



Faculty Qualifications: Discipline Description

Air Force ROTC

ACTIVE TEACHING DISCIPLINES		
For Administrative Use Only – Please do <u>not</u> edit federal NCES information below		
CIP Code	Description	NCES Definition For more information on the NCES CIP taxonomy, see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55
28.0101	Air Force JROTC/ROTC	A program that introduces students to the theory and practice of air science, life in the U.S. Air Force, and prepares them for cadet status (Junior ROTC or JROTC) or for service as commissioned reserve or active duty officers (senior AFROTC or ROTC). Programs are offered as adjuncts to regular high school or college instructional programs. This CIP code is not valid for IPEDS reporting.

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 Air Force ROTC department offers this program within the College of Engineering and Computer Science at the University of Central Florida:

Minor in Aerospace Studies

The National Defense Act of 1916 established the Reserve Officer Training Corps (ROTC). The Air Force Senior ROTC Program is designed to recruit, educate, and commission officer candidates through college campus programs based on Air Force requirements. Units are located at 144 college and university campuses throughout the United States and Puerto Rico. Students from schools near Air Force ROTC host institutions can attend classes through 1025 separate cross-town enrollment programs or consortium agreements.

At the University of Central Florida, Air Force ROTC is the Aerospace Studies Department of the College of Engineering and Computer Science. In addition, students from other colleges at UCF, as well as four cross-town colleges, are able to participate in AFROTC. Cadets who successfully complete all the requirements are commissioned as second lieutenants into the US Air Force. The department does not offer an academic major, but does offer a minor in Aerospace Studies for students who complete the entire course of study. The first two years of the Air Force ROTC four-year program, the General Military Course, consist of one hour of classroom work, one and

half hours of leadership laboratory, and two hours of physical training each week. After completing General Military Course requirements, students may compete for entry into the last two years of the program, the Professional Officer Course. The Professional Officer Course selection system uses qualitative factors such as grade point average, unit commander evaluation, and aptitude test scores to determine if cadets have officer potential. Once enrolled in the Professional Officer Course students must attend class three hours a week as well as participate in the weekly leadership laboratory and physical training sessions.

The Air Force Officer Accession and Training Schools develops the Air Force ROTC curriculum, including textbooks and lesson plans. All course materials are approved by Dr. Charles J Nath, III, Director of Curriculum. Course materials are organized by aerospace studies class and cover four major areas:

- Profession of Arms - Gain knowledge in military officership, military law, law of armed conflict, and military customs and courtesies;
- Communication Skills - Cadets develop enhanced oral and written communication skills critical to military leadership;
- Leadership Studies - Develop leadership and management skills through a better understanding of the different aspects and functions of military leadership;
- Military Studies/International Security Studies - Gain a better understanding of the nature of conflict and how the United States military forces, particularly aerospace forces, are developed, organized, and employed.

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]

There are NO graduate courses taught within the Aerospace Studies/AFROTC department. Since all courses are undergraduate courses, the terminal degree required to teach each discipline is a master's degree in any discipline, as well as completion of the Professional Military Education (PME) commensurate with the instructor's rank (e.g. Squadron Officers School, Air Command and Staff College, or Air War College).

Appropriate qualifications include:

- MS Aeronautical Engineering
- MBA Business Administration
- MS Planning
- MS Cost Analysis
- MA Kinesiology

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)

Master's degree in any discipline as well as completion of the Professional Military Education (PME) commensurate with the instructor's rank (e.g. Squadron Officers School, Air Command and Staff College, or Air War College). The 16 semester hours of AFROTC course content cut across numerous disciplines such as military history, leadership, communication (to include speech, composition, and Air Force technical style), management, regional studies, physical education, military law, and political science.

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)

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

Given the diverse nature of our Air Force, the department is staffed with instructors that vary in academic major, career field, race, and gender. Instructors are active duty officers competitively selected by the Air Force Personnel Center. All instructors in the AFROTC department at UCF are required to have an undergraduate GPA of 3.0 or greater and all instructors have a master's degree. Since the department does not teach graduate courses, the terminal degree is a master's degree. All the AFROTC instructors at UCF have completed Academic Instructor School, the "Teachers College of the Air Force." In addition, all department instructors have completed the appropriate level of Professional Military Education (PME) commensurate with their rank (e.g. Squadron Officer School, Air Command and Staff College, Air War College). An Air Education and Training Command Inspector General (IG) team inspects each AFROTC unit every three years. The team thoroughly inspects all areas of unit operations to include education, training, recruiting, personnel, unit support, and financial management. The last unit inspection at UCF was 7-8 Apr 2005 and the AFROTC department received an overall "Excellent" rating with an "Outstanding" in the training area.

[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.