



# FACULTY TEACHING QUALIFICATIONS

## DISCIPLINE DESCRIPTION

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## MUSIC

### ACTIVE TEACHING DISCIPLINES

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

| CIP Code | Title                      | Definition   |
|----------|----------------------------|--|
| 50.0903  | Music Performance, General | A program that generally prepares individuals to master musical instruments and performing art as solo and/or ensemble performers. Includes instruction on one or more specific instruments from various instrumental groupings. |

*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 School of Performing Arts offers undergraduate and graduate degree programs in music, with options for specialization in performance, composition, jazz studies, and education. Students participate in an intensive curriculum of applied music study, music theory, music literature and history, and ensemble preparation. All of the school's music programs are accredited by the National Association of Schools of Music.

### 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., doctor of music, doctor of musical arts, doctor of philosophy) with a major in music or any music subdiscipline (e.g., conducting, music history, musicology) represents the terminal degree for all music specialties.

### 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).*

N/A

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

The master's degree (e.g., master of arts, master of fine arts, master of music) in performance, composition, or other applied music discipline plus substantial professional experience is considered appropriate preparation for teaching graduate-level courses in those disciplines. For this purpose, professional experience is normally defined as a minimum of five years of progressive relevant professional activity. In exceptional cases, faculty members with substantial professional experience and a bachelor's degree in an appropriate music discipline—or no degree at all—may also be qualified to teach undergraduate and graduate courses in their area of specialization. Such practices are consistent with those endorsed by the National Association of Schools of Music (NASM). The NASM Handbook (pp. 63–64) contains specific language detailing appropriate teaching qualifications for music faculty:

“Teachers of performance, composition, and other applied subjects normally are, or have been, deeply involved as practicing artists in the specific disciplines or specializations they are teaching.

“NASM recognizes the availability of doctorates for specialists in performance, composition, and some other applied disciplines. At the same time, the Association recognizes that some highly qualified artist-teachers may hold other academic degrees; others may not hold any academic degree. In such cases, the institution should base appointments on experience, training, and expertise at least equivalent to those required for the master's degree in music or other appropriate field.

“Academic degrees are a pertinent indicator of the teacher's qualifications for instructing in theoretical, historical, and pedagogical subjects. Creative work, research, and publication are indicators of a teacher's qualifications, productivity, professional awareness, and contribution to various aspects of music and music-related fields.”

The School of Performing Arts is in compliance with these standards.

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

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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, 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.