



DISCIPLINE DESCRIPTION

EDUCATIONAL LEADERSHIP AND HIGHER EDUCATION

ACTIVE TEACHING DISCIPLINES

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

CIP Code	Title	Definition
13.0401	Educational Leadership and Administration, General.	A program that focuses on the general principles and techniques of administering a wide variety of schools and other educational organizations and facilities, supervising educational personnel at the school or staff level, and that may prepare individuals as general administrators and supervisors.
13.0406	Higher Education/Higher Education Administration.	A program that focuses on the principles and practice of administration in four-year colleges, universities and higher education systems, the study of higher education as an object of applied research, and which may prepare individuals to function as administrators in such settings. Includes instruction in higher education economics and finance; policy and planning studies; curriculum; faculty and labor relations; higher education law; college student services; research on higher education; institutional research; marketing and promotion; and issues of evaluation, accountability and philosophy.
13.1320	Trade and Industrial Teacher Education.	A program that prepares individuals to teach specific vocational trades and industries programs at various educational levels.

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 Department of Educational Leadership and Higher Education offers both undergraduate and graduate degree programs that equip students with a critical understanding of educational administration, educational policy, and technical education. Offerings include baccalaureate and master's degree programs in career and technical education; master's, specialist, and doctoral degree programs in educational leadership; and a number of graduate certificate programs in various related fields. The department also offers courses in support of the higher education and policy studies track in college's PhD program in education.

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

Career and Workforce Education

The doctoral degree (e.g., EdD, PhD) with a major in career and workforce education or an analogous field (e.g., agricultural and extension education, business education, career and technical education, family and consumer sciences education, health education, occupational and technical studies, technical education and industry training, workforce education and development) represents the terminal degree in the discipline.

Educational Leadership

The doctoral degree (e.g., EdD, PhD) with a major in educational leadership or an analogous field (e.g., education policy; educational, instructional, and curriculum supervision; elementary, middle, or secondary school administration; superintendency and educational system administration; urban education and leadership) represents the terminal degree in the discipline.

Higher Education

The doctoral degree (e.g., EdD, PhD) with a major in higher education or an analogous field (e.g., adult and continuing education administration, college student counseling and personnel services, community college administration, education policy, educational leadership and administration) 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 education or in curriculum and instruction who, through specialization, coursework, or doctoral research, have demonstrated an appropriate specialization in any of the disciplines represented in the department may be qualified to teach courses in those disciplines, according to the level of their degree (master's for undergraduate, doctoral for graduate).

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).

N/A

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

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

SLS1501 Strategies for Success in College

Faculty members with a master’s degree or higher in any of the following disciplines may be qualified to teach SLS1501 by virtue of their academic credentials alone:

- College student counseling and personnel services
- Counselor education/school counseling and guidance services
- Higher education/higher education administration

Faculty members with a master’s degree or higher in any field coupled with at least one year of professional experience in any of the following areas may also be qualified to teach this course:

- Campus life
- Career development
- First-year experience
- Housing and residence life
- Student academic support
- Student advising
- Student affairs
- Student counseling and psychological services
- Student success

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.