



DISCIPLINE DESCRIPTION

HEALTH PROFESSIONS AND SCIENCES DEAN'S OFFICE

ACTIVE TEACHING DISCIPLINES

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

CIP Code	Title	Definition
51.0000	Health Services/Allied Health/Health Sciences, General.	A general, introductory, undifferentiated, or joint program in health services occupations that prepares individuals for either entry into specialized training programs or for a variety of concentrations in the allied health area. Includes instruction in the basic sciences, research and clinical procedures, and aspects of the subject matter related to various health occupations.

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

Undergraduate Course Offerings

The College of Health Professions and Sciences offers experiential learning programs to all undergraduate majors in the college. These programs focus on student engagement beyond the classroom and emphasize the development of critical skills geared toward preparation for careers in the health professions. There are two programs, each offered through enrollment in an academic course:

1. The Community Health Engagement program is offered through enrollment in IHS4950: Interdisciplinary Projects in Health Professions. This course focuses on the identification, design, and implementation of innovative, needs-based health projects by interdisciplinary teams of students pursuing careers in the health professions.
2. The Clinical Shadowing Abroad program is offered through enrollment in IHS4952: Clinical Shadowing Abroad for Health Professions. This course is a unique study abroad experience for pre-health professions students focusing on clinical shadowing in global health care settings.

Both IHS4950 and IHS4952 count as elective credit for all undergraduate majors in the college. These courses do not include discipline-specific academic content; rather, they offer students hands-on engagement in either designing and delivering community health improvement projects or shadowing health care professionals in an international setting.

Graduate Course Offerings

The college also offers IHS7103: Leadership in Academic Health Professions and Sciences. This course is designed for doctoral students and covers the navigation of opportunities, issues, and challenges facing future professionals with terminal degrees in the academic health sciences community with a focus on research and scholarly advancement.

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

Undergraduate Course Offerings

As these courses do not include discipline-specific academic content, faculty members' academic preparation may be varied. All instructors of record have a master's degree or higher.

Graduate Course Offerings

A terminal degree in any of the health professions and sciences fields qualifies a faculty member to teach graduate courses offered on a college-wide basis.

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).

N/A

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

Undergraduate Course Offerings

Appropriate knowledge and training needed to serve as instructor of record for IHS4950 and IHS4952 may be obtained through relevant work experience, academic credentials, and specific training in course content and delivery. Because these courses focus on helping students gain skills needed for careers in the health professions, the college has developed an internal training program for faculty members who teach these courses. The training covers the essentials of community health improvement as well as up-to-date information on requirements and application processes for health professions careers, which are the foci of IHS4950 and IHS4952, respectively.

The curriculum for both IHS4950 and IHS4952 was developed by the college's assistant dean for undergraduate affairs who is a tenured faculty member in the Department of Health Sciences. In addition to serving as instructor of record for these courses, this individual has primary academic oversight of these two programs and oversees the training of other faculty members who teach additional course sections to ensure consistency across all course sections.

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.