



FACULTY TEACHING QUALIFICATIONS

DISCIPLINE DESCRIPTION

EXPERIENTIAL LEARNING

ACTIVE TEACHING DISCIPLINES

For administrative use only; please do *not* edit federal NCES information below.

CIP Code	Title	Definition
30.0000	Multi-/Interdisciplinary Studies, General	A program that derives from two or more distinct programs and that is integrated around a unifying theme or topic that cannot be subsumed under a single discipline or occupational field.

Note: More information on the National Center for Education Statistics (NCES) Classification of Instructional Programs (CIP) taxonomy is available at <https://nces.ed.gov/ipeds.cipcode/>.

The qualifications described below represent commonly accepted good practices for teaching in the discipline(s) represented in the unit.¹

Section 1. General description of the unit, including academic programs and course offerings²

Experiential Learning, part of UCF's Division of Teaching and Learning, provides students with opportunities to apply what they learn in the classroom to real-world settings. In collaboration with faculty members, employers, and community leaders, Experiential Learning prepares students for academic and career success by helping them to develop essential skills such as leadership, communication, and critical thinking through internships, cooperative education, and service-learning.

Experiential Learning collaborates with academic units across the university to provide integrated programming so that all constituents can benefit from participation. With this approach, the academic and developmental needs of students, the instructional and research needs of faculty members, and the workforce-competency needs of employers can all be met.

Experiential Learning supports the delivery of internships and cooperative education experiences for students regardless of their major or program. When possible, Experiential Learning helps students secure placements and refers students to internship courses in their home academic units. For students who do not have such an option in their program but for whom general elective credit is appropriate, Experiential Learning offers the following courses:

- IDS 3947—for undergraduate students completing their first internship
- IDS 4947—for undergraduate students who have already completed an internship
- IDS 5947—for master's level students
- IDS 6947—for doctoral students

Each of these learning experiences provides an off-campus, structured work experience for students to gain professional and academic skills related to their major. These experiences, though always in discipline-related environments, focus on learning how to learn through experience and on developing lifelong learning skills relevant to those environments.

Section 2. Qualifying degree(s) for each discipline taught in the unit:

A terminal degree in the teaching discipline qualifies a faculty member to teach throughout the broad scope of the teaching discipline at the undergraduate and graduate levels.⁴

Courses offered by Experiential Learning use a summative evaluation tool based on competencies endorsed by the National Association of Colleges and Employers. These competencies cover a range of what are commonly referred to as “soft skills.” Faculty members in the unit are qualified to help students develop and strengthen these skills regardless of the student’s major.

Faculty members in Experiential Learning also work extensively with partners in business and industry, faculty members in various disciplines, and other university stakeholders to design, deliver, and assess internships. Faculty members acknowledge the importance of the student’s area of study and augment disciplinary learning as they support the student’s development of essential skills such as leadership, communication, and critical thinking.

Given these expectations, faculty preparation may be varied. Most advanced degree programs in education (e.g., curriculum and instruction, educational administration and supervision, teacher education) yield the requisite knowledge and expertise. Degrees in human resources management and services and related fields also provide appropriate preparation. Generally, Experiential Learning requires faculty members to have earned an advanced degree in at least one of these disciplinary areas.

Section 3. Broadly related discipline(s) for each discipline taught in the unit

Specialization qualifies a faculty member to teach throughout the broad scope of the teaching discipline (typically five or more courses on distinct topics).

N/A

Section 4. Selectively related discipline(s) for each discipline taught in the unit

Specialization qualifies a faculty member to teach a restricted set of courses in the teaching discipline (typically four or fewer courses on distinct topics).

N/A

Section 5. Justification for use of faculty members with “other” teaching qualifications and additional informations

In some cases, Experiential Learning will deliver special sections of courses designed for students in a specific major or program. In these cases, the instructor should have an acceptable amount of discipline-specific knowledge or experience as determined by the home unit of the students and instructor.

1. The unit chair or director, in consultation with unit faculty members, is responsible for identifying and articulating commonly accepted good practices in each of the unit’s teaching disciplines and for providing appropriate justification as needed. In the case of an emerging discipline for which common collegiate practice has not yet been established, a compelling case must be made, as necessary, to substantiate the claims presented.

2. Please provide a general description of the unit’s course and program offerings at the undergraduate and graduate levels (e.g., degree and certificate programs, minors, unit contributions to interdisciplinary core courses). This section may also be used to provide other pertinent information about the unit and the discipline(s) it represents (e.g., discipline accreditation, faculty research emphases).

3. For each discipline taught in the unit, please list those degrees that are regarded by the respective disciplinary community as terminal degrees in the discipline and thus qualify a faculty member to teach throughout the broad scope of that discipline at the undergraduate and graduate levels. In most fields, a terminal degree is the commonly accepted highest degree in the given field of study. In such instances, the terminal degree is usually considered to be the academic (or research) doctorate (e.g., doctor of philosophy). However, some academic fields have, through custom, recognized terminal degrees that are not doctorates (e.g., master of fine arts, master of social work). Note that terminal degrees in other disciplines may also be appropriate for teaching in the discipline, but such credentials should be listed as broadly or selectively related degrees, as appropriate.

4. A nonterminal master's degree in the teaching discipline qualifies a faculty member to teach throughout the broad scope of the teaching discipline at the undergraduate level but not at the graduate level.

5. Please use this section to provide justification that helps to make the case for special circumstances that apply to the unit, including the use of faculty members qualified to teach by "other" means. Typically, the statements provided in this section should be of a general nature and should not address specific individuals. (Justification for specific individuals is typically handled separately during the teaching certification process.) Please cite appropriate authorities as needed to justify the unit's practices (e.g., discipline accreditation guidelines, governmental regulations).

When a faculty member cannot be qualified to teach on the basis of academic credentials (i.e., degrees, coursework) alone, qualifications other than academic credentials (or combined with academic credentials) that are appropriate for teaching particular courses may be taken into consideration. Such consideration of other teaching qualifications in conjunction with or in lieu of academic credentials must be made on a case-by-case basis. These cases should be exceptional, and the evidence provided of other demonstrated competencies and achievements must be compelling. They should also show significant evidence of professional progress as related to the faculty member's teaching assignment.