AFRICANA STUDIES PROGRAM

ACTIVE TEACHING DISCIPLINES

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<table>
<thead>
<tr>
<th>CIP Code</th>
<th>Title</th>
<th>Definition</th>
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<tr>
<td>05.0201</td>
<td>African-American/Black Studies</td>
<td>A program that focuses on the history, sociology, politics, culture, and economics of the North American peoples descended from the African diaspora; focusing on the United States, Canada, and the Caribbean, but also including reference to Latin American elements of the diaspora.</td>
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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

General description of the unit, including academic programs and course offerings²

Programs offered:

- Minor in Africana Studies

The Africana Studies Program offers an interdisciplinary minor designed to complement a student’s major area of study and systematically examines the significance of other disciplines to the communities and experiences of the African Diaspora.

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

- Africana Studies
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).

A degree in one of the following disciplines at the appropriate level (doctorate for graduate, master’s for undergraduate) with emphasis in African American or Africana Studies qualifies faculty to teach throughout the broad scope of the discipline:

- Arts, Humanities, or Social Sciences

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

Justification for use of faculty members with “other” teaching qualifications and additional information

Consideration of other teaching qualifications in conjunction with or in lieu of academic credentials is made on a case-by-case basis and requires compelling evidence of other demonstrated competencies and achievements relevant to the teaching assignment.

‘Other qualifications’ appropriate for teaching in the Africana Studies program include but are not limited to:

- Publication of research and creative work in the fields of African American/Africana Studies and race relations.
- Editorial activity, such as serving on the boards of professional academic journals specializing in African American/Africana Studies and race relations.
- Professional services, including committee service and elected or appointed office in professional societies addressing African American/Africana Studies and race relation issues, accompanied by teaching experience in these fields.
- A record of commitment to teaching courses on African American/Africana Studies and race relation issues that are comparable in scope and quality to those offered at peer universities and colleges throughout the nation.
- A demonstrated record of African American/Africana scholarship (publications in African American/Africana journals, ethnic-focused journals within a discipline or in fields such as pedagogy, for example); a significant use of African American sources in scholarly publications and presentations.
- A membership and active participation in African American/Africana Studies professional societies (e.g. national or regional associations like ASALH); or a membership and active participation in societies within a discipline that focus on ethnic relations in the African Diaspora or other similar associations.
- Record as a reviewer for ethnic relation publications or as an outside reader in ethnic-focused work within your discipline.
- Letters of recommendation from well-known scholars with records as above attesting to preparation, with details (for example, if they will attest that specific courses taken in graduate school and which appear on the transcript had significant African American studies content; that the faculty member’s research focus was on ethnic relations.
- The securing of internal or external grants related to ethnic issues and which involve integration of knowledge between campus and community. Faculty who specialize in a particular area of African American/Africana studies, either by virtue of their academic credentials alone or some combination of academic credentials and
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, course work) 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.