FACULTY TEACHING QUALIFICATIONS

DISCIPLINE DESCRIPTION

DEPARTMENT OF SOCIOLOGY

ACTIVE TEACHING DISCIPLINES

For administrative use only; please do not edit federal NCES information below.

<table>
<thead>
<tr>
<th>CIP Code</th>
<th>Title</th>
<th>Definition</th>
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<tbody>
<tr>
<td>45.1101</td>
<td>Sociology</td>
<td>A program that focuses on the systematic study of human social institutions and social relationships. Includes instruction in social theory, sociological research methods, social organization and structure, social stratification and hierarchies, dynamics of social change, family structures, social deviation and control, and applications to the study of specific social groups, social institutions, and social problems.</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

The Department of Sociology offers the following programs:

- Bachelor of Arts in Sociology
- Bachelor of Science in Sociology
- Bachelor of Science in Social Sciences
- Minor in Crime, Law, and Deviance
- Minor in Diversity and Social Inequality
- Minor in Mass Culture and Collective Behavior
- Minor in Medical Sociology
- Minor in Sociology
- Master of Arts in Applied Sociology (with an optional track in Domestic Violence)
- Doctor of Philosophy in Sociology

There are many research opportunities for sociology students. Graduate and undergraduate students work on ongoing projects in several areas within sociology, with many periodically engaged in work being done at the Institute for Social and Behavioral Sciences.
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

Doctor of Philosophy in Sociology

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).

Criminal justice
Criminology
Policy studies with an emphasis in sociology

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).

Faculty members with degrees in geography are qualified to teach courses, at the appropriate level, with emphases in location, space, or place or that overlap with their substantive area within geography. They may also be qualified to teach courses in research methods and statistics.

Faculty members with degrees in social psychology are qualified to teach courses, at the appropriate level, with a corresponding emphasis.

Justification for use of faculty members with “other” teaching qualifications and additional information⁵

A master’s degree in sociology, in applied sociology, or in social science with a major emphasis in sociology qualifies faculty members to teach undergraduate sociology courses.

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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.