



DISCIPLINE DESCRIPTION

ARMY ROTC

ACTIVE TEACHING DISCIPLINES

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

CIP Code	Title	Definition
28.0301	Army JROTC/ROTC.	A program that introduces students to the theory and practice of military science, life in the U.S. Army, and prepares them for cadet status (Junior ROTC or JROTC) or for service as commissioned reserve or active duty officers (senior AROTC 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 Military Science is home to the Fighting Knights Battalion, the Army ROTC unit that serves the university. The department, in cooperation with the U.S. Army, offers students the opportunity to earn a commission as a second lieutenant and to compete for an active-duty assignment or accept a guaranteed Army Reserve or National Guard position. The program offers both two- and four-year options for students pursuing associate, baccalaureate, or graduate degrees. The two-year option allows students with at least two academic years remaining in either an undergraduate or a graduate degree program to meet all requirements for commissioning. Students may be eligible for the Army's Simultaneous Membership Program, which combines Guaranteed Reserve Forces Duty with Army ROTC officer training courses on campus.

The basic military science courses—MSL 1001C, MSL 1002C, MSL 2101C, MSL 2102C—open to both men and women, are designed for four-year participants and are normally taken during a student's first and second years. These courses address military organizations, equipment, weapons, map reading, land navigation, management skills, grade structure, communications, and leadership. The advanced military science courses—MSL 3201C, MSL 3202C, MSL 4301C, MSL 4302C—open to both men and women, are normally taken during a student's third and fourth years. These courses specialize in small-unit tactics, the preparation and conduct of military training, the military justice system, staff procedures, decision-making, and leadership. These four advanced courses, together with a course on U.S. military history (AMH 3541 or AMH 3547), constitute the undergraduate minor in military science.

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 unit are qualified by virtue of their job experience, performance evaluations, and special training. A bachelor'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

Officers serving as instructor of record for the unit fulfill the following requirements set by the U.S. Army:

- Possess a thorough knowledge and experience of the Army's organizational structure, mission objectives, functions, procedures, agency regulations, and policies.
- Possess a thorough knowledge and experience of military training and field training evaluation; possess tactical and leadership skills gained from successful platoon- or company-level leadership.
- Possess basic soldier skills, including map reading, land navigation, marksmanship, drill and ceremonies skills, and weapons experience with small arms.
- Possess computer skills with IBM-compatible PCs, including initialization, operation of Microsoft word-processing, spreadsheet, and graphics programs, performance of user maintenance, Windows environments, and familiarity with email and internet environments and operations.
- Be able to teach effectively in a classroom setting, presenting both standardized instruction and creative workshops; have demonstrated instructor ability in military field training exercises and be able to instruct in a field environment for extended periods during training exercises.

Officers meet these requirements through their job experience, performance evaluations, and special training, including the Officer Basic Course, the Officer Advanced Course, the Combined Arms Staff and Services School, and the Cadre/Faculty and Staff Development Program. The unit is certified by U.S. Army Cadet Command, in Fort Monroe, Virginia, to offer instruction in accordance with the military's prescribed requirements for officer training.

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.