



# ROLLINS COLLEGE POLICY

Title: Academic Faculty Credentialing	Type	Academic
No: AC 2001	Approval Date: 2-2-2026	
Responsible Office: VP for Academic Affairs Provost	Reviewed By: Dean of CLA, 8-20-2025; Dean of Holt, 8-21-2025; Assoc. Dean/COO of Crummer, 9-15-2025 Approved By: VP Academic Affairs Provost, 9-23-2025 Notifications: 2-2-2026, President’s Cabinet, President; 2-6-2026, CLA Curriculum Committee Chair, Crummer Faculty President, College Policy Committee	
Next Review: 2030-2031	Revision No: 4; see <a href="#">Section VII</a> this document for revisioning history.	

## I. Purpose/Introduction/Rationale

To ensure the highest levels of instructional quality for students, all full- and part-time (adjunct) faculty teaching undergraduate or graduate credit courses at Rollins College must possess the academic preparation, training, and/or experience to teach in an academic setting and meet or exceed the minimum requirements of the College’s accrediting agencies.<sup>1,2</sup> Rollins College gives primary consideration to a terminal degree in the teaching discipline, then graduate hours in the teaching discipline, and, finally, by documented exception based on outstanding professional experience and demonstrated contributions to the teaching discipline.

These standards are in keeping the College’s commitment to its primary mission – educating students for global citizenship and responsible leadership – and the interrelated roles that faculty teaching, scholarship and scholarly endeavors, play in service to that mission and to the College’s commitment to the liberal arts ethos, values, and ideals. Faculty members at Rollins must demonstrate not only mastery in their chosen discipline(s), but also the ability to guide student learning and convey knowledge of their discipline(s) to students.<sup>3</sup>

The Vice President for Academic Affairs and Provost (VPAA|Provost) of Rollins College has charged the Dean of the College of Liberal Arts (CLA), the Dean of the Hamilton Holt School (Holt), and the Dean of the Crummer Graduate School of Business (Crummer) with responsibility for verification and validation of all faculty credentials. To fulfill this responsibility, each Dean’s office shall maintain credentialing information required to verify that each faculty member meets or exceeds the qualifications required to teach each course to which s/he is assigned as instructor of record each semester. Original copies of each of these documents are to be verified by staff, scanned to College’s electronic credentialing document storage system, and stored electronically according to the [Faculty Dossier/File Protocol](#) (click link to access).

## II. Definitions

**Full- or part-time (adjunct) faculty** are defined as instructors of record for credit-bearing or non-credit courses, laboratories, studios, internships/practica, independent study, thesis or dissertation research and writing, or experiential learning, delivered in traditional face-to-face, blended or hybrid, or fully distance instructional modalities.

<sup>1</sup>Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). (2024). *Resource Manual for The Principles of Accreditation: Foundations for Quality Enhancement, 4<sup>th</sup> ed.*, p. 45. Retrieved from: <https://sacscoc.org/app/uploads/2024/02/2024-POA-Resource-Manual.pdf>. “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.”

<sup>2</sup> Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). (2018). *Faculty Credentials Guidelines*. Retrieved from: <https://sacscoc.org/app/uploads/2019/07/faculty-credentials.pdf>.

<sup>3</sup>Rollins College. (2024). *Faculty Handbook Section II - All-Faculty Policies and Procedures - Updated 10/6/2024*, p. 9. Retrieved from: <https://scholarship.rollins.edu/cgi/viewcontent.cgi?article=1063&context=handbooks>.

**A terminal degree** is defined as the highest degree awarded in the academic discipline and is most often the earned doctorate, e.g., Doctor of Philosophy (Ph.D. or D.Phil.), Doctor of Education (Ed.D.), etc., but may also be a terminal master's degree, e.g., Master of Fine Arts (M.F.A.), Master of Library Science (M.L.S.), Master of Social Work (M.S.W.), etc., as recommended by departmental faculty and determined by the appropriate Dean, in consultation with the VPAA/Provost when required.

**An official transcript** is defined as an itemized listing of courses, credit, and grades attempted/earned or other academic record that includes appropriate institutional indicia or other security features establishing that it is an official document of the issuing institution. All official transcripts or academic records must meet the authenticity criteria established by the issuing institution. An official document must possess all of the following data points: the issuing institution's official seal; signature of the appropriate authorizing agent, preferably the institution's registrar; the institution's official letterhead or stationery; the institution's watermark or other identifier; and the date of issue.

### **III. Procedure or Application**

#### **A. Undergraduate Level Teaching**

Faculty teaching at the undergraduate level, including general education and interdisciplinary programs, and all courses intended to satisfy baccalaureate degree requirements, will hold an earned doctorate or master's degree in the teaching or a related discipline, or a master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline), or be otherwise credentialed by exception (*see Section III., Part. F., next page*). At least 25-percent of the discipline course hours in each undergraduate major program must be taught by faculty members holding the terminal degree, usually the earned doctorate, in the discipline.

#### **B. Graduate or Post-Baccalaureate Level Teaching**

Faculty teaching at the graduate and post-baccalaureate level will hold an earned doctorate or other terminal degree in the teaching or a related discipline, or be otherwise credentialed by exception (*see Part. E., next page*).

In Crummer, full- and part-time (adjunct) faculty are appointed as either participating faculty members, those actively and deeply engaged in the activities of Crummer beyond direct teaching, or supporting faculty members, those who do not as a rule participate in Crummer's operational or intellectual life beyond instructional responsibilities.<sup>4</sup> Faculty may be scholarly academics (SA), practice academics (PA), scholarly practitioners (SP), or instructional practitioners (IP). It is assumed that most Crummer supporting faculty will be chosen for their professional qualifications. Crummer faculty members maintain their status through appropriate intellectual contributions over a rolling six-year period as defined in Article VII of the Crummer *Faculty Bylaws*,<sup>5</sup> which are aligned to The Association to Advance Collegiate Schools of Business (AACSB) International criteria.<sup>6</sup>

- *SA faculty members* require a combination of an appropriate doctoral degree augmented by subsequent activities that maintain or establish scholarship related to current teaching responsibilities.
- *PA faculty members* have both relevant academic preparation and relevant professional experience to be qualified as a teacher in their field. Academic preparation consists of a doctoral degree in a field related to the area of teaching assignment, currency in the teaching area, and professional experience that involves substantive links to practice, consulting, or other forms of engagement with business practice that can be de novo or based on the faculty members' earlier work as an SA faculty member.
- *SP faculty members* engage in continued professional experience, interaction or scholarship related to their professional background. Normally, SP status applies to practitioners who have earned a master's degree and augment their practical business experience with activities that involve substantive scholarly

---

<sup>4</sup> Rollins College. (2024.) *Bylaws of the Faculty of The Roy E. Crummer Graduate School of Business, Article VI. Types of Faculty and Faculty Qualifications*, pp. 6-7. [https://scholarship.rollins.edu/cgi/viewcontent.cgi?article=1010&context=crummer\\_bylaw](https://scholarship.rollins.edu/cgi/viewcontent.cgi?article=1010&context=crummer_bylaw).

<sup>5</sup> Rollins College. (2024.) *Bylaws of the Faculty of The Roy E. Crummer Graduate School of Business, Article VII. Faculty Evaluations and Performance Expectations, Section 7.3 Professional Criteria*, pp. 7-12. [https://scholarship.rollins.edu/cgi/viewcontent.cgi?article=1010&context=crummer\\_bylaw](https://scholarship.rollins.edu/cgi/viewcontent.cgi?article=1010&context=crummer_bylaw).

<sup>6</sup> The Association to Advance Collegiate Schools of Business (AACSB) International. (2020, updated 2025.) *2020 Guiding Principles and Standards for Business Accreditation*, pp. 30-31 <https://www.aacsb.edu/-/media/documents/accreditation/2020-aacsb-business-accreditation-standards-feb-28-2025.pdf?rev=a8e12f347fcb40d0b2df203990fcb8fe&hash=99516705886F834D0884957594B27A58>.

activities in their teaching fields. Typically, when SP faculty members are hired, they will have current business experience that is of substantial responsibility and duration linked to the courses they teach.

- *IP faculty members* bring significant and substantive professional experience related to the courses they teach. Normally, IP faculty hold a master's degree in a field related to their teaching and have demonstrated currency in their field.

### C. Role of the Deans

The VPAA|Provost of Rollins College has charged the Dean of CLA, the Dean of Holt, and the Dean of Crummer with responsibility for verification and validation of all faculty credentials. To fulfill this responsibility, each Dean's office shall maintain in faculty files credentialing information required to verify that each faculty member meets or exceeds the qualifications required to teach each course to which they are assigned as instructor of record each semester. Such credentialing information will generally comprise a combination of documents including the original terminal degree transcript, curriculum vita, and any documentation related to exception statements demonstrating outstanding contributions to the teaching field (*see item D. Procedure for Teaching without the Terminal Degree, below*).

Prior to any full- or part-time faculty appointment at the College, the appropriate Dean shall collect all documents needed to demonstrate that an individual is qualified to teach each of the courses to which they will be assigned as instructor of record. Original copies of these documents are to be verified by staff, scanned to College's electronic document storage system, and retained according to the [Faculty Dossier/File Protocol](#) (click link to access). Deans will work with the department/program chair/coordinator/director, or others (as appropriate), to acquire the documents required for this credentialing process; any questions will be addressed to the College's SACSCOC Liaison. Transcripts from universities outside the U.S. must receive: (1) a certified English translation and/or (2) evaluation by a recognized, independent, external reviewer, e.g., Josef Silny and Associates, Inc. or World Education Services (WES), prior to issuance of teaching agreements.

### D. Responsibilities of Faculty

All prospective full- and part-time instructors of record are required to provide Rollins College with original documentation needed to verify teaching credentials at the time of hire. Such documentation includes, but may not be limited to, original transcripts, curriculum vita, supplemental resume materials, all appropriate licenses or certifications, and other verifications of professional experiences needed to establish teaching experience as required. Any cost associated with providing proof of academic credentials, translation, or verification shall be borne by the prospective instructor.

### E. Procedure for Teaching without the Terminal Degree

Rollins gives primary consideration to a terminal degree in the teaching discipline, then graduate hours in the teaching discipline, and, finally, through documentation of outstanding professional experience and demonstrated contributions to the teaching discipline. In cases where an instructor of record does not hold eighteen (18) graduate semester hours in the teaching discipline, exceptional alternative qualifications may be documented to justify a teaching appointment. The appropriate Dean is charged with determining adequacy of exceptional contributions to the teaching discipline when alternate qualifications are used to establish faculty qualifications.

Departments or programs wishing to appoint as instructional staff an individual who does not hold eighteen (18) graduate semester hours in the teaching discipline must submit to the appropriate Dean a recommendation and an Equivalent Faculty Credentials Worksheet ([Appendix I](#)). If equivalent credentials are approved by the Dean, the requesting Department completes a Faculty Credentials Equivalency Report ([Appendix II](#)) noting outstanding professional experience and/or demonstrated contributions to the teaching field. The Worksheet and Equivalency Report must be approved and on-file with the appropriate Dean's Office prior to scheduling for the term of intended teaching service.

**Faculty Credentials Worksheet.** As outlined on the Equivalent Faculty Credentials Worksheet (see [Appendix I](#)), to establish credential equivalency, instructor candidates must hold a minimum of five (5) documented years of discipline-related work experience and meet at least two (2) of the following criteria. Graduate program

directors, in collaboration with academic deans, may establish more rigorous credentialing standards than the minimum requirements noted below.

- Bachelor's or Master's degree and major within an appropriate or related teaching discipline.
- Current, appropriate professional licensure or certification in the teaching discipline.
- One (1) teaching award (institutional, state, regional, or national) within the last five (5) years or two years of above-average teaching evaluations from a regionally accredited, or the equivalent, institution of higher education.
- One non-teaching award (institutional, state, regional, or national) related to the teaching discipline within the last five (5) years.
- A five-year record of peer-reviewed, refereed, or invited publications; presented papers, exhibitions, performances or other juried creative activities at the state, national or international level providing equivalence to the five-year record of a tenure track faculty member (in the discipline).
- Other competencies, achievements, or contributions to the teaching discipline including honorary degree(s) based upon substantial accomplishments within the appropriate discipline, such as author or co-author of textbook and/or other pedagogical materials; continued professional education (CPE) in the discipline; principal or co-principle of funded external grants; supervision of graduate student research; private sector consulting, training, audits, or external reviews related to the discipline; or a record of continuous significant student achievement in the discipline.

**Faculty Credentials Equivalency Report.** The following information justifying the applicant's qualifications must be included on the Faculty Credentials Equivalency Report (see [Appendix II](#)).

- Discipline, employment status (full- or part-time), and name of instructor.
- Courses to be taught, level of instruction (undergraduate or graduate), and number of sections to be taught.
- List of degrees earned and, using graduate transcripts, the number of semester hours that are relevant to the course(s) assigned.
- Detailed alternative qualifications including other degrees and concentrations, certificates and diplomas, professional licensure or certification, special training, documented teaching excellence in the field, honors, awards, special recognitions, publications or presented papers, related work experience, and other documented teaching competencies and achievements that contribute to effective teaching and student learning outcomes as shown on the Faculty Credentials Worksheet.

**F. Procedure for Credentialing Faculty Teaching Interdisciplinary Courses.** Interdisciplinary teaching allows students to explore connections between various areas of study, leading to a more comprehensive and nuanced understanding of complex issues and is a natural fit for the College's mission as a liberal arts institution.

In the case of interdisciplinary programs or courses, faculty instructors will hold appropriate credentials in the discipline of instruction, as described in parts A, B, and E of this section, appropriate to program or course offerings. For faculty teaching interdisciplinary courses, documentation must demonstrate the faculty member's qualifications are relevant to all disciplines that are components of the course. This documentation should justify how the faculty member's credentials, experience, and/or other qualifications align with the specific disciplines covered in the interdisciplinary course. It is the responsibility of appropriate deans and program directors to ensure that faculty credentials are aligned with the subject area of instruction. For example, the faculty director of the Honors Degree/Alfond Scholars Program and dean of CLA approve courses and faculty credentials for HON seminar courses. [Appendix IV: Academic Credentialing for Recurring Interdisciplinary Teaching](#) provides additional details and credentialing standards for recurring interdisciplinary program areas and courses of the College.

## **IV. Related Policies or Applicable Publications**

[Rollins College Faculty Handbook \(Updated 2024\)](#), Section II, Policies & Procedures, Faculty Credentialing.

[Bylaws, Faculty of the Crummer Graduate School of Business \(Updated 2024\)](#), Art. VI, Types of Faculty and Faculty Qualifications

SACSCOC. (April 2018). [Faculty Credentials Guidelines](#).

SACSCOC. (2024). [Resource Manual for The Principles of Accreditation: Foundations for Quality Enhancement](#), 4th ed.

## **V. Appendices/Supplemental Materials**

[Appendix I: Equivalent Faculty Credentials Worksheet](#)

[Appendix II: Faculty Credentials Equivalency Report](#)

[Appendix III: Faculty Dossier/File Protocol](#)

[Appendix IV: Academic Credentialing for Recurring Interdisciplinary Teaching](#)

## **VI. Effective Date**

This policy is effective February 2, 2026, and supersedes all previously issued versions.

## **VII. Rationale for Revision(s)**

Rev. 4: 2-2-2026, non-substantive updates due to changes in SACSCOC *Resource Manual for The Principles of Accreditation, 4<sup>th</sup> Ed.* (2024) and AACSB International accreditation cycles and faculty definitions; added Section III, Part F. *Procedure for Credentialing of Interdisciplinary Courses*; non-substantive updates to Appendix III: *Faculty Dossier/File Protocol*; added Appendix IV: *Academic Credentials for Recurring Interdisciplinary Teaching*; and updates of all links and references.

Rev. 3: 5-6-2024, alignment to current SACSCOC faculty credentialing guidelines, alignment to AACSB *Guiding Principles and Standards for Business Accreditation*, non-substantive changes to dean's title in CLA, and updates of all links and references.

Rev. 2: 3-26-2018, added electronic record keeping to Appendix III and clarified alternate credentialing.

Rev. 1: 10-7-2014, added Appendix III: Faculty Dossier/File Protocol.



**APPENDIX I**

**EQUIVALENT FACULTY CREDENTIALS WORKSHEET**

**Faculty Member:** \_\_\_\_\_ **Department:** \_\_\_\_\_

**Teaching Discipline(s):** \_\_\_\_\_ **College/School:** \_\_\_\_\_

The information below establishes that the individual meeting these criteria is credentialed to teach in the specified teaching discipline under the premise that **the entirety of the equivalent criteria is “equivalent” to possession of a terminal degree in the teaching discipline.** An individual must hold BOTH Related Work Experience AND fulfill at least two of the six additional criteria shown. Check the block indicating Acceptable Documentation and then enter the date/dates of that activity. Print this form; have it signed by the Department Chair, and forward with the original documents checked off in the Acceptable Documentation column to the appropriate Dean. A copy is filed in the College’s *OnBase* electronic Faculty Dossier. Equivalent credentialing is in effect while the individual continues to meet the criteria documented below. Graduate program directors, in collaboration with academic deans, may establish more rigorous credentialing standards than the minimum requirements noted below.

Equivalent Credential Category/Criteria	Acceptable Documentation	Dates/Timeframes (Required)
<b>Related Work Experience:</b> Not less than five (5) years of professional work experience in the teaching discipline or a closely related field.	<input type="checkbox"/> Supervisor, administrator, or owner confirmation on agency letterhead; <input type="checkbox"/> human resources documentation; <input type="checkbox"/> references from clients (mandatory if self-supervised) or commendations; <input type="checkbox"/> IRS documentation.	____/____/____ - ____/____/____ mm/dd/yyyy      mm/dd/yyyy

**At least one qualification from at least two of the following categories.**

<b>Degree(s) or Major(s) in the Teaching Discipline:</b> master’s degree in the teaching or closely related discipline. (Minimum of 18 graduate semester hours.)	<input type="checkbox"/> Official transcripts for qualifying degree.	____/____/____ mm/dd/yyyy
<b>Licenses or Certifications:</b> Current appropriate licensure(s) or certification(s) in the teaching or a closely related discipline.	<input type="checkbox"/> Copy of license/certificate, including expiration date and issuing agency.	____/____/____ mm/dd/yyyy
<b>Excellence in Teaching:</b> Teaching award (local/state/national) within the last five years, OR above-average teaching evaluations from a regionally-accredited institution of higher education for a two-year period, OR documented demand for master classes in the performing arts at regionally or nationally recognized institutions.	<input type="checkbox"/> Copy of teaching award with date and awarding agency or institution; <input type="checkbox"/> Copy of evaluations or supervisor’s summative reporting of scores; <input type="checkbox"/> Demand: portfolio of requests, contracts, etc.	____/____/____ mm/dd/yyyy ____/____/____ mm/dd/yyyy ____/____/____ mm/dd/yyyy
<b>Honors or Awards:</b> State, national, or international non-teaching honor or award related to the teaching discipline within the last five years.	<input type="checkbox"/> Copy of award or honor with date and awarding agency or institution, and, if necessary, an explanation.	____/____/____ mm/dd/yyyy
<b>Publications, Presentations, or Visual and Performing Arts Activities:</b> A five-year record of peer-reviewed, refereed, or invited publications, presented papers, exhibitions, performances, or other juried creative activities at the state, national or international level equivalent to the five year record of a tenure track faculty member.	<input type="checkbox"/> Publications: CV citation and publication title page. <input type="checkbox"/> Presentations: CV citation and copy of agenda/program with name and topic title or confirmation of completed presentation by host entity. <input type="checkbox"/> Visual and Performing Arts: Copy of published catalog, program, and/or critical review.	____/____/____ mm/dd/yyyy ____/____/____ mm/dd/yyyy ____/____/____ mm/dd/yyyy

<p><b>Other Demonstrated Competencies and Achievements Contributing to Effective Teaching and Student Learning:</b> Honorary degree(s) based upon substantial accomplishments within the appropriate discipline; author/co-author of textbook and/or other pedagogical materials; continued professional education (CPE) in the discipline; PI/Co-PI for funded external grants; supervision of graduate student research; industry engagement related to the discipline (consulting, training, audit or external reviews); or a record of continuous significant student achievement in the discipline.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Copy of degree/awarding letter or institutional documentation.</li> <li><input type="checkbox"/> Authorship: full citation in CV and title/author page, table of contents.</li> <li><input type="checkbox"/> CPE: CV listing of conferences/workshops attended; transcripts of academic coursework beyond qualifying degree;</li> <li><input type="checkbox"/> Grants: Official notification of award</li> <li><input type="checkbox"/> Graduate Student Research: Letters of agreement, letters of reference, contracts, etc.</li> <li><input type="checkbox"/> Industry Engagement: Letters of agreement or acknowledgement; copy of contracts, etc.</li> <li><input type="checkbox"/> Student Achievement: Portfolio of graduates' accomplishments, performances, or achievements.</li> </ul>	<p>____/____/____ mm/dd/yyyy</p> <p>____/____/____ mm/dd/yyyy</p> <p>____/____/____ mm/dd/yyyy</p> <p>____/____/____ mm/dd/yyyy</p> <p>____/____/____ mm/dd/yyyy</p> <p>____/____/____ mm/dd/yyyy</p>
--	--	---

---

Department Chair Name/Signature

---

Date

---

Dean Name/Signature

---

Date

**APPENDIX II**



**FACULTY CREDENTIALS EQUIVALENCY REPORT**

**Teaching Qualifications Compliance Based on Outstanding Professional Experience/Demonstrated Contributions to the Field**

<b>Discipline</b> <b>Full-Time/Part-Time</b> <b>Name of Faculty Member</b>	<b>Teaching Responsibilities</b> <i>List catalog title and course number for all courses taught during the most recent academic term. Indicate whether graduate (G) or undergraduate (U) and the number of times taught during the period.</i>	<b>Formal Academic Preparation</b> <i>Include most advanced degree, discipline, institution awarding degree, and graduate semester hours [g.s.h.] in teaching field.</i>	<b>Outstanding Professional Experience and/or Demonstrated Contributions to the Field</b>

Date Prepared: 16 February, 2026  
 Form Version 2025-2026

## Faculty Dossier/File Protocol

Revised September 2025

The purpose of this Protocol is to provide additional details for contents, organization, and timelines for preparation of electronic faculty credentialing files. College Policy KI 2001 *Faculty Credentialing* places responsibility for verification and validation of academic credentials for instructional faculty with the deans of the College of Liberal Arts, the Hamilton Holt School, and the Crummer Graduate School of Business. Best practice indicates that all programs, credit and non-credit, should maintain electronic faculty files containing electronic versions of verified, original credentialing documents bearing the signature of the staff member authenticating the documents. Moreover, the College's regional accreditor, SACSCOC, requires that the College submit a faculty roster to demonstrate compliance, and maintaining current, appropriate academic credentials facilitates collecting this data.

As noted in KI 2001, each Dean's office is to create/maintain an electronic faculty file that includes credentialing information required by regional/other external accreditor(s) to verify that each faculty member meets or exceeds the qualifications required to teach courses to which s/he is assigned as instructor of record each semester. Credentialing information comprises documents including the original terminal degree transcript or exception statements demonstrating outstanding contributions to the teaching field, and curriculum vita/resume.

### Required Credentials (CVs, etc.):

- **Verified Original Transcripts** for **All Relevant** Academic Degrees Held
- Hiring CV/Resume
- Current CV/Resume (within last five years)
- If required, Equivalent Faculty Credentials Worksheet/Report (see Policy KI 2001) approved by dean/designee
- If required, copies of all certifications/documents referred to in Equivalent Faculty Credentials Worksheet/Report

### Other Contents:

- **Appointment Letters/Contracts and Compensation**
- **Conduct and HR**
- **Course Evaluations of Instruction**
- **Grants/Awards**
- **Sabbatical Information (Full-Time Faculty)**
- **Tenure, Promotion, and Evaluation**
- **Correspondence**

### Timing:

- Required contents/documents on file not later than ten (10) days prior to commencing teaching.
- Payroll may be withheld for faculty who do not have completed dossiers.
- Copies of all original transcripts, curriculum vitae, and any credential exception reports should be certified by Dean or designee and scanned per instructions from the Office of Institutional Effectiveness and/or the College's SACSCOC Liaison.



**Academic Credentialing for Recurring Interdisciplinary Teaching**

September 2025

Legend: CLA = College of Liberal Arts, HLT = Hamilton Holt School, CRU = Crummer Graduate School of Business  
UG = Undergraduate; GR = Graduate  
G.S.H. = Graduate Semester Hours

Prefix/ Program	School	Level	Minimum Credential	Core and Elective Course Disciplines	Course/Program Statement
AAAS	CLA HLT	UG	18 G.S.H. in Discipline of Course Content	AAAS, CMC, ANT, ARH, EDU, ENG, GBH, HIS, LAC, POL, REL, SE, SOC, and THE	The interdisciplinary Africa and African American Studies (AAAS) program fosters awareness of the contributions and impact of people of African descent on the western hemisphere and a greater understanding of the complexity linked to the global African Diaspora. Faculty teaching in the AAAS program provide instruction based on content for which they are credentialed appropriately. Ongoing faculty development ensures alignment of disciplinary content to AAAS learning goals.
AMST	CLA	UG	18 G.S.H. in Discipline of Course Content	AMST, HIS, POL, and SOC	American Studies (AMST) is an interdisciplinary major/minor encourages students to use multiple academic disciplines and perspectives to explore the complexity and diversity of this nation’s history, literature, and culture. The program includes electives from the disciplines of HIS, POL, and SOC. Faculty teaching in the AMST program provide instruction based on content for which they are credentialed appropriately. Ongoing faculty development ensures alignment of disciplinary content to AMST learning goals.
ASA	CLA	UG	18 G.S.H. in Discipline of Course Content	ARA, ASA, CHN, BUS, ECO, HIS, INB, POL, REL, and SE.	The interdisciplinary Asian Studies (ASA) program combines traditional courses in social sciences and the humanities with an emphasis on area study and international experience. Students majoring in ASA are immersed in the region through the study of history, religion, politics, language, business, and economics. Faculty teaching in the ASA program provide instruction based on content for which they are credentialed appropriately. Ongoing faculty development ensures alignment of disciplinary content to ASA learning goals.
ASJ	CLA	UG	18 G.S.H. in Discipline of Course Content	AAAS, ANT, CMC, ECO, ENV, GBH, HIS, PHI, POL, PPE, PSY, SOC, SWAG, and THE	The Advocacy and Social Justice (ASJ) program offers opportunities to research, design, and deliver of social justice initiatives in the classroom, on campus, and in the community. These initiatives seek to analyze and redress social injustice at ALL levels: micro (individual), meso (one’s immediate spheres of influence, such as family, school, and workplace), and macro (public policy). Faculty teaching in the ASJ program provide instruction based on content for which they are credentialed appropriately. Ongoing faculty development ensures alignment of disciplinary content to ASJ learning goals.
CLP 102	CLA HLT	UG	18 G.S.H. in Discipline of Course Content	--	CLP 102 <i>Making Any Major Marketable</i> helps students package and market their experiences into a successful personal brand. Topics include résumés, cover letters, professional networking, interviewing, and applying to graduate school. All CLP 102

Prefix/ Program	School	Level	Minimum Credential	Core and Elective Course Disciplines	Course/Program Statement
					sections are team-taught by College faculty with assistance from Center for Career and Life Planning (CCLP) professional staff, who serve as content specialists and are credentialed appropriately for this role. Undergraduate faculty serve as experts in pedagogy for course delivery and assessment of learning. Instructional faculty are drawn from the full range of academic disciplines encompassing the arts, sciences, humanities, and social sciences. Ongoing faculty development ensures alignment of disciplinary content to CLP 102 learning goals. Faculty teaching CLP 102 are provided with annual training by CCLP staff and a common syllabus that can be tailored to specific discipline needs.
CMC	CLA	UG	18 G.S.H. in Discipline of Course Content	--	The interdisciplinary Critical Media and Cultural Studies (CMC) program is grounded in values of equity, human rights, and social justice. Students in the CMC major develop skills in critical thinking; application of theory; synthesis of research findings; written communication; media production, including proficiencies in photo, sound, and video editing; oral communication and discussion facilitation; collaborative learning; multicultural understanding and competence; and social action, advocacy, and change. Faculty teaching in the CMC program are highly qualified and have diverse academic backgrounds to help students develop a broad and deep skill set enabling productive and meaningful careers, while tackling the complex challenges facing the world today and are credentialed appropriately. Ongoing faculty development ensures alignment of disciplinary content to CMC program learning goals.
DTA	CLA	UG	18 G.S.H. in Discipline of Course Content	BIO, BUS, CMS, DTA, ECO, MAT, PHY, POL, and PSY	The interdisciplinary Data Analytics (DTA) program develops advanced skills in quantitative analysis and research methods. Core skills developed in the minor include: a basic understanding of programming for acquiring and manipulating data, statistical analysis used to advance understanding of data relationships, and the ability to effectively communicate quantitative insights to diverse audiences. Faculty teaching in the DTA program provide instruction based on content for which they are credentialed appropriately. Ongoing faculty development ensures alignment of disciplinary content to DTA program learning goals.
GLC	CLA	UG	18 G.S.H. in Discipline of Course Content	--	Global Languages and Culture (GLC) courses focus on topics of global culture, but are taught in English as opposed to traditional global language courses conducted in the target language. Such courses are primarily offered as part of the CLA general education program, and instruction is based on content for which faculty are credentialed appropriately. Ongoing faculty development ensures alignment of disciplinary content to general education program and departmental learning goals.

Prefix/ Program	School	Level	Minimum Credential	Core and Elective Course Disciplines	Course/Program Statement
ENV	CLA HLT	UG	18 G.S.H. in Discipline of Course Content	--	The interdisciplinary Environmental Studies (ENV) major examines natural and cultural systems from many perspectives – ecological, economic, ethical, historical, geographical, and political. Students study the conservation and utilization of natural resources essential for economic development and public well-being. The curriculum analyzes the problems, processes, and possibilities of creating a more sustainable society. It also offers preparation for an environmental career, broad background in several related areas of study, or concentration on a particular thematic issue, as a basis for graduate study. Faculty teaching in the ENV program provide instruction based on content for which they are credentialed appropriately. Ongoing faculty development ensures alignment of disciplinary content to ENV program learning goals.
HON	CLA	UG	18 G.S.H. in Discipline of Course Content	--	Honors Degree Program (HON) students complete a core set of five courses designed to provide an integrated understanding of the liberal arts. These seminars, some interdisciplinary, introduce students to the different methods of inquiry in various fields and encourage students to take intellectual risks and apply a liberal arts understanding to critical issues of our time. Faculty teaching in the HON program provide instruction based on content for which they are credentialed appropriately. Ongoing faculty development ensures alignment of disciplinary content to HON learning goals.
HUM	HLT	UG	18 G.S.H. in Discipline of Course Content	ART, ARH, DAN, ENG, HIS, HUM, MUS, PHI, REL, and THE	The interdisciplinary Humanities (HUM) major and minor provides insight into the complexity of humanity and human achievement in the expressive arts, literature (studied in any language), philosophy, religion, and history. Faculty teaching in the HUM program provide instruction based on content for which they are credentialed appropriately. Ongoing faculty development ensures alignment of disciplinary content to HUM learning goals.
INT 200	HLT	UG	18 G.S.H. in Discipline of Course Content	--	INT 200 <i>Introduction to the Liberal Arts</i> , is an interdisciplinary course that introduces new Holt students to the liberal arts and prepares them to engage fully in the conversations inherent in a liberal arts education. Faculty teaching INT 200 courses provide instruction based on content for which they are credentialed appropriately. Ongoing faculty development ensures alignment of disciplinary content to INT 200 learning goals.
INT 232	CLA HLT	UG	18 G.S.H. in Discipline of Course Content	--	INT 232 <i>Wellness Ambassadors: Foundation Peer Health Education</i> provides required training for students selected as peer educators in the College's Office of Health Promotions wellness Ambassador Program. Faculty teaching INT 232 provide instruction based on content for which they are credentialed appropriately. Ongoing faculty development

Prefix/ Program	School	Level	Minimum Credential	Core and Elective Course Disciplines	Course/Program Statement
					ensures alignment of disciplinary content to INT 232 learning goals.
MENA	CLA	UG	18 G.S.H. in Discipline of Course Content	ANT, ARA, ARH, FRN, POL, and REL.	The interdisciplinary minor in Middle Eastern and North African (MENA) Studies offers a thorough survey of the cultures, politics, and religions of the region throughout history, with a strong focus on the contemporary period. Faculty members teaching in the MENA program provide instruction based on content for which they are credentialed appropriately. Ongoing faculty development ensures alignment of disciplinary content to MENA program learning goals.
MLS	HLT	GR	Terminal degree in Discipline of Course Content	--	The interdisciplinary Master of Liberal Studies (MLS) program develops intellectual awareness and key competencies through the study of the great ideas of civilization. Faculty members teaching in the MLS program provide instruction based on content for which they are credentialed appropriately. Ongoing faculty development ensures alignment of disciplinary content to MLS program learning goals.
NEUR	CLA	UG	18 G.S.H. in Discipline of Course Content	BCH, BIO, INTD, and PSY	The interdisciplinary Neuroscience (NEUR) minor combines courses in biology, psychology, and philosophy for an integrated study of how the brain functions and the biological contributions to behavior, as well as a variety of topical and methodological perspectives. Faculty members teaching in the NEUR program provide instruction based on content for which they are credentialed appropriately. Ongoing faculty development ensures alignment of disciplinary content to NEUR program learning goals.
PPE	CLA	UG	18 G.S.H. in Discipline of Course Content	ANT, CMC, DTA, ECO, ENV, GBH, POL, PPE, and SOC	The interdisciplinary program in Public Policy and Political Economy (PPE) studies substantive and theoretical ways in which economics and political science combine to shape public policies in various countries. Faculty members teaching in the PPE program provide instruction based on content for which they are credentialed appropriately. Ongoing faculty development ensures alignment of disciplinary content to PPE program learning goals.
RCC	CLA	UG	18 G.S.H. in Discipline of Course Content	Full range of academic disciplines encompassing the arts, sciences, humanities, and social sciences.	A component of the College's Rollins Foundations in the Liberal Arts (rFLA) interdisciplinary general education curriculum, Rollins College Conference (RCC) courses are seminar classes in which approximately 16 students meet with a faculty member to explore a topic in the professor's area of expertise. Faculty teaching in the RCC program provide instruction based on content for which they are credentialed appropriately. Ongoing faculty development ensures alignment of disciplinary content to RCC program learning goals.
RFLA	CLA	UG	18 G.S.H. in Discipline of	Full range of academic	Aligned with the College mission, the interdisciplinary rFLA general education curriculum prepares students for

Prefix/ Program	School	Level	Minimum Credential	Core and Elective Course Disciplines	Course/Program Statement
			Course Content	disciplines encompassing the arts, sciences, humanities, and social sciences.	"responsible citizenship and ethical leadership in local and global communities." Comprised of a Rollins College Conference (RCC) course; five linked rFLA seminar courses (one 100level course, three 200level courses, and one 300-level course); and four competencies, students are exposed to varied perspectives and domains of knowledge. The curriculum is sequential and integrative, encouraging students to bring together knowledge across multiple disciplines. The resulting liberal arts education empowers students to make connections across multiple perspectives, anticipate an increasingly global future, and solve problems in collaboration. Faculty teaching in rFLA provide instruction based on content for which they are credentialed appropriately. Ongoing faculty development ensures alignment of disciplinary content to rFLA learning goals.
SDEV	CLA	UG	18 G.S.H. in Discipline of Course Content	ENV and POL.	The interdisciplinary minor in Sustainable Development and the Environment (SDEV) explores both theoretical and actual development strategies that are ecologically, socially, and economically sustainable. Faculty teaching in the SDEV minor program provide instruction based on content for which they are credentialed appropriately. Ongoing faculty development ensures alignment of disciplinary content to SDEV learning goals.
SWAG	CLA HLT	UG	18 G.S.H. in Discipline of Course Content	Full range of academic disciplines encompassing the arts, sciences, humanities, and social sciences.	The Sexuality, Women's, and Gender Studies (SWAG) minor program advances and generates interdisciplinary knowledge about women, gender, and sexuality, with a focus on intersectionality and social justice. Faculty teaching in the SWAG minor provide instruction based on content for which they are credentialed appropriately. Ongoing faculty development ensures alignment of disciplinary content to SWAG learning goals.
SE	CLA	UG	18 G.S.H. in Discipline of Course Content	ANT, BUS, CMC, COM, ECO, ENV, POL, SE, and SOC.	The Social Entrepreneurship (SE) major combines entrepreneurial thinking and action; cutting-edge problem-solving methodologies; understanding of current economic, political, cultural, and environmental issues; and best practices from business skill sets. The College's SE faculty are highly qualified with diverse academic backgrounds, to help students develop a broad and deep skill set so that they will have a productive, meaningful career while tackling the complex challenges facing the world today. Faculty teaching in the SE program provide instruction based on content for which they are credentialed appropriately. Ongoing faculty development ensures alignment of disciplinary content to SE program learning goals.