



FACULTY TEACHING QUALIFICATIONS

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.

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

The Department of Health Sciences offers a baccalaureate degree program designed to provide students with a solid educational background in basic and health-related sciences while providing the foundational courses required for admission to graduate and professional degree programs in the health professions, including medicine, occupational therapy, pharmacy, physical therapy, and physician assistant. The program's flexibility allows students to prepare for multiple careers in the health sciences.

The program's core curriculum focuses on human disease and pathophysiology, nutrition, pharmacology, preventive medicine, epidemiology, and research in the health sciences. Elective offerings include courses on clinical diagnosis, health behavior, medical self-assessment, occupational health, and professional development.

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, typically the doctoral degree (e.g., doctor of philosophy), in a field appropriate to the course topic is preferred for faculty members teaching upper-division or specialized courses. For example:

- Faculty members with a degree in physiology, pathophysiology, or medicine may be qualified to teach courses in pathophysiology.
- Faculty members with a degree in nutrition may be qualified to teach courses in nutrition.
- 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.

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

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).

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.