



DISCIPLINE DESCRIPTION

INTERDISCIPLINARY STUDIES

ACTIVE TEACHING DISCIPLINES

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

CIP Code	Title	Definition
03.0103	Environmental Studies.	A program that focuses on environment-related issues using scientific, social scientific, or humanistic approaches or a combination. Includes instruction in the basic principles of ecology and environmental science and related subjects such as policy, politics, law, economics, social aspects, planning, pollution control, natural resources, and the interactions of human beings and nature.
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.
45.0702	Geographic Information Science and Cartography.	A program that focuses on the systematic study of map-making and the application of mathematical, computer, and other techniques to the analysis of large amounts of geographic data and the science of mapping geographic information. Includes instruction in cartographic theory and map projections, computer-assisted cartography, geographic information systems, map design and layout, photogrammetry, air photo interpretation, remote sensing, spatial analysis, geodesy, cartographic editing, and applications to specific industrial, commercial, research, and governmental mapping problems.
52.0213	Organizational Leadership.	A program that focuses on leadership skills that can be applied to a business, government, non-profit, or educational setting. Includes instruction in organizational planning, dynamics of leadership, finance, team building, conflict resolution and mediation, communication and other management skills.

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

The Office of Interdisciplinary Studies offers students the opportunity to pursue individually planned programs of study across multiple disciplines designed to prepare them for graduate or professional school or for careers in various industries. The office's undergraduate degree program in interdisciplinary studies allows students to integrate three distinct yet complementary areas of study, supported by a sequence of methodological framing courses. The office also offers baccalaureate degrees in environmental studies and integrative general studies, for students interested in maximum breadth, individualization, and flexibility. In addition, the office oversees a number of undergraduate minors in such disciplines as diversity studies leadership, environmental studies, genomics and bioinformatics, and leadership studies, as well as a range of interdisciplinary undergraduate certificate programs, including diversity studies leadership, geographic information systems, leadership studies, and service-learning. Finally, the office offers courses that introduce students to academic research and provide them with knowledge and skills that support them as they pursue various undergraduate research experiences at UCF.

Section 2. Qualifying degree(s) for each discipline taught in the unit³

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

Environmental Studies

- Master's degree or higher in environmental science, environmental studies, natural resources/conservation, urban and regional planning, wildlife and wildlands science and management, or related fields

Geographic Information Systems

- Master's degree or higher in geographic information science, geography, or related fields

Interdisciplinary Studies/Integrative General Studies

- Master's degree or higher in interdisciplinary studies, liberal studies, or related fields

Leadership Studies

- Master's degree or higher in educational leadership, organizational leadership, or related fields

Undergraduate Research

- Master's degree or higher in any discipline with a significant research component (e.g., thesis)

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).

Faculty members with master's degrees or higher in any discipline who, through formal concentration, coursework, or graduate research, have demonstrated an appropriate specialization in any of the disciplines represented in the office may be qualified to teach courses in those disciplines.

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 information⁵

The Office of Interdisciplinary Studies considers other teaching qualifications in conjunction with or in lieu of academic credentials on a case-by-case basis. This is acceptable in cases in which evidence of a faculty member’s exceptional industry experience, research, or other qualifications can be documented, and in which those qualifications are directly applicable to the course or courses being taught.

Geographic Information Systems

Faculty members with a master’s degree or higher in any discipline who have professional experience using geographic information systems may be qualified to teach courses in that discipline.

Interdisciplinary Studies/Integrative General Studies

Faculty members with degrees in multiple disciplines, or whose research draws significantly from multiple disciplines, may be qualified to teach courses in integrative general studies and/or interdisciplinary studies.

Leadership Studies

Faculty members with demonstrated leadership experience in any field may be qualified to teach courses in leadership studies. Such experience may be widely varied, ranging from leadership positions at large organizations to supervisory experience within specific divisions of an organization, to significant leadership experience in civic and community engagement.

Undergraduate Research

Faculty members with a research-based master’s degree or higher in any discipline may be qualified to teach courses in undergraduate research. The Office of Undergraduate Research provides a standard syllabus and centrally organizes major components of the curriculum, including invited panels and guest speakers. Faculty members do not provide students with a research experience per se; rather, they guide students on how to seek out research opportunities and to understand the basics of research such as understanding faculty mentor expectations, finding academic sources, synthesizing literature, and communicating research to wide audiences.

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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). 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.