UNIVERSITY OF CENTRAL FLORIDA

Faculty Qualifications: Discipine Description

School of Teaching, Learning, and Leadership (STLL)

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

General Description of the School **[2]**

The School of Teaching, Learning, and Leadership focuses on supporting and preparing professional educators to work in K-12 school settings. The School offers courses, undergraduate and graduate certificates, undergraduate minors, and undergraduate and graduate degrees in the following major areas: Early Childhood Development & Education, Elementary Education, Secondary Education (includes Art Education, English Language Arts Education, Foreign Language Education, Mathematics Education, Science Education, and Social Science Education), and Educational Leadership. The School supports several tracks in the Education Ph.D. program and a variety of specializations in the Education Ed.S. and Education Ed.D. programs. The School houses faculty with expertise in education foundations (social, psychological, and pedagogical), teaching English to speakers of other languages (TESOL), and reading education. These faculty teach courses that support programs in the School as well as programs in the College of Education and Human Performance's two academic departments. Programs and content specializations offered and associated faculty qualification information are provided in the table below (see notes below the table for additional information). A terminal degree for all listed teaching disciplines consists of an earned Ph.D. or Ed.D. in one of the corresponding qualifying degree majors/specialization or broadly related disciplines.

Qualifying degree majors/specializations for each discipline taught in the unit [3]

Typically, doctoral degree(s) expected for graduate-level teaching and master's degree expected for undergraduate-level teaching. 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]**

Discipline Area and Corresponding CIP code	Qualifying Degree Majors/Specializations
Applied Learning and Instruction 13.0101 Education, General	• Education • Curriculum & Instruction • Educational Psychology
Art Education 13.1302 Art Teacher Education	• Art Education
Curriculum and Instruction 13.0301 Curriculum and Instruction	• Curriculum and Instruction
Early Childhood Development & Education 13.1210 Early Childhood Education and Teaching	• Early Childhood Education and Teaching • Child & Youth Studies • Kindergarten/Preschool Education & Teaching • Elementary Education • Child Development • Child Care and Support Services Management

	• Developmental & Child Psychology
Educational Leadership (K-12) 13.0401 Educational Leadership and Administration, General	• Educational Administration • Educational Leadership • Educational, Instructional, and Curriculum Supervision • Elementary, Middle and Secondary Education Administration • Elementary and Middle School Administration/ Principalship • Secondary School Administration/Principalship • Urban Education and Leadership • Superintendency and Educational System Administration
Elementary Education 13.1202 Elementary Education and Teaching	• Elementary Education • Early Childhood Education • K-8 Mathematics and Science Education
English Language Arts Education 13.1305 English/Language Arts Teacher Education	• English Language Arts Education
Gifted Education 13.1004 Education/Teaching of the Gifted and Talented	• Education/Teaching of the Gifted and Talented • Exceptional Student Education (unless specialized in exceptionalities other than gifted (i.e., general ESE or ESE varying exceptionalities would qualify).
K-8 Mathematics & Science Education 13.1299 Teacher Education and Professional Development, Specific Levels and Methods, Other	• Mathematics Education • Science Education • Elementary Education
Mathematics Education 13.1311 Mathematics Teacher Education	• Mathematics Education
Multicultural Education 13.0202 Multicultural Education	• Multicultural Education • International and Comparative Education
Reading Education 13.1315 Reading Teacher Education	• Reading Education
Science Education 13.1316 Science Teacher Education/General Science Teacher Education	• Science Education • Biology Teacher Education • Chemistry Teacher Education • Physics Teacher Education
Social Science Education 13.1317 Social Science Teacher Education	• Social Science Education
Social and Philosophical Foundations of Education 13.0901 Social and Philosophical Foundations of Education	• Social and Philosophical Foundations of Education • Education • Urban Education and Leadership

Teacher Leadership 13.0404 Educational, Instructional, and Curriculum Supervision 13.1399 Teacher Education and Professional Development, Specific Subject Areas, Other	• Educational, Instructional, and Curriculum Supervision • Urban Education & Leadership • Educational Leadership and Administration, General
Teaching English to Speakers of Other Languages (TESOL) 13.1401 Teaching English as a Second or Foreign Language/ESL Language Instructor	• TESOL • Multicultural Education • Bilingual and Multicultural Education • Linguistics
Technology for Educators (EME 2040) 13.0501 Educational/Instructional Technology	• Instructional Technology • Education/Instructional Media Design
World Languages Education 13.1306 Foreign Language Teacher Education	• Foreign Language Education

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)

Degrees in Curriculum & Instruction or Education
Curriculum & Instruction and Education degrees are "broadly related" when the track or specialization, coursework, or (for doctoral degrees) dissertation topic demonstrate an appropriate area of specialization. A documented track in the specialization area would equate to a degree in the discipline. In other cases, relevant coursework will be listed on the teaching certification to justify qualification by "degree alone." When sufficient, relevant coursework is not evident, the instructor of record will be qualified by "other qualifications."

Instructors of Record that Teach Elementary Education Courses
Elementary Education faculty are qualified to teach Elementary Education courses in various subject areas such as elementary mathematics education, elementary social science education, elementary science education, and other elementary disciplines.

Teaching Qualifications for Teaching Literacy Courses
Faculty qualified to teach in the Reading Education program are qualified to teach all reading courses (RED XXXX) as well as LAE 4361 and LAE 5337, which are literacy courses for middle and high school teaching.

Teaching Qualifications for Teaching Initial Teacher Preparation Program Basic Pedagogy and Educational Foundations Courses
The educational foundation courses listed below are common to most initial teacher preparation programs (those leading to initial teacher certification) and collectively contain the content that is tested on the Florida Teacher Certification Examination/Professional Education Test (FTCE/PET). Passing the FTCE/PET is an initial certification requirement for all teacher certification areas in Florida (i.e., a "common denominator" for all certification areas). Therefore, any faculty member qualified to teach in any initial classroom teacher certification program (CIP Codes 13.1202, 13.1210, 13.1305, 13.1306, 13.1311, 13.1316, 13.1317) or in major educational foundations courses (CIP codes 13.0101, 13.0301, 13.0901) with the appropriate degree level are also qualified to teach these educational foundations courses.

The courses include: EDF 2005, EDF 2720, EDF 3601, EDF 4603, EDF 4467, EDG 4410, EDF 6155, EDF 6237, EDF 6517, EDF 6608, EDF 6727, EDG 6236, EDG 6415

Teaching Integrated Arts and Movement in the Elementary School (EDE 4223)
This special course in Elementary Education addresses the concept of integrating arts and movement into the Elementary Education curriculum. Qualified instructors would include not only those with a master's degree (or higher) in Elementary Education, but any individual with a master's degree or higher in education of any of the arts or movement fields such as: art education, health education, music education, or physical education (note that these are all K-12 teacher certification areas, which means these individuals have been trained to teach elementary students and thus are well qualified to help prepare elementary teachers in this special curricular area).

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

Clinical Supervision of Student Teachers in Initial Teacher Preparation Programs
Clinical supervision is the supervision of student teachers in state-approved initial teacher certification programs. Students are registered for internship courses (XXX 3940, XXX 3942, XXX 4941, XXX 4943, XXX 6946*) and clinical supervisors are the faculty of record for those courses. Because of the unique nature of student teaching, faculty assigned as clinical supervisors may have:

a) a broadly related degree in the discipline in which the student teacher is assigned
b) a closely related degree with an appropriate area of specialization; relevant coursework (including dissertation if applicable) will be listed on the teaching certification
c) a graduate degree in educational leadership or educational administration and supervision and minimum of three years of professional experience as a P-12 administrator; instructor of record will be qualified by 'other' on the teaching certification
d) or a graduate degree in any field of education and professional experience as a P-12 administrator or a minimum of three years of successful P-12 teaching relevant to the area of clinical supervision (i.e., teaching in elementary schools for supervising Elementary Education interns, teaching in secondary schools for supervising interns placed in secondary school settings, etc.); instructor of record will be qualified by 'other' on the teaching certification

*The target student learning outcomes for XXX 6946 graduate internships in state-approved initial teacher certification programs are, as required by State Board of Education Rule 6A-5.066, identical to those in undergraduate internships in state-approved initial teacher certification programs. Therefore, faculty qualified to supervise student teachers in undergraduate programs may also supervise student teachers in matching graduate programs (i.e., clinical faculty are not required to have a doctorate to supervise student teachers in XXX 6946 graduate internships).

Instructors of Record Assigned to EDS 5356 Mentoring and Clinical Supervision of Pre-Professional Educators
EDS 5356 is a highly specialized course based on state-mandated curriculum designed to prepare P-12 classroom teachers to serve as supervisors of student teachers (interns) in teacher preparation programs. All faculty members assigned to teach this course are highly qualified and experienced clinical faculty members/faculty administrators directly involved with the placement and/or supervision of student teachers, and all have attended the state's formal training for clinical supervisors. The teaching certification for faculty assigned to teach this course will include qualifications for their primary teaching assignment CIP Code(s) along with CIP Code 13.0401 specific for this course only (n/a if the primary teaching assignment includes CIP Code 13.0401).

Instructors of Record Teaching Graduate-level Educational Leadership Courses for Initial Teacher Preparation Programs
Individuals in the education profession may ascend to senior administrative positions (defined as school principal, district superintendent, or senior-level regional or district administrator) without having a graduate degree in educational leadership or administration. With a terminal degree in any field of education and at least three years of senior-level K-12 administrative experience, these individuals would be considered qualified to teach graduate level courses in educational leadership/administration. In such cases, the instructor of record will be qualified by "other qualifications" with documentation of the required professional experience in K-12 administration.

Instructors of Record Teaching TESOL courses

TESOL (TSL XXXX) courses in the School of Teaching, Learning, and Leadership (STLL) are not traditional TSL courses designed to prepare individuals to teach English to non-native English Speakers. Rather, these courses focus on preparing future teachers to effectively teach content to English Language Learners (ELL) in Florida's K-12 classrooms. This requires a very different set of skills from those required to teach traditional TSL courses. TESOL faculty in STLL teach "comprehensible instructional strategies and techniques" that K-12 classroom teachers can apply to help ELL students in their classrooms learn the math, science, social science, etc. content that makes up their class curriculum. In evaluating faculty qualifications to teach STLL's TSL courses, the focus is on relevant TSL coursework, other relevant curriculum & instruction coursework, state-level ESOL qualifications, and professional experience in the area of ESOL applications specific to K-12 settings. Faculty qualified to teach TESOL courses with degrees outside of foreign language education must have relevant coursework in TESOL or a dissertation topic in the discipline listed on the teaching certification in order to be qualified by 'degree alone'. Otherwise, faculty should have sufficient relevant K-12 teaching or supervisory experience in the area of TESOL. In such cases, the instructor of record will be qualified by 'other qualifications'.

[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.