



## DISCIPLINE DESCRIPTION

# LEARNING SCIENCES AND EDUCATIONAL RESEARCH

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### ACTIVE TEACHING DISCIPLINES

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

CIP Code	Title	Definition
13.0301	Curriculum and Instruction.	A program that focuses on the curriculum and related instructional processes and tools, and that may prepare individuals to serve as professional curriculum specialists. Includes instruction in curriculum theory, curriculum design and planning, instructional material design and evaluation, curriculum evaluation, and applications to specific subject matter, programs or educational levels.
13.0501	Educational/Instructional Technology.	A program that focuses on integrating technology into educational curricula. Includes instruction in foundations of educational technology, computer applications, utilizing technology for assessment, multimedia instruction, web-based instruction, distance education, and designing and producing educational software and materials.
13.0603	Educational Statistics and Research Methods.	A program that focuses on the application of statistics to the analysis and solution of educational research problems, and the development of technical designs for research studies. Includes instruction in mathematical statistics, research design, computer applications, instrument design, research methodologies, and applications to research problems in specific education subjects.
13.1004	Education/Teaching of the Gifted and Talented.	A program that focuses on the design of educational services for children or adults exhibiting exceptional intellectual, psychomotor or artistic talent or potential, or who exhibit exceptional maturity or social leadership talents, and that may prepare individuals to teach such students. Includes instruction in identifying gifted and talented students, developing individual education plans, teaching and supervising gifted and talented students, counseling, and applicable laws and policies.
42.2806	Educational Psychology.	A program that focuses on the application of psychology to the study of the behavior of individuals in the roles of teacher and learner, the nature and effects of learning environments, and the psychological effects of methods, resources, organization and non-school experience on the educational process. Includes instruction in learning theory, human growth and development, research methods, and psychological evaluation.

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.<sup>1</sup>

### **Section 1. General description of the unit, including academic programs and course offerings<sup>2</sup>**

The Department of Learning Sciences and Educational Research is an interdisciplinary department focused on the application of psychological theories and research addressing how people learn; the fulfillment of the diverse needs of advanced, gifted, and talented learners; the design and application of qualitative, quantitative, and mixed research methodologies, measurement, and program evaluation; and the design, development, implementation, and evaluation of innovative instructional methodologies and programs in K–12 education, higher education, and business and industry settings. The department offers master’s degree programs in applied learning and instruction, curriculum and instruction, and instructional design and technology; a doctoral degree program in curriculum and instruction; and a range of graduate certificates in such disciplines as advanced quantitative methodologies in educational and human sciences; e-learning design, development, and delivery; gifted education; global, international, and comparative education; instructional and educational technology; and instructional design.

### **Section 2. Qualifying degree(s) for each discipline taught in the unit<sup>3</sup>**

*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.<sup>4</sup>*

#### **Curriculum and Instruction**

- PhD or EdD in curriculum and instruction

#### **Educational/Instructional Technology**

- PhD or EdD in educational technology
- PhD or EdD in instructional design

#### **Educational Statistics and Research Methods**

- PhD or EdD in educational statistics and research methods

#### **Education/Teaching of the Gifted and Talented**

- PhD or EdD in gifted education

#### **Educational Psychology**

- PhD or EdD in educational psychology

### **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 (i.e., master’s for undergraduate teaching, doctoral for graduate teaching).

#### 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 information<sup>5</sup>

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.

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.