DISCIPLINE DESCRIPTION

HOSPITALITY LEADERSHIP

ACTIVE TEACHING DISCIPLINES

For administrative use only; please do *not* edit federal NCES information below.

CIP Code	Title	Definition
52.0901	Hospitality Administration/ Management, General.	A program that prepares individuals to serve as general managers and directors of hospitality operations on a system-wide basis, including both travel arrangements and promotion and the provision of traveler facilities. Includes instruction in principles of operations in the travel and tourism, hotel and lodging facilities, food services, and recreation facilities industries; hospitality marketing strategies; hospitality planning; management and coordination of franchise and unit operations; business management; accounting and financial management; hospitality transportation and logistics; and hospitality industry policies and regulations.

Note: More information on the National Center for Education Statistics (NCES) Classification of Instructional Programs (CIP) taxonomy is available at https://nces.ed.gov/ipeds/cipcode/.

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

Section 1. General description of the unit, including academic programs and course offerings[2]

Since 1983, the Rosen College of Hospitality Management has established a high standard of professionalism, leadership, and service excellence that is recognized around the world. The educational mission of the college is to develop future generations of global hospitality and tourism leaders serving all industry segments through innovative academic programs, cutting-edge research, and strong industry and community partnerships.

The curriculum is designed to prepare students for a broad range of managerial roles across various industries. It provides both the academic preparation and the practical experience that students need to enter and succeed in the workplace. Students have numerous points of entry into the hospitality industry through internship requirements and extensive contact with leading hospitality executives throughout Central Florida. The college offers baccalaureate degree programs in hospitality management, event management, entertainment management, senior living management, and restaurant and food service management, as well as a master's degree program in hospitality and tourism management and a doctoral degree program in hospitality management.

The college also houses the Linda Chapin Eminent Scholar Chair in Tourism Management, the Visit Orlando Endowed Chair of Tourism Marketing, the William C. Peeper Preeminent Professorship in Destination Marketing, the CFHLA Preeminent Chair Professorship, and the Dick Pope, Sr., Institute for Tourism Studies, which was created and funded by the travel and tourism industry in Central Florida. The institute conducts research and gathers information that helps the entire Orlando area hospitality industry better understand and serve its many guests from around the world.

Section 2. Qualifying degree(s) for each discipline taught in the unit[3]

A terminal degree in the teaching discipline qualifies a faculty member to teach throughout the broad scope of the teaching discipline at the undergraduate and graduate levels.[4]

The doctoral degree (e.g., PhD) with a major in hospitality management or an analogous field (e.g., hotel management, meeting and event planning, resort management, restaurant and food services management, tourism and travel services management) represents the terminal degree in the discipline.

Section 3. Broadly related discipline(s) for each discipline taught in the unit

Specialization qualifies a faculty member to teach throughout the broad scope of the teaching discipline (typically five or more courses on distinct topics).

Faculty members with degrees in the following disciplines who, through specialization, coursework, or graduate research, have demonstrated an appropriate specialization in hospitality management may be qualified to teach throughout the broad scope of the discipline, according to the level of their degree (i.e., master's for undergraduate, doctoral for graduate):

- Accounting
- Business administration, management, and operations
- Communication and media studies
- Education
- Economics
- Finance
- Food science and technology
- Foods, nutrition, and related services
- Human resources management
- Law
- Marketing
- Parks, recreation, and leisure studies
- Public administration
- Public relations, advertising, and applied communication
- Sports, kinesiology, and physical education

Section 4. Selectively related discipline(s) for each discipline taught in the unit

Specialization qualifies a faculty member to teach a restricted set of courses in the teaching discipline (typically four or fewer courses on distinct topics).

N/A

Section 5. Justification for use of faculty members with "other" teaching qualifications and additional information[5]

The college considers other teaching qualifications in conjunction with or in lieu of academic credentials on a case-by-case basis. This is acceptable in special cases in which evidence of a faculty member's exceptional industry experience, research, or other qualifications can be documented, and in which those qualifications are directly applicable to the course or courses being taught.

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1. The unit chair or director, in consultation with unit faculty members, is responsible for identifying and articulating commonly accepted good practices in each of the unit's teaching disciplines 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 made, as necessary, to substantiate the claims presented.

2. Please provide a general description of the unit's course and program offerings at the undergraduate and graduate levels (e.g., degree and certificate programs, minors, unit contributions 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. For each discipline taught in the unit, please list those degrees 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 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). Note that terminal degrees in other disciplines may also be appropriate for teaching in the discipline, but such credentials should be listed as broadly or selectively related degrees, as appropriate.

4. A nonterminal master's degree in the teaching discipline qualifies a faculty member to teach throughout the broad scope of the teaching discipline at the undergraduate level but 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 the unit, including the use of faculty members qualified to teach by "other" means. Typically, the statements provided in this section should be of a general nature and should not address specific individuals. (Justification for specific individuals is typically handled separately during the teaching certification process.) Please cite appropriate authorities as needed to justify the unit's practices (e.g., discipline accreditation guidelines, governmental regulations).

When a faculty member cannot be qualified to teach on the basis of academic credentials (i.e., degrees, coursework) alone, qualifications other than academic credentials (or combined with academic credentials) that are appropriate for teaching particular courses may be taken into consideration. Such consideration of other teaching qualifications in conjunction with or in lieu of academic credentials must be made on a case-by-case basis. These cases should be exceptional, and the evidence provided of other demonstrated competencies and achievements must be compelling. They should also show significant evidence of professional progress as related to the faculty member's teaching assignment.