



Faculty Qualifications: Discipline Description

Office of Experiential Learning

ACTIVE TEACHING DISCIPLINES		
CIP Code	Description	NCES Definition For more information on the NCES CIP taxonomy, see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55
30.0000	Multi- /Interdisciplinary Studies	A program that derives from two or more distinct programs and that is integrated around a unifying theme or topic that cannot be subsumed under a single discipline or occupational field.

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

General description of unit, including programs and course offerings [2]

Community and student engagement has been part of UCF’s fabric since it opened its doors in 1968 with a Cooperative Education (co-op) program and continues to be at the core of our institutional identity as America’s Partnership University and bearer of the Carnegie Foundation’s Community Engagement designation since 2015 (previously designated under the Curricular Engagement and Outreach and Partnerships Carnegie classification). In 1992, the co-op office began supporting internships, and in 2003 added service-learning to create a comprehensive, centralized department to promote and facilitate quality experiential learning courses at UCF. The name of the office was then changed from The Center for Co-op and Applied Learning to the Office of Experiential Learning to better capture the broad focus.

UCF’s co-op program has been accredited by the Accreditation Council of Co-op and Internships (ACCI) since 1999 and was one of the first four so recognized in the U.S. It remains the only co-op program housed in a university academic unit and the only accredited co-op program in the State of Florida. UCF’s experiential learning program is now one of the largest in the U.S., facilitating about 4,600 student experiences in co-ops and internships during 2014-15 alone. In addition to benefiting from having an academic structure to their experience-based learning, during the past year, participating students received combined earnings equaling almost \$17 million, and, additionally, the non-profit sector received about \$4 million in savings through OEL partnership in student contributions through their experiential learning. Each of the types of experiences facilitated by OEL are described in more detail below.

Co-op – Major-related, structured for learning, off-campus, paid, progressively responsible experience over multiple semesters, starting as early as a student’s sophomore year (Co-op courses can be taken for 0-6 academic credits)

Internships – Major-related, structured for learning, off-campus, one semester experience, usually toward the end of a student’s academic program (Internship courses can be taken for 0-6 academic credits and be paid or unpaid.)

Service-Learning – a part of a course in which course content is put into practice through a service experience in the community

Each of these learning experiences are guided by ACCL’s accreditation standards, which are rooted in internship guidelines established by the Council for the Advancement of Standards in Higher Education and enhanced with additional criteria reflecting best practices for implementation. These experiences are available to undergraduate and graduate students across campus and across all majors. All co-op and internship courses provide off-campus, structured work experience for students to gain professional and academic skills related to their major. The focus of these courses, though always in discipline-related environments, is on learning how to learn through experience and the development of life-long learning skills that apply to those environments. Both undergraduate and graduate students participate. The department teaches all co-op courses and some internship courses. It plays a facilitation and support function for internships offered by other academic departments and for the development of service-learning courses. OEL faculty members do not serve as instructors of record for service-learning experiences embedded in traditional courses.

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

Typically, doctoral degree(s) are expected for graduate-level teaching and master’s degree(s) are expected for undergraduate-level teaching. 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]

As noted above, OEL provides instruction for co-op and internship courses for both undergraduate and graduate students. The discipline content expert is the supervisor on site where the student is completing their co-op or internship. Whether the student is an undergraduate or graduate student will determine the level of tasks assigned on site. The role of the OEL instructor is the same, however, regardless of the student’s status. That is, the OEL faculty member is responsible for facilitating an experience that emphasizes learning how to learn in a work environment and the development of life-long learning skills that apply to those environments. Co-ops and internship experiences expand the student’s major-specific education to the world of work, providing the bridge from theory to practice. The skills required for a student’s successful transition are not usually addressed in the regular course curriculum, but are learned in the actual workplace. For example, adjustment to the environment and understanding the unwritten rules for expected behavior and performance are critical keys to success and include interpersonal communication skills, problem solving skills, and behavior in the context of a team. These essential skills are the foci of the co-op and internship experience and the student’s demonstrated proficiency in these areas determine their grade if completed for credit.

The most critical qualification for facilitating this type of experience is familiarity with industry and its expectations for its workforce. Every OEL instructor of record possesses a minimum of a master’s degree but the major of their degree is less significant than their experience working in industry and their knowledge of work norms. Thus, the appropriate qualifications for serving as an instructor of record for any co-op or internship experience is a master’s degree or higher in virtually any field when

accompanied by at least four years of appropriate professional experience that affords insights into industry and succeeding in the workplace.

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)

N/A

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)

N/A

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

As explained above, the appropriate qualifications for serving as an instructor of record for any co-op or internship experience is a master's degree or higher in virtually any field when accompanied by at least four years of appropriate professional experience that affords insights into industry and succeeding in the workplace.

[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.