



Proposal to the Senate Educational Policy Committee

PROPOSAL TITLE: Establish a new Bachelor of Arts degree in Dance

SPONSOR: Jan Erkert, Head, 300-6152, Erkert@illinois.edu, and/or Sara Hook, Professor, 898-8660, sarahook@illinois.edu

COLLEGE CONTACT: Michael J. Andrejasich, Associate Dean, Undergraduate Academic Affairs, College of Fine and Applied Arts, 333.6061, andrejas@illinois.edu

BRIEF DESCRIPTION: We propose the establishment of a new degree, the Bachelor of Arts (BA) in Dance, for students who want to explore individualized, interdisciplinary approaches to dance-making and to engage in a broader range of study. The BA is more choice-driven and broader in approach than the existing BFA in Dance. It is designed to serve students who want to explore careers related to dance and/or create interdisciplinary performance works. Students in the BA program will study three core areas in Dance – Physical Practice, Creative Process, and Dance Theory/History. Students will identify at least one other key area of interest -- such as Theater, Music, Anthropology, Business, Art & Design, Environment, Film, Gender Studies, Cultural Studies, etc., -- to deepen their knowledge. Focused electives will be a coherent group of classes in a specific subject proposed by the student and approved by a Dance faculty advisor. Under the mentorship of a faculty member, each student will create a BA capstone project in his or her senior year as a synthesis of studies within dance and another area of study. Students will be eligible to join the program only after being auditioned as they currently do for admission to the BFA. Students will take the same core courses in the first two semesters. By the end of their sophomore year, those interested in a broader education provided by the BA will present to a faculty committee a proposal that will include the student's individual plans for interdisciplinary course work. Faculty members will mentor this process and approve/disapprove of the proposals. Transfer students will audition to assure skill levels but will be able to move directly into the BA program.

JUSTIFICATION: Many current and prospective candidates express a high degree of interest in interdisciplinary study. Our BFA serves a different population of students who want to dance professionally. The BFA is modeled after conservatory programs, which require a large number of hours spent in studio practice. It is difficult to accomplish interdisciplinary study within the BFA. In comparison with the BFA, BA students will have 27 additional credit hours to explore outside the field of dance. Peer programs are noticing and responding to student interest in BA degrees, and we wish to remain competitive.

National Association for the Schools of Dance standards for a BA in Dance are 30 to 45 percent dance content and 55 to 70 percent general studies and electives. In comparison, a BFA degree requires 65 percent dance content, 20 to 35 percent general studies, and 5 to 10 percent electives. The Department of Dance proposes a BA requiring 53 credits in Dance (43% dance content) as a general liberal arts degree. This is the norm in our field. (Please see Appendix a detailing comparable programs at other schools). Students will take 57 percent in traditional liberal arts or other general electives. Within the BA degree, 20 of the credits will be taken in dance theory/history, such as Dance History and Dance Seminar. In addition to theoretical and historical study, students must engage in physical practice of dance/performance and the creative process of dance making to better understand the field. Competencies in all of these areas are a requirement of the National Association for Schools of Dance. Therefore, the program provides these three aspects as part of the core BA requirements.

During the last three or four years, enrollments have been erratic or fallen. We anticipate that establishment of this program will increase applicants and slightly increase and stabilize our undergraduate population. The current norm is 47 to 60 undergraduates total (freshman through senior). The combined BA/BFA will be limited to 75 to 80 students. Increased applications will strengthen the quality of students entering our program. In addition, trends in the field of dance indicate increased focus in interdisciplinary study and a merging of scholarship and practice. A BA provides the educational background for this career choice. This coincides with strategic directions from the Undergraduate Education task force, the College and the University.

BUDGETARY AND STAFF IMPLICATIONS: *(Please respond to each of the following questions.)*

1) Resources

a. How does the unit intend to financially support this proposal?

The addition of a BA is a strategic move to increase the quality of students through increased applicants and to create the right conditions for the future growth of our program. Our program has the space and faculty necessary to provide excellent education for 75 to 80 students total (15 to 20 more than currently are enrolled in the BFA). If numbers grow beyond our current capacity, we will work with the College to obtain needed resources.

b. How will the unit create capacity or surplus to appropriately resource this program? If applicable, what functions or programs will the unit no longer support to create capacity?

Our enrollment has been uneven in the last six years. The BA will serve to stabilize our undergraduate numbers as well as increase applicants, thereby increasing overall quality. We anticipate our class sizes will be consistent and of higher quality rather than significantly larger.

c. Will the unit need to seek campus or other external resources? If so, please provide a summary of the sources and an indication of the approved support.

No.

- d. **Please provide a letter of acknowledgment from the college that outlines the financial arrangements for the proposed program. NA**

2) Resource Implications

- a. **Please address the impact on faculty resources including the changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.**

We anticipate a slight increase in class sizes of 4 to 8 additional students in studio and dance academic courses. Teaching loads will not be affected because we are assimilating the BA students into existing courses. Only one new course will be developed, the BA capstone, which will not meet as a course but rather be an independent study under advisement. We are looking into how to incorporate 3 to 5 more performance projects each year into our production schedule. Our student/faculty ratio is 6:1 and additional students will revise that ratio to approximately 7:1. It will slightly increase advising responsibilities of the faculty, but, if necessary, we will provide additional advising support.

- b. **Please address the impact on course enrollment in other units and provide an explanation of discussions with representatives of those units. (*A letter of acknowledgement from units impacted should be included.*)**

As this will be a relatively small increase in overall numbers of students (10 to 20 total), we don't expect this will significantly affect course enrollments in other units.

- c. **Please address the impact on the University Library (*A letter of estimated impact from the University Librarian must be included for all new program proposals. If the impact is above and beyond normal library business practices, describe provisions for how this will be resourced.*)**

Letter of acknowledgement from the Library is attached.

- d. **Please address the impact on technology and space (e.g. computer use, laboratory use, equipment, etc.)**

Our current facilities and equipment will accommodate an increase of undergraduate students up to a cap of 75 to 80.

For new degree programs only:

- 3) Briefly describe how this program will support the University's mission, focus, and/or current priorities. Include specific objectives and measurable outcomes that demonstrate the program's consistency with and centrality to that mission.

A healthy undergraduate enrollment is critical to the mission and the financial health of the University and the College of Fine & Applied Arts. Indeed, FAA has made recruitment of undergraduates its number one priority. A BA will be an attractive degree to a larger number of students for several reasons. In hard economic times enrollments in the arts fall because of cautiousness about the job market. The BA will attract students who want to explore their passion in the arts but also have a practical focus toward the job market. The curricular flexibility of the BA will allow the student with creative skills and an entrepreneurial spirit to explore the arts and expand their interdisciplinary interests. A BA in conjunction with our discipline-focused BFA will provide more departure points, thereby attracting a greater number of students to our program.

Teamwork, innovation, entrepreneurial skills, critical thinking and interdisciplinary research are key principles threaded throughout the Visioning Excellence Plan. It is repeatedly noted in Visioning Excellence that curricular flexibility is necessary to achieve these ideals. By allowing space in the curriculum for students to engage in other areas of study, we support the University and College's focus on interdisciplinary studies and entrepreneurship,

BA Objectives

The student will be able to:

- dance with physical, technical and performance skills;
- utilize knowledge of anatomical and somatic approaches in theory and practice;
- engage in creative processes and collaborate across domains;
- produce a creative or written capstone project that reflects synthesis of studies in dance and other fields;
- employ diverse modes of thinking, both orally and in writing, to communicate ideas relating to dance and other fields;
- Demonstrate critical self-reflection, curiosity, self-motivation, and entrepreneurial spirit in creative processes and final products;

- 4) Please provide an analysis of the market demand for this degree program. What market indicators are driving this proposal? What type of employment outlook should these graduates expect? What resources will be provided to assist students with job placement?

The growing interest in interdisciplinary work has been the focus of numerous National Association of Dance conferences. At the same time, enrollment in the arts tends to drop during hard economic times as students and parents become more concerned about financial stability. Through focused electives or possible minors, BA students will have a range of marketable skills that will supplement their arts background. Today's students are savvy in technology and possess multiple interests, which parallels a trend in the arts in multi-

disciplinary work. The BA will ground students in one discipline while providing opportunities to explore other interests in a liberal arts setting. Students with a BA in Dance will be prepared to enter the work force in numerous areas, depending on their individual focus of interest. We expect students to enter careers in dance criticism, somatic-based work, arts administration, interdisciplinary performance work, or other careers we can't quite imagine at this time. Career planning is embedded into all dance courses, and BA students can take Career Seminar, which has a focus on entrepreneurial career development.

- 5) If this is a proposed graduate program, please discuss the programs intended use of waivers. If the program is dependent on waivers, how will the unit compensate for lost tuition revenue? NA

DESIRED EFFECTIVE DATE: Fall 2015

STATEMENT FOR PROGRAMS OF STUDY CATALOG:

For the Degree of Bachelor Arts in Dance

The BA curriculum in dance is designed to provide an integrated and individualized approach to undergraduate studies of dance. The BA is more choice-driven and broader in approach, serving the student who wants to explore careers related to dance or to create interdisciplinary performance work. Students will study three core areas in Dance – physical practice, creative process, and dance theory. Students will identify at least one other key area of interest, such as Theater, Music, Anthropology, Business, Art & Design, Environment, Film, Gender Studies, Cultural Studies, to deepen their knowledge in this area of study. Focused electives will be a coherent group of classes in a specific subject proposed by the student and approved by a Dance faculty advisor. Under the mentorship of a faculty member, students will create a BA Capstone Project in their senior year as a synthesis of studies within dance and another area of study.

Students pursuing a Dance degree at the University of Illinois must be admitted to the BFA in Dance (audition required). Once admitted, those desiring a broader education may petition to change to the BA in Dance, rather than continuing in the BFA.

A total of 120 hours is required for this degree.

Students in the Department of Dance must complete campus General Education requirements. Some courses required for the BA in Dance also will apply toward the General Education requirements.

Hours	FINE AND APPLIED ARTS
1	FAA 101 Orientation to Fine and Applied Arts (1 credit)

Hours	PHYSICAL PRACTICE
4	DANC 160 Beg Contemp Modern Tech Core (1 to 3 hours per enrollment, repeatable)
4	DANC 260 Int Contemp Modern Tech Core (1 to 3 hours per enrollment, repeatable)
10	Choose from the following:

	<p>DANC 160*, 161, 260*, 261, 360, 361, 460, 461 Modern (variable credit) DANC 166, 167, 266, 267, 366, 367, 466, 467 Ballet (variable credit) DANC 310 World Dance Forms (1 credit) DANC 301 Yoga Practicum for Dancers (1 credit) DANC 401 Alexander Tech for Dancers (1 credit) DANC 402 Alexander Technique Practicum (1 credit) * Repeatable beyond the 4 hours listed above.</p>
	Must achieve a minimum of four credits (2 semesters) at an Intermediate Level in one form.
18	Total

CREATIVE PROCESS/PERFORMANCE AND PRODUCTION	
2	DANC 262 Choreographic Process I (2 credits)
2	DANC 362 Choreographic Process II (2 credits)
2	Improvisation (choose 2 of the following:) DANC 259 Contact Improv for Act/Mus/Dan (1 credit) DANC 363 Advanced Improvisation (1 credit) DANC 459 Contact Improv for Act/Mus/Dan II (1 credit) DANC 424 Collaborative Performance (2 credits)
2	Performance (choose from the following:) DANC 232 Repertory Company (1-2 credits) Performance Practicum: Choose from DANC 220, 221, 222, 223, 420, 421, 422, 423 (Variable) DANC 424 Collaborative Performance (1-2 credits)
3	Production DANC 131, 231, 331, 431 Production Practicum (variable credits) DANC 330, Video Crew (variable credits)
11	Total

DANCE THEORY/HISTORY	
8	History (choose from the following) DANC 100 Intro to Contemporary Dance (3 credits) DANC 150 Orientation to Dance (2 credits) DANC 240 Dance History I (3 credits) DANC 441 Dance History Seminar (3 credits)
12	Theory/Pedagogy/History (choose from the following:) DANC 441 Dance History Seminar (3 credits) if not selected above DANC 340 Dancing Black Popular Cult (3 credits) DANC 400 Viewing Dance (1 credit) DANC 268 Music Theory for Dancers (3 credits) DANC 245 Introduction to Somatics (1 credit) DANC 345 Dance Anatomy & Kinesiology (3 credits)

	DANC 450 Teaching Workshop (3 credits) DANC 350 Creative Dance for Children (3 credits) DANC 375 Production in Dance (1 credit) DANC 199 Undergraduate Seminar (variable) DANC 451 Ind Study and Special Topics (Variable)
20	Total

	CAPSTONE PROJECT
3	DANC Senior Capstone Project (new course)

	TOTAL DANCE CREDITS
53	Total

	FOCUSED ELECTIVES
	Focused Electives, chosen in consultation with an advisor 3 hours must be in FAA, in an area other than Dance 8 hours must be in non-Dance classes
15	Total

	GENERAL STUDIES
30-46	General Education courses as needed to meet University requirements
	OPEN ELECTIVES
	Open Electives as needed to total 120 hours
120	TOTAL CREDITS FOR GRADUATION

Notes on Curriculum:

1. The physical practice of dance takes place in the technique classroom, which is a daily practice. In both the BA and BFA students must reach a certain skill level in modern and ballet (Intermediate in BA, Advanced level in BFA). Therefore there is a repetition of practice that continually advances with the student's ability to address more sophisticated skill levels. The listings of the dance courses, and the repeatable nature of the courses, are common in the field of dance.


DANC 160,161, 260, 261, 360, 361, 460, 461 Modern

DANC 166, 167, 266, 267, 366, 367, 466, 467 Ballet

2. In the last two years the BFA program has been shifting many of the courses/course titles to better accommodate our students. Most of these shifts are either a course title change, a shift in credits - splitting one 4-hour course to create 2 courses (3+1 hours), and a few permanent new courses. All of these changes have been approved and are in the course catalog but did not get entered into the Program of Studies. We are working with Marian Stone in FAA to make sure the Program of Studies is completely updated to reflect these changes. Please see Appendix B.

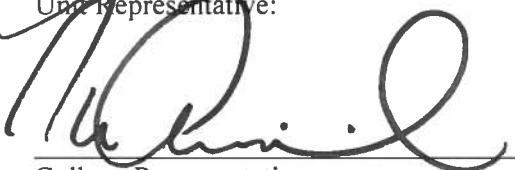
CLEARANCES: (Clearances should include signatures and dates of approval. **These signatures must appear on a separate sheet.** If multiple departments or colleges are sponsoring the proposal, please add the appropriate signature lines below.)

Signatures:



Unit Representative:

4/29/14
Date:



College Representative:

04.29.2014
Date:

Graduate College Representative:

Date:

Council on Teacher Education Representative:

Date:

Appendix A: Dance BA degrees in U.S.

- University of Iowa – 50 s.h in dance and 3 s.h. in anatomy.
- University of California Long Beach - 59 credits Dance content
- University of Florida – Long Beach – 51 credit hours in Dance content
- University of Texas Austin 48 credits Dance content. 21 Electives (Concentration or Minor)
- University of South Florida. 59 credits Dance Content. 15-17 focused Electives
- University of Alabama – 45 credits dance Content. (plus proficiency requirements) Required Minor.
- Ohio University – 56 credits dance content. 16-19 electives.

Appendix B:

The following are Dance courses are in the process of being changed an updated in the Program of Study:

- DANC 232 Lecture Demonstration in the Community. (2)
New Title - Repertory Company. Approved but not listed in POS
- DANC 424 CoLab (1) New Course.
Menu for Performance. Approved but not listed in POS
- DANC 330 Video Crew. (1) New course.
Menu choice for Production. Approved but not listed in POS
- DANC 375 Production in Dance (1)
Changed from 175 to 375 as it is designed for Juniors instead of Freshmen
Approved but not listed in POS
- DANC 200 Introduction to Viewing Dance. (1) New Course
Approved but not listed in POS
- DANC 441 Dance History Seminar (3)
Title Change. Approved but not listed in POS
- DANCE 245 Intro to Somatics (1)
Kinesiology (4) was split into 2 courses. (Kines -3, Somatics -1)
Approved but not listed in POS
- DANC 345 Dance Anatomy and Kinesiology (3)
Kinesiology (4) was split into 2 courses. (Kines -3, Somatics -1)
Approved but not listed in POS

- DANC 435 in process to remove from POS
- Dance 447 in process to remove from POS

University of Illinois at Urbana-Champaign

University of Illinois Library
at Urbana-Champaign
Music & Performing Arts
Library

Music & Performing Arts Library

1114 W. Nevada Street

Urbana

IL61801

October 8, 2013

From: John Wagstaff, Head, Music & Performing Arts Library

To: Jan Erkert, Head, Department of Dance

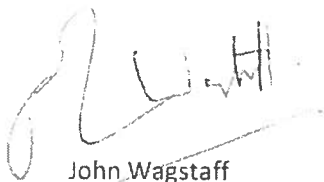
Dear Jan:

I am delighted to hear of the Department of Dance's proposal to begin a BA course in Dance. This sounds like a splendid idea – thank you so much for sharing the proposal with me, and I can see that this is a very exciting development for our wonderful Dance Department. Given that interdisciplinarity is so high on the university's current agenda I would imagine that the new course will be welcomed both by campus administration, by our FAA College, and – most importantly -- by students.

From the library's point of view, as far as I can tell we will be able to fund the new course from within the current library budget allocation for dance. It seems likely that we will need to buy a few more interdisciplinary texts for our collection, but I really don't see that this will be a problem.

Congratulations again on continuing to move the Department of Dance and its course offerings forward!

Sincerely,



John Wagstaff

Tel. 217-244-4070

e-mail: wagstaff@illinois.edu

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

EP.14.35

Office of the Provost and Vice Chancellor
for Academic Affairs

Swanlund Administration Building
601 East John Street
Champaign, IL 61820



March 21, 2014

Gay Miller, Chair
Senate Committee on Educational Policy
Office of the Senate
228 English Building, MC-461

Dear Professor Miller:

Enclosed is a copy of a proposal from the College of Fine and Applied Arts to establish a Bachelor of Arts in Dance.

The proposal has been reviewed and approved by the College of Fine and Applied Arts. It now requires Senate review.

Sincerely,

A handwritten signature in cursive script that reads "Kristi A. Kuntz".

Kristi A. Kuntz
Assistant Provost

Enclosures

c: J. Erkert
M. Stone