

Brothers, Sheila C

From: Schroeder, Margaret <m.mohr@uky.edu>
Sent: Friday, March 31, 2017 11:40 AM
To: McCormick, Katherine; Brothers, Sheila C
Cc: Jones, Nancy C
Subject: Proposed New BA in Dance
Attachments: Dance BA-new FINAL.pdf; Dance BA-new FINAL.pdf

Proposed New BA: Dance

This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new BA: Dance, in the Department of Theatre and Dance within the College of Fine Arts.

Rationale:

The B.A. degree in Dance in the Department of Theatre and Dance will educate its students in the history, theory, creativity, practice, and performance of dance within the context of a broad liberal arts education. Dance students master interpersonal communication skills that incorporate physical authority and assurance, and corporal interaction and awareness. The primary emphasis and central focus of the degree is based in creativity and choreography through the lens of diverse dance genres, with an emphasis on contemporary practice. Based on a survey of current dance students, it is anticipated that students will pair a Dance Major with a wide variety of second disciplines including Communication, Psychology, Journalism, Nursing, Accounting, Computer Science, Chemistry, Biology, Education, and Pre-Med. Students' ability to pair two distinct majors and areas of interest will enhance their undergraduate experience, help to achieve student success, and ultimately lead to greater retention and graduation rates. The Dance Minor in the Department of Theatre and Dance was implemented five years ago, and in that time has grown from 6 students to over 70 Dance Minors. The Dance Program has achieved national recognition and awards in that short time for its student and faculty choreography and performance at festivals and conferences each year. Students have expressed an interest in the exact type of major proposed - one that allows them the flexibility to double major. The department anticipates (based on recruitment patterns and a current student survey) the program will grow rapidly to 50 Dance Majors in two to three years.

The revised proposal is attached.

Best-

Margaret

[Margaret J. Mohr-Schroeder, PhD](#) | Associate Professor of STEM Education - Mathematics | [COE Faculty Council Vice Chair](#) | [SAPC University Senate Committee Chair](#) | [University Senator/Senate Council Member](#) | [Secondary](#)

NEW UNDERGRADUATE DEGREE PROGRAM

This form has two sections. Section A contains information required by the University Senate and Registrar’s office and Section B contains information required by two external entities, the CPE (Council on Postsecondary Education) and SACS-COC (Southern Association of Colleges and Schools Commission on Colleges). Although only Section A is required for University Senate approval, every question must be answered to receive CPE approval. Please write “not applicable” wherever that is the appropriate response, leaving no area blank.

*The CPE requires that a pre-proposal and full proposal be submitted. The pre-proposal is submitted after a proposed program has received college-level approval. Answers to questions identified with a * by the question number on this form should be used for the CPE’s pre-proposal. Such questions are in both Section A and Section B. Please email institutionaleffectiveness@uky.edu for more information about the CPE’s [pre-proposal process](#). The CPE’s full proposal requires completion of both Sections A and B of this form and is submitted after approval by UK’s Board of Trustees.*

Once approved at the college level, your college will send the proposal to the appropriate Senate academic council (HCCC and/or UC) for review and approval. Once approved at the academic council level, the academic council will send your proposal to the Senate Council office for additional review via a committee and then to the Senate for approval. Once approved by the Senate, the Senate Council office will send the proposal to the appropriate entities for it to be placed on an agenda for the Board of Trustees. The contact person listed on the form will be informed when the proposal has been sent to committee and other times as appropriate.

SECTION A – INFORMATION REQUIRED BY UNIVERSITY SENATE

1. Basic Information: Program Background and Overview

1a	Date of contact with Institutional Effectiveness (IE) ¹ :	10/13/2016
	<input checked="" type="checkbox"/> Appended to the end of this form is a PDF of the reply from Institutional Effectiveness.	
1b	Home College:	<i>College Of Fine Arts</i>
1c	Home Educational Unit (school, department, college ²):	<i>Department of Theatre and Dance</i>
1d*	Degree Type (BA, BS, etc.):	<i>BA</i>
1e*	Program Name (Music, Human Health Sciences, etc.):	<i>Dance</i>
1f*	CIP Code (provided by Institutional Effectiveness):	<i>50.0301</i>
1g	Is there an accrediting agency related to this program?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
	If “Yes,” name: <i>The program cannot be proposed to the accrediting agency (NASD) until the 1st graduates are through</i>	
1h*	Requested effective date:	<input checked="" type="checkbox"/> Fall semester following approval. OR <input type="checkbox"/> Specific Date ³ : Fall 20

¹ You can reach Institutional Effectiveness by phone or email (257-2873, institutionaleffectiveness@uky.edu).

² Only interdisciplinary undergraduate degrees may be homed at the college level.

³ Programs are typically made effective for the semester following approval. No program will be made effective unless all approvals, up through and including Board of Trustees and CPE approval, are received.

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1i*	Anticipated date for granting first degree(s): <i>May 2021</i>		
1j*	Contact person name: <i>Nancy Jones</i>	Email: <i>Nancy.Jones@uky.edu</i>	Phone: <i>2573297</i>

2. Program Overview

2a*	Provide a brief description of the proposed program. (300 word limit)
	<i>The B.A. degree in Dance in the Department of Theatre and Dance will educate its students in the history, theory, creativity, practice, and performance of dance within the context of a broad liberal arts education. The 45-credit B.A. degree will offer students the flexibility to double major or minor in another discipline of their choice, in order to provide an opportunity for extraordinary breadth and depth in their education. As an art form, the study of dance incorporates and develops problem solving, collaboration, communication (visual, aural, written, and performative), critical thinking, peer mentorship, and project management – soft and hard skills that students can incorporate into a wide variety of career outcomes. Dance students master interpersonal communication skills that incorporate physical authority and assurance, and corporal interaction and awareness. The primary emphasis and central focus of our degree is based in creativity and choreography through the lens of diverse dance genres, with an emphasis on contemporary practice. The faculty and both curricular and extra-curricular programming for the major are forward thinking and aligned with cutting-edge practices in the field. Our current Dance Minors are exceptional students who often choose UK because they can focus on two very diverse disciplines as undergraduates. Based on a survey of our current dance students, we anticipate that students will pair a Dance Major with a wide variety of second disciplines including Communication, Psychology, Journalism, Nursing, Accounting, Computer Science, Chemistry, Biology, Education, and Pre-Med. Students’ ability to pair two distinct majors and areas of interest will enhance their undergraduate experience, help to achieve student success, and ultimately lead to greater retention and graduation rates.</i>
2b	What is the need for the proposed program? For example, is there a shortage of trained professionals or has an accrediting/professional/government body expressed a need for this type of program? (300 word limit)
	The Dance Minor in the Department of Theatre and Dance was implemented five years ago, and in that time has grown from 6 students to over 70 Dance Minors. The Dance Program has achieved national recognition and awards in that short time for its student and faculty choreography and performance at festivals and conferences each year. Students have expressed an interest in the exact type of major that we propose - one that allows them the flexibility to double major. We anticipate (based on recruitment patterns and a current student survey) that we will have 50 Dance Majors in two to three years.
2c*	(similar to 11a) List the program objectives. These objectives should deal with how students will benefit from the program, both tangibly and intangibly. Give evidence that they will benefit. (300 word limit)
	<ol style="list-style-type: none"> 1. Students will examine and develop competence in a number of dance techniques and develop proficiency in at least one (through required course work) 2. Students will gain theoretical and creative experience as well as understand and evaluate contemporary thinking about dance and related arts (via related course work, annual concerts, festival attendance) 3. Students will incorporate creativity and critical thinking into dance research and production and make informed evaluations of dance (via related course work) 4. Students will discover ways to incorporate dance as a mechanism for community engagement (via capstone experience) 5. Students will study historical, cultural and societal aspects of dance, as well as current practices, works, and philosophies of choreographers and dancers (via related course work) 6. Students will have opportunities to perform (via two annual concerts and/or at conferences, community

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	<i>performances and college events)</i>
2d*	<p>List the student learning outcomes (SLOs) for the proposed program and include the SLO for the Graduation Composition and Communication Requirement (GCCR). (300 word limit) (More detailed information will be addressed in a subsequent question.)</p> <p><i>Students will be able to demonstrate competence and apply knowledge of the principles and techniques required for Dance Performance and Practice</i></p> <p><i>Students will be able to demonstrate competence in the application of creative practice and choreography</i></p> <p><i>Students will be able to demonstrate synthesized knowledge of dance history and dance styles and genres</i></p> <p><i>Students will incorporate creative practice and teaching methodology into research and community engagement</i></p> <p><i>Students will demonstrate written, oral, and visual communication skills in dance research and practice (GCCR)</i></p>
2e	<p>Describe the rationale and motivation for the program. Give reference to national context, including equivalents in benchmark institutions. (150 word limit)</p> <p><i>Our initial motivation and rationale for this program is to fulfill a demonstrated student need. Our Dance Minor Program has grown from 6 to over 70 students in five years. We surveyed our current Dance Minors and 96% expressed interest in a potential Dance Major - particularly the type that we are now proposing (B.A. Degree, with flexibility for students to double major.) We also inquired if current Dance Minor students, when beginning their program at UK would have chosen the Dance Major over the Dance Minor, and 63% said they would have preferred the Dance Major. Of UK's benchmark institutions, 8 have Dance Degrees that are included in a full spectrum of arts programs. Thus, the inclusion of a Dance Degree would bring UK in line with its benchmarks. Students are seeking an institution of higher learning that offers them a wide variety of services and programs - offering Dance as Major will align with national recruitment trends that provide students a wide breadth of disciplines and programs.</i></p>
2f	<p>Describe the proposed program's uniqueness within UK. (250 word limit)</p> <p><i>90% of our surveyed students said they would elect to Double Major with the Dance Major and their second major choices are widespread: Communication, Journalism, Psychology, Nursing, Pre-Med, Computer Science, Business, ISC, Chemistry, Food Science, Elementary Education, etc. (Literally adding the "A" to shift their STEM education to a STEAM education.) Most students commented that Dance enhances their study of their secondary major and helps them to stand out as potential job candidates, including candidates for professional programs such as medical school when the breadth of their undergraduate studies include the arts.</i></p>
2g	<p>Describe the target audience. (150 word limit)</p> <p><i>The target audience for the Dance Major consists of several categories of students. First are students who will choose Dance as a double major or double degree to supplement and broaden their undergraduate experience. Second are students who intend to pursue Dance as a career, either in a professional dance company, musical theatre career, Dance Therapy, Dance Education, etc. Kentucky students who have</i></p>

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	<i>participated in Governor's School for the Arts in Dance have, in the past, chosen a different college or university in order to be able to continue their study in dance. With our new BA in Dance, Governors School for the Arts, School for Creative and Performing Arts (Lexington), and Youth Performing Arts School (Louisville) dance students will have the opporutnity to choose UK to continue their arts education. Third, Theatre Majors, and Opera/Voice Majors in the School of Music will have the chance to broaden their arts curriculum with an intensified study in dance, a discipline that is crucial for job placement and industry success.</i>		
2h*	Does the program allow for any tracks (a.k.a. options)?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," name the track(s). <i>(Specific course requirements will be described in a subsequent section.)</i>		
	Track #1:		
	Track #2:		
	Track #3:		
	Track #4:		
	Track #5:		
	Track #6:		
2i	Does the program <u>require</u> a minor?	Yes ⁴ <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," what is the name of the minor?	n/a	
2j*	Are necessary resources available for the proposed new program?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	<i>(A more detailed answer is requested in Section A, part 4.)</i>		
2k	Describe how the proposed program will be administered, including admissions, student advising, retention, etc. <i>(150 word limit)</i>		
	<i>The Dance Major will be administered by the Dean of the College, Chair of the Department of Theatre and Dance, and the Director of the Dance Program. Students will be advised by the professional advising team in the College of Fine Arts, and mentored by faculty. Retention initiatives include curricular and extra-curricular programming such as student participation in American College Dance Festival, and presentation of their work at National Dance Educators Association as well as participation in annual Faculty directed and Student produced Dance Concerts each year. Admission to the B.A. Degree will be selective, in that students will audition for placement and acceptance into the program. We have benchmarked 26 colleges and universities that have a BA in Dance (not the professionally oriented B.F.A. degree) and 22 of the 26 require an audition for acceptance and/or placement into the program. It is a step recommended by the accreditation body, National Association of Schools of Dance to ensure safety and best practices.</i>		
2l	Are multiple units/programs collaborating to offer this program?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," please discuss the resource contribution(s) from each participating unit/program. <i>(150 word limit)</i> <i>(Letters of support will be addressed in subsequent sections.)</i>		
	n/a		
2m	Has this or a similar program been previously offered at UK but was closed by the CPE?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

⁴ If "Yes," in conjunction with the submission of this form to the home unit, you must also fill out the form for a new minor and submit it to the home unit.

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	If "Yes," describe. (300 word limit)		
	n/a		
2n	Are there any current UK programs which the proposed program could be perceived as replicating?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," give a rationale for why this is not duplication, or is a necessary duplication. (250 word limit)		
	n/a		
	<p>If "Yes," two pieces of supporting documentation are required.</p> <p><input type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the chair/director of the unit(s) that may perceive this program as a replicate.</p> <p><input type="checkbox"/> Check to confirm that appended to the end of this form is verification that the chair/director of the other unit(s) has consent from the faculty members of the unit. This typically takes the form of meeting minutes.</p>		
2o	<p>The faculty of record is the faculty body responsible for ALL aspects of the program, including courses, credit hours, rigor, changes to the program, etc. Please identify the program's <i>faculty of record</i> by choosing ONE of the four scenarios below. For more information on each faculty of record scenario, visit http://www.uky.edu/Faculty/Senate/Forms/UndegDegPgm_Help.html.</p> <p><input checked="" type="checkbox"/> Scenario 1 OR <input type="checkbox"/> Scenario 2 OR <input type="checkbox"/> Scenario 3 OR <input type="checkbox"/> Scenario 4</p> <p>If Scenarios 2, 3, or 4 are chosen, please provide describe/list/name the members of the faculty of record and describe the voting rights of members of the faculty of record. Include the process and standards for identifying the program director, as well as adding and deleting members of the faculty of record. (150 word limit)</p>		
2p	Will the program have an advisory board ⁵ ?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," please describe the standards by which the faculty of record will select members of the advisory board, the duration of service on the board, and criteria for removal. (150 word limit)		
	n/a		
	If "Yes," please list below the number of each type of individual (as applicable) who will be involved in the advisory board.		
		Faculty within the college who are within the home educational unit.	
		Faculty within the college who are outside the home educational unit.	
		Faculty outside the college who are within the University.	
		Faculty outside the college and outside the University who are within the United States.	
		Faculty outside the college and outside the University who are outside the United States.	
		Students who are currently in the program.	
		Students who recently graduated from the program.	
		Members of industry.	
		Community volunteers.	
		Other. Please explain:	
		Total Number of Advisory Board Members	

⁵ An advisory board includes both faculty and non-faculty who are expected to advise the faculty of record on matters related to the program, e.g. national trends and industry expectations of graduates.

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3. Delivery Mode		UK DLP and eLearning Office ⁶	
3a*	Initially, will any portion of the proposed program's core courses be offered via distance learning ⁷ ?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," please indicate below the percentage of core courses that will be offered via distance learning.		
(check one)	1% - 24% <input type="checkbox"/>	25% - 49% <input type="checkbox"/>	50% - 74% <input type="checkbox"/>
	75 - 99% <input type="checkbox"/>	100% <input type="checkbox"/>	
	NOTE: Programs in which 25% or more of the program will be offered via distance learning may need to submit a substantive change prospectus to SACS. Please contact institutionaleffectiveness@uky.edu for assistance. <i>The prospectus is required by SACS, but it is NOT required for Senate review.</i>		
3b*	If <i>any</i> percentage of the program will be offered via the alternative learning formats below, check all that apply, below.		
	<input type="checkbox"/>	Distance learning.	
	<input type="checkbox"/>	Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, email, interactive television, or World Wide Web.	
	<input type="checkbox"/>	Technology-enhanced instruction.	
	<input type="checkbox"/>	Evening/weekend/early morning classes.	
	<input type="checkbox"/>	Accelerated courses.	
	<input type="checkbox"/>	Instruction at nontraditional locations, such as employer worksite.	
	<input type="checkbox"/>	Courses with multiple entry, exit, and reentry points.	
	<input type="checkbox"/>	Modularized courses.	
3c	Give pedagogical rationale for the use of alternative delivery modes in the proposed program. Consider the aspects below and elaborate as appropriate. <i>(200 word limit)</i>		
	<ul style="list-style-type: none"> • Synchronous and asynchronous components. • Balance between traditional and non-traditional aspects. • Hybrid elements. 		
4. UK Resources			
4a*	Will the program's home educational unit require new or additional faculty?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," provide a plan to ensure that appropriate faculty resources are available, either within UK or externally, to support the program. Note whether the new and additional faculty will be part-time or full-time faculty. If "No," explain why. <i>(150 word limit)</i>		
	<i>The current roster of faculty, as shown in the facult roster, explains the teaching loads for various faculty and how the course work will be covered. The Chair, Nancy Jones, will teach in the dance program and there are high level dance instructors and educators in the area who teach on a part-time basis, which is their preference.</i>		
	If "Yes," when will the faculty be appointed? <i>(150 word limit)</i>		
	n/a		
4b*	Will the program's home educational unit require additional non-faculty resources, e.g. classroom space, lab space, or equipment?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," provide a brief summary of additional non-faculty resources that will be needed to implement this		

⁶ For questions about alternative delivery modes, please contact UK's Distance Learning Programs and e-Learning office (URL above).

⁷ Per the Southern Association of Colleges and Schools Commission on Colleges (SACS) definition of distance education, distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

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	program over the next five (5) years. If “No,” explain why. (150 word limit)	
	n/a	
4c	Will the program include courses from another educational unit(s)?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
	If “Yes,” list the courses and identify the other educational units and subunits that have approved the inclusion of their courses. (150 word limit)	
	<i>KHP, Kineisiology and Health Promotion (Wellness and Conditioning Electives)</i>	
	If “Yes,” two pieces of supporting documentation are required.	
	<input checked="" type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the chair/director ⁸ of the other unit(s) from which individual courses will be used. The letter must include demonstration of true collaboration between multiple units ⁹ and impact on the course’s use on the home educational unit.	
	<input checked="" type="checkbox"/> Check to confirm that appended to the end of this form is verification that the chair/director of the other unit(s) has consent from the faculty members of the unit. This typically takes the form of meeting minutes.	

⁸ A dean may submit a letter only when there is no educational unit below the college level, i.e. there is no department/school.

⁹ Show evidence of detailed collaborative consultation with such units early in the process.

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4d	<i>(similar to question 19)</i> Fill out the faculty roster below for full-time and part-time faculty teaching major core courses in the proposed program.		
NAME List name & identify faculty member as FT (full-time) or PT (part-time).	FACULTY CIP CODE¹⁰ List the applicable CIP Code for the faculty member.	MAJOR CORE COURSES IN THE PROGRAM List the major core courses in the program that the faculty member will teach.	OTHER QUALIFICATIONS If applicable, list any other qualifications and comment on how they pertain to the courses in the program the faculty member will teach. If not applicable, mark with “n/a.”
<i>Susan Thiel (FT)</i>	<i>50.0301</i>	<i>Dance Technique, Dance History, Improvisation, Choreography</i>	<i>MFA in Dance, University of Michigan</i>
<i>Anthony Alterio (FT)</i>	<i>50.0301</i>	<i>Dance Technique, Choreography, Teaching Methods</i>	<i>MFA in Dance, University of Michigan</i>
<i>Nancy Jones (FT)</i>	<i>50.0501</i>	<i>Senior Thesis, Introduction to Dance</i>	<i>MFA in Directing (Movement Emphasis), 15 years experience dance professional and choreographer</i>
<i>Jill Schinberg (FT)</i>	<i>50.0301</i>	<i>Dance Technique</i>	<i>MFA in Dance, University of Utah</i>
<i>Lucile Escher (PT)</i>	<i>50.0301</i>	<i>Ballet Technique, Dance History, Introduction to Dance</i>	<i>MA in Dance, Florida State University, Cecchetti Certification, Laban Certification</i>
<i>Theresa Bautista (PT)</i>	<i>50.0301</i>	<i>Dance Technique</i>	<i>Extensive profesional work in the field, GSA instructor; national reputation in dance</i>
<i>Lyndy Franklin Smith (PT)</i>	<i>50.0301</i>	<i>Musical Theatre Dance</i>	<i>Broadway Professional; national reputation, extensive professional work on Broadway, published author on Broadway Dance</i>
<i>Stephanie Harris(PT)</i>	<i>50.0301</i>	<i>Modern Dance Technique, Choreography</i>	<i>Professional dancer and choreographer, extensive professional work, artistic director, BFA Dance, Kent State</i>
<i>Ariella Brown (PT)</i>	<i>50.0301</i>	<i>Dance Technique, Dance History</i>	<i>MFA in Dance, University of Arizona</i>

¹⁰ Consult your college’s associate dean for faculty affairs for specific assistance with Classification of Instructional Programs codes (CIP codes).

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5. Assessment – Program Assessment and Student Learning Outcomes (SLOs)

5a Referring to program objectives, student benefits, and the target audience (questions 2b and 2f), explain how the *program* will be assessed, which is different from assessing student learning outcomes. Include how the faculty of record will determine whether the program is a success or a failure. List the benchmarks, the assessment tools, and the plan of action if the program does not meet its objectives. (250 word limit)

The Department of Theatre and Dance is currently accredited by the National Association of Schools of Theatre. The faculty intend to pursue accreditation through the National Association of Schools of Dance at the first opportunity, i.e. when the 1st class has graduated in the degree program. Accreditation will assure the department that the highest standards in the field are being met and ensure success of the program through its alignment with best practices in the field. In addition, current students in the Dance Minor have already achieved awards and research funding at American College Dance Festival, National Conference of Undergraduate Research, University of Kentucky Undergraduate Research Grants, and full scholarships to summer intensives in Chicago and New York. Continuation and growth of these national recognitions will be a marker of our student success.

5b (related to 2c and 14.c) Based on the SLOs from question 2c, append a PDF of the program’s course map¹¹ to the end of this form. (Click [HERE](#) for a sample curricular map.)

5c Append an assessment plan¹² for the SLOs to the end of this form. (Click [HERE](#) for a sample assessment plan.)

6. Miscellaneous

6a Is there anything else about the proposed program that should be mentioned? (150 word limit)

The B.A. Dance Degree will appeal to students who hope to consider a career in dance and will pursue additional training at the graduate level; those students who intend to incorporate dance and creative training into their careers in community action, cultural organizations, human services, business, medical school, and education; students who will incorporate dance into an interdisciplinary major in the arts; and students who intend to pursue a career in dance therapy.

7. Specific Course Requirements. [S, R]

UK Core Requirements			
		Course Prefix and Number	Number of Credit Hours
7a	I. Intellectual Inquiry (one course in each area)		
	Arts and Creativity	TAD 140	3
	Humanities		3
	Social Sciences		3
	Natural/Physical/Mathematical		3
7b	II. Composition and Communication		
	Composition and Communication I	CIS or WRD 110	3

¹¹ Course mapping (or “curricular mapping”) is a representation of how faculty intend to approach and assess each of the student learning outcomes identified for the courses for the degree program, with an emphasis on courses required for all degree candidates. It is a master chart that indicates which objectives are being met, to what extent, and how often. This identifies whether an objective is “introduced,” “developed,” and/or “mastered” within a given course; it may be helpful also to chart any classroom-based assessment measures used to demonstrate that claim.

¹² An assessment plan is typically a tabular grid that illustrates the artifacts, rubrics, assessment team, and periods of assessment for the SLOs.

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	Composition and Communication II	CIS or WRD 110	3
7c	III. Quantitative Reasoning (one course in each area)		
	Quantitative Foundations		3
	Statistical Inferential Reasoning		3
7d	IV. Citizenship (one course in each area)		
	Community, Culture and Citizenship in the USA		3
	Global Dynamics		3
7e	Total UK Core Hours:		30
7f	Graduation Composition and Communication Requirement (GCCR)		
7f.i	Will the GCCR involve a course(s) from outside the home unit?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If the course(s) used are from outside the home unit, one piece of supporting documentation is required. <input type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the other units' chair/director ¹³ from which individual courses will be used.		
7f.ii	How will the GCCR be delivered in the proposed program? For each box checked, list the prefix and number for the relevant course(s), including any cross-listing(s).		
	<input checked="" type="checkbox"/> Single course within the program's home unit.	<i>TAD 492 Senior Thesis</i>	
	<input type="checkbox"/> Multiple courses within the program's home unit.		
	<input type="checkbox"/> Single course from outside the program's home unit.		
	<input type="checkbox"/> Multiple courses from outside the program's home unit.		
	<input type="checkbox"/> Combination of course(s) from inside and outside the program's home unit.		
7f.iii	Course	Prefix & Number	Course Status ¹⁴
	Course #1	<i>TAD 492</i>	New
	Course #2 (<input type="checkbox"/> Not applicable.)		Select one....
	Course #3 (<input type="checkbox"/> Not applicable.)		Select one....
	Course #4 (<input type="checkbox"/> Not applicable.)		Select one....
7f.iv	Provide a narrative regarding this program's GCCR, for inclusion in the Bulletin.		
	TAD 492, Senior Thesis, 3 cr.		
7g	College-level Requirements		
	How will college-level requirements be satisfied?		
	<input checked="" type="checkbox"/> Standard University college requirement	List course(s): <i>6 credits in FA outside the major; 39 credits at 300 level or above</i>	
	OR		

¹³ A dean may submit a letter only when there is no educational unit below the college level, i.e. there are no departments/schools.

¹⁴ Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

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<input type="checkbox"/> Specific course(s)		List course(s):		
<p><i>Use the grids below to list core courses, electives, courses for a track, etc. Use the course title from the Bulletin or from the most recent new/change course form.</i></p>				
7h*	Program Major Core Courses. (Required for <u>all</u> students in the program and includes pre-major and pre-professional courses. Check the appropriate box to describe the course as either “program core” or “pre-major/pre-professional”.)			
Prefix & Number	Course Title	Type of Course	Credit Hrs	Course Status ¹⁵
TAD 141	<i>Modern Dance 1</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	2	No Change
TAD 142	<i>Ballet 1</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	2	No Change
TAD 143	<i>Jazz Dance 1</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	2	No Change
TAD 241	<i>Modern Dance 2</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	2	No Change
TAD 242	<i>Ballet 2</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	2	No Change
TAD 243	<i>Jazz Dance 2</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	2	No Change
TAD 341	<i>Modern Dance 3</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	2	New
TAD 342	<i>Ballet 3</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	2	New
TAD 343	<i>Jazz Dance 3</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	2	New
TAD 244	<i>Dance Improvisation</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	1	No Change
TAD 344	<i>Choreography 1</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	2	Change
TAD 444	<i>Choreography 2</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	2	Change
TAD 140	<i>Introduction to Dance</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	No Change
TAD 370	<i>Dance History</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	No Change
TAD 470	<i>Teaching Methods</i>	<input checked="" type="checkbox"/> Pgm Core	3	New

¹⁵ Use the drop-down list to indicate if the course is a new course (“new”), an existing course that will change (“change”), or if the course is an existing course that will not change (“no change”).

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	<p><i>CREATIVE STUDIES (TAD 244, 344, 444)</i> <i>HISTORY AND THEORY (TAD 140, 370, 470)</i> <i>PRACTICE AND PERFORMANCE (TAD 392 and/or TA 390, and TA 492)</i> <i>Dance Practicum and/or Theatre Practicum - Students are required to repeat a practicum course 3 times - 3 credits total</i></p>
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Program Guided Electives¹⁶ (Guided electives for all students in the program.)

7k*	Does the program include any guided electives? (If “Yes,” indicate and proceed to question 7l. If “No,” indicate and proceed to 7n.)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
-----	--	---	-----------------------------

7l* Using the grid provided, list the guided electives below.

Prefix & Number	Course Title	Credit Hrs	Course Status ¹⁷
TAD 141	<i>Modern Dance 1</i>	2	No Change
TAD 142	<i>Ballet 1</i>	2	No Change
TAD 143	<i>Jazz Dance 1</i>	2	No Change
TAD 241	<i>Modern Dance 2</i>	2	No Change
TAD 242	<i>Ballet 2</i>	2	No Change
TAD 243	<i>Jazz Dance 2</i>	2	No Change
TAD 341	<i>Modern Dance 3</i>	2	New
TAD 342	<i>Ballet 3</i>	2	New
TAD 343	<i>Jazz Dance 3</i>	2	New
TAD 147	<i>Beginning Musical Theatre Dance</i>	2	No Change
TAD 347	<i>Advanced Musical Theatre Dance</i>	2	No Change
TAD 447	<i>Studies in Dance: Subtitle Required</i>	1-3	No Change
TA 120	<i>Creativity and the Art of Acting</i>	3	No Change
TA 126	<i>Beginning Acting</i>	3	No Change
TA 150	<i>Creativity and the Art of Design and Production</i>	3	No Change
TA 260	<i>Stagecraft</i>	3	No Change
TA 237	<i>Scene Study</i>	3	No Change
TA 265	<i>Costume Construction</i>	3	No Change
TA 365	<i>Costume Design</i>	3	No Change
TA 367	<i>Lighting Design</i>	3	No Change
TA 369	<i>Sound Design</i>	3	No Change
TA 374	<i>Scene Design</i>	3	No Change
TA 311	<i>Auditions</i>	3	No Change
TA 300	<i>Special Projects in Theatre: Subtitle Required</i>	3	No Change
TA 350	<i>Topics in Theatre: Subtitle Required</i>	3	No Change

¹⁶ Program guided electives are available to all students in the program and are organized as groups of elective courses, from which a student chooses one (or two, or three, etc.).

¹⁷ Use the drop-down list to indicate if the course is a new course (“new”), an existing course that will change (“change”), or if the course is an existing course that will not change (“no change”).

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TA 516	Playwriting	3	No Change
KHP 104	Pilates	1	No Change
KHP 120	Weight Training	1	No Change
KHP 128	Yoga	1	No Change
KHP 110	Awesome Abs	1	No Change
KHP 115	Tai Chi	1	No Change
KHP 119	Body Sculpture	1	No Change
KHP 120	Zumba	1	No Change
KHP 127	Kickboxing	1	No Change
KHP 240	Nutrition and Physical Fitness	2	No Change
Total Credit Hours as Guided Electives:		13	
7m	Is there any additional narrative about guided electives courses that should be included in the Bulletin? If "Yes," note below. (150 word limit)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p><i>ELECTIVES are divided into the following sections:</i> <i>DANCE ELECTIVES (4 credits): Students may choose any TAD dance technique class; Technique classes above the required 12 credits for the Major will be counted as electives.</i> <i>THEATRE ELECTIVES (6 credits): Students may choose from the following TA courses or any other theatre course in consultation with their advisor</i> <i>WELLNESS AND CONDITIONING ELECTIVES (3 credits): Students may choose from the following Life Fitness courses in KHP, or any other KHP course in consultation with their advisor and course availability</i></p>			
Program Free Electives¹⁸. (Free electives for all students in the program, which includes general elective hours required by college and/or University (e.g. UK Core) for degree completion.)			
7n*	Does the program include any free electives? (If "Yes," indicate and proceed to question 7o. If "No," indicate and proceed to 7q.)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
7o*	What is the total number of credit hours in free electives?	45	
7p	Provide a narrative, including course prefixes, about free electives courses that will be included in the Bulletin. (150 word limit)	<p><i>In addition, students must choose 45 hours of free electives to lead to a minimum total of 120 hours required for graduation. The College of Fine Arts requires that 39 of the 120 credits must be at the 300-level or above.</i></p>	
Courses for a program's track(s). (Click HERE for a template for additional tracks¹⁹.)			
7q*	Does the program include any tracks? (If "Yes," proceed to question 7r. If "No," indicate & proceed to 7s.)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
7r*	Track name:		

¹⁸ Program free electives are available to all students in the program and the choice of which course(s) to take is up to the student. The courses are not grouped and are sometimes described as "student must take three courses at the 400-level or above."

¹⁹ Append a PDF with each track's courses to the end of this form.

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Prefix & Number	Course Title (Check the appropriate box to describe the course as either “a core course for the track” or “an elective course for the track.”)	Credit Hrs	Course Status ²⁰
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____	Select one....
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____	Select one....
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____	Select one....
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____	Select one....
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____	Select one....
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____	Select one....
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____	Select one....
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____	Select one....
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____	Select one....
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____	Select one....
<i>Total Credit Hours Track:</i>			
7s	Is there any narrative about courses for a track that should be included in the Bulletin? If “Yes,” note below. (150 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	<i>n/a</i>		
7t	Total credit hours required by level.		
	100-level: 15	200-level: 40	300-level: 44 400-level: 21 500-level:
7u*	What are the total credit hours required for the degree? (e.g. 120, 126)		120
	If an explanation about the total credit hours is necessary, use the space below. (150 word limit)		
8. Degree Plan			
8a	Create a degree plan for the proposed program by listing in the table below the courses that a typical student would take each semester. If multiple tracks are available, click HERE for a template for additional tracks. Append a PDF with each track’s semester-by-semester program of study to the end of this form.		
	YEAR 1 - FALL:	<i>PDF ATTACHED</i>	YEAR 1 - SPRING:
	YEAR 2 - FALL :		YEAR 2 - SPRING:

²⁰ Use the drop-down list to indicate if the course is a new course (“new”), an existing course that will change (“change”), or if the course is an existing course that will not change (“no change”).

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	YEAR 3 - FALL:		YEAR 3 - SPRING:	
	YEAR 4 - FALL:		YEAR 4 - SPRING:	

8b With reference to the degree plan above, explain how there is progression in rigor and complexity in the courses that make up the program. (150 word limit)

Student Learning Outcomes for this degree program were benchmarked against similar programs across the country and compared to national standards and best practices by the National Association of Schools of Dance. The B.A. Degree program demonstrates a progressive rigor and complexity that is reflected in the Assessment Plan and Student Learning Outcomes.

9. Approvals/Reviews

Information below does not supersede the requirement for individual letters of support from educational unit administrators and verification of faculty support (typically takes the form of meeting minutes).

In addition to the information below, attach documentation of department and college approval. This typically takes the form of meeting minutes but may also be an email from the unit head reporting department- and college-level votes.

	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email
9a	(Within College)		
	<i>Department of Theatre and Dance</i>	<i>10/12/2016</i>	<i>Nancy Jones / 2573297 / Nancy.Jones@uky.edu</i>
			/ /
			/ /
			/ /

9b	(Collaborating and/or Affected Units)		
	<i>KHP</i>	<i>11/4/2016</i>	<i>Ben Johnson / 2575826 / bfjo225@uky.edu</i>
			/ /
			/ /
			/ /
			/ /
			/ /
			/ /
			/ /

9c	(Senate Academic Council)	Date Approved	Contact Person Name
	Health Care Colleges Council (if applicable)		
	Undergraduate Council		

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SECTION B – INFORMATION REQUIRED BY CPE AND SACS	
10. Program Overview – Program Quality and Student Success	
10a	<p>Highlight any distinctive qualities of the proposed program. Are any faculty nationally or internationally recognized for expertise in this field? Does this program build on the expertise of an existing locally, nationally, or internationally recognized program at UK? (300 word limit)</p> <p><i>The quality of the faculty in the Dance Program is exceptional and award-winning. They perform and present their choreography (Creative Activity) at nationally recognized artistic venues such as: WAXworks at Triskelion Arts, Reverb Dance Festival, NYC Hot!Festival at Dixon Place, and other NYC venues; Detroit City Dance Festival, Cincinnati Fringe Festival, NY Fringe Festival, Seagle Music Colony; and cutting edge festivals and conferences like American College Dance Association and National Dance Educators Association. Awards for faculty include Gala Honors at ACDA, Choreography Awards at ACDA and Southeast Regional Ballet Festival, and individual recognition like the Maggie Allesee Choreography Award. Faculty have also applied for and received numerous grants (both on and off campus) for research including: Summer Faculty Research Grant, Confucius Institute International Faculty Travel Grant, College of Fine Arts Travel Grant, and funding through the Kentucky Foundation for Women. Faculty are also on the cutting edge in the department for implementing technology and online teaching and have received nearly \$30,000 in grants to support their pedagogy.</i></p>
10b*	<p>(similar to 2b) What are the intended student learning outcomes (SLOs) of the proposed program? Address one or more of the five areas of learning – broad, integrative knowledge; specialized knowledge; intellectual skills; applied learning; and civic learning. (300 word limit)</p> <p><i>Students will be able to demonstrate competence and apply knowledge of the principles and techniques required for Dance Performance and Practice</i></p> <p><i>Students will be able to demonstrate competence in the application of creative practice and choreography</i></p> <p><i>Students will be able to demonstrate synthesized knowledge of dance history and dance styles and genres</i></p> <p><i>Students will incorporate creative practice and teaching methodology into research and community engagement</i></p> <p><i>Students will demonstrate written, oral, and visual communication skills in dance research and practice (GCCCR)</i></p>
10c	<p>Clearly state the student admission, retention, and completion standards designed to encourage high quality. (300 words)</p> <p><i>Retention and student success initiatives for the Dance Major include curricular and extra-curricular programming such as student participation in American College Dance Festival, and presentation of their work at National Dance Educators Association as well as participation in annual Faculty directed and Student produced Dance Concerts each year. Admissions to the B.A. Degree will be selective, in that students will audition for placement and acceptance into the program. We have benchmarked 26 colleges and universities that have a BA in Dance (not the professionally oriented B.F.A. degree) and 22 of the 26 require an audition for acceptance and/or placement into the program. It is a step recommended by the accreditation body, National Association of Schools of Dance to ensure safety and best practices.</i></p>
10d	<p>Describe how the proposed program will articulate with related programs in the state. Include the extent to which student transfer has been explored and coordinated with other institutions. Note: Convert all draft articulation agreements related to this proposed program to PDF and append to the end of this form. (300 word limit)</p> <p><i>The guidelines from the Under Graduate School require a grade point average of 2.75. Students can transfer into the program from a variety of other institutions, as well as a student who has completed their A.A. degree in the Community College system, and be able to complete the program in a timely manner,</i></p>

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10e	<p>Identify the applicant pool and how applicants will be reached. (300 word limit)</p> <p><i>Students will be recruited through the initiatives already in place in the College of Fine Arts, as well as departmental recruiting at state and regional arts programs and events such as Kentucky Theatre Association, Kentucky Thespian Festival, Governor's School for the Arts, Youth Performing Arts School in Louisville, School for the Creative and Performing Arts in Lexington and Cincinnati, Southeastern Theatre Conference, and other national and regional arts recruitment events. The Department of Theatre & Dance has several summer programs geared toward high school students that will be direct feeders into the major.</i></p>
<p>11. Mission: Centrality to the Institution's Mission and Consistency with State's Goals</p>	
11a*	<p>(similar to question 2b) List the objectives of the proposed program? These objectives should deal with the specific institutional and societal needs that the program will address. (300 word limit)</p> <p><i>The following objectives for the Dance Major are discipline specific in that they will benefit students, and the university and greater community by enriching the intellectual, artistic and cultural landscape. Our quality degree candidates will incorporate their academic studies into public performance as well as a community engagement initiative that is intended to give students a deeper understanding and experience of ways that the arts can be directly integrated into the community for an immersive service learning component.</i></p> <ol style="list-style-type: none"> <i>1. Students will examine and develop competence in a number of dance techniques and develop proficiency in at least one</i> <i>2. Students will gain theoretical and creative experience as well as understand and evaluate contemporary thinking about dance and related arts</i> <i>3. Students will incorporate creativity and critical thinking into dance research and production and make informed evaluations of dance</i> <i>4. Students will discover ways to incorporate dance as a mechanism for community engagement</i> <i>5. Students will study historical, cultural and societal aspects of dance, as well as current practices, works, and philosophies of choreographers and dancers</i> <i>6. Students will have opportunities to perform</i>
11b*	<p>Explain how the program objectives above in item 11a support at least two aspects of UK's institutional mission and academic strategic plan? (150 word limit)</p> <p><i>Our objectives for the B.A. Dance Degree align with University of Kentucky Strategic Objectives for Undergraduate Student Success, expansion of research and creative scholarship, and community engagement.</i></p>
11c*	<p>How do the program objectives above in item 11a support at least two aspects of the Council on Postsecondary Education's (CPE) Strategic Agenda and the statewide implementation plan? (300 word limit)</p> <p><i>The degree program aligns with Objective 11 of the CPA Strategic plan, to "Expand regional partnerships, outreach and public service that improve the health and quality of life of Kentucky communities." This is evidenced in the Senior Thesis Project for the capstone in the degree, which is based in a student-driven Community Outreach, Service-learning project.</i></p> <p><i>It also aligns with Objective 8, to "Promote Excellence through improvements in teaching and learning." The addition of this degree program responds to a demonstrated student need, and validates the award-winning teaching of the dance faculty. (Susie Thiel received the Provost's Teaching Award in Spring 2016, and accolades through National Dance Educators Association.)</i></p>
11d*	<p>If an approval letter from an Education Professional Standards Board (EPSB) is required, check the box below and append a PDF version of the letter to this form. <input type="checkbox"/></p> <p>(E.g. any program leading to teacher, principal, or superintendent certification, rank change, etc.)</p>

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12. Resources	
12a*	<p>How will the program support or be supported by other programs within the institution? For example, shared faculty, shared courses, collaborative research, etc. (300 word limit)</p> <p><i>The Dance Program will continue to work hand-in-hand with the faculty, production season, and curricular developments in the Theatre Program. Their individual curricula complement each other - bringing physical depth to the acting students, additional design and production opportunities for design students, and a broader artistic research agenda to faculty. Opera and voice students also benefit from dance course work, and interdisciplinary performance initiatives have taken place between dance, trumpet, strings, and music theory and history. Dance has participated in CFA's International Programming, presenting and teaching in the Inner Mongolia Arts Initiative, and bringing Dance Research and instruction to Beijing, China in collaboration with the Confucius Institute.</i></p>
12b	<p>What will be the projected "faculty-to-student in major" ratio? (150 word limit)</p> <p><i>A good program has a low faculty-to-student ratio (1 to 10 or fewer) which ensures dance degree candidates of personal attention and mentorship in their field, as well as Independent Research Projects with key faculty. We intend to maintain a low faculty-to-student ratio to ensure student success.</i></p>
12c	<p>Describe the library resources available²¹ to support this program. Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered. (300 word limit)</p> <p><i>The UK Libraries offer collections, services, and other learning/information resources consistent with the degrees offered at the University. UK Libraries fulfills the University's educational, research, and service missions through the acquisition, organization, and preservation of relevant information resources that support the academic and research programs. The impressive arts-related collections are housed in the Lucille Little Fine Arts Library, adjacent to the Fine Arts Building. UK Libraries' resources include: 4 million volumes, 550,000 electronic books accessible on and off campus, and 100,000 audio/visual materials. The Lucille Little Fine Arts Library has a robust collection of print volumes and video on dance arts.</i></p>
12d	<p>Describe the physical facilities and instructional equipment available to support this program. Physical facilities and instructional equipment must be adequate to support a high-quality program. Address the availability of classroom, laboratory, and office space, as well as any equipment needs. (300 word limit)</p> <p><i>Currently, dance courses are taught in the Fine Arts Building, which houses a 1200 Square Foot Dance Studio with permanent mirrors, ballet barres, sprung wood floor with marley covering, and a new sound and video system. The Fine Arts Building also houses the Guignol and the Briggs Theatres, available for faculty and student produced Dance Concerts. The New Creative Arts LLP in Holmes Hall has a brand new 1500 SF Dance Studio with capability as a performance space - with a full lighting and sound system. Dance classes are also taught in the Blazer Hall Dance Studio, and Barker Hall has a fully functional 5000 SF dance studio that has been used by our Dance Program in the past. In addition, the Singletary Center for the Arts provides and additional performance space that can be utilized when necessary.</i></p>
13. Demand and Unnecessary Duplication	
13a*	<p>Provide justification and evidence to support the need and demand for this proposed program. Include any data on student demand, employer demand, career opportunities at any level, or any recent trends in the discipline that necessitate a new program. (300 word limit)</p> <ul style="list-style-type: none"> • This evidence is typically in the form of surveys of potential students, enrollments in related programs at the institution, employer surveys, and current labor market analyses.

²¹ Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for more information.

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	<ul style="list-style-type: none"> • Anecdotal evidence is insufficient. Demonstrate a systematic collection of data, thorough study of the data, and a reasonably estimated student demand for the program. • Provide evidence of student demand at state and national levels. 						
	<p><i>See attached Student Survey as appendix that provides data on student interest for this program.</i></p> <p><i>Career Data: Students who graduate with a B.A. in Dance can expect to find employment in a variety of areas including the following:</i></p> <p><i>Education</i> <i>K-12 schools, public and private Colleges and universities, private dance studios and schools, Conservatories, Performing arts camps, Community agencies, Adult education and continuing education programs, Physical fitness centers</i></p> <p><i>Dance Movement/Therapy</i> <i>Schools and special education settings, Nursing homes, Rehabilitation facilities, Psychiatric and medical hospitals, daycares, Community mental health agencies, Wellness centers Alternative health centers, Private practice</i></p> <p><i>Administration</i> <i>Arts Management Company, Management Artistic Direction, Promotion, Tour Management Facilities, Management Event Planning, Booking Public Relations</i></p> <p><i>Performing arts companies</i> <i>Dance, Theatre, Opera, Touring, Broadway, Off Broadway, Television and motion picture industries and studios: Television shows, Commercials, Movies, Music videos, Amusement and recreation venues: Theme parks, Cruise ships Resorts, Casinos, Restaurants, Sporting events, Self-employed/freelance work</i></p> <p><i>Dance writing, criticism and history</i> <i>Newspapers, Magazines, Websites, Book publishers</i></p>						
13b	<p>Clearly state the degree completion requirements for the proposed program. (150 word limit)</p> <p><i>Total number of hours required for degree: 120 hours, with the completion of required Senior Thesis course.</i></p>						
13c*	<table border="1"> <tr> <td>Will this program replace or enhance any existing program(s) or tracks (or concentrations or specializations) within an existing program? (300 word limit)</td> <td>Yes <input type="checkbox"/></td> <td>No <input checked="" type="checkbox"/></td> </tr> <tr> <td colspan="3">If "Yes," explain: n/a</td> </tr> </table>	Will this program replace or enhance any existing program(s) or tracks (or concentrations or specializations) within an existing program? (300 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If "Yes," explain: n/a		
Will this program replace or enhance any existing program(s) or tracks (or concentrations or specializations) within an existing program? (300 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>					
If "Yes," explain: n/a							
13d	<p>Identify the primary feeders for the program. (150 word limit)</p> <p><i>Dance students from across the state will be identified through various recruitment initiatives and summer programs. We anticipate that Dance students will play an important role in the new Lewis Honors College and be some of the highest caliber academic students in the College of Fine Arts.</i></p>						
13e	<p>Describe the student recruitment and selection process. (300 word limit)</p> <p><i>Students will be recruited through the initiatives already in place in the College of Fine Arts, as well as departmental recruiting at state and regional arts programs and events such as Kentucky Theatre Association, Kentucky Thespian Festival, Governor's School for the Arts, Youth Performing Arts School in Louisville, School for the Creative and Performing Arts in Lexington and Cincinnati, Southeastern Theatre Conference, and other national and regional arts recruitment events. The Department of Theatre & Dance has several summer programs geared toward high school students that will be direct feeders into the major.</i></p>						
13f*	<p>Specify any distinctive qualities of the proposed program. (300 word limit)</p> <ul style="list-style-type: none"> • Are any of your faculty nationally or internationally recognized for expertise in this field? 						

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	<ul style="list-style-type: none"> Does this program build on the expertise of an existing locally, nationally or internationally recognized program at your institution? Do you have any specialized research facilities or equipment that are uniquely suited to this program? 																		
	<p><i>The quality of the faculty in the Dance Program is exceptional and award-winning. They perform and present their choreography (Creative Activity) at nationally recognized artistic venues such as: WAXworks at Triskelion Arts, Reverb Dance Festival, NYC Hot! Festival at Dixon Place and other NYC venues; Detroit City Dance Festival, Cincinnati Fringe Festival, NY Fringe Festival, Seagle Music Colony; and cutting edge festivals and conferences like American College Dance Association and National Dance Educators Association. Awards for faculty include Gala Honors at ACDA, Choreography Awards at ACDA and Southeast Regional Ballet Festival, and individual recognition like the Maggie Allesee Choreography Award. Faculty have also applied for and received numerous grants (both on and off campus) for research including: Summer Faculty Research Grant, Confucius Institute International Faculty Travel Grant, College of Fine Arts Travel Grant, and funding through the Kentucky Foundation for Women. Faculty are also on the cutting edge in the department for implementing technology and online teaching and have received nearly \$30,000 in grants to support their pedagogy.</i></p>																		
13g	<p>Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program. (300 word limit)</p> <p><i>Based on student survey results, we anticipate approximately 25 new students each year, with a 5 year goal of 100 Dance Majors in the Department of Theatre and Dance. This would, effectively, double our current majors number.</i></p>																		
13h	<p>Use table below to estimate student demand for the first five years following implementation.</p> <table border="1"> <thead> <tr> <th>Academic Year</th> <th># Degrees Conferred</th> <th>Majors (headcount) Fall Semester</th> </tr> </thead> <tbody> <tr> <td>2017 - 2018</td> <td>0</td> <td>25</td> </tr> <tr> <td>2018 - 2019</td> <td>0</td> <td>50</td> </tr> <tr> <td>2019 - 2020</td> <td>5-10</td> <td>75</td> </tr> <tr> <td>2020 - 2021</td> <td>25</td> <td>100</td> </tr> <tr> <td>2021 - 2022</td> <td>25</td> <td>100</td> </tr> </tbody> </table>	Academic Year	# Degrees Conferred	Majors (headcount) Fall Semester	2017 - 2018	0	25	2018 - 2019	0	50	2019 - 2020	5-10	75	2020 - 2021	25	100	2021 - 2022	25	100
Academic Year	# Degrees Conferred	Majors (headcount) Fall Semester																	
2017 - 2018	0	25																	
2018 - 2019	0	50																	
2019 - 2020	5-10	75																	
2020 - 2021	25	100																	
2021 - 2022	25	100																	
13i	<p>Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons. (300 word limit)</p> <p><i>The only other institution in the state of Kentucky that offers the B.A. degree in Dance is Western Kentucky University. Many students who we have met in our recruitment efforts would prefer to attend the University of Kentucky, but opt for WKU because we do not have a major in dance. As the flagship university in the state, and due to the achievements in Research and Creative Activity and award-winning teaching of our faculty, students are drawn to UK. Our B.A. in Dance will be well-positioned to serve a demonstrated educational need in the Commonwealth.</i></p>																		
13j *	<p>Has the Council on Postsecondary Education identified similar programs? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p><i>(Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for help with this question.)</i></p> <p>If "Yes," the following questions (5h1 – 5h5) must be answered.</p>																		
(1)	<p>Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.? (150 word limit) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>If "Yes," explain: <i>Our B.A. Dance degree offers the only program in the state with an emphasis on Modern Dance, Creativity, and Research-based Choreography. It is forward-thinking and aligns with contemporary practices in professional dance. The Dance Degree at WKU is much more traditional in nature and based in performance and ballet. Our Dance Objectives align with the UK Strategic Plan and incorporate a Community Engaged Senior Thesis Project.</i></p>																		
(2)	<p>Does the proposed program serve a different student population (e.g., Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>																		

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	students in a different geographic area or nontraditional students) from existing programs? (150 word limit)		
	If "Yes," explain: <i>We are launching International Recruitment efforts in Inner Mongolia, Shanghai, and Haiku, China.</i>		
(3)	Is access to existing programs limited? (150 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," explain:		
(4)	Is there excess demand for existing programs? (150 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," explain:		
(5)	Will there be collaboration between the proposed program and existing programs? (150 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "yes," explain the collaborative arrangements with existing programs. If "no," explain why there is no collaboration with existing programs.		
13k*	Are there similar programs in other Southern Regional Education Board (SREB) states in the nation?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," please answer the questions below to demonstrate why this proposed program is needed in addition to the one(s) currently in existence.		
13k.i*	Identify similar programs in other SREC states and in the nation.		
	n/a		
13k.ii*	Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," explain. (300 word limit)		
	n/a		
13k.iii*	Does the proposed program serve a different student population (e.g., students in a different geographic area and non-traditional students) from existing programs?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," explain. (300 word limit)		
	n/a		
13k.iv*	Is access to existing programs limited?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," explain. (300 word limit)		
	n/a		
13k.v*	Is there excess demand for existing similar programs?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," explain. (300 word limit)		
	n/a		
13k.vi*	Will there be collaboration between the proposed program and existing programs?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If "No," explain. (300 word limit)		
	The program is housed in the Department of Theatre and Dance, where there will be a collaboration in terms of course work, faculty, staff, students, and performances. The Dance Minor has paved the way for this collaboration and faculty as well as students are enthusiastic about a future Dance Major.		
13l	Would your institution like to make this program available through the	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

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	Academic Common Market ^{22?}		
13m	Clearly describe evidence of employer demand. Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers’ preferences for graduates of the proposed program over persons having alternative existing credentials and employers’ willingness to pay higher salaries to graduates of the proposed program. (300 word limit)		
	<i>Data from the Bureau of Labor Statistics website shows 5-15% job growth for jobs in dance projected over the next ten years. In addition to the soft skills sought after by employers that students learn in the study of dance, (communication, collaboration, team-work, critical thinking, and project management, entrepreneurship), dancers can find employment in a variety of fields including dance education, performance, choreography, studio ownership, and dance therapy.</i>		
13n*	Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.		
	<p><i>From the Bureau of Labor Statistics:</i></p> <p><i>More than 80 percent of all choreographers work for dance schools and other alternative educational institutions, according to the BLS, where they earned \$20 per hour, or \$41,590 per year, as of May 2010. Other large employers are performing arts companies, with wages at \$22.51 per hour, or \$46,820 per year, and other amusement and recreation industries at \$22.51 per hour, or \$46,820 per year. Their highest wages, however, are with junior colleges, which pay \$36.20 per hour, or \$75,300 per year, on average, and elementary and secondary schools at \$26.61 per hour, or \$55,350 per year. Independent choreographers make the third-highest average salaries of \$24.28 per hour, or \$50,500 per year.</i></p> <p><i>Median Salary (2015)* - \$36,680 (self-enrichment education teachers)</i></p> <p><i>Choreographer- average of \$20.25 per hour, or \$42,110 per year. Salaries can range from \$8.93 per hour, or \$18,570 per year, to \$34.22 per hour, or \$71,180 per year.</i></p> <p><i>Dance Studio Owner- \$51,000 average</i></p> <p><i>The average salary of a(n) Dance Studio Manager in United States is \$28,605.</i></p> <p><i>Dance therapists earn between \$40,000 and \$50,000 a year on average, although some dance therapists earn in the range of \$60,000 to \$80,000. The Bureau of Labor Statistics projects 15 percent job growth in this profession through 2020.</i></p>		
14. Assessment and Oversight			
14a*	Describe <i>program</i> evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission. (300 word limit)		
	<p><i>The Department of Theatre and Dance intends to apply for accreditation by the National Association of Schools of Dance in four years, when there will be a 1st graduating class in the degree. In that way the degree program will align with theatre, which is accredited by National Association of Schools of Theatre and ensure best practices and alignment with national standards in the field. The departmental faculty will participate in the assessment of student learning outcomes and discuss data twice yearly in order to improve the program.</i></p> <p><i>The BA in Dance will maintain accurate, up-to-date records of each student’s educational progress, including courses taken, production participation associated with degree or program requirements, grades and/or credits earned, and the results of other appropriate evaluations.</i></p>		
14b*	Identify both the direct and indirect methods by which the intended student learning outcomes (SLOs) will		

²² Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for more information.

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	<p>be assessed. Please note that the assessment is at the <u>program</u> level, not the course level. (300 word limit) <i>Please see attached Assessment Documents for complete description of this process.</i></p> <p><i>Direct Methods:</i> <i>Dance Technique Evaluation Form</i> <i>Creative Practice Evaluation Form</i> <i>History/Theory Evaluation Form</i> <i>Senior Thesis Evaluation</i></p> <p><i>Indirect Methods:</i> <i>Senior Exit Survey</i> <i>Festival and Conference Participation and subsequent adjudicator feedback</i></p>
14c	Procedures for Course Mapping of SLOs (related to question 5b)
14c.i	<p>Which components will be evaluated, i.e. course mapping? (300 word limit) <i>The Faculty Will Evaluate Student Course Work Presentations And Projects, Concert Performances, Choreography Workshops, Senior Thesis, And Community Projects. In Addition, Faculty Will Conduct Senior Surveys And Maintain Alumni Job Placement Data.</i></p>
14c.ii	<p>When will components be evaluated? (150 word limit) <i>Beginning of Year 2</i></p>
14c.iii	<p>When will the data be collected? (150 word limit) <i>Beginning of Year 1</i></p>
14c.iv	<p>How will the data be collected? (150 word limit) <i>Data will be collected in a variety of ways: course evaluations, student/faculty feedback, theses, surveys, and assessment scorecards completed by faculty observations.</i></p>
14c.v	<p>What will be the benchmarks and/or targets to be achieved? (150 word limit) <i>Benchmarks will align with national standards based on the National Association of Schools of Dance and targets will be implemented into the assessment plan.</i></p>
14c.vi	<p>What individuals or groups will be responsible for data collection? (150 word limit) <i>Faculty of the Dance Program.</i></p>
14c.vii	<p>How will the data and findings be shared with faculty? (150 word limit) <i>Data and findings will be shared with appropriate faculty at meetings set in order to analyze data for improvement action planning. This will occur in two annual meetings, one in Fall to set assessment calendar in motion, and one in late Spring to discuss and analyze.</i></p>
14c.viii	<p>How will the data be used for making programmatic improvements? (150 word limit) <i>Faculty will incorporate the assessment data findings to ensure that Student Learning Outcomes align with Program Goals and real-world outcomes such as job placement. Each Annual Spring Meeting will be an opportunity to discuss what "works" and what is not working and strategize improvement actions. The beauty of a small/new program is that we will not be bogged down in the history of "what we always do", and the program can be nimble and flexible to change.</i></p>
14c.ix	<p>What are the measures of teaching effectiveness? (150 word limit) <i>Teaching effectiveness will be measured in a number of ways: student evaluations, peer faculty observations, student outcomes, and job or graduate school placement.</i></p>

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Track Elective

17.* Budget Funding Sources, by Year of Program (Please answer in terms of dollar amounts.)

(Please note – all the fields in number 16 are required for the CPE’s pre-proposal form.)

Total Resources Available from Federal Sources (Federal sources include grants, earmarks, etc.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	n/a	n/a	n/a	n/a	n/a
Existing	n/a	n/a	n/a	n/a	n/a

Narrative/Explanation: n/a

Total Resources Available from Other Non-State Sources (Non-state sources include philanthropies, foundations, individual donors, etc.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
	40000				

	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	40000	40000	40000	40000	40000

Narrative/Explanation: *The Department of Theatre has two major endowments (Lucille Little and Joseph Ray) that generate approximately \$40,000 per year. Those funds are available for Research and Creative Activity support as well as Student Extra-Curricular initiatives.*

State Resources (State sources include general fund revenue, grants, pass-thru funds, etc.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	n/a	n/a	n/a	n/a	n/a
Existing	n/a	n/a	n/a	n/a	n/a

Narrative/Explanation: n/a

Internal (The source and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organization units.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
(New) Allocated Resources	n/a	n/a	n/a	n/a	n/a
(Existing) Reallocated Resources	n/a	n/a	n/a	n/a	n/a

Narrative/Explanation: n/a

Student Tuition (Describe the impact of this program on enrollment, tuition, and fees.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	283000				

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Existing	0				
Narrative/Explanation:	<i>This figure is based on 25 undergraduate students who are lower division (i.e., Freshman or Sophomores) Kentucky residents. As the program grows, that figure would grow as we anticipate a freshman class of approximately 25 students each year, and a percentage of those would be out-of-state students. Although this tuition would not necessarily be a revenue source for Dept. of Theatre and Dance.</i>				

Total Funding Sources	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
<u>Total New</u>	283000	509400	735800	962200	962200
<u>Total Existing</u>	40000	40000	40000	40000	40000
<u>Total Funding Sources</u>	323,000	549,400	775,800	1,002,200	1,002,200

18. Breakdown of Program Expenses/Requirements⁴

(Please note – all the fields in number 17 are required for the CPE’s pre-proposal form.)

Staff: Executive, Administrative & Managerial (Include salaries and whether new hires will be part time or full time.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0

Narrative/Explanation: *There is no additional expense as the current salary (26,796) for the Administrative Assistant is housed in the Department of Theatre and Dance. No new hire would be required.*

Other Professional (Include salaries.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0

Narrative/Explanation: n/a

Faculty (Include salaries and whether new hires will be part time or full time.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	40,000	0	40,000
Existing	125,000	125,000	125,000	165,000	165,000

Narrative/Explanation: *This includes full time salaries for those faculty who are solely in the dance program as well as Part-Time Instructors*

Student Employees (Include salaries and/or stipends.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	4000	4000	4000	4000	4000

Narrative Explanation/Justification: *The Department of Theatre and Dance currently employs students in the scene shop and costume shop as production assistants. Those students will support the Dance*

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<i>Program as they are</i>					
Equipment and Instructional Materials	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Existing	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Narrative Explanation/Justification:	<i>n/a</i>				
Library (Include new journal subscriptions, collections, and electronic access.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:	<i>The library budget is not part of the Department of Theatre and Dance budget.</i>				
Contractual Services	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	5000	5000	5000	5000	5000
Narrative Explanation/Justification:	<i>We typically hire Guest Artists to choreograph for our annual concert. This amount covers their fees, travel, and housing.</i>				
Academic and/or Student Services	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	<i>n/a</i>				
Existing	<i>n/a</i>				
Narrative Explanation/Justification:	<i>n/a</i>				
Other Support Services	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Existing	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Narrative Explanation/Justification:	<i>n/a</i>				
Faculty Development (Include travel, conference fees, consultants, etc.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	5000	5000	5000	5000	5000
Narrative Explanation/Justification:	<i>The department provides travel funds and research support to faculty - in addition they can apply to funds through the College of Fine Arts.</i>				

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Assessment (Include personnel, software tools, data collection tools, survey administration, outside consulting services, etc.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Existing	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Narrative Explanation/Justification:	<i>n/a</i>				
Other	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Existing	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Narrative Explanation/Justification:	<i>n/a</i>				
Total Program Budgeted Expenses/Requirements	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	<i>0</i>	<i>0</i>	<i>40,000</i>	<i>0</i>	<i>40,000</i>
Existing	<i>139,000</i>	<i>139,000</i>	<i>179,000</i>	<i>179,000</i>	<i>219,000</i>
<u>TOTAL</u> Program Budgeted Expenses/Requirements:	<i>139,000</i>				
GRAND TOTAL	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Funding Sources					
Total Expenses/Requirements					
TOTAL NET COST ²⁴ :	<i>+184,000</i>	<i>+410,400</i>	<i>+596,800</i>	<i>+823,200</i>	<i>+783,200</i>

²⁴ The net cost may reflect a revenue gain (“+”) or a revenue loss (“-”).

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19. Specific faculty involved in the degree program.

(similar to question 4d) Fill out the SACS²⁵-required faculty roster below, for full-time and part-time faculty teaching in the program. Abbreviations for the NAME and COURSES TAUGHT columns are below the table. *Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for help with this question.*

NAME	COURSES TAUGHT	ACADEMIC DEGREES AND COURSEWORK	OTHER QUALIFICATIONS AND COMMENTS	NEW COURSES
List name & Identify faculty member as F or P.	Include term; course prefix, number and title; & credit hours. (D, UN, UT, G)	List relevant courses taught, including institution and major. List specific graduate coursework, if needed	Note qualifications and comments as they pertain to course taught.	Include course prefix, number, and title.
<i>Susan Thiel - F</i>	<i>Dance Technique (UT), TAD 370, TAD 470, 244, 344, 444 (UN)</i>	<i>MFA, University of Michigan</i>		
<i>Anthony Alterio - F</i>	<i>TAD 140, Dance Technique, (UT) TAD 244, 344, 444 (UN)</i>	<i>MFA, University of Michigan</i>		
<i>Nancy Jones - F</i>	<i>TAD 140, (UT) TAD 492 (UN)</i>	<i>MFA, Western Illinois University</i>	<i>Extensive Experience in the profession and dance education</i>	
<i>Jill Schinberg - F</i>	<i>TAD 141, 241, 341 (UT)</i>	<i>MFA, University of Utah</i>		
<i>Lucile Escher - P</i>	<i>TAD 370 (UT) Ballet Technique (UT)</i>	<i>MA, Florida State University</i>	<i>Holds certifications in Laban and Cechetti Ballet</i>	
<i>Ariella Brown - P</i>	<i>TAD 370 (UT) Dance Technique</i>	<i>MFA, University of Arizona</i>		
<i>Theresa Bautista - P</i>	<i>Dance Technique</i>	<i>BS, Indiana University, on faculty at University of Louisville (Dance) and Governor's School of the Arts</i>	<i>Extensive profesional work in the field, GSA instructor; national reputation</i>	

²⁵ Southern Association of Colleges and Schools Commission on Colleges (SACS).

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			<i>in dance</i>	
<i>Lyndy Franklin Smith - P</i>	<i>TAD 147, 347 (UN)</i>	<i>BFA Oklahoma City University</i>	<i>Broadway Professional; national reputation, extensive professional work on Broadway, published author on Broadway Dance</i>	
<p>F = full time P= part time</p> <p>D = developmental UN = undergraduate nontransferable UT = undergraduate transferable G = graduate</p>				

B.A. Degree, Dance

Additional Materials

1. B.A. Degree, Dance Requirements
2. 4-Year Curriculum Map
3. Assessment Plan and Student Learning Outcomes
4. Student Learning Outcomes Scorecards
5. Dance Minor Survey Results
6. Section 16 – Course Descriptions from Bulletin
7. Letter from Office of Institutional Effectiveness
8. Letter from Ben Johnson, Chair of KHP
9. Additional emails
10. Department of Theatre Meeting Minutes

B.A. Degree Dance

MAJOR REQUIREMENTS (32 credits)

Dance Technique (12 credits)

Students are required to complete 12 credits of dance technique courses at recommended skill level. 4 credits must be 300 level and above; 4 credits in Ballet Technique, 4 credits in Jazz Technique, 4 credits in Modern Technique; All Dance Technique classes are repeatable up to 12 credit hours.

Modern Dance 1, 2, 3 (4 cr.)

Jazz Dance 1, 2, 3 (4 cr.)

Ballet, 1, 2, 3 (4 cr.)

Creative Studies (5 credits)

TAD 244 Dance Improvisation (1 cr.)

TAD 344 Choreography 1 (2 cr.)

TAD 444 Choreography 2 (2 cr.)

History and Theory (9 credits)

TAD 140 Introduction to Dance (3 cr.) UK core Arts & Creativity

TAD 370 Dance History (3 cr.)

TAD 470 Teaching Methods (3 cr.)

Practice and Performance (6 credits)

Students are required to repeat a practicum course 3 times – 3 credits total

TAD 392 Dance Practicum OR TA 390 Theatre Practicum (1 cr. X 3)

TAD 492 Senior Thesis (3 cr.) GCCR

ELECTIVES (13 credits)

Dance Electives (4 credits)

Students may choose any TAD dance technique class; Technique classes above the required 12 credits for the Major will be counted as electives.

TAD 141 Modern 1

TAD 142 Ballet 1

TAD 143 Jazz 1

TAD 147 Beginning Musical Theatre Dance

TAD 241 Modern 2

TAD 242 Ballet 2

TAD 243 Jazz 2

TAD 341 Modern 3

TAD 342 Ballet 3

TAD 343 Jazz 3

TAD 347 Advanced Musical Theatre Dance

TAD 447 Studies in Dance: Subtitle Required

B.A. Degree Dance

Theatre Electives (6 credits)

Students may choose from the following TA courses or any other theatre course in consultation with their advisor

TA 120 Creativity and the Art of Acting
TA 126 Beginning Acting
TA 150 Creativity and the Art of Design and Production
TA 237 Scene Study
TA 260 Stagecraft
TA 265 Costume Construction
TA 365 Costume Design
TA 367 Lighting Design
TA 300 Special Projects in Theatre: Subtitle Required
TA 311 Auditions
TA 350 Topics in Theatre: Subtitle Required
TA 369 Sound Design
TA 516 Playwriting

Wellness and Conditioning Elective (3 credits)

Students may choose from the following Life Fitness courses in KHP, or any other KHP course in consultation with their advisor and course availability

KHP 104 Pilates
KHP 120 Weight Training
KHP 128 Yoga
KHP 110 Awesome Abs
KHP 115 Tai Chi
KHP 119 Body Sculpture
KHP 127 Kickboxing
KHP 120 Zumba
KHP 240 Nutrition and Physical Fitness

TOTAL CREDIT HOURS: 45 credit hours

DANCE 4-YEAR CURRICULUM MAP • 120 credit hours

<p>FALL – YEAR 1 (14 cr.) 2cr Required Dance Technique 3cr UK Core – A & C Intro to Dance 3cr UK Core – Quantitative Foundations 3cr Comp. & Comm. 1 3cr Elective</p>	<p>SPRING – YEAR 1 (15 cr.) 2cr Required Dance Technique 1cr Practicum 3cr UK Core – I.I. Humanities 3cr UK Core – Statistical Inferential Reasoning 3cr Comp. & Comm. 2 3cr Elective</p>
<p>FALL – YEAR 2 (15 cr.) 2cr Required Dance Technique 1cr Dance Improvisation 3cr Theatre Elective 3cr UK Core – I.I. Social Sciences 3cr Elective 3cr Elective</p>	<p>SPRING – YEAR 2 (14 cr.) 2cr Required Dance Technique 2cr Choreography 1 1cr Dance Practicum 3cr UK Core - Natural, Physical, Math, Sciences 3cr Wellness Elective 3cr Elective</p>
<p>FALL – YEAR 3 (17 cr.) 2cr Required Dance Technique 3cr Dance History 3cr Teaching Methods 3cr UK Core – U.S. Citizenship 3cr Elective 3cr Elective</p>	<p>SPRING – YEAR 3 (14 cr.) 2cr Required Dance Technique 2cr Choreography 2 1cr Dance Practicum 3cr UK Core- Global Dynamics 3cr Theatre Elective 3cr Elective</p>
<p>FALL – YEAR 4 (17 cr.) 2cr Dance Elective 3cr Senior Thesis (GCCR) 3cr Theatre Elective 3cr Elective 3cr Elective 3cr Elective</p>	<p>SPRING – YEAR 4 (14 cr.) 2cr Dance Elective 3cr Elective 3cr Elective 3cr Elective 3cr Elective</p>

B.A. Dance
Assessment Plan for Student Learning Outcomes

STUDENT LEARNING OUTCOMES

1. Students will be able to demonstrate competence and apply knowledge of the principles and techniques required for Dance Performance and Practice
2. Students will be able to demonstrate competence in the application of creative practice and choreography
3. Students will be able to demonstrate synthesized knowledge of dance history and dance styles and genres
4. Students will incorporate creative practice and teaching methodology into research and community engagement
5. Students will demonstrate written, oral, and visual communication skills in dance research and practice (GCCR)

ASSESSMENT METHODS

SLO 1. Students will be able to demonstrate competence and apply knowledge of the principles and techniques required for Dance Performance and Practice

Method A committee of 2-3 dance faculty will assess student work in Dance Technique Classes

Timeline

TAD 241	Year 1 Fall Semester
TAD 243	Year 1 Spring Semester
TAD 341	Year 2 Fall Semester
TAD 343	Year 2 Spring Semester
TAD 242	Year 2 Fall/Spring Semester

Method A committee of 2-3 dance faculty will assess student work in Annual Faculty Concert

Timeline Winter Concert

SLO 2. Students will be able to demonstrate competence in the application of creative practice and choreography

Method A committee of 2-3 dance faculty will assess student work in Dance Improvisation and Choreography classes

Timeline TAD 244 Year 1 Fall Semester
TAD 344 Year 2 Spring Semester
TAD 444 Year 3 Spring Semester

Method A committee of 2-3 dance faculty will assess student work in Annual Student Works Concert

Timeline Spring Concert

SLO 3. Students will be able to demonstrate synthesized knowledge of dance history and dance styles and genres

Method A committee of 2-3 faculty will assess student work in Theory and History Classes

Timeline TAD 140 Year 1 Fall Semester
TAD 370 Year 2 Fall Semester

SLO 4. Students will incorporate creative practice and teaching methodology into research and community engagement

Method A committee of 2-3 faculty will assess student work in Teaching Methods and Senior Thesis Community Project

Timeline TAD 470 Year 2 Fall Semester
TAD 492 Year 1 Fall Semester

SLO 5. Students will demonstrate written, oral, and visual communication skills in dance research and practice (GCCR)

Method A Committee of 2-3 faculty will review a sample of students' work in their Senior Thesis Final Project/Presentation

Timeline TAD 492 Year 1 Fall Semester

SLO#1 Practicum - Students will be able to demonstrate competence and apply knowledge of the principles and techniques required for Dance Performance and Practice

This form is used to assess UK Department of Theatre & Dance students' Dance Technique skills.

* Required

1. Course *

Mark only one oval.

- Annual Spring Concert
- Other:

2. Student: Last Name *

.....

3. Evaluator *

Mark only one oval.

- Susie Thiel
- Anthony Alterio
- Theresa Bautista
- Lucie Escher
- Stephanie Harris

4. Student's Year In Program

Mark only one oval.

- 1st Year - Freshman
- 2nd Year - Sophomore
- 3rd Year - Junior
- 4th Year - Senior
- 5th Year Plus

5. Is this a Transfer Student?

Check all that apply.

Yes

No

DANCE TECHNIQUE

Rate the student according to the following scale:

1 = Not yet (student is not utilizing accepted terminology and/or techniques)

2 = Emerging (student is inconsistent in utilizing accepted terminology and/or techniques)

3 = Almost mastered (student's utilization of accepted terminology and techniques has reached a level that shows command of the craft)

4 = Mastered (student's utilization of accepted terminology and techniques has reached a level that shows a strong command of the craft including a level of artistry)

6. Technical Skill: Alignment, Center Strength and Control, and Flexibility *

Mark only one oval.

1

2

3

4

7. Presentation: Concentration, Energy, Confidence, Movement Quality *

Mark only one oval.

1

2

3

4

8. Musically *

Mark only one oval.

1

2

3

4

9. Attitude: Arriving on time, dressing properly, effort

Mark only one oval.

1

2

3

4

10. COMMENTS:

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SLO#1 Dance Technique - Students will be able to demonstrate competence and apply knowledge of the principles and techniques required for Dance Performance and Practice

This form is used to assess UK Department of Theatre & Dance students' Dance Technique skills.

* Required

1. Course *

Mark only one oval.

- TAD 241 - Modern Dance 2
- TAD 243 - Jazz Dance 2
- TAD 341 - Modern Dance 3
- TAD 343 - Jazz Dance 3
- TAD 242 - Ballet 2

2. Student: Last Name *

.....

3. Evaluator *

Mark only one oval.

- Susie Thiel
- Anthony Alterio
- Theresa Bautista
- Lucie Escher
- Stephanie Harris

4. Student's Year In Program

Mark only one oval.

- 1st Year - Freshman
- 2nd Year - Sophomore
- 3rd Year - Junior
- 4th Year - Senior
- 5th Year Plus

5. Is this a Transfer Student?

Check all that apply.

Yes

No

DANCE TECHNIQUE

Rate the student according to the following scale:

1 = Not yet (student is not utilizing accepted terminology and/or techniques)

2 = Emerging (student is inconsistent in utilizing accepted terminology and/or techniques)

3 = Almost mastered (student's utilization of accepted terminology and techniques has reached a level that shows command of the craft)

4 = Mastered (student's utilization of accepted terminology and techniques has reached a level that shows a strong command of the craft including a level of artistry)

6. Technical Skill: Alignment, Center Strength and Control, and Flexibility *

Mark only one oval.

1

2

3

4

7. Presentation: Concentration, Energy, Confidence, Movement Quality *

Mark only one oval.

1

2

3

4

8. Musicality *

Mark only one oval.

1

2

3

4

9. Ability to pick up combinations quickly *

Mark only one oval.

- 1
- 2
- 3
- 4

10. Attitude: Arriving on time, dressing properly, effort

Mark only one oval.

- 1
- 2
- 3
- 4

11. COMMENTS:

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SLO#2 Students will be able to demonstrate competence in the application of creative practice and choreography

This form is used to assess UK Department of Theatre & Dance students' Dance Technique skills.

* Required

1. Course *

Mark only one oval.

- TAD 244 - Dance Improvisation
- TAD 344 - Choreography 1
- TAD 444 - Choreography 2

2. Student: Last Name *

.....

3. Evaluator *

Mark only one oval.

- Susie Thiel
- Anthony Alterio
- Theresa Bautista
- Lucie Escher
- Stephanie Harris

4. Student's Year in Program

Mark only one oval.

- 1st Year - Freshman
- 2nd Year - Sophomore
- 3rd Year - Junior
- 4th Year - Senior
- 5th Year Plus

5. Is this a Transfer Student?

Check all that apply.

Yes

No

CREATIVE PRACTICE AND CHOREOGRAPHY

Rate the student according to the following scale:

1 = Not yet (student is not utilizing accepted terminology and/or techniques)

2 = Emerging (student is inconsistent in utilizing accepted terminology and/or techniques)

3 = Almost mastered (student's utilization of accepted terminology and techniques has reached a level that shows command of the craft)

4 = Mastered (student's utilization of accepted terminology and techniques has reached a level that shows a strong command of the craft including a level of artistry)

6. Imaginative development of material through action, space and dynamics *

Mark only one oval.

1

2

3

4

7. Successful Integration of form and structure *

Mark only one oval.

1

2

3

4

8. Structuring and use of choreographic devices and principles *

Mark only one oval.

1

2

3

4

9. Analysis and evaluation to bring about improvement during the progress of the piece.

*

Mark only one oval.

- 1
- 2
- 3
- 4

10. Collaboration

Mark only one oval.

- 1
- 2
- 3
- 4

11. COMMENTS:

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SLO #3 - Dance History and Theory - Students will be able to demonstrate synthesized knowledge of dance history and dance styles and genres

This form is used to assess UK Department of Theatre & Dance students' HISTORY, LITERATURE, AND CRITICISM skills.

* Required

1. Course *

Mark only one oval.

TAD 370

2. Student: Last Name *

.....

3. Evaluator *

Mark only one oval.

Susie Thiel

Lucile Escher

Nancy Jones

Herman Farrell

Other:

4. Student's Year In Program

Mark only one oval.

1st Year - Freshman

2nd Year - Sophomore

3rd Year - Junior

4th Year - Senior

5th Year Plus

5. Is this a Transfer Student?

Check all that apply.

Yes

No

Dance History Project

Rate the student according to the following scale:

- 1 = Not yet (student is not utilizing accepted terminology and/or techniques)
- 2 = Emerging (student is inconsistent in utilizing accepted terminology and/or techniques)
- 3 = Almost mastered (student's utilization of accepted terminology and techniques has reached a level that shows command of the craft)
- 4 = Mastered (student's utilization of accepted terminology and techniques has reached a level that shows a strong command of the craft including a level of artistry)

6. Communicates written ideas clearly and effectively

Mark only one oval.

- 1
- 2
- 3
- 4

7. Analyzes information, artifacts, and/or data from dance history effectively

Mark only one oval.

- 1
- 2
- 3
- 4

8. Synthesizes a thorough comprehension of history, style, and genre

Mark only one oval.

- 1
- 2
- 3
- 4

9. COMMENTS:


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SLO #4 - Students will incorporate creative practice and teaching methodology into research and community engagement

This form is used to assess UK Department of Theatre & Dance students' HISTORY, LITERATURE, AND CRITICISM skills.

* Required

1. Course *

Mark only one oval.

TAD 392

2. Student: Last Name *

.....

3. Evaluator *

Mark only one oval.

Susie Thiel

Nancy Jones

Stephanie Harris

Other:

4. Student's Year In Program

Mark only one oval.

1st Year - Freshman

2nd Year - Sophomore

3rd Year - Junior

4th Year - Senior

5th Year Plus

5. Is this a Transfer Student?

Check all that apply.

Yes

No

Senior Thesis Project

Rate the student according to the following scale:

1 = Not yet (student is not utilizing accepted terminology and/or techniques)

2 = Emerging (student is inconsistent in utilizing accepted terminology and/or techniques)

3 = Almost mastered (student's utilization of accepted terminology and techniques has reached a level that shows command of the craft)

4 = Mastered (student's utilization of accepted terminology and techniques has reached a level that shows a strong command of the craft including a level of artistry)

6. Community Partnership thoughtfully and thoroughly integrated

Mark only one oval.

1

2

3

4

7. Collaboration created with community issue at the forefront

Mark only one oval.

1

2

3

4

8. Project presented with integrity and professionalism

Mark only one oval.

1

2

3

4

9. COMMENTS:

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SLO #4 - GCCR - Students will demonstrate written, oral, and visual communication skills in dance research and practice

This form is used to assess UK Department of Theatre & Dance students' skills in composition and communication.

* Required

1. Course *

Mark only one oval.

TAD 492 Senior Thesis

2. Student: Last Name *

.....

3. Evaluator *

Mark only one oval.

Nancy Jones

Susie Thiel

Anthony Alterio

4. Student's Year In Program

Mark only one oval.

1st Year - Freshman

2nd Year - Sophomore

3rd Year - Junior

4th Year - Senior

5th Year Plus

5. Is this a Transfer Student?

Check all that apply.

Yes

No

TAD Senior Thesis - GCCR

Rate the student according to the following scale:

- 1 = Not yet (student is not utilizing accepted terminology and/or techniques)
- 2 = Emerging (student is inconsistent in utilizing accepted terminology and/or techniques)
- 3 = Almost mastered (student's utilization of accepted terminology and techniques has reached a level that shows command of the craft)
- 4 = Mastered (student's utilization of accepted terminology and techniques has reached a level that shows a strong command of the craft including a level of artistry)

RESEARCH PAPER - WRITTEN COMMUNICATION

6. Clarity and depth of Research

Mark only one oval.

- 1
- 2
- 3
- 4

7. Argument/Analysis & Evidence (documentation and support)

Mark only one oval.

- 1
- 2
- 3
- 4

8. Organization and Structure (clear and logical arrangement of Ideas)

Mark only one oval.

- 1
- 2
- 3
- 4

9. Writing Mechanics and Style (Including MLA format)

Mark only one oval.

- 1
- 2
- 3
- 4

ORAL PRESENTATION - Oral Communication

10. Clarity of Oral Communication

Mark only one oval.

- 1
- 2
- 3
- 4

11. Depth and Engagement of Oral Communication

Mark only one oval.

- 1
- 2
- 3
- 4

12. Mark only one oval.

- Option 1

13. COMMENTS:

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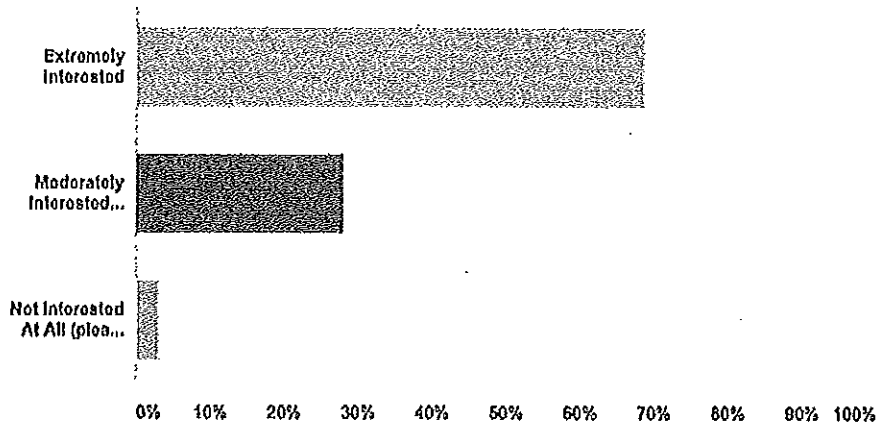
Q2

Customize

Export

If the Department of Theatre and Dance offered a B.A. In Dance how interested would you be - or likely would you be to participate? (It would be approximately 46 credit hours total and allow the flexibility to double major.)

Answered: 32 Skipped: 0



Answer Choices	Responses
Extremely Interested	68.75% 22
Moderately Interested (please explain below)	28.13% 9
Not Interested At All (please explain below)	3.13% 1
Total	32

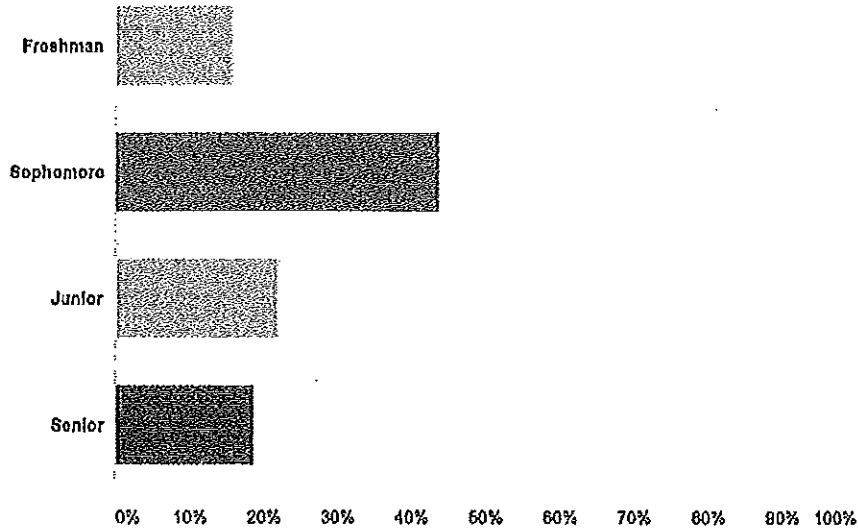
Q1

Customize

Export

What year are you at UK?

Answered: 32 Skipped: 0



Answer Choices	Responses
▼ Freshman	15.63% 5
▼ Sophomore	43.75% 14
▼ Junior	21.88% 7
▼ Senior	18.75% 6
Total	32

Comments to Question #2

If i had the time

I would support the idea because I know many people that would participate. I already have two majors which is why Dance is my minor but I feel as though it would be an amazing addition to the department.

I would be interested if I have enough time for it given the fact I'm already a junior so I'm not sure if I could.

It is a little late in my academic career at UK, but I could still probably make it work.

I thought about being a dance major but UK didn't offer a major and I really wanted to come to UK for school.

Very busy schedule

I would love a dance major!

Due to the additional time

I don't plan on a performance career after college, but highly interested in teaching younger aged dancers (3rd-9th grade). So a major would be helpful when applying for jobs.

I feel like it would make me more marketable for musical theatre.

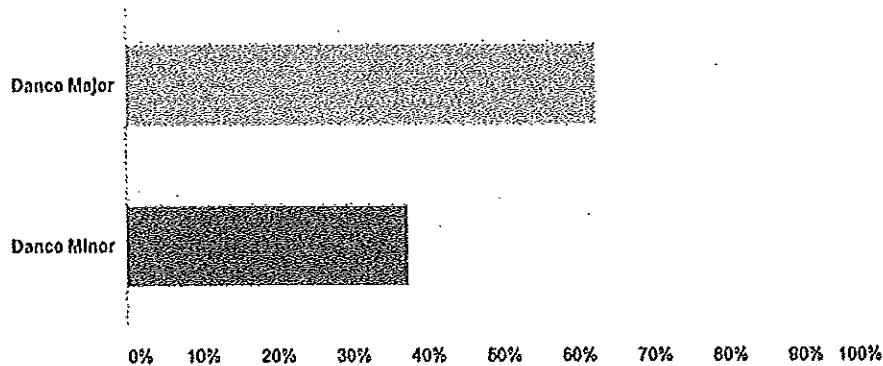
Q3

Customize

Export

When starting your program at UK, if you had the choice between the Dance Major (46 credits) and the Dance Minor (21 credits), which would you have chosen?

Answered: 32 Skipped: 0



Answer Choices	Responses
▼ Dance Major	62.50% 20
▼ Dance Minor	37.60% 12
Total	32

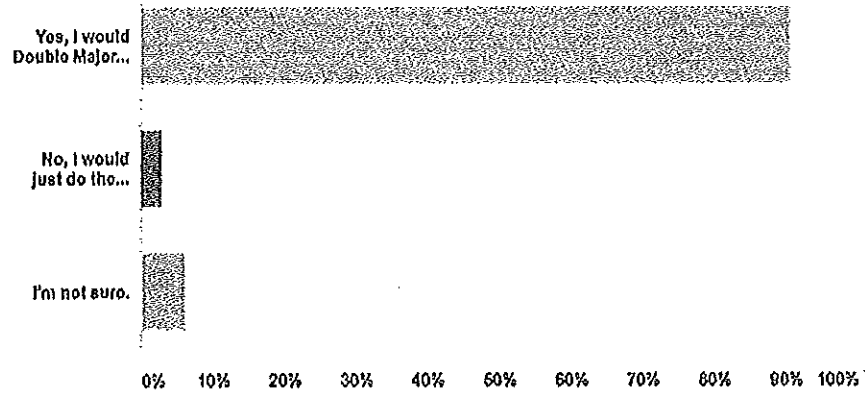
Q4

Customize

Export

If you declared a Dance Major would you Double Major? If yes, what would you choose as a second major?

Answered: 32 Skipped: 0



Answer Choices	Responses
Yes, I would Double Major (Explain 2nd Major Below)	90.63% 29
No, I would just do the Dance Major	3.13% 1
I'm not sure.	6.25% 2
Total	32

Comments to Question #4

Communication

I would keep my IECE major

Journalism

Psychology

Community and Leadership Development

Theatre

Nursing

Pre med

Computer Science. My brain needs math and patterns to stay creative.

Psychology

Theatre

Arts administration

psychology

Business Related, Accounting

Integrated strategic communications

Gender and Women's Studies

Marketing

Chemistry

Mathematical Economics (my current major)

Food science

Accounting

Journalism

Communication sciences and disorders

Communicaton

Elementary education

I would do Business something? I am currently management and am thinking of a accounting or marketing major to double or philosophy.

Theatre

Neuroscience

I would have probably gotten a double major in Arts Admin

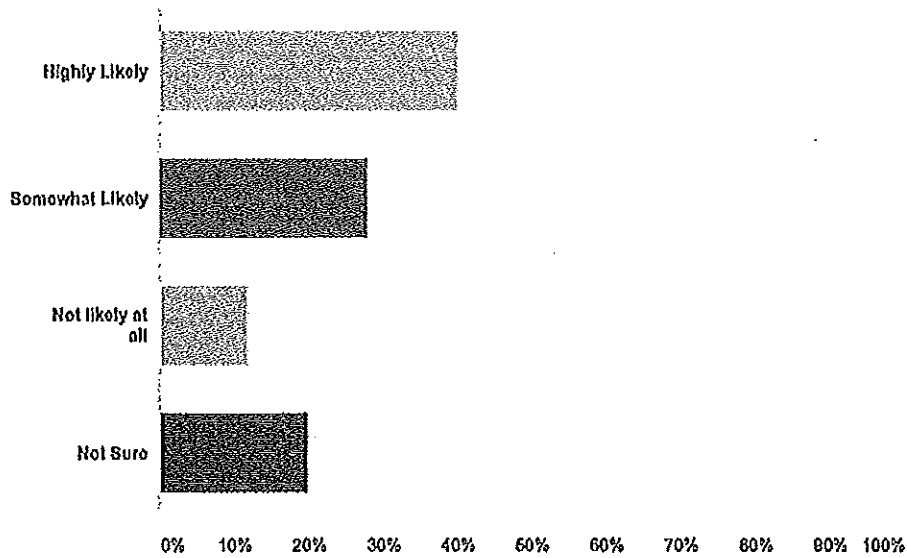
Q5

Customize

Export

For those who are a Freshman or Sophomore: If we were able to launch a 46 credit B.A. Degree in Dance in Fall 2017 or Spring 2018, how likely would you be to participate?

Answered: 25 Skipped: 7



Answer Choices	Responses
Highly Likely	40.00% 10
Somewhat Likely	28.00% 7
Not likely at all	12.00% 3
Not Sure	20.00% 5
Total	25

Comments to Question #5

Senior

I am still able to be flexible with my major, and I have a lot of credit hours finished for my psychology major

I already have two majors so I do not think I would be able to participate in another major.

Not a Freshman or Sophomore.

I am not freshman or sophomore but I would interested in being a dance major still.

I have lots of hours to complete

I am a junior

Not sure if I'll be attending the University of Kentucky during those semesters.

Depending on how my schedule worked out

not a freshman or sophomore

It would depend on how far I am into my first major to decide if I would add another

I will be a junior working toward my major and deciding on a double major. I would most likely complete my minor in the spring and take other dance classes my senior year. But I have already begun a major track in Gatton.

I'm already a double major but I wish that would've been an option!

I would love to double major in a non science field.

Section 16 – Course Descriptions

16a: Program Core Courses – Course Descriptions

TAD 140 INTRODUCTION TO DANCE. (3)

This course will provide students with an introduction to the history, theory and principles of dance as a cultural and aesthetic form of expression. The class will provide students with fundamentals of movement while providing an opportunity to express themselves creatively through the use of improvisation, composition, and choreography. Creative results of these explorations will be shown as part of a public performance at the end of the semester.

TAD 141 MODERN DANCE 1. (2)

Foundations course in basic movement concepts of time, space, and energy, emphasizing technical development and creative exploration.

TAD 142 BALLET 1.(2)

Fundamentals of ballet technique designed to acquaint students with the dance form's basic principles, through exercises at the barre, center work, and movement combinations. Students will learn to observe, analyze, and perform classical ballet movements and acquire fundamental understanding of vocabulary, theory, and aesthetics of the art form.

TAD 143 JAZZ DANCE 1. (2)

Study of the technique and choreography of jazz dance genres from the early 20th century to present.

TAD 147 BEGINNING MUSICAL THEATRE DANCE. (2)

Beginning Musical Theatre Dance will provide students with a basic understanding of theatre dance fundamentals, styles and history. Students will gain a basic knowledge of fundamental dance technique. Utilizing vocabulary from ballet to jazz styles, students will hone basic dance skills and be exposed to a variety of theatre dance styles and "period" dances (relating to specific eras in dance history), and gain understanding of the basic framework of theatre dance history, including notable choreographers, innovations, styles and shows.

TAD 241 MODERN DANCE 2. (2)

A continuation of Modern Dance 1. Expands technique and theory through increasingly complex combinations and movement analysis, and introduces new technical vocabulary, style, and presentation. Prereq: TAD 141.

TAD 242 BALLET 2. (2)

A continuation of Ballet 1, with extended technical and artistic ballet skills and the use of increasingly complex combinations, technical vocabulary, and emphasis on style and presentation. Prereq: TAD 142.

TAD 243 JAZZ DANCE 2. (2)

Intermediate jazz dance emphasizing contemporary techniques and styles.
Prereq: TAD 143 and permission of instructor.

TAD 244 DANCE IMPROVISATION. (1)

This course will investigate essential elements of dance composition (time, space and energy) to create dances in, and of, the moment.
Students will cultivate individual and ensemble awareness, and enhance their performance skills at the introductory level. Prereq: TAD141 and permission of instructor.

TAD 341 MODERN DANCE 3. (2)

A continuation of Modern 2, with extended technical and artistic modern skills and the use of increasingly complex combinations, technique, vocabulary, and emphasis on style and presentation at the advanced level. Prereq: TAD 241 or permission by the instructor

TAD 342 BALLET 3. (2)

A continuation of Ballet 2, with extended technical and artistic ballet skills and the use of increasingly complex combinations, technical vocabulary, and emphasis on style and presentation at the advanced level. Prereq: TAD 242 or permission by the instructor

TAD 343 JAZZ DANCE 3. (2)

A more in-depth approach to the art of Jazz Dance, this course emphasizes technical and artistic skills based on a foundation of correct body alignment, movement isolation, rhythmic awareness, musicality, advanced vocabulary, auditioning and performance focus, strength, stamina, and flexibility at the advanced level. Pre-req- TAD 243 or permission by the instructor

TAD 470 DANCE TEACHING METHODS. (3)

This course is designed to develop skills to teach all the major dance styles including ballet, jazz, modern dance techniques, creative movement and improvisation. Topics will include class creation, developing inventive teaching skills, methods of class preparation, ways of communicating and correcting, preparing age-appropriate material, choosing music, use of imagery and teaching body awareness to students. Emphasis is placed on a strong teaching philosophy, which can be used for various levels of instruction, for both academic and private studio environments and a variety of ages.

TAD 344 CHOREOGRAPHY 1. (2)

This course explores the process of making dances, and studies the elements of dance composition, including the development of solo and group studies for class presentation. Prereq: TAD 244 or permission of instructor.

TAD 444 CHOREOGRAPHY 2. (2)

Choreography II is a course designed to continue to develop choreographic tools in duets and small groups in various dance genres. Focus is on structuring sophisticated choreographic works. Emphasis is placed on different kinds of creative processes and relationships between dancers. Prereq: TAD 344

TAD 347 ADVANCED MUSICAL THEATRE DANCE. (2)

An in-depth approach to Musical Theatre Dance, this course emphasizes technical and artistic skills based on a foundation of correct bodyalignment, movement isolation, rhythmic awareness, musicality, intermediate to advanced vocabulary, auditioning and performance focus, strength, stamina, and flexibility at the intermediate/advanced level. Dynamic range of Musical Theatre influences ranging from 19th century to present will be explored. Prereq: TAD 147.

TAD 370 DANCE HISTORY. (3)

The study of the evolution of dance through the cultural periods of history and the interrelation of the arts of social structure and dance forms.

***TAD 392 DANCE PRACTICUM. (1)**

The study and participation of dance production and performance through the rehearsal process of a dance concern or dance performance.

The dance practicum is designed to give the student practical experience for general skills necessary for a career in the dance field. Maybe repeated up to 8 credits.

TAD 447 STUDIES IN DANCE: (Subtitle required). (2)

Exploration and study of a particular style and/or genre of dance technique.
Prereq: Permission of instructor

TAD 492 SENIOR THESIS (GCCR) (3cr) This course is designed as a capstone experience, one in which students will incorporate dance technique, creativity, theory, and teaching, and incorporate their skills and experience into a high-impact community engagement project.

16b: Program Guided Electives Courses (for the major)

Dance Electives: (4 credits - students choose any TAD dance technique class):

TAD 141 MODERN DANCE 1

TAD 142 BALLET 1

TAD 143 JAZZ DANCE 1
TAD 147 BEGINNING MUSICAL THEATRE DANCE
TAD 241 MODERN DANCE 2
TAD 242 BALLET 2
TAD 243 JAZZ DANCE 2
TAD 341 MODERN DANCE 3
TAD 342 BALLET 3
TAD 343 JAZZ DANCE 3
TAD 347 ADVANCED MUSICAL THEATRE DANCE
TAD 447 STUDIES IN DANCE: SUBTITLE REQUIRED

THEATRE ELECTIVES: (6 credits – students may choose from the following TA courses or any other theatre course in consultation with their advisor)

TA 120 CREATIVITY AND THE ART OF ACTING.(3)

This course provides students with the tools to create their own, short, original works of theatre. Students will explore recent and current trends in theatre that allow performers to become creators of their own works. Students will examine the ways they can interpret language, literature, poetry, and dramatic texts to develop new ways to communicate their ideas in performance through the idiom of an ensemble.

TA 126 ACTING I: FUNDAMENTALS OF ACTING.(3)

A broad spectrum of skills will be explored in the creative process of acting ensemble. These skills include improvisation, movement disciplines (including theatre games, modern dance, and characterization), emotional and sensory awareness, and the process of integrating these into a clearly defined stage technique. Lecture, three hours; laboratory, two hours per week

TA 150 FUNDAMENTALS OF DESIGN AND PRODUCTION. (3) A

comprehensive study of the basic organizational structure, processes and techniques involved in theatre design, technology and management with particular reference to the UK Theatre.

TA 237 ACTING: SCENE STUDY.(3)

An advanced lecture/laboratory course concentrating on acting techniques integral to the successful execution of scene work, including text analysis, character construction, improvisation, and stage behavior. Prereq: TA 120 or TA 126.

TA 260 STAGECRAFT. (3) Study of theory, principles and techniques of stage construction. Assignments in laboratory and backstage during rehearsals and performances. Lecture, two hours; laboratory, five hours.

TA 265 COSTUME PRODUCTION. (3)

A study of the principles and techniques of costume construction. Lecture, one hour; laboratory, three hours per week.

TA 300 SPECIAL PROJECTS IN THEATRE (Subtitle required). (1-3)

Reading, research, lecture and experimentation in a particular area of theatre history, theory, design and/or performance. This course will enable the student to link theory and practice to develop a role, or performances study for the stage. May be repeated to a maximum of twelve credits. Prereq: By audition or permission of instructor.

TA 311 AUDITION TECHNIQUES. (3)

This course is an introduction to basic theatre audition techniques. Prereq: TA 126 or TA 120 or equivalent.

TA 350-352 TOPICS IN THEATRE.(3)

Reading, research, lecture and/or discussion in various areas of theatre history, technology and practice. May be repeated three times for a maximum of 12 hours when identified by different course subtitles. Prereq: Major or consent of instructor

TA 365 COSTUME DESIGN. (3)

A lecture/studio course to teach basic skills in costume design through analysis, collaboration, research, and rendering. Lecture, one hour; studio, four hours per week.

TA 367 LIGHTING DESIGN. (3)

Theory, practice and design of lighting for the theatre. Examination of the practical and aesthetic requirements of lighting through research and analysis. Application of theory to light in a variety of contexts including theatre, opera, musicals and concerts. Lecture, three hours; laboratory, three hours per week.

TA 369 SOUND DESIGN FOR THE THEATRE. (3)

More sophisticated sound systems in movies theatres and home audio-visual systems raise the expectation of an integrated sound scape in theatrical productions. Our use of sound in theatre is rapidly changing and advancing; in the past 20 years we have gone from reel to reel tape recorder technology to iTunes to a fully digital design process. In this class you will learn how we develop and implement a sound design for a theatre production. This class will cover reading a script for sound, choice and acquisition of sound effects and music, recording and playback systems and integration of sound in the production process.

TA 516 PLAYWRITING.(3)

A course designed for students interested in creative drama. The completion of at least one play is required. May be repeated to a maximum of six credits. Prereq: Consent of instructor

WELLNESS AND CONDITIONING ELECTIVES: (3 credits – Students may choose from the following Life Fitness Classes in KHP, or any other KHP course in consultation with their advisor)

KHP 100 - KHP 135 SERVICE COURSES (Life Fitness Courses).

For example: KHP 104, Pilates, KHP 120 Weight Training, KHP 128 Yoga, KHP 110 Awesome Abs, KHP 115 Tai Chi, KHP 119 Body Sculpture, KHP 127, Kickboxing, KHP 120 Zumba

KHP 240 NUTRITION AND PHYSICAL FITNESS.(3)

Course focuses on the interrelationship between nutrition and physical fitness. The intent is to provide the student with the information necessary to formulate an individualized plan for the achievement and maintenance of adequate nutrition and physical fitness. Weight control will be discussed in this content. Team taught by nutrition faculty and health, physical education and recreation faculty. Lecture two hours; laboratory, two hours.

Notification of Intent" (NOI) for the proposed B.A. in Dance (50.0301) has been submitted to CPE

Alexander-Snow, Mia

Mon 10/17/2016 11:30 AM

To: Jones, Nancy C <Nancy.Jones@uky.edu>;

Cc: Tracy, Tim <tim.tracy@uky.edu>; Sogin, David W <David.Sogin@uky.edu>; Lineberry, Gene <gt.lineberry@uky.edu>;

Dear Nancy,

On Monday, October 17, 2016 the Office of Planning & Institutional Effectiveness submitted to the state a "Notification of Intent" (NOI) for the proposed B.A. in Dance (50.0301). CPE Pre-proposals are submitted only after the "Notification of Intent" and vetting by CCAO (vetting is usually completed when the program proposal has been listed on 2 CCAO agendas). After the state accepts the NOI, you will receive an email from the Office of Planning and Institutional Effectiveness (PIE) with next steps.

Please Note: Once a proposal has been submitted to the Office of Planning & Institutional Effectiveness (PIE) for CPE review, any update requests or questions regarding the submitted proposal are to be communicated via the PIE Office—this will safeguard the accuracy and integrity of proposal submissions/information (particularly during the CPE vetting and approval process).

Should you have questions about the CPE approval process and/or the proposed program proposal, please let me know.

Regards,
Mia

Mia Alexander-Snow, PhD

Director, Planning and Institutional Effectiveness

Phone: 859-257-2873

Fax: 859-323-3999

Visit the Institutional Effectiveness Website: <http://www.uky.edu/ie>

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From: Jones, Nancy C

Re: Question regarding courses and our potential major...

Johnson, Ben

Tue 10/11/2016 12:32 PM

To: Jones, Nancy C <Nancy.Jones@uky.edu>;

Cc: Taylor, Lucian B <lucian.taylor@uky.edu>;

Hi Nancy:

We would welcome your students in any of the 1 hour Life Fitness Classes. These all start with 1XX. I might also suggest KHP 210 INTRODUCTION TO FITNESS which is a 2 hour class. A bit of theory (exercise physiology) is passed on in this class in addition to activity as opposed to the 1XX classes which are very activity dominant.

Best,
Ben

On Oct 11, 2016, at 10:48 AM, Jones, Nancy C <Nancy.Jones@uky.edu> wrote:

Good Morning Dr. Johnson and Dr. Taylor,

My name is Nancy Jones and I'm Chair of the Department of Theatre and Dance in the College of Fine Arts. We are in the process of compiling benchmarking and feasibility of a potential Dance Major in our unit, building on the success of our Dance Minor that now has over 70 enrolled students. We are considering adding a required elective for Dance Majors that would include 3 credits of "Wellness and Conditioning Classes" that are offered through your department. Students would be allowed to choose from a wide variety of electives in KHP, according to what is available in any given semester including the following: Pilates, Weight Training, Yoga, Awesome Abs, Tai Chi, Body Sculpture, Kickboxing, Zumba, etc. From what I glean from your website, these would fall under the heading of your "Life Fitness Program."

Although we have not yet officially voted as a faculty to progress on the B.A. in Dance - I was wondering if you would have any questions or concerns about our including 3 credits of these KHP courses in the Dance Major?

I look forward to hearing from you.

Sincerely,
Nancy Jones

Nancy C. Jones, Chair
Department of Theatre and Dance
University of Kentucky

UNIVERSITY OF
KENTUCKY



November 4, 2016

Re: KHP Life Fitness Courses

Dear Nancy:

KHP faculty were polled regarding your request to allow students matriculating in the Dance program you are implementing to enroll in KHP 100-level Life Fitness classes. As you know, these courses are fully open to any UK student as an elective course. Nevertheless, the KHP faculty voted unanimously to approve your students to enroll in these courses.

Kind regards,

A handwritten signature in black ink that reads "Ben Johnson". The signature is written in a cursive, flowing style.

Ben Johnson, EdD
Professor and Chair

Benchmarked B.A. Dance Programs with auditions

1.) Western Kentucky University

<http://www.wku.edu/theatre-and-dance/dance-auditions.php>

2.) University of Houston

<http://www.uh.edu/cota/theatre-and-dance/dance/academics/faqs/>

3.) San Jose State University

http://www.sjsu.edu/dance/discovering_dance/ba_bachelor_of_arts/

4.) The University of Alabama

<http://theatre.ua.edu/ba-programs/ba-in-dance/dance-program-auditions/>

5.) University of South Carolina

<http://artsandsciences.sc.edu/dance/audition-ba-dance>

6.) Colorado State University

<http://dance.colostate.edu/admissions/auditions/>

7.) Loyola University Chicago

<http://luc.edu/dance/majorauditions/>

8.) University of Wisconsin - Milwaukee

<http://uwm.edu/arts/dance/ba/>

9.) Grand Valley State University

<https://www.gvsu.edu/acad-view.htm?pdfid=044BA862-F822-A95A-4828DE74083268AC>

<http://www.gvsu.edu/music/dance-auditions-54.htm>

10.) Western Oregon University

<http://www.wou.edu/theatre-dance/dance/auditions/>

11.) University of Montana

<http://www.umt.edu/catalog/colleges-schools-programs/visual-and-performing-arts/theatre-and-dance/ba-dance/default.php>

12.) University of Maryland - Baltimore

<http://dance.umbc.edu/auditions/>

13.) Rowan University

http://www.rowan.edu/colleges/cpa/theatre_dance/about/index.cfm

14.) University of Oregon

<http://music.uoregon.edu/apply/undergraduate-dance>

15.) University of Wisconsin - Stevens Point

<http://www.uwsp.edu/theatre-dance/Pages/Programs/default.aspx>

16.) Kennesaw State University

http://catalog.kennesaw.edu/preview_program.php?catoid=29&poid=3357&returnto=2354

17.) West Virginia University

<http://theatre.wvu.edu/academics/undergraduate/dance>

<http://ccarts.wvu.edu/academics/audition-and-portfolio-review-day>

18.) Texas Tech University

http://catalog.ttu.edu/preview_program.php?catoid=2&poid=867

19.) Loyola Marymount University

<http://cfa.lmu.edu/programs/dance/program/>

<http://cfa.lmu.edu/programs/dance/admissions/audition/>

20.) Howard University

<http://coas.howard.edu/theatrearts/dance.html>

21.) Missouri State

https://www.missouristate.edu/registrar/catalog/prog_Dance.htm

22.) Messiah College

<http://www.messiah.edu/dance-major-pennsylvania>

http://www.messiah.edu/info/22088/application_process

Re: Question from CFA Curriculum Committee on Dance Proposal...

Alexander-Snow, Mia

Mon 12/5/2016 10:51 PM

To: Jones, Nancy C <Nancy.Jones@uky.edu>;

Hello Nancy,
Yes, your answer of "No" to Question 1g is correct.

Have a good night,
Mia

From: Jones, Nancy C
Sent: Monday, December 5, 2016 10:51 AM
To: Alexander-Snow, Mia
Subject: Question from CFA Curriculum Committee on Dance Proposal...

Good Morning Mia,
The CFA Curriculum Committee had a question about how to respond to Section A, 1g. The question is "Is there an accrediting agency related to this program?"
We are accredited by the National Association of Schools of Theatre (NAST) for the theatre program - and after the first graduating class goes through in dance (in 4 years) we will apply for accreditation by the National Association of Schools of Dance (NASD). But because the degree program will not start with any accreditation associated with it - I answered Question 1g as "No".
Is that correct?
Thank you! It is moving to the CFA curriculum committee next week!
Nancy

Nancy C. Jones, Chair
Department of Theatre and Dance
University of Kentucky
859.257.8166
www.nancycjones.com
finearts.uky.edu/theatre

THEATRE FACULTY MEETING Oct 12, 2016

Present: Nancy Jones, Christina Ritter, Herman Farrell, Nelson Fields, John Holloway, Zachary Stribling, Geri Maschio, Tony Hardin, Susie Thiel, Tracy Ward, Anthony Alterio. Melanie Turner absent. Russell Henderson on leave.

1. Nancy distributed the handout from the Academic Leadership meeting that presented the provost's strategic initiative. Nancy pinpointed 3 areas: graduation rates, interdisciplinary education, and internationalization.
2. Nancy distributed the college's enrollment figures.
3. Given that theatre is at capacity, Nancy proposed a BA in Dance, and distributed a possible curriculum. This curriculum would allow flexibility and permit students to easily double major.
4. She also distributed a survey she conducted of the present dance minors who indicated support for a major. This survey included the kinds of other majors that the students are taking, and this supports the provost's interdisciplinary initiative.
5. Discussion ensued. Topics brought up included: number of productions (possibly adding a student production), design/tech resources, and auditions (placement or admission). Also discussed was the possibility of Jill Schinberg teaching a class for dance. Possible spaces for student productions might include: The Briggs, the LLP, Downtown Arts Center, and the new student center.
6. The faculty discussed strategies for getting the proposal through the university. Auditions and job placement data were among the topics as well as the probability that students would double major with dance being secondary.
7. Nelson moved to accept the proposal; Tracy second. Everyone voted in favor, with John abstaining.

Graduation Composition and Communication Requirement (GCCR)
GCCR COMMITTEE READ-REVIEW FORM (FOR COMMITTEE USE ONLY)

Proposal Program Name and Degree (Full name):	Depart of Theatre and Dance BA Dance
GCCR Committee First Reviewer:	Scott Yost
GCCR Committee Second Reviewer:	
Dates of review:	
Reviewer Notes (optional):	

Proposal review rubric: please review the Proposal Form for the following items:	
1. Outcomes: Does the proposal adequately specify the program-level outcomes for composition & communication?	
Yes: <input checked="" type="checkbox"/>	No: <input type="checkbox"/> Please explain: 2d on form
2. Delivery: Does the proposal adequately explain how the GCCR will be delivered via courses? Is the necessary information for shared courses provided?	
Yes: <input checked="" type="checkbox"/>	No: <input type="checkbox"/> Please explain: In the programTAD 492 Senior Thesis
3. Writing requirement: Does the proposal syllabus specify 4500 words (approximately 15 pages) of composition in the writing requirements of the course?	
Yes: <input checked="" type="checkbox"/>	No: <input type="checkbox"/> Please explain: modified to include the min word/page courtnt
4. Communication requirement: Does the proposal syllabus specify a formal or visual assignment?	
Yes: <input checked="" type="checkbox"/>	No: <input type="checkbox"/> Please explain: final oral/visual presentation
5. Revision requirement: Does the proposal syllabus specify where drafting and revision will be scheduled and required for both the writing and the communication assignments?	
Yes: <input checked="" type="checkbox"/>	No: <input type="checkbox"/> Please explain: modified to include draft for paper with faculty feedback, peer review for oral (and documented)

Graduation Composition and Communication Requirement (GCCR)
GCCR COMMITTEE READ-REVIEW FORM (FOR COMMITTEE USE ONLY)

6. Information literacy: Does the proposal syllabus specify where information literacy is demonstrated in an assignment?	
Yes: <input checked="" type="checkbox"/>	No: <input type="checkbox"/> Please explain: "To fulfill their GCCR requirement for their B.A. degree, students will write an in-depth paper on their research, practice, and result of their project, and present their findings to the group as a visual and aural presentation"
7. Assessment: Does the proposal clarify how the GCCR requirements will be assessed, and on what schedule?	
Yes: <input checked="" type="checkbox"/>	No: <input type="checkbox"/> Please explain: Faculty committee (2-3) reviewing samples of student work. Dept produced evaluation form with 4 pt rubric scale on various components of writing and oral presentation
8. Other information, problems, or queries: Please list any additional items that need to be addressed in this Proposal: written/oral/visual presentations compose 60% of semester grade	

Graduation Composition and Communication Requirement (GCCR)
GCCR COMMITTEE READ-REVIEW FORM (FOR COMMITTEE USE ONLY)

Proposal Information for Registrar:
1. Which specific courses will be the designated GCCR courses for this program? Please list them all clearly with prefix, course number, and full course title.
TAD 492 Senior Thesis
2. What specific course requirement changes will be necessary for implementing the GCCR in this program? (For example, new required core courses; new course modules; new required external courses; etc.) Please itemize the necessary changes to the degree course requirements.
new required course for a new program, BA in Dance
3. What credit hour adjustments will be necessary for implementing the GCCR in this program? (For example, changes in the number of total major hours; changes in the number of elective hours; changes in the distribution of optional hours within the major; etc.) Please itemize the necessary changes to the credit hour requirements.
new program
4. What other information will be necessary for the Registrar to accurately report the GCCR requirements for this program? Please summarize any additional information relevant to the program's degree description as it will be reported in the Bulletin.
none