



Faculty Qualifications: Discipline Description

**Nursing**

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 <a href="http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55">http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55</a>
51.3801	Registered Nursing/Registered Nurse	A program that generally prepares individuals in the knowledge, techniques and procedures for promoting health, providing care for sick, disabled, infirmed, or other individuals or groups. Includes instruction in the administration of medication and treatments, assisting a physician during treatments and examinations, Referring patients to physicians and other health care specialists, and planning education for health maintenance.
51.3808	Nursing Science	A research program that focuses on the study of advanced clinical practices, research methodologies, the administration of complex nursing services, and that prepares nurses to further the progress of nursing research through experimentation and clinical applications.
51.3818	Nursing Practice	A practice-focused program that prepares registered nurses for increasingly complex evidence-based nursing practice, including translating research into practice, evaluating evidence, applying research in decision-making, and implementing viable clinical innovations to change practice. Includes instruction in healthcare delivery systems, health economics and finance, health policy, research methods, translating evidence into practice, concepts in population health, and nursing leadership.

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 Nursing offers programs in:

- Nursing, B.S.N.

- Nursing, M.S.N.
- Nursing, Ph.D.
- Nursing, D.N.P.

The College of Nursing offers post-master's certificates in:

- Adult Gerontology Primary Care Nurse Practitioner
- Family Nurse Practitioner
- Nurse Educator
- Adult-Gerontology Clinical Nurse Specialist

The courses in nursing can be divided into two separate and distinct categories: didactic courses and clinical courses (these courses are designated with an L suffix). Due to the differences in the way these two kinds of courses are taught there are two different mechanisms for qualifying faculty to teach in the nursing programs.

### **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]*

The terminal degree in the discipline is either the Ph.D. in nursing or other doctoral degree in nursing (D.N.Sc, D.N.S, N.D, D.N.P)

### **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)*

In addition to doctorate degrees in nursing, other doctorate degrees from a wide variety of fields (e.g., education, public health, public affairs/administration/policy, anthropology, etc.) may also be considered appropriate terminal degrees for teaching nursing courses, including graduate nursing courses. In such cases, the individual's degree specialization should be related to nursing or a related health area. Such persons are also required to hold a master's degree in nursing if teaching clinical courses.

### **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)*

Faculty holding one of the following degrees may be eligible to teach specific nursing courses. The specific course(s) will vary based upon the individual's specific degree specialization. Courses will be identified on the individual's teaching certification and supported with appropriate justification on a case-by-case basis.

- Pharm.D.
- M.D.
- Ph.D. with specialization in math, statistics, epidemiology
- Ph.D. with specialization in sciences or healthcare
- Dr.P.H.
- D.B.A.

Additional degrees at the appropriate level (master's degree for undergraduate, doctorate for graduate) may also be appropriate for teaching specific courses that focus on the area of degree specialization. For example, a faculty member holding a degree in philosophy may be qualified to teach an ethics course provided the individual has an appropriate area of specialization.

**Justification for use of faculty with 'other' teaching qualifications and additional faculty teaching qualifications information [\[5\]](#) [\[6\]](#)**

**Didactic Courses**

Typically, nursing faculty teaching didactic courses only at the undergraduate level shall hold a minimum master's in nursing.

Nursing faculty teaching didactic courses at the graduate level shall hold a masters in nursing and a doctorate degree. If the doctorate degree is not in nursing, it should be in a related field (see related disciplines listed above) and the individual's doctorate degree program should be related to nursing.

**Clinical Courses (Note: in nursing, lab courses are clinical courses):**

Faculty qualified to teach didactic nursing courses at the undergraduate and/or graduate level(s) are qualified to teach clinical nursing courses at the same level(s).

A master's degree in nursing is appropriate for teaching clinical courses at the graduate level when accompanied by a minimum of one year clinical experience as a licensed registered nurse (R.N.).

Additionally, a bachelor's degree in nursing (B.S.N.) with at least 18 successfully completed graduate semester hours in nursing and one year full-time clinical experience as a licensed R.N. qualifies a person to teach undergraduate clinical nursing courses at UCF. Such practice exceeds the minimum requirements outlined in the Florida Board of Nursing Nurse Practice Act Chapter 464. While a master's degree in nursing is preferred, it is most critical that those supervising student nurses be practicing nurses who are current in bedside practice and skills. Since nurses who complete M.S.N. degrees in nursing often leave bedside practice to pursue administrative and nurse leadership positions, the number of practicing nurses with M.S.N. degrees is limited. Given the student learning outcomes for the students' clinical practice experiences, at times the best instructor for the course may hold a B.S.N. as his or her highest degree plus the requisite graduate-level coursework. In such instances, the appropriate professional experience is documented on the teaching certification.

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[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.