



FACULTY TEACHING QUALIFICATIONS

DISCIPLINE DESCRIPTION

THEATRE

ACTIVE TEACHING DISCIPLINES

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

CIP Code	Title	Definition
50.0301	Dance, General	A general program that prepares individuals to express ideas, feelings, and/or inner visions through the performance of one or more of the dance disciplines, including but not limited to ballet, modern, jazz, ethnic, and folk dance, and that focuses on the study and analysis of dance as a cultural phenomenon. Includes instruction in technique, choreography, Laban notation, dance history and criticism, and dance production.
50.0501	Drama and Dramatics/Theatre Arts, General	A program that focuses on the general study of dramatic works and their performance. Includes instruction in major works of dramatic literature, dramatic styles and types, and the principles of organizing and producing full live or filmed productions.

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 Performing Arts develops theatre artists of the highest quality by providing a select number of students with the training, education, and experience necessary for the successful pursuit of professional careers in the theatre arts and entertainment industries. Undergraduate and graduate programs in theatre offer intensive conservatory training within the context of a liberal arts education, with extensive opportunities for students to develop practical skills in performance, stage management, and design and technology. Students are served by faculty members who are both scholars and consummate performers, with unique expertise in theatre for young audiences and themed experiences among other areas. Student preparation is also enhanced by the school's artistic partnerships with Walt Disney World, the Orlando Shakespeare Theater, and the Orlando Repertory Theatre.

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

The research doctorate (e.g., doctor of philosophy) with a major in theatre or any theatre subdiscipline represents the terminal degree for all theatre specialties. Likewise, the master of fine arts degree in performance, design, or other applied theatre discipline represents the terminal degree for all theatre 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 information⁵

The school 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. Instructors of performance, design, and other applied subjects normally are, or have been, deeply involved as practicing artists in the specific disciplines or specializations they are teaching. In the absence of a terminal degree—or sometimes any degree at all—such substantial professional experience is considered appropriate preparation for teaching at both the undergraduate and graduate level. For this purpose, professional experience is normally defined as a minimum of five years of progressive relevant professional or creative activity.

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, 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.