



DISCIPLINE DESCRIPTION

AIR FORCE ROTC

ACTIVE TEACHING DISCIPLINES

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

CIP Code	Title	Definition
28.0101	Air Force JROTC/ROTC.	A program that introduces students to the theory and practice of air science, life in the U.S. Air Force, and prepares them for cadet status (Junior ROTC or JROTC) or for service as commissioned reserve or active duty officers (senior AFROTC or ROTC). Programs are offered as adjuncts to regular high school or college instructional programs. This CIP code is not valid for IPEDS reporting.

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 Department of Aerospace Studies, the university's Air Force ROTC unit, provides pre-commissioning leadership training and education for highly qualified students who desire to serve as commissioned officers in the U.S. Air Force. The department primarily commissions officers for active duty with limited opportunities for reserve commissioning. Air Force ROTC students participate in primary military training objectives, which include classroom academics, leadership laboratory, and physical conditioning from entry into the Air Force ROTC program until graduation and commissioning. The department also offers a "Cross-Town" program for students enrolled at local state and community colleges to participate in the Air Force ROTC program through dual enrollment. All programs offer scholarship opportunities for highly qualified students.

Students enrolled in the Air Force ROTC program may major in any academic discipline and earn a minor in aerospace studies. The curriculum is divided into two phases:

1. The General Military Course sequence is designed to give students their first exposure to the Reserve Officer Training Corps program and basic military education during their freshman and sophomore years. The courses cover the mission, organization, and structure of the U.S. Air Force, and the development of air, space, and cyber power as a primary function of American national security.
2. The Professional Officer Course sequence is designed to further develop and hone leadership, managerial, and officer skills during a cadet's junior and senior years. All cadets who seek a commission through the Air Force ROTC program must complete the two-year POC curriculum. The curriculum involves the study of leadership and management in the U.S. Air Force and an analysis of the formulation and implementation of American defense policy.

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

Officers who serve as instructor of record for the department are qualified by virtue of their education, active-duty experience, and special training. All instructors have completed Professional Military Education commensurate with their rank (e.g., Squadron Officer School, Air Command and Staff College, Air War College). A master's degree or higher in any discipline is generally preferred but is not a requirement.

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 information⁵

Given the diverse nature of the U.S. Air Force, the department is staffed with instructors that vary in disciplinary background, professional experience, race, ethnicity, and gender. Instructors are active-duty officers competitively selected by the U.S. Air Force Personnel Center. All department instructors have completed the appropriate level of Professional Military Education commensurate with their rank (e.g., Squadron Officer School, Air Command and Staff College, Air War College).

In addition, all Air Force ROTC instructors have completed the Air Education and Training Command Instructor Course, the “teachers college” of the U.S. Air Force. The course consists of 158 hours of resident classes and includes instruction in the fundamentals of teaching, methods of instruction, objectives and tests, instructional systems development, academic counseling, basic learning theories, the use of audiovisual aids, and formal evaluation methods.

Further, an Air Education and Training Command Inspector General team inspects each Air Force ROTC unit every three years. The team thoroughly inspects all areas of unit operations, including education, training, recruitment, personnel, unit support, and financial management. Following these inspections, the university's Air Force ROTC unit has consistently received the U.S. Air Force's highest ratings.

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.