply academic credentials. While academic credentials in most cases may well be the standard qualification for faculty members, other types of qualifications may prove to be appropriate. Examples could include appropriately related work experiences in the field, professional licensure and certifications related to the teaching assignment, honors and awards, continuing professional development, relevant peer-reviewed publications, and/or continuous documented excellence in teaching. These types of qualifications are especially important in professional, technical, and technology-dependent fields.

It is the institution's obligation to justify and document the qualifications of its faculty. Determining the acceptability of faculty qualifications requires judicious use of professional judgment, especially when persons do not hold degrees in the teaching discipline or are qualified based on criteria other than their academic credentials. Similarly, persons holding a degree at the same or lower level than the level at which the course is taught require additional qualifications and the application of professional judgment. Additional justification is needed for these cases as compared to cases

where the academic credentials are a 'perfect match' for the teaching assignments.

Appropriate qualifications may also differ depending on whether a course is generally transferable to other institutions; qualifications for teaching nontransferable technical courses depend heavily on professional experience and appropriate certifications or work experience. (pp. 45-46)

SACSCOC provides additional guidance through its [Interpretation of 6.2a \(Faculty Qualifications\)](#).

The **Higher Learning Commission (HLC)** requires institutions to establish and maintain reasonable policies and procedures to determine faculty are qualified (Assumed Practice B.2.a). HLC maintains the related policy, "[Institutional Policies and Procedures for Determining Faculty Qualifications Guidelines](#)" to further explain requirements. As described in the guidance, institutions can utilize achievement of academic credentials, progress towards credentials, equivalent experience, or other factors. The policies and procedures are developed by the institution, aligned with common understanding set forth in HLC guidelines, and are codified, transparent, consistently implemented, and regularly reviewed. The HLC guidelines further explain that:

Achievement of academic credentials means that an instructor possesses 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. In terminal degree programs, an instructor possesses the same level of degree. In the context of general education courses, or other non-occupational courses, achievement of academic credentials typically means that an instructor holds a master's degree or higher (pg. 3).

EFSC Credentialing Guidelines by Credit Type

EFSC employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of the faculty, EFSC gives primary consideration to the highest earned degree in the discipline from an institution or program accredited by an agency recognized by the US Department of Education. EFSC also considers graduate credit earned in related disciplines, work experience in related fields, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competence and achievement that contribute to effective teaching and student learning outcomes.

Faculty supervisors (Collegewide Chairs or Deans) are responsible for justifying and documenting the qualifications of EFSC faculty. This process is supported by Program and Discipline Managers who work with faculty to document qualifications. For cases in which qualifications are not clear, the Chief Academic Officer (CAO), in consultation with the AVP of Academic Affairs and the appropriate supervisor, will make the final ruling on qualifications. Programmatic accreditation requirements should be considered in addition to the minimum qualifications outlined below when making recommendations for specific courses. Faculty and administration work collaboratively to make recommendations for courses, when reviewing faculty credentials, and to ensure compliance with accreditation requirements.

The following standards are used to credential qualified faculty:

1. **Transferable College Credit Courses:** A doctorate or a master's degree in the teaching discipline or a master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours) from an institution accredited by an agency approved by the U.S. Department of Education.

2. **AS Degree College Credit Courses Transferable:** A doctorate or a master's degree in the teaching discipline or a master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours) from an institution accredited by an agency approved by the U.S. Department of Education. Some alternate credentialing may be allowed.
3. **Non-Degree Diploma or Certificate Courses:** Some college credit from an institution accredited by an agency approved by the U.S. Department of Education or specialized training with an emphasis on competence gained through work experience.
4. **Educator Preparation Institute Courses – Non-Transferable:** A doctorate or a master's degree in the teaching discipline from an institution accredited by an agency approved by the U.S. Department of Education and documented K-12 teaching experience.
5. **Developmental Courses:** A baccalaureate degree from an institution accredited by an agency approved by the U.S. Department of Education or in the teaching field or in a related discipline.

Establishing and Verifying Faculty Credentials

EFSC Systems Used to Record Faculty Credentials

Course Credential Verification System (CCVS): The CCVS includes Credentialing Requirements for each course.

Faculty Credentialing Verification System (FCVS): The FCVS includes an HR-recorded list of courses an instructor is credentialed to teach.

Credentialing Recommendations for New Courses or Updated Courses

When faculty within academic disciplines or programs propose a new course or modify an existing course, credentialing information on the Course Inventory Management (CIM) Course Plan Template (CPT) must be included. While developing or revising course content, faculty make recommendations for appropriate qualifications based on the course type, level, content, and typical credentials required as outlined in this manual. Faculty should identify specific degree disciplines, credentials, and/or graduate coursework appropriate to the new or updated course. Minimum recommendations need to adhere to guidance within this manual.

Course content and recommended faculty credentials are also reviewed by faculty on the Curriculum Review Committee (CRC) and the Academic Council (AC). Per accreditation guidelines, recommended credentials should be established through reasonable policies and procedures established by the institution and based on academic credentials and equivalent experience. If concerns regarding the credentials remain after consideration from the CRC and/or AC, faculty updating the course plan may be asked to provide additional context or consider adjusting their recommendations. Within CIM, finalized course plans with credentialing recommendations are forwarded to the AVP of Academic Affairs for review and approval. This approval may also be completed by the CAO.

When all approvals are received, including the assignment of a course number from the Florida Department of Education if needed, minimum instructor qualifications are entered in the CCVS. The new course is listed on faculty profile(s) within the FCVS after proceeding through the credentialing process for

the new course.

If revisions to an existing course include changes to credentialing requirements, qualifications of faculty previously credentialed may need to be reviewed to ensure they meet the new credentialing requirements.

Guidance for Faculty Recommending Relevant Degree Disciplines and Coursework

When developing a new course or revising an existing course, faculty qualified to teach the course or possessing appropriate disciplinary expertise in the subject area shall propose credentialing requirements appropriate to the course content, level, and intended student learning outcomes. These requirements shall be documented in the Faculty Credentialing Information section of the CPT and entered in the CCVS following approval through the established curriculum review process.

Faculty credentialing requirements should identify:

- Relevant degree disciplines;
- Required graduate coursework, when applicable;
- Applicable certifications, licensures, or professional qualifications;
- Advisory notes or limitations relevant to the course (such as work experience, specific coursework, etc.);
- If necessary, a brief explanation of why the identified qualifications are appropriate for the course.

Proposed credentialing requirements shall then be reviewed by the appropriate academic discipline group or department through the established faculty curriculum review process to ensure consistency, reasonableness, and alignment across related courses and programs. Such review includes consideration by the CRC and AC as part of their roles in curriculum oversight and the maintenance of academic standards.

Considerations for Determining Appropriate Qualifications

Credentialing requirements should be guided by the principle that faculty assigned to teach a course possess sufficient academic preparation and content expertise to effectively support student learning and achievement of course outcomes.

When establishing qualifications, faculty should consider factors including, but not limited to:

Course Content and Learning Outcomes

- The knowledge, skills, and competencies students are expected to achieve.
- The breadth and depth of disciplinary content addressed in the course.
- The level of theoretical, analytical, laboratory, technical, creative, clinical, or applied knowledge required.
- The complexity of concepts that students are expected to master.

Alignment with Academic Disciplines

- Whether the course content aligns clearly with a specific academic discipline.
- Whether multiple disciplines reasonably provide preparation for teaching the course.

- Whether interdisciplinary, emerging, or evolving fields should be recognized as appropriate preparation.
- The extent to which a degree program provides substantive preparation in the course content area.

Degree Relevance and Graduate Coursework

- The relationship between the faculty's degree coursework and the course competencies being taught.
- Whether graduate coursework in related disciplines provides sufficient preparation.
- Current disciplinary norms and expectations regarding academic preparation.
- Changes in degree structures, disciplinary boundaries, and professional preparation over time.

Student Population and Program Context

- Whether the course fulfills general education requirements, transfer requirements, workforce education requirements, or specialized program outcomes.
- Expectations of transfer institutions, employers, licensing bodies, and programmatic accreditors.
- The level of course (program) instruction and academic rigor expected of enrolled students.

Professional Practice and Industry Expectations

- Current professional standards within the discipline.
- Relevant certifications, licensures, specialized training, or professional experience.
- Emerging knowledge, technologies, or practices that influence preparation for teaching the course.

Institutional Considerations

- The ability to recruit and retain qualified faculty.
- Current and anticipated instructional needs of the discipline or program.
- Workforce trends and changes affecting the discipline.

While institutional considerations may inform discussions regarding credentialing requirements, the primary consideration shall remain whether the proposed qualifications reasonably ensure sufficient expertise to teach the course and support achievement of the stated learning outcomes.

Example Credentialing Recommendations

For transferable courses applicable to baccalaureate programs, faculty credentialing requirements should generally align with the institutional standard of:

- An earned master's degree with a minimum of eighteen (18) graduate semester credit hours in the teaching discipline(s).

For lower division college credit courses that are designed to connect students to the workforce more directly, faculty credentialing requirements should align with the institutional standard of:

- An earned degree at least one level above the level at which they teach or as established through programmatic accreditation standards.

For lower division clock-hour courses, faculty credentialing requirements should align with the institutional standard of:

- Academic credentials at or above the same level of the program and achievement of relevant licensure, certification, and/or work experience.

Faculty may recommend specific degree disciplines, concentrations, graduate coursework requirements, certifications, or other qualifications when warranted by course content, disciplinary expectations, or programmatic accreditation requirements.

Course Credential Examples

BSCC 1010 General Biology 1 Example

Faculty Credential Option	1- Transferable College Credit
CVS Advisory Notes <i>Copy and paste the applicable faculty credentialing option information from the CCVS application. To review faculty credentialing for existing courses see:</i> http://webapps.easternflorida.edu/credentials/	Doctorate or Master's degree in the teaching discipline or Master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours) Course Work: Biology, Botany, Zoology, or related natural science Course Notes: <i>Degrees in Anatomy & Physiology, Entomology, Microbiology, Marine Biology, Botany, and Zoology are Biological degrees. Medical Doctorates, including Doctor of Chiropractic and Osteopathy, generally qualify applicants to teach Anatomy and Physiology. However, without graduate courses in other Biological subjects including Zoology and Botany, applicants do not qualify to teach transferable Biology courses.</i>

Rationale: Course outcomes focus on foundational biological concepts, cellular processes, genetics, evolution, systematics, phylogeny, taxonomy, and comparative anatomy, ecology, lab techniques, and scientific inquiry. These qualifications ensure adequate preparation in the core principles of biological science.

Humanities Courses Example

Faculty Credential Option	1- Transferable College Credit
HUM 1020, 2230, and 2249 <i>Copy and paste the applicable faculty credentialing option information from the CCVS application. To review faculty credentialing for existing courses see: http://webapps.easternflorida.edu/credentials/</i>	Doctorate or Master's degree in the teaching discipline or Master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours) Master's in Humanities OR Masters with 18 graduate semester hours in a combination of at least 2 of the following: Art or Art History, Music or Music History, Humanities, Theatre Arts, History, Literature, Philosophy, Religion or Theology Discipline Notes: <i>Fine and performing arts courses merit special attention. According to the 1965 National Foundation on the Arts and the Humanities Act, the term "humanities" includes history, criticism and theory of the arts. SACS committees have NOT accepted studio art and music performance courses as appropriate for application to the 18 gsh in humanities.</i>

Rationale: Course outcomes require broad interdisciplinary understanding of human culture, artistic expression, intellectual traditions, and critical analysis across multiple humanities disciplines.

EMS 1431 Emergency Medical Technician Clinical Experience Example

Faculty Credential Option	2- AS Degree College Credit Course — Transferable
	Doctorate or Master's degree in the teaching discipline or Master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours). Some Alternative Credentialing may be allowed. Course Work: Emergency Medical Services or Nursing with Emergency Services experience, or Licensed Physician and Adjuncts need EMS Level A certification FT Faculty needs both EMS Level A and Level B certification Discipline Notes: <i>The following requirements have been defined by the Florida Department of Education, Florida Department of Transportation and/or the Commission on Accreditation of Emergency Medical Science Programs:</i> • Associate degree minimum • Current Basic Life Support Provider (CPR/AED) certification • Current Paramedic, Nursing, or Physician license Alternative Credentialing: Associate degree and certification as Paramedic or licensed Registered Nurse, three years' work experience in the field, and current Healthcare Provider (CPR/AED) certification.

Review and Revision of Credentialing Requirements

Faculty credentialing requirements shall be reviewed whenever:

- A new course is proposed;
- A course undergoes substantial revision;
- A course undergoes scheduled curriculum review;
- Programmatic accreditation requirements change; or
- The discipline determines that credentialing requirements should be reconsidered outside of a course update.

As part of the curriculum review process, faculty shall evaluate whether existing credentialing requirements remain appropriate for the proposed course content and learning outcomes. Consideration of faculty credentialing requirements should be included as part of the review and approval process for course updates and revisions.

Outside of the curriculum review process, faculty may choose to rewrite credentialing requirements to ensure the criteria remain appropriate for the proposed course content and learning outcomes. In the case of credentialing updates without additional course revision, the suggested changes in credentialing and a documented discipline faculty vote will be submitted to CIM and shall be routed directly to the CRC Chair and onward to the AC Chair and Administration for expedited approval.

Academic administrators may also recommend credentialing updates when documented concerns suggest reconsideration is warranted, including persistent recruitment challenges, workforce changes, accreditation requirements, or other institutional needs. Such requests shall be referred to the faculty in the discipline for review and consideration through established curriculum and governance processes. Every reasonable effort should be made to address credentialing questions while faculty are under contract and through established review procedures.

Process for Credentialing a Faculty Member

The following process describes credentialing of faculty applicants. With exception of the required employment application, updating credentials of current faculty follows the same process. When adding new courses to current faculty credentialing, new documentation of qualifications may be needed. See *Updating Credentials of Current Faculty* section below for more information.

Full-time faculty applicants are reviewed by search committees that include faculty from the teaching discipline. Part-time faculty applicants are reviewed by Faculty Supervisors and/or the Academic Dean. Current full- or part-time faculty who may need to update credentials compile the same information for each new course being added to their approved list. To complete the full credentialing process, follow the steps outlined in the *Credentialing Packet* section below.

Review of faculty for credentialing consists of the following:

1. Receipt and review of employment application and resume when available
2. Review of transcripts
3. Notation of courses for which the instructor is to be credentialed



4. Review of CCVS to confirm educational degrees and coursework meet minimum credential requirements
5. Completed credentialing packet.

The following information is required during the employment application process:

1. All applicants complete an on-line EFSC Employment Application
2. Applicants will attach application to the active position
3. Applicants can attach Resume, Unofficial Transcripts, Certifications, etc.
4. Submit application

Accessing Adjunct Employment Applications – Faculty Supervisors

1. Log into the **Personnel and Employment Administration** database using *MyEFSC*
2. Click on Search Part-Time Faculty Positions by Name/Discipline
3. Search by any of the following:
 - Name
 - Position (use drop-down box)
 - Dates
 - Campus of interest
 - Times of interest
 - Days of week
 - Department/Disciplines
4. Submit and review

Important: If an applicant is not qualified to teach in a discipline to which they have applied in the Personnel and Employment Administration system, faculty supervisors should notify Human Resources. HR will update the system, and the applicant will not appear in future queries.

Credentialing Packet

The credentialing packet consists of the following items:

1. Completed Credentialing Application with appropriate approvals
2. Copy of Transcripts (official transcripts on file in HR)
3. Copy of unexpired Certifications/Licenses (if applicable)
4. Verification of documented work experience (examples: mailed letter outlining experience, company/institution-specific email from supervisors, other documentation confirming experience)



5. Alternative Credentialing Letter (if needed)
6. Statement of Justification (if needed)
7. Copies of the CCVS information for each course listed on the Credentialing Application form.

Credentialing Application

The Credentialing Application Form for either credit or non-credit courses (found in [Faculty Related Forms](#) in the Human Resources section of the [Document Center](#)) must be completed and kept current for all teaching faculty. Specific criteria shall be used for assessment of faculty credentials including transcript analysis, professional experience, and any certifications/licensures. The completed form shall be filed in the faculty member's Human Resources personnel folder and consolidated with credential records as they are received by the College. In the event a faculty member's teaching assignment changes to a new academic area or to a course for which the faculty member is not already credentialed, the Credentialing Application Form must be updated to reflect the appropriate credentials for such new course(s). The form requires signatures from the relevant Discipline or Program Manager, faculty supervisor, and academic dean.

Determining Credentialing Requirements

The employee completing the Credentialing Application form must review the CCVS to determine the minimum qualifications for each course listed on the form and ensure the applicant meets the listed standards.

To review an applicant for required qualifications:

1. Review course description and credentialing requirements in Course Credentialing Verification System ([CCVS](#)) for:
 - Type of degree required
 - The area (major) of the degree required
 - Certifications required
 - Third party letter of experience if required
 - Any Advisory Notes
2. Review applicant's transcripts.
 - a. If needed to meet the requirements, reviewers should highlight the courses used to determine the 18+ Graduate Semester Hours (GSH) in the discipline.
3. Review any include certifications, employment verifications, letters, or statements.

Transcripts

Applicants must send transcripts using one of two methods for transcripts to be considered official:

Electronic: Must be sent through a secure delivery option such as *National Student Clearinghouse*, *Credential Solutions* or *Parchment*, directly from the College/University, via email to EFSC



(resources@easternflorida.edu or capmand@easternflorida.edu).

Mail: Mailed directly to EFSC from the college/university. Please have the College/University mail the transcripts to this address:

Eastern Florida State College
Attention: Human Resources
1519 Clearlake Road
Cocoa, FL 32922

Accredited Institutions

For credentialing, EFSC evaluates transcripts for degrees and coursework from schools that are accredited by an agency recognized by the US Department of Education.

Resource: Council for Higher Education Accreditation

To check whether a school or program is accredited by an agency recognized by the US Department of Education, use the **Council for Higher Education Accreditation (CHEA)** [directory of accredited institutions and programs](#).

For help on the CHEA Page, follow this navigation:

1. Open [directory of accredited institutions and programs](#)
2. Click on “Search Institutions”
3. Enter college or university name.
4. Click on the institution name
5. Print the CHEA page
6. Click on the institutional accreditation

Resource: National Association of Credential Evaluations Services for International Degrees

Faculty with international degrees must have their coursework evaluated in terms of U.S. “equivalency.” EFSC requires that all international credential evaluations be conducted by one of the companies affiliated with the [National Association of Credential Evaluation Services \(NACES\)](#) and it must be a “Course by Course” transcript evaluation. Advisory statements on educational equivalence must be provided. Payment for the cost of the review will be the responsibility of the applicant. This will be noted on the faculty roster with the notation of **Foreign Transcript Evaluation**.

Quarter Hours to Semester Hours

When reviewing graduate transcripts that have Quarter Hours, the reviewer must convert the hours into Semester Hours. Here is the formula for converting Quarter Hours to Semester Hours:

1 quarter hour = .67 semester hours

Example: An individual possesses a Master's degree with 15 graduate semester hours in the discipline, and a second transcript from another accredited institution, with 5 graduate quarter hours in the discipline:

5 quarter hours x .67 = 3.35 semester hours

15 semester hours + 3.35 = 18.35 semester hours in the discipline

Certifications, Licensures, and Third-Party Letters of Experience

Certifications, licensures, and professional work experience may be considered when credentialing faculty. Current certifications and licensures should be included with employment application materials and updated as needed by faculty. Supervisors completing credentialing packets should confirm these documents are valid and active.

All third-party letters must:

1. Be on Company Letterhead or from company email address
2. Be mailed or emailed to EFSC.
3. Include Dates of Employment, Job Titles, and verification of experience in the discipline.

Credentialing Process Flow

New Faculty Course Credentialing Steps

1. Applicant completes on-line EFSC Employment Application and attaches to the active position
2. Faculty Supervisor reviews/interviews applicants.
3. Faculty Supervisor completes Credentialing packet and signs.
 - a. Unofficial transcripts may be used for this step although official transcripts are required by HR.
 - b. If faculty is to be credentialed in multiple disciplines, credentialing packets are required for each discipline.
4. Faculty Supervisor submits Credentialing packet to the Next-Level Supervisor.
5. Next-Level Supervisor reviews; if approved, the Next-Level Supervisor will sign and send to Human Resources.
6. Human Resources reviews for qualifications and original paperwork.
7. If verified, HR enters information into Banner and the Faculty Credentialing Verification System (FCVS), then sends out approval email.
8. If anything is missing, HR sends out email, indicating what is needed.
9. HR creates the Personnel and Credentialing files upon final approval.
10. New faculty must be fingerprinted and complete the New Hire packet (adjuncts) or orientation (FT faculty) before being assigned any classes.

Updating Credentials of Current Faculty

1. Faculty provides updated documentation as needed, including official transcripts and/or other documents.
2. Faculty Supervisor or Program/Discipline Manager (PM/DM) completes an updated credentialing packet and signs.
 - a. If faculty is to be credentialed in multiple disciplines, credentialing packets are required for each discipline.
3. Faculty Supervisor submits Credentialing packet to the Next-Level Supervisor, who reviews; if approved, the Academic Dean or Next-Level Supervisor will sign and send to Human Resources.
4. Human Resources reviews qualifications and original paperwork.
5. If verified, HR enters into Banner and the Faculty Credentialing Verification System (FCVS), then sends out approval email.
6. If anything is missing, HR sends out email, indicating what is needed
7. HR updates the Personnel and Credentialing files upon final approval.

Credentialing File

The Credentialing file, located in HR, consists of the following items:

1. A completed and approved Credentialing application
2. Course Descriptions for each course listed for credentialing- **CCVS**
3. Official transcript(s)
4. CHEA pages for each official transcript
5. Copy of unexpired Certifications/Licenses (if applicable)
6. Third-party letter(s) of Experience (if applicable)
7. Alternative Credentialing letter (if applicable)
8. Statement of Justification (if applicable)
9. A completed EFSC on-line Employment Application
10. Resume (if submitted)

Alternative Credentialing

Credentialing requirements should be based on the knowledge, skills, competencies, and preparation necessary for effective instruction and should not be modified solely to accommodate a particular candidate or an immediate staffing need. Those situations would indicate the need for the use of the alternative credentialing pathway instead. Faculty, as disciplinary experts, are responsible for establishing the qualifications necessary to teach specific courses and support the achievement of course outcomes and should be consulted in situations that may necessitate alternative credentialing.

Faculty qualifications may not clearly align with the established EFSC credentialing standards. Faculty not meeting the stated criteria may be considered based on alternative credentialing methods. To credential a candidate who does not clearly meet the established criteria, administration should work with current

PM/DM and/or relevant faculty to justify the appropriate experiences. Faculty within the discipline should have an opportunity to review and provide input within a specified timeframe regarding whether alternative credentialing is appropriate for the candidate.

EFSC reviews credentialing standards through the curriculum review process to ensure that required qualifications stay current, particularly in areas where traditional degrees are not required (such as welding, HVAC, etc.). For some programs, an industry certification, licensure, or work experience in addition to or in lieu of a traditional degree is acceptable. The credentialing requirement recorded in the CCVS to teach those courses should reflect the specific non-traditional requirements of that industry to help eliminate most instances where additional justification of credentialing may be required.

Below are some examples of reasons to consider alternative credentials.

1. The faculty member has extensive professional experience, licensure, and/or certifications which may be presented in lieu of, or in addition to, an academic credential.
2. The faculty member has training in a closely related discipline, and the competencies needed to teach the course objectives were covered in the related discipline.

In cases where alternative credentialing may be required, the faculty supervisor must provide documentation as to how the faculty member's experience and/or education allows him/her to teach the objectives in the course. Supporting materials must accompany the form.

1. If the exception concerns coursework that cannot be determined through examination of description, course plans, or syllabi, letters certifying the coursework taken is the equivalent to the required coursework listed for credentialing purposes. These letters should come from an academic officer from the department awarding the credits and should attest to the equivalency of the coursework.
2. If the exception concerns professional experience, documentation should include items such as certificates, awards, appearance on programs, and other evidence that the faculty candidate has been recognized as a professional in his/her field.
3. If the exception concerns professional experience exclusively, letters from former supervisors or colleagues attesting to experience in the discipline related field.

Alternatively credentialed faculty must have a supervisor-provided, signed Statement of Justification for the instructor. The template for this letter can be found on the FCVS site. These letters should specifically note the following about the instructor:

1. Professional preparation
2. Certificates
3. Licensures
4. Other competencies, skills, and experiences which the instructor brings to the course

The CAO will review all such justifications for any Faculty Credentialing Applications earmarked as



Alternatively Credentialed. Should EFSC's credentialing requirement change, any faculty that were credentialed using the Alternative Credentialing Process will be re-evaluated to ensure they meet the new credentialing requirements. After reevaluation, Faculty records will reflect any changes to credentialing, and supervisors will be notified if faculty are no longer remain credentialed for courses previously taught.



Example Letter for Alternative Credentialing Purposes

The following may be used as a guide for Letters of Justification for alternative certification.

(ON LETTERHEAD)

To: Dan Capman, Human Resources

From: (Collegewide Chair)

CC: {Academic Dean]

Subject: (Faculty Name) Statement of Justification Date:

(Faculty Name) has achieved the following academic accomplishments:

1. Accomplishment 1
2. Accomplishment 2

He/She has also achieved the following work experience, awards, certification, recognition of accomplishments:

1. Accomplishment 1
2. Accomplishment 2

Based on his/her past educational and experiential accomplishments, I strongly feel that (Faculty Name) is qualified to teach (Courses or programs).

----end example----

Be sure to include any circumstances appropriate for consideration for the individual.

Example: In the nursing program, it is important for our students to receive clinical experiences that prepare them to enter the workforce. (Faculty Name) is currently working as a medical surgical nurse, which is the preferred learning experience for our students. The instructor will be under the supervision of a master's prepared nursing instructor.

Faculty Roster Review

Each academic year, HR generates and disseminates a roster of all FT Faculty and PT Faculty who teach college credit, college preparatory, and clock-hour vocational courses to supervisors of faculty.

- a) This roster will include each instructor's assigned courses for the year and credentialing information currently on file including transcripts, relevant certifications, licenses, and verified work experience based on approved credentialing criteria.
- b) This roster will be reviewed first by faculty supervisors, then by Academic Deans.
- c) Updates/changes/etc. will be sent to HR for Banner update.

Periodic Credentialing Review

The goal of periodic credentialing process review is to ensure that credentialing requirements remain academically appropriate, defensible, transparent, and aligned with both students learning needs and evolving disciplinary expectations. Periodic credential review provides an opportunity to evaluate the alignment of relevant accreditation standards, which are regularly updated. The College should also take into consideration local workforce needs and operational impacts. Any adjustment of required credentials should ultimately be reflected through the established curriculum process.

To ensure faculty qualifications are aligned with accreditation standards and are appropriate to support the quality of educational programs, EFSC will regularly review the credentialing processes and update the Faculty Credentialing Manual. These updates should be considered at least once for each institutional accreditation cycle and/or when guidance provided by accreditation organizations warrants review to ensure appropriate alignment with professional standards.

These reviews should:

- Be a collaborative effort between faculty, administration, and staff involved in the credentialing process
- Examine institutional accreditation standards related to faculty qualifications
- Review and updating institutional processes as needed

Course Credential Verification System for Disciplines and Courses

The Faculty Credentialing Verification System (FCVS) and the Course Credential Verification System ([CCVS](#)) provide detailed information about courses for which faculty are credentialed and the typical credentials needed for each class offered at EFSC. Supervisors access FCVS securely through MyEFSC. CCVS is accessed as a report through FCVS. The various reports and resources in these systems include:

- **CCVS:** This system enables users to search by specific course to locate the course description, typical credentialing requirements, credit type, and advisory notes.
- **FCVS:** This system enables users to search by instructor or course to determine who has been credentialed. The search by instructor reports all courses the instructor is currently credentialed to teach. The search by course reports all faculty credentialed to teach the course and who has not taught the course in one or more years.
- **All Reports:** These reports provide detailed credentialing information for all courses taught at EFSC. The Course Report on this page provides detailed information on how faculty were credentialed, including degrees earned and disciplines.

Other resources found in the FCVS include basic help for entering and retrieving information from the system, a sample letter for alternative credentials, and faculty substitution procedures.