



DISCIPLINE DESCRIPTION

HEALTH SCIENCES

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.
51.2207	Public Health Education and Promotion.	A program that focuses on the application of educational and communications principles and methods to the promotion of preventive health measures and the education of targeted populations on health issues, and prepares individuals to function as public health educators and health promotion specialists. Includes instruction in human development, health issues across the life span, population-specific health issues, principles and methods of public health education, administration of health education campaigns and programs, evaluation methods, public communications, and applications to specific public health subjects and issues.

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 Program

The Bachelor of Science in Health Sciences degree program provides students with a comprehensive educational background in health-related sciences including foundational courses required for admission to graduate and professional degree programs in the health professions. The curriculum is divided into two career-focused tracks: Pre-Clinical and Health Promotion. These tracks provide students with the flexibility to prepare for multiple careers in the health sciences including medicine, dentistry, physician assistant, physical therapy, occupational therapy, pharmacy, public health, health promotion and education, and others. The program's core curriculum includes courses covering human disease and pathophysiology, nutrition, pharmacology, preventive health care, epidemiology, and research in the health sciences. Elective offerings include courses on clinical diagnosis, clinical documentation, health behavior and education, medical self-assessment, occupational health, professional development, and others.

Graduate Program

The Master of Science in Health Promotion and Behavioral Science includes thesis and non-thesis options. It prepares students with the education and experience necessary for establishing careers focused on helping individuals and communities maintain and maximize healthy lifestyles and gain transferable knowledge and skills applicable to all health care advocates and professionals.

The program trains students to conduct systematic reviews, translate scientific research into evidence-based practice, and design and implement innovative health education, promotion, and advocacy programs and campaigns aimed at preventing and reducing the risk of chronic disease and its associated impacts. Students also gain skills in behavior modification, health coaching, and health communications. The curriculum includes coursework required to achieve competencies needed to become a Certified Health Education Specialist (CHES) and/or a Certified Health and Wellness Coach. It also satisfies the Academic Pathway Portion of the American College of Lifestyle Medicine Certificate.

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

Due to the interdisciplinary nature of the program, faculty preparation may vary. A terminal degree in a discipline appropriate to the course topic is preferred for faculty members teaching graduate-level or specialized 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).

Undergraduate Program

Faculty members with a master's degree or higher in any health professions/health sciences discipline may be qualified to teach the following undergraduate courses:

- HSC2524 Introduction to Human Disease
- HSC3110 Medical Self-Assessment
- HSC3211 Preventive Health Care
- HSC4008 Professional Development in Health Professions
- HSC4813 Instructional Experiences in Health Sciences
- HSC4930 Health Sciences Seminar

Faculty members with a PhD in any health professions/health sciences discipline may be qualified to teach HSC4730 Applied Health Research Methodology.

Graduate Program

Faculty members with a PhD in any health professions/health sciences discipline may be qualified to teach the following graduate courses:

- HSC6058 Research Methods in Health Sciences
- HSC6513 Statistical Methods for Health and Behavioral Research

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).

Undergraduate Program

- Faculty members with a degree in clinical nutrition, dietetics, human nutrition, or nutrition sciences may be qualified to teach courses in nutrition.
- Faculty members with a degree in behavioral aspects of health, community health and preventive medicine, health education and promotion, or public health may be qualified to teach courses in health behavior, preventive health care, and the like.
- Faculty members with a degree in epidemiology—or in public health with a demonstrated emphasis in epidemiology—may be qualified to teach courses in epidemiology.
- Faculty members with a degree in the biomedical sciences or medicine may be qualified to teach courses in pathophysiology.
- Faculty members with a degree in pharmacology or pharmacy may be qualified to teach courses in pharmacology.
- Faculty members who are licensed health care professionals with an advanced degree may be qualified to teach courses related to careers in health professions, occupational health and safety, and clinical documentation, as well as supervise health-related internships.

Graduate Program

- Faculty members with a degree in behavioral aspects of health, community health and preventive medicine, health education and promotion, or public health may be qualified to teach courses in health behavior, health education and promotion, community program planning and evaluation, and the like.

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

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. For example, faculty members with a master’s degree in clinical nutrition, dietetics, human nutrition, or nutrition sciences who are credentialed as a Registered Dietitian Nutritionist (RDN) may be qualified to teach graduate courses in nutrition. Similarly, faculty members with a master’s degree in health education, public health, health promotion and wellness, or related discipline who are credentialed as a Certified Health Education Specialist (CHES) or Masters Certified Health Education Specialist (MCHES) may be qualified to teach graduate courses in health behavior, health education and promotion, community program planning and evaluation, and the like.

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.