



Faculty Qualifications: Discipline Description

History

| 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 |
| 54.0101 | History, General | A program that focuses on the general study and interpretation of the past, including the gathering, recording, synthesizing and criticizing of evidence and theories about past events. Includes instruction in historiography; historical research methods; studies of specific periods, issues and cultures; and applications to areas such as historic preservation, public policy, and records administration. |

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 Department of History offers these programs:

- History B.A.
- History minor
- History M.A., including an optional Public History track and an accelerated program that combines the History B.A. and History M.A.

Research areas include Early American History, 19th & 20th Century US, Southern History, Florida History, The Caribbean, Latin American History, Atlantic World, The Classical World, Ireland, Britain, France, Russia, Eastern Europe, the Middle East, China, East Asia, Africa, Business and Economic History, History of the Holocaust, Islamic History, Military History, Political and Diplomatic History, Public History, Sport History, Social History, Women’s History

Qualifying degree majors/specializations for each discipline taught in the unit [3]

Typically, doctoral degree(s) are expected for graduate-level teaching and master’s degrees are expected for undergraduate-level teaching. 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]

History or a specific history discipline (example: American History)

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)

A degree in one of the following disciplines at the appropriate level (doctorate for graduate, master's for undergraduate) qualifies for teaching throughout the broad scope of the discipline:

- American Studies
- Classics
- Public History
- American Civilization
- Middle Eastern Studies
- East Asian Studies
- Latin American Studies
- Near East Studies—in many ways, this is simply a different term for Middle Eastern Studies (and in some cases East Asian Studies).
- City & Regional Planning and/or Urban Studies—both of these programs are related to Public History. As History departments expand beyond traditional History degrees, the departments begin to overlap with other university departments. In this case, degrees with a strong Global Information Systems (GIS) component and with a relationship to Historic Preservation can prepare one to teach within our department (and both City and Regional Planning and Urban Studies possess the requisite GIS and Historic Preservation components.)

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)

These graduate degrees represent the appropriate qualifications for faculty teaching selected specialized courses in Public History:

- Public History
- Library Science
- Public Administration
- Historic Preservation
- Museum Studies

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

Faculty with MA in History, a History sub-discipline or a closely related discipline are qualified to teach lower-level survey courses (i.e. AMH 2010/2020, EUH 2000/2001, WOH 2012/2022) and in special cases upper level undergraduate courses (i.e. 3000/4000 level).

The status of All But Doctorate (ABD, meaning that all Ph.D. requirements are complete except the dissertation) is considered in History to be above that of a History M.A. Such faculty are qualified to teach undergraduate courses at all levels.

[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.