



FACULTY TEACHING QUALIFICATIONS

DISCIPLINE DESCRIPTION

PUBLIC ADMINISTRATION

ACTIVE TEACHING DISCIPLINES

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

CIP Code	Title	Definition
04.0301	City/Urban, Community, and Regional Planning.	A program that prepares individuals to apply principles of planning, analysis, and architecture to the development and improvement of urban areas and surrounding regions, and to function as professional planners. Includes instruction in principles of architecture; master plan development; service, communications, and transportation systems design; community and commercial development; zoning; land use planning; applied economics; policy analysis; applicable laws and regulations; and professional responsibilities and managerial duties.
43.0302	Crisis/Emergency/Disaster Management.	A program focusing on the application of the incident command system model to formulating and implementing effective response to natural and man-made disasters. Includes instruction in contingency planning, hazard and risk assessment, joint operations, law and ethics, emergency response and recovery, event mitigation, emergency rescue and medical operations, incident command, terrorism and national security issues, law enforcement, relief administration, volunteer and citizen coordination, public relations and applications to specific types of incidents.
44.0401	Public Administration.	A program that prepares individuals to serve as managers in the executive arm of local, state, and federal government and that focuses on the systematic study of executive organization and management. Includes instruction in the roles, development, and principles of public administration; the management of public policy; executive-legislative relations; public budgetary processes and financial management; administrative law; public personnel management; professional ethics; and research methods.

52.0206	Non-Profit/Public/Organizational Management.	A program that prepares individuals to manage the business affairs of non-profit corporations, including foundations, educational institutions, associations, and other such organizations, and public agencies and governmental operations. Includes instruction in business management, principles of public administration, principles of accounting and financial management, human resources management, taxation of non-profit organizations, and business law as applied to non-profit organizations.
52.0214	Research Administration.	A program designed to prepare formally trained, advanced-level personnel for research administration leadership positions at colleges and universities, government agencies, hospitals, nonprofit agencies, and in industry. Includes instruction in bioethics, biostatistics, ethical, legal and regulatory consideration in clinical investigation, financial analysis, grant writing, managing and monitoring clinical trials, project management, strategic planning, and team building.

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 School of Public Administration offers baccalaureate degree programs in emergency management, nonprofit management, and public administration; master's degree programs in emergency and crisis management, nonprofit management, public administration, research administration, and urban and regional planning; and a number of undergraduate minors and undergraduate and graduate certificates in a range of related disciplines, including emergency management and homeland security, fund-raising, nonprofit management, public administration, public budgeting and finance, public policy analysis, research administration, and urban and regional planning. The school also offers courses in support of the public administration track of the college's doctoral degree program in public affairs.

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

The doctoral degree (e.g., doctor of philosophy) with a major in public administration, public affairs, or public policy 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 discipline indicated:

Emergency Management

- Crisis management
- Disaster management
- Emergency management

Nonprofit Management

- Nonprofit management
- Philanthropy

Public Administration

- Political science
- Politics
- Public policy

Research Administration

- Research administration

Urban and Regional Planning

- Community planning
- Regional planning
- Urban planning

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 school considers other teaching qualifications 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.

Emergency Management

Faculty members with a master’s degree in emergency management, public administration, urban and regional planning, or a related discipline who have at least three years of appropriate professional experience in the field may be qualified to teach courses in emergency management at both the undergraduate and graduate levels.

Nonprofit Management

Faculty members with a master’s degree in nonprofit management or a related discipline and at least five years of appropriate professional experience in the field may be qualified to teach courses in nonprofit management at both the undergraduate and graduate levels.

Public Administration

The accrediting body of the field, the National Association of Schools of Public Affairs and Administration (NASPAA), strongly urges practitioner involvement in teaching to enhance students' educational experience. The current standards state that "students should have the opportunity to receive instruction from properly qualified faculty. The program's faculty, as a group, should include a variety of perspectives and experiences (e.g., gender, ethnicity, race, disabilities) to invigorate discourse with each other and with students and to prepare students for the professional workplace. Faculty members should form a self-sustaining community of scholars who pursue intellectual, professional, and community service agendas consistent with the program's mission. Program faculty should engage in the scholarship of public affairs, administration, and policy because it leads to teaching and mentoring of students in cutting-edge methods and applications, it advances the profession, and it impacts the community. They should engage in community and professional service related to public affairs, administration, and policy because it promotes their personal accountability and commitment to the values they are expected to model, and it provides opportunities for them to connect theory and practice and to recruit students and place graduates." The school, therefore, routinely hires practitioners, on a part-time basis, to teach certain courses to which their professional experience is particularly relevant.

Research Administration

Faculty members with a graduate degree in business administration, education, psychology, public administration, or a related discipline who have at least seven years of appropriate professional experience in the field and who are certified research administrators may be qualified to teach courses in research administration at both the undergraduate and graduate levels.

Urban and Regional Planning

The accrediting standards of the Planning Accreditation Board state that "the faculty will include a mixture of individuals with backgrounds in planning scholarship and planning practice. Regular, full-time faculty members have educational and professional backgrounds appropriate for the program level, with a relevant mix of credentials (i.e., accredited degrees in planning, significant experience in planning, PhDs in planning, degrees and experience in related fields, and AICP membership). Regular, full-time faculty members have the educational background and competencies to teach core courses and an area of specialization (if offered by the program), and to carry out the major share of teaching, research, and service based on the mission and goals. Adjuncts, lecturers, and guest speakers include individuals with the professional involvement and status to effectively add perspectives from the planning practice and other related specialties. Adjunct faculty members should complement the teaching competencies of the full-time faculty based on educational and professional backgrounds, experience in the planning field, and AICP membership." Accordingly, faculty members with a master's degree in planning or a related discipline who have at least five years of appropriate professional experience in the field, or who are AICP certified, may be qualified to teach courses in urban and regional planning at both the undergraduate and graduate levels.

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.