



## DISCIPLINE DESCRIPTION

# ANTHROPOLOGY

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### ACTIVE TEACHING DISCIPLINES

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

CIP Code	Title	Definition
45.0201	Anthropology, General.	A program that focuses on the systematic study of human beings, their antecedents and related primates, and their cultural behavior and institutions, in comparative perspective. Includes instruction in biological/physical anthropology, primatology, human paleontology and prehistoric archeology, hominid evolution, anthropological linguistics, ethnography, ethnology, ethnohistory, socio-cultural anthropology, psychological anthropology, research methods, and applications to areas such as medicine, forensic pathology, museum studies, and international affairs.

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.<sup>1</sup>

### Section 1. General description of the unit, including academic programs and course offerings<sup>2</sup>

The Department of Anthropology offers baccalaureate, master's, and doctoral degree programs in anthropology; a range of undergraduate minors in such disciplines as American Indian Studies, anthropological archaeology, anthropology in multicultural studies, biological anthropology, cultural anthropology, and medical anthropology; and a range of undergraduate and graduate certificates in such disciplines as anthropology of global health, human biology, and Native American Studies. Teaching and research expertise of the faculty are consistent with the emphases in the respective subfields. Graduate and undergraduate students work on ongoing projects in archaeology, physical anthropology, and cultural anthropology.

### Section 2. Qualifying degree(s) for each discipline taught in the unit<sup>3</sup>

*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.*<sup>4</sup>

The doctoral degree (e.g., PhD) with a major in anthropology or any anthropology subdiscipline (e.g., archaeology, cultural anthropology, linguistics, physical anthropology) represents the terminal degree in the discipline.

### Section 3. 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).*

N/A

### Section 4. 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 the biological sciences with an emphasis in human anatomy or evolution may be qualified to teach courses in physical anthropology, according to the level of their degree (master's for undergraduate, doctoral for graduate).

### Section 5. Justification for use of faculty members with “other” teaching qualifications and additional information<sup>5</sup>

The department considers other teaching qualifications in conjunction with or in lieu of academic credentials on a case-by-case basis. This is acceptable in special cases in which evidence of a faculty member's exceptional industry experience, research, or other qualifications can be documented, and in which those qualifications are directly applicable to the course or courses being taught. For example, faculty members with extensive experience in museum curation and collections, or with degrees in art or art history, may be qualified to teach specific courses in iconography or the anthropology of art, according to their area of specialization.

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). 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, coursework) 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.