



## DISCIPLINE DESCRIPTION

# PERFORMING ARTS

---

### 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.
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 comprises the music and theatre programs at the University of Central Florida. In 2013, the music and theatre departments combined to form the School of Performing Arts with more than 100 faculty and staff members serving more than 1,000 undergraduate and graduate students earning degrees in the performing arts as well as thousands of students from other majors across the university taking music, theatre, and dance classes.

#### Music

The Music unit offers a Bachelor of Music degree with options in performance, jazz studies, and composition; a Bachelor of Arts Degree in music; and a Bachelor of Music Education Degree with specializations in instrumental, choral and elementary school music. The Music Education programs are approved by the Florida State Department of Education. Students who desire to be certified to teach in elementary and secondary schools should major in Music Education. Courses leading to teacher certification are offered cooperatively with the College of Community Innovation and Education. The Music unit is fully accredited by the National Association of Schools of Music. Music organizations on campus include Pi Kappa Lambda, Phi Mu Alpha, Sigma Alpha Iota, Tau Beta Sigma, Kappa Kappa Psi, Student Chapters of MENC and ACDA, and Music Student Advisory Council.

### **Theatre**

The Theatre unit seeks to develop theatre artists of the highest quality by providing a select number of students with the training, education, and experiences necessary for the successful pursuit of professional careers in theatre arts and the entertainment industries. In support of this mission and the liberal arts goals of the College of Arts and Humanities, Theatre seeks to provide its students with the knowledge and skills necessary to live full, rewarding and productive lives. Offering undergraduate Bachelor of Arts and the Bachelor of Fine Arts degrees, as well as graduate Master of Arts and Master of Fine Arts degrees, the Theatre unit undertakes to develop and graduate theatre artists who are sensitive, aware human beings. Through its public performance programs, the unit endeavors to serve as a cultural resource for the University, the community and the Central Florida region. Striving to provide its students with a competitive edge, the unit employs a faculty and staff of artists/teachers who work intensely with students in the classroom and in production. To supplement this education and training, professional guest artists are brought to the campus to work in production and in the classroom. Before graduation, BFA students are required to complete a professional theatre internship and MFA students are required to complete a professional residency, thus providing them with a unique and invaluable introduction to the real world of professional theatre. Internships are optional for BA students. In all its endeavors, Theatre strives to create and maintain a professional environment necessary for the continued growth and development of its students, faculty, and staff.

### **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>*

#### **Music**

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.

#### **Theatre**

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 information<sup>5</sup>

### Music

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.

### Theatre

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). 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.