



Faculty Credentialing Manual

Office of the Provost
2014-2015

Faculty Credentialing Manual

Office of the Provost

This manual describes the procedures of the University of North Texas for ensuring that all courses are taught by well-qualified instructors. It includes the procedures used to review the credentials of every instructor teaching a course at UNT. All instructional faculty (including part-time, adjunct, and teaching fellows) are required to meet the guidelines established by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Contents

SACSCOC PROCEDURES AND GUIDELINES	3
Transcripts and Degrees	4
Graduate instruction	4
Undergraduate instruction.....	6
Exceptional Cases	7
PROCEDURE FOR REVIEW OF FACULTY/INSTRUCTOR CREDENTIALS	9
Credentialing database	9
Overview of the review process	9
Details of the credentialing process and database	10
Instructions, Narrative Justification	13
Form, Narrative Justification	14
Instructions, Course Qualifying Matrix	15
Form, Course Qualifying Matrix.....	16
Justification Checklist	17

SACSCOC PROCEDURES AND GUIDELINES

The University of North Texas subscribes to the values and practices developed through the regional body for academic self-regulation, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). SACSCOC states the basic standards that an institution should meet in order ensure that its faculty holds the appropriate level and kind of credentials as detailed in the SACSCOC *Principles of Accreditation: Foundations for Quality Enhancement* Comprehensive Standard 3.7.1.

C.S. 3.7.1: The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.

UNT subscribes to this standard, beginning with the principle that consideration of faculty credentials begins with the instructional assignment. The content/level of the course or other instructional assignment determines the qualifications required to teach it.

UNT's credentialing guidelines are patterned after the guidelines provided by SACSCOC, which specify the degrees and coursework qualifications that are appropriate to different kinds of instructional assignments; specifically:

3.7.1a. Faculty teaching general education courses at the undergraduate level: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

3.7.1d. Faculty teaching baccalaureate courses: 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 in the teaching discipline).

3.7.1e. Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline

3.7.1f. Graduate teaching assistants: master's in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.

SACSCOC recognizes that a faculty member's qualifications for a particular teaching assignment may include or may rest on professional or artistic accomplishments, licensures and certifications, and a range of other evidence of "competence, effectiveness and capacity" in successfully meeting the objectives of a given course. UNT also acknowledges that these additional qualifications may be considered, and has created a set of guidelines for their documentation that ensures that all faculty members meet the highest standards of preparation for a given instructional assignment.

UNT's guidelines are described in more detail below, including UNT's requirement that faculty holding the master's degree must document 18 graduate credit hours relevant to the discipline and/or a record of substantial and current accomplishments in the field of the teaching assignment.

Transcripts and degrees

The hiring authority (generally the Department Chair, Associate/Assistant Dean, or Faculty Director) is responsible for ensuring that UNT has an official copy of the transcript for the highest academic credential earned by the instructor on file in the Office of the Provost.

UNT requires that degrees earned in the United States be from institutions that are regionally accredited.

Foreign degrees must be evaluated by an agency certified by the National Association of Credential Evaluation Services (NACES) to establish their equivalency to American degrees. A course-by-course evaluation is necessary for all degrees except terminal degrees in the teaching field. If an abstract (or equivalent) of the dissertation or other terminal project can be provided, a course-by-course analysis is not required for a terminal degree in the teaching field. Documentation in a foreign language must be translated by an appropriate external agency.

Until appropriate documentation of the highest earned degree is on file, the university will accept no claims about the prospective faculty member's qualifications for the instructional assignment.

Graduate Instruction

All faculty teaching graduate courses or otherwise responsible for graduate credit must hold an earned terminal degree in the teaching discipline. Faculty who hold the appropriate terminal degree that is not in the teaching discipline (i.e., "related discipline") can be credentialed to teach at the graduate level if they demonstrate their qualifications on the basis of graduate coursework and/or current accomplishments in research or relevant professional and artistic fields. A current C.V. must be on file with The Office of the Provost.

Terminal degree in teaching discipline

A person who has earned a terminal degree in the teaching discipline is qualified to teach graduate courses in that discipline.

Some academic units have a single terminal degree in the teaching field; other units may have multiple teaching fields and several appropriate terminal degrees. Academic units with multiple terminal degrees typically associate those degrees with a subset of the courses offered. In all cases, chairs of departments are responsible for ensuring that faculty members are assigned to courses, theses, dissertations and other forms of instruction within their areas of expertise.

Terminal degree outside of the teaching discipline ("related discipline")

Prospective instructors without a terminal degree in the teaching discipline (but who do hold a terminal degree) may qualify to teach graduate courses, serve on dissertation committees, or offer other forms of graduate credit through **one or both** of the following:

- Documentation of 18 graduate semester credits of coursework that can serve as the basis for the instructional assignment.

[Note: Documentation must be appropriate to the course being taught. An official transcript (or, in the case of a foreign degree, an approved agency's evaluation of the equivalency of the foreign degree and its courses) must be used in this documentation. If the level/content of the coursework is not clear, the hiring authority should seek additional information from the degree-granting institution. Credits must be documented by course prefix/number, course name, year in which the credits were earned, and the institution/degree program in which they were earned. These graduate semester credit hours must be made up of formal coursework. Thesis, dissertation, internship, and similar credits do not count towards this documentation.]

- Documentation of a record of substantial and current accomplishments in the field of the teaching assignment.

[Note: Documentation must be appropriate to the course being taught. Accomplishments must be documented by the hiring authority. Documentation would include such items as: abstracts of published work, taken directly from the journals or proceedings; evidence of book publication, including the rigor of the reviewing process and the press; copies of published reviews of an exhibition or performance; copies of book reviews published in scholarly journals or similarly significant venues; dissertation abstracts, listing the committee and the institution. In all cases, the accomplishments must be verified by the hiring authority. For all accomplishments cited, the hiring authority should be prepared to provide the level of documentation required for the promotion and tenure portfolio, as this provides the best guide to comprehensive documentation of accomplishments. All documentation must be on file in the academic unit, available for review upon request by dean or provost.]

The hiring authority completes the documentation of qualifications for the instructional assignment. The Dean of the college or school will review the documentation to ensure it is appropriate prior to forwarding the information to the Office of the Provost. The Provost (advised by a credentialing review committee) will determine whether the narrative of accomplishments provides sufficient clear and compelling evidence that the person is qualified for the instructional assignment.

Upon review, if it is determined that the narrative is not sufficiently strong, either the dean or the Provost will require the hiring authority to provide a more detailed justification of how the individual's qualifications prepare him or her for the particular instructional assignment. This justification requires two major documents:

- A narrative justification that addresses how the individuals' accomplishments constitute a level of preparation for the instructional assignment comparable to that of a terminal degree in the teaching field and how the individual's graduate degree contributed to his/her accomplishment and preparation to teach this course.
- A course matrix that identifies key course objectives (learning outcomes from syllabus) and explains the evidence for concluding that the individual is prepared to meet those objectives

(See pages 13-17 for the instructions for the matrix of course objectives and the narrative justification, as well as the forms to use for each.)

Undergraduate Instruction

Terminal degree within the teaching discipline

Those holding the terminal degree in the teaching field are qualified for any instructional assignment within that field, provided that the hiring authority has concluded that they have either the graduate training or have acquired the knowledge base for the particular course. In all cases, chairs of departments are responsible for ensuring that faculty members are assigned to courses, directed independent studies, and honors theses solely within their areas of expertise. UNT assumes that professional development is an on-going responsibility of full-time faculty. Professional development appropriately includes the development of new fields of competency as well as staying current in the fields of one's graduate study.

Master's degree or terminal degree outside the teaching discipline

Faculty who hold a master's degree and faculty who hold a terminal degree outside the teaching field (i.e., related discipline) must document their qualifications to teach a particular course through graduate coursework and/or a record of substantial and current accomplishments in the field of the teaching assignment. The hiring authority would need to provide one or both of the following:

- Documentation of 18 graduate semester credits of coursework that can serve as the basis for the instructional assignment.

[Note: Documentation must be appropriate to the course being taught. Credits must be documented by course prefix/number, course name, year in which the credits were earned, and the institution/degree program in which they were earned. An official transcript (or, in the case of a foreign degree, an approved agency's evaluation of the equivalency of the foreign degree and its courses) must be used in this documentation. If the level/content of the coursework is not clear, the hiring authority should seek additional information from the degree-granting institution. These graduate semester credit hours must be made up of formal coursework. Thesis, dissertation, internship, and similar credits do not count towards this documentation, nor do courses on how to teach.]

- Documentation of a record of substantial and current accomplishments in the field of the teaching assignment.

[Note: Documentation must be appropriate to the course being taught. Accomplishments must be documented by the hiring authority. Documentation would include such items as: abstracts of published work, taken directly from the journals or proceedings; copies of published reviews of an exhibition or performance; copies of book reviews published in scholarly journals or similarly significant venues; dissertation abstracts, listing the committee and the institution. In all cases, the accomplishments must be verified by the hiring authority. For all accomplishments cited, the hiring authority should be prepared to provide the level of documentation required for the promotion and tenure portfolio, as this provides the best guide to comprehensive documentation of accomplishments. All documentation must be on file in the academic unit, available for review upon request by dean or provost.]

The dean and the Provost (advised by a credentialing review committee) will determine whether the narrative of accomplishments provides sufficient clear and compelling evidence that the person is qualified for the instructional assignment.

When the narrative is not sufficiently strong, the hiring authority will be required to provide a more detailed justification of how the individual's qualifications prepare him or her for the particular instructional assignment. This justification requires two major documents: 1) a course matrix that identifies key course objectives and explains the evidence for concluding that the individual is prepared to meet those objectives; documentation of the evidence of accomplishment; and 2) a narrative justification that explicitly addresses how the individuals' accomplishments constitute a level of preparation for the instructional assignment comparable to that of a terminal degree in the teaching field and how the individual's graduate degree contributed to his/her accomplishment and preparation to teach this course. (See Appendix xx for the instructions for the matrix of course objectives and the narrative justification, as well as the forms to use for each.)

No graduate degree/graduate degree in progress

Graduate teaching fellows (TF's) at UNT may teach if they have completed 18 graduate semester hours in the teaching field AND are under the direct supervision of a faculty member, receive regular in-service training, and receive planned and periodic evaluations of their teaching.

These graduate semesters hours must be made up of formal coursework. Thesis, dissertation, internship, and similar credits do not count towards this documentation. Courses in pedagogy ("how to teach") do not count towards this documentation but courses about the results of and methods for research on teaching may count towards it. Directed independent study courses can be counted only if there is documentation of the content and outcome of the course: for example, a syllabus that details the work to be done and how it will be evaluated or a copy of the final research paper or a faculty critique of the completed artistic project. This documentation must be on file in the department in which the student will be teaching.

Exceptional cases

UNT recognizes that the best interests of the students may, at times, be served by instruction delivered by someone who has not taken the typical academic route to developing her or his ability to effectively teach a particular subject. As SACSCOC 3.7.1 states: "When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline.... The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes."

A request for an exception to the University's standards for teaching at the graduate or undergraduate level requires extraordinarily strong evidence of the qualifications of the prospective faculty member to effectively deliver the instructional assignment.

This request for exception is made for a particular course. It requires two major documents for each proposed instructional assignment:

- A narrative justification that explicitly addresses how the individuals' accomplishments constitute a level of preparation for the instructional assignment comparable to that of a person holding a graduate degree in the teaching field; documentation of how the faculty member's experience and accomplishments has prepared him or her to effectively deliver the instructional assignment, focusing on accomplishments across a career but with particular weight given to recent and current work
- A course matrix that identifies key course objectives (learning outcomes from syllabus) and explains the evidence for concluding that the individual is prepared to meet those objectives

Additionally, the hiring authority must assemble a portfolio of documentation of the proposed instructor's record of substantial and current accomplishments in the field of the teaching assignment.

[Note: Documentation must be appropriate to the course being taught. Accomplishments must be documented by the hiring authority. Documentation would include such items as: abstracts of published work, taken directly from the journals or proceedings; evidence of book publication, including the rigor of the reviewing process and the press; copies of published reviews of an exhibition or performance; the venues of significant performances or exhibitions; copies of book reviews published in significant venues; letters of evaluation solicited by the hiring authority from persons able to dispassionately evaluate the accomplishments of the prospective faculty member. In all cases, the accomplishments must be independently verified by the hiring authority. For all accomplishments cited, the hiring authority should be prepared to provide the level of documentation required for the promotion and tenure portfolio, as this provides the best guide to comprehensive documentation of accomplishments. All documentation must be on file in the academic unit, available for review upon request by dean or provost.]

The request for exception is reviewed initially by the dean of the college. If the dean supports the request, it is forwarded to the Office of the Provost for consideration. The Provost (advised by a credentialing review committee) will determine whether the narrative of accomplishments provides sufficient clear and compelling evidence that the person is qualified for the instructional assignment. Decisions from the Office of the Provost are final. Approval of a request for exception is specific to the particular course(s) approved.

PROCEDURE FOR REVIEW OF FACULTY/INSTRUCTOR CREDENTIALS

Credentialing database

In Fall 2014 UNT implemented a procedure for review of faculty/instructor credentials that is based on a dedicated credentialing database. This database was created to document and review the credentials of faculty and instructors assigned to teach in a given semester. The procedure was implemented as follows:

The database was populated with information from EIS, the university's human resources and student/instructional records database.

EIS-HRPD contains personnel information. The following information was extracted for every instructor:

- Department
- Rank (if ranked faculty)
- Tenure status
- Highest degree earned
- List of all degrees reported

EIS-LSPD contains course information. For each course, the following information was extracted:

- Prefix and course number
- Title
- Credits
- Department
- Description in UNT Catalog
- Level (UG or G)
- Classification of Instructional Programs (CIP) code

Overview of the review process

Once the database was populated with data extracted from EIS, the colleges and schools will review the files for all of the instructors in their academic units. Unless the faculty member holds a terminal degree in the teaching field, the hiring authority will provide additional data required by UNT to ensure that all instructors have the necessary preparation for their instructional assignments.

A Provost's Credentialing Review Committee (CRC), consisting of representative faculty members from UNT Colleges and Schools, will be assigned to review the qualifications presented in the database. The university will use a CRC in recognition of the basic SACSCOC principle of academic self-regulation. Each member of the CRC was responsible for one or more colleges; no committee member reviewed her or his home college.

CRC members will be trained on the application of the university's standards for assuring that every course is taught by a qualified instructor. Training will ensure a high level of reliability across raters. The CRC will meet on a regular basis, and will report on progress and discuss complex cases.

CRC members will evaluate every instructor and every course in AY 14/15. They will record the results of their evaluation in the Xitracs database. Hiring authorities will be given a limited period in which to respond to cases which fail to pass the committee's review. Hiring authorities will provide additional information and explanations and resubmit any "not passed" cases for a second round of review by the CRC. The review cycle – evaluation, response – will continue until the credentialing process is completed. The process will be complete when every case can be classified as having passed or failed the credential review.

Hiring authorities will be required to document all cases that fail the credential review by submitting a justification that (a) documents the evidence of qualifications that led to the teaching assignment and (b) acknowledging that those qualifications were inadequate to the university's current requirements and that the instructional assignment would not be repeated.

Details of the credentialing process and database

Step one: The initial database was constructed on the basis of EIS-HRPD and EIS-LSPD. The Provost Office worked with the database designer to ensure that the database had the necessary functions for the review process.

Step two: Hiring authorities will be instructed to document the application of the university's credentialing standards (as stated above) to the instructional assignments for each faculty member in their academic unit. They will select a credentialing status for each course:

- Terminal degree in teaching discipline
- Other terminal degree
 - Credential by coursework
 - Document 18 graduate semester credits
 - List each course individually: prefix/number/title, year, institution
 - If necessary, provide information on each course to explain how this coursework prepared the instructor for the instructional assignment
 - Credential by research/experience/creative activity
 - Document the accomplishments that provide evidence that the instructor is well-qualified for this instructional assignment
 - Document the connection that the accomplishments have to the instructional assignment; select and list several documented and recent accomplishments relevant to the instructional assignment, but do not input the entire c.v.
 - Credential by coursework and research/experience/creative activity
 - Document 18 graduate semester credits
 - List each course individually: prefix/number/title, year, institution
 - If necessary, provide information on each course to explain how this coursework prepared the instructor for the instructional assignment
 - Document the accomplishments that, combined with the graduate coursework, provide evidence that the instructor is well-qualified for this instructional assignment
 - Document the connection that the accomplishments have to the instructional assignment; select and list several documented and recent

accomplishments relevant to the instructional assignment, but do not input the entire c.v.

- Master's degree
 - Document 18 graduate semester credits related to the instructional assignment
 - List each course individually: prefix/number/title, year, institution
 - If necessary, provide information on each course to explain how this coursework prepared the instructor for the instructional assignment
- Bachelor's degree
 - Document 18 graduate semester credits related to the instructional assignment
 - List each course individually: prefix/number/title, year, institution
 - If necessary, use the "comments" box associated with the course to explain how this coursework prepared the instructor for the instructional assignment
 - Indicate that the graduate teaching assistant is under the direct supervision of a faculty member experienced in the teaching discipline, has regular in-service training, and planned and periodic evaluations.
- Request for exception
 - This acknowledges that the instructor does not meet the university's standards for academic credentials. It indicates that a formal request for exception will be submitted to the Provost, as described above in "Exceptional Cases."

Step three: After the hiring authorities finish inputting their data, the members of the Credentialing Review Committee will review the course and the instructor's qualifications.

After reaching a decision about the faculty member's qualifications for his/her instructional assignments, the CRC member will record the results in the database.

If a course passes review, no further action is necessary.

If the course does not pass review, the CRC member can indicate one or more of the following reasons for that decision:

- Missing syllabus
- Missing c.v.
- Ineligible course, for example:
 - Unacceptable graduate credits (e.g., thesis, internship) listed as part of the 18 graduate semester hours required
 - Need explanation of a course that is included as documentation for the instructional assignment but appears to be out of the teaching field
- Need information on coursework, for example:
 - Courses listed are not clearly connected to the instructional assignment
 - Request for confirmation that these are graduate credits
- Need information on research, for example:
 - Need a clearer link between the research and the instructional assignment
 - Need a clearer statement of recent research
 - Need clarification (e.g., of the significance of a publication or a grant)
- Need information on other professional accomplishments, for example:

- Need to know what documentation you have on these accomplishments
- Need clearer statement of how these accomplishment are related to the instructional assignment
- Other reasons for declining to pass the record, not otherwise categorized.
- Out of compliance - Does not meet UNT's standards: needs to be credentialed through a request for exception or needs documentation of the rationale for the assignment and an assurance that no further such assignment will be given

Step four: Hiring authorities and deans will respond to the task force's evaluation of the qualifications of instructors for their instructional assignments. They will add syllabi and curriculum vitae that may be left out of the original file. They may acquire additional documentation from outside sources. They will respond to questions, often modifying the files to provide new information about coursework or accomplishments or more elaborate explanations of how these linked to the instructional assignment.

Step five: After Deans' review, the CRC will return to the database to confirm that each instructional assignment is either passed or that a justification for the assignment is provided and an acknowledgment is made that the faculty member will not receive the same instructional assignment in the future. The latter results in a "terminal justification" whereby the department provides the reasons for hiring an individual but that, upon review, confirms that this instructor would not be assigned to teach any course for which appropriate credentials were absent.

Instructions for Completing Narrative Justification

Objective: Provide a summary of the instructor's documentable qualifications that make him/her the best person for teaching this particular course.

Method: The narrative may be submitted in sentence or paragraph form if the appropriate qualifications can be readily summarized. The key is to provide the relevant information in summary form, in the Narrative itself (as opposed to merely referring the reader to a CV, transcript, or other document).

Write the narrative to a non-specialist audience (the reader may not have a basic familiarity with abbreviations common to the discipline, for example). Include in the narrative all of the following that are **both** (1) relevant to the course, and (2) documentable:

- a. *Highest degree earned in relevant field*: name of degree, institution, and date earned;
 - i. Some cases may call for more than one degree;
 - ii. Some cases may require noting the number of semester hours and listing the titles of specific courses taken under one or more degrees.
- b. Additional qualifications, such as:
 - i. *Diplomas, licenses, certificates*: title/name, date earned, and if applicable, whether the license/certificate is current;
 - ii. *Work or professional experience*: title/role, organization, date range; (if the list is extensive, please provide information for 3-5 of the strongest examples and merely indicate the total extent of experience);
 - iii. *Clinical experience or professional practice*: title/role, organization, date range; (if the list is extensive, please provide information for 3-5 of the strongest examples and merely indicate the total extent of experience);
 - iv. *Excellence in teaching*: how demonstrated, and for what date range;
 - v. *Honors and awards*: awarding agency, date conferred;
 - vi. *Scholarly publications and presentations*: bibliographic citation, (if the list is extensive, please provide information for 3-5 of the strongest examples and merely indicate the total number);
 - vii. *Creative achievements, performances, and presentations*: title/body of work, venue, date range; (if the list is extensive, please provide information for 3-5 of the strongest examples and merely indicate the total number).

Note: Some cases require "Terminal Justification;" specifically those cases in which a course was previously assigned to an instructor now deemed ineligible to teach this course. In these cases *no Course Qualifying Matrix is required*. A Narrative Justification must be provided, however, and must nevertheless offer a good faith justification for having previously assigned the course to the instructor. After providing qualifications according to the above, something like the following is appropriate to add: "[Instructor's name] was assigned to teach this course based on [summary of relevant qualifications]. In accordance with subsequent changes in UNT's credentialing procedures, however, this person will not be teaching this course in the future."

Narrative Justification

Below, give an explanation of the individual's qualifications for teaching this course based on background, experience, professional credentials, expertise etc. (using the "Justification Checklist" (pg 17) as your guide):

Name: (First Name, Last Name)
Course Information: (Course Prefix – Course # - Course long title)
Term: (semester, year)

Explanation of the individual's qualifications to teach this course (add additional pages as needed):

Instructions for Completing Course Qualifying Matrix

Objective: Explain the relationship between the instructor's documentable qualifications (provided in the Narrative Justification) and specific, key objectives of this particular course.

Method:

- 1) Summarize the primary course objectives or expected course outcomes, based on the learning outcomes listed on course syllabus.
- 2) For each of the course objectives or outcomes, summarize the qualifications that make this instructor particularly suitable to facilitate students' achieving that objective/outcome. Explain how the qualifications do this, in terms that someone outside of the field could understand.

Course Qualifying Matrix

Please list summarized course objectives (based on learning outcomes listed on course syllabus) with related instructor qualifications which bear directly on each objective and clearly establish that the instructor's qualifications are suitable to facilitate students' achieving that objective/outcome. *(Note: Add additional Course Objectives as needed below).*

Name: (First Name, Last Name)
Course Information: (Course Prefix – Course # - Course long title)
Term: (semester, year)

Course Objective 1:

Instructor Qualifications 1:

Course Objective 2:

Instructor Qualifications 2:

Course Objective 3:

Instructor Qualifications 3:

Course Objective 4:

Instructor Qualifications 4:

Course Objective 5:

Instructor Qualifications 5:

Justification Checklist

If instructional personnel cannot be credentialed by any of the means provided, additional justification must be submitted. You may use this checklist to review appropriate content for justifications, but both the *Narrative Justification* and the *Course Qualifying Matrix* must be submitted for each individual. Use this list to assist in providing the maximum amount of information to justify instructional personnel. *The first three items are required for all requests.*

- All required documents on file in the Provost's office: transcripts, updated CV; and Faculty Profile System: current syllabus**
- Narrative Justification**
- Course Qualifying Matrix**
- Coursework taken that is relevant to instruction of course
- Professional licensure and certifications
- Honors and awards
- Continuous documented excellence in teaching
- Demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes
- Professional/work experience (give number of years)
- Sustained artistic or creative accomplishments that directly relate to instruction of course
- Sustained record of research that directly relates to instruction of course (provide detail on publications, grants, and/or patents)
- Unique qualifications, including an explanation of why no other individual is better qualified to teach course
- Other relevant skills
- Other relevant experiences
- Other relevant information