



Faculty Qualifications: Discipline Description

Dean’s Office: College of Sciences

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
13.0901	Social and Philosophical Foundations of Education	A program that focuses on the systematic study of education as a social and cultural institution, and the educational process as an object of humanistic inquiry. Includes instruction in such subjects as the philosophy of education, history of education, educational literature, educational anthropology, sociology of education, economics and politics of education, educational policy studies, and studies of education in relation to specific populations, issues, social phenomena, and types of work.

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 College of Sciences Academic Services (COSAS) office is a central advising office for the College. The unit offers academic advising and career advising to majors within the College. We currently offer SLS 3930, COS Transfer Seminar, to new undergraduate transfer students majoring within the College.

Course Description: This course is designed to help new transfer students connect, acclimate and succeed at UCF and in the College of Sciences. Students will explore their respective College of Sciences majors, develop relevant skills and discover how or if their major aligns with their goals and intended career.

Additional rationale for teaching within COSAS: SLS3930 course is an upper level elective for one semester hour designed to improve the academic performance and the student’s involvement in the Department and College and ultimately the overall retention and graduation rate of this population. For example, 204 new A.A. COS transfers were placed on probation after Fall 2013, their first semester. The rationale for the course is to address the known phenomenon of “Transfer Shock” as it pertains to new COS transfer students which manifests in an immediate drop in GPA. The new transfer students in COS majors who are entering UCF with < 2.5 transfer GPA will be strongly encouraged to take this course to not only succeed in their transition to UCF, to the College of Sciences, and to their major department, but to explore their own motivations, skill development, and personality as related to their chosen major. The career development aspect of the course begins with their current COS major choice and allows guided reflection and exploration of that major and possible alternative choices during their first term. Students for the pilot course will be COS majors in STEM disciplines who enter UCF and COS

academically at-risk (<2.5). Since the instructors of the course are also professional COS advisors who work closely with faculty and departments in their respective majors, they are ideally qualified to teach the course.

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]

Any terminal degree in Clinical or Counseling Psychology, Counselor Education or Higher Education.

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)

Psychology, Higher Education

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)

NA

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

Other qualifications appropriate are any master's degree or higher coupled with a minimum of one year of higher education experience in any of the following areas:

- a. student advising
- b. student academic support
- c. career development

[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.