



DISCIPLINE DESCRIPTION

PSYCHOLOGY

ACTIVE TEACHING DISCIPLINES

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

CIP Code	Title	Definition
42.0101	Psychology, General.	A general program that focuses on the scientific study of individual and collective behavior, the physical and environmental bases of behavior, and the analysis and treatment of behavior problems and disorders. Includes instruction in the principles of the various subfields of psychology, research methods, and psychological assessment and testing methods.

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 Psychology offers a baccalaureate degree program in psychology and graduate degree programs in clinical psychology, human factors and cognitive psychology, and industrial and organizational psychology. At the undergraduate level, the department is committed to providing classroom instruction and research experiences in a variety of areas so that students are exposed to a broad range of the scientific and applied topics that constitute the field of psychology. At the graduate level, classroom instruction is liberally supplemented with practice, internships, research experiences, and other activities that teach the skills of the profession. Faculty research and professional service contribute to the department's educational mission by providing opportunities for students to observe, practice, and refine the behaviors required for socialization into the profession.

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

The doctoral degree (e.g., PhD, PsyD) with a major in psychology or any psychology subdiscipline (e.g., clinical psychology, human factors and cognitive psychology, industrial and organizational psychology) represents the terminal degree in the field.

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).

N/A

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).

Faculty members with degrees in counseling or marriage, couple, and family therapy may be qualified to teach courses in counseling, the psychology of diversity, and cross-cultural psychology, according to the level of their degree (master's for undergraduate, doctoral for graduate).

Faculty members with degrees in human development may be qualified to teach courses in developmental psychology, according to the level of their degree (master's for undergraduate, doctoral for graduate).

Faculty members with degrees in industrial engineering or ergonomics may be qualified to teach courses in human factors psychology, according to the level of their degree (master's for undergraduate, doctoral for graduate).

Faculty members with degrees in organizational behavior or human resources management may be qualified to teach courses in industrial and organizational psychology, according to the level of their degree (master's for undergraduate, doctoral for graduate).

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

The department considers other teaching qualifications in lieu of or in conjunction with 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.