



# DISCIPLINE DESCRIPTION

## LEGAL STUDIES

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### ACTIVE TEACHING DISCIPLINES

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

CIP Code	Title	Definition
22.0000	Legal Studies.	A program of study that focuses on law and legal issues from the perspective of the social sciences and humanities.

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 Legal Studies offers a baccalaureate degree program in legal studies and a series of undergraduate certificates in such areas as individual liberties, litigation and advocacy, and urban real estate and development, all of which are designed to prepare students for (1) employment in law-related fields in government and nonprofit agencies and in private law offices, (2) admission to law school, and (3) admission to graduate programs in related fields. The department also offers graduate-level legal studies courses in support of master's and doctoral programs in other disciplines across the university.

### 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 juris doctor (JD) is the first professional and terminal degree for practicing law in the United States. As such, this degree is an appropriate credential for teaching all undergraduate courses offered by the department.

Faculty members with any of the following degrees may be qualified to teach throughout the broad scope of the department's undergraduate curriculum as well as select graduate courses relevant to their area of specialization:

- Doctor of Juridical Science (SJD)
- Doctor of Philosophy (PhD)
- Master of Laws (LLM)

### 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 a degree at the appropriate level (master's for undergraduate, doctoral for graduate) in any of the following disciplines may be qualified to teach courses on related topics in legal studies:

- Business administration
- Criminal justice
- Criminology
- Political science
- Public administration
- Sociology
- Taxation

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

Faculty members with a JD or other terminal law degree, as listed above, who have appropriate professional experience may be qualified to teach select graduate-level courses in their area of professional expertise.

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

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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.