



## DISCIPLINE DESCRIPTION

# GLOBAL HEALTH MANAGEMENT AND INFORMATICS

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### 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.
51.0701	Health/Health Care Administration/ Management.	A program that prepares individuals to develop, plan, and manage health care operations and services within health care facilities and across health care systems. Includes instruction in planning, business management, financial management, public relations, human resources management, health care systems operation and management, health care resource allocation and policy making, health law and regulations, and applications to specific types of health care services.
51.0706	Health Information/Medical Records Administration/ Administrator.	A program that prepares individuals to plan, design, and manage systems, processes, and facilities used to collect, store, secure, retrieve, analyze, and transmit medical records and other health information used by clinical professionals and health care organizations. Includes instruction in the principles and basic content of the biomedical and clinical sciences, information technology and applications, data and database management, clinical research methodologies, health information resources and systems, office management, legal requirements, and professional standards.

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 Health Management and Informatics offers baccalaureate degree programs in health informatics and information management (accredited by the Commission on Accreditation for Health Informatics and Information Management Education) and in health services administration (accredited by the Association of University Programs in Health Administration); master's degree programs in health administration and health care informatics; and a range of undergraduate minors and graduate certificates in related disciplines.

## **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>*

The doctoral degree (e.g., PhD, DrPH) with a major in health services administration, health informatics and information management, public health, or an analogous field represents the terminal degree across all of the disciplines taught in the department.

## **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 at the appropriate level (master's for undergraduate, doctoral for graduate) in any of the fields listed below with a demonstrated emphasis in health administration, health information management, or health care informatics may be qualified to teach throughout the broad scope of the discipline indicated:

### **Health Administration**

- Business administration
- Health sciences
- Information management
- Management

### **Health Informatics**

- Business administration
- Computer engineering
- Computer science
- Health sciences
- Informatics
- Information management
- Management
- Management information systems
- Public policy

## **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).*

Faculty members with a degree at the appropriate level (master's for undergraduate, doctoral for graduate) in one of the following disciplines may be qualified to teach courses on related topics in health services administration:

- Business administration
- Economics or health care economics
- Finance or health care finance
- Health education
- Medicine
- Nursing
- Public administration
- Public policy

Faculty members with an LLM with an emphasis in health care law may be qualified to teach select courses in health care law and ethics and issues and trends in public health at both the undergraduate and graduate levels. Similarly, faculty members with an MD may be qualified to teach select courses in epidemiology, issues and trends in public health, quality assurance in health care, or scientific inquiry, according to their area of specialization, at both the undergraduate and graduate levels.

#### **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 other qualifications are directly applicable to the course or courses being taught. For example, faculty members with a JD who have appropriate professional experience in health care law may be qualified to teach courses in their area of specialization at both the undergraduate and graduate levels. Faculty members with a JD and at least eighteen graduate semester hours in health services administration may be qualified to teach undergraduate courses on health care law and ethics.

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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.