**UNIVERSITY OF NORTH ALABAMA**

**GRADUATE FACULTY APPLICATION**

Date:

Faculty Name:

Department and College:

**QUALIFICATIONS**

1. Holds terminal degree in discipline or related field
2. Does not hold terminal degree but holds special expertise consistent with

SACSCOC guidelines for faculty competence as provided in the attached documentation (see Appendix A for SACSCOC guidelines on faculty credentials)

The faculty member, based on the evidence presented above, has my endorsement for designation as a graduate faculty member.\*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Chairperson Provost and Executive Vice President

for Academic Affairs

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

College Dean

Date Approved by Graduate Council \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*Faculty approved based on a terminal degree have permanent status. Faculty approved based on special expertise will be approved for a five-year period.

APPENDIX A

As excerpted from the Resource Manual for the Principles of Accreditation (SACSCOC)

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. *(See Commission guidelines “Faculty Credentials.”) (Faculty competence)*

Rationale and Notes

This standard asserts the fundamental principle that qualified, effective faculty members are essential to carrying out the goals of the mission of the institution and ensuring the quality and integrity of the academic programs of the institution. The emphasis is on overall qualifications rather than simply academic credentials and, that while academic credentials are primary and in most cases will be the standard qualification for faculty members, other types of qualifications may prove to be appropriate. It is also important to note that the documentation and justification of qualifications for each member of the faculty are the responsibility of the institution. This includes faculty teaching outside their discipline.