



Faculty Qualifications: Discipline Description

Music

ACTIVE TEACHING DISCIPLINES		
For Administrative Use Only – Please do <u>not</u> edit federal NCES information below		
CIP Code	Description	NCES Definition For more information on the NCES CIP taxonomy, see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55
16.0101	Foreign Languages and Literatures, General	A general program that focuses on one or more modern foreign languages that is not specific as to the name of the language(s) studied; that is otherwise undifferentiated; or that introduces students to language studies at the basic/elementary level.
16.0901	French Language and Literature	A program that focuses on the French language and related dialects and creoles. Includes instruction in philology; Metropolitan French; Canadian French; African and Caribbean Creoles; dialects; and applications in business, science/technology, and other settings.
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.

The qualifications described below represent commonly accepted good practices for teaching in the discipline(s) included in this unit. [1]

Please provide a general description of unit, including programs and course offerings [2]

Programs:

- Music B.A.
- Music Performance B.M. with specializations in Piano, Guitar, Voice, Woodwinds, Brass, Percussion, Strings, or Composition
- Music Education B.M.E. with concentrations in Instrumental, Choral, or Elementary School
- Undergraduate Certificate in Jazz Studies
- Music minor

The department also offers faculty and graduate Music courses in support of the Music Education M.A. and M.Ed. programs administered in the College of Education.

The B.M. degree is designed for students who wish to pursue professional careers in music. The B.M.E. degree is a K-12 teacher education degree and is jointly offered by the Music Department and the College of Education. The B.A. is a liberal arts degree designed for students who wish to study music in a more general setting. All bachelor's degrees are accredited by the National Association of Schools of Music. The B.M.E. degree is also accredited by the National Council for Accreditation of Teacher Education and qualifies for State Accreditation by the Florida Department of Education.

Terminal degree(s) for each discipline taught in the unit [3]

A terminal degree in the teaching discipline qualifies a person to teach throughout the broad scope of the teaching discipline at the undergraduate and graduate levels. [4]

The doctoral degree (e.g., Ph.D., DMA, or DM) in Music or any Music sub-discipline (e.g., Musicology, Music History, Conducting, etc.) represents the terminal degree for all music specialties.

Broadly related discipline(s) for each discipline taught in the department

Specialization qualifies a person to teach throughout the broad scope of teaching discipline (approximately five or more courses on distinct topics)

Ed.D. in Music Education is appropriate for teaching undergraduate or graduate classes in Music Education.

Selectively related discipline(s) for each discipline taught in the department

Specialization does not qualify a person to teach distinct topics throughout the broad scope of the teaching discipline but does qualify to teach a more restrictive set of courses in the discipline (approximately four or fewer courses on distinct topics)

Justification for use of faculty with 'other' teaching qualifications and additional faculty teaching qualifications information [5] [6]

A master's degree or higher in any music area (including music education and music therapy) qualifies a person to teach MUL 2010 Enjoyment of Music, which is part of the General Education Program offered to UCF students across all majors.

Master's degrees in any of the music sub-disciplines are suitable for teaching undergraduate

courses. The Masters degree (M.F.A., M.M., M.A., M.S.) in Music Performance or Music Composition plus substantial professional experience is considered appropriate for graduate teaching in these applied sub-disciplines. Professional experience is normally defined for this purpose as a minimum of 5 years of progressive relevant professional activity. In exceptional cases, persons with substantial professional experience and a bachelor's degree in an appropriate music area or no degree in music at all, may also be qualified to teach undergraduate and graduate courses in their respective specialization. Such practices are consistent with those endorsed by the National Association of Schools of Music (NASM). The NASM Handbook (p. 61–2, 2003–04) contains specific language detailing appropriate teaching qualifications for music faculty:

“A person’s qualifications to teach performance, composition, and other applied subjects are significantly revealed by the individual’s past and/or present involvement as a presenting performer or composer.

“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 Music Department is in compliance with NASM standards regarding faculty qualifications.

[1] The unit chair/director, in consultation with unit faculty, has responsibility for identifying and articulating commonly accepted good practices in each teaching discipline taught in the unit 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 provided as necessary to substantiate the claims made.

[2] Please provide a general description of the unit course and program offerings at the undergraduate and graduate levels (e.g., degree and certificate programs, minors, departmental contribution 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] List those degrees for each discipline taught in the unit 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 both 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, Master of Social Work). Note that terminal degrees from other disciplines may be appropriate for teaching in the discipline as well, but such credentials should be listed as broadly or selectively related degrees, as appropriate.

[4] A non-terminal master's degree in the teaching discipline qualifies a person to teach throughout the broad scope of the teaching discipline at the undergraduate level, 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 your unit including the use of faculty qualified to teach by 'other' qualifications and other special situations. Typically the statements provided in this section should be of a general nature, and not address specific individuals. (Justification for specific individuals is typically handled separately during the teaching certification process.) As appropriate, please cite to appropriate authorities to justify departmental practices (e.g., discipline accreditation guidelines, state regulations).

[6] When a faculty member cannot be qualified to teach on the basis of academic credentials (degree(s) and course work) alone, qualifications other than academic credentials (or combined with credentials) may be appropriate for teaching particular courses. Consideration of other teaching qualifications either in conjunction with or in lieu of academic credentials must be made on a case-by-case basis. Such cases should be exceptional and the evidence of other demonstrated competencies and achievements provided must be compelling. It should also show substantial and significant evidence of professional progress as related to the faculty member's teaching assignment.