

- 2. Need:
 - A. Student Demand:
 - i. Estimated enrollment each year for the first five years for full-time and part-time students

Form SE
STUDENT ENROLLMENT PROJECTIONS

As the Department of Theatre & Dance will be limiting its freshmen class to approximately 55 incoming majors each academic year and considering an approximate 70% retention rate between the freshmen and sophomore classes, the annual influx of approximately 10 junior transfers, and an approximate 80% retention rate between the junior and senior classes, the number of majors over a five-year period should remain somewhat steady, ranging from 160 – 170 majors.

	Average Freshman Class	Average Sophomore Class	Average Junior Class	Average Senior Class	Average Total
BFA in Theatre (Acting Option)	10	7	7	6	30
BFA in Theatre (Musical Theatre Option)	15	11	11	9	46
BFA in Theatre (Design/ Tech Option)	5	4	4	3	16
BFA Dance	10	7	7	6	30
BA Theatre	10	7	7	6	30
BA Dance	5	4	4	3	16
TOTAL	55	40	40	33	168

- ii. Will enrollment be capped in the future?

The above projections predict approximately 122-129 BFA Theatre & Dance majors, with approximately 45-55 BA majors. The department will cap enrollment at 140 BFA majors, as faculty and facilities will be sufficient for this increase. These figures are consistent with the sizes of similar programs and universities throughout the nation.

- B. Market Demand:
 - i. National, state, regional, or local assessment of labor need for citizens with these skills

In a recent 12-month period, from January 1, 2008 – December 31, 2008, 40,997 college-bound students throughout the United States were tested in the ACT pre-college entrance exams. The ACT included a 5-page Profiles Questionnaire, which queried the students as to their interests

and preferences in 24 different disciplines. Among the most popular majors of interest, the visual and performing arts placed 5th nationwide. Of the 2,540 college-bound students in Missouri who took both the ACT and Profile Questionnaire during this 12-month period, 163 students chose to send their scores to Southeast Missouri State University. Although there has yet to be determined a clear market dominance among Missouri universities in the visual and performing arts disciplines, Southeast undoubtedly has the most impressive growth rate and has arguably taken the lead in this academic niche, not only in our service region but throughout Missouri and the Midwest. Southeast also has the only School of Visual and Performing Arts campus specifically dedicated to the fine arts disciplines.

Furthermore, out of 273 recent college-bound performing arts students from our immediate service region, which includes the 25-county, 90-mile radius extending from Jefferson County just south of St. Louis to the Bootheel of the state due south of Cape Girardeau County, 72 students, or approximately 26%, sent their ACT scores to Southeast Missouri State University. Clearly, the need for a competitively priced and high quality professional degree program in the performing arts exists in the region.

The Department of Theatre & Dance at Southeast Missouri State University has offered the BA in Theatre degree for over 40 years, and in 2003 received approval for a BFA in Performing Arts with Options in Acting/Directing, Design/Technology, Dance, and Musical Theatre from the Coordinating Board of Higher Education.

Since the addition of the BFA program in 2003, the Department of Theatre & Dance has experienced an unprecedented growth of over 300%, from 43 to 168 majors. This is due in large part to:

- dramatically increased recruitment efforts;
- the creation of the Theatre & Dance Guild, which has helped raise thousands of dollars for endowed scholarships;
- the creation of the School of Visual & Performing Arts Scholarships;
- the increase of full-time T&D faculty, from 7 to 14;
- increased box office revenue, due to the overall improvement of the quality of productions;
- increased student workships (paid student working scholarships);
- the overwhelming success of current majors and young alumni in the professional market;
- the creation of the new \$54 million School of Visual & Performing Arts as part of the College of Liberal Arts in 2007;
- the completion of the new River Campus for the Visual & Performing Arts facility;
- the department's decision to pursue national accreditation from the National Association of Schools of Theatre and the National Association of Schools of Dance; and, perhaps most importantly,
- **the creation of the new Dance Bachelor of Fine Arts and Bachelor of Arts majors and the revision of the existing BFA and BA in Theatre majors.**

When introduced, the BFA in Performing Arts with Options in Acting/Directing, Design/Technology, Dance, and Musical Theatre, along with the revised BA in Theatre & Dance quickly became the most popular majors for our region's college-bound performing arts students.

In 2008, the Department of Theatre & Dance began in earnest the formal process of securing national accreditation from the National Association of Schools of Theatre (NAST) and the

National Association of Schools of Dance (NASD), a subset of the National Association of Schools of the Arts (NASA), which is the only recognized accrediting organization for the arts in the United States.

Although popular, it soon became apparent that our BFA and BA theatre and dance degrees did not adhere to minimum NAST and NASD standards. It became necessary for us to reconsider our existing curriculum. The BFA major presented in this proposal, as well as the other new and revised BFA and BA majors in the accompanying Theatre & Dance proposals, constitute the principal undergraduate degrees in the nation that prepare students for graduate programs and professional careers in dance, design/technology, musical theatre, theatre, film, and television, and will be a major factor in Southeast Missouri State University's bid to gain national accreditation. The approval of these new degrees will only strengthen our role as the only higher education institution in our service region to offer this unique combination of majors, and it will make us vastly more competitive on the national market.

Recent trends and numbers for careers and graduate study in dance and theatre are revealing. A little known fact throughout the nation among the general public is that the entertainment industry as a whole constitutes this country's largest single export. According to the 2011 Arts Jobs Resource Library at Artslynx International Resources, the largest Web Site for dance and theatre positions around the world (www.artslynx.org), there are literally thousands of jobs to be found in specialized areas as diverse as performing on stage and screen, backstage work (design/technical production), and arts administration. At the Backstage Jobs Web Site, hundreds of positions as playwrights, directors, electricians, costume designers, carpenters, sound directors, scenic designers and painters, riggers, theatre and stage managers, and even special effects supervisors fill its pages (www.backstagejobs.com).

In dance, Grover Dale, Los Angeles contributor to the international *Dance and Fitness Magazine*, states: "In 2010, 29,824 weeks of chorus employment in national tours were recorded at Actors' Equity in New York. Currently, touring wages [for national tours of Broadway musicals] start at \$1,215 per week." Total numbers of performing dance jobs in the United States alone last year, including work on Broadway and in Hollywood, on cruise ships, in theme parks, and in corporate presentations, totaled over 11,000 positions. According to a 2011 report from the National Endowment for the Arts, the number of non-profit dance organizations, which includes ballet and modern dance companies, has increased 46% since 1987. A wide variety of good-paying jobs are certainly out there for enterprising theatre and dance graduates.

Graduate study in both the dance and theatre fields is equally ubiquitous. There are now nearly 100 graduate programs in dance throughout the world, 60 of which are in the United States alone. These include degrees in the Master of Arts (MA), Master of Fine Arts (MFA), and doctorates (Ph.D. and Ed.D.). In the theatre disciplines, there are several hundred graduate programs worldwide, and may only be downloaded through a state-by-state click-and-open approach, there are so many of them. Theatre programs are also comprised of the MA, MFA, and Ph.D. degrees. The BFA in theatre and dance majors, once again, are the primary undergraduate degrees that permit students to continue with their graduate studies in these fields.

C. Societal Need:

i. General needs which are not directly related to employment.

Quality of life is considered so important in the U.S. that measuring and marketing it has become an industry in itself. The arts play a key role in those calculations, and an important factor in measuring healthy, vibrant communities.

The value of the visual and performing arts in our society and, more specifically, to individual citizens, is unquestionably far-reaching and indispensable. The arts affect us not from the perspective of consumers purchasing products, but as a process that nourishes us spiritually, emotionally, and intellectually as we engage with them from the inside out. While no monetary value can be attached to such experiences, for their riches are ones of personal and relational significance, publicly visible projects of all forms still tend to be judged by their financial worth. Recent economic impact studies have provided startling evidence for people who have traditionally treated the arts as “merely” a personal growth issue, and not within its broader societal and economic context.

One such illuminating analysis is entitled *An Economic Activity Survey of Missouri Nonprofit Arts Organizations*. Published in 1997 by the Missouri Arts Council, but still relevant today with inflation considered, the survey includes a number of intriguing facts:

- 88 of the state’s larger arts organizations contributed \$76.9 million annually to Missouri’s economy through salaries and contracted services;
- This figure grows to well over \$325 million per year when one considers the “ripple effect” in ancillary revenue sources such as hotel stays, restaurant dining, gift-shop and transportation-related purchases, and the under-appreciated contributions of volunteer services to the labor force, such as backstage and front-of-house work. The multiplied impact of arts-related industries is greater than insurance carriers, apparel and textile makers, and the printing and publishing industry put together;
- The total attendance for the 88 organizations came to 11.3 million patrons in 1996, **more than double Missouri’s population and nearly twice the number of admissions to all professional sports events** in Missouri during the same year.

Two follow-up national and state studies that are soon to be published show recent figures even higher:

- “The non-profit arts industry in Missouri contributed more than \$386 million to the state’s economy in 2000, and the 7.4 million people who attended arts activities surpassed the combined home attendance of 6.8 million for Missouri’s five major professional sports teams;”
- “Nationally, **the non-profit arts industry is a \$36.8 billion business** that supports 1.3 million full-time jobs, as reported by a recent study from the National Governor’s Association Center for Best Practices.”¹

¹ Card, Jaclyn A. (1997) *Economic activity of Missouri’s nonprofit arts industry: Considering the ripple effect*. Missouri Tourism Research and Development Center/Missouri Arts Council.

D. Methodology used to determine "B" and "C" above.

Our projections for market demand and societal need were based on research gleaned from formal interviews and informal discussions with various Southeast administrators, research on university and state-wide data among similar university programs, a critical analysis of the Missouri ACT and Profile Questionnaire scores and answers, direct contact with regional community colleges, high schools, and private schools in dance and theatre around the region and several recent publications by the Missouri Arts Council and other organizations.

3. Duplication and Collaboration: 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?

The Department of Theatre and Dance reviewed data from similar programs throughout the state and region in order to determine if there was the possibility of duplication. Sources reviewed were the CBHE home page, associated home pages at other universities both within and outside of our primary service region, and selected regional university catalogues. If granted approval by the CBHE, **Southeast Missouri State University would be the only BFA and BA in theatre and dance degree-granting institution within our 90-mile radius service area south of St. Louis and north of and including the Bootheel Region and only designated campus for the visual and performing arts in the state of Missouri.**

Similar BFA programs in universities outside our service region do exist, including Missouri State University and the University of Missouri at Kansas City, but these programs are obviously not as easily accessible for our service region students. Washington University, Stephens College, and Webster University, all private institutions outside our area, also offer similar BFA/BA combinations. None of the nearest out-of-state universities within or outside our three-state service region offer the same combination of BFA and BA in theatre and dance degrees, including the Universities of Illinois, Kentucky, and Tennessee systems, nor does Southern Illinois University-Carbondale, just a one hour's drive from Cape Girardeau across the Mississippi River.

Furthermore, our new BFA and BA majors degree programs will be articulated with 12 community colleges within and outside of our service region, and is consistent with those colleges' needs and interests in the performing arts. Associate Degrees from these community colleges in or abutting our service region, in particular Meramec Community College, Three Rivers Community College, and St. Louis Community College, will be articulated with this and other degree proposals.

Does delivery of the program involve a collaborative effort with any external institution or organization? If yes, please complete Form CL.

No

4. Program Structure:

**Form PS
PROGRAM STRUCTURE**

A. Total credits required for graduation:	131
B. Residency requirements, if any:	University Requirements
C. General education (total credits):	51

General education courses (specific courses OR distribution area and credits):

UI 100	3
EN 100	3
Individual Expressions	12
Natural Systems	12
Human Institutions	12
Upper Division Interdisciplinary	9

D. Major requirements (total credits):	82
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**Bachelor of Fine Arts in Dance
82 Hour Major - No Minor Required**

- For students planning to pursue a professional career as a dancer.
- All BFA Dance majors must:
 - have successfully completed one semester at Southeast as a Theatre and Dance major.
 - earn a grade of “C” or better in all courses that are major requirements.
 - earn a “B” or better in all DA 105 and DA 305 classes.
 - maintain a GPA of 3.0 or higher within the BFA program and a minimum overall university 2.5 GPA.
 - have the prerequisite academic grades and participate in the First Year BFA Program Auditions, receiving passing artistic marks from participating faculty, to gain admittance into this program.
 - maintain requisite academic grades and participate in the Second Year and Third Year BFA Juries, receiving passing academic and artistic marks to advance in the program.
- Admitted candidates whose GPA falls below minimum standards may remain in the BFA program on departmental probation for one calendar year.
- Admitted candidates whose artistic progress falls below minimum acceptable standards as determined by the faculty may remain in the BFA program on artistic probation for one calendar year.
- Students may remain on departmental or artistic probation until the next year’s BFA jury, at which time they will regain full status or be dismissed from the program.
- Candidates on academic probation who have not improved his or her grades above minimum standards will be dismissed from the program prior to the following year’s jury presentation.

<u>Major Requirements</u>		82
DA 105	Rehearsal & Production I (1 credit x 2 sem.)	2
DA 280	Movement Analysis	3
DA 282	Movement Improvisation	3
DA 290	<i>Dance in World Cultures*</i>	3
DA 305	Rehearsal & Production II (1 credit x 6 sem.)	6
DA 380	Choreography I	3
DA 390	Topics in Dance (3 credits x 2 sem.)	6
DA 395	Kinesiology and Physiology of Dance	3
DA 430	Principles of Teaching Dance	3

DA 485	Choreography II (3 credits x 2 sem.)	6
DA 490	Dance History	3
DA 498	BFA Project	2
DA 499	Internship	4
Select 8 Credits (6 of which must be 300-400 level) from:		8
DA 211	Ballet I (2)	
DA 311	Ballet II (2)	
DA 411	Ballet III (2)	
Select 8 Credits (6 of which must be 300-400 level) from:		8
DA 221	Modern Dance I (2)	
DA 321	Modern Dance II (2)	
DA 421	Modern Dance III (2)	
Select 8 Credits (6 of which must be 300-400 level) from:		8
DA 226	Jazz Dance I (2)	
DA 326	Jazz Dance II (2)	
DA 426	Jazz Dance III (2)	
**Select 8 Additional Credits from:		8
DA 411	Ballet III (2)	
DA 421	Modern Dance III (2)	
DA 426	Jazz Dance III (2)	
Select 3 Credits from:		3
DA 236	Tap I (2)	
DA 336	Tap II (2)	
TH 155	Makeup (3)	
TH 218	Acting I (3)	
TH 251	Costume Construction (3)	
TH 350	Stage Lighting I (3)	

Additional Requirements:

- UI 384 History of the Musical (3)
OR
 UI 433 Aesthetics of Movement (3)

**New Course*

***Any combination of 8 Additional Credits from Ballet III, Modern Dance III, and/or Jazz Dance III must be successfully completed in addition to the preceding 8-credit requirement in each respective area.*

- E. Free elective credits
 (sum of C, D, & E should equal A): 0
- F. Requirements for thesis, internship or other capstone experience: DA 498 BFA Project is a major project in the student's BFA area presented as part of one of the department's Mainstage productions, which demonstrates the culmination of the student's training, experiences, and readiness for a post-graduate career in this business.
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- DA 499 Internship is a capstone experiential part of the student's training. To supplement the student's training and academic experiences, each BFA candidate is required to work or study with a significant professional performance arts organization for an intensive or extended period of time –

usually occurs over the summer or during one semester of the regular academic year.

G. Any unique features such as interdepartmental cooperation:

Although BFA in Dance majors are not required to take free electives, many choose to register for outside courses as a way of supplementing their dance training. Advisors usually suggest appropriate courses in such departments as:

- Physical Education
 - Health & Leisure
 - Music
 - Art
 - Business
-

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

Form PG
PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name: Southeast Missouri State University

Program Name: Bachelor of Fine Arts in Dance

Date: September 27, 2011

(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.)

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.
- All BFA in Dance majors must:
 - have successfully completed one semester at Southeast as a Theatre and Dance major.
 - earn a grade of “C” or better in all courses that are major requirements.
 - earn a “B” or better in all TH 105 and TH 305 classes.
 - maintain a GPA of 3.0 or higher within the BFA program and a minimum overall university 2.5 GPA.
 - have the prerequisite academic grades and participate in the First Year BFA Program Auditions, receiving passing artistic marks from participating faculty, to gain admittance into this program.
 - maintain requisite academic grades and participate in the Second Year and Third Year BFA Juries, receiving passing academic and artistic marks to advance in the program.
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- Admitted candidates whose artistic progress falls below minimum acceptable standards as determined by the faculty may remain in the BFA program on artistic probation for one calendar year.
- Students may remain on departmental or artistic probation until the next year’s BFA jury, at which time they will regain full status or be dismissed from the program.
- Candidates on departmental probation who have not improved his or her grades above minimum standards will be dismissed from the program prior to the following year’s jury presentation.
- Characteristics of a specific population to be served, if applicable:
 - Current and Future BFA and BA in Theatre & Dance majors who will be pursuing careers:
 - as Theatre Professionals (Directors, Designers, Actors, Stage Managers, House Managers, Technicians)
 - as Dance Professionals (Choreographers, Dancers)
 - as Arts Administrators (Artistic Directors, Managing Directors, Business Managers, Box Office, Publicists, Marketing Directors)
 - as College/University Level Educators

- in Film and Television Production (Directors, Designers, Actors, Dancers, Production Managers, Camera Operators, Properties, Costume, Makeup, Sound, Lights, Publicity, Marketing, etc.)
- as Designers (e.g. Architecture, Interior, Fashion, etc.)
- as Consultants (e.g. Arts Facilities, Arts Councils, Accreditation, Non-Profit Boards & Organizations, etc.)
- in Wholesale/Retail Entertainment Managers
- in Related Technical Fields (e.g. Carpenters, Electricians, Computers, Sound Production, Graphic Designers, etc.)
- in Related Professional Fields (e.g. Casting Agents, Personnel Directors, Business Management, Journalism, Law, Religion, etc.)
- Arts Community by:
 - affording both performance and backstage opportunities for area professional actors, dancers, and technicians.
 - furnishing opportunities for aspiring non-professional actors and dancers to work alongside nationally acclaimed professionals.
 - advancing the cultural education of area children, teens, and the general public.
 - functioning as an additional outlet for community service and volunteerism.
 - contributing to the area's cultural enrichment.
 - providing high quality university/professional entertainment.
- Local economy through:
 - increased visibility, publicity, marketing, and tourism.
 - projected audiences in the thousands.

Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate

Faculty members are expected to meet the National Association of Schools of Dance (NASD) standards for academic and professional qualifications. These are normally the Ph.D. in Dance History, Literature, or Criticism and/or the MFA Degree in Dance Choreography, Performance, or Arts Administration. Our current faculty all meet these qualifications.

- 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.

100% of Faculty Credit Hours each semester will be assigned to full-time faculty.

- Expectations for professional activities, special student contact, teaching/learning innovation

Theatre and Dance Faculty are expected to have academic training and professional experiences appropriate to their areas of expertise. For example, design faculty will be professionally active by working as freelance designers with outside professional companies; dance instructors will perform and/or choreograph with professional companies and have their work adjudicated both regionally and nationally; directing/acting instructors will work as professional guest artists; and all instructors will be encouraged to publish and remain professionally active through regional and national organizations and conventions.

Special student contact is an integral part of all Theatre & Dance courses through one-on-one interaction, arranging and supervising internships, teaching independent studies, advising, and through committee reviews of student work. Theatre and Dance faculty serve as student club/organization sponsors and help facilitate a multitude of extracurricular projects. Each faculty

member is also expected to serve as a mentor with regards to both pre- and post-graduate professional employment and development.

Enrollment Projections

- Student FTE majoring in program by the end of five years:
- Percent of full-time and part-time enrollment by the end of five years:

As the Department of Theatre & Dance will be limiting its freshmen class to approximately 55 incoming freshmen majors each academic year and considering an approximate 70% retention rate between the freshmen and sophomore classes, the annual influx of junior transfers, and an approximate 80% retention rate between the junior and senior classes, the number of majors, over a five-year period, should remain somewhat steady, ranging from 160 – 170 majors. Note: Almost all Theatre & Dance majors are traditional, full-time students.

	Average Freshman Class	Average Sophomore Class	Average Junior Class	Average Senior Class	Average Total
BFA in Theatre (Acting Option)	10	7	7	6	30
BFA in Theatre (Musical Theatre Option)	15	11	11	9	46
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BA Theatre	10	7	7	6	30
BA Dance	5	4	4	3	16
TOTAL	55	40	40	33	168

Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation:
 - 3 Years: Theatre & Dance Majors: 33-42
 - 5 Years: Theatre & Dance Majors: 33-42
- Special skills specific to the program:
 - Performance / Creativity
 - Mind & Body Comprehension
 - Improvisation
 - Choreography
 - Management
 - Teaching Pedagogy
 - Injury Prevention
 - Human Anatomy
 - Communication (Oral & Written)

- Research
 - Analytical / Critical Thinking
 - Organization
 - Collaboration
- Proportion of students who will achieve licensing, certification, or registration:
 - Through internships and outside professional employment, some students will earn credit toward membership into a professional union (i.e. Stage Society of Directors and Choreographers, Actors' Equity Association, Screen Actors' Guild, American Federation of Television and Radio Artists, American Guild of Musical Artists, United Scenic Artists, etc.).
 - Through internships and other professional associations, some performance students will have the opportunity to achieve certification in Stage Combat and Movement.
 - 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.

There are no national and/or local assessments or representative tests for performing arts students; however, theatre and dance majors typically have higher ACT scores than most liberal arts majors. Theatre and dance majors also typically have higher high school GPAs. Theatre & Dance BFA majors must maintain a 3.0 in the major and 2.5 overall GPA, while BA majors must maintain a 2.5 in the major and a 2.0 overall GPA.

- Placement rates in related fields, in other fields, unemployed:
 - 75% of graduates who pursue careers in related fields will report being employed six months after graduation.
- Transfer rates, continuous study
 - 90% of graduates who apply to graduate school will report acceptance within the first 6 months after graduation.

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.

Beginning in 2008, the Department of Theatre & Dance began the formal process of seeking accreditation from the National Association of Schools of Dance (NASD). Since 1981, NASD has served as the beacon for colleges and universities across the United States pursuing excellence in the art and discipline of dance. With over 72 member institutions, NASD has achieved recognition by the U.S. Secretary of Education and represents the very best university dance programs in the nation (e.g., Barnard College, Florida State University, University of Arizona, University of Michigan, California Institute of the Arts, etc.).

NASD's role as the nationally recognized accrediting body for dance in higher education means far more than a mandate to conduct accreditation reviews in institutions that volunteer to be members. The accreditation process includes the responsibility to define basic threshold standards, the fundamental content of degree programs and credentials, and operational norms for dance programs. In NASD, these are all developed by consensus among the institutional members.

The NASD standards have a tremendous impact because they are held in trust for the field by a recognized accrediting agency with a significant institutional constituency. The stronger and more prestigious a program is, the more it contributes to the work of this organization. NASD's reasoned approach has produced overall respect among administrative leaders across the country. NASD seeks to support the work of presidents and provosts, finding that this approach produces the best long-term results. Of course, there are individuals who are opposed to accreditation. But when one looks at almost any research university campus, the most prominent professional schools and programs are all accredited.

According to Southeast Missouri State University's *2008 Strategic Plan Mission Statement, Vision Statement, and Priorities*, "Priority I: Academics and Student Experience,"

To be the university of first choice for a multi-state region centered in Cape Girardeau, Southeast must be nationally recognized for a high-quality undergraduate and graduate student experience that includes academic excellence, a strong liberal arts foundation, and a wealth of "real world" learning opportunities preparing students for professional careers or advanced graduate education. The University must provide to its students a supportive, student-centered environment that challenges them, treats them with dignity, and helps them to grow and succeed.

Under Priority I, Objective I states:

Maintain or enhance the current quality of all academic programs, including achieving national accreditation for any unaccredited programs for which such national standards are available, enhancing opportunities for experiential learning, strengthening student transitions and retention programs, internationalizing the campus and the curriculum, and identifying undergraduate and graduate academic programs required to meet the needs of the multi-state service area.

Since the School of Visual & Performing Arts began in 2007, the university's upper administration has repeatedly pressed the Department of Theatre & Dance to pursue accreditation as the Departments of Art and Music have done. The university's strategic plan states that all programs should be working toward accreditation, and the Department of Theatre & Dance has listed NASD accreditation as its number one priority with regard to academic development, recruitment, and retention.

In fall 2008, Judith Scalin, Co-Chair and Professor of Dance at Loyola Marymount University, served as our department's official on-site NASD consultant. In her final report, Ms. Scalin stated, "The commitment to real-world experience and the building of bridges to the professional world of art-making is a potent motivating impetus to curricular and co-curricular programming. This connection to practical experience is a distinguishing marker for the Department of Theatre and Dance. Through courses, internships, auditioning, summer study in pre-professional and professional settings, and through an overall attitude of professional deportment, commitment, and responsibility, the life of the program lives its stated purpose."

Ms. Scalin went on to discuss that although the Department Mission guides the practices of both Theatre and Dance and both Theatre and Dance share important content areas and practical concerns, the Dance area would benefit from a thorough examination of the aspects unique to Dance. These unique areas include the need to study movement science, the need for understanding the critical role of non-Western movement forms, and the need for dancers to engage in physical study every day of the week.

The new BFA in Dance curriculum proposal incorporates these dance-specific needs through revision of current course offerings to include study in World Dance and Dance Kinesiology, and through revision of current degree requirements by increasing the amount of dance technique courses.

Ms. Scalin ended her report by stating that “the Dance Unit benefits from factors including, but not limited to: the expertise of its faculty; the mature, energetic, artistic commitment of the students majoring in Dance; the state-of-the-art new facility; and the commitment of the Department to building the bridge between university and professional life. These strengths enable students to pursue multi-disciplinary study and professional study as a way of learning and living. This should affect the style of their lifelong learning, art-making and career building.”

It is indicated by the above comments from her consultant report, that Ms. Scalin saw areas in need of revision, specifically in regards to curriculum, but that she has confidence that the Department of Theatre and Dance has the capacity to offer students a superb theatre and dance education.

Alumni and Employer Survey

- Expected satisfaction rates for alumni, including timing and method of surveys:
 - All students are asked to fill out an assessment form soon after graduation with a Bachelors Degree in Dance.
 - Over the past two years, recent graduates’ comments have been favorable.
 - Specific comments:
 - “I love it.”
 - “Good overall.”
 - “Faculty is knowledgeable and personable.”
 - “Faculty are terrific.”
 - “Guest choreographers were all great. I loved it when the department brought in outside people.”
 - “Love all the professional opportunities.”
 - “Great facilities!”
 - “Outstanding.”
 - “Thank you for all the opportunities to participate in ACDFAs.”
 - On a scale from zero (poor) to seven (excellent) regarding faculty, classroom experiences, the major, and the university, the average response has been 6.0.
 - With the new BFA and BA majors, the faculty expects continued satisfaction rates for alumni.
 - The Department has adopted a more complete student assessment form with which to monitor successes and shortcomings.
 - Each graduating senior will be expected to participate in an oral exit interview with entire faculty.
 - There has already been a greater attempt to increase alumni involvement with regards to recruitment/retention and fund-raising, a process which has already begun through the development of the Theatre & Dance Alumni Wall of Fame and “The Callboard,” the department’s new newsletter, launched in Fall 2009.
- Expected satisfaction rates for employers, including timing and method of surveys:
 - Using internship sponsors as proxies for final employers, we expect to find that at least 90% of the internship sponsors will indicate that students were well prepared for their internships and excelled in their responsibilities.

7. 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.

The Department of Theatre & Dance is in the process of seeking accreditation from the National Association of Schools of Dance (see previous notes).

8. Institutional Characteristics: Please describe succinctly why your institution is particularly well equipped or well suited to support the proposed program.

The mission of the School of Visual and Performing Arts is to promote sustained excellence in the dance, music, theatre, visual arts, and museum areas. This mission is implemented through the sound preparation of students in the study, performance, production, criticism, and teaching of the arts into and beyond the 21st century. The School simultaneously honors and preserves traditions while inventing and fashioning state-of-the-art technological advances, cultural diversity, and the interrelationships among all of the arts areas. Through its teaching, performances, and exhibitions, the School is committed to deepening understanding, enhancing appreciation, and celebrating the value and importance of the visual and performing arts for the individual, University, region, nation, and world.

As part of the River Campus Project, the Department operates in a state-of-the-art facility with world-class resources that include:

- 950-Seat Proscenium Performance Hall
- Dressing Rooms (Male & Female)
- 2 Warm-Up Rooms
- Lobby / Gallery
- Pre- and Post-Show Reception Room
- Box Office
- Dance Studio / Performance Space
- Dance Locker Rooms (Male & Female)
- Dance Studio Classroom
- 190 Seat Flexible Theatre
- Performance Classroom
- Large, Medium, and Small Lecture Classrooms
- Design Classroom
- Atrium (Café & Student Commons)
- Costume Shop
- Scene Shop
- Lighting /Trap Room
- Storage (Costume, Scenery, Props/Furniture, Lights)

With these exciting and visionary changes that have recently occurred in the visual and performing arts disciplines, we strongly believe Southeast Missouri State University has provided fertile soil with which to cultivate these outstanding new Bachelor of Fine Arts and Bachelor of Arts majors.

9. Any Other Relevant Information:

Compatibility with the University's mission:

As the only four-year institution of higher education in southeast Missouri, Southeast Missouri State University has a mission to serve the twenty-five county area extending south from St. Louis to the Bootheel as a multi-purpose regional institution of higher education.

The University achieves its educational goals through the offering of degree programs and other learning experiences to its varied constituents. Recognizing its responsibility for excellence in teaching and student learning, the University supports a wide array of on- and off-campus instructional, research, and public service programs that address the intellectual, professional, personal, social, and cultural needs of its constituent groups.

Southeast's emphasis is on technology and the professional arts and sciences. The university is committed to improving the fine arts and providing arts education opportunities for the people of the region. The College of Liberal Arts' Strategic Plans for the new School of Visual and Performing Arts and University Museum lists "Continuous Curriculum Improvement" as Goal One of Priority One. It says, "The School will strengthen and improve existing degree programs and create new programs consistent with its mission and the state of development in each discipline."

Therefore, the development of new Bachelor of Fine Arts majors in Acting, Musical Theatre, Design/Technology, and Dance, as well as the new Bachelor of Arts in Theatre and in Dance are a vital part of the Strategic Plan for the recently formed School of Visual and Performing Arts at Southeast Missouri State University.

Summary

Since there are no other Missouri public institutions of higher education in our 25-county service area south of St. Louis, it falls upon us to provide the needed and highly desired BFA and BA majors in theatre and dance for our current and future students who wish to pursue careers in the performing arts. Currently, the Department of Theatre and Dance has approximately 168 student majors.

The high quality education, reasonable costs, and the accessibility of Southeast Missouri State University are cited as the three principle reasons why students enroll in this institution. Without question, the BA and BFA programs in theatre and dance will best serve those individuals in our service region who look to Southeast Missouri State University to help them fulfill their professional and career goals in performing arts. It is incumbent upon us to make the best education in the performing arts accessible and affordable to the population of southeast Missouri. These new degrees, added to the aforementioned reasons for the department's extraordinary growth, will undoubtedly help secure Southeast's Department of Theatre and Dance as a leader in these areas of undergraduate education.

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