DISCIPLINE DESCRIPTION

TEACHER EDUCATION

ACTIVE TEACHING DISCIPLINES

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

CIP Code	Title	Definition
13.0101	Education, General.	A program that focuses on the general theory and practice of learning and teaching, the basic principles of educational psychology, the art of teaching, the planning and administration of educational activities, school safety and health issues, and the social foundations of education.
13.1001	Special Education and Teaching, General.	A general program that focuses on the design and provision of teaching and other educational services to children or adults with special learning needs or disabilities, and that may prepare individuals to function as special education teachers in a collaborative or team environment. Includes instruction in diagnosing learning disabilities, developing individual education plans, teaching and supervising special education students, special education counseling, and applicable laws and policies.
13.1202	Elementary Education and Teaching.	A program that prepares individuals to teach students in the elementary grades, which may include kindergarten through grade eight, depending on the school system or state regulations. Includes preparation to teach all elementary education subject matter.
13.1203	Junior High/Intermediate/Middle School Education and Teaching.	A program that prepares individuals to teach students in the middle, intermediate or junior high grades, which may include grades four through nine by regulation.
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.
13.1210	Early Childhood Education and Teaching.	A program that prepares individuals to teach students ranging in age from infancy through eight years (grade three), depending on the school system or state regulations. Includes preparation to teach all relevant subject matter.
13.1302	Art Teacher Education.	A program that prepares individuals to teach art and art appreciation programs at various educational levels.
13.1305	English/Language Arts Teacher Education.	A program that prepares individuals to teach English grammar, composition and literature programs at various educational levels.

13.1306	Foreign Language Teacher Education.	A program that prepares individuals to teach foreign languages programs at various educational levels, other than French, German or Spanish.
13.1311	Mathematics Teacher Education.	A program that prepares individuals to teach mathematics programs at various educational levels.
13.1314	Physical Education Teaching and Coaching.	A program that prepares individuals to teach physical education programs and/or to coach sports at various educational levels.
13.1315	Reading Teacher Education.	A program that prepares individuals to diagnose reading difficulties and to teach reading programs at various educational levels.
13.1316	Science Teacher Education/ General Science Teacher Education.	A program that prepares individuals to teach general science programs, or a combination of the biological and physical science subject matter areas, at various educational levels.
13.1317	Social Science Teacher Education.	A program that prepares individuals to teach specific social science subjects and programs at various educational levels.
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.

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]

The School of Teacher Education focuses on supporting and preparing professional educators to work in K–12 school settings. The school offers baccalaureate and master's degree programs in early childhood development and education; elementary education; exceptional student education; and secondary education, including art education, English language arts education, mathematics education, physical education, science education, social science education, and world languages education. In addition, the school offers a number of graduate certificates in a range of related disciplines and supports several tracks in the College of Community Innovation and Education's doctoral degree program in education. The school is also home to faculty members with expertise in education foundations, teaching English to speakers of other languages, and reading education.

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., EdD, PhD) in any of the disciplines taught in the school represents the terminal degree for that 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).

Degrees in Education, Curriculum and Instruction, and Educational Leadership and Administration
Faculty members with degrees in education, curriculum and instruction, or educational leadership and administration who, through specialization, coursework, or doctoral research, have demonstrated an appropriate specialization in any of the disciplines represented in the school may be qualified to teach courses in those disciplines, according to the level of their degree (master's for undergraduate, doctoral for graduate).

Initial Teacher Preparation Courses
The educational foundations courses listed below are common to most initial teacher preparation programs and, collectively, contain the content that is tested on the Florida Teacher Certification Examinations (FTCE) Professional Education Test. Passing the test is a requirement for initial certification in all content areas. Therefore, any faculty member who is qualified to teach in any initial classroom teacher certification program is also qualified to teach the following educational foundations courses, according to the level of their degree (master's for undergraduate, doctoral for graduate):

- EDF2005 Introduction to the Teaching Profession
- EDF2720 Children in Schools: Legal, Ethical, and Safety Concerns
- EDF3601 Professional Ethics in Education
- EDF4467 Learning Theory and Assessment
- EDF4603 Analysis and Application of Ethical, Legal, and Safety Issues in Schools
- EDF6155 Lifespan Human Development and Learning
- EDF6237 Principles of Learning and Introduction to Classroom Assessment
- EDF6517 Perspectives on Education
- EDF6727 Critical Analysis of Social, Ethical, Legal, and Safety Issues Related to Education
- EDG4410 Teaching Strategies and Classroom Management
- EDG6415 Principles of Instruction and Classroom Management

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).

Art Education
Faculty members with a Master of Fine Arts degree in fine/studio arts may be qualified to teach the following art education courses:

- ARE4453 Studio Experiences in Art Education
- ARE5454 Studio Experiences in Art Education
- EDE2280 Arts and Wellness in Elementary Classrooms

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

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

Clinical Supervision of Student Teachers
Clinical supervision is the supervision of student teachers (e.g., internship, practicum, seminar) in state-approved initial teacher certification programs. Students register for internship courses with clinical supervisors serving as instructor of record. Because of the unique nature of student teaching, faculty members assigned to these courses may meet any one of the following criteria:

- a master's degree or higher in the discipline in which the student teacher is assigned;
- a master's degree or higher in a broadly related discipline with an appropriate specialization in the discipline in which the student teacher is assigned;
- a master's degree or higher in educational leadership and administration; or
- a master's degree or higher in a broadly related discipline and at least three years of professional experience as a teacher, educational administrator, or other educational professional (e.g., curriculum specialist, instructional coach, literacy coach).

The student learning outcomes for graduate-level internships in state-approved initial teacher certification programs are identical to those for undergraduate-level internships. Therefore, faculty members who are qualified to supervise student teachers in undergraduate programs may also supervise student teachers in corresponding graduate programs.

Professional Licensures and Certifications
Faculty members who hold certain substantive professional designations may be qualified to teach the following related courses, according to the level of their highest earned degree (master's for undergraduate, doctoral for graduate):

- Board Certified Behavior Analyst (BCBA®):
  - EEX6608 Concepts and Principles in Applied Behavior Analysis
  - EEX6618 Single Case Research Methodology
  - EEX6619 Advanced Behavior Analysis
  - EEX6668 Radical Behaviorism
  - EEX6669 Supervision and Personnel Management in Applied Behavior Analysis
  - EEX6747 Ethics and Legal Issues in Applied Behavior Analysis
- Certified Child Life Specialist (CCLS):
  - EEC5745 Child Life: Psychosocial Care of Children in Health Settings

Teaching English to Speakers of Other Languages
TESOL courses in the School of Teacher Education are not designed to prepare individuals to teach the English language to nonnative English speakers; rather, they focus on preparing future teachers to effectively teach disciplinary content to English-language learners in Florida's K–12 classrooms. In evaluating faculty teaching qualifications, the focus is on relevant TESOL coursework, other relevant coursework in curriculum and instruction, state-level TESOL certifications, and professional experience in the application of TESOL to K–12 settings.

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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.