



Communication Sciences and Disorders

ACTIVE TEACHING DISCIPLINES		
For Administrative Use Only – Please do <u>not</u> edit federal NCES information below		
CIP Code	Description	NCES Definition For more information on the NCES CIP taxonomy, see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55
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.
51.0204	Audiology/Audiologist and Speech-Language Pathology/Pathologist	An integrated program that prepares individuals to work as both audiologists and speech-language pathologists. Includes instruction in a variety of communication disorder studies, audiology, speech pathology, language acquisition, and the design and implementation of comprehensive therapeutic and rehabilitative solutions to communications problems.

The qualifications described below represent commonly accepted good practices for teaching in the discipline(s) included in this unit. [1]

Please provide a general description of unit, including programs and course offerings [2]

The courses in Communication Sciences and Disorders can be divided into two separate and distinct categories: didactic courses and clinical courses. Due to the differences in the way these two kinds of courses are taught there are two different mechanisms for qualifying faculty to teach in the Communication Sciences and Disorders program.

Terminal degree(s) for each discipline taught in the unit [3]

A terminal degree in the teaching discipline qualifies a person to teach throughout the broad scope of the teaching discipline at the undergraduate and graduate levels. [4]

For Didactic Courses:

The terminal degree in the discipline is either the **PhD or the EdD** in:
Communication Sciences and Disorders
Communication Sciences
Speech-language Pathology
Exceptional Education
Audiology

Broadly related discipline(s) for each discipline taught in the department

Specialization qualifies a person to teach throughout the broad scope of teaching discipline (approximately five or more courses on distinct topics)

PhD in Linguistics
PhD in Neurolinguistics
PhD in Psychology
PhD in Neuropsychology
PhD in Cognitive Psychology
EdD in Deaf Education (Departments of Communication Sciences and Disorders are sometimes in the College of Education)
EdD in Curriculum & Instruction (Departments of Communication Sciences and Disorders are sometimes in the College of Education)
MD in General Medicine, Neurology

Selectively related discipline(s) for each discipline taught in the department

Specialization does not qualify a person to teach distinct topics throughout the broad scope of the teaching discipline but does qualify to teach a more restrictive set of courses in the discipline (approximately four or fewer courses on distinct topics)

Justification for use of faculty with 'other' teaching qualifications and additional faculty teaching qualifications information [\[5\]](#) [\[6\]](#)

Qualifications for Clinical Instructors:
Most clinical instructors in the discipline of communication sciences and disorders hold the **Master's degree** in:
Communication Sciences and Disorders
Communication Sciences
Speech-language Pathology
Exceptional Education

Audiology

As well as significant clinical experience in the field.

The master's degree is the required degree for licensure to practice as a speech-language pathologist. Therefore, the master's degree has been deemed appropriate for faculty to direct both knowledge and skill development. (See attached letter from the Council on Academic Accreditation in Audiology and Speech-Language Pathology CAA).

Other Circumstances:

The accreditation standards related to faculty credentials for CAA-accredited master's programs in speech-language pathology afford flexibility in determining the delivery of the academic and clinical curriculum. Accredited programs often employ adjunct faculty with the master's degree and expertise in working with highly specialized populations such as individuals with autism or feeding and swallowing disorders to provide critical information to graduate students. (See attached letter from the Council on Academic

Accreditation in Audiology and Speech-Language Pathology CAA).

The Department of Communication Sciences and Disorders offers courses in American Sign Language (ASL) to a variety of students. A suitable terminal degree for ASL is any degree in behavioral sciences, education, linguistics, or foreign language. In addition, ASL instructors often have varied certification in teaching ASL and experience in teaching in a high school, community college or university setting.

[1] The unit chair/director, in consultation with unit faculty, has responsibility for identifying and articulating commonly accepted good practices in each teaching discipline taught in the unit 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 provided as necessary to substantiate the claims made.

[2] Please provide a general description of the unit course and program offerings at the undergraduate and graduate levels (e.g., degree and certificate programs, minors, departmental contribution 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] List those degrees for each discipline taught in the unit 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 both 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 from other disciplines may be appropriate for teaching in the discipline as well, but such credentials should be listed as broadly or selectively related degrees, as appropriate.

[4] A non-terminal master's degree in the teaching discipline qualifies a person to teach throughout the broad scope of the teaching discipline at the undergraduate level, 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 your unit including the use of faculty qualified to teach by 'other' qualifications and other special situations. Typically the statements provided in this section should be of a general nature, and not address specific individuals. (Justification for specific individuals is typically handled separately during the teaching certification process.) As appropriate, please cite to appropriate authorities to justify departmental practices (e.g., discipline accreditation guidelines, state regulations).

[6] When a faculty member cannot be qualified to teach on the basis of academic credentials (degree(s) and course work) alone, qualifications other than academic credentials (or combined with credentials) may be appropriate for teaching particular courses. Consideration of other teaching qualifications either in conjunction with or in lieu of academic credentials must be made on a case-by-case basis. Such cases should be exceptional and the evidence of other demonstrated competencies and achievements provided must be compelling. It should also show substantial and significant evidence of professional progress as related to the faculty member's teaching assignment.