



 Policies

Faculty Qualifications and Requirements Policy

Standards for Instructor Credentials, Competency, and Instructional Eligibility

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 Last Updated: July 2025

✓ Effective August 1, 2025

 Version 25.1

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PURPOSE	The purpose of this policy is to define the minimum qualifications, professional standards, and instructional competencies required for faculty members to ensure high-quality education at Intellectual Point.
RESPONSIBLE AUTHORITY	The Chief Academic Officer is responsible for the oversight and enforcement of this policy.
IMPLEMENTATION	Implementation of this policy is carried out by academic leadership and human resources personnel during hiring, onboarding, and ongoing faculty evaluation processes.
APPLICABILITY	This policy applies to all instructional staff employed by Intellectual Point, including full-time, part-time, and adjunct faculty across all programs and modalities.
EFFECTIVE DATE	August 1, 2025

POLICY

1. Standards Adherence – Faculty Qualifications

It is Intellectual Point's commitment to adhere to ACCSC standards for Faculty Qualifications as per the Standards of Accreditation Manual:

- 1) The faculty must be sufficient in number to serve the number of students enrolled and must maintain a satisfactory working relationship with students.
- 2) Faculty members must be certified or licensed where required by law.
- 3) Faculty members must have appropriate qualifications and be able to teach in a manner that permits announced educational objectives to be achieved. All faculty must be able to demonstrate a command of theory and practice, contemporary knowledge, and continuing study in their field.
- 4) Faculty members must have received training in instructional methods and teaching skills or be experienced teachers. Should a school hire a faculty member without prior training or experience, the school must provide training before the faculty member assumes primary instructional responsibilities in any classroom, curriculum, laboratory, or program-related training. A school's faculty must engage in ongoing development of teaching skills as part of its plan for faculty improvement. The school may provide its own faculty training using in-house resources or utilize resources outside the institution. In either case, teacher training shall include such elements as: formal education; workshops/seminars presented by an appropriate individual focusing on areas related to instructional methods and teaching skill development; or formal in-house mentoring programs with appropriately qualified and experienced

faculty.

- 5) Faculty teaching technical and occupationally related courses in either non-degree or occupational associate degree programs must have a minimum of three years of related practical work experience in the subject area(s) taught.
- 6) Applied General Education Courses:
 - a. Faculty teaching applied general education courses in an occupational associate degree program must have a baccalaureate degree with appropriate coursework and preparation in the subject area(s) taught or eight years of related practical work experience and college-level coursework in the subject area(s) taught.
 - b. Faculty teaching applied general education courses in a non-degree program must have three years prior relevant work experience or college-level coursework in the subject area(s) taught or an appropriate mix thereof that aligns with the curriculum content being taught.
- 7) Faculty teaching technical and occupationally related courses in an academic associate or baccalaureate degree program must have a minimum of four years of related practical work experience in the subject area(s) taught and possess a related degree at least at the same level of the course the faculty member is teaching. In exceptional cases, outstanding professional experience and contributions to the occupational field of study may be substituted for a formal degree. In such instances, the faculty member must possess a minimum of eight years of related practical work experience, and the school must justify and document on an individual basis the outstanding professional experience and contributions to the occupational field.
- 8) Faculty teaching academic general education courses in a degree program or in a non-degree program that articulates to a degree program must have, at a minimum, a master's degree with appropriate academic coursework and preparation in the subject area(s) taught. Faculty teaching academic general education courses in a terminal non-degree program must have, at a minimum, a baccalaureate degree with appropriate academic coursework and preparation in the subject area(s) taught.
- 9) Faculty teaching other courses (e.g., electives, orientation, career services, health and wellness, and life skills etc.) must be appropriately qualified based upon the type of course content offered and upon criteria established by the school that rely upon necessary experience and/or educational background requirements.

10) Graduate Degree Faculty Requirements

- a. At a minimum, at least 50% of graduate-level courses included in a master's degree program must be taught by faculty members who possess a minimum of four years of related practical work experience and an earned doctorate degree or other terminal degree in a related field of study. The remaining 50% of the courses may be taught by faculty who possess a minimum of four years of related practical work experience and a master's degree in a related field of study or a master's degree in an unrelated field of study with 18 semester credit hours or 27 quarter credit hours of graduate level education in the subject area taught.
 - b. In exceptional cases, outstanding professional experience and contributions to the occupational field of study may be substituted for a formal degree. In such instances, the faculty member must possess a minimum of eight years of related practical work experience, and the school must justify and document, on an individual basis, the outstanding professional experience and contributions to the occupational field.
 - c. Graduate faculty and other appropriate school personnel participate in the development, ongoing review, and improvement of graduate-level curriculum.
- 11) Faculty teaching ESL courses must have appropriate experience and educational background, including state or equivalent credentials in Teaching of English to Speakers of Other Languages (TESOL).
- 12) Glossary of Terms: The Commission has determined that "appropriate coursework and preparation," "college-level coursework," and "appropriate academic coursework and preparation" as used in Section III (B) means a minimum of 15 semester credit hours (or the equivalent) in related subject areas that support the curriculum content.

The terms "verify prior work experience" and "maintain documentation of academic credentials" of all faculty members and administrators in Section III (A)(4), Substantive Standards, Standards of Accreditation, means that the school has a documented process to demonstrate that the school:

- Has secured from previous employers written or verbal verification of prior work experience when prior work experience is a qualification requirement and/or
- Has secured and keeps on file academic transcripts when an academic credential is a qualification requirement.

2. Standards Adherence – Faculty Assessment, Training and Professional Development

It is Intellectual Point's commitment to adhere to ACCSC standards for Faculty Assessment and Professional Development as per the latest Standards of Accreditation:

- The school must demonstrate that its faculty and educational administrators engage in ongoing faculty assessment and professional development activities that are appropriate to the size and scope of the school's educational programs, support the quality of education provided, and enhance student learning and achievement. The school must document the implementation of assessment and professional development activities for its faculty.
- Professional development activities include elements such as continuing education in the subject area(s) taught; teaching skill development; instructional methodology development; membership in trade and professional organizations as appropriate; and other elements appropriate for the ongoing professional development of faculty.

EQUIPMENT, REPAIR, AND MAINTENANCE PROVISIONS

The equipment necessary for the implementation of this policy is the responsibility of the Senior Vice President for Software Engineering, who coordinates any repairs, purchases, or updates required. Such requests are to be made directly to the Senior Vice President of Software Engineering via email, who will follow up accordingly.

BUDGET

The funding necessary for the implementation of this policy is allocated in the institution's annual operating budget under the line item "Academics." Revisions to the funding need approval by the Chief Financial Officer.

REVISIONS

Revisions to this policy are to be approved at one of the Institutional Assessment and Improvement meetings. Personnel is informed of revisions via email. Revisions are published at the staff and student webpage.

POLICY AVAILABILITY

Intellectual Point's policies and procedures are available for review by administrative staff, faculty, advisory members, and students at <https://compliance.intellectualpoint.com>.