



# FACULTY TEACHING QUALIFICATIONS

## DISCIPLINE DESCRIPTION

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### COUNSELOR EDUCATION AND SCHOOL PSYCHOLOGY

#### ACTIVE TEACHING DISCIPLINES

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

CIP Code	Title	Definition
13.1101	Counselor Education/School Counseling and Guidance Services	A program that prepares individuals to apply the theory and principles of guidance and counseling to the provision of support for the personal, social, educational, and vocational development of students, and the organizing of guidance services within elementary, middle and secondary educational institutions. Includes instruction in legal and professional requirements, therapeutic counselor intervention, vocational counseling, and related sociological and psychological foundations.
42.2805	School Psychology	A program that prepares individuals to apply clinical and counseling psychology principles to the diagnosis and treatment of student behavioral problems. Includes instruction in child and/or adolescent development; learning theory; testing, observation and other procedures for assessing educational, personality, intelligence and motor skill development; therapeutic intervention strategies for students and families; identification and classification of disabilities and disorders affecting learning; school psychological services planning; supervised counseling practice; ethical standards; and applicable regulations.

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 Counselor Education and School Psychology offers a range of master's degree programs in counselor education, with specializations in clinical mental health counseling and school counseling; a master's degree program in marriage, couple, and family therapy; specialist programs in school counseling and school psychology; and a number of graduate certificate programs in a range of related disciplines, including career counseling, play therapy, and marriage, couple, and family therapy. The department also offers a number of undergraduate courses leading to a minor in human services and supports the counselor education track of the college's doctoral degree program in education.

## 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>

### Counselor Education/School Counseling and Guidance Services [13.1101]

- PhD or EdD in counselor education
- PhD or EdD in marriage and family therapy
- PhD or EdD in mental health counseling

### School Psychology [42.2805]

- PhD or EdD in educational psychology
- PhD or EdD in school 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 (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 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).

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**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, master of social work). 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.