



Faculty Qualifications: Discipline Description

Health Sciences – Pre-clinical

Active Teaching Disciplines		
For Administrative Use Only		
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.

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 B.S. in Health Sciences Pre-Clinical degree program is one of three clinical or pre-clinical degree programs offered by the Department of Health Professions. The department also offers a B.S. in Athletic Training degree program as well as a Doctor of Physical Therapy (DPT) degree program.

The Health Sciences Pre-Clinical program is designed to provide students with a solid educational background in basic and health-related sciences, while providing the foundation courses required for admission to graduate level and professional programs in health professions, including but not limited to:

- physical therapy
- physician assistant
- occupational therapy
- medicine
- chiropractic
- pharmacy
- public health
- other health sciences or health and human services

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]

Due to the nature of the Health Sciences Pre-Clinical program, the appropriate terminal degree varies substantially by course and thus justification is provided on a case-by-case basis. A master's degree in a health related discipline providing appropriate preparation for the course topic is befitting for lower division and/or general health courses. A terminal degree, typically the Ph.D., in a field appropriate to the course topic, is preferred for faculty members teaching upper division and/or specialized courses such as pathophysiology and epidemiology.

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)

Not applicable

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)

As noted above, the appropriate degree for teaching in the Health Sciences Pre-Clinical program varies substantially by course and so justification is required on a case-by-case basis. Examples of disciplines that provide appropriate preparation for teaching various courses in the program include the following:

- human biology
- biomedical sciences
- epidemiology/public health
- nutrition
- medicine
- pharmacology
- health science related disciplines

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

Consideration of other (non-academic) 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.

[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.