

Cover/Signature Page – Full Template

**Institution Submitting Request:** Dixie State University

**Proposed Title:** BA/BS in Dance

**School or Division or Location:** School of Visual and Performing Arts

**Department(s) or Area(s) Location:** Theatre and Dance

**Recommended Classification of Instructional Programs (CIP) Code<sup>3</sup> :** 50.0301

**Proposed Beginning Date:** 07/01/2015

Institutional Board of Trustees' Approval Date: **MM/DD/YEAR**

**Proposal Type (check all that apply):**

Regents' Agenda Items	
<i>R401-4 and R401-5 Approval by Committee of the Whole</i>	
SECTION NO.	I T E M
4.1.1	(AAS) Associate of Applied Science Degree
4.1.2	(AA) Associate of Arts Degree
	(AS) Associate of Science Degree
4.1.3	Specialized Associate Degree
4.1.4      X	Baccalaureate Degree
4.1.5	K-12 School Personnel Programs
4.1.6	Master's Degree
4.1.7	Doctoral Degree
5.2.2	(CER C) Certificate of Completion
5.2.4	Fast Tracked Certificate

**Chief Academic Officer (or Designee) Signature:**

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

**Signature      Date:** **MM/DD/YEAR**

**Printed Name:** *Name of CAO or Designee*

- CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

Executive Summary – Full Template  
DIXIE STATE UNIVERSITY  
BA/BS in Dance  
09/17/2014

### Program Description

The BA/BS in Dance will afford students the opportunity to obtain a broad base of dance skills consistent with the core offerings of other USHE institutions. The new degrees will prepare students to seek career opportunities in dance and will also allow them to develop a number of transferable skills that can be applied in other settings. The requirements for these Dance degrees are consistent with the guidelines and requirements set forth by the National Association of Schools of Dance (NASD) in its 2013-2014 handbook.

### Role and Mission Fit

DSU is committed to preparing students for careers in the visual and performing arts. This BA/BS program in Dance will join similar degree programs in Visual Arts, Music, and Theater, while providing a program of study in a crucial area of the performing arts. This program will fit into DSU's mission of meeting the needs of the students and the community.

### Faculty

**The members of the Dance faculty at DSU are both qualified and experienced. Both full-time faculty members hold terminal degrees (one PhD and one MFA). Although the adjunct faculty members lack terminal degrees, it is common practice in undergraduate Dance programs to allow adjunct faculty without a terminal degree to teach technique courses within specific stylistic areas where they maintain significant professional experience.**

**The proposed degrees will require a new full-time faculty member. DSU plans to hire a full-time tenure-track faculty member with a PhD or MFA and specializations in Ballet Technique and dance theory courses. DSU also plans to hire a .74 FTE lecturer/advisor who will teach some classes and provide academic advisement and counseling. Both positions will start Fall 2015 or within the first two years of program implementation.**

### Market Demand

**The US Bureau of Labor and Statistics projects that between 2012 and 2022, employment for dancers will grow by 13%, from 25,800 to 29,200 jobs nationally. Additionally, the BLS projects that between 2012 and 2022, employment for self-enrichment education teachers, including dance instructors, will grow by 13.9%, from 316,200 to 360,100 jobs nationally. At the state level, the Utah Department of Workforce Services expects to see a 2.6% increase in jobs for dancers between 2010 and 2020, eventually reaching 360. Additionally, the UDWS projects a 2.8% increase in jobs for choreographers between 2010 and 2020, eventually reaching 100. The**

UDWS also expects to see a 4.2% increase in self-enrichment education teaching jobs for the same period, reaching 4,210 in 2020. The combined total of these statewide projections is 4,670. Locally, the St. George Metro area is home to Tuacahn Center for the Arts, several professional and semi-professional dance companies, 7 high schools with dance programs, and 18 dance studios. Due to the nature of the field, graduates with a BA/BS degree in Dance will typically gain employment as dance performers, choreographers, and educators, often concurrently, as well as find work in other discipline related areas. A BA/BS in Dance will provide them with transferable skills that are necessary in any job requiring a bachelor's degree. These skills include creative problem solving, written and oral communication, the ability to work collaboratively, research, planning and executing projects, and working to a deadline

#### Student Demand

In the student survey detailed below, 64 students, expressed interest in pursuing a BA degree in Dance from DSU. Apart from students currently enrolled at DSU or in local high schools, there is anecdotal evidence that there are practicing dancers and dance educators in the community who would like a baccalaureate degree in Dance. These individuals would likely enroll in the Dance degree at DSU if it were offered. The degree should be initiated because it is in high demand in the local area. Apart from student demand, with BA/BS degrees offered in Art, Music, and Theatre, a degree in Dance would complement and complete the DSU School of Visual and Performing Arts.

#### Statement of Financial Support

A p p r o p r i a t e d	
Fund.....	
S p e c i a l L e g i s l a t i v e	
Appropriation.....	Grants
a n d	
Contracts.....	
S p e c i a l F e e s	
.....	
Differential Tuition (must be approved by the Regents)	
..... Other (please describe)	
.....	

#### Similar Programs Already Offered in the USHE

Utah Valley University: BS in Dance—Ballroom Dance Emphasis; BS in Dance Education;  
BFA in Dance—Ballet Emphasis; BFA in Dance—Modern Dance Emphasis  
University of Utah: BFA in Ballet; BFA in Modern Dance  
Weber State University: BA in Dance; BA in Dance Education  
Southern Utah University: BA/BS in Dance Education; BA/BS in Dance Performance

**Dixie State University**  
**BA/BS in Dance**  
**09/08/2014**

**Section I: The Request**

Dixie State University, hereafter referred to as DSU, requests approval to offer the Bachelor of Arts (BA) and Bachelor of Science (BS) Degrees in Dance effective Fall semester 2015. The program has been approved by the institution's Board of Trustees on \_\_\_\_\_.

**Section II: Program Description**

**Complete Program Description**

Dixie State University Dance Program is a part of the School of Visual and Performing Arts. It is in harmony with the educational role assigned to the university by the state system of higher education. In 1994, most dance courses under Physical Education were transferred to Fine Arts, and a part time dance instructor was hired. In July 2000, a full time dance faculty (the Director of Dance) position was created to replace the part time position. The Director of Dance has been taking the responsibility for the development of Dance Program including the curriculum development. The dance curriculum consists of theory, technique, composition, and performance courses. Since July 2000, the Dance Program has grown tremendously and the dance enrolment has increased sizable.

The mission of Dixie State University dance program is to provide a diverse population of students an opportunity to achieve their dance education goals and to develop discipline, self-confidence and self-motivation that are vitally important to a career in any field. Dixie State University dance program gives students a foundation in the profession of the art of dance by providing an educational environment in which a variety of technique training, performance opportunities and creative projects compliment and reinforce each other. The dance program offers the highest standard service in the areas of academic education and community education for students and community members.

In the fall of 2001, the Dixie State Dance Company (DSDC) was created and established. The DSDC provides dance students at DSU with the best environment for dance performing experience and training. The goal of the company is to prepare students in dance technique and artistic expression for dance performances and for their future dance careers through rehearsing dance productions and learning dance techniques and performing skills that are required for dance performances. We emphasize the development of personal discipline, collaborative skills and creative expression. DSDC enables the serious dance students to gain and master the tools necessary to bring them the foundations of critical thinking and creative discipline. It helps the students begin to develop the personal dance identity and full maturity in order to flourish in the professional art world and function as an independent artist in today's society. The Dance Company presents two formal performances each year, Fall Dance Concert and Spring Dance Concert, for Dixie students, faculty/staff and community members.

The core of the BA/BS in Dance will require students to obtain a broad base of dance skills consistent with the core offerings of other USHE institutions. The new degrees will prepare students to seek opportunities in dance and will also allow them to develop a number of transferable skills that can be applied in other settings. The requirements for the new Dance degrees are consistent with the guidelines and requirements set forth by the National Association of Schools

of Dance (NASD) in its 2013-2014 handbook.

#### Purpose of Degree

There is evidence of significant demand for the degrees, gathered by survey of both students already enrolled at DSU as well as local high school students. There is additional anecdotal support from the larger St. George and Washington areas. Washington County has a vibrant dance community and BA/BS in Dance degrees would recognize and support local dance activities and endeavors. According to DSU's mission statement, *"Dixie State University is a teaching institution that strives to enrich its community and the lives of its students by promoting a culture of learning, values, and community."* UVU, U of U, WSU, and SUU all offer baccalaureate degrees in Dance, but offering BA/BS in Dance degrees at Dixie State will allow students to interact with and enrich the local community. These degrees will also help DSU better fulfill its mission and meet the needs of students.

#### Institutional Readiness

DSU first granted baccalaureate degrees in 1999 and now has 15 years of experience with these programs. The institution, School of Visual and Performing Arts, and the Dance Program have all matured over the last decade and a half. As an institution, DSU has matured in a number of significant ways, namely by becoming a University in 2013, only hiring full-time faculty with terminal degrees, developing and expanding student services and library resources, and by seeking and securing funds for new facilities. Due to an increase in enrollment and the promotion of Dixie State to university status, the Fine Arts Department became The School of Visual and Performing Arts in 2013 and is comprised of the Art, Music, Theatre and Dance Departments. All the programs in the School of VPA, with the exception of the Dance Program, offer baccalaureate degrees.

Since the hire of a full-time dance faculty as the Director of Dance on July 1, 2000, the Dance Program has expanded significantly in its course offerings, enrollment, and adjunct faculty pool. In July of 2012, an additional full-time faculty member (with .75 workload for Dance Program and .25 workload for the Theatre Program) was added. The Dance Department has been offering more upper division courses. DSU is committed to supporting the new Dance degree by expanding the number of full-time Dance faculty and the teaching facilities. The Dance Department currently occupies the entire Graff Performing Arts Center as well as sharing the Eccles Fine Arts Center Room 156 for dance classes and Main Stage Theater for dance productions. In addition, a large classroom in the remodeled Performing Art Building is available and suitable for certain dance classes.

#### Departmental Faculty

**The members of the Dance faculty at DSU are qualified and experienced. Both full-time faculty members hold terminal degrees (one PhD and one MFA). Although the adjunct faculty members lack terminal degrees, it is common practice amongst 4-year degree Dance programs to allow adjunct faculty without a terminal degree to teach technique courses due to professional experiences in and out of academia. See the chart below for a complete list of faculty and their credentials.**

**The proposed degrees will require a new full-time faculty member. DSU plans to hire a full-time tenure-track faculty member with a PhD or MFA and specializations in Ballet Technique and dance theory courses. DSU also plans to hire a .74 FTE lecturer/advisor who will teach some classes and provide academic advisement and counseling. Both positions will start Fall 2015 or within the first two years of program implementation. DSU anticipates that the Dance degrees will be popular with students and recognizes the need to hire additional faculty as the program grows.**

Department Faculty Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Full Program Implementation
<b>With Doctoral Degrees</b> (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	1		1
Full-time Non-Tenured	1	1	2
Part-time Tenured			
Part-time Non-Tenured		1 (.74)	1
<b>With Master's Degrees</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	2		2
<b>With Bachelor's Degrees</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	7		7
<b>Other</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
<b>Total Headcount Faculty in the Department</b>			
Full-time Tenured	1		1
Full-time Non-Tenured	1	1	2

Part-time Tenured			
Part-time Non-Tenured	9		9
<b>Total Department Faculty FTE</b> <i>(As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")</i>	3.70	3.49	7.19

#### Staff

There is one full-time secretary that supports the School of Visual and Performing Arts, with primary attention given to the Dean. Additionally, one part-time secretary supports the School of VPA, including Art, Music, Theatre and Dance. These secretaries are not housed in the Graff Performing Arts Center, the home of the Dance Program, but in the Eccles Fine Arts Center. Currently, a new part-time Dance Assistant was hired, starting the fall of 2014, to cover clerical tasks, assist the dance faculty and assist with dance production, as well as facilitate better communication between full-time faculty, adjuncts, and students. The proposed budget includes \$21,000 for this position.

#### Library and Information Resources

DSU's Library holds adequate book, audio/visual, and periodical resources for the current Dance Program, though these holdings will need to grow to fully support the degree curriculum. The portion of the library's annual budget set aside for Dance materials is \$1,000. This amount is insufficient to expand the book and audio/visual collection, ensure access to database subscriptions and to subscribe to new databases and periodicals

**To create a quality book, audio/visual, and periodical collection that would support the needs of the curriculum, the library needs an ongoing initial allocation of \$1,000 per year for the first year of the degree and \$500 for each subsequent year. The Dance Department's education and professional activities also require the use of online databases in the field. The library currently subscribes to a number of excellent online resources, including Alexander Street Press: Dance Video, JSTOR, Oxford Reference, ebrary, and Proquest. (See Appendix D for a full list of DSU's current library resources for dance including subscription databases.) The pricing for some of these essential databases is not fixed, but depends on FTE enrollment for the university. As the university grows, the price increases. The proposed budget ensures that the library will be able to continue database subscriptions and subscribe to new ones.**

#### Admission Requirements

**All students seeking to enroll as a Dance Major must submit an application and audition for admission into the Dance Program. Students must also have already submitted an application for undergraduate admission to Dixie State University. The audition will take place mid-March prior to the upcoming academic year and also serve as a scholarship audition. The dance faculty will conduct the audition and review applicants based on their performance in two group technique classes (ballet and**

modern dance), a one-minute solo choreographed by the student, and an interview with the dance faculty.

#### Student Advisement

As previously mentioned, DSU is planning to hire a .74 FTE lecturer/advisor for the Dance Department. This person will teach the First Year Experience class, where students will learn about the department's degrees, requirements, expectations, and policies. It will also be the lecturer/advisor's responsibility to regularly meet with and counsel students on course scheduling to ensure graduation within a timely manner. The rest of the Dance faculty will play a less formal role in student advisement, with each faculty member mentoring students in her or his area of expertise.

#### Justification for Graduation Standards and Number of Credits

**Students must complete a minimum of 120 credits in order to graduate with a bachelor's degree, as stated in DSU's Policies and Procedures Manual. The Dance degree requires 3 credits in Computer Literacy, 13 credits in General Education Core courses, 21 credits in General Education Breadth and Depth courses (including 5 credits for BIOL 2320/25 and 4 credits for PHYS 1010/15; these courses fulfill the Life Sciences, Physical Sciences, and Laboratory Sciences requirements and also serve as prerequisites to DANC 3510/4510 – Physics and Kinesiology for Dancers I/II), 53 Dance credits (congruent with NASD standards for a BA degree in Dance), 6 credits in General Education GLOCUP courses, 16 credits in a single foreign language (required for a BA degree only), and 8 elective courses. For both the BA and BS programs, 40 of the 120 credits must be from upper division courses. See Section IV for a complete list of curricular requirements for degrees in Dance.**

Degree Requirements for BA in Dance	Credits
Computer Literacy	3
General Education Core	13
General Education Breadth and Depth: Life Sciences/ Laboratory Sciences <ul style="list-style-type: none"> <li>• BIOL 2320/25 (Pre-req. for DANC 3510)</li> </ul>	5
General Education Breadth and Depth: Physical Sciences/Laboratory Sciences <ul style="list-style-type: none"> <li>• PHYS 1010/15 (Pre-req. for DANC 3510)</li> </ul>	4
Additional General Education Breadth and Depth Courses	12
Dance Program	53
General Education GLOCUP	6
Foreign Language	16
Electives	8
<b>Total Semester Credits</b>	<b>120</b>

Degree Requirements for a BS in Dance	Credits
Computer Literacy	3
General Education Core	13
General Education Breadth and Depth: Life Sciences/ Laboratory Sciences <ul style="list-style-type: none"> <li>• BIOL 2320/25 (Pre-req. for DANC 3510)</li> </ul>	5



General Education Breadth and Depth: Physical Sciences/Laboratory Sciences	
• PHYS 1010/15 (Pre-req. for DANC 3510)	4
Additional General Education Breadth and Depth Courses	12
Dance Program	53
General Education GLOCUP	6
Electives	24
<b>Total Semester Credits</b>	<b>120</b>

## External Review and Accreditation

### External Review

Dixie State College hired Kim Strunk, an Associate Professor of Dance and the former Chair of the Dance Department at Utah Valley University, as an external evaluator for the Dance Program Review. In addition to twenty-eight years of experience in the discipline of dance, during her tenure as Chair at UVU, Strunk was instrumental in developing and defending several new degree options in dance, which were all approved by the Utah Board of Regents in 2005. See Appendix A for the full text of the External Review.

**After carefully evaluating the “Dance Program Review” (authored and submitted by Dr. Li Lei, the Director of Dance Department, in May of 2011) as well as conducting an on-site visit in November of 2011, Professor Kim Strunk submitted an External Review in January of 2012. The purpose of Strunk’s review was to provide feedback and guidance on the current Dance Program, as well as strategies for building towards a baccalaureate program. Among the comments in her review, Strunk mentions 3 areas of need that, when fulfilled, will contribute to the success of the current and future Dance Program. The areas Strunk identifies are: (1) the need to develop and implement Dance degrees, (2) the need for additional full-time faculty, and (3) the need to increase the ongoing budget for the Dance Program. Each of these areas of need is discussed below.**

(1) The need to develop and implement Dance degrees.

Strunk strongly advocates the need for the Dance Program to have degrees. She notes that the Music and Theatre programs both have Associates and Baccalaureate degrees, as well as emphases in Integrated Studies, and similar degree options in Dance will “compliment and complete the Performing Arts Department.”

Strunk goes on to state that “The common thread of conversation with students was: (1) Their desire to stay at Dixie and earn a dance degree, (2) An overwhelming expression of appreciation and respect for faculty, particularly Dr. Lei. (3) Concerns that they are not privy to the same opportunities as the other performing arts students, and (4) Misconceptions regarding the eventual offering of dance degrees.” She also mentions witnessing the intense commitment students have for the program, as well strong technique and performance skills.

Additionally, Strunk mentions Utah’s uniqueness in its support of Dance Education, stating that almost every high school in the state has a Dance program that provides students for university dance programs as well as employment opportunities for degree holding graduates.

(2) The need for an additional full-time faculty and a part-time lecturer/advisor



Number of Graduates in Proposed Program	X	X	X	30	40	50
Total # of Declared Majors in Proposed Program	X	46	69	92	115	128
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	3.70	5.20	5.70	6.20	6.70	6.95
Total Department Student FTE (Based on Fall Third Week)	37.10	55.50	64.70	73.90	83.10	88.30
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	10.03	10.67	11.35	11.92	12.40	12.71

Program accreditation- required ratio of Student FTE/ Faculty FTE, if applicable: (Provide ratio here: _)						
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### Section III: Need

#### Program Need

In the student survey detailed below, 64 students, expressed interest in pursuing a BA degree in Dance from DSU. Apart from students currently enrolled at DSU or in local high schools, there is some anecdotal evidence that there are practicing dancers and dance educators in the community who would like a baccalaureate degree in Dance. These individuals would likely enroll in the Dance degree at DSU if it were offered. The degree should be initiated because it is in high demand in the local area. Apart from student demand, with BA/BS degrees offered in Art, Music, and Theatre, a degree in Dance would complement and complete the DSU School of Visual and Performing Arts.

#### Labor Market Demand

The US Bureau of Labor and Statistics projects that between 2012 and 2022, employment for dancers will grow by 13%, from 25,800 to 29,200 jobs nationally. Additionally, the BLS projects that between 2012 and 2022, employment for self-enrichment education teachers, including dance instructors, will grow by 13.9%, from 316,200 to 360,100 jobs nationally. At the state level, the Utah Department of Workforce Services expects to see a 2.6% increase in jobs for dancers between 2010 and 2020, eventually reaching 360. Additionally, the UDWS projects a 2.8% increase in jobs for choreographers between 2010 and 2020, eventually reaching 100. The UDWS also expects to see a 4.2% increase in self-enrichment education teaching jobs for the same period, reaching 4,210 in 2020. The combined total of these statewide projections is 4,670. Locally, the St. George Metro area is home to Tuacahn Center for the Arts, several professional and semi-professional dance companies, 7 high schools with dance programs, and 18 dance studios. Due to the nature of the field, graduates with a BA/BS degree in Dance will typically gain employment as dance performers, choreographers, and educators, often concurrently, as well as find work in other discipline related areas. A BA/BS in Dance will provide them with transferable skills that are necessary in any job requiring a bachelor's degree. These skills include creative problem solving, written and oral communication, the ability to work collaboratively, research, planning and executing projects, and working to a deadline

## Student Demand

**In the spring semester of 2014, the Dance faculty surveyed students in Dance, Music, and Theater classes, as well as students from local high schools and middle schools during the DSU Dance Program's annual Outreach Dance Workshop to determine student interest in a bachelor's degree in Dance at DSU. There were 132 responses (90 current DSU students and 42 high school and middle school students). See Appendix B for the full text of the survey.**

Question 1 Responses				
Do you wish that a Bachelor of Arts degree in Dance were offered at DSU?				
Year in School	Yes	No	N/A	Total (row)
High School and under	41	1	0	42
Freshmen	30	2	0	32
Sophomores	25	1	1	27
Juniors	14	0	0	14
Seniors	10	0	0	10
Unidentified	6	1	0	7
<b>Column Total</b>	<b>126</b> <b>95.45%</b>	<b>5</b> <b>3.79%</b>	<b>1</b> <b>0.76%</b>	<b>132</b> <b>100%</b>

**The students were overwhelmingly in favor of a BA in Dance, with 95.45 % circling “yes”.**

Question 2 Responses				
If a Bachelor of Arts degree in Dance is offered at DSU, will you pursue it?				
Year in School	Yes	No	Maybe	Total (row)
High School and under	34	7	1	42
Freshmen	10	20	2	32
Sophomores	13	14	0	27
Juniors	2	12	0	14
Seniors	3	7	0	10
Unidentified	2	4	1	7
<b>Column Total</b>	<b>64</b> <b>48.484%</b>	<b>64</b> <b>48.484%</b>	<b>4</b> <b>3.03%</b>	<b>132</b> <b>100%</b>

**Of the students polled, 48.48% indicated that they would pursue a BA degree in Dance if it were offered. 33.33% of current DSU students responded “yes,” as did 80.95% of local high school/middle school students. The results of this data support the need for a degree in Dance at DSU, particularly in regards to prospective students.**

Question 4 Responses
If you were going to pursue a career in the dance field, which of the following would you prefer to hold a degree in?

Year in School	BA in Dance	BA in Integrated Studies with one of two emphases in Dance	Both/Either	N/A	Total (row)
High School and under	29	13	0	0	42
Freshmen	20	9	2	1	32
Sophomores	17	7	2	1	27
Juniors	12	2	0	0	14
Seniors	7	2	0	1	10
Unidentified	6	1	0	0	7
<b>Column Total</b>	<b>91</b> <b>68.94%</b>	<b>34</b> <b>25.76%</b>	<b>4</b> <b>3.03%</b>	<b>3</b> <b>2.27%</b>	<b>132</b> <b>100%</b>

**68.94% of student survey stated that if they were going to pursue a career in the dance field they would prefer to hold a B.A. degree in Dance, compared to 25.76% who stated they would prefer to hold a B.A. in Integrated Studies with one of two emphasis areas in Dance. This data shows that there is a need for a distinct Dance degree that is not being met by the current Integrated Studies degree. The Dance faculty believe that a BA/BS degree in Dance would be popular with students and the results of this survey support that belief.**

#### Similar Programs

The Dance faculty is confident that the BA/BS Dance curriculum is consistent with other institutions in the state. In preparing the BA/BS curriculum, the Dance faculty examined Dance programs at Utah Valley University, the University of Utah, Weber State University, and Southern Utah University. The Dance faculty felt these institutions were the most relevant because they are all baccalaureate-granting institutions in within the USHE system and they all have BA/BS or BFA programs in Dance. The required technique, performance, and theory courses at these institutions and at DSU are similar. An outlined comparison of key curriculum across USHE Institutions is seen in Appendix C.

When comparing the curriculum outlined in this proposal, it is important to note that two of the comparable institutions, Utah Valley University and the University of Utah, offer Bachelor of Fine Art degrees (BFA degrees), and at this time, DSU is seeking BA/BS degrees, with an intent to eventually expand the program to include a BFA when more resources can be secured. NASD states that a BFA degree is a professional degree that usually requires that at least 65% of credits be completed in studio work and related areas for the purpose of preparing students for professional practice in the dance field. Liberal arts degrees, such as the BA and BS degrees, should allow students to study and develop skills in dance within a broader program of general studies, but they are not professional degrees. According to NASD guidelines, BA and BS degrees in Dance normally requires 30-45% of course credit to be in studio work or related areas. The 53 credits required by the proposed DSU program would represent about 44% of degree credits. SUU's BA/BS in Dance Performance requires 46 credits, and Weber's BA in Dance requires 56 credits.

**Although the proposed DSU BA/BS program is similar to other degree programs offered in USHE institutions, it provides room for students to choose from a wider range of elective course options than a BFA or BA/BS with an emphasis degree. Students are less confined to a prescribed course schedule and specialization, allowing for a more broad academic experience regarding dance and**

liberal arts.

Another unique component of the proposed degree is offering a more broad learning experience on Dance Science. Students are required to complete Physics and Kinesiology for Dancers I and Physics and Kinesiology for Dancers II, both upper division courses, instead only Kinesiology for Dancers. The tenured full-time dance faculty member has a unique professional background in both Dance and Physics that offers students a learning opportunity on Physics for Dancers. After the proposed BA/BS degree is approved, when more faculty and facility resources can be secured, a BA/BS degree with an emphasis in Dance Science would be an option for students. The Physics and Kinesiology for Dancers courses not only contribute as a step in that direction, but also are necessary and beneficial to all dance students.

A final justification for approving the proposed BA/BS degree in Dance is the overwhelming local need. As previously mentioned in Kim Strunk's External Review and evidence in the survey data, students have continually expressed their desire to pursue a Dance degree at DSU.

#### Collaboration with and Impact on Other USHE Institutions

Currently, local students wishing to obtain a bachelor's degree in Dance must go elsewhere or do without. A large majority of DSU students, about 70%, are Washington County residents. Unfortunately, some are foregoing their desired degree because they are tied to the local area. DSU is prepared to meet the requirements of these students, who need to be educated locally. Dance degrees at DSU would not diminish enrollment numbers at other USHE institutions, but would tap into an overlooked market of students in Washington and Kane Counties. This will also help USHE reach its "big goal" of having 66% of Utah's workforce with postsecondary degrees by 2020. Additionally, the proposed degree may contribute to increased enrollment in the University of Utah's MFA Dance Programs as graduates with a BA/BS degree in Dance from DSU seek additional education.

#### Benefits

There is a clear benefit to the state, region, local community and individual students for this degree. The Dance faculty believes that the BA/BS Dance degrees will be popular with DSU Students and fulfill the desire of students who want to pursue a degree in dance but have been forced to pursue a degree in another field, leave the area, or go without. Although improving, Washington County has a poor track record for post-secondary education, with few individuals holding or completing bachelor's degrees. Washington County has a reputation for being behind the rest of the state in education. By increasing the diversity of its baccalaureate offerings, DSU can help change the community and perceptions of the community. The Dance faculty has created and is continuing to refine a rigorous and demanding program that will allow students to develop as artists and educators, while accumulating valuable transferrable skills. Additionally, producing qualified dance artists is beneficial to the multiple performance venues throughout the region, which includes but is not limited to Tuachan Center for the Arts, the Utah Shakespeare festival, and local dance companies. As previously mentioned, the BA/BS degrees in Dance would also benefit the local high school dance programs and dance studios. Dance baccalaureate degrees will support the cultural and artistic activities that are already present in the area and help them grow.

#### Consistency with Institutional Mission

According to the DSU mission statements "Dixie State University is a teaching institution that strives to enrich its community and the lives of its students by promoting a culture learning, values, and community." The BA/BS Dance degree supports this statement. Rigorous required coursework contributes to a culture of learning. Discipline, work ethic, and collaboration are embedded in the art of dance and contribute to a

culture of values. DSU Dance Program's productions are open to the public, many dance students perform with local dance companies, and dance graduates can teach at dance studios and local public schools when also completing Secondary Education Teaching Licensure Program ... all of which contribute to a culture of community.

**Additionally, DSU recently achieved University status, and as such continues to increase its baccalaureate degree offerings. The Art, Music, and Theatre programs all offer bachelor's degrees in their disciplines and a degree in Dance would complement and complete the baccalaureate offerings in the School of Visual and Performing Arts at Dixie State University.**

#### Section IV: Program and Student Assessment

##### Program Assessment

DSU's Dance Department is committed to enriching the lives of its students by installing an appreciation and enjoyment for the art of Dance as well as providing students a strong foundational dance curriculum that focuses on technique, theory, performance, creative work and production as a means to developing the skills necessary for gaining employment in the field.

The Dance faculty have worked on creating and mapping the curriculum. This effort has happened in several stages and includes identifying Program Learning Outcomes (PLO's), the corresponding courses from which student artifacts are gathered, and the tools and means used for assessment. The Dance faculty have collected, and will continue to collect, a body of student work, both written and demonstrated, that represents baseline scores as well as target scores for each PLO. Additionally, the introduction, development, and mastery of each PLO has been mapped across courses.

The Dance faculty will use the following methods of assessment to determine if program goals and each PLO are being met:

- Monitoring GPA, enrollment numbers, and retention
- Yearly assessment of collected student work
- Graduation exit surveys
- Acceptance to graduate programs and post graduation job placement
- Periodic meetings with individual students and groups of students to determine satisfaction and hear student concerns

##### Expected Standards of Performance

According to the 2013-2014 handbook for the National Association of Schools of Dance (NASD), students graduating with a BA/BS degree in Dance must have the following Dance Studies Competencies:

- The ability to identify and work conceptually with the elements of dance.
- An understanding of choreographic processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural ideas and contexts.
- An acquaintance with a wide selection of dance repertory, the principal eras, genres, and cultural sources.
- The ability to develop and defend critical evaluations.
- Fundamental knowledge of the body and of kinesiology as applicable to work in dance.

The 2013-14 NASD handbook also states that students graduating with a BA/BS degree in Dance must develop the following Performance and Dance Electives Competencies:<sup>9</sup>

- Ability in performing areas consistent with the goals and objectives of the specific liberal arts degree program being followed, and appropriate to the individual's needs and interests.
- An understanding of procedures for realizing a variety of dance styles.



Three-Year Budget Projection									
Departmental Data			Current Departmental Budget – Prior to New Program Implementation			Departmental Budget			
				Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget		
Personnel Expense									

Salaries and Wages	\$168,078	\$52,500	\$220,578	\$27,500	\$248,078	\$7,500	\$255,578
Benefits	\$47,862	\$26,000	\$73,862	\$5,000	\$78,862	\$2,000	\$80,862
<b>Total Personnel Expense</b>	\$215,940	\$78,500	\$294,440	\$32,500	\$326,940	\$9,500	\$336,440
<b>Non-Personnel Expense</b>							
Travel	\$0	\$1,500	\$1,500	\$1,000	\$2,500	\$0	\$2,500
Capital	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library	\$1,000	\$1,000	\$2,000	\$500	\$2,500	\$500	\$3,000
Current Expense	\$5,857	\$2,000	\$7,857	\$2,000	\$9,857	\$2,000	\$11,857
Total Non-personnel Expense	\$6,857	\$4,500	\$11,357	\$3,500	\$14,857	\$2,500	\$17,357
<b>Total Expense</b>	\$222,798	\$83,000	\$305,798	\$36,000	\$341,798	\$12,000	\$353,798
<b>(Personnel + Current)</b>							
<b>Departmental Funding</b>							
Appropriated Fund	\$222,798	\$83,000	\$305,798	\$36,000	\$341,798	\$12,000	\$353,798
Other:							
Special Legislative Appropriation	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grants and Contracts	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Special Fees/ Differential Tuition	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Revenue</b>	\$222,798	\$83,000	\$305,798	\$36,000	\$341,798	\$12,000	\$353,798
<b>Difference</b>							

Revenue - Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost/Student Credit Hour*	\$200		\$184		\$176		\$160
(as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")							

- **Projected Instructional Cost/Student Credit Hour** data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.

#### Funding Sources

The funding for the new degrees will come from tuition revenue and institutional funds from state allocations. The Dance faculty will pursue sources of external funding as time allows.

#### Reallocation

**The new degrees will not require internal reallocation of resources.**

#### Impact on Existing Budgets

**Existing budgets will not be impacted by the new degrees.**

### Section VI: Program Curriculum

#### All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
<b>Required Course</b>		
<b>Required Technique Courses</b>		
<b>DANC 1101</b>	<b>Ballet Technique I</b>	<b>2</b>
<b>DANC 1201</b>	<b>Modern Dance I</b>	<b>2</b>
<b>DANC 2101</b>	<b>Ballet Technique II</b>	<b>2</b>
<b>DANC 2201</b>	<b>Modern Dance II</b>	<b>2</b>
<b>DANC 3101</b>	<b>Ballet Technique III</b>	<b>3</b>
<b>DANC 3201</b>	<b>Modern Dance III</b>	<b>3</b>
<b>DANC 4101R</b>	<b>Ballet Technique IV</b>	<b>3</b>
<b>DANC 4201R</b>	<b>Modern Dance IV</b>	<b>3</b>
<b>Sub-total</b>		<b>20</b>

<b>Required Performance Course</b>		
DANC 4800R	Dance Company	2
<b>Sub-total</b>		<b>2</b>
<b>Required Theory Courses</b>		
<b>DANC 1001</b>	<b>FYE: Dance</b>	<b>1</b>
<b>DANC 1160</b>	<b>Music For Dance</b>	<b>1</b>
DANC 2110	Introduction to Dance	3
DANC 2330	Improvisation	1
<b>DANC 3260</b>	<b>Dance Production</b>	<b>2</b>
DANC 3900	Dance Composition	2
DANC 3510	Physics and Kinesiology for Dancers I	2
DANC 4510	Physics and Kinesiology for Dancers II	4
DANC 4600	Dance Pedagogy	3
<b>DANC 3710</b>	<b>Dance in a Cultural Perspective</b>	<b>3</b>
DANC 4710	Dance History	3
<b>DANC 4900</b>	<b>Choreography Practicum</b>	<b>1</b>
<b>DANC 4910</b>	<b>Senior Capstone</b>	<b>2</b>
<b>Sub-total</b>		<b>28</b>
<b>Elective Courses – Complete at least 3 credit hours</b>		
DANC 1110R	Dance Conditioning	1
DANC 1170	Social Dance	1
DANC 1500R	Jazz Dance I	2
DANC 1510R	Ballroom Dance I, International Standard	1
DANC 1520R	World Dance I	1
DANC 1530R	Ballroom Dance I, International Latin	1
DANC 1540R	Movement for Musical Theatre	1
DANC 1580R	Tap Dance	1
DANC 2221R	Point I	1
DANC 2300R	Dance Partnering	1
DANC 2500R	Jazz Dance II	2
DANC 2510R	Ballroom Dance II, International Standard	1
DANC 2530R	Ballroom Dance II, International Latin	1
DANC 2810R	Ballroom Dance Team	1
<b>Sub-total</b>		<b>3</b>
<b>Total Number of Credits</b>		<b>53</b>

Program Schedule

**Suggested Program Schedule, Baccalaureate of Science in Dance**

<b>Semester 1</b>
-------------------

Course Prefix and Number	Title	Credit Hours
DANC 1001	First Year Experience	1
ENGL 1010	Introduction to Writing	3
LIB 1010	Information Literacy	1
DANC 2110	Introduction to Dance	3
DANC 1101R	Ballet Technique I	2
DANC 1201R	Modern Dance I	2
MATH 1030	Quantitative Reasoning	3
<b>Total</b>		<b>15</b>

Semester 2		
Course Prefix and Number	Title	Credit Hours
DANC 2101R	Ballet Technique II	2
DANC 2201R	Modern Dance II	2
DANC 1160	Music for Dance	1
ENGL 2010	Interm. Writing Selected Topics	3
ART 1010	Intro to Art	3
HIST 1700	American Civilization	3
DANC 1510R	Ballroom Dance I, International Standard	1
<b>Total</b>		<b>15</b>

Semester 3		
Course Prefix and Number	Title	Credit Hours
DANC 3101R	Ballet Technique III	3
BIOL 2320/25	Human Anatomy/Lab	5
DANC 2330	Improvisation	1
HIST 1500	World History to 1500	3
DANC 1500R	Jazz I	2
DANC 3260	Dance Production	2
<b>Total</b>		<b>16</b>

Semester 4		
Course Prefix and Number	Title	Credit Hours
DANC 3201R	Modern Dance III	3
DANC 3900	Dance Composition	2
DANC 1110R	Dance Conditioning	1
PHYS 1010/15	Elementary Physics/Lab	4
DANC 3800R	Dance Company	2
THEA 1023	Understanding Film	3
<b>Total</b>		<b>15</b>

Semester 5		
Course Prefix and Number	Title	Credit Hours
DANC 4101R	Ballet Technique IV	3
DANC 4201R	Modern Dance IV	3

DANC 3510	Physics and Kinesiology for Dancers I	2
DANC 4900	Choreography Practicum	2
PSY 1100	Human Development Through Lifespan	3
DANC 2221R	Point I	1
	<b>Total</b>	<b>14</b>

<b>Semester 6</b>		
<b>Course Prefix and Number</b>	<b>Title</b>	<b>Credit Hours</b>
DANC 4101R	Ballet Technique IV	3
DANC 4201R	Modern Dance IV	3
DANC 4510	Physics and Kinesiology for Dancers II	4
DANC 2500R	Jazz II	2
COMP 1200	Computer Literacy	3
	<b>Total</b>	<b>15</b>

<b>Semester 7</b>		
<b>Course Prefix and Number</b>	<b>Title</b>	<b>Credit Hours</b>
DANC 4101R	Ballet Technique IV	3
DANC 4201R	Modern Dance IV	3
DANC 3710	Dance in a Cultural Perspective	3
DANC 4600	Dance Pedagogy	3
DANC 4800R	Dance Company	2
	<b>Total</b>	<b>14</b>

<b>Semester 8</b>		
<b>Course Prefix and Number</b>	<b>Title</b>	<b>Credit Hours</b>
DANC 4101R	Ballet Technique IV	3
DANC 4201R	Modern Dance IV	3
DANC 4710	Dance History	3
DANC 4910	Senior Capstone	2
DANC 3800	Dance Company	2
ART 2210	Intro to Oil Painting	3
	<b>Total</b>	<b>16</b>

**Total Credits 120**

## Section VII: Faculty

**In order to effectively meet the needs of the proposed BA/BS degree program and to more effectively meet the mission and goals of DSU Dance Program, 3 full-time faculty and 1 part-time lecturer/advisor is the minimum. The following list shows the qualifications of the current 2 full-time and 9 part-time faculty, as well as 1 full-time faculty and 1 part-time advisor to be hired.**

<b>Name:</b> Li Lei
<b>Hire Date:</b> July 1, 2000
<b>Status:</b> Full time
<b>Degree and Institution:</b> PhD in Dance and Dance Education with an emphasis in Dance Teaching and Administration in Higher Education, New York University (1999) MA in Dance, Brigham Young University (1994)
<b>Rank and Tenure:</b> Professor, tenured
<b>Subjects Taught:</b> Ballet Technique, Modern Dance, Ballroom Dance International Standard, Ballroom Dance International Latin, Dance Composition, Dance Company, Dance Appreciation, Introduction to Dance, Physics and Kinesiology for Dancers
<b>Professional Experience and Memberships:</b> 26.5 years of university/college teaching experience (17 years teaching dance; 9.5years teaching physics) Artistic Director and Choreographer for dance companies in the United States and in China since 1978 Professional Dancer for 8.5 years (principal dancer for 5 years) in China, performed ballet productions (leading roles) and Chinese dances Numerous choreographies in ballet, modern dance, ballroom dance, and Chinese dance Numerous awards from dance competitions in China Visiting Scholar in Residence at Dickinson College in PA and Brigham Young University in UT in 1991 6 Publications on Physics of Dance in the USA and in China Numerous presentations and lectures on Physics of Dance and Dance in Higher Education at international conferences and universities worldwide Member of International Association for Dance Medicine and Science since 1991 Member of Congress on Research in Dance since 1995 Member of American Alliance for Health, Physical Education, Recreation & Dance, 2000-2003 Member of National Association of Schools of Dance since 2002 Member of Pilates Physical Mind Institute since 2004 Certified Pilates instructor since 2004

<b>Name:</b> Sara Gallo
<b>Hire Date:</b> July 1, 2012
<b>Status:</b> Full time
<b>Degree and Institution:</b> MFA in Dance, California State University Long Beach (2011) BFA in Dance, University of Montana (2004)
<b>Rank and Tenure:</b> Assistant Professor, tenure track
<b>Subjects Taught:</b> Modern Dance, Ballet Technique, Dance Appreciation, Dance in Culture, Improvisation, Composition, Movement for Musical Theatre, Kinesiology for Dancers, Dance Pedagogy
<b>Professional Experience and Memberships:</b> 6.5 years of college/university dance teaching experience 6 years teaching dance to PreK-8 students in both the public school and private studio setting Choreographer of over 30 dances for both professional dancers and students Artistic Director and Choreographer for the Pfeifle Dance Project, 2007-2008 Performed with numerous companies, 2003-2008 Member of National Dance Education Organization, 2011-2012

<b>Name:</b> To be hired
<b>Hire Date:</b> July 1, 2015
<b>Status:</b> Full time
<b>Degree and Institution:</b> PhD or MFA in Dance
<b>Rank and Tenure:</b> Assistant Professor, tenure track
<b>Subjects Taught:</b> Expected to teach Ballet Technique, Dance in Culture, Dance Pedagogy, Dance History, ...
<b>Professional Experience and Memberships:</b>

<b>Name:</b> To be hired
<b>Hire Date:</b> July 1, 2015 or July 1, 2016
<b>Status:</b> Part time
<b>Degree and Institution:</b> PhD or MFA in Dance
<b>Rank and Tenure:</b> Advisor
<b>Subjects Taught:</b> TBD
<b>Professional Experience and Memberships:</b>

<b>Name:</b> Katherine Call
<b>Hire Date:</b> N/A
<b>Status:</b> Part Time
<b>Degree and Institution:</b> BA in Dance Performance at Southern Utah University (2008) Secondary Education Teaching Program at Dixie State University (current) MFA in Dance Performance and Choreography at the University of Wisconsin - Milwaukee (current)
<b>Rank and Tenure:</b> N/A
<b>Subjects Taught:</b> Ballet Technique, Pointe, Modern Dance, Dance Conditioning, Dance Partnering
<b>Professional Experience and Memberships:</b> Corps member of St. George Dance Company (2013-2014)  Judge for Shakespeare Festival Dance category (2012 and 2013)  Choreographer and member of God's Messenger's Dance Company (2011-2012)  Adjunct Faculty Member for Dixie State University (2011-2014)  Dance instructor Premier Dance Center, Onstage, and Southwest Contemporary Dance Theatre.  Guest Choreographer for Desert Hills High School Dance Company (2011, 2013) Master Class Instructor for Pine View High School and Desert Hills High School (2011, 2013)

<b>Name:</b> Nicole Hadley
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<b>Hire Date:</b> N/A
<b>Status:</b> Part Time
<b>Degree and Institution:</b> BS, English Education, Southern Utah University (2008) Spanish Level 3 Certificate, Granada University (2007) BA, Advertising and Public Relations, Southern Utah University (2002)
<b>Rank and Tenure:</b> N/A
<b>Subjects Taught:</b> Tap Dance
<b>Professional Experience and Memberships:</b> 1 year of college level dance teaching experience in modern, jazz at Dixie State University 16 years of dance teaching experience in dance studios and high schools 30 years experience as tap performer Director and Owner of All American Cloggers in St. George Utah, 1998—2014 Secondary Education teacher in Language Arts, 2007-2013 Broadway Dance Center tap student in New York City, 2005-2006 Participated in numerous dance companies, 1999-2009

<b>Name:</b> Jennie Jones
<b>Hire Date:</b> N/A
<b>Status:</b> Part Time
<b>Degree and Institution:</b> BFA in Ballet, University of Utah, 2006
<b>Rank and Tenure:</b> N/A
<b>Subjects Taught:</b> Ballet Technique, Pointe, Modern Dance, Composition, Social Dance
<b>Professional Experience and Memberships:</b> Apprentice with Colorado Ballet 2002-2003 Utah Ballet member 2004-2006 Professional dancer with Contemporary Dance Wyoming 2006-2007 Director of Junior Repertory Company at Dancer's Workshop 2006-2007 Dance Instructor at Vista School for Arts and Technology 2009-2011 Adjunct Faculty Dixie State University 2011 to present Professional dancer with St. George Dance Company 2011-present

<b>Name:</b> Heather Madison
<b>Hire Date:</b> N/A
<b>Status:</b> Part Time
<b>Degree and Institution:</b> MS in Accounting, Southern Utah University (2002) BS in Accounting, Southern Utah University (1998)
<b>Rank and Tenure:</b> N/A
<b>Subjects Taught:</b> Jazz dance, Modern dance, Ballroom Dance

**Professional Experience and Memberships:**

Owner/Artistic Director of On Stage Dance Studio 1995 to present  
7 years of college level dance teaching experience in jazz and social dance at Dixie State University  
3 year Adjunct Dance Faculty at Southern Utah University  
Dance Instructor and choreographer for Universal Dance Association 1992-1999  
Choreographed for high school and semi-pro dance teams for 15 years  
Choreographed for Junior Miss Pageants 2 times and Miss Iron County 2 times  
Choreographer and Judge for Universal Dance Association 2008-current

**Name:** Amy Randall**Hire Date:** N/A**Status:** Part Time**Degree and Institution:**

BA in Dance with a Ballroom emphasis, Brigham Young University

**Rank and Tenure:** N/A**Subjects Taught:** Ballroom Dance International Standard, Ballroom Dance International Latin, Social Dance**Professional Experience and Memberships:**

Dance teacher at Starlight Dance Studio in California 1997-1999  
Instructor and Choreographer for BYU youth Ballroom team, 2002  
Instructor and Choreographer for Summer Ballroom team at BYU in 2002  
10 years of Ballroom dance instruction experience

**Name:** Kristen Thompson**Hire Date:** N/A**Status:** Part Time**Degree and Institution:**

BA in Dance, Brigham Young University (2003)

**Rank and Tenure:** N/A**Subjects Taught:** Ballet, Pointe, Jazz Dance**Professional Experience and Memberships:**

10 years of college level dance teaching at Dixie State University  
Sterling Scholar judge for local high schools in St. George, Utah  
2003-2007 ballet teacher for Stars Dance Studio

**Name:** Jamie Waters**Hire Date:** N/A**Status:** Part Time**Degree and Institution:**

BS in Dance Education, Southern Utah University (2010)

**Rank and Tenure:** N/A**Subjects Taught:** Jazz Dance

**Professional Experience and Memberships:**

1 semester of college level dance teaching experience at Dixie State University  
Member and participant of professional dance  
Instructor/Choreographer for On Stage Dance Studio and 2 ONE Productionz in St. George, UT.  
2011-Present  
Dance judge for UHSAA/Utah Dance Judges Association in Northern Utah, 2011  
Member/choreographer for Southern Utah University (SUU) dance team  
Captain of Southern Utah University dance team, 2008-2009  
Choreographer for the SUU Student Dance Concert, 2008-2009  
Performer in the SUU Faculty Dance Concerts, 2008-2009

**Name:** John Wuehler**Hire Date:** N/A**Status:** Part Time**Degree and Institution:**

BA in Design Engineering Technology, Brigham Young University (1985)  
Master of Technology Management, Brigham Young University (1986)

**Rank and Tenure:** N/A**Subjects Taught:** Ballroom Dance International Standard, Ballroom Dance International Latin**Professional Experience and Memberships:**

Engineer, Everex Computers, St George, Utah 1987-1989  
Engineer, Eurocircuit, Lisbon, Portugal, 1989-1991  
Engineer, Dixie Component Systems, 1991-2001  
Owner Dixie Component Systems, St George, Utah, 2001 to present  
10 years of college level dance teaching experience in Ballroom Dance at Dixie State University  
Dance teacher at Starlight Dance Studio in California 1997-1999  
Instructor and Choreographer for BYU youth Ballroom team, 2002  
Instructor and Choreographer for Summer Ballroom team at BYU in 2002

**Name:** Megan Young**Hire Date:** N/A**Status:** Part Time**Degree and Institution:**

BA in Dance, Brigham Young University (2008)

**Rank and Tenure:** N/A**Subjects Taught:** Dance Composition, Tap Dance, Modern Dance, Improvisation**Professional Experience and Memberships:**

5 semesters of college level dance teaching experience at Dixie State University  
Professional Dancer/Performer at Tuacahn Center for the Arts (2013)  
Musical Theatre Choreographer at Vista Charter School (2013-2014)  
BYU DancEnsemble Company Member (2007-2008)  
Taught at Academy of Ballet in Orem, UT (2006-2008)  
Taught at National Dance Institute of New Mexico (2008-2009)  
Taught at Diamond Talent Productions in St. George, UT (2004-2006 and 2010-present)  
Attended Joffrey Ballet School Summer Intensive in New York, NY (2004)  
Attended Dance Teacher Certification at Oklahoma City University (2006)  
Certified in the NDI-NM Teaching Method developed by Jaques D'boise (2008-2009)

## **Section VIII: Appendices**

### **Appendix A: External Review**

[https://www.dixie.edu/academics/File/DCS%20Dance%20Program%20Review\\_External.pdf](https://www.dixie.edu/academics/File/DCS%20Dance%20Program%20Review_External.pdf)

## **External Review Dixie State College Dance Program**

Submitted by: Kim Strunk, Associate Professor of Dance – Utah Valley University

January 25, 2012

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## Introduction:

The following external program review for Dixie State College (DSC) Dance Program comes at the request of Director of Dance, Dr. Li Lei, and Associate Dean of the Fine Arts Department, Dr. Brent Hanson. Both expressed their desires to solicit external reviews as a means to develop and nurture Dixie's Dance Program and "maintain the highest level of academic and performance standards." As a dance educator, artist and administrator, I am intensely dedicated to the discipline and honored for the opportunity to learn more about Dixie's Dance Program and to offer guidance that will hopefully assist the program in further achieving it's goals.

In preparing for this report, I carefully evaluated the "Dance Program Review" provided by Dr. Lei, which she authored for the Utah Board of Regents, May 18, 2011. Dr. Lei submitted a well written, beautifully organized and thorough review, which I found quite helpful in making recommendations for this report. Additionally, I conducted an on-site visit on November 4, 2011. While on campus, I toured facilities, spoke with students, faculty, administrators and staff, observed Dance 1010 - Dance Appreciation, and Dixie State Dance Company rehearsals. I also reviewed assessment materials, and observed Dixie State Dance Company's Spring 2011 concert on video. Additionally, I consulted websites for DSC Departments of Dance, Theatre and Music, as well as several other similar colleges throughout the region.

While formulating feedback and recommendations for this external review, I drew upon significant administrative experience developing and implementing a variety of baccalaureate degrees for Utah Valley University's Department of Dance. Additionally, my experiences teaching and choreographing for the University of Utah, Brigham Young University, Weber State University, Utah Valley University and Utah State University provided first hand knowledge of Utah dance programs.

For clarification, this review is organized in two sections. Section I addresses the following three areas of pursuit by Dixie State College Dance Program: (1) Prepare dance students for successful transfer to a four- year degree dance program, (2) Provide community and DSC students with culturally rich experiences through performances, classes, activities, and (3) Develop and implement Dance degrees, specifically baccalaureate degrees. These goals were taken from the "Dance Program Review" and Mission statements of DSC Dance Program. From what I observed and researched, these three goals are central to the program. In section II, I offer specific feedback on the "Dance Program Review" within the context of the goals addressed in Section I.

## External Dance Program Review

## Section I

### (1) Prepare students for successful transfer.

To successfully prepare students for transfer to an institution that offers baccalaureate degrees in Dance, students need a strong foundation or junior level proficiency in:

(1) technique/performance, (2) creative/choreography, and (3) dance theory/studies.

Regarding **Technique**, all accredited four-year degree dance programs require a daily one and a half hour movement class in the student's area of emphasis, during which they develop and hone their performing and technical skills. A daily technique class constitutes standard practice in the discipline and absolutely necessary for success in the field, whether teaching, performing or choreographing. By way of example, Utah Valley University offers daily one hour twenty minute technique classes in Ballet and Modern dance, which the National Association of Schools of Dance (NASD) considers the minimum for technique classes. Weber State University requires students in a daily technique class, which alternates between Ballet and Modern. The University of Utah's Modern Dance program requires a daily two-hour technique class.

Dixie's Dance Program offers technique classes in Ballet, Modern and Jazz twice a week for one hour twenty minutes. Because of the reduced contact hours, the Modern and Ballet courses at DSC do not articulate with most other USHE institutions or other regional and national dance programs. Therefore, to meet the mission of the Dance Program to provide course work for successful transfer, Modern and Ballet technique classes should be offered daily for at least one hour twenty minutes. Ideally, students need four semesters of Modern and two semesters of Ballet for successful transfer to most four-year degree granting institutions. Typically dance departments are Modern based, so if students wish to transfer to a Ballet intensive program, they need four semesters of Ballet and two semesters of Modern.

Furthermore, to enhance technique, students would be well served by taking a Conditioning class that provides focused attention on proper body alignment, mechanics, strength and flexibility. Most undergraduate dance majors take Dance Conditioning in their freshman year. A course such as Pilates or Yoga could be substituted for dance conditioning and are often taught through Physical Education departments. However, they may not articulate with other dance programs, but would still provide students with a good foundation in body alignment, strength and overall conditioning, an important benefit in staying injury free and developing finesse as a technician. Dr. Lei is certified in Pilates, essentially the foundation of most dance conditioning courses, and could provide guidance in developing a Conditioning course.

In the area of **Performance**, Dixie State Dance Company provides a means for students to develop their performing skills outside of technique class. As with Music and Theatre, students thrive on opportunities outside of class to present their art in front of a live audience where the true magic and art of the craft is fostered. To this end, Dixie Dance Company's Fall and Spring concerts provide students with vital performing experiences, and the community and campus with culturally rich experiences. Dance Company members also perform for church and community activities, as well as for the Dance Program Outreach Workshop held each spring for junior high and high schools in the community. The Outreach Workshop attracts as many as one hundred participants and serves as a wonderful recruiting event, in addition to providing additional performing opportunities for dancers.

Dixie's Dance Program also hosts End-of-Semester Dance Class Showings in the Eccles Fine Arts Center, Main Stage. These showings afford all dance students, not just company members, an opportunity to perform. I understand that more than three hundred students participate in the showings, a very impressive undertaking, and one that truly engages students in the art of dance. This opportunity for all dance students to perform in a formal venue at the end of each semester is unique among other USHE institutions. UVU and U of U hold their end of semester showings in a dance studio. I commend the Dance Program for engaging all dance students in meaningful performance activities and am very impressed with the amount of high quality performing opportunities the Dance Program fosters.

Regarding **Composition and Creative** curriculum, Dixie's Dance Program offers a semester of Dance Composition, Danc 1900. Dance students garner further creative and compositional experience through their

performance activities with Dixie Dance Company, which exposes them to the creative process of a variety of choreographers. However for transfer purposes, Composition should be a 2000 level course.

Although one of the goals for Danc 1900, Dance Composition is “to exercise improvisation to expand movement vocabulary,” four-year dance programs usually require a full semester of Improvisation prior to Choreography. Many choreographers, particularly in Contemporary and Modern dance, expect dancers to utilize their improvisational skills as part of the creative process. Improvisation fosters creative skills that are not only vital to a dance career, but to any career - to life. Improvisational studies teach students to experiment, innovate, problem solve with complexity, work cooperatively in groups, adapt in the moment and discover their own unique voice, skills that are not only vital for dance but for any career in today's fast paced and ever changing society. For successful transfer to another USHE dance program, other than the University of Utah Department of Ballet, students need a full semester of Improvisation, which is not currently offered in DSC Dance Program.











In the area of **Dance Theory**, the Dance Program offers Dance Appreciation, Danc 1010, and Seminars in Dance, Danc 2990. I had the pleasure of observing Dr. Lei teach Danc 1010. She created a vibrant learning environment, was extremely well organized and students were actively engaged the entire class. As well, this course articulates with other Dance 1010 courses in the state. However, these two courses are not enough for successful transfer.

Dance Theory/Studies requirements in the first two years of study varies among USHE institution Departments of Dance. For example, UVU offers Movement Analysis and Introduction to Laban Studies. U of U dance students take Kinesiology in their sophomore year. Offering a Kinesiology course would be a great benefit to DSC dance students regardless of the institution they chose for transfer. And even if students do not transfer and continue studies at DSC, a course in Kinesiology would provide them with an intellectual as well as kinesthetic understanding of body mechanics and functional alignment, essential to success in today's dance world. Kinesiology studies also afford students greater insights into anatomically correct execution of movement sequences, which can prevent injury and enhance technique. Kinesiology is a required course in all four-year dance programs throughout Utah and the country. Given Dr. Lei's expertise in Dance Sciences, I highly recommend developing and implementing an upper-division Kinesiology course.

Another theory course students need for successful transfer is, Music for Dancers, typically offered in the freshman year. Although the Dance Program does not offer this course, there may be a course in the Music Department that could provide similar information and possibly articulate with other USHE institutions.

To recap, I recommend that the following courses be developed and implemented to meet the DSC Dance

Program and the College's goal to successfully prepare students for transfer to a four -year dance program.

-   Daily 1 ½ hour technique classes in Ballet and Modern
-   Dance Conditioning
-   Improvisation
-   Music for Dancers
-   Dance Kinesiology

Implementation of the above-recommended actions will require additional resources, particularly faculty, but if made, will greatly enhance the Dance Program and give students the necessary courses to successfully transfer to other dance programs. Given the nature of the recommended courses and the current configuration of DSC dance faculty, I advise that the Dance Program seek candidates with a Master of Fine

Arts in Contemporary Modern Dance, preferably with three years teaching experience at an accredited university.



Courses such as Dance Kinesiology and Music for Dancers do not necessarily need studio space, however, Improvisation, additional Technique classes and Dance Conditioning will require additional dance studio space. There may be creative solutions regarding space, for example, conditioning space may be available through the Physical Education department. Perhaps there is space in the Eccles Performing Arts Center that could be utilized for dance purposes as well. As a last resort, other classes could be cut for now, to add courses that are more focused on degree seeking students.

To conclude, I recommend that preparing students for successful transfer constitute the number one priority for DSC Dance Program. And as previously stated, by adding classes that promote successful transfer, the Dance Program will build a strong foundation on which to add baccalaureate degrees, and at the same time, continue to provide “a diverse population of students an opportunity to achieve their dance education goals.” (Dance mission statement)

## **(2) Provide community and campus with culturally rich experiences through classes, performances and other events.**

The Dance Program offers a variety of lower division courses that can be enjoyed by the general student population as well as students interested in pursuing a four-year dance degree at another institution. The diversity of classes constitutes one of the strengths of the Dance Program and increasing enrollments as evidenced in the “Dance Program Review” are testimony to growing student interest in dance classes. Students can take classes in Tap, Ballet, Modern, Musical Theatre, Jazz, World Dance, Dance Appreciation, and a variety of Ballroom Dance classes - wonderful offerings for such a small program, particularly considering there are no degree options at this point.

Although classes that target the community could be added to the curriculum and most likely filled, I recommend that the Department first add critical courses geared towards building a degree. There are ample courses serving a diverse population of students. It seems that now is the time to allocate resources for courses that are necessary for future degrees and successful transfer. (Refer to Section I)

After reviewing Theatre and Music department web-sites, I found that Music has 109 courses listed, Theatre

60 and Dance 20. Dance has 1 full-time faculty, Music 11 and Theatre 5. This disproportionate allocation of resources raises cause for concern. That being said, I highly recommend that the Department of Performing Arts focus more efforts on adding Dance courses, affording dance students the same opportunities as Theatre and Music students.

Regarding culturally rich performing opportunities, Dixie State Dance Company produces two formal concerts a year, which give large numbers of dancers performing experience, attract sizable audiences and fulfill the mission of the Dance Program to provide culturally rich opportunities for the community and the college. While visiting campus, I observed Dixie State Dance Company's Spring 2011 concert on video. I was impressed by the variety of pieces and the overall aesthetic of the show. In conversations with Dr. Lei, I realized how vital her direction and understanding of the local community is to the success of Dixie State Dance Company. I commend Dr. Lei for appreciating community needs and providing performances that are accessible, artistic and entertaining for a broad range of community and college audience members.

As previously mentioned, the Dance Program engages the community in a variety of ways. The Outreach Workshop brings over one hundred junior-high and high-school students to campus. Dance faculty teach classes in ballet, modern, jazz, tap and ballroom. Additionally, Dixie State Dance Company performs. Undoubtedly this event recruits students to Dixie's Dance Program and at the same time engages with the community in a meaningful way. As well, The End-of-Semester Showings attract large audiences with over three hundred dance students participating in the event.

Dixie's Dance Program does a wonderful job of providing culturally rich experiences for the campus and community. My main recommendation in this area is to add more dance classes, especially but not limited to, courses needed to build four-year degrees and prepare students for successful transfer.

## **(3) Develop and Implement Dance degrees.**

DSC Dance Program needs degrees. According to DSC Web-sites for Theatre and Music, both programs offer Associate and Baccalaureate degrees, as well as emphases in Integrated Studies. Dance students and faculty deserve similar degree options, which will greatly enhance all aspects of the Dance Program, as well as compliment and complete the Performing Arts Department. Dance, Theatre and Music constitute the three strands of most Performing Arts Schools, Colleges and Departments. They are all equally

important.

In conversations with students during my on-site visit, they expressed an overwhelming desire to stay at DSC and pursue their dance education. One student, Kristina Moyle, actually left DSC for Utah Valley University's Department of Dance, and then returned to Dixie because she loves the faculty and the Dance Program's diverse class offerings. Another student, Darien Ortega, said the dedicated and knowledgeable faculty and the nurturing yet rigorous learning environment are the big draw for him. Darien wants to stay at Dixie and earn a Dance degree. He expressed great passion for his dance studies at Dixie, as well as his desire to pursue a professional career in dance. Darien said eventually he will go elsewhere if Dance

degrees are not offered at DSC. I also visited with freshman, Abigail Valadez. She discovered the Dance Program through the Outreach Workshop and came to DSC specifically to study dance. Abby expressed her desire to choreograph and was very enthusiastic about the Dance Program. However, she also mentioned that she had no advising and thought Dance degrees were offered at Dixie. Abby is unsure what to do now, she just knows she wants to dance and she wants to stay at DSC.

The common thread of conversation with students was: (1) Their desire to stay at Dixie and earn a dance degree, (2) An overwhelming expression of appreciation and respect for faculty, particularly Dr. Lei. (3) Concerns that they are not privy to the same opportunities as the other performing arts students, and (4) Misconceptions regarding the eventual offering of dance degrees.

I also had the opportunity to observe students in Dixie State Dance Company rehearsals. I witnessed the joy and passion in their dancing, and the respect they have for their instructors in their professional, engaged manner. The dancers also demonstrated strong technical and performing skills. I highly recommend if it has not been done recently, to conduct an official student survey to help build a case for Dance degrees. My sense is that there will be overwhelming support for developing and implementing dance degrees. Students are intensely dedicated to the program.

My conversations with faculty also support the case for dance degrees at Dixie. Part-time faculty, Heather Sprouse, has witnessed growing student demand for dance classes in her three - year tenure at Dixie. She mentioned that all of her classes are full. Heather conveyed an excitement about the growth of the Dance Program, and articulated her deep appreciation and respect for Dr. Lei's indefatigable efforts to build the program. Part-time faculty member, Misty Frisby, said that DSC Dance Program is a great place to build a dance program and she very much wants to be a part of those efforts. Misty echoed student requests for upper division dance courses and for dance degrees. She spoke very highly of her colleagues and the discipline.

I also spoke with part-time faculty member, Roy Fitzell. I was fascinated by his bio and it was a pleasure to visit with such a dance icon. He brings a wealth of expertise to the program, with knowledge in ballet, tap, modern, flamenco and jazz. Roy has had a very distinguished professional dance career and is a draw for students. He also expressed his deep appreciation for Dr. Lei's guidance and leadership. He knows first hand the sacrifices she has made to bring the dance program where it is today.

Additionally, I spoke very briefly with Bene Arnold, another dance icon, who I have known for thirty-seven years. Having recently left the University of Utah, Professor Arnold currently resides in St. George. She is a

great asset to the program and her knowledge and expertise of dance in higher education, and the professional ballet world, will be a great benefit in developing four-year dance degrees.

During my on-site visit, I spent time with Dr. Lei, who is the only full-time faculty member in the program. She wears

many hats and has single handedly built the Dance Program. I met Dr. Lei previously in Board of Regents Major's meetings with all USHE institutions, which I chaired for several years. I was always impressed with her dedication to Dixie's program and her intense desire to learn and do as much as she can to bring Dixie's program into the future of dance in Utah. I thoroughly enjoyed spending time with her during my visit and have a much greater appreciation for her and for Dixie's Dance Program. Dr. Lei is incredibly well qualified and has sacrificed much for the benefit of students. In conversations with her, students were always her number one concern. Dr. Lei's unique expertise in dance and physics is a huge asset to the program and should be utilized more fully in upper division courses such as Kinesiology. She has worked wonders with limited resources and is the perfect person to usher in four-year Dance degrees at Dixie.

The topic of Dance degrees also came up in my conversations with Dr. Hansen, Associate Dean of Fine Arts. Dr. Hansen conveyed the administration's long-term commitment to Dance; however, he also shared the fact that right now, Dance degrees are not a priority. The priority as I understood his comment, is to develop other degrees considered more critical to attaining university status.

From an outside perspective I want to note that given the number of degrees offered by DSC Theatre and Music departments, the implication is that Dance is not as important as the other performing arts - an arguable point. In fact, UVU Department of Dance led the way and was the first of the Performing Arts Departments to receive Board of Regents approval for baccalaureate degrees. Currently the UVU Dance program graduates more students than Music and Theatre, testimony to the demand for Dance degrees in Utah and the rich cultural Dance heritage of our great state. Utah is unlike any other state in the nation when it comes to Dance Education. Almost every high school in the state has a dance program, which is unheard of elsewhere. These programs are feeders for dance programs in the state and also provide opportunities for employment. Dance students surely deserve the same opportunities as Theatre and Music students, the Performing Arts department would be well-served by adding dance degrees.

## Section II- "Dance Program Review"

### Program Description, Mission and Goals, Outcomes

The "Dance Program Review" introduction offers a succinct and relevant history of Dixie's Dance Program and it's goals, ending with a statement of commitment to prepare students for transfer to four-year institution dance programs. It was this statement that informed my focus in Section I. Subsequent mission statement and goals were well articulated and in line with the Dance Program and the College's mission. The Program Goals could be better articulated. It might be helpful to place the following phrase in front of each objective.

Upon completion of the Dance Program students will be able to:

- 1) Demonstrate a familiarity of diverse genres of dance.
- 2) Demonstrate an understanding of major eras of Dance History.
- 3) Self - Assess technique, performance and choreography.
- 4) Choreograph well-crafted dances with strong intent and development of personal voice.
- 5) Exhibit significant skill level in area of emphasis.

Overall the "Dance Program Review" exhibits a clear vision and developed mission, goals and outcomes that provide good direction for the program. In my observations and conversations with students, the diversity of class offerings came up again and again as a positive draw for students and faculty. I suggest adding this element to the mission, goals, and objectives because it makes DSC Dance Program unique. When I was working on UVU's Dance degrees, the Board of Regents mandated that our program be unique among other USHE institutions, which is why we chose to add Bachelor of Science in Dance with a Ballroom Dance emphasis.

### Faculty/Staff

Based on my observations and recommendations thus far, I advise adding an additional full-time tenure track faculty line to the one most recently allocated to Dance, and currently in the search process. This would translate to a total of three full-time faculty for the Dance Program. The "Dance Program Review" indicates that more faculty have expertise in Ballet than in Modern or Contemporary Dance. That being said, I recommend seeking candidates with Graduate degrees, preferably MFA or PhD's in Contemporary Modern to compliment existing full and part-time faculty. Adding full-time faculty will allow the Dance Program to more effectively meet its mission, goals and objectives as stated in the "Dance Program Review."

During my on-site visit, I met with part-time and full-time faculty and also had the opportunity to watch them in action rehearsing students for their upcoming fall concert, as well as teaching theory courses. I found the faculty to be extremely knowledgeable and intensely dedicated to the program, particularly to students. I observed students treat faculty with the utmost respect and regard. Students worked hard, were actively engaged, showed sincere trust in the faculty and respect for the rehearsal and class process. The positive, enthusiastic interaction with students and faculty further demonstrates the talent, skills and dedication of DSC Dance Program faculty.

The increase in part-time or adjunct faculty lines, from one faculty member in 2000 to seven in 2012 demonstrates administration's commitment to Dance. However, the optimal ratio of part-time to full-time full time for most institutions hovers around 40/60 or 30/70, compared to 80/20, which represents the current DSC Dance Program ratio. The need for a more balanced ratio makes a good argument for additional full- time lines.

With respect to adjunct qualifications, three of the seven faculty hold bachelor degrees in Dance and the others have degrees in other areas and/or outside dance experience that greatly contribute to the program. Ideally, part-time faculty should hold graduate or undergraduate degrees in Dance, but this is not always possible at most institutions because of the nature of dance courses and the specific areas of expertise required, much like Music. Since the "Dance Program Review" was submitted, Bene Arnold joined the part- time faculty and her qualifications are superb.

At this time, the Dance Program has no staff lines. As the Dance Program grows and adds classes and degrees, a part or full-time administrative assistant will be vital to efficiently and effectively running the program. I believe that anyone in a Department Chair or Director position will testify to the importance of their administrative support.

To conclude, DSC Dance faculty are extremely well qualified and dedicated to the Dance Program. The critical need now is for additional full-time tenure-track faculty so that the Dance Program can meet student and community needs, prepare students for successful transfer, and develop degree options for Dance students. A staff line will be imperative in the near future so that faculty may focus on teaching, professional development, creative scholarship and student mentoring.

### Students

According to the "Dance Program Review," student enrollments have more than doubled since 2000, testimony to Dr. Lei's tireless efforts to enhance dance offerings at DSC and build a quality program and dance company. The students I met were enthusiastic, dedicated to the Dance Program, passionate about

their artistry and wanting to stay at Dixie and pursue their dance education. Adding degrees, even an Associate Degree in Dance, will increase student enrollment and retention in the Dance Program, help build momentum towards baccalaureate degree offerings and complete and compliment the Performing Arts at Dixie.

### Financial Analysis Form

According to this chart, the overall revenue/expense for the Dance Program has declined since AY06/07, undoubtedly

a result of budget crisis and recession and subsequent decrease in legislative appropriation. It does seem odd however, that enrollments are up, more classes added, more faculty and so on, yet revenue is down. It would be helpful for further comment to look at the revenues for AY10/11, which were not included in Financial Analysis Form.

### Allocated Dance On-Going Budget

Although student enrollments are up, and additional faculty and studios have been added to the Dance Program, the on-going dance budget has declined since 2004/2005 and is currently at \$4000. Having run a department for eight years, I cannot fathom how Dr. Lei accomplishes what she does with such a limited budget. While visiting campus, faculty commented on how they buy their own costumes for performances, and students mentioned that they clean the studios themselves. It seems dance faculty and students sacrifice a great deal so that they can pursue their dance education at Dixie. Given the success of Dixie Dance Company, I recommend that a performance enhancement budget be created to assist with production costs, costumes, choreographers, marketing and publicity.

While on campus, I had the opportunity to briefly review Theatre and Music budgets and at first glance found an overwhelming disparity in budget allocations. I realize that Theatre and Music offer degrees and have more classes, thus receive more funding, however; I consider the disproportionate distribution of funds a huge obstacle for the Dance Program. How can a program exist on \$4000 a year, yet alone grow and thrive and offer students a quality education? I realize that as an outside reviewer, I do not have knowledge of the bigger picture, but this small budget snapshot raises a red flag and will hopefully be addressed and rectified by administrators.

### Program Assessment

This section provides an excellent description of courses, objectives and assessment measures. The attention to detail with assessment measures and the use of results to improve the program and teaching is quite impressive. Dr. Lei's excellent work in this area demonstrates a commitment to best practices in the discipline and a commitment to higher education where more and more we are asked to provide information

and documentation on assessment. While on campus, I reviewed assessment documentation and found it comprehensive and well organized.

### Physical Facilities, Equipment and Technology

The Eccles Fine Arts Center provides a state of the art home for DSC performing arts and shines like a beacon for all the arts in the region. The Dance Program is fortunate to have performing facilities of this caliber and DSC is fortunate to have a dance program that provides quality performances in the Eccles Fine Arts Center for the campus and community. As the dance program grows, I hope they can book additional performing dates in this amazing facility.

The new dance building, although small, provides beautiful state of the art studios and offices. This allocation of physical resources is highly encouraging. The dance building appears well utilized and offers the dance students and faculty a home. This helps create a sense of place and community, vital for student success and retention and the future growth of the program.

Library resources seem sufficient especially given the small size of the program. However, for future

reports, I suggest asking library personal to provide a listing of the titles of all dance materials. This paints a much clearer picture of library resources for evaluation purposes.

### Closing Statement

Overall, I am very impressed with DSC Dance Program and commend Dance Director, Dr. Li Lei, for her astonishing and tireless efforts to build a quality dance department with minimal resources.

After visiting campus, speaking with students, faculty and administrators, and reviewing the arts programs on-line and in written reports and assessments, it appears that DSC greatly values the performing arts and considers itself a cultural center for the region. Testimony to the College's commitment to the arts is the stunning Dolores Dore Eccles Fine Arts Center. As stated on the DSC website, it provides "support facilities for active music, dance and theatre departments," and "is the pinnacle of arts facility design and construction." The addition of two new dance studios and

office area, as well as a new full-time line, also demonstrates the administration's commitment to the Dance program. However, in conversations with administrators, I learned that a Bachelor's degree in Dance is currently not a priority because it is not considered a foundational degree for a comprehensive four-year college, an arguable point. Additionally, I found that Dance receives substantially less resources than Music and Theatre, and seems to operate more like an appendage to these much larger baccalaureate degree programs. This model is somewhat outdated and does not do justice to the rich cultural heritage of Dance in Utah or in Higher Education in general. At the very least, Dance needs an Associate Degree and requires more resources to better prepare students

for successful transfer to other dance departments. Dance students and faculty deserve the same opportunities as the other performing arts.

The purpose of this review was to provide feedback and guidance on the current program, as well as strategies for building towards a baccalaureate program. I hope my insights and recommendations prove useful. I wish nothing but continued success for DSC Dance Program and am more than happy to provide further clarifications on this report upon request.

While visiting campus, I found all students, faculty, administrators, and staff extremely cordial and helpful. Dixie has something very special in its commitment to the Arts and to Dance. Bravo!

### **Reviewers Bio:**

Kim Strunk is a Dance artist, educator, administrator and scholar with twenty-eight years experience in the discipline. She currently teaches at Utah Valley University, where she served as Department of Dance Chair from 2002-2010. During her tenure as Chair, Strunk led the Department through a tremendous period of growth. In 2002, the department offered an Associate Degree in Dance. Now the Department offers: (1) Bachelor of Fine Arts in Dance, Ballet or Modern emphasis, (2) Bachelor of Science in Dance Education, (3) Bachelor of Science in Dance, Ballroom emphasis, and (4) Integrated Studies emphases in Ballet, Modern and Ballroom. Strunk was instrumental in developing and defending all the degree proposals, which were approved by the Utah Board of Regents in 2005. Strunk successfully facilitated implementation of all degrees and many now consider UVU's program one of the best in the region. She also had a distinguished performing career with Repertory Dance Theatre from 1984-1996 and as an Independent Dance Artist since 1987.

Fine Arts Student Survey, Spring 2014

Name: \_\_\_\_\_

Email: \_\_\_\_\_

Year in school: \_\_\_\_\_

1. Do you wish that a Bachelor of Arts degree in Dance were offered at DSU?

Yes

No

2. If a Bachelor of Arts degree in Dance is offered at DSU, will you pursue it?

Yes

No

3. DSU currently offers a Dance Emphasis as part of a B.A. Degree in Integrated Studies, will you pursue it?

Yes

No

4. If you were going to pursue a career in the dance field, which of the following would you prefer to hold a degree in?

B.A. in Dance

B.A. in Integrated Studies with one of two emphases in Dance

**Appendix C: Similar Degree Requirements Across Comparable USHE Institutions**

Courses	UVU: BFA with Modern Dance Emphasis*	U of U: BFA Modern Dance*	SUU: BA/BS Dance Performance	Weber: BA in Dance	DSU: BA/BS in Dance
Technique					
Ballet Technique I (or equivalent)	Required	Required	Optional	Required	Required
Ballet Technique II (or equivalent)	Required	Required	Required	Required	Required
Ballet Technique III (or equivalent)		Required	Required	Required	Required
Ballet Technique IV (or equivalent)		Required or level III repeated	Required or Advanced Modern		Required

Modern Dance I (or equivalent)	Required	Required	Optional	Required	Required
Modern Dance II (or equivalent)	Required	Required	Required	Required	Required
Modern Dance III (or equivalent)	Required	Required	Required	Required	Required
Modern Dance IV (or equivalent)	Required	Required or level III repeated	Required or Advanced Ballet		Required
Tap Dance (various levels)	Optional elective		Required	Optional elective	Optional elective
Jazz (various levels)	Required	Required	Optional elective	Optional elective	Optional elective
Performance					
Rehearsal/ Performance Credit	Required	Required	Required	Required	Required
Theory					
First Year Experience (or equivalent)		Required			Required
Introduction to Dance (or equivalent)	Required		DANC 1010 Prerequisite	DANC 1010 Prerequisite	Required
Music For Dance	Required	Required	Required	Required	Required
Improvisation	Required	Required	Required	Required	Required
Dance Composition (or equivalent)	Required	Required	Required	Required	Required
Choreography Practicum (or equivalent)	Required	Required	Required	Required	Required
Physics and Kinesiology for Dancers I/II or equivalent	Required	Required	Required	Required	Required
Dance Pedagogy (or equivalent)	Required	Required			Required
Dance in a Cultural Perspective/ Dance History I (or equivalent)	Required	Required	Required	Required	Required



Dance History/ Dance History II	Required	Required	Required	Required	Required
Senior Capstone (or equivalent)	Required	Required	Required	Required	Required

\*BFA Modern Dance Emphasis shown for comparison (as opposed to BFA Ballet Emphasis) because it is generally more consistent with BA/BS degree curriculum.

#### Appendix D: Current Library Resources

Library Materials for Dance				
Catalog				
	Number of items found	Years Covered	List available in Catalog	Comments
Books	123	1929-2012	Y	
e-books	113	1977-2011	Y	
Periodicals	1	1991-2010	Y	
e-Periodicals	15	1914-present	Y	
DVDs	112	1988-2013	Y	9 of these are DocUtah materials
Videos	19	1995-1999	Y	Videos are kept if DVDs can't be found
Audio Cassettes	1	1974	Y	Cassettes are kept if CD's can't be found
CDs	53	1976-2007	Y	
Kits	1	1987	Y	Utah Endowment
Microforms	3	1806-1868	Y	
Items with "dance" as subject heading in catalog	453	1806-2014	Y	
Databases				
	Number of items found ("hits")	Years covered	List available on Databases	Comments
Alexander Street Press: Dance Video	21682 (Audio)/ 917 (Video)	1910-2014	Y	Subject heading of Dance
Alexander Street Press: Music Online	543 Texts	1900-2014	Y	Print sources under the subject heading of dance
ProQuest Newsstand	119815	1980-2014	Y	Newspapers, Wire Feeds, Magazines, and Trade Journals

Academic Search Premier	12945	1904-2014	Y	Magazines, Reviews, Newspapers, Academic Journals, and Trade publications
MasterFile Premier	12117	1868-2014	Y	Magazines, Reference Books, Newspapers, Academic Journals, and Trade publications
Salem History	246	20th Century	Y	Biographical Profiles
Art Full Text	1113	1983-2014	Y	Periodicals w/ some full text
Web of Science	1532	1880-2011	Y	Citations w/some full text
JSTOR	274696	1665-2014	Y	Full Text
Project Muse	22046	1930-2014	Y	Full Text
Sage Journals	32626	1879-2014	Y	Full Text with some citations
Sage Knowledge	2027	2000-2014	Y	Encyclopedias, Dictionaries, and handbooks
ScienceDirect	1999	1995-2015	Y	Some full text with some citations
Oxford Music Online	5288		Y	Grove Music, Oxford Dictionary of Music, Oxford Companion to Music, and Encyclopedia of Popular Music
Oxford Reference	16776	1994-2013	Y	Encyclopedias and dictionaries
Oxford Handbooks	297	2011-2014	Y	Handbooks
Gale Virtual Reference	999	1968-2014	Y	Encyclopedias and Handbooks
ebrary	131	1959-2013	Y	eBooks
EBSCOhost books	15	1977-2005	Y	eBooks
LibGuides	4			These are research guides to help the students with research and citations

Naxos/Naxos Jazz				Audio Music databases to access music for dance
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