



# FACULTY TEACHING QUALIFICATIONS

## GLOSSARY

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### KEY TERMS AND DEFINITIONS

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**accredited institution** An institution that is accredited by an accrediting agency recognized by the US Department of Education or by the Council for Higher Education Accreditation. It is not sufficient for a program within an institution to be accredited; rather, the credential-granting institution itself must meet this requirement.

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**CIP code** A taxonomic coding scheme developed by the National Center for Education Statistics to support accurate tracking and reporting of fields of study and program completion data; short for Classification of Instructional Programs. The taxonomy includes titles and descriptions of postsecondary instructional programs and is the accepted federal statistical standard for such classifications. For more information on CIP codes, see <http://nces.ed.gov/ipeds/cipcode/>.

At UCF, each academic program and each course is assigned a CIP code. With respect to faculty teaching qualifications, the university is required to justify and document the qualifications of each faculty member for each discipline in which he or she teaches. Teaching disciplines are identified using the CIP code associated with the course or courses that a faculty member teaches or is expected to teach. For example, if a faculty member teaches courses associated with CIP code 54.0101 (History, General), then, for purposes of documentation and review of the faculty member's teaching qualifications, that faculty member's teaching discipline is history.

When submitting a teaching certification, users will be prompted to select an appropriate CIP code from those assigned to courses offered in the teaching unit. Users should contact Academic Program Quality with questions about current CIP code assignments. For a comprehensive list of the university's active course CIP codes, see <https://apq.ucf.edu/fq/fqteaching/>.

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**credential** With respect to faculty teaching qualifications, any earned degree or other coursework successfully completed at an accredited institution. This term may be used interchangeably with the term "academic credential."

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**earned doctorate** A doctoral degree that is conferred following matriculation; as distinct from an honorary doctorate, which is not earned through matriculation but, rather, honors a person for his or her contributions to a given field.

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**faculty member** With respect to reviewing and documenting teaching qualifications, a person who has served or is expected to serve as instructor of record, regardless of their status (e.g., full time, part time, volunteer), pay plan (e.g., faculty, A&P, USPS, OPS), or affiliation with the university, as in the case of a prospective new hire who has not yet signed an employment agreement but for whom documentation of teaching qualifications is being collected and reviewed.

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**instructor of record**

An individual designated by an academic unit as responsible for a course; must be identified as such on the course grade roll. The individual generally must possess appropriate qualifications for independent instruction in accordance with the university's guidelines for minimum faculty teaching qualifications.

Responsibilities include assuring the effective delivery of course curriculum, evaluating students' performance, and approving students' final course grades. Typically, this individual is also responsible for designing the course curriculum, assignments, and assessments, but at times these elements may be developed or otherwise adopted by other qualified faculty members.

Graduate and undergraduate students may be assigned to a course in a support capacity (e.g., grader, proctor, course assistant, recitation or discussion session leader, laboratory assistant) and, as appropriate, may even assist in developing and delivering course content (e.g., by delivering a limited number of lectures); however, ultimate responsibility for the course resides with the instructor of record.

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**master's degree equivalency**

With respect to reviewing and documenting teaching qualifications, a means of qualification that may be established by providing sufficient evidence that a faculty member who is enrolled in, or who was previously enrolled in, a doctoral or terminal degree program has, at minimum, successfully completed coursework equivalent in amount and rigor to that of a typical master's degree program in the same discipline; such a program must require knowledge of the literature of the discipline and must ensure ongoing student engagement in research, appropriate professional practice, or both.

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**official transcript**

An original copy of an individual's permanent academic record at a given institution; usually includes all courses taken, all grades and honors received, and all degrees conferred to a student while enrolled at an institution. An official transcript is prepared by the issuing institution (usually by the registrar's office) bearing the seal and signature of an appropriate school official (usually the registrar).

A transcript is considered official only if it is delivered to UCF in an envelope sealed by the issuing institution, is subsequently opened by appropriate university personnel, and is certified (i.e., marked as "official" and signed) as having been received under these conditions.

Transcripts received electronically may be accepted as official but must meet the following criteria established by Academic Program Quality:

- Electronic transcripts must be sent directly from the issuing institution to appropriate personnel in the hiring unit or college at UCF. Such personnel should have to log on to a secure site in order to access the transcripts; typically, the issuing institution supplies a time-sensitive user name and password via email.
- Electronic transcripts must under no circumstance be accepted from a faculty member via email, even if the file has embedded security certificates.
- Electronic transcripts must be printed in full color and stamped "official" for the faculty member's hiring file and teaching certification, if appropriate. Any relevant supporting documents associated with an electronic transcript (e.g., cover sheet, letter of authenticity) must also be printed and stamped "official." When printed, electronic transcripts may bear a watermark reading "Copy of Official Transcript" or similar. As long as the preceding conditions are satisfied, such a transcript may still be considered official.

Please contact Brett Morrison ([Brett.Morrison@ucf.edu](mailto:Brett.Morrison@ucf.edu)) in Academic Program Quality if you are unsure about a particular case.

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**other qualifications** A term—often abbreviated as “other” and used interchangeably with the expression “other demonstrated competencies and achievements”—used to refer to teaching qualifications other than academic credentials (i.e., degrees, coursework) that qualify a faculty member to teach at the designated level within a particular discipline. Examples include relevant undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, and other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes.

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**qualifying coursework** Coursework that when combined with a qualifying degree or other teaching qualifications qualifies a faculty member to teach at a designated level within a particular discipline or to teach a specific set of courses within that discipline.

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**qualifying degree** A degree that when taken alone or in combination with additional academic credentials (i.e., degrees, coursework) or other teaching qualifications qualifies a faculty member to teach at a designated level within a particular discipline or to teach a specific set of courses within that discipline.

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**related discipline** With respect to reviewing and documenting teaching qualifications, a discipline that falls into one of the following two categories and that meets the additional conditions described below. The two categories are defined according to the scope of courses on distinct topics that a faculty member is qualified to teach, independent of that faculty member’s immediately expected teaching assignment. Courses may appear in the current catalog or may be expected to be offered in the near future.

**Broadly related discipline.** A specialization that qualifies a faculty member to teach throughout the broad scope of a designated teaching discipline—that is, approximately five or more courses on distinct topics.

**Selectively related discipline.** A specialization that qualifies a faculty member to teach a restricted set of courses within a designated teaching discipline—that is, approximately four or fewer courses on distinct topics. In such cases, the specific course or courses that a faculty member is qualified to teach must be identified in the faculty member’s teaching certification.

**Distinct topics.** If the same topic is taught both at the baccalaureate level and at the graduate level, it is considered one distinct topic. For example, when a faculty member teaches Developmental Psychology at the baccalaureate and graduate levels, he or she is teaching one distinct topic at both levels. If the same faculty member, however, is also qualified to teach Cognitive Psychology, History and Systems of Psychology, Physiological Psychology, Social Psychology, and Statistical Methods in Psychology at the baccalaureate level, the graduate level, or both, then he or she would be considered qualified to teach five or more courses on distinct topics.

**Additional conditions.** In either category identified above (i.e., broadly related or selectively related), it must be common collegiate practice for a person holding a degree in a related discipline at the appropriate level to teach throughout the broad scope of the teaching discipline (if the degree is in a broadly related discipline) or to teach a more restricted set of courses in the teaching discipline (if the degree is in a selectively related discipline).

In the case of an emerging teaching discipline, where common collegiate practice has not yet been established, a compelling case must be made to substantiate a proposed qualifying discipline as being related, whether broadly or selectively, to the teaching discipline.

Ultimately, the unit head is responsible for determining whether a particular discipline is related to the teaching discipline, according to the guidelines outlined above, and for making a compelling case when necessary.

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**teaching discipline**      The academic discipline in which a faculty member serves or is expected to serve as instructor of record. Faculty members may serve as instructor of record in more than one teaching discipline, whether in the same teaching unit or across multiple teaching units.

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**teaching qualifications**      Those academic credentials (i.e., degrees, coursework) and other demonstrated competencies and achievements (e.g., scholarship, professional experience, certification, licensure) that, when taken alone or together, qualify a faculty member to teach at a designated level within a designated teaching discipline.

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**teaching unit**      The academic unit in which a faculty member serves or is expected to serve as instructor of record. Faculty members may serve as instructor of record in more than one teaching unit; in such cases, each teaching unit must submit its own teaching certification.

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**terminal degree**      The commonly accepted highest degree in a given field of study. The terminal degree is generally 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).

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