



FACULTY TEACHING QUALIFICATIONS

DISCIPLINE DESCRIPTION

WOMEN'S AND GENDER STUDIES PROGRAM

ACTIVE TEACHING DISCIPLINES

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

CIP Code	Title	Definition
05.0207	Women's Studies	A program that focuses on the history, sociology, politics, culture, and economics of women, and the development of modern feminism in relation to the roles played by women in different periods and locations in North America and the world. Programs may focus on literature, philosophy, and the arts as much as on social studies and policy.
24.0103	Humanities/Humanistic Studies	A program that focuses on combined studies and research in the humanities subjects as distinguished from the social and physical sciences, emphasizing languages, literatures, art, music, philosophy and religion.

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

General description of the unit, including academic programs and course offerings²

At the undergraduate level, the Women's and Gender Studies program offers an interdisciplinary minor and a certificate in Women's and Gender Studies in cooperation with several departments, programs, and schools; and a B.A. in Interdisciplinary Studies- Women's Studies Track. All programs and certificates examine women's roles in and contributions to past and present societies, and provide practical and theoretical knowledge about women's and gender issues.

At the graduate level, an interdisciplinary graduate certificate in Gender Studies is coordinated by the Women's and Gender Studies Program. The Gender Studies program provides a foundation in feminist theory and research, focusing on the study of gender and its relationship to cultural, social and political institutions and systems of meaning.

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

- Women's or Gender Studies

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).

A degree in one of the following disciplines at the appropriate level (doctorate for graduate, master's for undergraduate) with a scholarly interest in Women's and/or Gender Studies qualifies for teaching throughout the broad scope of the discipline:

- Arts
- Humanities
- Social Sciences

Because Women's Studies is a relatively young, developing discipline, graduate programs in the field only began emerging in the 1990s and are still growing. Typically, graduate coursework in Women's or Gender Studies is taken in other disciplines (e.g., departments of English) and the student focuses on women and gender using an interdisciplinary perspective.

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

Justification for use of faculty members with "other" teaching qualifications and additional information⁵

For Women's Studies, appropriate other teaching qualifications include related scholarship and professional credentials, including community involvement and the study of women and gender in community settings, i.e., locations dealing with women's health issues, domestic violence, or non-profit organizations, law enforcement, the criminal justice system, and public policy focused on women and/or gender. These credentials are especially important because UCF's Women's Gender Studies Program is a Service-Learning program that requires students to link with community organizations for their Service Learning experiences.

Evidence of academic and professional qualifications in Women's Studies includes but is not limited to:

- publication of research and creative work in the fields of feminist, gender, and women's studies;
- editorial activity, such as serving on the boards of professional academic journals specializing in feminist, gender, and women's studies;
- professional services, including committee service and elected or appointed office in professional societies addressing feminist, gender or women's issues, accompanied by teaching experience in these fields;

- a record of commitment to teaching courses on women's, gender, and feminist issues that are comparable in scope and quality to those offered at peer universities and colleges throughout the nation;
- a demonstrated record of feminist scholarship (publications in feminist journals, gender- focused journals within a discipline or in fields such as pedagogy, for example);
- a significant use of feminist sources in scholarly publications and presentations;
- a membership and active participation in Women's Studies professional societies (e.g. national or regional women's studies associations like NWSA, SEWSA, SCWSA); or a membership and active participation in societies within a discipline that focus on gender like American Medical Women's Association, Sociologists for Women in Society or a membership and active participation in sections of a discipline's main professional society that focus on gender (for example, within the American Academy of Religion, sections like women and religion, feminist theology, womanist approaches to religion and society, lesbian-feminist issues and religion, or the women's caucus);
- record as a reviewer for feminist publications or as an outside reader in gender-focused work within your discipline;
- letters of recommendation from well-known scholars with records as above attesting to preparation, with details (for example, if they will attest that specific courses taken in graduate school and which appear on the transcript had, significant women's studies content; that the faculty member's research focus was on women and/or gender; and that training for teaching included feminist pedagogies);
- active involvement and/or leadership in community organizations focused on women's issues (for example, domestic violence, women's health concerns, or non-profit, public policy, law enforcement, criminal justice system organizations);
- the securing of internal or external grants related to women's and/or gender issues and which involve integration of, knowledge between campus and community.

Faculty who specialize in a particular area of women's or gender studies, either by virtue of their academic credentials alone or some combination of academic credentials and other qualifications, are qualified to teach Women's Studies courses with a focus in their area of specialization. All Women's Studies faculty are qualified to teach the Introduction to Women's Studies survey course.

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, master of social work). 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, course work) 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.