



DISCIPLINE DESCRIPTION

HISTORY

ACTIVE TEACHING DISCIPLINES

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

CIP Code	Title	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.
16.1102	Hebrew Language and Literature.	A program that focuses on the Hebrew language. Includes instruction in philology; Biblical Hebrew (including Pre- and Post-Exilic scripts); Modern Hebrew; dialects; and applications to business, science/technology, and other settings.
38.0206	Jewish/Judaic Studies.	A program that focuses on the history, culture, and religion of the Jewish people. Includes instruction in Jewish religious heritage, sacred texts, and law; Jewish philosophy and intellectual history; Jewish life and culture, both in Israel and the Jewish Diaspora; historical Jewish minority cultures such as the Yiddish, Sephardic, and other; anti-Semitism, gentile relations and Shoa; Zionism; and modern developments within Judaism.
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.

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

Section 1. General description of the unit, including academic programs and course offerings²

The Department of History offers baccalaureate and master's degree programs in history and oversees a number of interdisciplinary undergraduate minors in such areas as Africana studies, American studies, Judaic studies, Middle Eastern studies, and Russian studies. The department also administers an undergraduate minor in history and a pre-law minor for students in the humanities. Students are served by departmental members whose areas of expertise include ancient and classical history, American cultural and social history, the American Civil War, the American frontier, the American South, African history, Asian history, European history, Latin American history, Middle Eastern history, local history, public history, digital history, modern Hebrew literature, Holocaust studies, Nazism and anti-Semitism in Central Europe, 20th-century mass movements, women and gender roles, and other areas.

Section 2. 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

The doctoral degree (e.g., Doctor of Philosophy) with a major in African or African American studies represents the terminal degree in the discipline.

Hebrew Language and Literature

The doctoral degree (e.g., Doctor of Philosophy) with a major in Hebrew language and literature represents the terminal degree in the discipline.

Judaic Studies

The doctoral degree (e.g., Doctor of Philosophy) with a major in Jewish or Judaic studies represents the terminal degree in the discipline.

History

The doctoral degree (e.g., Doctor of Philosophy) with a major in history or in a broadly recognized subdiscipline (e.g., American history, European history) 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).

Africana Studies

Faculty members with degrees in any of the arts, humanities, or social sciences who, through specialization, coursework, or research, have demonstrated an appropriate specialization in African American studies may be qualified to teach courses in that discipline, according to the level of their degree (master's for undergraduate, doctoral for graduate).

Judaic Studies

Faculty members with degrees in Hebrew language and literature, Holocaust studies, Israel studies, Jewish history, or Jewish religion may be qualified to teach throughout the broad scope of the department's offerings in Judaic studies, according to the level of their degree (master's for undergraduate, doctoral for graduate).

History

Faculty members with degrees in American studies, city and regional planning, classics, East Asian studies, Latin American studies, Middle Eastern studies, public history, or urban studies may be qualified to teach throughout the broad scope of the department's history offerings, according to the level of their degree (master's for undergraduate, doctoral for graduate).

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 historic preservation, library science, museum studies, public administration, and public history may be qualified to teach certain specialized courses in public history, 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 information⁵

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 a rabbinic ordination from a degree-granting college or seminary may be qualified to teach throughout the broad scope of the department's offerings in Judaic studies, including Hebrew language and literature courses.

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.