DISCIPLINE DESCRIPTION

COMMUNICATION AND MEDIA

ACTIVE TEACHING DISCIPLINES

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

CIP Code	Title	Definition
09.0101	Speech Communication and Rhetoric.	A program that focuses on the scientific, humanistic, and critical study of human communication in a variety of formats, media, and contexts. Includes instruction in the theory and practice of interpersonal, group, organizational, professional, and intercultural communication; speaking and listening; verbal and nonverbal interaction; rhetorical theory and criticism; performance studies; argumentation and persuasion; technologically mediated communication; popular culture; and various contextual applications.
09.0102	Mass Communication/Media Studies.	A program that focuses on the analysis and criticism of media institutions and media texts, how people experience and understand media content, and the roles of media in producing and transforming culture. Includes instruction in communications regulation, law, and policy; media history; media aesthetics, interpretation, and criticism; the social and cultural effects of mass media; cultural studies; the economics of media industries; visual and media literacy; and the psychology and behavioral aspects of media messages, interpretation, and utilization.
09.0401	Journalism.	A program that focuses on the theory and practice of gathering, processing, and delivering news and that prepares individuals to be professional print journalists, news editors, and news managers. Includes instruction in news writing and editing; reporting; photojournalism; layout and graphic design; journalism law and policy; professional standards and ethics; research methods; and journalism history and criticism.
09.0701	Radio and Television.	A program that focuses on the theories, methods, and techniques used to plan, produce, and distribute audio and video programs and messages, and that prepares individuals to function as staff, producers, directors, and managers of radio and television shows and media organizations. Includes instruction in media aesthetics; planning, scheduling, and production; writing and editing; performing and directing; personnel and facilities management; marketing and distribution; media regulations, law, and policy; and principles of broadcast technology.

09.0900	Public Relations, Advertising, and Applied Communication.	A general program that focuses on organizational communication, public relations, and advertising; and that prepares individuals to function in a wide range of public and private sector positions requiring the skills of persuasive communication. Includes instruction in communications, public relations, and advertising theory; principles and techniques of persuasion; message/image design; marketing strategy; professional writing; public speaking and multi-media presentation skills; digital communications; and applied research.
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.

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 offerings[2]

The Nicholson School of Communication and Media is an interdisciplinary school whose mission is to redefine content creation, digital art, and communication for the 21st century. The school comprises three program areas—Communication, Film and Mass Media, and Games and Interactive Media—and is home to the Florida Interactive Entertainment Academy.

The **Communication** program area offers baccalaureate degree programs in advertising and public relations, communication, and communication and conflict; a master's degree program in communication; a doctoral degree program in strategic communication; and a number of undergraduate minors and undergraduate and graduate certificates in a range of related disciplines. Education and research in this area include advertising and public relations; communication and conflict; communication education; corporate communication; crisis and risk communication; health communication; international and intercultural communication; interpersonal and organizational communication; rhetoric, argumentation, and persuasion; and strategic communication. The Communication program area also offers introductory speech and communication courses in support of the university's general education program.

The **Film and Mass Media** program area offers baccalaureate degree programs in film, journalism, and media production and management; a master's degree program in feature film production; and a range of undergraduate minors and certificates in such disciplines as cinema studies, Hispanic and Latino media, journalism studies, magazine journalism, and mass media. Education and research in this area include film, cinema studies, journalism, and electronic media.

The **Games and Interactive Media** program area spans the domains of art, storytelling, design, and technology. Undergraduate and graduate programs explore creative expression through digital media platforms such as video games, web and social platforms, interactive design and programming, narrative techniques for digital storytelling, and new media business models. Reflecting the interdisciplinary scope of the area's offerings, students are served by faculty members with expertise across a variety of fields including computer science, information science, digital media, communication, storytelling/digital narratives, visual arts, production, management, and interactive media.

The **Florida Interactive Entertainment Academy (FIEA)** master's program area is focused on the development of programmers, producers, and artists for the video game, simulation, and computer-generated production fields. The professional-rate program was established by Florida Statute to support the mission of growing the video game industry in Florida. The additional funding and professional-rate tuition enables the program to hire instructors with specific skills and/or experience in the latest technologies that is otherwise difficult to obtain. These specific areas include art and design skills in 3D modeling and sculpting tools, game design, level design, Unreal Engine Blueprint scripting, layout design, dynamic lighting, software management, and analytic tools as well as more technical areas such as game programming and technical art utilizing C/C++, C#, Python languages, vector algebra, game physics, rendering, animation, artificial intelligence, visual special effects, and more. The interdisciplinary program requires extensive team-project developments.

Section 2. Qualifying degree(s) for each discipline taught in the unit[3]

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]

Communication
The doctoral degree (e.g., PhD) in communication or a related subdiscipline (e.g., business/corporate communications; communication management and strategic communications; international and intercultural communication; organizational communication; peace studies and conflict resolution; speech communication and rhetoric; technical and scientific communication) represents the terminal degree in the field of speech communication and rhetoric.

The doctoral degree (e.g., PhD) in mass communication/media studies or a related subdiscipline (e.g., advertising; business/corporate communications; communication management and strategic communications; marketing/marketing management; organizational communication; public relations/image management) represents the terminal degree in the field of public relations, advertising, and applied communication.

Film and Mass Media
The doctoral degree (e.g., PhD) in mass communication/media studies or any applied subdiscipline (e.g., digital communication and media/multimedia; journalism; radio and television) represents the terminal degree in the fields of mass communication/media studies, journalism, and radio and television. Likewise, the Master of Fine Arts degree in the film/video and photographic arts represents the terminal degree in the field of radio and television.

The doctoral degree (e.g., PhD) or Master of Fine Arts degree in the film/video and photographic arts (e.g., film/cinema/media studies; cinematography and film/video production; photography; documentary production) represents the terminal degree in the field of film.

Games and Interactive Media
While few terminal degrees reflect the full scope of the interdisciplinary field of games and interactive media, degrees in many traditional and emerging disciplines can provide important theoretical and practical foundations to guide individual academic specialization. The doctoral degree (e.g., PhD) and the Master of Fine Arts degree represent terminal degrees in such areas as animation, interactive technology, video graphics, and special effects; computer and information sciences; computer game programming; digital arts; digital communication and media/multimedia; graphic design; fine/studio arts; game and interactive media design; modeling, virtual environments, and simulation; and web page, digital/multimedia, and information resources design.

Florida Interactive Entertainment Academy (FIEA)
As a highly interdisciplinary field that integrates creative, technical, and production-oriented domains, FIEA is supported by a range of terminal degrees that collectively reflect the breadth of expertise required for instruction and scholarship. The doctoral

degree (e.g., PhD) and the Master of Fine Arts degree represent terminal degrees in such areas as animation, interactive technology, video graphics, and special effects; arts, entertainment, and media management; cinematography and film/video production; computer and information sciences; computer game programming; digital arts; digital communication and media/multimedia; fine/studio arts; game and interactive media design; human computer interaction; and modeling, virtual environments, and simulation.

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).

Faculty members with degrees in education who, through specialization, coursework, or doctoral research, have demonstrated an appropriate specialization in any of the disciplines represented in the school may be qualified to teach courses in those disciplines, according to the level of their degree (master's for undergraduate; doctoral for graduate).

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 English language and literature or rhetoric and composition may be qualified to teach courses on digital storytelling and the narrative arts, according to the level of their degree (master's for undergraduate; doctoral for graduate).

Section 5. Justification for use of faculty members with "other" teaching qualifications and additional information[5]

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. For faculty qualifications based primarily on professional or creative experience, the following minimum qualifications normally apply:

- **Undergraduate instruction:** a bachelor's degree in an appropriate discipline and a minimum of five years of progressive, directly related professional or creative experience; or, in the absence of a bachelor's degree, a minimum of 10 years of such experience.
- **Graduate instruction:** a master's degree in an appropriate discipline and a minimum of five years of progressive, directly related professional or creative experience; or, in the absence of a master's degree, a bachelor's degree in an appropriate discipline and a minimum of 10 years of such experience.

Florida Interactive Entertainment Academy (FIEA)
In addition to academic credentials, FIEA recognizes the significant role of professional expertise in disciplines central to the interactive entertainment industry. Because many areas of instruction emphasize applied knowledge, technical proficiency, and industry practice, substantial professional experience may be considered as an alternative qualification for teaching in designated courses when accompanied by relevant academic preparation.

For courses in the Design and Production curriculum, faculty may be qualified by:

- a relevant master's degree and a minimum of five years of directly related professional experience
- a relevant bachelor's degree and a minimum of 10 years of directly related professional experience

For courses in the Programming and Technical curriculum, faculty may be qualified by:

- a relevant master's degree and a minimum of three years of directly related professional experience
- a relevant bachelor's degree and a minimum of seven years of directly related professional experience

Design and Production
DIG5529C Production for Media
DIG5548C Rapid Prototype Production I
DIG5557C Production and Design I
DIG5856 Experimentation, Application, and Innovation in Games
DIG6099C Media Distribution
DIG6547C Preproduction and Prototyping
DIG6558 Production and Design II
DIG6718C Interactive Entertainment Project
DIG6944C Game Design Practicum
DIG6947C Digital Venture Practicum

Programming and Technical
DIG5348C Digital Asset Creation
DIG5637 Game Programming Fundamentals
DIG6559C Advanced Digital Asset Creation
DIG6589C Digital Asset Portfolio Development
DIG6635 Applied Programming Mechanics
DIG6638 Advanced Game Programming

---

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.