



Faculty Qualifications: Discipline Description

Modern Languages and Literatures

ACTIVE TEACHING DISCIPLINES

The following represents current classification of available course, not necessarily full program, offerings.

For Administrative Use Only

CIP Code	Description	NCES Definition For more information on the NCES CIP taxonomy, see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55
13.1205	Secondary Education and Teaching	A program that prepares individuals to teach students in the secondary grades, which may include grades seven through twelve, depending on the school system or state regulations. May include preparation to teach a comprehensive curriculum or specific subject matter.
13.1401	Teaching English as a Second or Foreign Language/ESL Language Instructor.	A program that focuses on the principles and practice of teaching English to students who are not proficient in English or who do not speak, read or write English, and that may prepare individuals to function as teachers and administrators in such programs.
16.0101	Foreign Languages and Literatures, General.	A general program that focuses on one or more modern foreign languages that is not specific as to the name of the language(s) studied; that is otherwise undifferentiated; or that introduces students to language studies at the basic/elementary level.
16.0102	Linguistics.	A program that focuses on language, language development, and relationships among languages and language groups from a humanistic and/or scientific perspective. Includes instruction in subjects such as psycholinguistics, behavioral linguistics, language acquisition, sociolinguistics, mathematical and computational linguistics, grammatical theory and theoretical linguistics, philosophical linguistics, philology and historical linguistics, comparative linguistics, phonetics, phonemics, dialectology, semantics, functional grammar and linguistics, language typology, lexicography, morphology and syntax, orthography, stylistics, structuralism, rhetoric, and applications to artificial intelligence.
16.1101	Arabic Language and Literature	A program that focuses on the Arabic language. Includes instruction in philology; Classical Arabic; Modern Standard Arabic; dialects; and applications to business, science/technology, and other settings.
16.0301	Chinese Language and Literature	A program that focuses on the languages of China and associated dialects and literature. Includes instruction in philology; linguistics; dialects and pidgins; and applications to business, science/technology, and other settings.
16.0901	French Language and Literature	A program that focuses on the French language and related dialects and creoles. Includes instruction in philology; Metropolitan French; Canadian French; African and Caribbean Creoles; dialects; and applications in business, science/technology, and other settings.
16.0902	Italian Language and Literature	A program that focuses on the Italian language and related dialects. Includes instruction in philology; dialects; and applications in business, science/technology, and other settings.
16.0302	Japanese Language and Literature	A program that focuses on the Japanese language. Includes instruction in philology; Ancient, Medieval, and Modern Japanese; dialects; and applications to business, science/technology, and other settings.

16.0402	Russian Language and Literature	A program that focuses on the Russian language. Includes instruction in philology; dialects; literature; and applications to business, science/technology, and other settings.
16.0904	Portuguese Language and Literature	A program that focuses on the Portuguese language and related dialects. Includes instruction to philology; Metropolitan Portuguese; Luso-Brazilian Portuguese; dialects; and applications in business, science/technology, and other settings.
16.0905	Spanish Language and Literature	A program that focuses on the Spanish language and related dialects. Includes instruction in philology. Modern Castilian; Latin American and regional Spanish dialects; and applications in business, science/technology, and other settings.

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

Please provide a general description of unit, including programs and course offerings [2]

The Department of Modern Languages and Literatures offers the following programs:

- French B.A.
- Spanish B.A.
- Foreign Language Combination B.A. (choice of two languages from French, Italian and Spanish)
- Minors in French, Italian, and Spanish
- Undergraduate Certificate in Translation and Interpretation
- Spanish M.A.
- Teaching English to Speakers of Other Languages (TESOL) M.A.
- Graduate Certificate in Teaching English as a Foreign Language (TESOL)
- Graduate Certificate in English for Speakers of Other Languages (ESOL) Endorsement K-12

The department also offers courses in Arabic, Chinese, Japanese, Italian, Portuguese, and Russian.

Terminal degree(s) for each discipline taught in the unit [3]

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]

For teaching courses in language, culture, and literature, the Ph.D. is the terminal degree and the appropriate major depends upon the teaching area. Examples include the following:

French

Ph.D. in French or French Literature

Italian

Ph.D. in Italian, Italian Literature, or Italian Studies

Spanish

Ph.D. in Spanish, Spanish Literature, or Latin-American Literature

Teaching English to Speakers of Other Languages (TESOL), is a field that is based in linguistics, language

research, and pedagogy as well as anthropology, sociology, and even psychology. Because of the interdisciplinary nature of the UCF program, TESOL academics may hold either a Ph.D. or an Ed.D. in several fields, including:

- TESOL
- Applied Linguistics
- Secondary Language Acquisition in Multilingual and Multicultural Education (with an emphasis in TESOL, Foreign Language Education, or Linguistics)
- Second Language - TESOL
- Curriculum and Instruction with a concentration in TESOL, Foreign Language Education, or Linguistics)
- Bilingual Education
- Linguistic Teaching

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)

A degree at the appropriate level (doctorate for graduate, master's for undergraduate) in Romance Languages or a degree in Multilingual and Multicultural Education can be suitable to teach French, Spanish, or Italian, depending on specialization.

A degree at the appropriate level (doctorate for graduate, master's for undergraduate) in Comparative Literature, Comparative Cultures, Modern Foreign Languages and Literatures, or Cultural Studies with concentrations in French, Spanish, Italian, etc., is equivalent to a degree in that language.

Selectively related discipline(s) for each discipline taught in the department

Specialization does not qualify a person to teach distinct topics throughout the broad scope of the teaching discipline but does qualify to teach a more restrictive set of courses in the discipline (approximately four or fewer courses on distinct topics)

Not applicable

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

Consideration of other teaching qualifications in conjunction with or in lieu of academic credentials is made on a case-by-case basis and requires compelling evidence of other demonstrated competencies and achievements relevant to the teaching assignment. In some cases, native or other highly fluent speakers of a language with appropriate "other" qualifications may teach introductory undergraduate language courses. In such cases, appropriate "other" qualifications may include experience as a translator; professional certification for teaching the particular language; and/or a degree in cross-

cultural studies or international area studies with an appropriate concentration (e.g., Islamic culture and history for teaching Arabic; Soviet and East European Studies for teaching Russian).

[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.