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**MISSOURI STATE UNIVERSITY**

**Baccalaureate Degree in**

**Dance**

**A proposal for the Missouri State Department of Higher Education**

**3/10/2015**



**NEW PROGRAM PROPOSAL FORM**

**Sponsoring Institution(s):** Missouri State University

**Program Title:** Bachelor of Science in Dance

**Degree/Certificate:** Bachelor of Science

**Options:** Click here to enter text.

**Delivery Site(s):** Missouri State University

**CIP Classification:** 50.0501

\*CIP code can be cross-referenced with programs offered in your region on MDHE's program inventory [higher.mo.gov/ProgramInventory/search.jsp](http://higher.mo.gov/ProgramInventory/search.jsp)

**Implementation Date:** Fall 2015

**Cooperative Partners:** Click here to enter text.

\*If this is a collaborative program, form CL must be included with this proposal

**AUTHORIZATION:**

Dr. Frank Einhelig, Ph.D., Provost

Name/Title of Institutional Officer

Frank Einhelig 3/17/15  
Signature Date

Christopher J. Herr

417-836-4400

Person to Contact for More Information

Telephone



## I. Executive Summary

The proposed BS in Dance is designed primarily for students who are interested in pursuing a dance degree in college, but are limited because of the large number of hours required in our BFA program in Dance. The number of hours required in the BFA program makes it very difficult for transfer students to complete the BFA in fewer than three years, which places those students at a disadvantage. Additionally, there are a great many students who would like to double major in Dance and another discipline. The current BFA program makes it difficult to do so because of the hours it requires.

Accordingly, this degree plan is designed with both transfer students and double majors in mind. The 42 hour requirement allows the transfer students to finish their requirements within two years (many will transfer in some of their dance hours already completed), and it is small enough to allow students to major in dance and in another discipline. We have a great many dance minors in our university, many of whom have indicated that they would be interested in a major if it were more accessible. It should be pointed out that this program is not designed to replace the BFA program, which provides more intensive training for students who intend to directly pursue dance as a career, either as a performer or an educator. The BS degree would allow for more flexibility for students who want to maintain and develop their dance skills and situate themselves on their chosen career path.

An additional benefit to the degree program is better utilization of our faculty resources. By attracting more majors, we could ensure that all levels of our technique classes were at capacity. The potential costs down the road of adding additional sections of courses with strong demand would only come with additional enrollment, which would more than offset any potential costs. The dance classes can absorb additional enrollment in current teaching loads, so these additional costs (either for per course instructors or faculty overloads) would only become an issue a few years into the program's development. In addition, the only new course in this program is DAN 482, a one credit capstone course that is designed to give the BS students a culminating experience (a paper, a public presentation, etc.) mentored by a faculty member, in order to tie together their work in the program. This course will be taught as part of faculty's regular teaching loads for the foreseeable future and so will not incur any additional costs.

## II. Introduction

This proposed degree, a BS in Dance, is designed in response to demand from a changing student population. It is a 42 hour major, which gives students grounding in history and pedagogy as well as a breadth of studio classes where they can hone their dance skills. With more transfer students at the university than ever before, and with graduates needing a flexible skill set to meet the demands

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of today's marketplace, this degree will give students from two-year schools (and other transfers) interested in dance the option to pursue their interests and still complete a degree in a timely manner. It also allows students interested in both dance and another area to pursue degrees in both.

III. Alignment With Mission and Goals

This degree is very much in alignment with the university's mission and goals, as well as with the department's. It is aimed to use resources more efficiently and to offer students greater access to the department's faculty resources, and to facilitate shorter time to graduation for transfer students and double majors interested in dance. As with all of the majors in our department, the BS in Dance will engage thoroughly in the public affairs mission of the university, coupling advanced study of dance and community engagement through public performance.

1. Need:

A. Student Demand:

- i. Estimated enrollment each year for the first five years for full-time and part-time students (Please complete table below)

Form SE	Year				
	1	2	3	4	5
Full Time	5	10	15	20	20
Part Time	0	0	0	0	0
Total	5	10	15	20	20

- ii. Will enrollment be capped in the future? ENROLLMENTS WOULD ONLY BE CAPPED WHEN/IF FACULTY AND SPACE RESOURCES BECOME MAXED.
- iii. Please provide a rationale regarding how student enrollment projections were calculated: PROJECTIONS ARE BASED ON TRANSFERS FROM 2-YEAR INSTITUTIONS, TRANSFERS FROM OUR CURRENTLY OFFERED BACHELOR OF FINE ARTS (BFA) DEGREE, AND NEW STUDENTS ENTERING THE PROGRAM.

B. Market Demand:

- i. National, state, regional, or local assessment of labor need for citizens with these skills. THERE ARE FEW DANCE PROGRAMS NATIONALS THAT OFFER BOTH BACHELOR OF FINE ARTS AND TRADITIONAL BS DEGREES. THIS PROPOSED BACHELOR OF SCIENCE (BS) DEGREE WOULD BE A WAY TO OFFER A MORE CONCISE CURRICULUM AND MORE EASILY ALLOW TRANSFER STUDENTS TO COMPLETE A DEGREE WITHIN TWO YEARS. THE JOB MARKET IS BURDENED WITH BFA STUDENTS FROM PROGRAMS ACROSS THE COUNTRY WHO HAVE VARYING LEVELS OF SKILL AND TALENT; HOWEVER, THIS PROPOSED BS DEGREE, WHICH WOULD BE OFFERED PARALLEL TO THE BFA DEGREE, WOULD BRING INTO THE MARKET PEOPLE WHOSE SKILLS MAY BE MORE GENERAL BUT WHOSE OPPORTUNITIES COULD BE GREATER.
- ii. Support letter(s) from potential employers (optional; append to proposal)

C. Societal Need:

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- i. General needs which are not directly related to employment. DANCE IS AN INHERENTLY COLLABORATIVE ART THAT REQUIRES PRACTITIONERS AND PATRONS ALIKE TO BE KNOWLEDGEABLE OF ARTS, SCIENCES, LETTERS, SOCIETY, AND CULTURE. WE HAVE FOUND THAT THERE IS A SIZABLE PORTION OF STUDENTS WHO ARE INTERESTED IN PURSUING DEGREES IN THIS FIELD BUT WHO, FOR A VARIETY OF REASONS, CHOOSE NOT TO ENTER THE PROFESSION; HOWEVER, IT IS EXACTLY STUDENTS LIKE THESE WHO ARE SOUGHT AFTER FOR THEIR COMMUNICATION AND COLLABORATION SKILLS, IMAGINATION AND INVENTION, AND PATRONAGE OF THIS (AND OTHER) ART.
  - ii. Support letter(s) from community leaders (optional; append to proposal)
- D. METHODOLOGY USED TO DETERMINE "A" AND "B" AND "C" ABOVE. THE METHODOLOGY USED TO DETERMINE THE ABOVE IS BASED ON ADVISING CURRENT STUDENTS, DISCUSSIONS WITH DANCE PROFESSIONALS, AND CONVERSATIONS WITHIN THE DEPARTMENT AND COLLEGE ABOUT ADDRESSING SPECIFIC NEEDS. SPECIFICALLY WE HAVE FOUND THAT SOME STUDENTS WILL NOT ENTER OUR CURRENT BFA PROGRAM, BECAUSE OF THEIR BROAD INTERESTS AND THEIR DESIRE TO HAVE TWO MAJORS. A BS IN DANCE WOULD ALLOW SUCH STUDENTS TO PURSUE THEIR INTERESTS AND COMPLETE THEIR STUDIES IN A REASONABLE AMOUNT OF TIME.

2. Duplication and Collaboration (Form CL):

If similar programs currently exist in Missouri, what makes the proposed program necessary and/or distinct from the others at public institutions, area vocational technical schools, and private career schools? FROM OUR RESEARCH WE ARE UNABLE TO DETERMINE IF THERE IS ANOTHER PROGRAM AT A PUBLIC INSTITUTION IN MISSOURI THAT OFFERS A BS IN DANCE.

Does delivery of the program involve a collaborative effort with any external institution or organization? If yes, please complete the rest of this section (Form CL. If no, state not applicable and go to item 3. NOT APPLICABLE

Length of agreement (open-ended or limited): \_\_\_\_\_

- A. Which institution(s) will have degree-granting authority?
- B. Which institution(s) will have the authority for faculty hiring, course assignment, evaluation, and reappointment decisions?
- C. What agreements exist to ensure that faculty from all participating institutions will be involved in decisions about the curriculum, admissions standards, exit requirements?
- D. Which institution(s) will be responsible for academic and student-support services, e.g., registration, advising, library, academic assistance, financial aid, etc.?
- E. What agreements exist to ensure that the academic calendars of the participating institutions have been aligned as needed?
- F. In addition to the information provided by each participating institution regarding Financial Projections (item 4 below), please address the following items:
  - I. How will tuition rates be determined if they differ among the institutions?
  - II. Has a formal agreement been developed regarding cost-sharing policies? If yes, please include it as part of the proposal. If no, please summarize the current understanding between all parties and the plans for developing a formal agreement.

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III. What arrangements, if any, have been made for exchange of money between participating institutions?

G. What commitments have been made by all participants to evaluate the program systematically?

H. If one institution wishes to discontinue the program, what agreements exist for terminating the offering?

3. Program Structure (form PS):

A. What are the total credits required for graduation? This should match C+D+E below. 125

B. Are there any residency requirements? RESIDENCY REQUIREMENTS EXIST AS A UNIVERSITY WIDE GRADUATION REQUIREMENT BUT NOT AS ONE FOR THIS SPECIFIC DEGREE.

Total Credits by Category

C. General Education courses: Total credits required: 45-49

D. List of classes that contribute to this total (an example has been entered).

LINK TO GENERAL EDUCATION WORKSHEET:

[http://www.missouristate.edu/assets/gened/GenEdWorksheet\\_New.pdf](http://www.missouristate.edu/assets/gened/GenEdWorksheet_New.pdf)

E. Major requirements: total credits required: 42

NO FEWER THAN 21 HOURS OF DANCE TECHNIQUE, WITH NO FEWER THAN 6 HOURS IN EACH OF THE FOLLOWING GROUPINGS: DAN 216(3), 316(3), 416(3); DAN 230(3), 330(3), 430(3); DAN 245(3), 345(3), 445(3), PLUS AN ADDITIONAL 3 HOURS FROM ANY OF THE DANCE TECHNIQUE COURSES LISTED ABOVE. DAN 180(3), 320(2), 364(3), 420(2), 482(1), 552(3), 565(4); THE 150(2), 151(1)

F. Free elective credits: 34-38 hours

G. Describe any requirements for thesis, internship or other capstone experience. DAN 482 IS A NEW CAPSTONE COURSE THAT WILL REQUIRE THE STUDENT TO GIVE A PUBLIC PRESENTATION OF A PERFORMANCE OR PAPER TO DEMONSTRATE THE STUDENT'S MASTERY OF THE SKILLS RECEIVED DURING THE MAJOR. THIS COURSE WILL BE USED AS A FINAL CHECKPOINT FOR ALL BS STUDENTS TO DISPLAY THEIR KNOWLEDGE OF THE FIELD THROUGH A PRACTICAL DEMONSTRATION OR PRESENTATION OF THEIR AREA OF INTEREST. THE 565 ALREADY EXISTS AND IS IDENTIFIED AS THE PUBLIC AFFAIRS CAPSTONE EXPERIENCE THE BFA WILL BE AS WELL FOR THIS BS.

H. Describe any unique features such as interdepartmental cooperation. NONE

4. Financial Projections (for public institutions only; Form FP): Please complete table at the end of this document. Additional narrative may be added as needed. If more than one institution is providing support, please complete a separate table for each institution.



5. Program Characteristics and Performance Goals (form PG). For collaborative programs, responsibility for program evaluation and assessment rests with the institution(s) granting the degree(s).

Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.

A. Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required. STUDENTS WILL BE REQUIRED TO WRITE A STATEMENT OF PURPOSE TO ENTER THE DEGREE. THIS REQUIREMENT IS IN PLACE SO THAT STUDENTS ARE INTENTIONALLY CHOOSING THIS DEGREE AS A MAJOR COURSE OF STUDY AND NOT AS A FALLBACK OR SECONDARY OPTION.
- Characteristics of a specific population to be served, if applicable. WE EXPECT THAT STUDENTS WHO SEEK THIS DEGREE WILL BE GENERALISTS WHO ENJOY THE WORK OF DANCE BUT EITHER HAVE BROAD SKILLS ACROSS THE DISCIPLINE OR WHO HAVE NOMINAL PRACTITIONER TALENT BUT WANT TO SERVE THE COMMUNITY AS TEACHERS, HISTORIANS, CRITICS, ETC.

B. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate. ALL FACULTY WITHIN THE DEPARTMENT CURRENTLY HOLD TERMINAL DEGREES WITHIN THEIR FIELD (MFA OR PHD), WHICH IS ACCEPTABLE FOR THIS DEGREE.
- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here. ALL COURSES EXCEPT DAN 482 EXIST WITHIN THE CURRENT CURRICULUM, AND NO REALLOCATIONS ARE EXPECTED. THE NEW COURSE CAN BE DISTRIBUTED TO FACULTY IN LOAD WITHOUT ADDITIONAL EXPENSE.
- Expectations for professional activities, special student contact, teaching/learning innovation. EXPECTATIONS FOR FACULTY WHO TEACH IN THIS DEGREE PROGRAM WILL BE NO DIFFERENT FROM CURRENT EXPECTATIONS. ALL OF OUR FACULTY TEACH ACROSS ALL DEGREE PROGRAMS. THE B.S. AND B.F.A. IN DANCE STUDENTS WILL BE TAKING COURSES TOGETHER, WHICH ARE TAUGHT BY THE SAME FACULTY, CURRENT EXPECTATIONS CONTINUE. B.S. IN DANCE MAJORS WILL BE ASSIGNED ADVISORS FROM AMONG THE DANCE FACULTY, AND DANCE FACULTY WILL DIRECT STUDENTS' INDEPENDENT STUDY PROJECTS.

C. Enrollment Projections (repeat section 1.A.i)

A. Student Demand:

- i. Estimated enrollment each year for the first five years for full-time and part-time students (Please complete table below)

Form SE	Year
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	1	2	3	4	5
Full Time	5	10	15	20	20
Part Time	0	0	0	0	0
Total	5	10	15	20	20

- 90% full time students

D. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation. 3-5 PER YEAR WILL GRADUATE BY THREE YEARS. APPROXIMATELY 7-10 EACH YEAR WILL GRADUATE AFTER 5 YEARS, AS A LARGER PROPORTION OF THESE STUDENTS WILL BE JUNIOR AND SENIOR TRANSFER STUDENTS AND SO A STUDENT POPULATION OF 30 STUDENTS WILL LIKELY HAVE 20 JUNIORS/SENIORS. COUPLED WITH THE EXISTING BA PROGRAM, WHO WILL TAKE THE SAME CORE CLASSES, WE WILL HAVE A TOTAL OF 10-15 GRADUATES/YEAR IN THE COMBINED PROGRAMS.
- Special skills specific to the program. STUDENTS WILL GET A BROAD TRAINING IN VARIOUS AREAS OF DANCE PERFORMANCE, PEDAGOGY, AND CHOREOGRAPHY.
- Proportion of students who will achieve licensing, certification, or registration. NOT APPLICABLE
- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used. NOT APPLICABLE
- Placement rates in related fields, in other fields, unemployed. PLACEMENT RATES IN RELATED FIELDS: 80%; OTHER FIELDS: 20%; UNEMPLOYED: 0%
- Transfer rates, continuous study. TRANSFER RATES: 30-40%; CONTINUOUS STUDY: 60-70%

B. Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons. THE DANCE FACULTY WOULD BE INTERESTED IN PURSUING ACCREDITATION FROM THE NATIONAL ASSOCIATION OF SCHOOLS OF DANCE (NASD) FOR THE BFA IN DANCE AND A NEW BS DEGREE PROGRAM. WE WOULD ASK TO HAVE DISCUSSIONS WITH THE REST OF THE DEPARTMENT, THE DEAN AND UPPER ADMINISTRATION.

C. Alumni and Employer Survey

- We have not conducted official surveys. Anecdotal information (emails from alumni from the previous B.F.A. in Dance program and the current B.F.A. option in Dance, and from

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employers of alumni) indicates that we can anticipate a high satisfaction rate from the proposed B.S. in Dance degree.

- We do not currently have a method of collecting data from employers for most of our degrees, in part because employment in the theatre and dance fields is largely self-employment. However, along with our data collection for graduates, we are developing a survey for employers that we will use for those graduates who enter more traditional employment fields

6. No Program Specific Accreditation: If accreditation is not a goal for this program, provide a brief rationale for your decision. If the institution is seeking program accreditation, provide any additional information that supports your program.
7. Will this program be offered primarily at an off-campus location? If yes, complete this section. If no, skip to item 9. **NO**

Quality Assurance for Off-Site Programs:

- A. General Oversight: Describe the manner in which this program will be managed. How does the management of this program fit within the institution's academic administrative structure?
  - B. Faculty Qualifications: How do the qualifications of faculty at this site compare with those of faculty for this program at the main campus? Please also note the comparable data regarding the proportion of course-section coverage by full-time faculty at each site.
  - C. Support Services: Describe how the institution will ensure that students at this site will be able to access services such as academic support, library, computing, and financial aid, as well as other administrative functions, at a level of quality comparable to that of on-campus programs.
8. Institutional Characteristics: Please describe succinctly why your institution is particularly well equipped or well suited to support the proposed program.

The Department of Theatre and Dance at Missouri State has a long history of producing successful graduates in dance; students work as instructors, dance in professional companies, and run their own companies. We are building on a strong reputation. We offer students well-rounded training in dance, with a variety of studio classes taught by exceptional faculty members, and the department already has a strong infrastructure of rehearsal/performance space and institutional support for our programs. We have the facilities and the classroom space/technology to offer students comprehensive training in dance, and the capacity (both in the classroom and in dance concerts we produce) to accommodate strong transfer students and double majors within our programs.

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9. Any Other Relevant Information

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**STUDENT ENROLLMENT PROJECTIONS**

Year	1	2	3	4	5
Full Time	5	10	15	20	20
Part Time	0	0	0	0	0
Total	5	10	15	20	20

Please provide a rationale regarding how student enrollment projections were calculated:

Projections are based on transfers from 2-year institutions, transfers from our currently offered Bachelor of Fine Arts (BFA) degree, and new students entering the program.

Provide a rationale for proposing this program, including evidence of market demand and societal need supported by research:

**Market Demand:** There are few dance programs nationally that offer both Bachelor of Fine Arts and traditional BS degrees. This proposed Bachelor of Science (BS) degree would be a way to offer a more concise curriculum and more easily allow transfer students to complete a degree within two years. The job market is burdened with BFA students from programs across the country who have varying levels of skill and talent; however, this proposed BS degree, which would be offered parallel to the BFA degree, would bring into the market people whose skills may be more general but whose opportunities could be greater.

**Societal Need:** Dance is an inherently collaborative art that requires practitioners and patrons alike to be knowledgeable of arts, sciences, letters, society, and culture. We have found that there is a sizable portion of students who are interested in pursuing degrees in this field but who, for a variety of reasons, choose not to enter the profession; however, it is exactly students like these who are sought after for their communication and collaboration skills, imagination and invention, and patronage of this (and other) art.

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Methodology: The methodology used to determine the above is based on advising current students, discussions with dance professionals, and conversations within the department and college about addressing specific needs. Specifically we have found that some students will not enter our current BFA program, because of their broad interests and their desire to have two majors. ~~A BS in dance would allow such students to pursue their interests and complete their~~ studies in a reasonable amount of time.



PROGRAM STRUCTURE

A. Total credits required for graduation: 125

B. Residency requirements, if any: Residency requirements exist as a university wide graduation requirement but not as one for this specific degree.

C. General education: Total credits: 45-49

Courses (specific courses OR distribution area and credits):

Course Number	Credits	Course Title
GEC 101	2	First-Year Seminar
ENG 110	3	Writing I
COM 115	3	Fundamentals in Public Speaking
GEC 104	3-5	Quantitative Literacy
GEC 105	3	Written Comm. & Integrative & Applied Learning
GEC 106/107	3-4	Life Sciences
GEC 108/109	3-5	Physical Sciences
GEC 110	6	Social & Behavioral Sciences
GEC 111	3	Humanities
GEC 112	3	The Arts
HST 121/122	3	Survey of History of the US to 1877/since 1877
PLS 101	3	American Democracy & Citizenship
GEC 115	3	Cultural Competence
GEC 116	3	Public Issues

D. Major requirements: Total credits: 42

Course Number	Credits	Course Title
DAN 216/316/416	6	Modern Dance
DAN 230/330/430	6	Ballet
DAN 245/345/445	6	Jazz Dance
	3	Additional 3 hours from above courses
DAN 180	3	Introduction to Dance
DAN 320	2	Dance Composition I: Improvisation and Solo Forms
DAN 364	3	Applied Kinesiology for the Dancer
DAN 420	2	Dance Composition II: Small Group Forms
DAN 482	1	
DAN 552	3	Dance History Seminar
DAN 565	4	Dance Pedagogy
THE 150	2	Introduction to Theatre Technology
THE 151	1	Introduction to Theatre Technology Lab

E. Free elective credits:

34-38

(Sum of C, D, and E should equal A.)

F. Requirements for thesis, internship or other capstone experience:

DAN 482 is a new capstone course that will require the student to give a public presentation of a performance or paper to demonstrate the student's mastery of the skills received during the major. This course will be used as a final checkpoint for all BS students to display their knowledge of the field through a practical demonstration or presentation of their area of interest. THE 565 already exists and is identified as the public affairs capstone experience the BFA will be as well for this BS.

G. Any unique features such as interdepartmental cooperation:

N/A



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## PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

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Institution Name Missouri State University  
Program Name Bachelor of Science in Dance  
Date 3/10/2015

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(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

### 1. Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.  
Students will be required to write a statement of purpose to enter the degree. This requirement is in place so that students are intentionally choosing this degree as a major course of study and not as a fallback or secondary option.
- Characteristics of a specific population to be served, if applicable.  
We expect that students who seek this degree will be generalists who enjoy the work of dance but either have broad skills across the discipline or who have nominal practitioner talent but want to serve the community as teachers, historians, critics, etc.

### 2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.  
All faculty within the department currently hold terminal degrees within their field (MFA or PhD), which is acceptable for this degree.
- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.  
All courses except DAN 482 exist within the current curriculum, and no reallocations are expected. The new course can be distributed to faculty in load without additional expense.
- Expectations for professional activities, special student contact, teaching/learning innovation.  
Expectations for faculty who teach in this degree program will be no different from current expectations. All of our faculty teach across all degree programs.

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### **3. Enrollment Projections**

- Student FTE majoring in program by the end of five years.  
20
  - Percent of full time and part time enrollment by the end of five years.
- 
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90% full time students

#### 4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.  
Approximately 10 per year
- Special skills specific to the program.  
Students will get a broad training in various areas of dance performance, pedagogy, and choreography.
- Proportion of students who will achieve licensing, certification, or registration.  
N/A
- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.  
N/A
- Placement rates in related fields, in other fields, unemployed.  
Placement rates in related fields: 80%; other fields: 20%; unemployed: 0%
- Transfer rates, continuous study.  
Transfer rates: 30-40%; continuous study: 60-70%

#### 5. Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. **If there are no plans to seek specialized accreditation, please provide a rationale.**  
The dance faculty would be interested in pursuing accreditation from the National Association of Schools of Dance (NASD) for the BFA in Dance and the new BS degree program. We would ask to have discussions with the rest of the department, the dean and upper administration.

#### 6. Alumni and Employer Survey

- Expected satisfaction rates for alumni, *including timing and method of surveys.*  
We have not conducted official surveys. Anecdotal information (emails from alumni from the previous B.F.A. in Dance program and the current B.F.A. option in Dance, and from employers of alumni) indicates that we can anticipate a high satisfaction rate from the proposed B.S. in Dance degree.
- Expected satisfaction rates for employers, including timing and method of surveys.

We do not currently have a method of collecting data from employers for most of our degrees, in part because employment in the theatre and dance fields is largely self-employment. However, along with our data collection for graduates, we are developing a survey for employers that we will use for those graduates who enter more traditional employment fields.

## 7. Institutional Characteristics

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- ~~Characteristics demonstrating why your institution is particularly well-equipped to support the program.~~

The Department of Theatre and Dance at Missouri State has a long history of producing successful graduates in dance; students work as instructors, dance in professional companies, and run their own companies. We are building on a strong reputation. We offer students well-rounded training in dance, with a variety of studio classes taught by exceptional faculty members, and the department already has a strong infrastructure of rehearsal/performance space and institutional support for our programs. We have the facilities and the classroom space/technology to offer students comprehensive training in dance, and the capacity (both in the classroom and in dance concerts we produce) to accommodate strong transfer students and double majors within our programs.