



Faculty Qualifications: Discipline Description

Department of Child, Family & Community Sciences (CFCS)

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

General Description of the Department [2]

The Department of Child, Family, and Community Sciences offers undergraduate and graduate programs in Exceptional Student Education, undergraduate courses and graduate programs in Counselor Education, and graduate programs in Educational Leadership (Higher Education) and School Psychology. The Department supports the Counselor Education and Higher Education Tracks in the Education Ph.D. program. Specific programs 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
Counselor Education 13.1101 Counselor Education/School Counseling and Guidance Services	<ul style="list-style-type: none"> • Counselor Education • Mental Health Counseling/ Counselor
Exceptional Student Education 13.1001 Special Education and Teaching, General	<ul style="list-style-type: none"> • Exceptional Education • Special Education • Child and Youth Studies – Exceptional Education • Administration of Special Education
Educational Leadership (Higher Education) 13.0401 Educational Leadership and Administration, General	<ul style="list-style-type: none"> • Educational Administration • Educational Leadership • Educational, Instructional, and Curriculum Supervision • Higher Education/ Higher Education Administration • Education & Human Development • College Student Counseling and Personnel Services

Marriage and Family Therapy 51.1505 Marriage and Family Therapy/Counseling	<ul style="list-style-type: none"> • Marriage and Family Therapy/ Counseling • Counselor Education
School Psychology 42.2805 School Psychology	<ul style="list-style-type: none"> • School Psychology • Educational Psychology
Career and Technical Education 13.1320 Trade and Industrial Teacher Education	<ul style="list-style-type: none"> • Career & Technical Education • Technical Education & Industry Training • Vocational Education • Business 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 with Degrees in Educational Leadership that Contribute to Higher Education Courses
Degrees in Educational Leadership or Educational Administration would be considered broadly related if the curricular focus was on higher education (as opposed to P-12 administration), otherwise evidence of sufficient professional experience must be provided.

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

Clinical Supervision of Student Teachers in the Initial Teacher Preparation Program in Exceptional Student Education
Clinical supervision is the supervision of students performing student teaching internships or other internships/practica. Clinical supervisors are the faculty of record for such clinical courses. Because of the unique nature of student teaching, faculty assigned as clinical supervisors in Exceptional Student Education may have:

- 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 a minimum of three years of supervision and professional experience as a P-12 administrator
- d) 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 exceptional education classrooms or inclusive classrooms with significant populations of students with special needs).

The target student learning outcomes for the EEX 6946 graduate internship in the state-approved Exceptional Student Education M.A. program is, as required by State Board of Education Rule 6A-5.066, identical to those in the undergraduate internship in the Exceptional Student Education B.S. program. Therefore, faculty qualified to supervise student teachers in the undergraduate program may also supervise student teachers in the matching graduate program).

Instructors of Record Teaching SLS 1501 Strategies for Success in College (13.0901 Social and Philosophical Foundations of Education)

A master's degree (or higher) in educational leadership with an emphasis (in coursework or thesis/dissertation title) in higher education qualifies an instructor of record to teach this course by 'degree alone.'

Otherwise, a master's, specialist, or doctoral degree in any field coupled with a minimum of one year of higher education experience in any of the following areas can also qualify an instructor of record to teach this course:

- a. Student advising
- b. Housing and residence life
- c. Student academic support
- d. Career development
- e. Campus life
- f. 1st year experience
- g. Student affairs

Experience should be documented on the teaching certification via 'other qualifications'.

Community/State College Staff Teaching Graduate UCF Courses for Professional Development at the Community/State Colleges

Through special agreements with community colleges in the central Florida service area, senior community college faculty with a terminal degree may be granted courtesy appointments to teach UCF graduate courses as professional development courses for community college faculty and staff. Usually, cases of this sort fall into one of the three following categories and appropriate documentation must be provided in each case.

- 1) When the terminal degree is in education (or an education sub-discipline) and the individual will teach a course in instructional methodologies, a copy of the official terminal degree transcript and a current CV must be provided.
- 2) When the terminal degree is in a non-education area and the individual will teach a course in instructional methodologies, a copy of the official terminal degree transcript, a current CV reflecting substantial post-secondary teaching experience, and appropriate documentation of "Other qualifications" on the teaching certification are required.
- 3) When the individual will teach a professional development course on a topic other than instructional methodologies (e.g., strategic planning), a copy of the official terminal degree transcript, a current CV reflecting appropriate professional preparation, and appropriate documentation of "Other qualifications" on the FQMS eForm are required.

[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.