

**Project South Texas
Academic Program Working Groups
Final Report**

January 31, 2014

Working Group Name	Creative and Performing Arts
Working Group Co-Chairs	Tom Nevill Tom Grabowski
Working Group Members	Carlos Gomez; Christina Ballatori; Jonathan Guist; Michael Quantz; Tom Nevill; Cynthia Brown; Elvia Ardalani; Francisco Munoz III; Peter Dabrowski; Susan Fitzsimmons; Thomas Grabowski

Executive Summary

The Creative and Performing Arts (C&PA) Academic Working group consisted of the disciplines of Art, Music, Dance, Creative Writing English, Creative Writing Spanish, Theatre, Television and Film. The members for the group were:

UTB:

- 4 members of the Music Department
- 1 member of the Visual Art Department

UTPA:

- 1 member from the Modern Languages (Creative Writing)
- 2 members from the Department of Music and Dance (1 Music) & (1 Dance)
- 1 member from the Department of Art
- 1 member from the Department of Communication (TTF)

Of these disciplines, two are present at UTB in the College of Liberal Arts, Music (accredited by NASM) and Visual Arts. At UTPA all the 8 of disciplines are in the College of Arts and Humanities; Department of Art, 2 in Department of Music (accredited by NASM) & Dance, TTF is one of the areas in the Department of Communication (accredited by NAST) and the Creative Writing programs are housed dually in the Departments of English and Modern Language and Literatures.

The existing programs offered by these disciplines from UTB are 4 undergraduate, 2 minors 2 graduate and 2 graduate certificates. From UTPA there are 13 undergraduate, 5 minors, 7 graduate and 2 graduate certificates. (Note: the Graduate program in Theatre is in the process of being phased out by the Coordinating board). It is expected that these degree tracks will be continued in 2015 for the existing students as the universities merge.

As the group was told to think big, there are a number for new program possibilities proposed by the members. 11 new undergraduate programs, 4 new minors, 18 new MA/S and MFA programs and 9 PhDs are on the list from 2015-2025. All would need to be weighed against the actual needs and resources of what finally is put in place for the UT-RGV

The group looked at a number of existing programs for academic structural inspiration of how to shape an organizational structure for the disciplines and found a number of possibilities for further review. Each had elements that members of the group felt could be incorporated in to a structure that would suit our needs.

Looking at the possible Trans-disciplinary Opportunities was a bit of a challenge given the disciplines outside the area are still being defined and that many of these type of collaborations tend to start at a personal level as faculty from different fields connect. The creative and performing arts on both campuses have a long history of collaboration both within the

Project South Texas

Academic Program Working Groups

Final Report

group of disciplines and with outside entities. We have include a number of possibilities of connections that could be made give time, funding and interest from members of other disciplines.

The group found numerous places where the Bicultural/ Biliterate/Bilingual goals of the UT-RGV can be both incorporated as a component of the foundational academic curriculum of the programs and as part of the support programs and centers in the disciplines.

With Community Engagement, the C&PA disciplines will continue to serve as one of the one of the main contact points between the University and the local community. The hundreds of performances, recitals and exhibits that come from both the student's class requirements and from the co-curricular performing organizations will serve as one of the main faces of the UT-RGV. The performances of dance, music and theatre that either tour to elementary schools or the ones where the kids are brought on campus are often the first exposure that those students have to the arts. The University serves as resource and location where guest artists/groups can come and share their talents with both the students and the community. Academies and camps will connect more directly with the younger students (and older community members) as they provide education opportunities and outreach. A number of the of the CPA campus groups have earned national reputations.

There are several options in looking at the academic structure for the C&PA disciplines. Several are currently housed as areas with in other departments (Creative Writing and TTF); several are only on one campus and several on both. Each of the disciplines are developing students as artists which requires personal and hands on teaching, geared toward each student. Included in the report are notes from most of the disciplines as to what their needs that they feel will provide the best environment for their students and their success. There were several proposals as to an overall organizational structure. There was uncertainty of how our pieces of the jigsaw puzzle that is UT-RGV are to be shaped and how they will fit when we are not sure whole completed picture is going to look like.

Both of the current creative and performing arts programs (C&PA) enrolling students in Brownsville and Edinburg must be maintained and developed for the most relevant future curricula to function due to the nature of the disciplines themselves. The collaboration of the two campuses will provide for the best synthesis and revision of current degrees and programs, in accordance with the UT mission, into one administrative structure which will be best positioned to encourage innovative projects between the two campuses and the already strong faculty as resources.

We are planning in a manner which build upon our strengths and take advantage of collaboration on meaningful C&PA projects and programs which will give students compelling advantages in the creative and performing arts that are not only unique in the UT System, but also in the entire region.

For the programs currently at both locations, it must remain possible for students to receive *complete training at either campus* and be able to complete their arts degrees at either campus for these reasons: 1) the campuses serve distinct communities. The largest percentage of C&PA students come from the areas close to the campuses. 2) For rehearsals and performances to happen, all of the participants must convene in the same place. The 75-minute travel time between campuses precludes the possibility of weekly travel time for students, especially for Brownsville students who come from one of the poorest cities in America. 3) Required weekly sharing of C&PA faculty between both campuses to provide the necessary training will not be a viable option since both campuses are expected to grow and student population will quickly outrun faculty capacities to manage both campuses. Furthermore, such a circumstance would certainly put the accreditation of programs in jeopardy.

Project South Texas Academic Program Working Groups Final Report

Working Group Meetings

Date	Location/Format
10-4-2013 (Kick off meeting)	UTPA Face to Face
10-25-2013	UTPA Face to Face
11-8-2013	UTB Face to Face

Current Academic Programs

UTB	UTPA
	TTF
	BA-Communication-Design
	BA-Communication-Performance
	BA-Communication-TV/Film
	BA-Communication-Teacher Certification
	Minor-TTF
	MA-Theatre (Being phased out (2015/2018?))
	Dance
	BA-Dance High School Option 1 (certified)
	BA-Dance-Performance (non-certified)
	Minor in Dance (non-certified)

UTB	UTPA
Music	Music
BM-Music Performance Option	BM-Music Performance Option
BM- EC 12 – with Certification	BM-Music Education Option
MM-Music Education	MM-Performance Option
Certificates in Jazz and Mariachi	MM-Music Education (Music education Option)
	MM-Ethnomusicology Option
	Minor in Music
Art	Art
BA-Arts Studio	BA in Art with Teacher Certification (All level)
BA-Arts EC-12	BA in Art with a focus on Latin American Art History
Minor –in Art Studio	BFA with a focus in Graphic Design
Minor in Art History	BFA with a focus in Studio
M Ed- Curriculum and Instruction, emphasis Art	MFA with a focus on 2-D or 3-D or Design
	Graduate Certificate (18 credit hours) in Latin American Art History—on line
	Graduate Certificate in Graphic Design (18 credit hours)
	Minor in Graphic Design
	Minor in Studio Art
	CREATIVE WRITING
	MA in Spanish/ Concentration in Spanish Creative Writing
	MFA- English Creative Writing
	BA in English/ Emphasis in English Creative Writing

**Project South Texas
Academic Program Working Groups
Final Report**

Current Academic Programs to be Offered Fall 2015

Bachelor's Degrees	Master's Degrees	Doctoral Degrees
TTF	TTF	
BA-(department)-Design	MA-Theatre (Being phased out (2015/2018?))	
BA-(department)-Performance		
BA -(department)-TV/Film		
BA-(department)-Teacher Certification		
Minor-TTF		
Dance		
BA-Dance High School Option 1 certified		
BA-Dance-Performance (non-certified)		
Minor in Dance (non-certified)		
Music	Music	
BM-Music Performance Option(Guitar, Instrumental, Keyboard, Vocal)	MM-Performance Option	
BM-Music Education Option with Teacher Certification (Guitar, Instrumental, Keyboard, Vocal)	MM-Ethnomusicology Option	
Minor in Music	MM-Music education	
Certificate in Jazz and Mariachi		
Music Academy		
ART	ART	
BA in Art with Teacher Certification (All level)	MFA with a focus on 2-D or 3-D or Design	
BA in Art with a focus on Latin American Art History	Graduate Certificate (18 credit hours) in Latin American Art History—on line	
BFA with a focus in Graphic Design	M Ed- Curriculum and Instruction, emphasis Art	
BFA with a focus in Studio 2-D and 3-D		
BA-Arts Studio		
Minor –in Art Studio		
Minor in Art History		
CREATIVE WRITING	CREATIVE WRITING	
BA in English/Emphasis in English Creative Writing	MFA English Creative Writing MA in Spanish/ Concentration in Spanish Creative Writing	

**Project South Texas
Academic Program Working Groups
Final Report**

New Academic Programs for Fall 2015 (Please indicate with an asterisk (*) your top 3 priorities.)

Bachelor's Degrees	Master's Degrees	Doctoral Degrees
*1+4 International Music Program BFA in Animation, Illustration and Lens Art *BA-Art History (generalist) BA-Art Therapy Certificate-Metal Fabrication	*MA in Art Education MA in Studio Art MA in Museum Studies/Curatorial Studies M.A. In Latin American Art History *MA-Art History (generalist) MFA in Visual and Critical Thinking (low residency program with International Study Abroad component) Graduate Certificate in Graphic Design	
Minor in English Creative Writing Minor in Spanish Creative Writing	*MFA Bilingual Creative Writing	

New Academic Programs for Fall 2017 (Please indicate with an asterisk (*) your top 3 priorities.)

Bachelor's Degrees	Master's Degrees	Doctoral Degrees
*BA -Multidisciplinary Creativity Arts Arts Administration		*Art Education , PhD
	MA-Theatre MAIS (for teachers and continuing graduate work)	
*BFA-Dance Performance		
*BM – Music Therapy *BM - Music Industry and/or Business Minor Certificates: Bilingual Music Education Estudiantina/Rondalla Arts Entrepreneurship Conducting Certificate Mexican Marimba Guitar Education Music Continuing Education Program	4+1 in Music Education with Certification-Conducting Option	
BFA in Graphic Design	M.P.S. in Digital Photography MFA in 3-D Design and 3-D Animation M.P.S. Master of Professional Studies in Art Therapy and Creativity Development (Or Creative Arts Therapy, MA) M.A. in Art Therapy	

Project South Texas

Academic Program Working Groups

Final Report

	MFA in Graphic Design M.F.A. in Animation, Illustration and Lens Art	
BA in Bilingual Creative Writing BA in English Creative Writing Minor in Bilingual Creative Writing		

New Academic Programs for Fall 2020 (Please indicate with an asterisk (*) your top 3 priorities.)

Bachelor's Degrees	Master's Degrees	Doctoral Degrees
	*MA in Latino/Border Theatre	
	M.S. in Arts Entrepreneurship and Non Profit Management	
Certificates: Opera Orff/Kodaly Bilingual Music Education Music Technology	*Music Therapy	PhD in Ethnomusicology PhD in Music Education PhD in Musicology
	M.A. in Museum Studies/Curatorial Studies M.S In Industrial Design	*Ph.D. Art History (generalist) *Ph.D. Art Therapy
BA in Spanish Creative Writing	MFA in Spanish Creative Writing	

New Academic Programs for Fall 2025 (Please indicate with an asterisk (*) your top 3 priorities.)

Bachelor's Degrees	Master's Degrees	Doctoral Degrees
	MA-Theatre	
BM - Contemporary and Popular Music		
BA in Mexican and Latin American Art History		*Ph.D. in Latin American Art History *Ph.D. in Art Education *Ph.D. in Museum Studies

Project South Texas Academic Program Working Groups Final Report

Examples of innovative programs

Identify institutions and/or programs that are organized in an innovative way. In what ways are the programs innovative? How does this organization promote student success and/or scholarly activity?

<http://www.utexas.edu/finearts/tad/undergraduate/bfa-dance>

<http://www.depauw.edu/music/>

<http://www.gipca.uct.ac.za/> -- **Gordon Institute for Creative and Performing Arts** – “The University of Cape Town’s Gordon Institute for Performing and Creative Arts (GIPCA) facilitates new collaborative and interdisciplinary creative research projects across Faculty but particularly in the disciplines of Music, Dance, Fine Art, Drama, Creative Writing, Film and Media Studies. Interdisciplinary is a key theme of the Institute and projects are imbued with innovation, collaboration and dialogue with urbanism and community. Projects bring together diverse entities: the various creative and performing art disciplines at UCT, as well as the University and City, training institutions and the profession. The Institute actively seeks partners both outside of the University and within it, in an effort to enrich the research and development of creative work and to make such work available to all communities.”

<http://iah.psu.edu/about/> **Institute for the Arts and Humanities** – “Founded in 1966, Penn State’s Institute for the Arts and Humanities is one of the oldest and most distinctive interdisciplinary centers in the nation. Over the past fifty years, major American universities have created dozens of advanced research institutes in the humanities and/or centers for the fine and performing arts, but because the arts and humanities are almost always housed in different colleges with different administrative structures, most universities have kept their arts and humanities centers separate. Penn State, by contrast, is one of a handful of universities whose interdisciplinary institute was designed from the outset to bring together innovative work in the arts and humanities under one roof, across two colleges.”

<http://musictherapy.imnf.org/> **Institute for Music and Neurological Function**- “The Institute for Music and Neurologic Function's groundbreaking and internationally recognized programs use music therapy to assist the "awakening and healing" of individuals with a wide range of neurological conditions including strokes, trauma, dementia, Alzheimer's and Parkinson's diseases.”

<http://herbergerinstitute.asu.edu/> **Herberger Institute for Design and the Arts** – “Comprised of a dynamic combination of disciplines, the ASU Herberger Institute for Design and the Arts is at the forefront of the investigation of creativity and creative practice shaping the 21st century. Many of the institute’s programs consistently rank in the top ten of national peers and encompass more than 45 areas of study within its six schools: art; arts, media and engineering; dance; design; music; and theatre and film. The ASU Art supports our research initiatives and the Herberger Institute Community Programs enable students and faculty to interact with the public through meaningful partnerships. Our students benefit from enriching opportunities for exploration and discovery designed to provide them with the necessary tools to become creative leaders within their chosen professions.”

<http://calarts.edu/academics/programs-and-degrees/integrated-media> (integration of TTF, dance, music, writing, art for advanced students in the individual programs of study)

BARD College BFA and MFA Visual and Critical Thinking LOW RESIDENCY PROGRAM: SPRING SUMMER INTENSIVE
<HTTP://WWW.BARD.EDU/MFA/OVERVIEW/>

Goddard College MFA LOW RESIDENCY PROGRAM <HTTP://GODDARD.EDU/MFA-INTERDISCIPLINARY-ARTS>

The new proposed MFA in Visual and Critical Thinking, with low student residency is a program for independent creators, able to work within their own vision. This program caters to the artist who can interpret art, philosophy and visual thinking past and present, and for those who do not want to be limited to one discipline. Many non- traditional students do not

Project South Texas

Academic Program Working Groups

Final Report

have the ability to move to Edinburg for two or three years. This unique program will explore multiple studio disciplines, devise limited residencies here and abroad, and serve the needs of adult professional artists who are independent creators. It will serve a worldwide market with its hybrid delivery system of on-line graduate art history classes and short term residencies to fulfill studio contact hours. Our 30% growth in the graduate MFA area in the last year has already maxed out our capacity to accept new students who require studio spaces. The only way to meet demand is to develop the hybrid 3 year MFA in Visual and Critical Thinking. It would require limited residencies during the academic year, and would blend very well with our partnership with UTB Art department. Students would work in their home studio, and meet twice/three times a year in different locations such as Mexico, Belgium and Edinburg/Brownsville for discussion of their projects and to present their work. Students will explore exhibition opportunities, contact galleries, and absorb the visual culture of the country.

School of Visual Arts, NYC: MPS in Digital Photography: a one-year, full-time program or through low-residency option. Available as an online/summer residency or on-campus/summer residency program for a cutting-edge education in current digital photographic practices and aesthetics. Both the on-campus residency and online/summer residency students come together for the summer session to produce their thesis projects, which culminates in a group exhibition.
<http://www.sva.edu/graduate/mps-digital-photography>

UTEP Creative Writing Program <http://academics.utep.edu/Default.aspx?tabid=14383&submenuheader=0>

Possible consultations

Identify campuses that faculty and administrators who are engaged in further planning may wish to study or visit and/or leaders/scholars that planners may wish to consult.

School of Visual Arts and Pratt Institute in New York City for low residency programs

School of Visual Arts, Bard College, Texas Technical, University of Houston (MS in Industrial Design)

Herberger Institute for Design and Arts, Arizona State University

<http://calarts.edu/academics/programs-and-degrees/integrated-media>

The National Office for Arts Accreditation (NOAA) is the name given to the staff and facilities shared by the National Association of Schools of Music, the National Association of Schools of Art and Design, the National Association of Theatre, and the National Association of Schools of Dance. NOAA has no corporate identity nor funding designated specifically to itself. In addition to the work of these four accrediting bodies, NOAA manages these cooperative efforts that involve all four accrediting bodies, the Higher Education Arts Data Services (HEADS) project, the Council of Arts Accrediting Associations (CAAA), and the Accrediting Commission for Community and Precollegiate Arts Schools (ACCPAS). The HEADS project is an ad hoc institutional research effort financed primarily by the four higher education accrediting associations. CAAA is focused on interagency discussions and projects on matters of common interest. ACCPAS provides accreditation services for arts-oriented schools and programs for children, youth, and/or adults in a community. <http://www.arts-accredit.org/Is>

Project South Texas

Academic Program Working Groups

Final Report

Trans-disciplinary Opportunities

Describe the trans-disciplinary opportunities that extend beyond your group of disciplines.

TTF: Biomechanics-Performance

Theatre in Education-Creative dramatics/elementary education

Theatre as Communication/Propaganda

DANCE: General Education: Teachers Preparation Programs

Bilingual Education: Choreographing a dance suite incorporating a bilingual dance script such as a “Spanish Zarzuela”

History: A reconstruction of “Giselle” during the Romantic Period

ART: M.P.S. Master of Professional Studies in Art Therapy and Creativity Development. Cross disciplinary program, 53 credit hours two year professional degree program that provides a synthesis of creative, aesthetic, and psychotherapeutic theory. Can be low residency, but must meet the requirements of ATT

M.S. In Industrial Design in conjunction with Engineering

Archive Management/Museum Studies—Anthropology and History collaborations.

Creative Writing:

Medical: Creative Writing in Therapeutic Applications

General Education: Teaching Creative Writing Across the Curriculum/Teachers Preparation Programs

Bilingual Education: Teaching Language Through Creative Writing/Teachers Preparation Programs

Environmental Science: Creating Environmental Awareness Through Writing/Literature

Psychology: Creative Writing in Therapeutic/Wellness Applications

Criminal Justice: Creative Writing in Testimonial Contexts

History: Creative Writing in Historical Applications

Translation: Creative Writing in Translation

Music:

- Music in Society and Community
- Centers for Creative Exploration of Music (dance, theatre, visual art)
- Collaborative Projects in Music Creation
 - Mariachi and Opera - The Chicago Lyric Opera performed a mariachi opera
<https://www.lyricopera.org/tickets/productiondetail.aspx?id=13679>
- Collaborative Projects in Music Education
- Creation and Integration of Technology
 - Gaming Audio
<http://online.berklee.edu/courses/introduction-to-game-audio>
- Business: Music Management (with Patron of the Arts); Music in Marketing
- Translation: Translated Music Courses online
- Computer Science: Web design and music, producing online music videos
- Medical: Music in Therapeutic Application/Healing/Wellness
- Biomechanics: Movement in Music, health and application longevity research
- Education: Music in Learning Enhancement/Best Practices
- Physics: Music Acoustics/Innovation progress in instrument design
- Architecture: Space Design/Innovation & Advancement
- Environmental Science: Bioacoustics <http://www.birds.cornell.edu/brp/>
- Neuroscience: Music and the Brain
 - Therapeutic research
- Creative & Performing Arts Collaborative Large-Scale projects:
 - integrated productions

Project South Texas

Academic Program Working Groups

Final Report

- interdisciplinary education
- interdisciplinary community partnerships

Bicultural/ Biliterate/Bilingual

Describe how the proposed academic programs reflect the bicultural/bilingual/biliterate mission of the new university and culture of our region.

Latin American TTF will be incorporated as a component of the foundational background for the tri-medial TTF major.

The BFA in Dance Performance will produce quality graduates through the diversity of ethnic dance forms such as Flamenco and Folklorico that are embedded in our region.

The BFA will produce dancers whose work will contribute to artistic productions in the Americas.

ART: M.A. in Latin American Art History incorporates all aspects of bicultural/bilingual/biliterate mission of the new university.

ART: MFA in Animation, Illustration, 3-D Design and Lens Art is cross disciplinary with Creative Writing, Film, Communications, as well as a focus on developing animation for training projects such as medical specialists and human resource training in a variety of disciplines in a bilingual/bi literate environment.

The Creative Writing Programs aim at

- producing superior quality graduates that reflect the ethnic and linguistic composition of our region
- producing writers whose work would be part of the literary productions of the Americas in English, Spanish or bilingually
- produce well prepared bilingual writers capable of narrating the cultural heritages of the region opening the opportunity to the English and Spanish linguistic populations of the world to participate in our programs.

MUSIC: The Center of Excellence for Latin American and Iberian Music fosters the research, performance, and the study of art music, popular music, and traditional music from the Spanish and Portuguese speaking world. Currently, the UTB music faculty is interacting with Latin American and Iberian music in a variety of ways through research, performance, and education. **CELAIM** acknowledges the established excellence of our music program, and distinguishes us as we draw on our strengths and deepen our expertise in Latin American and Iberian musical studies. **CELAIM** highlights the scholarly research, performance activities, educational projects, and courses offered while also serving as an important link to other research sources and activities.

Articulation Agreements

- International with Mexico, Australia and Russia (Costa Rica, Argentina Puerto Rico, and Spain currently in progress)
- Regional with STC (TSC, Laredo CC, Del Mar College and Victoria College are currently in progress)
- National (McNeese State currently in progress)

TTF: Center for Latino Theatre Television and Film

The dual purpose of the center would be

- 1) To provide a first class center for the education of UTPA students in undergraduate and graduate courses in this area and
- 2) To provide a desirable physical facility which would attract professional artists to take up residence and work on projects of artistic merit which may or may not be commercially viable.

The Center should contain four major components:

- A) a library repository for scripts, films and videos dealing with the Latino/Chicano/Hispanic experience;
- B) a residency center for guest artists in the field of theatre-TV-film to develop and experiment with new materials; where guest artists could stay while working with regular university faculty to educate Latinos and other students in South Texas

Project South Texas

Academic Program Working Groups

Final Report

in the arts of theatre, television and film.

C) a performance center where developing and developed materials can be shown publicly and semi-privately workshopped, for the presentation of works which are still in developmental stages, using any combination necessary of student, local and professional artists in the projects.

D) a place with the resources to develop professional productions of theatre, video and motion pictures designed and produced by the guest artists, using students as assistants wherever possible.

The aim is to provide a complete center for the practice of these arts and the nourishment and development of the talents of people in these fields, whether students or working professionals. Because this department has uniquely combined the three areas of theatre, television and film, because it can focus on Latino and Inter-American cultures, and because the project can serve several purposes at once, it has extraordinary usefulness and can be a magnet for the area to attract desirable economic growth.

Community Engagement

Describe how the proposed academic programs reflect the community engagement mission of the new university.

All of the disciplines included in the group (Art, Creative Writing, Dance Music, Theatre, Television, Film) include co-curricular performance groups/components where the students, in order to perfect their skills and talents, must perform/exhibit their works to an audience. The student driven work in these disciplines will be the one of the major points of contact at UT-RGV for the public.

Multiple Music/Arts Academies

Run under the auspices of UT-RGV in at least two locations (Brownsville & McAllen). Offer classes in instruments and voice as well as expanding into Latin-based offerings like flamenco guitar, Latin Rhythms, Conga, Brazilian Jazz.

In Brownsville, we are in the process of expanding to incorporate an El Sistema-based community arts academy partially funded by federal HUD grants <http://elsistemausa.org/>. The current UTB Music Academy serves over 200 community members of all ages each year with direct instruction. University students benefit from the real-life teaching experience in preparation for education careers. This will serve as a model for future programs in the Valley.

Build Media Presence

Engage in radio, TV, Web content that serves as a nexus with the RGV communities:

Excursiones Musicales

Since October 5, 2012, the thirty minute radio show *Excursiones Musicales* has been aired on Fridays at noon on KMBH Public Radio 88 FM. The mission of the show currently is to use events in the UTB Department of Music as a stepping stone to music of the Rio Grande Valley and beyond in a series of sound excursions. The Department of Music faculty has a strong interest in Latin American and Iberian cultures-- we teach, research and perform music from these areas on a regular basis. This focus has led to the newly approved UTB *Center of Excellence for Latin American and Iberian Music*, which pools together our faculty's strengths and interests in these areas. *Excursiones Musicales* builds on these same interests. In the weekly episodes, the show makes connections between local musical events and sounds from around the world. Emphasis is on music that relates to the Rio Grande Valley's Latin heritage but the show moves freely between international, classical, popular and folk styles, putting the music into context through brief introductions whenever possible to enhance the listening experience. UTB faculty members and their musical activities and favorite repertoires are frequently featured on the program.

Build Education Partnerships

Research, university student preparation, donation of services and expertise to create an ongoing series of productive Arts projects in the communities and a permanent relationship between the university and K-12 education.

Outreach Concerts/Programs

Build upon and expand extant programs: Patron of the Arts concert series, Hansel and Gretel Operetta, B-Smart Orchestra,

Project South Texas

Academic Program Working Groups

Final Report

Woodwind Chamber Music Programs, Brownsville Guitar Ensemble Festival & Competition, Honors Woodwind Choirs, Brownsville Flute Festival, Brownsville Clarinet Festival, La Noche de la Guitarra, UTPA Guitar Festival & Competition, the Symphony Goes to the Movies, University Theatre Productions, the Latino Theatre Initiative, Theatre for Young Audiences, Ballet Folklorico, The Dance Ensemble, Cuadro Flamenco, Guitar, Saxophone, Brass, Flute, Clarinet, Trumpet and Tuba-Euphonium, Trombone, Wind, Percussion, African Drumming Ensembles, Mariachi, One O'clock Latin Band, Symphony Orchestra, University Choir, Opera Workshop, Drum Line and Jazz Band. Art exhibits at the various gallery spaces include the Charles and Dorothy Clark gallery

Academic Structure

Describe the academic structure you are recommending for your group of disciplines.

There has been some feedback from faculty on concerns that as we look to expand programs in the new university that there are some areas where resources for existing programs are inadequate.

As our charge is to recommend a possible academic structure and programming in the Creative and Performing Arts disciplines, we wanted to start at the beginning. Art, Artists and what we do forms the basis of what we teach. Defining art is a difficult task, as artists, it is simply what we do. One definition has it as the imitation of something natural or imagined. Whatever your definition of art is, it will probably have some common characteristics. Creativity will be part of it as will be imagination. Central to the art will be the artist (or artists) and the communication with the audience. This communication can be intellectual, it can be emotional and it can be spiritual. If you listen to Goethe, it should be all three. In some of our fields the communication path is one way, from the art/artist to the viewer; with others it is two way. The audience/viewer completes the artwork. Art is by people for people. Our ability as artists to imagine is limitless but our ability to create is limited.

The training of this creative process in a student is what we want the structure we set up to do in the most effective manner possible. The innate talent inherent in the student artist can only get them so far, it takes training to refine the skills. An untrained artist creates by accident, but with training the work is repeatable and controlled. Art does not lend itself to mass production and neither does the training process. What we do is at a certain level is unique to the student and once you begin to get beyond the basics, the teaching needs to be hands-on, geared to the student, their talents, needs and skills. It is in the doing (and failing) time and time again that leads to a fully rounded, expressive artist. Mastery of the skills alone will not lead to art that is satisfying. We learn more from our mistakes than our successes and the learning process must allow for this in students.

There is a personal connection between the viewer and the artwork, sometimes individual, sometimes collective. The students must learn that for an audience to be able to get anything out of a piece of art, they must have taken the time and thought to put it in there for them. The student must have a background body of foundational knowledge and experience that will be the seeds from which the art will grow. The wider this foundation is, the more multilayered, the more evocative the art will be. There also needs to be a focus on the delivery system for the art. How does it get to the audience? The business aspects of art have importance as part of the training.

Technology has always had a place in art and artists have always taken advantage of it in the creation of artworks. But for it to be successful, the art must drive with technology providing the support. Technology by itself cannot entertain and move an audience. It is in the collaboration of artists and engineers that art can happen. New fields of art have evolved out of these collaborations. Any structure we set up must allow for this to happen but not require it. (See link at end)

In order for a program to be viable within the context of its discipline, it needs to include the study of the body of works from all the genres at its base. All of the disciplines here have roots that go back in history (some farther than others), influences that have come from many places and societies. Genre specific centers of study can be set up as part of the overall program. For programs that include accreditation by outside agencies, this wide focus will be required.

We may teach with technology, but not by technology. We are teaching the student artist how to make the connections between them and their audience. This involves the hands-on training of the student artist's eyes, ears, hands; all their senses come together in perfecting their craft and art in the creation of the piece at hand, either individually or in ensemble. This happens at all levels but especially at the upper level of classes. All of the programs we list as innovative seem to have this individual focus in their programs.

<http://www.botndolly.com/box>

Project South Texas

Academic Program Working Groups

Final Report

Some Specific notes from the disciplines:

For TTF, what we do is an integrated focus on all the methods of showing a story to a variety of audiences using a multiple delivery systems. We are also about using the techniques of performance in other modes such as for education.

There are advantages for TTF to being included in an organizational structure that pairs it with the Mass Communication/Communication Studies discipline as ultimately what we do is communication. There are a number of shared classes on technology aspects of television/film. Much of the equipment is shared as is the production facilities (studios and edit labs) and the support staff of engineers. There are disadvantages, mainly in the differing areas of academic evaluation standards.

As a standalone structure, TTF would have the advantage of a cohesive focus of the faculty and students. It would be easier to administrate with a smaller cohort of students, few degree tracks and less faculty. What would be lost is the advantages that the number of students and faculty afford in a larger program. The diversity of the differing groups feeds and drives each of the components, sometimes into unexpected places.

The addition of a Division of Performance Services for the group of disciplines that would provide both front of house services (centralized box office, audience management, promotion, advertising and graphic arts) and back of house support where needed (stage management, sound and light production support) is recommended. This would serve and support performances and exhibitions for all the disciplines within the group as well as for the rest of the University.

A (BFA) in Dance will provide qualified students with opportunities to acquire and develop skills and knowledge needed to participate significantly not only in the field of contemporary dance but in world dance such as Flamenco and Folklorico which are closely embedded in our region. Through the development , implementation and expansion of individual artistic vision and goals the successful candidate for a BFA in Dance will excel in critical engagement while exploring innovative formats, venues and creative processes as a choreographer, performer, researcher/writer and arts leader.

The Dance Faculty has confirmed that our existing BA in Performance is closely linked to the same criteria as BFA's in other Dance Departments, such as UT - Austin, Texas Woman's University, and Texas Christian University. Therefore we would like to pursue changing our existing BA in Performance to a more prestigious BFA degree since the students are already completing many the rigorous requirements of a BFA degree in Dance. Now that our program has moved from the Department of Health and Kinesiology and out of the College of Education into the Department of Music and Dance in the College of Arts and Humanities, offering a BFA is the next logical step. We already have the structure for this degree and look to complete the logistics of converting our existing BA to BFA by 2015. Offering this option will serve students in meeting graduate program requirements for those who want to pursue MFA degrees.

The academic structure of the BFA degree in Dance would help prepare individuals to express ideas, feelings, and/or inner vision through the performance of one or more of the dance disciplines, including but not limited to modern, ballet, jazz, cultural dance forms, and folk dance, and that focuses on the study and analysis of dance as a cultural phenomenon. The BFA degree includes study of technique, improvisation and choreography, dance history, philosophy and criticism, dance science and dance production. These studies culminate into a final project that is presented in a formal setting and reflects the artistic development and achievements of the student.

The proposal made by the Theatre, Television and Film program for the addition of a Division of Performance Services, as described above, would be of great benefit to the Dance Program as well. In addition, it is hoped that in the near future the Dance Program would be seeking NASD accreditation to align with the Department of Music and Department of Theatre accreditations.

For Creative Writing, it is a discipline that needs part of an academic structure that can support the needs of its faculty and students. It is still a topic of discussion as to how and where it can best fit. While it is a vital foundational element for some of the other disciplines in the working group, it also fits well with disciplines from other working groups (mainly the humanities). We are proposing to be part of the Creative and Performing Arts, establishing constant collaboration with them as well as engaging in long term collaborative programs but to be housed in the English and Modern Languages departments, since faculty has traditionally being part of such disciplines as well. We suggest double appointments, where creative writing faculty can be part of both programs. This would enrich the nature and spirit of the discipline and would allow the faculty to develop the students experience in a more holistic way.

Project South Texas

Academic Program Working Groups

Final Report

Art: We are interested in graduate and undergraduate programs that focus on international experiences as well as providing a sound foundation of self. Allowing for programs with low residency requirements as well as traditional face to face interaction, cross disciplinary and interdisciplinary with Engineering, Science, Education, Psychology, the Medical Profession and Counseling, Mexican American Studies, Latin American, Caribbean Studies, and incorporate technology as methodology as well as delivery (for example animation, 3-D modeling and foundry).

One model proposed is based on the Herberger Institute for Design and the Arts

Institute/College for the Advancement of the Creative and Performing Arts

Schools of:

Architecture & Design Dance Theater, Television, Film Music Visual Art

– Dedicated to promoting the innovation, understanding, and conservation of human expression –

- The scope is to promote a long term, cross generational process of aligning resources and research for creative and performing arts sustainability
- The creative and performing arts project will employ strategies which produce:
 - **Superior Quality** in the production of creative and performing arts
 - **Ongoing Relevance** to professional and artistic work and its position in cultural frameworks
 - **Partnerships** built upon strong collaborations with area and global organizations and communities: medical school, school districts, arts, media, civic, mercantile, industrial, philanthropy
 - **Advocacy** for creative and performing arts
 - **Resource** generation and acquisition
 - **Technology** through arts creation, integration, exploration and active participation
 - **Global** perspective for exploration of creative and performing arts in the Americas
 - **Ongoing** positive impact on the South Texas community
- Cross-discipline (within the creative and performing arts) and trans-discipline (outside the creative and performing arts) collaboration to further the arts, arts research, and arts sustainability as it is reflective of creative and performing arts in society
 - **Cross-Discipline Initiatives:**
 - Degrees/certificates in Creative and Performing Arts in Society/Community
 - Centers for Creative and Performing Arts in the Americas
 - Collaborative Projects in Creative and Performing Arts Creation
 - Collaborative Projects in Creative and Performing Arts Education
 - Creative and Performing Arts Technology: Creation and Integration
 - Creative and Performing Space Design, Innovation and Sustainability
 - **Trans-Discipline Initiatives:**
 - Medical: Creative and Performing Arts in Therapeutic Application and biomechanics research
 - Education: Creative and Performing Arts in Learning Enhancement/Best Practices
 - Business: Creative and Performing Arts in Marketing/Management
- Research in creative and performing arts, creative and performing arts learning, and creative and performing arts performance

Project South Texas

Academic Program Working Groups

Final Report

- Technology will be incorporated as a tool to enhance the creative and performing arts, creative and performing arts education, and creative and performing arts sustainability

Another thought on structure is a large college with a number of schools that collects related disciplines together in academic units. While the overall umbrella would handle the administrative/business aspects common to all disciplines, the smaller units could focus with the academic needs of students and faculty with in the related disciplines. This could allow teachers to teach and artists/researchers to create and develop an environment where our students can realize their potential.

College of Arts, Humanities and Social Sciences

Dean (Administrative Head, Duties include fundraising, promotion, financial management, HR; handling the business aspects of education)

Note: not all possible disciplines included.

School of the Arts

Associate Dean/Director (duties Academic administration)

Disciplines

Art

Dance

Music

TTF

Division of Performance Services (FOH Support, BOH Support)

Center for Latino Theatre-Television-Film

The Center of Excellence for Latin American and Iberian Music

School of Language Studies

Associate Dean/Director (duties Academic administration)

Disciplines

Modern Language

ESL

English

School of Humanities

Associate Dean/Director (duties Academic administration)

Disciplines

Communication

History

Philosophy

Medical Humanities

School of Social Sciences

Associate Dean/Director (duties Academic administration)

Disciplines

Anthropology

Political Science

Psychology

Sociology