

**Proposal for a Program Leading to a  
BACHELOR OF FINE ARTS (BFA) IN DANCE**

**Proposed by the  
College of Arts and Sciences  
Oakland University  
Rochester, Michigan**

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## **Abstract**

The Department of Music, Theatre and Dance (MTD) proposes a new professional degree program leading to a Bachelor of Fine Arts (BFA) in Dance. The proposed program would better meet the needs of students seeking professional education through Oakland's Dance Program and would serve to attract more and higher quality students.

Since 1993, the department has offered a BA degree in Dance. In 1995, there were 6 dance majors and a larger number of minors. At present, the Dance Program consistently serves between 50 and 60 majors, with many additional students choosing to minor in Dance<sup>1</sup>.

Among these numbers of majors and minors are (1) students who seek a liberal arts education with a focus in dance and (2) students who seek to become professional dancers, choreographers, and teachers. Over the life of the program, faculty have struggled to adapt a BA program to meet the needs of students in both these categories. The general nature of the current BA program, that it is neither a professional program nor a liberal arts program, actually means that it serves neither of these purposes well. It has become clear to the department that the Dance Program has reached a level of maturity that makes the nature of our offerings incompatible with the needs of our students.

It is time for Oakland to take the next step in the development of the Dance Program and provide our students opportunity to study choose a program that is appropriate to their needs and career goals. We need to let the BA program be what it is supposed to be, a liberal arts program that serves students seeking a broad education with an arts focus, and establish a BFA program for students who are seeking professional education for a particular performance career.

The proposed BFA program could be implemented upon approval with little change to existing structures. The department is fully prepared for and able to handle the change.

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<sup>1</sup> In Dance, students who choose to minor are often almost as active as those who choose to major since "minoring" in the arts seems, to some, a "safer" career route. In truth, many of these minors end up pursuing careers in dance upon graduation. Although they are not labeled in the system as MTD students, they are often heavily involved in departmental activity and coursework.

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**Proposal for a Program Leading to a**  
**BACHELOR OF FINE ARTS (BFA) IN DANCE**

The Department of Music, Theatre and Dance currently offers a program leading to a Bachelor of Arts (BA) in Dance and has done so since 1992 when the degree was approved. In schools that offer programs in the performing arts, a BA in Dance degree program is generally a liberal arts program with an emphasis in dance. A Bachelor of Fine Arts (BFA) in Dance degree program is generally the program for professional education in dance.

When the BA program was developed at Oakland, the university was smaller, the department was much smaller, and the dance program barely existed. At that time, the BA degree was the logical starting place and was used to successfully launch the program. However, as the university, the department, and the programs have grown, the department has found itself constantly modifying the BA program in an attempt to meet the needs of students seeking both a liberal arts education and a professional education. We have ended up with a kind of hybrid program that is not really appropriate for students with either liberal arts or professional goals. The number of majors is large enough for us to begin offering two different degree paths to dancers. We are therefore proposing to create a new degree, the BFA in Dance, which will allow us to reduce the requirements in the BA in Dance to make it more of a liberal arts degree.

The proposed BFA in Dance degree program would create similarity and continuity across the undergraduate offerings of all three disciplinary programs in the department. Music already offers:

- a BA in Music, a liberal arts degree,
- and the Bachelor of Music in three professional concentrations: Music Education, Performance, and Composition.

Theatre is also proposing to offer:

- a BA in Theatre, a liberal arts degree,
- and a BFA in three areas of theatre professional specialization: Acting, Musical Theatre, and Theatre Design and Technology.

With approval of this proposal, Dance would offer:

- a BA in Dance, a liberal arts degree,
- and a professional degree, the BFA in Dance.

### **Dance at Oakland**

Recent years have seen a dance boom across the United States not only in dance companies and dance audiences but also on college campuses. In 1969, there were 110 institutions that offered a major in dance. Today there are over 300 institutions of higher education that offer a major in dance. This growth has also been reflected in Oakland University's Dance Program, as the numbers of dance majors grew from 14 in 1999 to 50 in 2005.

Oakland University's outstanding Dance Program has continually attracted large numbers of quality students because of its excellent faculty, location in Oakland County, and the residency of the Eisenhower Dance Ensemble. The Department of Music, Theatre and Dance proposes to capitalize on the strengths and reputation of the Dance Program by offering two degree programs (BA and BFA) instead of one (BA). The proposed programs would better meet the needs of current students and enable Oakland to attract an even larger number of high quality students.

Since 1992, the department has offered a Bachelor Arts degree in Dance. In 2001, Oakland's Dance Program was accredited by the National Association of Schools of Dance (NASD), one of only 64 dance programs in the United States to hold this distinction. During the review process that led to accreditation,

NASD advised the department to consider dividing its offerings into two programs to better meet the needs of our dance students. This proposal is in direct response to their advice. The dance program is up for re-accreditation in Fall 2007. We would like to have the new programs in place in time for this accreditation visit.

Paralleling the BA in Music already offered by the department, a BA in Dance would offer students a broad general education in dance without a high degree of specialization. Studies in this proposed program would enable students to develop dance skills, capabilities in the use of principles and procedures that lead to an intellectual grasp of the art, and the ability to perform. This program would be appropriate for undergraduates who wish to major in dance as a part of a liberal arts program irrespective of specific career aspirations. It would serve individuals who seek a broad program of general education rather than intense specialization in the undergraduate years (drawn from NASD's descriptions of BA in Dance programs).

Paralleling the Bachelor of Music degree programs offered by the department, a BFA degree is the initial professional degree in dance. As described by NASD, its primary emphasis is on the development of skills, concepts, and sensitivities essential to the dance professional. In any of the roles as creator, scholar or teacher, a dancer must function as a practitioner who exhibits both technical competence and broad knowledge of dance, sensitivity to artistic style, and an insight into the role of dance in the life of humankind. The course work would support the development of competencies in performance, choreography, and theoretical studies as well as general academic studies (per NASD standards). This degree is appropriate for students seeking to pursue a career in dance performance or choreography.

Adding a BFA option to the existing BA program would give students more program options to better meet their academic and professional needs.

## I. Program Description: BFA in Dance

The Bachelor of Fine Arts (BFA) with a major in Dance is a *professional* program within a traditional academic framework. It includes intensive technique training along with choreographic and performance opportunities through individual mentoring. Graduates of this program would have a foundation in dance skills and knowledge required for employment at a professional level. Students completing Oakland's BFA in Dance program will have demonstrated advanced technique/performance skills in two dance idioms, ballet and modern (which exceeds NASD standards); will have demonstrated ability not only to choreograph, but also to fully produce and manage a concert; and will have demonstrated ability to analyze, synthesize and communicate (in oral and written form) ideas and concepts in dance.

NASD standards for a BFA in Dance require students to demonstrate achievement of professional, entry-level competence in the area of specialization, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals which are evident in their work. Students must demonstrate their competence by developing a body of work for evaluation in the major area of study. A senior project or presentation in the major area is recommended. Students must have the ability to communicate dance ideas, concepts and requirements to professionals and lay persons related to the practice of the major field. In addition, students must have had opportunities to build dance skills to an advanced level and to broaden knowledge of dance elements, structure, repertoires, and contexts.

Other recommended goals for the professional undergraduate degree include student orientation to the nature of professional work in their major field, experience with broadly based examples of excellence in various dance professions, and opportunities to explore areas of individual interest related to dance in general or to the major.

## II. Rationale for the Program

### Meeting Oakland's Goals

The proposed BFA degree in Dance reflects the goals and objectives of Oakland University's Vision 2010 in the following areas:

#### **Strong undergraduate experience/strong academic programs**

- *Oakland University's central mission will be to provide a high-quality and challenging undergraduate education, including a visionary general education program, that offers undergraduates an enriching and diverse combination of liberal arts, professional education, and cultural and social experiences.*

The BA degree, with its liberal arts emphasis, and the BFA degree, with its professional education emphasis, would contribute in tandem to the undergraduate experience at Oakland University. Students who have a serious interest in dance would be able to attend Oakland and gain both the professional and the academic experience in one institution. The establishment of a choice of degree paths in dance would enhance the cultural environment on campus through additional performances and special workshops. The programs would contribute to the environment of a diverse student body by offering areas of study in the arts to a small group of students and opportunities to view a high caliber of professional performances to the entire Oakland University student body, as well as the southeast Michigan community.

- Every Oakland undergraduate will have the opportunity to work with a faculty mentor in research or other creative endeavors.

The OU dance faculty have a vast and varied background of professional experience in their disciplines, which gives the OU student significant training under the tutelage of dance experts. The presence of a professional company, the Eisenhower Dance Ensemble, on the OU campus gives students unique opportunities to train with and observe professional artists.

### **Inspired faculty**

- Oakland University's academic experience will be strengthened by the dedication of its faculty to the teaching-learning process, research, scholarship and creative endeavors.

Oakland University's dance professors exemplify the model of a professional faculty. All faculty members are recognized professionals in their fields, working in the community, regionally, and nationally as dancers, choreographers, directors, and master teachers.

### **Diversity**

- Oakland will continue to embrace and encourage diversity through programs, faculty, staff, students, partnerships and community outreach.
- By participating in diverse programs, and cultural and social experiences, Oakland students will be better prepared to be effective leaders in tomorrow's workplace and society.

Dance as an art form encourages the individual expression of the student and support diversity in performance programming. The choreographic and production processes promote collaboration and social awareness. The Oakland University campus is enriched by the diversity in both student and professional dance and theatre productions. The Dance Program encourages diversity through its course offerings, such as Dance in American Cultures, African Dance and Hip Hop.

### **Quality students**

- Oakland University will focus on attracting high-quality incoming first-year students to further enhance the educational and social environment of campus.

The BFA degree would help to recruit high quality incoming freshmen who are interested in a performance-focused undergraduate program. The BFA would enhance the professional caliber of dance training and promote superior quality in student creativity.

### **Community outreach**

- Oakland University will be recognized regionally for quality and responsive community outreach, including educational services, the cultural and performing arts, and sports. This outreach will further enhance the enriching and diverse combination of liberal arts, professional education, and cultural and social experiences for campus.

Community outreach and education are integral to both the BA and BFA Dance Programs. Participation in community projects is important to the development of a dance professional. Community performances, lecture demonstrations in area public schools, and student on-site teaching are all part of the proposed degree programs. Students involved in the OU Repertory Dance Company regularly perform in area schools, senior centers, and community groups.

With their association to the Eisenhower Dance Ensemble, both the BA and BFA in Dance would be unique in the country. Few institutions of higher learning have a professional company in residence with opportunities for apprenticeship. This program has the potential to achieve national prominence because of these opportunities.

### **Growth**

- Oakland University will be a growing university — in terms of number of students, academic programs, campus and student services, and technological enhancements.
- Oakland will retain the best features of a small-campus setting while being large enough to offer a broad array of programs and services.

The addition of the professional BFA degree would enable the Dance Program to recruit larger numbers of quality students.

## **Rationale**

The OU Dance Program currently has 60 majors. Each year the program has seen expansion in student numbers. The number of students enrolled as majors at Oakland has grown substantially in recent years, resulting in an increase in the quality and talent level of incoming freshmen. The current BA in Dance does not address the needs of students interested in professional degree programs. We know that current students who are interested in pursuing a professional degree would switch from the BA degree program to the BFA if it were offered. We also know that, over the years, Oakland's Dance Program has lost potential students because of the lack of a BFA degree. Offering the BFA will strengthen the OU dance program by diversifying the degree offerings and allowing students a choice for their undergraduate studies. The establishment of the BFA will attract more and better students including some who may aspire to continue on to Master of Fine Arts (MFA) programs, a typical path for performing arts majors.

## **Comparison to Other Programs**

### **Dance**

Michigan institutions offering a BFA in Dance are:

University of Michigan  
Wayne State University  
Western Michigan University

Michigan institutions offering a BA in Dance are:

Grand Valley State University  
Marygrove College  
Western Michigan University

Michigan institutions offering dance degrees under other titles, such as Bachelor of Science are:

Hope College  
Wayne State University

The only Michigan institution currently offering both BA in Dance and BFA in Dance is Western Michigan University.

Charts comparing the proposed BFA program to those offered by peer institutions can be found on the next page.

## Comparison of Oakland's BFA in Dance to Other University Programs

<p><b><u>Oakland University</u></b></p> <p><b>Credits required in BFA Dance Major</b>                    <b>86</b> (Courses in ballet I-IV, modern I-IV, Choreography I-III, Dance Conditioning, Dance History, Kinesiology, Performance in Student Dance Company, Senior Recital/Seminar, Dance Production, Improvisation for Dance, Pedagogy, Creative Dance for Children, Acting for Non-Theatre Majors, Special Dance Techniques, Careers and Opportunities, and Issues and Trends in Dance, Musicianship for Dancers)</p> <p><b>Credits required in General Education</b>                    <b>40</b></p> <p><b>CAS Distribution and Elective Credits</b>                    <b>8</b></p> <p><b>Total Credits</b>    <b>134</b></p>	<p><b><u>Temple University</u></b></p> <p><b>Credits required in BFA Dance Major</b>                    <b>75</b> (Courses in Ballet I-IV, Modern I-V, Jazz I-IV, African Dance, Freshman Repertory, Dance History, Labanotation, Dance Composition I-III, Performance, Senior Choreographic Project, Dance Production, Rhythmic Analysis, Lighting Design for Dance, Senior Seminar, and Improvisation)</p> <p><b>Credits required in General Education and General Electives</b>                    <b>37</b></p> <p><b>Credits required in other Dance Electives</b>                    <b>13</b></p> <p><b>Total Credits</b>    <b>125</b></p>
<p><b><u>University of Michigan, Ann Arbor</u></b></p> <p><b>Credits required in BFA Dance Major</b>                    <b>90</b> (Courses in Ballet, Modern, Choreography, Dance History, Theory, World Dance, Performance, Dance Production, Senior Seminar, Senior Concert, Special Topics in Dance, Art History, Biological and Psychological Bases of Human Movement, and Teaching Methods I &amp; II, Music theory, Musicology, Music for Dance)</p> <p><b>Credits required in General Education</b>                    <b>30</b></p> <p><b>Required Elective Credits</b>    <b>8</b></p> <p><b>Total Credits</b>    <b>128</b></p>	<p><b><u>Ohio University</u></b></p> <p><b>Credits required in BFA Dance Major</b>                    <b>79</b> (Courses in Ballet I-III, Modern I-III, Jazz, World Dance, Dancer History, Choreography I-III, Rhythmic Analysis, Experimental Anatomy, Contemporary Trends in Dance, Artist and Audiences, Concert Production, Intro to Technical Theatre, Kinesiology, Music for Dancers I &amp; II, Topics in Dance Making, Senior Concert, and Teaching Dance I &amp; II)</p> <p><b>Credits required in General Education</b>                    <b>36</b></p> <p><b>Required Elective Credits</b>    <b>12</b></p> <p><b>Total Credits</b>    <b>127</b></p>
<p><b><u>Wayne State University</u></b></p> <p><b>Credits required in BFA Dance Major</b>                    <b>84</b> (Courses in Ballet I-IV, Modern I-IV, African Dance, Dance History I &amp; II, Issues &amp; Trends, Dance Kinesiology I &amp; II, Dance Production, Choreography I-III, Dance Notation, Pilates, Writing Intensive Course in Dance, Performance, Touring, Senior Capstone, Intro to Theatre, Music Appreciation, and Intro to Art, World Music, Music &amp; Dance Relationships)</p> <p><b>Credits required in General Education</b>                    <b>25</b></p> <p><b>Required Elective Credits</b>    <b>11</b></p> <p><b>Total Credits</b>    <b>120</b></p>	<p><b><u>University of Illinois</u></b></p> <p><b>Credits required in BFA Dance Major</b>                    <b>79</b> (Courses in Ballet, Modern, Other Dance Forms, Improvisation/Choreography, Performance, Dance History, Dance and Movement Sciences, Music Theory and Literature, Teaching, Dance Production, and Senior Project Concert)</p> <p><b>Credits required in General Education</b>                    <b>34</b></p> <p><b>Required Elective Credits</b>    <b>17</b></p> <p><b>Total Credits</b>    <b>130</b></p>

## Uniqueness of Oakland's Programs

The OU Dance Program is unique in the following ways:

1. *Dance program housed in the Department of Music, Theatre and Dance.*

- More opportunities for collaborations with theatre and music areas
- More multi-discipline performance opportunities
- More multi-discipline training opportunities
- Opportunities for daily interaction with students in other performing arts disciplines

2. *Ongoing mentorship with professional dance company in residency, Eisenhower Dance Ensemble.*

- Opportunities for training side-by-side with professionals
- Opportunities for daily interaction with professionals
- Opportunities for viewing professional performances on campus
- Classes taught by professionals currently working in the field
- Apprenticeship opportunities
- Performance opportunities via professional/student collaborations
- Future employment opportunities
- Opportunities for observing professionals at work

3. *Dance program faculty consists of professionals currently working in the field.*

- Students' training based on current trends within the field
- Students' technical training utilizes latest science of kinesiology
- Opportunities for students to observe faculty "practice what they preach"

4. *Individualized instruction for dance students*

- Oakland University student/teacher ratio is excellent
- Laboratory classes offer more personal feedback for technical training

5. *Program located in a major metropolitan area*

- Opportunities for students to view a wide range of performances

- Opportunities for students to work in venues off campus
- Large pool of skilled professionals to work as guest artists/lecturers

### **Advice and Consultation**

The National Association of Schools of Dance is the accrediting body for university dance programs. After the 2001 self-study and accreditation review process, the dance faculty spent the last few years evaluating its program with respect to suggestions made by the NASD reviewers. The rapid increase in student numbers has also encouraged us to consider changes necessary to accommodate the larger student numbers in dance.

#### **BA in Dance** (shared here as a basis for comparison)

NASD recommended program components for a BA in Dance or liberal arts degree appear in italics and smaller font below. Descriptions of how the proposed program meets these standards are embedded in regular font.

1. *General Education. The principal goals of general education in undergraduate liberal arts programs with a major in dance are:*
  - a. The ability to think, speak, and write clearly and effectively. Students who earn liberal arts degrees must be able to communicate with precision, cogency, and force.
  - b. An informed acquaintance with the mathematical and experimental methods of the physical and biological sciences; with the main forms of analysis and the historical and quantitative techniques needed for investigating the workings and developments of modern society.
  - c. An ability to address culture and history from a variety of perspectives.
  - d. Understanding of, and experience in thinking about, moral and ethical problems.
  - e. The ability to respect, understand, and evaluate work in a variety of disciplines.
  - f. The capacity to explain and defend one's views effectively and rationally.
  - g. Understanding of and experience in art forms other than dance.

These goals are usually achieved by studies in English composition and literature; foreign languages; history, social studies, and philosophy; visual and performing arts; natural science and mathematics. Achieving such goals for each student implies effective pre-college study, regular testing and counseling, and flexibility in course requirements.

*General studies normally occupy 50% to 70% of the total curriculum.*

The Oakland University General Education requirements satisfy this standard. 52% of the courses in the BA in Dance Degree are in General Education and College of Arts and Sciences Distribution credits.

2. **Dance Studies.** *The specialized form of learning appropriate to the liberal arts degree, designed to develop basic competence, would include work in performance and dance studies. Objectives of this type are ordinarily emphasized in courses in history and repertory of dance, dance notation, anatomy and kinesiology, choreography, philosophy of dance, music for dance, and related arts and sciences. There is no particular division of courses and credits to satisfy every situation but, in any case, it is strongly suggested that these important concepts and generalizations be developed through a process of practical and intimate contact with living dance. This task should occupy 20% to 25% of the total curriculum.*

25% of the BA in Dance curriculum consists of coursework in dance studies.

3. **Performance.** *Although it is recognized that there is a wide divergence of practice concerning the inclusion of technique and performance studies in a B.A. curriculum, or its relegation to extracurricular activity, the study and practice of the art of performance in the various media are essential to the life of any Dance Program. The work in this area comprises:*
  - a. *instruction in a performing medium;*
  - b. *participation in large and small ensembles;*
  - c. *solo performance.*

BA in Dance students are required to perform in 5 concerts.

4. **Electives.** *In addition to electives in general education, further studies in dance, including performance, should be possible through a selection of additional courses in these areas. The combined areas of Dance Performance and Electives should occupy 10% to 20% of the curriculum.*

23% of the BA in dance curriculum consists of Dance Performance coursework.

## **BFA in Dance**

NASD recommended program components for a BFA in Dance are:

1. **Performance.** *Studio experiences are of prime importance in the preparation of students for professional careers in dance. Skill in at least one major area of performance must be progressively developed to the highest level appropriate to the particular area of concentration. The excellence of the work produced by students is the best determinant of the adequacy of the performance studies offered by an institution. The opportunity should be available for all students to become familiar with every major aspect, technique, and direction in their major field. Students should achieve the highest possible level of technical skill in the medium and the highest possible level of conceptual understanding of the medium and its expressive possibilities. Technical proficiency standards should be established for each area of technique (i.e., modern dance, ballet, jazz, etc.) and for each level (e.g., freshman, sophomore, etc.), and the achievement of a specified level of proficiency in technique should be required for graduation. Performance studies must begin at the freshman level and extend with progressive intensity throughout the degree program, with opportunities for independent study at the advanced level with appropriate evaluation. Students must be afforded the chance to perform and to have their performance critiqued and discussed.*

The proposed BFA degree exceeds performance requirements of NASD by requiring advanced levels in both ballet and modern technique. To graduate with a BFA, the student would also be required to participate in 7 performances.

- 2. Choreography.** *Students must have opportunities to develop their choreographic potential in studies that include traditional and/or experimental approaches. A minimum of two years course work in choreography is required.*

The proposed BFA meets these choreography requirements through:

DAN 170, Dance Improvisation/Choreography I

DAN 270, Choreography II

DAN 370, Choreography III

DAN 480, Senior Recital.

In addition, there is one student-choreographed concert each year where students have opportunities to choreograph outside of the regular curriculum.

- 3. Theoretical Studies.** *Through comprehensive courses in dance studies, students should learn to analyze works of dance perceptively and to evaluate them critically. They should develop an understanding of the common elements and vocabulary of dance and of the interaction of these elements, and be able to employ this knowledge in analysis. They should be able to place works of dance in historical and stylistic context and have some understanding of the cultural milieu in which they were created. They should be able to form and defend value judgments about dance. These competencies are achieved by course work and studies in such fields as repertory, dance notation, history of dance, philosophy of dance, music, anatomy and kinesiology, dance ethnology, and production design.*

The proposed BFA meets these standards through the history, philosophy and kinesiology courses required.

- 4. General Academic Studies.** *Undergraduate curricula must include requirements in general academic studies. Such studies need not necessarily be taken at the institution, but may be taken at other accredited postsecondary institutions. While liberal arts studies should include courses in English, the arts and humanities, social sciences, and natural sciences, specific courses and proportions of distribution should be related to the specific program goals and objectives in a particular concentration.*

The Oakland University General Education requirements satisfy this standard.

5. **Curricular Structure.** *Curricular structure, content, and time requirements shall enable students to develop the range of knowledge, skills and competencies expected of those holding a professional degree in dance. Curricula to accomplish this purpose normally adhere to the following guidelines: study in dance and dance related areas should comprise of 65% of the total program: general academic studies, 25-30%, and elected areas of study, 5-10%.*

The proposed BFA degree adheres to the above standards by offering 65% in dance studies, 30% in general studies and 5% in College of Arts and Sciences Distribution credits.

6. **Preparation for Teaching.** *The program should include the equivalent of at least one course in pedagogy and teaching experience on a required or elective basis.*

The proposed program would require two courses in pedagogy:

DAN 441, Dance Pedagogy

DAN 350, Creative Dance for Children.

### **III. Self-study**

Copies of a 1999-2000 Self-study Report prepared by the Department of Music, Theatre and Dance in preparation for accreditation reviews by the National Association of Schools of Dance (NASD), National Association of Schools of Theatre (NAST), and National Association of Schools of Music (NASM) are available in the offices of the Department of Music, Theatre, and Dance, the Office of the Dean of the College of Arts and Sciences, the Office of Undergraduate Education, and the Office of Graduate Study. The Music faculty and department chair recently completed a self-study of the Department and Music Program in preparation for an accreditation visit from the National Association of Schools of Music in October 2006. While this study does not speak to the Theatre or Dance Programs in particular, it does contain recent information about the status of the Department in general. Copies of this study are also available in the offices listed above.

The department is also currently engaged in follow-up self-studies for NASD and NAST, in anticipation of our second accreditation visit from these organizations in Fall 2007.

The proposed BFA program in dance would involve much of the same programming, classroom use, faculty time, facilities use, and so forth as the BA program in dance. Essentially, the proposed degree program would be comprised of existing courses, reorganized into new groupings. The department is fully prepared and able to handle this change.

#### **Areas of Particular Concern**

As the university is fully aware, the department has concerns about facilities and performance spaces, but these would not be any more problematic for the new programs than they are for the existing programs. This proposal is about changing the organization of the curriculum to better meet student needs.

Space difficulties faced by the department will not be exacerbated by the new degree program. These are separate issues that impact our curricula regardless of its organization. This is a proposal to improve the curriculum.

## **Serving the Goals of the Academic Unit**

### **The University**

The mission statement of Oakland University is:

As a state-supported institution of higher education, Oakland University has a threefold mission. It offers instructional programs of high quality that lead to degrees at the baccalaureate, master's and doctoral levels as well as programs in continuing education; it advances knowledge and promotes the arts through research, scholarship, and creative activity; and it renders significant public service. In all its activities, the university strives to exemplify educational leadership."

The proposed program falls well within this mission, since the intention is to offer the highest quality education to produce dance professionals and arts leaders.

### **The College of Arts and Sciences**

The *Creating the Future Final Report* states:

The aim of the College's major programs is to help students acquire expertise in the arts, sciences, humanities or social sciences (p. 10).

The proposed program is designed to foster the development of high levels of expertise in the field of dance.

### **The Department of Music, Theatre and Dance**

The mission of the Department of Music, Theatre and Dance is:

The Department of Music, Theatre and Dance is a community whose members create a dynamic environment for the arts in which students are inspired and equipped to become lifelong learners in music, theatre, and dance. Within this community, each discipline maintains its unique identity and is strengthened by opportunities for collaboration.

The Department serves Oakland University by: (1) educating arts professionals, (2) providing liberal arts education for arts majors, and (3) providing arts education and performance opportunities for the university community at large.

The Department serves the region by: (1) providing opportunities to experience the arts in performance, (2) providing support for professional artists and arts educators, and (3) providing leadership in the arts.

The Department promotes and supports scholarship and performance of faculty and students in each of the disciplines: music, theatre, and dance.

The proposed program fits within this mission in that it would educate arts professionals, provide leadership in the arts, and promote and support scholarship (creative work) of faculty and students.

### **Role of the Dance Program**

Within the departmental mission, the role of the Dance Program is as follows. The proposed program falls well within this description.

The Dance Program encourages the student to develop an understanding of the art of dance by providing dance experiences that have artistic as well as educational value. This includes:

- *providing experiences that enable students to acquire historical, theoretical, and practical skills.*
- *producing dance performances that reflect high artistic standards.*
- *sponsoring enrichment opportunities such as guest artists and dance companies-in-residence.*
- *offering a broad range of styles, genres, and cross-cultural opportunities.*

The Dance Program endeavors to produce a graduate who has versatility, a strong aesthetic, and the dance skills and vocabulary to pursue a career in the dance field.

The Dance Program offers classes, performances, and lectures designed to enrich the general education student and broaden his/her appreciation and understanding of the art of dance.

## **Staffing Needs**

### **Faculty**

During the 2001 accreditation process, NASD recommended that the dance program hire additional faculty to meet the needs of the program at the time (2001 when the program was considerably smaller). The dance faculty has requested a new position in dance each year since that time but, because of the needs of the other disciplines in the department in meeting their own growth, dance has not as yet been granted any new faculty lines. Currently, there are four faculty positions in dance. The dance program aspires to add an additional tenure track position in dance with a specialization in Ballet technique and dance education. (Dance also offers a program leading to a dance endorsement for both elementary and secondary teaching certificates and does not currently have a full-time dance education specialist.) The Ballet/Dance Education position is part of this proposal. We will seek approval for this position with or without the approval of this proposal.

In the budget for this proposal, we have included a request for 1 tenure track faculty position in Ballet/Dance Education.

### **Staff**

The department currently funds two 19-hour casual positions: an assistant in the costume shop and an assistant technical director. These positions support both the Theatre and Dance Programs. We currently fund these positions out of our Supplies and Services funds—funds that are desperately needed for other academic needs within the department. Therefore, in connection with this proposal, we are seeking funding for one of these part-time staff positions from a source other than our Supplies and Services budget: the Costume Shop Assistant. It is therefore included in the budget for this proposal.

MTD undergraduate students are currently served by an academic adviser in the CAS Advising Office who spends 75% of his time advising MTD students. By the fifth year of this program, we anticipate that MTD will need the full-time

services this position. We therefore include the salary of an adviser in Year 5 on the pro forma budget.

MTD currently has a 3-year contract with an external box office management service. This situation is far from ideal. Therefore, as part of this proposal, we request a half-time (20-hour) box office manager to start Fall 2009, when the outsourced position contract ends.

(The department is also requesting an additional clerical position to support Theatre and Dance, but this position is part of the BFA in Theatre proposal because most of the work of this position will be to support Theatre since it is a larger program. This position is therefore not reflected in the Dance proposal, but would serve this program.)

### **Additional Course Offerings**

To offer this proposed program, we would not need to offer any additional classes beyond those we currently offer. The BFA degree would be earned through reorganization and “repackaging” of current offerings.

### **Faculty Qualifications**

#### Full-time Dance Faculty

Laurie Eisenhower, Professor of Dance  
MFA in Dance, Arizona State University  
Artistic Director of Eisenhower Dance Ensemble

Gregory Patterson, Associate Professor of Dance, Dance Program Director  
MFA in Dance, University of Michigan  
Artistic Director of Patterson Rhythm Pace  
Director of Oakland Dance Theatre

Mariah Malec, Assistant Professor of Dance  
MFA in Dance, Arizona State University  
Artistic Director of MM/Movement Project  
Director of OU Repertory Dance Company

Debra Bernstein-Siegel, Full-time Adjunct Instructor  
MA in Dance, Ohio State University

Special Lecturers in Dance

Kristen Berger, Special Lecturer in Dance  
MFA in Dance, University of Michigan  
(modern dance)

Roberta Lucas, Special Lecturer in Dance Education  
MA, Center for Humanistic Studies  
(dance and theatre for elementary education majors)

Part-time Dance Faculty

Jacqueline Boucard, Lecturer (ballet, jazz)  
Rebecca Crimmins, Lecturer (tap)  
Mindy Grissom, Lecturer (ballet)  
Andrea Hughes, Lecturer (Middle-eastern dance)  
Kristen Larson, Lecturer (dance education)  
Marcia Mai, Lecturer (world dance)  
Christine Naughton Shawl, Lecturer (modern, Oakland Dance Theatre)  
Titos Sompá, Lecturer (African dance)  
Christina Tasco, Lecturer (ballet)

Curriculum Vitae for all full-time faculty are Appendix C.

## **Library Holdings**

A library report on the status of the dance collection, prepared by Mildred Merz, Collection Development Librarian, is attached as Appendix B.

Ms. Merz's summative statement in the report on the dance collection suggests that the approval of the proposed BFA program would not precipitate significant changes in the dance collection. Overall increased cost would be about \$4,000 a year to support this program.

For a relatively small amount of money the library's very modest dance holdings could be expanded to serve most of the library needs of students in the proposed new programs. Adding the International Bibliography for Theatre & Dance and updating and centralizing the video holdings would be

especially valuable to everyone involved with the dance program (Summative statement of the library memo which is Appendix B).

In addition to the library holdings described in the Library Report, the Dance Program houses its own Video/DVD library of professional dance performances. Videotapes have been acquired and collected since the early 1970s. Dance faculty use this video collection in Dance History, Choreography, and Issues and Trends in Dance courses.

### **Classroom, Laboratory, and Space Needs**

It is well known on the Oakland campus that the Department of Music, Theatre and Dance has space and facilities problems. Please note that these problems exist whether or not the proposed degree program is approved. The needs exist for the current program as well. Implementing this new program would neither intensify nor lessen the need for appropriate facilities for performing arts on the Oakland Campus.

The Dance Program utilizes three dance studios, as well as other classroom spaces. Student dance concerts are held in Varner Recital Hall and Varner Studio Theatre. Two of the dance studios are adequate to serve the needs of the program; however, the third studio is an adapted classroom space in Vandenberg Hall. This space is very lacking (an understatement, considering its old worn out dance floor and constant water leaks from the ceiling above). The Dance Program would benefit from one additional dance space that could double as an informal performance space for choreography and student work. In addition, the program has a need for appropriate spaces in which to teach Tap and Pilates.

### **Equipment Needs**

The dance program requires a relatively small amount of equipment. The dance studios in Varner could use some updating of the dance flooring system,

sound system, and new digital technology (DVD and camera capability). Again, these needs exist irrespective of the new degree proposal. If a third dance studio were to be acquired (replace the room in Vandenberg), the space would need to be retrofitted to accommodate dance. This would include a sprung floor, ballet barres, mirrors, sound equipment, and DVD/VHS equipment.

### **Impact on Existing Program**

Initially, the launching of the BFA degree program in Dance would result in about half the current dance majors moving from the BA to the BFA program. This will not significantly impact either program since students have already been using the BA program to meet one set of needs or the other. In subsequent years, our ability to recruit for the BFA should increase the number of dancers seeking admission to Oakland and also raise the quality of applicants.

## IV. Program Plan

The program plan for the proposed degree is evident in the proposed catalog copy below.

### Proposed Catalog Copy

#### Requirements for the Bachelor of Fine Arts degree

The Bachelor of Fine Arts degree is intended for students who wish preprofessional and professional preparation in dance, musical theatre, acting, and theatre design and technology. Students must successfully complete the performance production requirement, the events attendance requirement and the senior interview as described in the department's *Undergraduate Theatre Handbook* or *Undergraduate Dance Handbook* available on the department website, [www.oakland.edu/mtd](http://www.oakland.edu/mtd). Students should consult with the departmental adviser in the College of Arts and Sciences Advising Office to plan their degree program. Only major courses in which a grade of at least 2.0 has been earned will count toward the major. Requirements are as follows:

#### Requirements for the major in dance, B.F.A. program

<b>A. Liberal Arts Requirements:</b>		<b>Credits</b>
University general education requirements		40
DAN 173, Dance History and Appreciation, required as arts general education course		
DAN 370 or 470 count as the capstone in the major		
DAN 370 counts as writing intensive in the major		
College distribution requirement and elective credits		12
<b>B. Dance Requirements:</b>		
DAN 100-400	Ballet I-IV	16
DAN 110-410	Modern Dance I-IV	16
DAN 130	Conditioning for Dance	1
DAN 170	Dance Improvisation / Choreography I	2
DAN 230 or 299	Special Dance Techniques or Dance Workshop	6
DAN 240	Dance Production and Technology	2
DAN 270	Choreography II	4
DAN 330	Kinesiology for the Dancer	4
DAN 350	Creative Dance for Children	4
DAN 370	Choreography III	4
DAN 376, 475 or 498	Oakland Dance Theatre, OU Repertory Dance Company or Dance Apprenticeship	7
DAN 380	Contemporary Dance History: Revolution and Revisionism	4
DAN 425	Issues and Trends in Dance	2
DAN 428	Careers and Opportunities in Dance	2
DAN 441	Dance Pedagogy	4
DAN 470	Senior Recital / Seminar	4
MUT 109	Basic Musicianship for Dancers	2
THA 105	Acting for Non-Theatre Majors	2
		138

*Non-credit requirements:*

Major standing  
Senior interview  
Performance production requirement  
Events attendance requirement

## **Admission Criteria**

As of Fall 2006, all students seeking admission as dance majors are required to audition for the programs in addition to meeting Oakland's general admission criteria. Auditions for all Department of Music, Theatre and Dance programs occur in February, March, August, and December.

For Dance, auditions consist of faculty observation of applicant participation in a dance class that includes various dance styles, a two-minute solo performance by each applicant, and an applicant interview with the dance faculty.

If the proposed BFA were approved, students accepted into the Dance Program through the audition process would then need to apply for Major Standing after completion of at least 26 credit hours to be admitted into either the BA or BFA program. A dance major would be expected to exhibit creative ability and potential in dance appropriate to the program for which he or she sought to be admitted. The skill and talent of the dancer for the BFA program would be higher than that expected for the BA program. Through an interview process with the dance faculty, an applicant for Major Standing would be a) accepted, b) offered the option for a deferred decision (pending significant improvement), or c) denied Major Standing. Transfer students would need to be enrolled for at least one semester before applying for Major Standing.

## **Administrative Personnel/Procedures to Support the Program**

The BFA in Theatre proposal seeks the addition of a 3<sup>rd</sup> clerical position to the departmental office staff. This position would serve the Dance Program as well. Beyond this request (which is not part of this proposal), all personnel and procedures that serve the existing BA program would continue to serve the proposed program, if approved.

## Sample Curricula

**Revised BA in Dance, 4-year plan** (provided for comparison)  
(effective 2007, if approved)

<p><b>Fall I</b>            Dan 100 Ballet I (2)            Dan 130 Conditioning for Dance (1)            Dan 110 Modern Dance I (2)            Dan 376 Oakland Dance Theatre (1)            MUT 109 Basic Musicianship for Dancers (2)            Gen Ed, Distribution or Elective credits (8)</p>	<p><b>Winter I</b>            Dan 100 Ballet I (2)            Dan 110 Modern Dance I (2)            Dan 170 Choreography I /Improvisation (2)            Dan 376 Oakland Dance Theatre (1)            Gen Ed, Distribution or Elective credits (8)</p>
<p><b>Fall II</b>            Dan 200 Ballet II (2)            Dan 210 Modern Dance II (2)            Dan 270 Choreography II (4)            Dan 376 Oakland Dance Theatre (1)            Gen Ed, Distribution or Elective credits (6)</p>	<p><b>Winter II</b>            Dan 200 Ballet II (2)            Dan 210 Modern Dance II (2)            Dan 240 Dance Production/Technology (2)            Dan 376 Oakland Dance Theatre (1)            Gen Ed, Distribution or Elective credits (8)</p>
<p><b>Fall III</b>            Dan 300 Ballet III (2)            Dan 310 Modern Dance III (2)            Dan 330 Kinesiology for the Dance (4)            Dan 380 Contemporary Dance History (4)            Gen Ed, Distribution or Elective credits (4)</p>	<p><b>Winter III</b>            Dan 300 Ballet III (2)            Dan 310 Modern Dance III (2)            Dan 350 Creative Dance for Children (4)            Dan 376 Oakland Dance Theatre (1)            Gen Ed, Distribution or Elective credits (6)</p>
<p><b>Fall IV</b>            Dan 425 Issues and Trends in Dance (2)            Gen Ed, Distribution or Elective credits (14)</p>	<p><b>Winter IV</b>            Dan 428 Careers/Opportunities in Dance (2)            Dan 441 Dance Pedagogy (4)            Gen Ed, Distribution or Elective credits (10)</p>

### Proposed BFA in Dance, 4-year plan

<p><b>Fall I</b></p> <p>Dan 100 Ballet I (2)            Dan 130 Conditioning for Dance (1)            Dan 110 Modern Dance I (2)            Dan 299 Dance Workshop (1)            Dan 376 Oakland Dance Theatre (1)            Mut 109 Basic Musicianship for Dancers (2)            Gen Ed, Distribution or Elective credits (8)</p>	<p><b>Winter I</b></p> <p>Dan 100 Ballet I (2)            Dan 110 Modern Dance I (2)            Dan 170 Choreography I /Improvisation (2)            Dan 173 Dance History/Appreciation (4)            Dan 376 Oakland Dance Theatre (1)            Gen Ed, Distribution or Elective credits (6)</p>
<p><b>Fall II</b></p> <p>Dan 200 Ballet II (2)            Dan 210 Modern Dance II (2)            Dan 299 Dance Workshop (1)            Dan 270 Choreography II (4)            Dan 376 Oakland Dance Theatre (1)            Gen Ed, Distribution or Elective credits (6)</p>	<p><b>Winter II</b></p> <p>Dan 200 Ballet II (2)            Dan 210 Modern Dance II (2)            Dan 240 Dance Production/Technology (2)            Dan 299 Dance Workshop (1)            Dan 376 Oakland Dance Theatre (1)            Tha 105 Acting for Non-theatre Majors (2)            Gen Ed, Distribution or Elective credits (8)</p>
<p><b>Fall III</b></p> <p>Dan 300 Ballet III (2)            Dan 310 Modern Dance III (2)            Dan 330 Kinesiology for the Dancer (4)            Dan 380 Contemporary Dance History (4)            Dan 376 or 475 Oakland Dance Theatre or            OU Repertory Dance Company (1)            Gen Ed, Distribution or Elective credits (4)</p>	<p><b>Winter III</b></p> <p>Dan 299 Dance Workshop (1)            Dan 300 Ballet III (2)            Dan 310 Modern Dance III (2)            Dan 350 Creative Dance for Children (4)            Dan 370 Choreography III (4)            Dan 376 or 475 Oakland Dance Theatre or            OU Repertory Dance Company (1)            Gen Ed, Distribution or Elective credits (4)</p>
<p><b>Fall IV</b></p> <p>Dan 299 Dance Workshop (1)            Dan 376, 475, or 498 Oakland Dance            Theatre, OU Repertory Dance            Company, or Apprenticeship (1)            Dan 400 Ballet IV (2)            Dan 410 Modern Dance IV (2)            Dan 425 Issues and Trends in Dance (2)            Dan 470 Senior Performance (4)            Gen Ed, Distribution or Elective credits (4)</p>	<p><b>Winter IV</b></p> <p>Dan 299 Dance Workshop (1)            Dan 400 Ballet IV (2)            Dan 410 Modern Dance IV (2)            Dan 428 Careers/Opportunities in Dance (2)            Dan 441 Dance Pedagogy (4)            Gen Ed, Distribution or Elective credits (6)</p>

**New course syllabi**

None needed. All courses needed for this degree program already exist.

**Is support of other OU units required?**

No.

**Recruiting, Retention, Monitoring, Advising**

**Recruitment**

Recruitment has been a major issue for the Department over the past 15 years. As part of this effort, the department created recruitment materials to be mailed in response to student inquiries and distributed at recruitment events.

The Dance Program recruits through the annual Dance Day and direct mailings to the area dance studios. In Winter 2005, the Dance Program revitalized its Dance Day programming and attracted a record number of students for the day's events.

A major form of recruitment takes place at the department's annual scholarship audition days. The department is fortunate to be able to make available to students a number of talent-based scholarships. New students audition for these scholarships in the winter semester. For current students, the department accepts annual applications for new and renewed talent-based scholarships.

**Retention**

The major program in dance is fairly new, officially beginning in 1992 with the first students graduating in 1995. Since then we have enrolled an

increasing number of students. In 2004-2005 we graduated the most students to date with 9 graduates in dance.

Faculty make an effort to personally connect with students through collaborative work in production and teaching, advising, and general professional mentorship. These efforts help students feel a strong connection to the department and to their chosen discipline, which helps support retention. A large majority of students who achieve major standing in Dance go on to graduate and find employment in their discipline.

### **Advising programs**

As mentioned earlier, the College of Arts and Sciences employs an adviser who spends 75% of his time advising MTD undergraduate students at admission and throughout their studies. In addition, the dance advisers meet with potential majors to aid in their first semester schedule planning. All students are encouraged to meet with their faculty advisers a least once per semester. The department publishes handbooks (online) that include the major and minor checklists. Any changes desired by the student are handled through a petition of exception that is acted upon by the departmental Undergraduate Curriculum Committee.

### **Accreditation Requirements**

Oakland University is fully accredited by the National Association of Schools of Dance. Dance will take part in their second accreditation review in Fall 2007. If the proposed BFA program were to be approved by Fall 2007, the accrediting agency would consider the new program and advise as to any changes that might need to be made to continue our accreditation.

### **Post-audit**

All programs in the department engage in extensive program assessment through means described in our three program assessment plans. The assessment plan for the Dance program is attached, Appendix A.

### **V. Revenue and Costs**

In reviewing the budget for the proposed program, the reader is encouraged to bear in mind that the proposed program would replace part of the existing program—simply giving students better options as far as the groupings of courses and degree name. This proposed budget does include some faculty and staff that the department does need regardless of whether or not this proposal is accepted.

College of Arts and Sciences  
B.F.A. Degree in Dance  
Program Inception: Fall 2007  
Five-Year Budget: FY07-FY11  
Fund: tba  
Date: 12/1/06

	Acct.	Budget Year 1	Budget Year 2	Budget Year 3	Budget Year 4	Budget Year 5
<b>Revenue Variables:</b>						
<b>Headcount (total)</b>		30	35	40	45	50
<b>Headcount (incremental)</b>		10	15	20	25	30
<b>4-Credit Equivalent Sections</b>						
<b>Total Credit Hours (incremental)</b>		310	465	620	775	930
Undergraduate (lower)						
Undergraduate (upper)		310	465	620	775	930
Graduate						
<b>Total FYES</b>		10.00	15.00	20.00	25.00	30.00
Undergraduate (cr.+31)		10.00	15.00	20.00	25.00	30.00
Graduate (cr.+24)		0.00	0.00	0.00	0.00	0.00
Doctoral (cr.+16)		0.00	0.00	0.00	0.00	0.00
Tuition Rate Per Credit Hour						
Undergraduate (lower)		\$221.25	\$221.25	\$221.25	\$221.25	\$221.25
Undergraduate (upper)		\$242.50	\$242.50	\$242.50	\$242.50	\$242.50
Graduate		\$414.00	\$414.00	\$414.00	\$414.00	\$414.00
<b>Revenue</b>						
Tuition		\$75,175	\$112,763	\$150,350	\$187,938	\$225,525
Other		\$0	\$0	\$0	\$0	\$0
<b>Total Revenue</b>		\$75,175	\$112,763	\$150,350	\$187,938	\$225,525
<b>Compensation</b>						
Salaries/Wages						
Faculty Inload Replacements	6301					
Faculty Salaries	6101	\$0	\$50,000	\$50,000	\$50,000	\$50,000
Faculty Overload	6301					
Special Instructor conversion	6101					
Part-time Faculty	6301					
Visiting Faculty	6101					
Administrative - AP (1/2-time box office mgr.)	6201			\$20,000	\$20,000	\$20,000
Administrative - AP (full-time adviser)	6201					\$45,000
Clerical	6211					
Wages (general)	6401	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
Wages (costumes)	6401	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Student	6501	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Graduate Assistant Stipends	6311					

Out of Classification	6401					
Overtime	6401					
Total Salaries/Wages		\$21,000	\$61,000	\$81,000	\$81,000	\$126,000
Fringe Benefits	6701	\$1,424	\$17,892	\$26,944	\$26,944	\$47,311
<b>Total Compensation</b>		<b>\$22,424</b>	<b>\$88,892</b>	<b>\$117,944</b>	<b>\$117,944</b>	<b>\$183,311</b>
<b>Operating Expenses</b>						
Supplies and Services	7101	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Facilities renovation	7101	\$15,000				
Graduate Assistant Tuition	7101					
Travel	7201	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Telephone	7301					
Equipment	7501	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Library	7401	\$4,750	\$4,185	\$4,380	\$4,185	\$4,390
<b>Total Operating Expenses</b>		<b>\$46,750</b>	<b>\$31,185</b>	<b>\$31,380</b>	<b>\$31,185</b>	<b>\$31,390</b>
<b>Total Expenses</b>		<b>\$69,174</b>	<b>\$120,077</b>	<b>\$149,324</b>	<b>\$149,129</b>	<b>\$214,701</b>
<b>Net</b>		<b>\$6,001</b>	<b>(\$7,314)</b>	<b>\$1,026</b>	<b>\$38,809</b>	<b>\$10,824</b>

Please note that at the same time as this program grows, the existing BA program will also grow without incurring any additional expenses. This should make the program break even and possibly become profitable sooner than this chart indicates.

## VI. Implementation

The new program can be implemented with the existing resources. Therefore, it can be implemented upon approval without any changes.

### Five-year Plan for Additional Faculty

Year 1	Funding of 19-hour Assistant Costume Shop Supervisor
Year 2	New tenure track Ballet/Dance Education position
Year 3	New half-time (20-hr) box office manager
Year 4	New MTD adviser

### Annual increase in library holdings

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
\$4,750	\$4,185	\$4,380	\$4,185	\$4,390

### Purchase of the Equipment

The following equipment is requested to meet needs that exist whether or not this proposal is accepted. Again, we would not want to see the program turned down on the sole basis that funding is not available for this equipment.

Year 1	New Marley dance floor Room 132, updated sound equipment, Digital cameras
Year 2	New Ballet Barres Room 132, Updated sound equipment 109
Year 3	New Marley dance floor Room 109
Year 4	Floors, Barres, Mirrors and equipment for new dance facility
Year 5	New technology as needed

### **Predicted Enrollment in the BFA degree program in Dance**

Year 1	30 majors (10 of whom are new students not currently enrolled in the BA)
Year 2	35 majors (15 of whom are new students not currently enrolled in the BA)
Year 3	40 majors (20 of whom would not otherwise be part of the BA program)
Year 4	45 majors (25 of whom would not otherwise be part of the BA program)
Year 5	50 majors (30 of whom would not otherwise be part of the BA program)

In the fifth year, we will assess the program to make a decision regarding whether to continue expansion or begin to limit enrollment. We could begin to limit the number of dance students accepted into the programs, thereby increasing the talent level of incoming freshmen, or we could expand the faculty to accommodate a larger program. The ability to expand into additional facilities would be the major determining factor in this decision.

## **VII. Program Evaluation**

The proposed program would be evaluated through the existing assessment plan for the Dance Program. Program faculty use these assessment data as a basis for making decisions about the program. In fact, it is assessing the capacity of the current program to meet student needs that gave rise to this proposal.

Regular reports are made to the Assessment Committee. See Appendix A for the Dance Program Assessment Plan.

## **Appendix A**

### **Dance Program Assessment Plan**

#### 1. Goals: (as cited in OU Mission Statement)

Oakland University Mission Statement: As a state-supported institution of higher education, Oakland University has a three-fold mission. It offers instructional programs of high quality that lead to degrees in the baccalaureate, master's and doctoral levels as well as programs in continuing education; it advances knowledge and promotes the arts through research, scholarship, and creative activities; and it renders significant public service. In all its activities, the university strives to exemplify educational leadership.

The Mission Statement and Goals and Objectives of the Dance Program that flow from University Mission Statement are as follows:

The Dance Program within the Department of Music, Theatre and Dance encourages the student to develop an understanding of the art of dance by providing dance experiences, which have artistic as well as educational value. This includes the acquisition of historical, theoretical and practical skills; producing dance performances that reflect high artistic standards; sponsoring enrichment opportunities such as guest artists and dance companies-in-residence; and offering a broad range of styles, genres and cross-cultural opportunities. The Dance Program endeavors to produce a graduate who has versatility, a strong aesthetic and the dance skills and vocabulary to pursue a career in the dance field. The Dance Program offers classes, performances, and lectures which are meant to enrich the general education student and broaden his/her appreciation and understanding of the art of dance.

## **Dance Program**

### **Goals and Objectives**

**Provide the dance student exceptional training in ballet, jazz and modern dance with additional opportunities to study tap, African or other world dance styles.**

- All technique teachers within the department teach with an understanding of the correct kinesiological principles of dance training.
- Within the dance technique class, the student will be exposed to the aesthetic and some historical perspective of the particular technique.
- At present the dance studios are classrooms turned into dance studios.

The Dance Program must continue to campaign for a performing arts facility with proper dance studios. The Dance Program has grown and requires more than two studios. We should have three dance studios plus a multi-purpose tap dance, teacher preparation, and conditioning space.

**Provide the dance student with theoretical and creative experiences.**

- The Program offers courses which explore issues and trends in dance, dance philosophy, dance history and creative expression.
- The Dance Faculty is developing a dance history course solely for dance majors, which will be offered in the near future.

**Provide the dance student a variety of dance performance opportunities.**

- The Dance Program offers performance opportunities through its two student dance companies, Oakland Dance Theatre and OU Repertory Dance Company.
- The Dance Program offers performance opportunities and apprenticeships for advanced students with the professional company, Eisenhower Dance Ensemble.
- The Dance Program offers bi-annual Arts at Noon performances, which provide the students with an informal setting for new choreography.

**Increase the visibility of the dance area within the University and the surrounding community.**

The dance program:

- continues to produce brochures of a high quality to promote the dance area.

- continues the relationship with the Eisenhower Dance Ensemble.
- Continues to advertise in national publications such as Dance Teacher and Dance Magazine.
- continues to upgrade the dance section of the departmental web page.

**Evaluate dance course offerings and the frequency of these offerings.**

- The Dance Program is continuing to reevaluate its course offerings and has made significant curricular and schedule changes in the past three years.
- The Dance Program is developing a proposal for a Bachelor of Fine Arts degree, which will have some impact on current course offerings.

**Recruit and retain students who have outstanding academic and artistic skills.**

- The Dance Program continues to offer scholarships to outstanding incoming freshman students.
- The Dance Program has reinvigorated the annual “Dance Day” in order to attract more area students.
- The Oakland University Repertory Dance Company performs in area high schools and dance studios to promote the Program to potential dance students.

**Hire additional dance faculty to lessen the burden on full time faculty and the need to hire a large contingent of part time faculty.**

- Three full-time dance faculty are currently employed.
- The Dance Program has requested an additional full-time special lecturer position in dance.

**Provide consistent academic advising.**

- The three full-time dance faculty serve as academic advisers to the dance majors.
- A new adviser for the College of Arts and Sciences was hired beginning Fall 04. This adviser helps dance majors with numerous advising questions and issues, particularly in regards to general education and distribution requirements.
- The Dance Program has reinstated the Senior Interview to monitor the graduating senior’s career path.

**Sponsor residencies and master classes**

- The Dance Program currently offers a wide variety and large amount of master classes for our student dancers.

- The Dance Program sponsors two guest artist residencies per year. These guest artists choreograph for the OU Repertory Dance Company and teach master classes.

**Provide outreach activities to the community.**

- The Dance Program will initiate a new Summer Dance Intensive in Summer 2005.
- The OU Dance Forum offers a day of workshops and master classes for the community.

**Provide courses for the non-dance student, which provide physical experiences and an appreciation for dance.**

The Dance Program:

- continues to explore theoretical dance course opportunities beyond the courses now offered (Dance History and Appreciation and Ethnic Dance in America)
- promotes the beginning level technique classes by advertising during registration.
- continues to provide classes such as Tap Dance and Dance for the Musical Theatre for students in theatre and musical theatre.

**Recognizing that a large portion of dance graduates will teach dance, provide optimal opportunities for the student to explore various pedagogical principles in theory and in practice.**

**The Dance Program:**

- continues the fieldwork incorporated in the Pedagogy class and Creative Dance for Children.
- keeps abreast of the Contents and Standards for Michigan Dance Education Certification.

**Student Learning Objectives (based upon the Dance Program's Mission Statement)**

1. The Dance graduate will have obtained a high level of technical skill.
2. The Dance graduate will have performed and/or choreographed for at least six productions which exhibit high artistic standards.
3. The Dance graduate will have acquired a significant body of theoretical and historical knowledge pertaining to the dance field.

**Methods by which progress toward the unit's learning objectives will be met.**

Objective #1. The faculty reviews all students' progress in the technique class through a written evaluation. These are kept in the student's file and discussed at the major standing and senior interviews. The major standing interview occurs after the student has completed 30 credits hours. At this time the faculty discusses the student's progress in technique, choreography and theory courses. The student is either accepted as a dance major, denied acceptance or deferred for one year until the deficiency has been improved. Every dance faculty member submits midterm and final evaluations for all technique classes.

In addition, the dance faculty conducts a video evaluation of each dance major. Each entering freshman are taped performing a technical combination in ballet, modern and jazz techniques. These students are again taped during their last semester before graduation. Videos of freshmen are compared to videos of graduating seniors. Progress is analyzed from the pre and post video. Video are completed during the first week of classes in September at the Oakland Dance Theatre auditions.

Both of these evaluative tools give the faculty a tool to evaluate students' progress in ballet, jazz and modern dance technique classes. If we find that students are particularly weak in one area, we can investigate the instruction in this area.

Objective #2: The semi-annual auditions for the Oakland Dance Theatre and the Oakland University Repertory Dance Company provide excellent documentation on the student's ability to perform with high artistic standards. The dance student must audition for both performing ensembles and should be selected for the more rigorous ensemble (the Oakland University Repertory Company) by their senior year. In addition, the student who choreographs must have his/her piece selected at an adjudication held by the faculty each year. These annual and semi-annual auditions for performance and choreographic skills are documented in the performances, which are then put in the student's file via the concert program.

Objective #3: The dance faculty will give each entering Freshman or Transfer dance major a written test that assesses their knowledge of the theoretical and historical aspects of dance. This same test will be given to the Dance graduate. The results of this test will aid the dance faculty in altering course content, especially the theory and history courses and possibly how to alter the degree program in the area of theory and history.

Individuals who have primary responsibility for administering assessment activities.

**Laurie Eisenhower, Professor**

**Greg Patterson, Associate Professor**

**Mariah Malec, Assistant Professor**

Deborah Siegel, Special Lecturer

Kristen Berger, Special Lecturer

Rebecca Crimmins, Part-time Instructor

Christine Naughton-Shawl, Part-time Instructor

Mindy Grissom, Part-time Instructor

Christina Tasco, Part-time Instructor

Jacqueline Boucard, Part-time Instructor

## Appendix B

### Library Report Regarding the Dance Collection

#### MEMORANDUM

TO: Laurie Eisenhower  
Professor and Dance Program Director  
Department of Music, Theatre, and Dance

FROM: Mildred H. Merz  
Collection Development Librarian  
Kresge Library

SUBJECT: Library's Ability to Support Proposed Bachelor of Arts and  
Bachelor of Fine Arts in Dance

DATE: August 31, 2006

In preparing this evaluation of the library's collections in dance I have referred to the proposal for the programs dated December 2005. I have discussed the proposal and the library's holdings with Ann Pogany, the librarian liaison to the Department of Music, Theatre, and Dance; have corresponded with Gregory Fitzgerald, head of the Music and Dance Library at Western Michigan University; have explored the web sites and library catalogs of various universities that offer dance programs; have checked relevant library reference sources; and have scanned recent issues of dance journals to which the library subscribes.

#### *Reference Materials*

The library has several current dictionaries and encyclopedias dealing specifically with dance (such as the Oxford Dictionary of Dance, the International Encyclopedia of Modern Dance) as well as several online journal databases that index various dance journals (some of which we have in print and/or online and some of which we do not have in any form). Of the databases, the one indexing the most dance journals is Humanities Abstracts. Also helpful for citations to books and journals on dance injuries and dance education is SportDiscus.

The library, however, does not have a single journal index that indexes all of our dance journals. Recently such an index, International Bibliography of Theatre & Dance, has become available. The annual subscription cost is \$2800. In addition to providing indexing to a large number of dance journals (from such specialized journals as the Journal of Dance Medicine & Science and the Journal of Dance Education to the standard Dance Chronicle) it also includes full text articles from many of the journals it indexes (including all three of the ones mentioned). I highly

recommend that we add this database (both for the indexing it provides and for the full text articles).

### *Books*

While the library does have over 800 books in the circulating collection specifically related to dance, in the past few years we have been adding only 5 to 10 books per year. These have primarily been purchased through the library's approval plan (books received based on a subject profile we have submitted to our major book vendor) and deal almost exclusively on dance as it relates to theatre. I did a search in our book vendor's database and was able to identify around 15 titles that we do not own (at a cost of around \$700) published in the last year that seemed relevant for the new programs. Titles included books on choreography, injury prevention, dance education, critical studies of specific dancers and choreographers, dance technique, etc. I am suggesting that at least \$500 per year be allocated to purchase books on dance and that another \$750 be allocated during the first year to add the most important titles that we have not received over the last few years. I also propose that the library update its approval plan profile to bring in a wider range of dance books automatically.

### *Journals*

The library's holdings of dance journals are limited. To get an idea of the possible titles we are lacking I looked at Western Michigan University's holdings and at the dance journals described in a standard library reference source (Magazines for Libraries. Edited by Cheryl LaGuardia. 14<sup>th</sup> edition. New Providence, NJ: Bowker, 2006). We do have Dance Research Journal (from the Congress on Research in Dance, considered "one of the best academic journals for dance studies"), Ballet Review, Dance Magazine, the very specialized Journal of Dance Medicine & Science and American Journal of Dance Therapy, and the broadly focused Journal of Physical Education, Recreation, and Dance. We have online back issues (1977-1998) of the important Dance Chronicle ("essential for serious students of dance history, performance, and criticism"), but we lack a current subscription (\$824 for print or \$783 for online). We are also lacking any specific titles on dance education as well as magazines covering the current dance world. Subscribing to the International Bibliography of Theatre & Dance would go a long way in filling these gaps since it does include full text articles to several of the desirable titles that we lack. While its full text coverage for the important Dance Chronicle only begins 12 months ago, I think, considering the high cost of a separate subscription to the journal, that this will be sufficient. In addition to adding the International Bibliography we might want to add a few subscriptions to journals only indexed in the bibliography (see triple asterisk titles in Appendix A).

### *Videos*

Gregory Fitzgerald, my colleague at Western Michigan University, indicates that, of all the formats of dance materials, video is the most used by Western's faculty and students. This highlights an interesting situation here at Oakland. Dance videos are housed in two locations. The library has approximately 60 dance videos (including ballets) as well as many feature films that include dancing (such as "42d Street," "West Side Story," "Oklahoma"). "The Dance Program also houses its own Video/DVD library of professional dance performances." In the budget in Appendix B I have included funding for videos. However, it may be a good idea first to consider centralizing all of these videos. The library, of course, is open many hours, maintains

a central catalog of its holdings, and has a circulation system to maintain records of items checked out. The negative, of course, is that the library is not in the same building as the dance program. Also the library does not allow students to take videos from the library building. (However, particular videos could be placed on one or two day reserve each semester, and students then could be allowed to take them from the library.) Presuming that the library would be the location for all videos in the future, I have included two budget lines for the purchase of additional titles—one would be for the purchase of four to five new titles per year, the other amount would be to purchase DVD versions of the most important of the current VHS dance holdings.

*Conclusion*

For a relatively small amount of money the library's very modest dance holdings could be expanded to serve most of the library needs of students in the proposed new programs. Adding the International Bibliography for Theatre & Dance and updating and centralizing the video holdings would be especially valuable to everyone involved with the dance program.

cc: Julie Voelck, Interim Dean of the Library  
Ann Pogany, Librarian Liaison to Music, Theatre, and Dance  
Jackie Wiggins, Chair, Department of Music, Theatre, and Dance  
Shawn Lombardo, Coordinator for Collection Development

Appendix A (to Dance Library Report)  
Dance Journals

--Journals currently held

American Journal of Dance Therapy	online
Ballet Review	print
Dance Chronicle	online (1977-1998)
Dance Magazine	print and online
Dance Research Journal	print and online (1974-2001)
Journal of Dance Medicine & Science	print
Journal of Physical Education, Recreation, & Dance	print and online

--Other Titles to Consider Adding

	annual subscription cost
Contact Quarterly*	\$32
Dance Chronicle**	\$783
Dance Now***	\$18
Dance Spirit*	\$18
Dance Teacher*	\$68
Dance Theatre Journal***	\$65
DanceView***	\$50
Dancing Times***	\$68
Journal of Dance Education*	\$72
Pointe: Ballet at its Best***	\$13

\*Full text in International Bibliography of Theatre & Dance

\*\*After 12 months, full text in International Bibliography of Theatre & Dance

\*\*\*Only indexed in International Bibliography of Theatre & Dance

Appendix B--Library Budget for Proposed Undergraduate Degrees in Dance

	Year 1	Year 2	Year 3	Year 4	Year 5
International Bibliography of Theatre & Dance*	\$2,800	\$2,940	\$3,090	\$3,240	\$3,400
New Journal Subscriptions**	\$100	\$110	\$120	\$135	\$150
Books published in current year	\$500	\$525	\$550	\$580	\$600
Important books not added in previous years	\$750				
Videos produced in current year (4 or 5 per year)	\$200	\$210	\$220	\$230	\$240
Replacement of VHS holdings with DVDs	\$400	\$400	\$400		
Total	\$4,750	\$4,185	\$4,380	\$4,185	\$4,390

\* Cost is total cost of the Bibliography. If there is New Program funding for Theatre, then this amount could be reduced.

\*\*These would be subscriptions for titles indexed but not full text in the International Bibliography

## **Appendix C**

### **Curriculum Vitae of Full-time Faculty Who Work with Dance Students**

(Attached as separate files)