Teaching Field: **Dance**  
Date: 10/16/16

Higher Learning Commission (HLC) Faculty Qualifications for Hiring

The Dance Instructional Council of the Maricopa County Community College District (MCCCD) is firmly committed to maintaining high quality teaching standards and expertise among the Dance Faculty. In response to MCCCD's academic faculty qualification clarification, and in keeping with the spirit of One Maricopa, the Dance IC unanimously supports the following guidelines for determining if degrees and coursework are within the teaching field of dance:

A master's degree (or higher) in any of the following areas is within the dance and/or subfield of dance:
Dance, Dance Science, Dance Choreography, Anthropology, Dance Education, Dance Performance, Dance Production, Education, Exercise Science/Physical Education, Theatre, Theatre Production

Graduate level coursework with the following prefixes, titles or keywords is within the dance and/or subfield of dance:

**Prefixes:**
DAN, DAH, MUP, TCM, ASB, THP, KIN, EXS, PED, EDU

**Titles or Keywords:**
Dance, Dance Production, Anthropology, Dance Science, Music, Film, Musical Theatre, Theatre Production, Dance Education, Dance Performance

Any 400 level course that is also cross listed as a 500+ level course

Graduate level coursework with the following prefixes, titles, or keywords would need to be evaluated by the Instructional Council to determine if it is within the teaching field of Dance:

**Prefixes:** THP, KIN, EDU, PED, EXS, REC, MUP, TCM

**Titles or Keywords:**
Theater, Performance, Theater Production, Film, Film Production, Education, Kinesiology, Exercise Science, Physical Education, Recreation

The Dance IC will evaluate any other coursework as necessary to determine if that course is within the teaching field of dance.
Dance IC Statement Regarding the Hiring of Non-MFA/MA Candidates in Unique Circumstances

Graduate students in dance or dance studies generally receive a masters degree with emphasis in things such as: performance, choreography, anthropology, pedagogy, technology, and or science and primarily have their undergraduate training in Modern Dance. It is far less common that someone interested in Ballet, Jazz, Hip Hop or Social dance will go to graduate school for dance. Those who do get master's degrees are employed by 4-year universities very quickly.

Instead, most dancers in specialized fields usually enter the professional world as teachers and commercial artists when they are the same age as most graduate students. It is also important to state the value of adjunct dance faculty that have worked or are still working professionally. This exposure gives students access to opportunities beyond academia and provides a real world learning experience. At SCC, who also offers an occupational degree in Dance Technology, this type of expertise is essential and only a professional can provide. The above rationale also applies to classes which may have a range of content interpretation by each school. These include but are not limited to DAN 201 Special Topics, where at EMCC, for example, this is taught as a Career Preparation class which could appropriately be taught by a professional arts administrator.

There are those educators with a master's degree in dance who may be capable of teaching one or more of traditional Euro-Western forms such as Modern, Ballet, Jazz and Theory courses. However, asking them to teach Tap, Jazz, Hip Hop, Social Dance or World Forms is comparable to asking a Spanish teacher to teach Chinese. Hiring an MFA/MA candidate who was not proficient in a particular dance language is not an acceptable alternative as this is clearly a disservice to our students and the quality of MCCC Dance Programs and reputations would suffer.
If the Dance IC were able to recruit a broader pool of faculty by offering them a more stable work environment it would greatly improve the number of qualified faculty in Maricopa County to draw from. Since the Dance IC can only offer adjunct faculty 9 load hours with no guarantee that a class will “make” this means there is also no guarantee of a liveable wage or even payment for services to an instructor who has already invested preparation time in anticipation of teaching a dance course that is subsequently cancelled.

As a result of all of these issues, there is an extremely limited pool of adjunct faculty with the required HLC qualifications to teach all of the courses that are approved in the MCCCD Course Bank, are actively taught, and which collectively comprise a comprehensive and foundational dance education necessary for transfer to a four-year school and/or professional advancement in accordance with best practices in the academic and professional world of dance.

If a MFA/MA candidate is not available the Dance IC will uphold best practices modeled by higher education institutions across the country who regularly hire faculty without the credentials of a Master’s degree or higher but who have tested experience in the field including but not limited to:

- Technique experience such as: ballet, modern, jazz, hip hop, tap, world and social dance forms.
- Technical production / business experience such as: technical theater production, computer technology, film, music theory, and studio ownership.
- Extensive lifetime portfolio in performance, choreography and or directing.
- Certifications in the field of somatic studies and kinesiology.

The Dance IC unanimously supports the attached rubric when hiring a candidate in a unique circumstance that requires a non-MFA/MA faculty.
Equivalent Experience Criteria for Dance Faculty:

The Dance IC considers any of the following to be acceptable alternatives to a MFA/MA credential in unique circumstances:

***Please note work experience is meant to encapsulate the following:
- Full time or part time teaching
- Professional performing career
- Professional production career such as technical theater production

| A Bachelor's degree in dance or a subfield of dance plus 3 years work experience in the field. |
| An Associate's degree in dance or a subfield of dance plus 3 years work experience in the |
| 64 semester hours in dance or a subfield of dance plus 5 years work experience in the |
| 5 years of work experience in dance or a subfield of dance and 3 letters of recommendation. |

In an effort to determine the best instructors that meet the above criteria the IC will request evidence that supports the following either by letters of recommendation, or by teaching interview/audition.

Candidate is expected to meet 3 of the 6 below criteria:

| Excellent instruction history |
| Sound pedagogical philosophy statement |
| Connection to the community |
| Knowledge of the subject matter |
| Dependability |
| Professional Recommendation |
If the candidate does not have an MFA/MA in Dance, do they have tested experience in a sub field of dance pertinent to the course to be taught? Please check all that apply:

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Equivalent Experience Proposal Form

Instructions: Instructional Councils requesting equivalent experience for a teaching field/discipline should utilize this form to provide justification for the request for Equivalent Experience, as per HLC Assumed Practices.

Teaching Field/Discipline: AFA Dance / AAS Dance Technology

Provide rationale for applying equivalent experience (check all that apply):

☐ Practice-oriented
  Field: Dance forms such as: ballet, modern, jazz, hip hop, tap, world and social dance forms. Technical production and business experience such as: technical theatre, design and production, computer technology, film, music theory, arts administration and studio ownership.

☐ Full-time Work Experience
  Number of Years: Please see attached, "dance ic - unique hiring exception rubric", for acceptable length of work experience. The Dance IC unanimously supports the following as sufficient work experience: full time or part time teaching, a full time or part time professional performing or choreographic career, and/or a full time or part time professional career in a relevant field to the course being taught. Part-time work in the field is acceptable due to the free-lance and production based nature of the discipline.

☐ Industry Certifications
  List certifications: Somatic practices certificates including but not limited to: Pilates, Gyrotonics, Alexander, Feldenkrais, Alignment studies, Yoga, and Bartenieff Fundamentals. Related technology certificates including but not limited to: Facilities management, architectural drafting software, music software, light design drafting software, rigging, and film editing software. Teaching certifications such as Elementary Education and Secondary Education.

☐ Other Explain: Please see the attached rubric developed by the Dance IC for best practices.

Approved: November 2015 for Academic Year 2016-2017
Provide additional information to support request:
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Included below to support this document are relevant sections on faculty hiring guidelines of the National Association of Schools in Dance (NASD). The National Association of Schools of Dance has been designated by the United States Department of Education as the agency responsible for the accreditation throughout the United States of freestanding institutions that offer dance and dance-related programs (both degree- and nondegree-granting), including those offered via distance education. The Association is a member of the Association of Specialized and Professional Accreditors.

2015-16 Handbook:

E. Faculty and Staff
   1. Qualifications
      a. Standards

(1) The institution shall maintain faculties and staff whose aggregate individual qualifications enable the dance unit and the specific educational programs offered to accomplish their purposes.

(2) Faculty members (including part-time faculty and graduate teaching assistants, as applicable) shall be qualified by earned degrees and/or professional experience and/or demonstrated teaching competence for the subjects and levels they are teaching.
2. Guidelines, Recommendations, and Comment

(2) Teachers of performance and/or choreography normally are or have been deeply involved as practicing artists in the specific disciplines or specializations they are teaching.

(3) NASD recognizes the Master of Fine Arts as the appropriate terminal degree for performance/choreography faculty. At the same time, the Association recognizes that some highly qualified artist-teachers may hold other academic degrees; others may not hold any academic degrees. In such cases, the institution should base appointments on experience, training, and expertise at least equivalent to those required for the Master of Fine Arts degree in the appropriate field.

(4) Academic degrees are a pertinent indicator of the teacher’s qualifications for instructing in theoretical, historical, and pedagogical subjects. In general, the Ph.D. and comparable doctorates are the appropriate terminal degrees in these fields; however, creative work, research, and publication are indicators of a teacher’s qualifications, productivity, professional awareness, and contribution to various aspects of dance and dance-related fields.

Name of IC Chair (serves as signature) Date

Angela Rosenkrans 10-13-2015