



Faculty Qualifications: Discipline Description

Theatre

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
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/Theater 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.

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:

- Theatre Studies B.A.
- Theatre B.F.A. with specializations in Acting, Musical Theatre, Stage Management, and Design and Technology
- Minors in Theatre and (beginning in Fall 2005) Dance
- Theatre M.A.
- Theatre M.F.A. with tracks in in Acting, Musical Theatre, Design, and Theatre for Young Audiences

The Theatre Department's mission is to educate and train theatre and entertainment industry professionals (the B.F.A. and M.F.A.), as well as those interested in theatre studies in the context of the Liberal Arts (the B.A. and M.A.). Situated as UCF is in Orlando, Florida, a major

entertainment venue, Theatre graduates often have local employment offers and students find many part-time employment opportunities prior to graduation. Student preparation is enhanced by the department's partnerships and performances with The Orlando Repertory Theatre, The Orlando Theatre Project, The Orlando-UCF Shakespeare Festival, and Seaside Music Theater of Daytona Beach, Florida.

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]

Terminal degrees are the Ph.D. or M.F.A. in Theatre or one of its subspecialties, including:

- Ph.D. in Theatre or Theatre Arts
- M.F.A. in Theatre or Theatre Arts
- M.F.A. in Drama or Drama Studies
- M.F.A. in Musical Theatre
- M.F.A. in Drama/Musical Theatre
- M.F.A. in Performing Arts
- M.F.A. in Acting
- M.F.A. in Acting/Theatre
- M.F.A. in Dance
- M.F.A. in Theatre and Dance
- M.F.A. in Costume Design
- M.F.A. in Theatre Costume
- M.F.A. in Theatre Design or Design-Theatre
- M.F.A. in Design/Directing
- M.F.A. in Theatre Design/Technology
- M.F.A. in Production Design and Technology
- M.F.A. in Technical Theatre or Theatre Technology
- M.F.A. in Literary Arts [Playwriting]
- M.F.A. in Stage Management

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)

The M.M. in Vocal Performance is considered a terminal degree to teach vocal performance in musical theatre. Similarly a D.M.A. in Piano Performance with a minor in Musical and Voice Direction is suitable for voice classes.

The M.F.A. in Film/TV is equivalent to the M.F.A. in Theatre for acting classes and other special performance area classes.

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)

N/A

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

Qualifications to teach undergraduate courses include an M.A. in one of the disciplines listed above or other related fields (such as Voice, Ballet, Music/Vocal Performance). Any Theatre program benefits from the presence of some faculty whose qualifications rest on the skills developed by substantial professional experience. In Theatre, significant and prominent professional experience is considered equivalent to an M.F.A. degree when one has only a B.A. degree and sometimes no degree at all. This includes, for example, a dance instructor with many years as a Broadway dance lead; a puppetry instructor who was the leading Muppet Wizard for the Jim Henson Company; and stage management instructors with decades of experience managing and producing theatre shows.

[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.