



## DISCIPLINE DESCRIPTION

# MANAGEMENT

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### ACTIVE TEACHING DISCIPLINES

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

CIP Code	Title	Definition
52.0101	Business/Commerce, General.	A program that focuses on the general study of business, including the processes of interchanging goods and services (buying, selling and producing), business organization, and accounting as used in profit-making and nonprofit public and private institutions and agencies. The programs may prepare individuals to apply business principles and techniques in various occupational settings.
52.0201	Business Administration and Management, General.	A program that generally prepares individuals to plan, organize, direct, and control the functions and processes of a firm or organization. Includes instruction in management theory, human resources management and behavior, accounting and other quantitative methods, purchasing and logistics, organization and production, marketing, and business decision-making.
52.0701	Entrepreneurship/ Entrepreneurial Studies.	A program that generally prepares individuals to perform development, marketing and management functions associated with owning and operating a business.

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.<sup>1</sup>

### Section 1. General description of the unit, including academic programs and course offerings<sup>2</sup>

The primary objective of the Department of Management is to educate students in the skills, knowledge, and attitudes necessary to perform the basic tasks of management. Course offerings are designed to demonstrate how managers, as decision makers, affect organizational efficiency and effectiveness by considering the impact of environment, technology, administrative structure, information, and human resources. To this end, the department offers undergraduate and graduate degree programs in management, with opportunities for specialization in business analytics, entrepreneurship, human resources, and integrated business. The department also offers courses in support of the College of Business Administration's core undergraduate curriculum, the college's MBA curriculum, and the management track of the college's doctoral degree program in business administration.

## Section 2. Qualifying degree(s) for each discipline taught in the unit<sup>3</sup>

*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.<sup>4</sup>*

The doctoral degree (e.g., PhD) with a major in management represents the terminal degree in the discipline.

## 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 a degree at the appropriate level (master's for undergraduate, doctoral for graduate) in any of the fields listed below may be qualified to teach throughout the broad scope of the management discipline:

- E-Commerce/Electronic Commerce
- Entrepreneurship/Entrepreneurial Studies
- Human Resources Management/Personnel Administration
- Labor and Industrial Relations
- Logistics, Materials, and Supply Chain Management
- Non-Profit/Public/Organizational Management
- Operations Management and Supervision
- Organizational Behavior Studies
- Organizational Leadership
- Purchasing, Procurement/Acquisitions, and Contracts Management
- Risk Management

Faculty members with a degree in industry-specific business management disciplines (e.g., hospitality management, sports business management, forestry business management) may also be qualified to teach courses in management, organizational behavior, and business strategy.

## 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).*

Faculty members with a degree at the appropriate level (master's for undergraduate, doctoral for graduate) in one of the following disciplines may be qualified to teach courses on related topics in management, as indicated below:

- Computer Science, Mathematics, or Statistics: Courses in management research, data analysis, and analytics.
- Educational Leadership and Administration: Courses in conflict resolution, ethics, human resources management, management principles, organizational behavior, and strategy.
- Industrial and Organizational Psychology: Courses in conflict resolution, human resources management, management principles, and organizational behavior.
- Industrial Engineering or Production Operations: Courses in data analysis and analytics, entrepreneurship, management principles, and production operations.
- International Business: Courses in entrepreneurship, human resources management, management principles, organizational behavior, and strategy.
- Management Science: Courses in management principles and management research.
- Psychology: Courses in conflict resolution, ethics, human resources management, management principles, and organizational behavior.

- Public Administration: Courses in human resources management, management principles, organizational behavior, and strategy.
- Social Psychology: Courses in conflict resolution, ethics, human resources management, management principles, organizational behavior, and organizational theory.
- Sociology: Courses in conflict resolution, ethics, human resources management, management principles, organizational behavior, and organizational theory.
- In addition, faculty members with an LLM with an emphasis in employment law may be qualified to teach courses in employment law at both the undergraduate and graduate levels.

## Section 5. Justification for use of faculty members with “other” teaching qualifications and additional information<sup>5</sup>

The department considers other teaching qualifications in conjunction with or in lieu of academic credentials on a case-by-case basis. This is acceptable in special 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. For example, a faculty member teaching a course in training and development will have had several years of hands-on experience developing and delivering organizational training programs, whereas a faculty member teaching a course in strategic management will have held upper-level management positions and will have been involved significantly in top-level strategic planning activities.

Faculty members with a JD or an LLM who have appropriate professional experience in employment law, entrepreneurship, ethics, or new-venture finance may be qualified to teach courses in their area of specialization at both the undergraduate and graduate levels. Faculty members with a JD and at least eighteen graduate semester hours in one of these areas may be qualified to teach undergraduate courses in that field.

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.