



Faculty Qualifications: Discipline Description

Physical Therapy

Active Teaching Disciplines		
For Administrative Use Only		
CIP Code	Description	NCES Definition For more information on the NCES CIP taxonomy, see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55
51.2308	Physical Therapy/Therapist	A program that prepares individuals to alleviate physical and functional impairments and limitations caused by injury or disease through the design and implementation of therapeutic interventions to improve mobility and promote fitness and health. Includes instruction in anatomy, physiology, kinesiology, neuroscience, pathological physiology, analysis of dysfunction, movement dynamics, physical growth process, management of musculoskeletal disorders, clinical evaluation and measurement, client assessment and supervision, care plan development and documentation, physical therapy modalities, rehabilitation psychology, physical therapy administration, and professional standards and ethics.

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 Doctor of Physical Therapy (DPT) degree program is one of three clinical or pre-clinical degree programs offered by the Department of Health Professions. The DPT degree program at UCF is recognized as a professional doctorate degree and is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). The department also offers bachelor’s degree programs in Athletic Training and Health Sciences Pre-Clinical.

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 first-professional (terminal) degree that allows one to apply for licensure as a practicing physical therapist, has transitioned over time from the bachelor’s (BSPT) to master’s (MPT) to the professional doctor of physical therapy (DPT) degree. Thus, the accepted terminal degree varies by when a given

faculty member completed his or her degree. Faculty in the physical therapy program must possess an academic or professional doctoral degree.

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)

None. Broad scope of teaching discipline only applies to faculty who are licensed physical therapists who possess a DPT degree or entry level PT degree with an additional professional or academic doctoral degree.

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 members holding a doctoral degree in one of the following disciplines are qualified to teach courses in the physical therapy program that emphasize their degree discipline.

- Anatomy
- Physiology/ exercise physiology
- Biochemistry
- Neuroscience
- Pharmacology
- Pathology
- Public Health
- Psychology
- Biomechanics/kinesiology
- Health services administration
- Medicine (MD)

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

In addition to the minimum academic credentials noted above, physical therapy faculty members must have contemporary expertise in their assigned teaching areas as evident through the following:

- Education (including post-professional academic work, residency, and continuing education);
- Florida licensure
- Clinical expertise (clinical experience related to teaching areas, certification as a clinical specialist, residency)
- Scholarship (publications and presentations related to teaching areas)

- Consultation and service related to teaching areas

[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.