



Faculty Qualifications: Discipline Description

Management

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
52.0101	Business/Commerce, General	A program that focuses on the general study of business, including the processes of interchanging goods and services (buying, selling and producing), business organization, and accounting as used in profit-making and nonprofit public and private institutions and agencies. The programs may prepare individuals to apply business principles and techniques in various occupational settings.
52.0201	Business Administration and Management, General	A program that generally prepares individuals to plan, organize, direct, and control the functions and processes of a firm or organization. Includes instruction in management theory, human resources management and behavior, accounting and other quantitative methods, purchasing and logistics, organization and production, marketing, and business decision-making.

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 Management Department offers the following degrees:

- BSBA Management Major with tracks in Human Resource Management, Entrepreneurship, and General Management.
- MBA tracks in human resource management and entrepreneurship
- PhD in Business Administration with a management emphasis

The Management Department also supports the business core courses.

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]

Doctorate degree in management (e.g., PhD in management)
Doctorate degree (e.g., DBA or PhD) in business administration with management 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)

A degree in one of the following disciplines at the appropriate level (doctorate for graduate, masters for undergraduate) qualifies for teaching throughout the broad scope of the management discipline:

Human resource management

Organizational behavior

International management

Labor relations

Industrial relations

Strategic management

Business policy

Commerce

Organizational theory

Entrepreneurship

Production operations

Industry focused business management disciplines (e.g., hospitality management, sports business management, forestry business management) - courses related to management principals, organizational behavior and business strategy

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)

A degree in one of the following disciplines at the appropriate level (doctorate for graduate, masters for undergraduate) qualifies for teaching courses emphasizing particular management topics as indicated below

Psychology - courses related to human resource management, conflict resolution,

organizational behavior, management principles, and ethics

Industrial organizational psychology - courses related to human resource management, conflict resolution, management principles, and organizational behavior

Social psychology - courses related to human resource management, conflict resolution, organizational behavior, general management principles, organizational theory, and ethics

Sociology – courses related to human resource management, conflict resolution, organizational behavior, organizational theory, general management principles, and ethic

Management science - courses in management principles and management research

Public administration - courses related to human resource management, organizational behavior, general management principles, and strategy

Education leadership/administration - courses related to human resource management, conflict resolution, organizational behavior, general management principles, strategy, and ethics

Statistics - courses related to management research and recruitment/selection

International business - courses related to human resource management, organizational behavior, management principles, entrepreneurship, and strategy

Industrial engineering - courses related to management principles, production operations and entrepreneurship

A Master of Laws (LLM) degree with an emphasis in employment law qualifies faculty for teaching graduate or undergraduate courses in employment 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 made on a case-by-case basis and accepted in special cases where evidence of exceptional industry experience, research or other qualifications can be documented and are directly applicable to the courses being taught. For example, an instructor teaching a course in training and development must have several years of hands on experience developing and delivering organizational training programs whereas faculty teaching strategic management courses need to have occupied upper level management positions and significant involvement in top-level strategic planning activities.

A JD or LLM in law plus appropriate professional industry experience in employment law, ethics, new venture finance, or entrepreneurship qualifies faculty for teaching graduate or

undergraduate courses in the area of specialization. A JD with at least 18 graduate hours in one of these areas also qualifies faculty to teach undergraduate courses in the area of specialization.

[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.