



Faculty Qualifications: Discipline Description

Psychology

ACTIVE TEACHING DISCIPLINES		
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CIP Code	Description	NCES Definition For more information on the NCES CIP taxonomy, see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55
42.0101	Psychology, General	A general program that focuses on the scientific study of individual and collective behavior, the physical and environmental bases of behavior, and the analysis and treatment of behavior problems and disorders. Includes instruction in the principles of the various subfields of psychology, research methods, and psychological assessment and testing methods.

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]

- Psychology B.A. and B.S.
- Minor in Psychology
- Undergraduate Certificate in Behavioral Forensics
- Clinical Psychology M.A. and M.S.
- Industrial & Organizational Psychology M.S.
- Psychology Ph.D. with tracks in Applied Experimental & Human Factors, Clinical, and Industrial & Organizational Psychology

The M.A. in Clinical Psychology degree program meets Florida requirements for licensure as a "Mental Health Counselor" and is located at the Daytona Beach and Lake Mary campuses of the Eastern Regional UCF campus system. The M.S. in Industrial & Organizational Psychology is now located on the Orlando campus of the UCF campus system. The Clinical Ph.D. track is fully accredited by the American Psychological Association. The Applied Experimental & Human Factors track is fully accredited by the Human Factors and Ergonomic Society. While there is no national accreditation for doctoral programs in Industrial & Organizational Psychology, the program follows the guidelines of the Society of Industrial & Organizational Psychology. Teaching and research expertise of the faculty are consistent with the emphases within the Ph.D. program tracks. For example, Clinical faculty conduct research in childhood

psychopathology, ADHD, substance use, etc.; Human Factors faculty conduct research in team training/performance, transportation, aging and technology, aviation, safety, human performance; and I/O faculty conduct research in diversity/discrimination issues in the workplace, job analysis, etc. Undergraduate and graduate students are actively engaged in the many research programs and laboratories of the faculty.

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]

Ph.D. in Psychology or any of the related subdisciplines are appropriate for any of the degree programs of the department.

These include:

- Ph.D. in Psychology
- Ph.D. in Clinical Psychology
- Ph.D. in Counseling Psychology
- Ph.D. in Clinical-Community Psychology
- Ph.D. in Experimental Psychology
- Ph.D. in Human Factors Psychology
- Ph.D. in Developmental Psychology
- Ph.D. in Industrial Psychology
- Ph.D. in Industrial & Organizational Psychology
- Ph.D. in Educational Psychology
- Ph.D. in Cognitive Psychology
- Ph.D. in Cognition & Neuroscience
- PsyD in Clinical Psychology
- Ph.D. or Ed. D. in School Psychology from an APA accredited program

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)

Ph.D. in Administration - a unique program at Univ California-Irvine that is equivalent to the terminal degree in Industrial & Organizational Psychology.

Ph.D. in Physical Education in Human Performance - highly specialized degree program at the

University of Illinois considered an equivalent terminal degree in the Human Factors Psychology subdiscipline.

Ph.D. in Business Administration-Management & Organizations is largely equivalent to the Ph.D. in Industrial-Organizational Psychology depending on the specific program in which the degree was earned.

Ph.D. in Counseling or Marriage & Family Counseling qualifies to teach undergraduate or graduate courses in counseling; psychology of diversity or cross-cultural. Individuals with this training have extensive expertise in counseling theory and practice and in the role that culture and diversity (of gender, age, ethnic and cultural backgrounds) plays in working with individuals in professional contexts.

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)

Ph.D. in Industrial Engineering-Ergonomics - A Ph.D. in Industrial Engineering or Ergonomics is appropriate for teaching graduate level human factors courses and EXP3250-Principle of Human Factors Psychology.

Ph.D. in Management, Organizational Behavior, Human Resource Management or some other business school program related to Industrial/Organizational Psychology - to teach selected graduate courses in the M.S. or Ph.D. programs in Industrial/Organizational Psychology.

Ph.D. in Human Development is acceptable to teach general undergraduate courses in psychology and graduate courses in Developmental Psychology.

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

Faculty with master's degrees in the above disciplines are qualified to teach courses in the undergraduate curriculum. The majority of the courses in the masters and doctoral degree programs/tracks in Clinical, Industrial/Organizational and Applied Experimental/Human Factors are taught by faculty with appropriate Ph.D. subdiscipline degrees. However, many courses in each program represent general core psychology courses and can be taught by faculty with any of the Ph.D. or Psy.D. terminal degrees.

Faculty with M.A. or M.Ed. in Counseling are qualified to teach certain undergraduate courses such as "PCO4203: Interviewing & Counseling."

An M.A. and/or Ed.D. in Student Personnel is qualified to teach undergraduate courses in the Psychology of Career Development, Careers in Psychology, Academic Counseling, and to

supervise undergraduate psychology fieldwork and internship placements.

An Ed.D. in Clinical Psychology is qualified to teach undergraduate psychology classes.

An M.A. or EdD in Counseling or Counselor Education is qualified to teach undergraduate counseling class such as PCO4203: Interviewing & Counseling.

An M.S. in Psychology-Applied Behavior Analysis is qualified to teach undergraduate courses in behavior modification, behavior analysis. An M.S. in Rehabilitative Sciences-Mental Retardation is qualified to teach undergraduate courses in Behavior Modification (e.g., EAB3703: Behavior Modification; EAB3705C: Behavior Modification II). A Ph.D. in Exercise and Sport Science is qualified to teach undergraduate classes such as Sports Psychology-PET 3214.

[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.