



Faculty Qualifications: Discipline Description

Finance

ACTIVE TEACHING DISCIPLINES		
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CIP Code	Description	NCES Definition For more information on the NCES CIP taxonomy, see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55
52.0801	Finance, General	A program that generally prepares individuals to plan, manage, and analyze the financial and monetary aspects and performance of business enterprises, banking institutions, or other organizations. Includes instruction in principles of accounting, financial instruments, capital planning, funds acquisition, asset and debt management, budgeting, financial analysis, and investments and portfolio management.

The qualifications described below represent commonly accepted good practices for teaching in the discipline(s) included in this unit. [1]

Please provide a general description of unit, including programs and course offerings [2]

The Department of Finance offers the following degrees:

- B.S.B.A. with a major in finance
- B.S.B.A. with a major in real estate
- M.B.A. with a finance emphasis
- M.S.R.E., Master of Science in Real Estate
- Ph.D. in Business Administration with a finance emphasis

The Department of Finance also offers the following undergraduate programs:

- Minor in finance
- Minor in real estate
- Minor in international business
- Certificate in banking
- Certificate in investments
- Certificate in corporate finance

The Department of Finance also supports the business core courses, including business finance and international business. The Dr. P. Phillips School of Real Estate is housed within the

Terminal degree(s) for each discipline taught in the unit [3]

A terminal degree in the teaching discipline qualifies a person to teach throughout the broad scope of the teaching discipline at the undergraduate and graduate levels. [4]

Finance and Banking

- Doctorate degree in finance (e.g., Ph.D. in Finance)
- Doctorate degree (e.g., D.B.A. or Ph.D.) in business administration or management with finance emphasis

International Business

- Doctorate degree in international business (e.g., Ph.D. in International Business)
- Doctorate degree (e.g., D.B.A. or Ph.D.) in business administration or management with international business emphasis
- Doctorate degree in business policy or strategy with an emphasis in international business

Real Estate

- Doctorate degree in real estate (e.g., Ph.D. in real estate)
- Doctorate degree (e.g., D.B.A. or Ph.D.) in business administration or management with real estate emphasis

Broadly related discipline(s) for each discipline taught in the department

Specialization qualifies a person to teach throughout the broad scope of teaching discipline (approximately five or more courses on distinct topics)

For each teaching discipline identified below, faculty with degrees at the appropriate level (doctorate for graduate, masters for undergraduate) in one of the specialization areas listed are qualified to teach throughout the broad scope of the designated teaching discipline.

Finance and Banking

N/A

International Business

- International strategy
- International management

Real Estate

- Finance (with real estate emphasis)

Selectively related discipline(s) for each discipline taught in the department

Specialization does not qualify a person to teach distinct topics throughout the broad scope of the teaching discipline but does qualify to teach a more restrictive set of courses in the discipline (approximately four or fewer courses on distinct topics)

Finance and Banking

A degree at the appropriate level (doctorate for graduate, masters for undergraduate) in economics or financial economics may be appropriate for teaching courses related to financial markets, investments and corporate finance.

A degree at the appropriate level (doctorate for graduate, masters for undergraduate) in accounting is appropriate for teaching FIN 3461 (Financial Statement Analysis).

International Business

N/A

Real Estate

A Master of Laws (L.L.M.) degree with an emphasis in real estate law qualifies faculty for teaching graduate or undergraduate courses in real estate law.

Justification for use of faculty with 'other' teaching qualifications and additional faculty teaching qualifications information [5] [6]

Consideration of other teaching qualifications in lieu of academic credentials is done on a case-by-case basis. Other qualifications may be acceptable for special cases in which evidence of exceptional industry experience, research, or other qualifications can be documented and are directly applicable to the course being taught. For the Department of Finance, practical experience in banking, real estate, investments, international business and corporate finance, especially high-level executive experience in those areas, might be appropriate for certain undergraduate courses.

A J.D. in law plus appropriate professional industry experience in real estate law qualifies faculty for teaching graduate or undergraduate courses in real estate law. A J.D. with at least 18 graduate hours in real estate also qualifies faculty to teach undergraduate real estate courses.

[1] The unit chair/director, in consultation with unit faculty, has responsibility for identifying and articulating commonly accepted good practices in each teaching discipline taught in the unit 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 provided as necessary to substantiate the claims made.

[2] Please provide a general description of the unit course and program offerings at the undergraduate and graduate levels (e.g., degree and certificate programs, minors, departmental contribution 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] List those degrees for each discipline taught in the unit 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 both 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 from other disciplines may be appropriate for teaching in the discipline as well, but such credentials should be listed as broadly or selectively related degrees, as appropriate.

[4] A non-terminal master's degree in the teaching discipline qualifies a person to teach throughout the broad scope of the teaching discipline at the undergraduate level, 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 your unit including the use of faculty qualified to teach by 'other' qualifications and other special situations. Typically the statements provided in this section should be of a general nature, and not address specific individuals. (Justification for specific individuals is typically handled separately during the teaching certification process.) As appropriate, please cite to appropriate authorities to justify departmental practices (e.g., discipline accreditation guidelines, state regulations).

[6] When a faculty member cannot be qualified to teach on the basis of academic credentials (degree(s) and course work) alone, qualifications other than academic credentials (or combined with credentials) may be appropriate for teaching particular courses. Consideration of other teaching qualifications either in conjunction with or in lieu of academic credentials must be made on a case-by-case basis. Such cases should be exceptional and the evidence of other demonstrated competencies and achievements provided must be compelling. It should also show substantial and significant evidence of professional progress as related to the faculty member's teaching assignment.