



Faculty Qualifications: Discipline Description

College of Undergraduate Studies

ACTIVE TEACHING DISCIPLINES		
CIP Code	Description	NCES Definition
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]

Undergraduate Programs

- B.A. in Interdisciplinary Studies with optional tracks in general or women’s studies
- B.S. in Interdisciplinary Studies with optional tracks in general or environmental studies
- Minor in Environmental Studies
- Minor in World Comparative Studies
- Minor in Leadership Studies
- Undergraduate Certificate in Leadership Studies
- Undergraduate Certificate in Service Learning

Interdisciplinary Studies

The Interdisciplinary Studies B.A. and B.S. tracks allow students to combine three, non-overlapping areas of study. The Environmental Studies track provides students a background in the fundamental science, economics, politics, and sociology of the environment and then a specialization in the science or values, planning, and policy side of the environment. It also includes a two-course sequence in Geographic Information Systems (GIS). The Women's Studies track provides students a broad view of gender issues and a focus on the role women have played in the disciplines including their contributions and challenges.

All Interdisciplinary Studies majors with the IS B.A. and B.S. tracks are required to successfully complete two core courses (Students in the Environmental Studies track and Women’s Studies track have separate requirements to do not include these two core courses.)



The first of these is Cornerstone Experience in Interdisciplinary Studies (IDS 3933). The purpose of the course is to teach students about the origins of various disciplines, the meaning of interdisciplinary versus multidisciplinary and cross disciplinary; to give students a knowledge of and practice with the tools of inquiry; expose students to ethics; learn and practice communication skills; develop their plans of study; and begin their portfolios.

The second is a Capstone Experience in Interdisciplinary Studies (IDS 4934). Through this course, students complete their interdisciplinary program in their final semester. Students complete a research project, work on submitting to and editing submissions to an interdisciplinary journal; practice communication and leadership skills; engage in a community service project; revisit and justify their plan of study; and complete and present their portfolios.

All students in the Environmental Studies track (both the major and the minor) are required to take one core course, Fundamentals of Environmental Studies (IDS 3150). In this course, students learn the nature of science and its roles and limitations in environmental issues, apply basic ecological concepts to evaluation of the impact of human activities on various ecosystems, differentiate between various energy systems, describe the characteristics and issues of human populations and how they interact with the environment, categorize and assess natural resource management strategies, study application of economic principles to environmental decision making, and investigate personal, societal, and corporate ethics in environmental issues. These students also take two courses in Geographical Information Systems, GIS 3043C and GIS 4301C. GIS 3043C, GIS for Environmental Studies, covers the theory behind this technology for environmental analysis, the use of ArcGIS software, and includes environmental analysis and facility siting studies. GIS 4301C, Advanced GIS Applications in Environmental Studies, covers GIS analysis techniques used in environmental science, including raster overlay site suitability modeling, least-cost optimum paths, 3-D digital elevation models, network routing and geostatistical analysis.

All students in the World Comparative Studies minor are required to take World Comparative Studies (IDS 3333). This is an interdisciplinary course that examines the economic, social, political, religious, and ideological conflicts of the highly globalized post-cold war world. It is taught in seminar fashion, emphasizing class discussion and oral reports.

Leadership Studies

The LEAD Scholars Academy at UCF is a selective academic leadership development program for students committed to academic excellence and making a difference in the world around them. Learning about leadership in the classroom is only meaningful when the knowledge is put to use. LEAD Scholars guide and inspire their peers in a variety of ways on campus and make a difference in the UCF and Central Florida community with thousands of hours of community service each year. As part of the LEAD Scholars Academy experience, students earn eight credit hours of elective credit in leadership study classes by the end of the program experience.

Courses in the LEAD Scholars Academy are offered through the Office of Interdisciplinary Studies in the College of Undergraduate Studies. The Leadership Studies minor and the Leadership Studies Certificate are also housed in the College of Undergraduate Studies; these programs are open to all undergraduate students.



The Leadership Studies minor is an interdisciplinary academic program that focuses on developing several dimensions of leadership understanding and skills for undergraduate students. The minor builds upon foundational courses with specific aspects of leadership involving communication, collaboration, social relations, politics, and ethics. The minor requires LDR 2001 and LDR 2002, and 15 credit hours selected from five areas related to the discipline (communication, collaboration, social relations and culture, politics, and ethics). The Leadership Studies certificate is similar to the minor, but only requires 9 credit hours from the five given areas.

Qualifying degree majors/specializations for each discipline taught in the unit [3]

Typically, doctoral degree(s) are expected for graduate-level teaching and master's degrees 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]

Interdisciplinary Studies

Only three universities in the U.S. offer doctoral degrees in Liberal Studies so they are exceedingly rare. The unique nature of this interdisciplinary program combined with the absence of doctoral degrees in broad interdisciplinary studies means that preparation is varied. A master's degree in the Liberal Arts and Sciences or Interdisciplinary Studies or a Masters or Doctoral degree in any discipline with interdisciplinary experience or research qualifies a person to teach the two undergraduate core courses identified above (IDS 3933 and 4934). The Global Information System (GIS) is a very specific tool used in environmental science and policy. Degrees are not offered in GIS. In order to teach the GIS courses (GIS 3043C and GIS 4301C), a Masters degree in any discipline with experience or research in GIS is sufficient to teach the GIS courses. The Fundamentals of Environmental Science course is a very broad course covering the fundamentals from the planning, policy, and ethics side as well as the science side. A Masters or Doctoral degree in any discipline with research or experience in environmental studies is sufficient to teach IDS 3150.

The World Comparative Studies (IDS 3333) course is a broad course covering the economic, social, political, religious, and ideological conflicts of the highly globalized post-cold war world. A Masters or Doctoral degree in any discipline with interdisciplinary research or experience in this view of the world is sufficient to teach IDS 3333.

Leadership Studies

A faculty member with any of the following terminal degrees would be qualified to teach all leadership studies courses (those courses with an LDR prefix).

Doctor of Education (Ed.D.) in Leadership Studies
Doctor of Education (Ed.D.) in Educational Leadership
Doctor of Philosophy (Ph.D.) in Education

Additionally, a terminal degree (Ph.D. or Ed.D.) in Education or a social science (for example, Psychology or Political Science) that includes a specialization in Leadership Studies qualifies a faculty member to teach all leadership studies courses



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)

Interdisciplinary Studies

Interdisciplinary Studies includes all disciplines. The whole purpose is to learn to synthesize the views of multiple disciplines into one. This is true of all the tracks in Interdisciplinary Studies. In this regard, faculty members with a degree at the appropriate level (master’s degree or higher for undergraduate courses) in any area of specialization are appropriately credentialed for teaching the core undergraduate Interdisciplinary Studies courses (IDS 3933 and 4934). A Master’s degree or higher in a discipline with experience or research in GIS is sufficient to teach the GIS courses (GIS 3043C and GIS 4301C).

Leadership Studies

Leadership Studies classes are interdisciplinary in nature, and include topics such as ethical behavior, citizenship and civic engagement, social change, organizational effectiveness, and collaboration. As such, faculty members with a master’s degree or higher in any area with a specialization in leadership studies or a closely related field are qualified to teach any leadership studies course with an LDR prefix. Additionally, faculty members with a master’s degree in any area and having work experience that includes ethics, conduct, civic engagement, service, organizational leadership, or other allied areas are qualified to teach any leadership studies courses with an LDR prefix. Such work experience would be expected to have a leadership component (for example, supervisory experience, institutional collaboration experience, or other responsibilities that indicate leadership).

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]

Interdisciplinary Studies

In addition to a Master’s degree or higher in any discipline, faculty who teach GIS 3043C and GIS 4301C must have experience or research in GIS.

Leadership Studies

Faculty members with documentable evidence of leadership experience are qualified to teach Leadership Studies courses with an LDR prefix. Such experience will be widely variable, ranging from (but not limited to) leadership positions at large organizations, to supervisory experience within specific units in an



organization, to service and civic engagement, perhaps through social or governmental organizations, in the community.

[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.

