



Faculty Qualifications: Discipline Description

Department of Educational and Human Sciences (EHS)

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

General Description of the Department [2]

The Department of Educational and Human Sciences offers courses, undergraduate programs, and graduate programs in Sport and Exercise Science, graduate programs in Instructional Design and Technology, and courses in methodology, measurement, and analysis. The department supports the Exercise Physiology, Instructional Technology, and Methodology, Measurement and Analysis Tracks in the Education Ph.D. A terminal degree for all listed teaching disciplines consists of an earned Ph.D. or Ed.D. in one of the corresponding qualifying degree majors/specialization or broadly related disciplines.

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

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

Discipline Area and Corresponding CIP code	Qualifying Degree Majors/Specializations
Sport and Exercise Science 13.1314 Physical Education Teaching and Coaching	<ul style="list-style-type: none"> • Sport & Exercise Science • Sport & Fitness • Coaching • Physical Education • Exercise Physiology • Health and Physical Education • Movement Science • Kinesiology/ Exercise Science
Instructional Design & Technology 13.0501 Educational/Instructional Technology.	<ul style="list-style-type: none"> • Instructional Technology • Education/ Instructional Media Design
Methodology, Measurement, and Analysis 13.0699 Educational Assessment, Evaluation, and Research, Other	<ul style="list-style-type: none"> • Educational Assessment, Evaluation & Research • Educational Evaluation and Research • Educational Statistics and Research Methods • Educational Assessment, Testing, and Measurement

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)

Degrees in Curriculum and Instruction or Education

Curriculum & Instruction and Education degrees are “broadly related” when the track or specialization, coursework, or (for doctoral degrees) dissertation topic demonstrate an appropriate area of specialization. A documented track in the specialization area would equate to a degree in the discipline. In other cases, relevant coursework will be listed on the teaching certification to justify qualification by “degree alone.” When sufficient, relevant coursework is not evident, the instructor of record will be qualified by “other qualifications.”

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

Instructors of Record that Contribute to Sport & Exercise Science Activities Courses

The department offers a large number of undergraduate “activities” courses in areas such as golf, tennis, dance, bowling, etc. These courses are offered as electives to all students at UCF. Faculty teaching these courses may have a qualifying or broadly related degree; but they may also have a graduate degree in any field with substantial, relevant professional experience, in which case they would be qualified by “other qualifications”. In some cases, highly qualified individuals (based on professional experience) may lack a graduate degree. In such cases, a compelling justification for the instructor’s non-academic qualifications will be submitted in the teaching certification.

[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.