



Faculty Qualifications: Discipline Description

African American Studies

ACTIVE TEACHING DISCIPLINES		
For Administrative Use Only – Please do <u>not</u> edit federal NCES information below		
CIP Code	Description	NCES Definition
05.0201	African-American/Black Studies	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.

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]

Minor in African American Studies

The African American 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.

All African American Studies minors are required to successfully complete two core courses. African American Experience (AFA 3104) and Black American History I (AMH 3571).

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]

Ph.D. in African American, Africana Studies
 MA in African American, Africana Studies

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)

Typical terminal degrees are Ph.D. degrees in the Arts, Humanities, or Social Sciences disciplines with a scholarly interest in African American or Africana Studies. MA with 18 credit hours of content in teaching discipline. Namely from the Arts, Humanities or Social Sciences.

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)

N/A

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

Qualifications in African American Studies 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 other qualifications, are qualified to teach African American Studies courses with a focus in their area of specialization. All African American Studies faculty are qualified to teach the Introduction to African American Studies survey course.

[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.