DISCIPLINE DESCRIPTION

COMMUNICATION SCIENCES AND DISORDERS

ACTIVE TEACHING DISCIPLINES

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

CIP Code	Title	Definition
16.1601	American Sign Language (ASL).	A program that focuses on American Sign Language as a visual and motor medium of communication and discourse for deaf individuals and deaf culture. Includes instruction in the development of ASL, ASL morphology and syntax, signing technique, English translation of ASL, formal and colloquial ASL, and ASL transcription.
51.0204	Audiology/Audiologist and Speech-Language Pathology/ Pathologist.	An integrated program that prepares individuals to work as both audiologists and speech-language pathologists. Includes instruction in a variety of communication disorder studies, audiology, speech pathology, language acquisition, and the design and implementation of comprehensive therapeutic and rehabilitative solutions to communications problems.

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 Communication Sciences and Disorders offers baccalaureate and master's degree programs in communication sciences and disorders as well as a number of undergraduate and graduate certificates in such disciplines as medical speech-language pathology and language development and disorders. The school also offers courses in linguistics and American Sign Language. The school's courses can be divided into two broad categories: didactic courses and clinical courses. Due to the differences in the way these two kinds of courses are taught, the school employs two distinct mechanisms for determining the appropriateness of its faculty members' teaching qualifications.

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., AuD, EdD, PhD) with a major in audiology, communication sciences and disorders, special education, or speech-language pathology represents the terminal degree in the discipline and is the appropriate qualifying degree for teaching didactic courses.

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 a degree in any of the following disciplines, with a demonstrated emphasis in communication sciences and disorders, may be qualified to teach didactic courses, according to the level of their degree (master's for undergraduate, doctoral for graduate):

- Cognitive psychology and psycholinguistics
- Curriculum and instruction
- Deaf studies
- Linguistics
- Medicine
- Neurology
- Psychology

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[5]

The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA) affords flexibility to master's degree programs in speech-language pathology in determining the delivery of the academic (i.e., didactic) and clinical curriculum. Accredited programs often employ adjunct faculty members with a master's degree and expertise in working with highly specialized populations, such as individuals with autism or feeding and swallowing disorders, to provide critical information to graduate students. Therefore, most faculty members teaching clinical courses in the school have a master's degree in audiology, communication sciences and disorders, special education, or speech-language pathology, as well as appropriate clinical experience in the field. Specifically, CAA stipulates that supervision of students must be provided by a clinical educator who holds ASHA certification in the appropriate profession and who has completed (1) a minimum of nine months of full-time clinical experience (or its part-time equivalent) and (2) a minimum of two hours of professional development in clinical instruction/supervision.

For faculty members teaching the school's courses in American Sign Language (ASL), the suitable qualifying degree is any degree in the behavioral sciences, education, linguistics, or foreign languages. In addition, ASL instructors often have varied certification in teaching ASL and experience teaching in high school, community college, or university 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.