



DISCIPLINE DESCRIPTION

NURSING PRACTICE

ACTIVE TEACHING DISCIPLINES

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

CIP Code	Title	Definition
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.

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 offerings²

The College of Nursing has achieved prominence as an innovator in nursing education, responding to a changing population with complex health care needs. The faculty value access to education and embrace opportunities to utilize advanced technology, innovation, and creativity to provide graduates with the highest quality education at the baccalaureate, master's and doctoral levels.

The Bachelor of Science in Nursing (BSN) program, the basis for professional nursing practice, prepares students for initial licensure as a registered nurse and advances the knowledge base of the associate-degree- or diploma-prepared nurse. The program emphasizes clinical nursing practice guided by research-derived evidence, health promotion and maintenance, and preparation for assuming leadership roles. The curriculum also provides the foundation for graduate study in nursing.

The Master of Science in Nursing (MSN) program prepares advanced practice nurses to assume leadership positions in a variety of health care settings, with program options in nurse education, health care simulation, and nursing leadership and management.

The Doctor of Nursing Practice (DNP) program prepares advanced practice nurses and nurse executives for leadership roles in specialized areas of advanced practice nursing. This program educates nurses at the highest level of practice for the current health care environment with a strong scientific foundation; emphasis on evidence-based practice, leadership, and organizational analysis; and analysis of practice including completion of a scholarly project.

The Doctor of Philosophy (PhD) program prepares nurse scientists to assume positions as nursing faculty, leaders in the application of innovative technologies to nursing education and clinical care, executive leaders in health care systems, and scientists who contribute to the body of nursing knowledge through research.

The college's BSN, MSN, and DNP programs are accredited by the Commission on Collegiate Nursing Education (CCNE), and the BSN program is approved by the Florida Board of Nursing. Courses offered in the college are divided into two separate and distinct categories: (1) didactic courses and (2) clinical/laboratory courses (i.e., courses 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 college's various programs. Sections 2 through 4 discuss appropriate qualifications for teaching didactic courses; section 5 discusses clinical/laboratory courses.

Section 2. Qualifying degree(s) for each discipline taught in the unit³

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., Doctor of Nursing Practice, Doctor of Philosophy) with a major in nursing 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 a wide variety of fields (e.g., anthropology, education, public affairs, public health) with a specialization in nursing or a related health discipline may be qualified to teach nursing courses, according to the level of their degree (master's for undergraduate, doctoral for graduate). Faculty members teaching graduate-level courses in nursing must also have at least a master's degree in nursing.

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).

Faculty members with degrees in any of the following disciplines may be qualified to teach specific courses related to their area of expertise, according to the level of their degree (master's for undergraduate, doctoral for graduate).

- Biological and physical sciences
- Business administration
- Computer science
- Engineering
- Mathematics and statistics
- Medicine
- Nutrition and dietetics
- Pharmacy
- Public health

Section 5. Justification for use of faculty members with “other” teaching qualifications and additional information⁵

Faculty members who are qualified to teach didactic courses at the undergraduate or graduate level may also be qualified to teach clinical courses at the same level. Faculty members with a master's degree in nursing who have at least one year of full-time clinical experience as a licensed registered nurse may be qualified to teach graduate-level clinical courses. In addition, faculty members with a bachelor's degree in nursing who have at least 18 successfully completed graduate semester hours in nursing and at least one year of full-time clinical experience as a licensed registered nurse may be qualified to teach undergraduate-level clinical courses. Such practice exceeds the minimum requirements outlined by the Florida Board of Nursing. 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 master's degrees in nursing often leave bedside practice to pursue administrative and leadership positions, the number of practicing nurses with master's 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 bachelor's degree in nursing as his or her highest degree, plus the requisite graduate-level coursework. In such instances, appropriate professional experience is documented on the teaching certification.

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.