

## In Workflow

1. **OTP Initial Review**
2. **MU Dean Initial Review**
3. **DANC Curric Coord Initial Review**
4. **MU Dean Final Review**
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## Approval Path

1. Thu, 08 Oct 2020 21:15:40 GMT  
Ron Bramhall (rcb): Approved for OTP Initial Review
2. Thu, 08 Oct 2020 21:33:48 GMT  
Mike Grose (mgrose): Approved for MU Dean Initial Review
3. Sat, 10 Oct 2020 19:36:59 GMT  
Christian Cherry (cerise): Approved for DANC Curric Coord Initial Review
4. Sat, 10 Oct 2020 21:57:40 GMT  
Mike Grose (mgrose): Approved for MU Dean Final Review
5. Thu, 15 Oct 2020 18:57:09 GMT  
Ron Bramhall (rcb): Approved for OtP Mid Review

## **New Program Proposal**

Date Submitted: Tue, 02 Jun 2020 16:53:59 GMT

Viewing: **419 : Dance**

Last edit: Sat, 10 Oct 2020 19:36:01 GMT

Changes proposed by: bradg

## General Information

**Give a brief (1-2 paragraphs) overview of the proposed credential, including its disciplinary foundations and connections, its focus and learning objectives for students, and the specific degree (e.g. bachelors, masters, doctorate) and/or credentials (e.g. major, certificate, minor, concentrations) to be offered. This should be based largely on your descriptions in the following sections but it should be shorter than their combined length. Moreover, it should use language that is capable of communicating your ideas to audiences increasingly distant from your academic field as your proposal moves through the review process.**

The UO Dance Department proposes a new Bachelor of Fine Arts (BFA) in Dance in order to; 1) double (or triple) the number of Dance majors at UO, 2) increase the diversity of Dance faculty and students at UO, 3) earn accreditation through the National Association of Schools of Dance (NASD), and 4) reduce the drain of creative talent leaving the state of Oregon each year.

The proposed BFA in Dance requires no additional resources in faculty FTE, space, staff or funding. It meets the minimum requirements for a BFA by, both, UO and NASD standards. This degree plan will better accommodate students pursuing the existing BA/BS major, Dance minor, and Dance Teaching Certificate programs by allowing greater flexibility in meeting their Dance requirements with those of their alternate majors within 4 years.

### **Primary Proposer**

Brad Garner

### **Is there a co-proposer for this proposal?**

No

### **Home department**

Dance

### **College**

Music and Dance, School of

### **Additional Department Affiliations**

### **Level**

Undergraduate

### **Program Type**

Bachelor's Degree

### **Degree Type**

Bachelor of Fine Arts

**By default, the program will be approved for the Bachelor of Arts and Bachelor of Science. If you are only requesting one of these, please indicate below:**

**Primary Location**

UO main campus

**Program Delivery Format**

Traditional classroom/lab

**Does the program represent a collaboration of two or more university academic units?**

No

**Proposed Identification****Full Title**

Dance

**What's your desired effective date?**

2021-2022

**Relationship to Institutional Mission and Statewide Goals****How is the program connected with the UO's mission, signature strengths and strategic priorities?**

The proposed BFA in Dance is connected with the UO's mission, signature strengths and strategic priorities in a number of ways. For example, it fosters equity and inclusion by requiring the study of dances of the African diaspora, such as African and Jazz, with equal credit value to Western dance forms, such as Contemporary dance and Ballet.

The proposed BFA in Dance degree will help individuals question critically through theory courses in History and Culture (e.g. DAN 454 Contemporary Issues in Dance), which offer students insight into body-politics intrinsic to the art of dance, specifically; race, gender, age, ability and power. This degree will help students think logically through courses in Movement Science (e.g. DAN 260 Anatomy of Human Movement), which instill a deep understanding of the body's form and function in order to empower optimal performance while preventing injuries. The BFA in Dance will help individuals reason effectively through courses in Technology and Music (e.g. DAN 255 Dance Production and DAN 458 Music for Dancers), which prepare students to use lighting and sound design equipment and software for live performances and electronic presentations.

The proposed BFA in Dance will help individuals communicate clearly and act creatively through courses in Movement Technique (e.g. DANC 285 African II), Improvisation (e.g. DAN 271 Contact Improvisation), Composition (e.g. DAN 352 Dance Composition 2), Performance

(DAN 408 Work, Rehearsal & Performance), and Teaching (e.g. DAN 491 Teaching Dance), which require multiple modes of communication, adaptability, complex problem solving, collaboration, and creativity.

The proposed BFA in Dance helps individuals live ethically through Performance Ensemble requirements such as DAN 436 Dema African Performance and DAN 482 Repertory Company that provide opportunities to engage in community service and outreach to inner-city youth in public schools, after school programs, and private studios across Oregon.

**How will the proposal contribute to meeting UO and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities?**

The proposed BFA in Dance will contribute to meeting UO and statewide goals for student access and diversity by offering an inclusive curriculum that requires equal study in Eurocentric dance forms and those of the African diaspora.

\*See attached Proposed BFA Dance Degree Requirements and Proposed 4-Year BFA in Dance Curriculum.

**How will the proposal meet regional or statewide needs and enhance the state' capacity to:**

- **improve educational attainment in the region;**
- **respond effectively to social, economic and environmental challenges and opportunities;**
- and**
- **address civic and cultural demands of citizenship?**

The proposed BFA in Dance will meet statewide goals of educational attainment, responsibility to environmental challenges, and the civic demands of citizenship by providing the only such degree in the state of Oregon and one of only a limited few BFA degrees in the U.S. that offers an inclusive curriculum. This affords equal access to lower-income and non-white students, which inherently expands the diversity of the program to include other marginalized groups.

With the proposed BFA in Dance it will be possible for students to enter the program with creativity and a talent for movement, but as beginners in formal dance training and successfully graduate in four years with marketable professional dance skills such as Teaching, Performing, and Choreographing, as well as corollary fields such as Technical Production and Arts Administration

\*See attached Careers in Dance.

## Program Description

**Is there a core set of required courses?**

Yes

**What is the core set of required courses and what is the rationale for giving these courses this prominent role? What are the central concepts and/or skills you expect students to take from the core?**

On a given day, a BFA in Dance major will spend 4-6 hours in embodied studio practice and an equal amount of time in the study of dance theory. The curricular design emphasizes a breadth of technical dance training and Core Ed requirements in the first two years, and then transitions to more theory and creative practice in years three and four. Performance is threaded through the entire curriculum with required participation in Dema, the African ensemble, and the touring Repertory Company in the upper-division. The core set of required courses for a BFA in Dance are in four primary areas; Technique, Performance, Creative Practice, and Theory.

Technique courses train students to be proficient in a variety of dance forms from traditional to avant garde. The two primary purposes of technical dance training are safety (injury prevention) and artistry. To move safely, dancers must respect the body's natural patterns through proper alignment, body placement, joint function, and breath. To move artistically, dancers must develop a keen sense of musicality, rhythmic acuity and style. Course progressions in dance Technique include; Jazz, Modern/Contemporary, African, and Ballet. Advanced dance Technique prepares students for professions in performance, teaching, and choreography as well as acceptance into a terminal MFA degree program which requires an entrance audition.

Performance courses engage students in a variety creative processes with faculty, guest, and student choreographers. Course progressions in Performance include; Lofts, Faculty/Guest Artist Concerts, Student Concerts, Dema (African Ensemble), Repertory, and Touring Repertory Company. These performance experiences enhance student resumes and provide them with video work samples to include in applications for professional dance opportunities and/or MFA degree programs.

Creative Practice courses empower students to discover their individual artistic voices through the research of choreography and improvisation. Course progressions in Creative Practice include: Improvisation, Composition, Lofts and Student Dance Concert. The skills learned in these courses prepare students for careers in choreography, teaching, directing, and entrance into MFA programs which require choreographic work samples.

Dance Theory courses contextualize the students' studio research and help them navigate their professional futures. Progressions in dance Theory include; Somatics, Anatomy of Human Movement, Kinesiology, Fundamentals of Rhythm, Music for Dancers, Looking at Dance, Screendance, Dance Production, African Aesthetics, Dance and Power, Contemporary Issues in Dance, Teaching Dance, Teaching Internships, and Seminars focused on entrepreneurship.

These courses prepare students to excel in dance-related professions and/or advanced degrees which require a theoretical base of understanding in each of these subjects.

\*See attached Proposed BFA Dance Degree Requirements, Proposed 4-Year BFA in Dance Curriculum and Careers in Dance.

**What is the relationship between upper-division courses and the lower-division curriculum? For example, are fundamental principles introduced in the lower division and then applied to increasingly complex problems at the upper-division? This vertical architecture is common in the sciences, but is by no means universal. In the humanities, a more horizontal structure is often appropriate. For example, students might read and analyze literature at each level (100-400), but do so with increasing sophistication and the capacity to draw on a widening array of literary forms and ideas.**

The relationship between upper-division courses and the lower-division curriculum in the BFA in Dance is a hybrid of the models used in the sciences and humanities depending on which of the four primary areas (Technique, Performance, Creative Practice, or Theory) are being developed.

The Technique courses follow a vertical progression in levels 1-4 where students are required to take a full year of a given technique at the same level (3 terms) before moving up to the next level. For example, freshman will take a full year of African 1 and then take a full year of African 2 during their sophomore year...and so on. Each level is increasingly more sophisticated and correlated with Theory and Performance courses in the same idiom (e.g. DANC 285 African II (Technique) - DAN 301 African Aesthetics (Theory) and DAN 436 Dema African Ensemble (Performance)). During the fourth year students are channeled into a single Technique course, DAN 494 Contemporary 4, where their study of Jazz, Modern, African, and Ballet, will be synthesized into an open-ended advanced movement laboratory.

The Performance sequence is all upper-division regardless of the year of the student, but increases in level of intensity the higher the number i.e. DAN 408 is performing one piece in a single concert, while DAN 482 is performing in multiple pieces on tour.

The Creative Practices progress from improvisational forms in the lower-division to choreographic studies and fully produced compositions in the upper-division e.g. the Improvisation courses; DAN 171 and DAN 271 prepare students for the Composition courses; DAN 351, DAN 352, and DAN 452, which ultimately prepare students for DAN 412 Student Dance Concert during their fourth year.

Dance Theory courses evolve from broad survey experiences such as DAN 251 Looking at Dance and DAN 241 Screen Dance in the lower-division to more sophisticated and focused investigations in the upper-division such as DAN 453 Dance and Power, and DAN 454 Contemporary Issues in Dance. A similar progression is followed in the music courses, movement science courses, production courses, and seminars, each of which have a lower-

division pre-requisite and an upper-division requirement.

DAN 491 Teaching Dance is offered in the 4th year (after over 1,500 hours of technical dance training) and followed by DAN 404, a guided Teaching Internship under the mentorship of a UO Dance faculty member or approved professional dance instructor.

\*Please see attached Proposed BFA Dance 4-Year Curriculum.

**Are there specific course-to-course prerequisites that help students extend or link ideas or are the intellectual connections among courses in your major more general?**

Yes. Course-to-course pre-requisites in the proposed BFA in Dance curriculum are:

DAN 453 Dance and Power — Pre-requisite DAN 251 Looking at Dance  
DAN 454 Contemporary Issues in Dance — Pre-requisite DAN 453 Colonization in Dance  
DAN 271 Contact Improvisation — Pre-requisite DAN 171 Dance Improvisation  
DAN 351 Composition 1 — Pre-requisite DANC 271 Contact Improvisation  
DAN 352 Composition 2 — Pre-requisite DAN 351 Composition 1  
DAN 452 Composition 3 — Pre-requisite DAN 352 Composition 2  
DAN 412 Student Concert — Pre-requisite DAN 452 Composition 3  
DAN 458 Music for Dancers — Pre-requisite DAN 252 Fundamentals of Rhythm  
DAN 355 Dance Production 2 — Pre-requisite DAN 255 Dance Production 1  
DAN 360 Dance Kinesiology — Pre-requisite DAN 260 Anatomy of Human Movement  
DAN 494 Contemporary 4 — DAN 394 Contemporary 3

\*Please see attached Elective and Core Ed Recommendations.

**Are there tracks or concentrations within the credential? If so, do these start from a common core or are they differentiated from the beginning?**

No. There are no tracks or concentrations within the BFA in Dance credential. Students are expected to fulfill all required courses within the curriculum. However, there is freedom in the Core Ed requirements and Electives.

\*Please see attached Elective and Core Ed Recommendations.

## Course of Study

### Course of Study

\*See attached Proposed BFA Dance Degree Requirements. All courses listed are required unless noted as Electives e.g. DANC 199 Special Studies: Topic, DANC 399 Special Studies: Topic, and DAN 410 Loft.

All Technique courses must be taken in sequence. Students can test out of a level through a Placement Class, but must meet the same number of credits in the dance Technique category in that same idiom e.g. African, or Ballet etc.

Performance courses; DAN 480 Dance Repertory, DAN 481 Repertory Company: Rehearsal, and DAN 482 Repertory Company: Touring must be taken in that sequence.

The Creative Practices must be taken in sequence in this order; DANC 171 Dance Improvisation, DANC 271 Contact Improvisation, DAN 351 Dance Composition 1, DAN 352 Dance Composition 2, DAN 452 Dance Composition 3, and DAN 412 Student Concert.

There is some flexibility within the Theory courses, but the following courses must be taken in sequence (\*see Course-to-Course Pre-requisites listed previously):

History and Culture; DAN 251 Looking at Dance is a pre-requisite for DAN 453 Dance and Power and DAN 454 Contemporary Issues in Dance,

Science and Somatics; DAN 260 Anatomy of Human Movement is a pre-requisite for DAN 360 Dance Kinesiology,

Music; DAN 252 Fundamentals of Rhythm is a pre-requisite for DAN 458 Music for Dancers, Production; DAN 255 Dance Production 1 is a pre-requisite for DAN 355 Dance Production 2.

No tracks or concentrations.

Electives: BFA in Dance majors can take DANC 199 and DANC 399 Special Studies: Topic, which might include dance techniques outside the core curriculum e.g. hip-hop, Salsa, Partnering, Pointe, or Conditioning. They can also take DAN 410 Loft, where they choreograph for semi-formal live performances offered twice per year under a faculty mentor. BFA in Dance students will also be provided a recommended list of elective course options outside the Dance department in such areas as; Music, Art, Theatre, Women and Gender Studies, and Journalism.

\*See attached Proposed BFA Dance Recommended Core Ed and Electives.

## Expected Learning Outcomes For Students And Means Of Assessment

<b>Principle Learning Outcome (Concept or Skill)</b>	<b>Part of curriculum where this is introduced</b>	<b>Part of curriculum where this is developed</b>	<b>How students demonstrate mastery</b>	<b>Only one learning outcome should be listed per row. Please click the green down arrow to add additional rows once a row has been filled.</b>
Proficient in diverse dance techniques.	Lower-division dance Technique courses e.g. DANC 170, DANC 270,	Upper-division dance Technique courses e.g. DAN 394, DAN 494,	Ability to recreate, repeat, and retain class exercises in diverse dance forms. Ability	<i>Only one learning outcome should be listed per row. Please click the green down arrow to add additional rows once a row has been filled.</i>



Principle Learning Outcome (Concept or Skill)	Part of curriculum where this is introduced	Part of curriculum where this is developed	How students demonstrate mastery	Only one learning outcome should be listed per row. Please click the green down arrow to add additional rows once a row has been filled.
	DANC 172, DANC 272, DANC 175, DANC 275, DANC 185, and DANC 285	DANC 372, and DANC 375.	to integrate technical principles of proper alignment, body placement, joint articulation with artistic themes of musicality, dynamics and style.	
Perform diverse dance forms at a professional level.	Performance courses e.g. DAN 408.	Performance ensemble and repertory courses e.g. DAN 436, DAN 480, DAN 481, and DAN 480.	Ability to perform diverse dance repertory and original choreography in professional dance venues.	<i>Only one learning outcome should be listed per row. Please click the green down arrow to add additional rows once a row has been filled.</i>
Compose original works of choreography for public presentation.	Lower-division Creative Practice courses e.g. DANC 171 and DANC 172.	Upper-division Creative Practice courses e.g. DAN 351, DAN 352, DAN 452, DAN 410 (elective), and DAN 412.	Produce original choreography in live and digital public performances.	<i>Only one learning outcome should be listed per row. Please click the green down arrow to add additional rows once a row has been filled.</i>
Understand dance historically	Lower-division	Upper-division	Ability to articulate an	<i>Only one learning outcome should be listed per row. Please click the green</i>

Principle Learning Outcome (Concept or Skill)	Part of curriculum where this is introduced	Part of curriculum where this is developed	How students demonstrate mastery	Only one learning outcome should be listed per row. Please click the green down arrow to add additional rows once a row has been filled.
and culturally from a global perspective.	Theory courses in History and Culture e.g. DAN 241 and DAN 251.	Theory courses in History and Culture e.g. DAN 301, DAN 453 and DAN 454.	understanding of the historical and cultural context of dance throughout the world through creative projects, verbal presentation and written papers and examinations.	<i>down arrow to add additional rows once a row has been filled.</i>
Understand the body's form, function, and connection to the mind.	Lower-division Theory courses in Science and Somatics e.g. DAN 256 and DAN 260.	Upper-division Theory courses in Science and Somatics e.g. DAN 360.	Ability to identify specific anatomy and physiology, how those systems relate to human psychology and articulate how that relationship informs dance through creative projects, verbal presentations and written papers and examinations.	<i>Only one learning outcome should be listed per row. Please click the green down arrow to add additional rows once a row has been filled.</i>
Musicality and rhythmic acuity.	Lower-division Theory courses in Music e.g. DAN 252	Upper-division Theory courses in Music e.g. DAN 458	Ability to embody diverse rhythmic patterns, identify diverse	<i>Only one learning outcome should be listed per row. Please click the green down arrow to add additional rows once a row has been filled.</i>

Principle Learning Outcome (Concept or Skill)	Part of curriculum where this is introduced	Part of curriculum where this is developed	How students demonstrate mastery	Only one learning outcome should be listed per row. Please click the green down arrow to add additional rows once a row has been filled.
Produce live dance performance.	<p>and dance Technique (listed above).</p> <p>Lower-division Theory course in dance Production e.g. DAN 255.</p>	<p>and dance Technique (listed above).</p> <p>Upper-division Theory course in dance Production e.g. DAN 355.</p>	<p>musical genres and composers, design original scores, through creative projects, written papers and examinations, and verbal presentations. Collaborate with choreographers to create original lighting designs and perform all technical and manual backstage functions of 2 live dance concerts. Career planning, resume and website development, video work samples, research dance communities with professional opportunities, and complete actual</p>	<p><i>Only one learning outcome should be listed per row. Please click the green down arrow to add additional rows once a row has been filled.</i></p> <p><i>Only one learning outcome should be listed per row. Please click the green down arrow to add additional rows once a row has been filled.</i></p>
Entrepreneurship	Freshman Seminar course DAN 125.	Senior Seminar course DAN 425.	<p>research dance communities with professional opportunities, and complete actual</p>	<p><i>Only one learning outcome should be listed per row. Please click the green down arrow to add additional rows once a row has been filled.</i></p>

Principle Learning Outcome (Concept or Skill)	Part of curriculum where this is introduced	Part of curriculum where this is developed	How students demonstrate mastery	Only one learning outcome should be listed per row. Please click the green down arrow to add additional rows once a row has been filled.
			applications for arts grants and dance-related positions.	

**If needed, explain particular items in the grid:**

Not applicable.

**If needed, describe your curriculum map in narrative form, as an alternate to the grid:**

Not applicable.

**What is the nature and level of research and/or scholarly work expected of program faculty which will be indicators of success in those areas?**

Dance research faculty are expected to publish their research through live performances, choreographic/music compositional presentations, written publications, conference presentations or other invited speaking/teaching engagements. Additional indicators of success include; awards, grants, commissions, and invited residencies.

**Explain the methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.**

Student Experience Surveys, student exit interviews, student job placement data, graduate school admittance, student awards, faculty peer reviews, faculty discussions, NASD reports, and training seminars.

## Accreditation

**Is or will the program be accredited?**

Yes

**Name the accrediting body or professional society that has established standards in the area in which the program lies:**

National Association of Schools of Dance (NASD)

**If accreditation is a goal, identify the steps being taken to achieve accreditation:**

Approval of the proposed BFA in Dance is the first step in the process of accreditation by NASD. The Dean of SOMD, Sabrina Madison-Cannon, funded a site visit from an NASD

Consultant during the Spring 2018 to orient the Dance department to the application process. The Dean would like the Dance department to apply for accreditation as soon as possible. If the proposed BFA in Dance is approved to launch Fall 2021, the Dance department would apply for NASD accreditation Spring 2023.

**If the program does not or cannot meet those standards, the proposal should identify the areas in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to fully accredited.**

The proposed BFA in Dance meets NASD standards, which are clearly spelled out in the attached Proposed BFA Dance 4-Year Curriculum document. There are no deficiencies that the Dance department is aware of.

### Need for this Credential

What are the expected degrees/certificates over the next five years.

#### Number of Degrees:

	Year 1	Year 2	Year 3	Year 4	Year 5
0	0	0	10	10	

**What are possible career paths for students who earn this credential? Estimate the prospects for success of graduates in terms of employment, graduate work, licensure, or other professional attainments, as appropriate.**

BFA in Dance will be prepared to enter the job market with skills directly related to professional dance i.e. Performing, Choreographing, Directing, Teaching, Technical Production, Arts Management, Non-profit Organizations, and Health/Wellness fields.

BFA in Dance graduates will also be prepared to pursue MFA degrees.

BFA in Dance majors will acquire transferable skills to any profession prizing leadership, creativity, adaptability, collaboration, and self-discipline.

\*See attached Careers in Dance.

**Describe the steps that have been taken to ensure that the proposed program(s) does not overlap other existing UO program(s) or compete for the same population of students. [Provide documentation that relevant departments or areas have been informed of the proposal and have voiced no objections.]**

**Attach your communications showing due diligence in consulting with other UO departments or areas.**

**List any existing program(s) that are complemented or enhanced by the new major.**

## Program Integration And Collaboration

**Are there closely-related programs in other Oregon public or private universities?**

No

**If applicable, explain why collaborating with institutions with existing similar programs would not take place.**

There are no other BFA in Dance programs in the state of Oregon.

**Describe the potential for impact on other institution's programs.**

Not applicable.

**Document your due diligence in consulting with other Oregon institutions.**

*Please contact the Office of the Provost for instructions prior to contacting another institution about this program proposal.*

**If the program's location is shared with another similar Oregon public university program, provide externally validated evidence of need.**

Not applicable.

## Attach Corroborating Documentation

**List any additional faculty who will have a role in this this program as a result of the change(s), indicating those who will have leadership and/or coordinating roles. For each individual, indicate status with respect to tenure track (TT or NTT), rank, and full-time or part-time.**

**Describe how students will be advised in the new program.**

Students will be advised by in Dance faculty for BFA in Dance major requirements and the SOMD Academic Advisor for UO Core Ed and Group Satisfying requirements. The Dance department currently uses this same advising structure for the BA/BS in Dance, Dance Minor, and Dance Teaching Certificate.

**What other additional staff are needed to support this program?**

No additional staff are needed to offer the proposed BFA in Dance.

**Are special facilities, equipment, or other resources required because of the change (e.g., unusual library resources, digital media support,**

No additional facilities, equipment or other resources are required to offer the proposed BFA in Dance.

**Attach your communication(s) showing due diligence in consulting with UO Libraries and any other resource area effected by the new program.**

## Financial Sustainability

**What financial resources are needed to support this proposal? Identify the resources currently available as part of existing UO programs or reallocations within existing budgets. Are additional resources needed?**

The current UO Dance budget is based on 5.5 TTF FTE and 1.6 NTTF FTE (NTTF FTE uses combination of general funds and course fees). These faculty-related amounts are adjusted annually for changes to salaries and OPE. We are allocated an annual amount of \$20,000 for live musical accompaniment and \$10,000 for services and supplies. We support our concerts, e.g. contracting a Technical Director, from ticket sales.

**Provide a plan that shows how long-term financial viability of the program is to be achieved, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.**

## Business Plan Description

The proposed BFA in Dance requires no increase in funding, faculty FTE, space, SOMD staffing or UO library resources as it is 99% identical to the BA/BS curriculum the Dance department offered with its current resources. In 2017 the UO faculty reduced the requirements of the BA/BS to 75 credits in Dance to adapt to the modified RCM model UO implemented that year. The proposed BFA in Dance requires 118 credits in Dance, but only uses courses that were already offered under the BA/BS curriculum, many of which were only being counted as electives. The only additional courses being proposed for the BFA in Dance are Freshman seminars, which require 0.095 FTE per term. The current Dance faculty can cover this.

The only “new” hire required to offer the proposed BFA in Dance is the replacement of a TTF line retiring in June 2020 with a TTF specializing in dances of the African diaspora. This replacement hire will greatly enhance the Dance department’s ability to recruit and retain more diverse faculty and students in the future.

**Describe your plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program.**

No unique or additional resources needed for the proposed BFA in Dance.

**What is the targeted student/faculty ratio? (student FTE divided by faculty FTE)**

The target enrollment for the BFA in Dance is 10 students per class or 40 total BFA majors on a given year. The Dance department currently averages 10-15 BA/BS Dance majors per class, which means that it can anticipate doubling its numbers of majors between the two degree plans...at least. Therefore, with the department's current 7.262 faculty FTE the targeted student/faculty ratio will be between 100-120 total Dance majors divided by 7.262 faculty FTE, which equals 14:1 to 17:1.

The UO advertises an average student/faculty ratio on campus of 16:1.

**What are the resources to be devoted to student recruitment?**

The Dance Department has recruitment resources in place through SOMD. The proposed BFA in Dance requires no additional resources for recruitment.

**Attach supporting documentation for financial sustainability.**

**If grant funds are required to launch the program, what does the institution propose to do with the program upon termination of the grant?**

No grant funds required.

## Document Upload Guide

### Attach Supporting Documents

### Other Program Characteristics

**Must courses be taken for a letter grade and/or passed with a minimum grade to count toward the proposed major? If so, please list the courses and the requirements of each. Although there is variation in detail, UO majors typically require that most of the courses be taken for a letter grade (not "pass/no pass") and that the grade be C- or better.**

Year 1:

DANC 175 - 1cr - 3 terms - graded C- or better

DANC 185 - 1cr - 3 terms - graded C- or better

DANC 170 - 1cr - 3 terms - graded C- or better

DANC 172 - 1cr - 3 terms - graded C- or better

DAN 125 - 1cr - 3 terms - graded C- or better

DAN 171 - 1cr - 1 term - graded C- or better

DAN 251 - 4cr - 1 term - graded C- or better

DAN 408 - 2cr - 1 term - P/NP

WR 121 - 4cr - 1 term - graded C- or better

WR 122/3 - 4cr - 1 term - graded C- or better

Gen Ed - 4cr - 3 terms - graded C- or better

Elective - 2cr - 1 term - graded C- or better



Year 2:

DANC 275 - 1cr - 3 terms - graded C- or better  
DANC 285 - 1cr - 3 terms - graded C- or better  
DANC 270 - 1cr - 3 terms - graded C- or better  
DANC 272 - 1cr - 3 terms - graded C- or better  
DAN 271 - 1cr - 1 term - graded C- or better  
DAN 255 - 3cr - 1 term - graded C- or better  
DAN 260 - 4cr - 1 term - graded C- or better  
DAN 256 - 3cr - 1 term - graded C- or better  
DAN 241 - 4cr - 1 term - graded C- or better  
DAN 252 - 3cr - 1 term - graded C- or better  
DAN 355 - 1cr - 1 term - graded C- or better  
DAN 408 - 2cr - 1 term - P/NP  
Gen Ed - 4cr - 2 terms - graded C- or better  
Elective - 2cr - 2 terms - graded C- or better

Year 3:

DANC 375 - 1cr - 3 terms - graded C- or better  
DANC 372 - 1cr - 3 terms - graded C- or better  
DAN 394 - 3cr - 3 terms - graded C- or better  
DAN 436 - 2cr - 3 terms - graded C- or better  
DAN 351 - 3cr - 1 term - graded C- or better  
DAN 301 - 4cr - 1 term - graded C- or better  
DAN 360 - 4cr - 1 term - graded C- or better  
DAN 352 - 3cr - 1 term - graded C- or better  
DAN 408 - 2cr - 1 term - P/NP  
Gen Ed - 4cr - 2 terms - graded C- or better  
Elective - 2cr - 2 terms - graded C- or better

Year 4:

DAN 494 - 3cr - 3 terms - graded C- or better  
DAN 480 - 2cr - 1 term - graded C- or better  
DAN 452 - 3cr - 1 term - graded C- or better  
DAN 458 - 3cr - 1 term - graded C- or better  
DAN 425 - 1cr - 3 terms - graded C- or better  
DAN 481 - 2cr - 1 term - graded C- or better  
DAN 491 - 3cr - 1 term - graded C- or better  
DAN 453 - 3cr - 1 term - graded C- or better  
DAN 482 - 2cr - 1 term - graded C- or better  
DAN 412 - 3cr - 1 term - graded C- or better  
DAN 404 - 2cr - 1 term - graded C- or better  
DAN 454 - 3cr - 1 term - graded C- or better

Elective - 4cr - 1 term - graded C- or better  
Elective - 2cr - 1 term - graded C- or better

**How much course overlap will be allowed to count toward both the major and some other credential a student might be earning (a minor, certificate, or another major)? If there are specific credentials with overlap limits, please list those and the limits.**

The BFA in Dance is an accumulation of the BA/BS, Minor, and Teaching Certificate in Dance, with addition of Freshman Seminars and the conversion of certain studio electives and theory options into requirements. Therefore, the BFA in Dance will intrinsically allow overlap in Dance requirements with the three other active Dance programs of study.

The proposed BFA in Dance curriculum allows greater flexibility for all other Dance programs to graduate within 4 years.

BFA = 118cr  
BA/BS = 75cr  
Minor = 25cr  
Teaching Certificate = 41cr

**Does your proposal call for new courses, or conversion of experimental courses into permanent courses? If so, please list courses in the text box below and indicate when they will be submitted to UOCC for approval:**

DAN 410 Dema African Performance is being regularized to DAN 436 Dema African Ensemble  
DAN 407 Seminar is being regularized to DAN 125 Freshman Seminar and DAN 425 Senior Seminar  
All 3 courses are being submitted to UOCC for approval June 2020.

**Will admission to the program be limited?**

Yes

**Maximum enrollment:**

10/class

**Will students be required to apply for entry to this program?**

Yes

**What are the conditions for admission?**

The proposed BFA in Dance will require the standard UO Admission requirements with the addition of a dance audition to assess technical proficiency, creativity, and performance.

**Additional Requirements (Will Appear in Catalog)**

No additional requirements outside the attached Proposed BFA Dance Degree Requirements.

**Please describe admission procedures (Will Appear in Catalog)**

Those interested in applying for the BFA in Dance will complete the standard UO admission process and either attend a live dance audition or submit a videorecorded dance work sample. Further audition details are available on the SOMD website or by contacting the UO Dance office.

**Residency Requirements (Will Appear in Catalog)**

No residency requirements.

**Attach Additional Files** to access these files you need to access the proposal in courseleaf:

Access the proposal through courseleaf at: <https://nextcatalog.uoregon.edu/programadmin/>

Sign in with UO credentials, if you cannot access the site let me know.

Scroll down to "Dance" under program name and click on that selection that says

"undergraduate council" in the workflow column.

Careers in Dance (UTA Reference).pdf

USC BFA Dance 4-Year Curriculum (Reference).pdf

UMN BFA Dance 4-Year Curriculum (Reference).pdf

Proposed BFA in Dance Faculty Assignments.docx

Proposed BFA Dance Recommended Core Ed and Elective Courses.docx

Proposed BFA Dance Degree Requirements.docx

Proposed BFA Dance 4-Year Curriculum.pdf

**Reviewer Comments**