



FACULTY TEACHING QUALIFICATIONS

DISCIPLINE DESCRIPTION

VISUAL ARTS AND DESIGN

ACTIVE TEACHING DISCIPLINES

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

CIP Code	Title	Definition
04.0201	Architecture	A program that prepares individuals for the independent professional practice of architecture and to conduct research in various aspects of the field. Includes instruction in architectural design, history, and theory; building structures and environmental systems; project and site planning; construction; professional responsibilities and standards; and related cultural, social, economic, and environmental issues.
50.0102	Digital Arts	A general, undifferentiated program that focuses on the use of computerized digital images as the primary medium of expression in the visual and performing arts, and that may prepare individuals for a wide variety of careers using new media, including graphic design, digital animation, motion graphics, 3D visualization, game and interactive media design, music and sound design, video production, web design, photography, and other fields.
50.0602	Cinematography and Film/Video Production	A program that prepares individuals to communicate dramatic information, ideas, moods, and feelings through the making and producing of films and videos. Includes instruction in theory of film, film technology and equipment operation, film production, film directing, film editing, cinematographic art, film audio, techniques for making specific types of films and/or videos, media technologies, computer image making, multi-media production, and the planning and management of film/video operations.
50.0605	Photography	A program that focuses on the principles and techniques of communicating information, ideas, moods, and feelings through the creation of images on photographic film, plates, and digital images and that may prepare individuals to be professional photographic artists. Includes instruction in camera and equipment operation and maintenance, film and plate developing, light and composition, films and printing media, color and special effects, photographic art, photographic history, use of computer applications to record or enhance images and applications to the photography of various subjects.

50.0702	Fine/Studio Arts, General	A program that prepares individuals to generally function as creative artists in the visual and plastic media. Includes instruction in the traditional fine arts media (drawing, painting, sculpture, printmaking, CAD/CAM) and/or modern media (ceramics, textiles, intermedia, photography, digital images), theory of art, color theory, composition and perspective, anatomy, the techniques and procedures for maintaining equipment and managing a studio, and art portfolio marketing.
50.0703	Art History, Criticism and Conservation	A program that focuses on the study of the historical development of art as social and intellectual phenomenon, the analysis of works of art, and art conservation. Includes instruction in the theory of art, art history research methods, connoisseurship, the preservation and conservation of works of art, and the study of specific periods, cultures, styles, and themes.

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 School of Visual Arts and Design offers a range of undergraduate and graduate academic programs and courses of interest to artists and designers from a variety of backgrounds, encompassing such disciplines as the traditional studio arts, design, art history, and emerging media that are the foundation of animation and interactive design. Art degrees offer studies in traditional forms of painting, drawing, photography, and ceramics and supply core skills necessary to pursue professional careers in both emerging media and the fine arts, digital storytelling, and new media business models. Students acquire a highly marketable body of knowledge leading to solid careers in industry or creative research.

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

In accordance with the guidelines set forth by the National Association of Schools of Art and Design, the school recognizes the Master of Fine Arts as the appropriate terminal degree for studio faculty and the Doctor of Philosophy and comparable doctorates as the appropriate terminal degrees for teaching theoretical, historical, and pedagogical subjects.

Architecture

- Professional degree in architecture (e.g., Master of Architecture) from a program accredited by the National Architectural Accrediting Board

Art History, Criticism, and Conservation

- PhD in art history

Cinematography and Film/Video Production

- MFA in film

Digital Arts

- MFA in digital or emerging media

Fine/Studio Arts

- MFA in fine/studio arts or in an appropriate area of specialization such as animation, ceramics, graphic design, illustration, photography, printmaking, sculpture, and related fields

Photography

- MFA in photography
- MFA in fine/studio arts with an emphasis in photography

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 any of the following disciplines may be qualified to teach courses related to their area of specialization, according to the level of their degree (master's for undergraduate, doctoral for graduate):

- Design, construction, and planning
- Interior design
- Landscape architecture

Section 5. Justification for use of faculty members with “other” teaching qualifications and additional information⁵

A substantial component of the curriculum in each of the school's academic programs consists of skill-based courses, distinct from theoretical, historical, or traditionally pedagogical courses. These courses focus on developed hand-eye coordination, sensitivity to color harmony, and a wide range of intuitive skills developed by studio practice.

When to staff such courses with eminently qualified practitioners it becomes necessary to hire faculty without an accepted terminal degree, the school follows the guidelines outlined by the National Association of Schools of Art and Design: “NASAD recognizes the Master of Fine Arts as the appropriate terminal degree for studio faculty. At the same time, the Association recognizes that some highly qualified artist-teachers may hold other academic degrees; others may not hold any academic degrees. In such cases, the institution should base appointments on experience, training, and expertise at least equivalent to those required for the Master of Fine Arts degree in the appropriate field” (NASAD Handbook 2018–19, 61).

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.