IES Institute of Education Sciences

ERIC Selection Policy

May 2024

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Contents

Introduction

The Education Resources Information Center (ERIC) is an online bibliographic and full-text digital library of education research, including journal articles and non-journal materials. ERIC is a program administered by the National Center for Education Evaluation and Regional Assistance of the Institute of Education Sciences (IES) at the U.S. Department of Education (ED).

Mission Statement

ERIC's mission is to identify quality education research, create bibliographic records to represent an article or document and make the materials widely available through a user-friendly, searchable website. This supports the mission of IES to provide scientific evidence on which to ground education practice and policy and to share this information in formats that are useful and accessible to educators, parents, policymakers, researchers, and the public.

Statement of Purpose

This document states broad collection goals and defines the standard and criteria required of approved sources of education research materials and individual materials in the ERIC digital library. The purpose of this selection policy is to ensure consistency in ERIC's approach to reviewing and selecting sources and individual items and to clearly communicate ERIC's processes and policies to users, publishers, individual submitters of material, and staff.

Collection Development Goals

ERIC will select and retain sources that best meet its Selection Standard and Criteria and contribute to seven overarching goals. ERIC will support these goals, subject to the availability of funding:

> **Research** is defined as original presentations of empirical and/or data analyses, literature reviews or summaries of a field, methodological works, presentations or critiques of theories, or logic models that can guide practice.
>
> **Rigorous** is defined as content that has gone through an editorial or peer-review process and presents a method and approach that are reasonable and sound.
>
> **Relevant** is defined as materials with a demonstrable bearing on the field of education.

- Catalog all education research published by a recipient of a grant or contract funded by ED ("ED awardees").
- Seek rigorous and relevant peer-reviewed journal and non-journal sources that will contribute full-text content to the ERIC collection.
- Increase rigorous and relevant non-peer-reviewed, full-text grey literature material from non-journal sources such as think tanks, institutional repositories, research organizations, state and district research offices, and technical assistance providers.
- Include citation-only cataloging for sources that contribute content essential to contemporary issues in education policy or practice.
- Identify and catalog sources that frequently publish work by ED awardees.
- Select geographically diverse sources. ERIC will seek to include content from all states within the United States (U.S.), its territories, and freely associated states, and various locales, including urban and rural areas.
- Include international content that is directly relevant to the work of education in the U.S., its territories and freely associated states, and military bases overseas.

Selection Standard and Criteria

The selection standard and criteria described in this document are applied at the source and/or the item level to build the ERIC collection. ***No material or bibliographic records previously included in ERIC will be removed because of updates to the ERIC Selection Policy.***

Standard: Directly Related to One or More of the Topics in the Field of Education

All sources approved for regular cataloging in ERIC must meet the selection standard of producing education research materials directly related to the field of education as described by one or more of the topic areas in the IES authorizing legislation, Section 172(a) 3 of Public Law 107-279, Education Sciences Reform Act of 2002. The ERIC Topic Area page lists the journal and non-journal sources under agreement by the ERIC topic area that most closely aligns with the stated scope of the source.

Criteria: Quality

Materials cataloged in ERIC must meet the following components:

- **Completeness:** The material must be complete; usable as it is presented; contain sufficient content or labeling for items such as data tables, graphics, and bibliographies; and in a final form. Working papers and pre-published versions may be accepted, provided they are complete, free of tracked changes or edits, and are not watermarked as drafts.
- **Integrity:** The name of the journal or non-journal source under agreement must be on the material. A statement of ownership may be in the text of a non-journal document.
- **Substantive Merit:** The material must address the scope area(s) in a professional and/or definitive way.
- **Utility/Importance:** The material must be relevant to current issues in education and be of interest to the broader education community.
- **Education Research:** Materials are original presentations of education data and/or empirical analysis, literature reviews or summaries of a field, methodological works, presentations or critiques of theories, or logic models that can guide practice.

Criteria: Peer Review

ERIC accepts peer-reviewed and non-peer-reviewed material. ERIC bibliographic records are marked as peer reviewed if the source has demonstrated that the content has gone through an acceptable peer-review process.

Peer review is defined as content reviewed by internal or external reviewers. The author's identity may or may not be known to the reviewer. A peer-review process employing at least two reviewers with scholarly affiliation is preferred, with the peer-review process requiring multiple rounds of revisions. Editorial reviews are not recognized as an acceptable type of peer review.

Determination of peer-review status

ERIC will review the publisher's website and its published content to evaluate its peer-review policies and processes. If the peer-review process cannot be determined, ERIC may ask the publisher to document their process.

- For journals, the peer-review designation is determined at the journal level and applied to all ERIC records created for the source.
- For non-journal sources, the peer-review designation may be assigned to ERIC records for all their content, for a specific series, or to a select type of publication.

Criteria: Language

The full text of all materials cataloged in ERIC must be available in English. For the review of a journal or non-journal source, the website, table of contents, and the full text of at least three years of recent content are required to be in English. The content must conform to standards of English grammar and understandability. The text must be clearly written, grammatically correct, and include conventional capitalization, punctuation, and spelling.

Material written in a language other than English will be accepted if it is published by ED or an awardee subject to an ED Public Access policy, and is accompanied by an abstract, bibliographic citation, and all other necessary metadata in English.

Criteria: Material Format

The publisher of an approved source must provide or make available the materials in an acceptable electronic format to create the ERIC records. Acceptable formats are PDF, ERIC XML format, or another acceptable XML format. Scanned image files saved as a PDF or content only available in an interactive online format cannot be accepted.

Criteria: Publisher Evaluation

Publishers are subject to a review of policies and processes. Questions addressed as part of that review include:

- Is there clear and sufficient information about author submissions, content review, fees, and the process for handling complaints and appeals?
- Does all content reflect the source's name and the aim and scope statement?
- Is research clearly presented, with the articles or documents in final form?
- Does the website present complete, accurate, and up-to-date information, including sponsorship, abstracting and indexing services, address, editors, and editorial or review boards? Is the website functional and accessible without error messages?
- Is the scholarly affiliation of editors and review-board members clearly identified and relevant to the field of education?

Preference for inclusion in ERIC may be given to a source with sponsorship by a professional society or organization (national or international), or a federal or state government agency.

The following may also be considered when evaluating non-journal sources: history of the organization; governance structure, composition, and credentials of the governing body; and/or membership of the organization, size, and credentials.

Criteria: Content Maturity/Currency

Journal and non-journal sources requesting a review must have a minimum of a three-year history of quality scholarly publishing focused on education research before applying to be included in ERIC.

A source selected for regular cataloging of journal or non-journal content is expected to publish on a timely basis, indicate the most current material on the source's website, and provide the material to ERIC as it is published. If content has not been published for more than 18 months or is not routinely made available for cataloging, the source may be re-reviewed.

Criteria: Full-Text Access

ERIC considers access to the full text of the content during the review of a source. If a journal is not open access on the publisher's website, ERIC will determine the number of libraries subscribing to the journal to ensure that members of the public are able to access the full text through their local or institutional library. Member-only content that is not available to the public may not meet the access criteria.

Inclusion of International Sources

ERIC catalogs content published from around the world to include different perspectives in the collection and to contribute to comparative education research. ERIC considers international sources that are directly relevant to educators in the United States, giving priority to sources where the research participants are in Organization for Economic Co-operation and Development member countries where English is the primary or most used language–that is, Australia, Canada, Ireland, New Zealand, and the United Kingdom. ERIC will also catalog sources that primarily include international content to satisfy a collection need for geographic and topical diversity.

Approved Sources of Material

The process to review sources and interact with publishers is outlined below. Current sources are listed on the Journal List and the Non-Journal List.

Source Review and Approval Process

ERIC periodically performs a collection analysis of the current sources under agreement to determine the coverage of the ERIC topic areas, as described in Appendix A: ERIC Topic Areas.

Twice a year, in the fall and in the spring, ERIC considers additional journal and non-journal sources of research from across the field of education. Potential sources are nominated by subject-matter experts, users, and publishers, or they are identified by surveying resource databases. Preference is given to sources funded by the U.S. Department of Education and those meeting ERIC's collection development goals. Source nominations may be sent via email to ERICRequests@ed.gov.

The steps to select new sources include:

1. Reviewing the most current collection analysis and identifying collection needs.
2. Considering emerging trends in education.
3. Identifying potential sources and gathering suggested sources to review.
4. Reviewing identified sources against the selection policy standard and criteria.
5. Prioritizing suggested sources according to the collection goals.
6. Submitting source recommendations to ED for approval.

If a source is selected, the publisher:

- Must hold copyright to the material or be an authorized agent acting on behalf of the copyright holder. ERIC accepts material copyrighted by multiple sources for cataloging when any one source grants permission.
- Will receive an agreement requesting permission to catalog the content in ERIC.
- Will have the option to grant ERIC permission for display of the full text of the material immediately or after a publisher-defined embargo of 12, 24, or 36 months.
- Will sign and return the agreement to ERIC.

If a source is not selected, the publisher may reapply for the source to be reviewed three years (36 months) after the initial or any previous review was conducted.

Inclusion of Materials from Approved Sources

ERIC will either comprehensively catalog all the articles in every acquired issue, or selectively catalog articles that are manually chosen from each issue.

Journal Sources

ERIC will review three years of current journal issues during a review of a source. A determination is made during this time to catalog the source comprehensively or selectively.

- **Comprehensively covered journals** include 80 percent or more education research articles in every issue; ERIC creates a bibliographic record for all articles in every acquired issue.
- **Selectively covered journals** include less than 80 percent of education research articles and are chosen with discretion to contribute to topic-area coverage and/or directly address the collection goals; ERIC applies a manual article-by-article selection process and catalogs only substantive education research articles.

A journal may be switched between being comprehensively or selectively cataloged at any time. Special journal issues are always selectively cataloged.

Non-Journal Sources

Most of the non-journal sources are cataloged selectively; sources associated with ED will be cataloged comprehensively.

- The comprehensively cataloged non-journal sources include IES and its centers. Other identified non-journal sources may also be cataloged comprehensively.
- Selectively cataloged non-journal sources may include other federal departments; state or local agencies; university-affiliated programs; policy, research, or non-profit organizations; state and district research offices; federal technical assistance providers; professional associations; international or foreign organizations; book publishers; commercial publishers; institutional repositories; and user submissions. ERIC applies a manual review and selection process, and catalogs only the documents that conform to the standard and criteria outlined in this document.

Re-review of Sources under Agreement

ERIC automatically re-reviews a new source three years after the publisher's agreement granting permission to catalog the content is signed, and every five years thereafter. The ongoing reviews ensure that the source still meets the selection goals, standard, and criteria outlined in the ERIC Selection Policy.

Additional re-reviews may happen more frequently for situations such as a change in scope, a source name change, current content is not provided, or if there is a dramatic increase in journal frequency of publication or a dramatic increase in published journal content. If a source has been acquired by a new publisher, a re-review will automatically be conducted, and a new agreement established to continue cataloging in ERIC.

Other elements may be considered such as usage, whether awardees are publishing in the journal, or whether there is a need for ERIC to rebalance the collection of sources to support topic area coverage. At any time, the publisher must be willing to make the full text of indexed content available to verify the quality of the English.

Agreements will automatically be renewed annually. However, we do not guarantee that ERIC will continue to catalog a source. If a source is discontinued at any time, the publisher will be notified, and the records or full-text content permitted originally in ERIC will remain in the collection.

Periodic Review of the Selection Policy

On a periodic basis, ERIC will review this selection policy and recommend updates or modifications. ERIC may post suggested changes to this policy on its website or host a webinar to share key updates. Following any changes, a re-review of currently approved sources may be conducted.

Preservation Policy

ERIC is a historical repository, and the collection includes materials that date back more than a century along with current research. The works in ERIC should be viewed within the context of the era in which they were written and used according to the specific needs of the researcher. ERIC does not flag, censure, or remove content from the collection for outdated language or the research contained therein.

ERIC retains bibliographic records indefinitely and in perpetuity. As the sponsor of ERIC, IES will only delete a record or full-text content in exceptional circumstances (e.g., publisher requests the removal of a retracted article; copyright holder validation of plagiarism; or sensitive personally identifiable information is found in the full text). ERIC will not adjudicate or arbitrate any copyright dispute, nor will ERIC investigate allegations about the content in any article or document cataloged in ERIC.

The content of publications in ERIC may not reflect the views or policies of IES or ED, including language or terminology, viewpoints, or framing of research questions. These are not grounds for the removal of an ERIC record or full text.

No material or bibliographic record included in ERIC will be removed because of changes to the ERIC Selection Policy.

Submissions to ERIC by Individuals

ERIC allows individuals to submit content directly to ERIC through two mechanisms: the awardee submission portal and the online submission portal. The awardee submission portal is only to be used by those receiving a grant or contract from the U.S. Department of Education that is subject to a federal public access policy. No non-awardee content will be accepted through this portal. The online submission portal is only for non-awardees, that is, only work that is not funded by a U.S. Department of Education grant or contract may be submitted through this portal. Both portals may be accessed at https://eric.ed.gov/submit/.

Awardee Submission Portal

Through the U.S. Department of Education's plan, Improving Access to Results of Federally Funded Scientific Research, research funded by the U.S. Department of Education must be made freely available to the public through ERIC.

Selection Standard: All awardee content will be accepted, provided the submission is complete and contains all necessary data.

Peer Review: As required in its authorizing legislation, all IES research must be peer reviewed. Therefore, it is assumed that awardee content has been peer reviewed if the awardee so indicates. The awardee is not required to provide evidence of peer review.

Source Name: The ERIC records will include the source name of Grantee Submission or the name of a source under agreement. Awardee submissions from sources under agreement with ERIC will be cataloged under their source name.

There are two sets of requirements for awardee submissions associated with the grant or contract award date.

Awardee content subject to the U.S. Department of Education's Plan and Policy Development Guidance for Public Access (October 2016)

- Awardees must submit their final original manuscript to ERIC upon acceptance by the journal. If an awardee publishes content in a source that has agreed to submit the work on behalf of the grantee or contractor, the author is not required to also submit the work to ERIC. The list of participating sources is at https://eric.ed.gov/?pajournals.
- The bibliographic record will appear in ERIC shortly after acceptance. Full text will be displayed in ERIC 12 months from the publication or completion date.

Awardee content subject to the U.S. Department of Education's Improving Access to Results of Federally Funded Scientific Research Plan (February 2024)

- The grantees must submit their materials to ERIC within five business days of the work becoming publicly accessible. This is defined as the date the manuscript is first available on a website as a published article or document, either the publication date or the online first date.

- Awardees are required to submit full metadata fields, including, but not limited to a full citation, abstract, digital object identifier (DOI) assigned by the publisher, ORCID iD and affiliation of authors, grant number with the associated persistent identifier (PID), information about the copyright license for the full text, and link to underlying data.
- Awardees are responsible for submitting all necessary files for XML conversion. This includes but is not limited to a Microsoft Word file of the full text, image files, and a file with alternative text. ERIC will also make available a formatted PDF if a Section 508-compliant PDF is submitted.
- The full text will display in ERIC within 30 days of a complete file being submitted.

Online Submission Portal

ERIC accepts content that is not regularly indexed in ERIC and not funded by the U.S. Department of Education through the online submission portal. Content must be submitted by the copyright holder, which is typically the author, but may be an authorized representative of an organization publishing the content. ERIC will not accept journal articles with publisher branding through online submission.

Selection Standard: Every item submitted is manually reviewed by the ERIC staff. All materials must meet the selection standard of being education research and directly related to the field of education as described by one or more of the topic areas in the IES authorizing legislation.

Peer Review: The content will be marked as peer reviewed on the ERIC record if evidence is provided of a blind or expert peer-review process. This may be demonstrated by an explanation of the peer-review process on the front matter of the document. Alternatively, the author may submit a URL to the peer-review process explained on a conference or other website. A statement by the author or the publication that the content is peer reviewed is not sufficient.

Full-text Display: Submitters are providing IES a royalty-free, perpetual, and irrevocable license to catalog in ERIC and display the full-text of the materials immediately to the public at https://eric.ed.gov. This license is subject only to the narrow exceptions set forth above in the Preservation Policy section of the ERIC Selection Policy.

Other:

- All submitters retain copyright.
- Content with multiple authors is accepted when one author submits the content.
- The submission must be in PDF format.
- The ERIC record (with an ED number) will include the indicator of Online Submission.
- Journal articles are not accepted via the online submission system. Individual authors are permitted to submit final, peer-reviewed manuscripts of journal articles accepted for publication, but they are not allowed to submit articles in published format with the journal's branding. Authors and editors may send an email to ERICRequests@ed.gov to request a review of a journal for inclusion in ERIC.

Note: Click Awardee and Online Submission Portal or FAQ on the ERIC website for complete requirements and guidelines.

Types of Materials Cataloged in ERIC

ERIC catalogs journal articles, books, and grey literature materials meeting the standard and criteria as outlined in this document.

The ERIC grey literature collection ranges from information briefs to substantive, rigorously researched and reviewed documents, conference papers, and policy reports. The material originates primarily from selected non-journal sources but may also be submitted by individual users of the ERIC online submission system.

Definition of **grey literature** from the 12th International Conference on Grey Literature at Prague, December 2010:

"Grey literature stands for manifold document types produced on all levels of government, academics, business and industry in print and electronic formats that are protected by intellectual property rights, of sufficient quality to be collected and preserved by library holdings or institutional repositories, but not controlled by commercial publishers i.e., where publishing is not the primary activity of the producing body."

The following table provides examples of the materials considered for inclusion in ERIC from approved sources or via the Online Submission System.

Types of Material	Brief Description
Analyses	Summaries or detailed examinations of education policy; includes policy papers analyzing judicial rulings and historical retrospectives examining the impact of specific rulings on education over time.
Annotated bibliographies	Lists of publications and/or reference information that includes a stated purpose and methodology, or a similar introduction.
Books	Fully developed publications or reference materials; book chapters may be selected.
Booklets	Brief publications focused on education-related topics; not marketing materials.
Briefs	Documents containing statements summarizing the main points of an issue; may offer a proposed solution or recommendation.
Conference or meeting publications	Substantive summaries of meetings convened to examine topic-specific or thematic issues in education; collected works, transcripts, or summaries of conference proceedings; fully developed research or scholarly papers presented at a conference; and selected conference presentations, including keynote speeches; not conference programs or academic posters.

Types of Material	Brief Description
Congressional or legislative publications	Publications of the United States Congress or state legislatures regarding education-related topics; administrative documents related to school districts, legislation, legislative hearings and testimonies, congressional documents, executive orders, Federal Register pronouncements, state legislature documents, laws, summaries of legislative action, etc. related to education.
Data profiles	Review of source data or overviews focusing on education and related variables; includes demographic profiles, composite reports, strategic plans, and reports on school year and instructional time; enrollment statistical reports are accepted with explanatory text.
Dissertations/theses	Ph.D. or Ed.D. are preferred.
Federal, state, or local agency reports	Reports of public instruction; evaluations or studies of financial issues related to educational programs, institutions, systems, or governing bodies; state or district report cards or progress reports; education personnel and salary summaries; and federal or state educational accomplishments.
Guides	Study guides, handbooks, curriculum guides; resource guides for teachers, administrators, and higher education faculty; may be for classroom or non-classroom use.
Historical materials	Historical accounts or reviews, oral history transcripts, or primary historical source materials with documentation.
Journal articles	Substantive articles containing education research, with references and citations.
Judicial publications	Court rulings, judicial opinions, and amicus briefs from state or federal legal proceedings on education-related issues.
Literature reviews	Assessments of the literature, providing a summary, comparison, and evaluation.
Manuscripts	May be a preprint, any version of an article before it is published, or a final, peer-reviewed manuscript submitted for publication.
Monographic series	Scholarly books related to one another by a common series title in addition to its own title and may be consecutively numbered; each book often covers a single topic.
Newsletters	Must include at least one substantive article or a collection of shorter articles focused on a single education-related theme.

Types of Material	Brief Description
Numerical/qualitative data	Must include an introductory statement and table headings to make the statistics understandable.
Policy statements	Documentation that describes the policies of educational programs, institutions, systems, and governing bodies; includes policies for school improvement, accountability, and professional development.
Papers	Documentation from established research and policy organizations, institutions, governing bodies, educators, or researchers regarding their policies or the educational positions/opinions on education-related topics or issues; includes working papers, white papers, occasional papers, and technical papers.
Reports	Descriptive, evaluative, and research documents; includes quantitative and qualitative studies; encompasses but not limited to statistical summaries of instructional, curricular, administrative, school-wide, or systemic-reform programs related to education, case studies, surveys, and meta-analyses or other research syntheses.
Standards, testing, or regulation reports	Reports on the creation or evaluation of federal or state educational standards, testing, or regulations; includes tests and questionnaires, decision-making guides, educational plans, educational standards, accountability systems or guidelines, and technical manuals for mandatory state tests.

Types of Materials Not Cataloged in ERIC

ERIC does not include

- any material that is purely subject matter (i.e., the content is related to the subject being taught without any research related to the field of education or a best practice application); or
- professional education content for fields such as law, architecture, engineering, and medical.

The following types of materials are not currently accepted for cataloging in ERIC:

Annual budgets, performance audits, or financial reports
Blogs
Book reviews (unless comparing several works on the same subject)
Booklets that are marketing materials or describe a program
Business advertisements or solicitations; reports summarizing the result of a commercial product
Content that is only available in an interactive online format
Enrollment statistical reports without explanatory text
Infographics
Journal content such as editorials; editor's notes; letters to the editor; introductions or conclusions to journal issue; columns, commentaries, or interviews; book, film, or product reviews; calls for papers; poems or artistic work; Q&A, obituaries or in memoriam pieces; and conference or news items
Newsletters without substantive content
Newspaper or any news articles
Poetry, prose, or scripts
Slide deck presentations (unless appended to a paper or script)
Spreadsheets of data or content (unless included in a document)
Stand-alone lesson plans (lesson plans may be included in a journal article, curriculum guide, or document comparing or analyzing lesson plans)
Textbooks or student readers
Websites or web pages
Webinars, podcasts, videos, or other electronically recorded or digitized formats

Appendix A: ERIC Topic Areas

ERIC provides bibliographic data and full-text content when granted by the publisher for a variety of journal and non-journal sources that cover the full spectrum of research in the field of education.

The scope of the ERIC collection includes education research on closing the achievement gap, educational practices that improve academic achievement and promote learning, and the topic areas based on [ERIC's historical 16 subject-specific clearinghouses](). These topic areas are authorized in statute.

Visit the [ERIC Topic Area]() page to view the current sources under agreement by the ERIC topic area that most closely aligns with the scope of the source.

Adult, Career, and Vocational Education

All levels of adult and continuing education: purposeful learning of adults in a variety of situations; career education for all ages and populations in educational, institutional, business, and industry settings; and vocational and technical education for secondary, postsecondary, and adult populations.

Assessment and Evaluation

All aspects of tests and other measurement devices as related to educational projects and programs: the design and methodology of research, measurement, and evaluation; the evaluation of programs and projects; and the application of tests, measurement, and evaluation devices/instrumentation.

Community Colleges

All aspects of conditions, programs, and issues at two-year public and private community and junior colleges, technical institutes, and two-year branch university campuses.

Counseling and Student Services

Professional development and supervision of student development specialists; design, development, and evaluation of counseling and guidance programs; and practices that facilitate learning and life/career success for students of all ages and in all settings.

Disabilities and Gifted Education

All aspects of the education and development of persons (of all ages) who have disabilities or who are gifted, including the delivery of education-related services to these groups.

Educational Management

Encompasses all aspects of the governance, leadership, administration, and structure of public and private educational organizations at the elementary and secondary levels.

Elementary and Early Childhood Education

All aspects of the physical, cognitive, social, emotional, educational, and cultural development of children, from birth through early adolescence.

Higher Education

All aspects of the conditions, programs, and problems at colleges and universities providing higher education (i.e., four-year degrees and beyond).

Information and Technology

Educational technology (with emphasis on instructional design, development, and evaluation) and library/information science at all academic levels and with all populations.

Languages and Linguistics

All aspects of second-language instruction and learning in all commonly and less commonly taught languages, including English as a second language and signed languages. All areas of linguistics, including theoretical and applied linguistics, sociolinguistics, and psycholinguistics.

Reading, English, and Communication

Reading and writing, English (as a first language), and communications skills (verbal and nonverbal), kindergarten through college.

Rural Education and Small Schools

Curriculum and instructional programs, methods, and materials that address the education of students in rural schools or districts, small schools wherever located, and schools or districts wherever located that serve American Indian and Alaska Natives (including other native or aboriginal populations worldwide), Mexican Americans, and migrants, or that have programs related to outdoor education.

Science, Mathematics, and Environmental Education

Education research in the topics of science, mathematics, engineering/technology, and environmental education at all levels.

Social Studies and Social Science Education

All aspects of social studies and social science education, including values education, international education, comparative education, and cross-cultural studies in all subject areas (K-12). Ethnic heritage, gender equity, aging, and social bias/discrimination topics. Also covered are music, art, and architecture as related to the fine arts.

Teaching and Teacher Education

Teacher recruitment, selection, licensing, certification, training, preservice and in-service preparation, evaluation, retention, and retirement. The theory, philosophy, and practice of teaching. This topic area also includes health, physical education, recreation, and dance.

Urban Education

The elementary and secondary education of the diverse populations in urban (and suburban) schools in the United States (and other countries).