

**Program Proposal**  
**Bachelor of Arts (BA) and Artium Baccalaureatus (AB) in Dance**  
**With a concentration in General Dance Studies or Performance**

A handwritten signature in blue ink on a light yellow background. The signature reads "P. George Benson" in a cursive script. To the right of the signature is a small horizontal line.

**P. George Benson, President**

**Date: November 15, 2011**

**Program Contact: Gretchen McLaine, Ph.D.**  
**Department of Theatre**  
**843-953-5944; [mclaineg@cofc.edu](mailto:mclaineg@cofc.edu)**

**Proposed Program:** Bachelor of Arts in Dance with concentrations in General Dance Studies (37 hours) or Performance (46 hours)

**Academic Unit Involved:** School of the Arts, Department of Theatre

**Degree designation:** Bachelor of Arts (BA); ArtiumBaccalaureatus (A.B.)

**Proposed Date of Implementation:** Fall 2012

**CIP code:** 50.0301

**Program type:** New

**Site:** College of Charleston campus

**Program qualifies for supplemental Palmetto Fellows Scholarship and LIFE Scholarship Awards:** No

**Delivery Mode:** Traditional

**Program Contact:** Gretchen McLaine, Ph.D.  
Department of Theatre  
843-953-5944; [mclaineg@cofc.edu](mailto:mclaineg@cofc.edu)

## **JUSTIFICATION**

The College of Charleston proposes a Bachelor of Arts degree in dance (DANC) with two separate concentrations. The BA in dance with a concentration in general dance studies is a 37 credit-hour major that is designed for students seeking a major in dance that is grounded in a liberal arts education. The BA in dance with a concentration in performance is a 46 credit-hour major designed to prepare students for potential careers as performing artists while also recognizing the importance of a well-rounded, liberal arts education.

### ***Program Objectives***

The proposed Bachelor of Arts in dance (both concentrations) maintains the following objectives:

- to offer comprehensive training in the technical and theoretical aspects of dance within a liberal arts education;
- to stimulate students' critical thinking through exposure to the many concepts and theories related to sound movement fundamentals and the critical examination of dance, and provide performance and production opportunities;
- to mentor and guide the individual's analytical, creative, and intellectual journey as both an artist and as a contributing member of a greater cultural community; and
- to prepare students for potential graduate study, teaching and performance opportunities, and other employment in the diverse field of dance and the related arts.

### ***Program Need and Significance***

There are currently no colleges or universities in the Lowcountry of South Carolina that offer a degree in dance. The cultural landscape of Charleston provides a prime location for such a program, offering potential internships and employment to dance majors and graduates. In addition, South Carolina requires dance educators in public schools to hold teacher certification; a credential that can also be earned through the PACE program.<sup>1</sup> Although the College will not offer undergraduate K-12 teacher certification in dance, students will be able to earn certification through the *MAT in Performing Arts: Dance* when implemented in the coming years. Students who graduate with a BA in dance from the College of Charleston will have met the pre-requisites for their MAT coursework. Providing highly qualified graduates to area schools will be a benefit of this program. The combination of need for a dance major in the area coupled with a viable marketplace for dance graduates creates the potential collaboration between the College of Charleston, charter/magnet schools, private dance studios, and the community at large. Through

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<sup>1</sup> PACE has identified dance as an area with "critical teaching shortages". For more information on the PACE program, please see <http://www.scteachers.org/cert/pace/subdist.cfm>

events such as Spoleto and Piccolo Spoleto Festival USA, in addition to professional dance companies such as Charleston Ballet Theatre and Annex Dance Company, students will have numerous opportunities to network, collaborate, and intern in the Charleston area.

The College has maintained a minor in dance for many years and the minor has grown in both quality and in the number of students served. The dance minor first appeared in the fall 1993 College catalog, but by the spring of 1996 there was one declared minor. By the fall of 2010 there were 75 declared dance minors at the College. Twenty years ago the Department of Theatre offered two courses per semester in dance; today there are at least twelve dance courses offered each semester, and at least ten of these courses consistently reach capacity enrollment. There are also continual inquiries into the development of a dance major at the college. Between the chair of the department and the full-time member of the dance faculty, approximately six inquiries are fielded per week (includes summer months). Many members of the Charleston community have also observed that our current lack of a dance major is a glaring omission from our prestigious School of the Arts.

A survey to measure student interest in a major was created in the fall of 2009 and was distributed to students taking theatre and/or dance classes as well as to current dance minors. All theatre and dance faculty were given copies of the survey to voluntarily administer during class. Three hundred and forty responses were collected and the data were analyzed. The table provided below summarizes some of those responses.

Responses N= 340	Statements
N=292; 85%	A dance major offers value to the College of Charleston
N= 78; 23%	If the BA in Dance were offered during the next school year, I would likely change my major.
N= 129; 38%	If the BA in Dance were offered, I would likely double-major.
N= 221; 65%	I would be interested in taking additional dance classes.
N= 60; 17%	I want to pursue a career in the dance/dance education field.
N= 107; 31%	I think dance teaches alternative ways of learning and meaning-making.
N= 113; 33%	I think dance provides valuable, transferable skills
N= 139; 34%	If majoring in dance at the College of Charleston was an option when I was in high school, I would have chosen dance as my major.

Respondents were asked to provide comments at the end of the survey. Several comments articulated by the students were insightful and are demonstrative of the type of student that we hope our program will foster. For the purposes of this document, not all comments are provided; however, the following is a small sampling of student quotes: <sup>2</sup>“I think the dance major is a necessary addition to degrees in the arts. It will provide an opportunity for CofC to attract those students looking for a degree in dance and would be a great compliment to dance in the Charleston area”; “A dance major would probably emphasize choreographic skills, which are, as I’ve learned, incredibly valuable and applicable as leadership and organizational skills. Dance itself requires incredible control over the body and mind and allows the dancer to successfully multitask. If the school was able to see the dance major as not just an arts major but also one that allows students to sharpen their leadership and organizational skills, it would be much more likely to be well-received at the college”; “I work at the call center and many parents and alumni express their desire for the major to be offered”.

The BA in dance will prepare students for the demands of the dance field by creating artists, scholars, dancers, choreographers, teachers, and articulate human beings. Not only will graduates be able to undertake a variety of positions within the dance field, it will also prepare students for careers in related areas such as Pilates/somatic practitioners, arts management, dance advocacy, education/curriculum development, audience development, health/fitness management, dance therapy, dance criticism, and dance anthropology. Students who earn the BA in dance will also be prepared for graduate studies.<sup>3</sup>For graduates seeking employment in the private sector, there are an ever-increasing number of dance studios that serve diverse populations in the greater Charleston area.<sup>4</sup>College of Charleston dance graduates will provide local dance studios with highly qualified, college-educated instructors of dance. A recent survey indicated more than 120 private dance studios are located within a one-hour driving radius from the College. Dance instructors with a bachelor’s degree who teach in the private sector should expect to earn \$20 per hour upon graduation.<sup>5</sup> In addition, graduates are often

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<sup>2</sup> Full data from this survey is available from Gretchen McLaine, Assistant Professor of Dance at the College of Charleston.

<sup>3</sup> Students will be prepared to enter MA/MFA programs in dance, dance education, performance/choreography, dance therapy, or dance anthropology.

<sup>4</sup>Data from [www.yellowpages.com](http://www.yellowpages.com), [www.manta.com](http://www.manta.com), and McLaine, G. (2011).*An ethnographic study of current pedagogical and curricular issues in private dance studios within South Carolina*.Marywood University Doctoral Dissertation; reprint with permission of the author.

<sup>5</sup>Gale Encyclopedia of American Industries (2009).*U.S. industry profile: Dance studios, schools, and halls (SIC 7911)*. Retrieved July 27, 2009, from <http://www.answers.com/topic/dance-studios-schools-and-halls>

given opportunities to enhance their income through freelance choreography and performing jobs.<sup>6</sup>The table below provides employment outlook data for dance and related fields.<sup>7</sup>

Occupation	% projected growth, 2008-2018
Dance/choreographer	6
Dance therapy (recreational therapy)	15
Art/dance criticism	8-12
Personal trainer	29
Curriculum and instruction development	23
K-12 educators	12

### ***Centrality to the Mission of the College of Charleston***

The proposed dance major supports both the liberal arts traditions of the College of Charleston and the new strategic plan approved by the Board of Trustees on October 16, 2009. Two specific goals of the strategic plan are realized through the implementation of a dance major: "to provide students a highly personalized education based on a liberal arts and sciences core and enhanced by experiences for experiential learning" (goal 1), and "dedication to education of the whole person through integration of curricular and co-curricular activities" (goal 4).<sup>8</sup> The proposed curriculum for the dance major not only encourages a highly personalized educational experience, but is steeped in experiential learning through the very nature of dance. In addition, the curricular and co-curricular opportunities that the dance major and its related activities (i.e. performances, internships) will provide and foster learning experiences that will

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<sup>6</sup>Gold, R. (2008, May). Dance School Statistics. Dance Studio Life Magazine. Retrieved July 27, 2009, from <http://www.rheegold.com/1-1-06/1-1-08/May%2008/TOC%20Dance%20Studio%20Life%20May%202008.htm>

<sup>7</sup> For additional employment outlook data, please see [www.bls.gov/oco/ocos094.htm](http://www.bls.gov/oco/ocos094.htm)

<sup>8</sup>College of Charleston Strategic Plan; approved by Board of Trustees on Oct. 16, 2009 and available at [http://hss.cofc.edu/pv\\_obj\\_cache/pv\\_obj\\_id\\_3B59D8D45D7F7E675F79E20D1846DF429DF00D00/filename/cofc-strategic-plan.pdf](http://hss.cofc.edu/pv_obj_cache/pv_obj_id_3B59D8D45D7F7E675F79E20D1846DF429DF00D00/filename/cofc-strategic-plan.pdf)

assist in students' self-development. While there will be no direct links with other disciplines at the college, the arts are often interrelated and the growth of the dance program will strengthen the overall cultural experiences available at the college.

### ***Relationship to Other Programs***

The dance minor is currently housed within the Department of Theatre in the School of the Arts. This relationship benefits the dance program through the use of theatres and faculty/staff resources as appropriate. There is a natural proclivity for dance and theatre to bond together, and the department encourages the two areas to find ways in which to collaborate. The support of the Theatre Department in establishing a dance major has been very strong. The new addition of the Cato Arts Center provides the department with two spacious and long-awaited dance studios. Approximately one-third of the total space allocated to Theatre in the building of the Cato Center has been allotted for dance use. In the future, the Theatre Department plans to seek NASD (National Association of Schools of Dance) accreditation to complement our current NAST (Theatre) status.

In addition to the support for a major demonstrated by the Theatre Department, the location of dance within the School of the Arts has great potential for collaboration between faculty and students. Finally, programs within the School of the Arts work to serve the needs of the artistic and civic community. The dance major will continue in this tradition.

### ***Relationship to Other Programs in South Carolina***

Currently there are four other colleges or universities in South Carolina that offer a dance major. Two programs are offered at private colleges (Coker and Columbia), and two at public universities (Winthrop and USC-Columbia). The dance major at the College of Charleston would be open to possible inter-institutional cooperation as appropriate and feasible. Examples of this may include hosting regional/state dance conferences, sponsoring master classes or guest artist events in which other institutions may attend, or even a creative exchange (serving as guest choreographer, etc.) between dance faculty of two or more institutions.

The largest differentiations between the other schools and the proposed major at the College of Charleston are the size of the program and the curricular balance between theoretical and technical coursework. Columbia College is a larger dance program. In addition to the BA, they offer a BFA in dance, which requires 65 credit hours and is more performance-oriented. USC's program is a BA in dance, but is heavily focused on classical ballet performance and pedagogy. Winthrop and Columbia College also offer a BA in dance with K-12 certification, but completion of both programs requires additional coursework in education and field supervision. The undergraduate dance major at the College of Charleston would require between 37-46 hours in the major area of study and could be completed within the 122 credit hours required by the college and within four years. This allows for both the concentrated coursework in the major and the intense study of various liberal arts disciplines, ensuring the creation of an artist that is well-versed in the world around him/her, and able to articulate himself/herself.

## **ENROLLMENT**

### ***Admissions Policy***

In the spirit of the liberal arts tradition, the proposed BA in dance with a concentration in general dance studies would not require any additional admission requirements. The dance program believes that any student should have the opportunity to pursue dance as a major field of study if he/she so chooses. However, to ensure the viability of student success, the minimum grade of C+ is required in dance major technique courses. Students who fail to meet those grading standards may be asked to remediate skills through additional courses to better equip them for the next level(s) of study.

The BA in dance with a concentration in performance will require a dance audition for admission to the major. Students may audition at any time. Those students who may be initially denied admission into the performance concentration will be able to re-audition throughout their academic career. Again, instituting a minimum grade requirement of C+ in all technique courses will ensure program quality and student success.

### ***Projected Enrollments***

Enrollment of approximately 50 total majors is projected. Higher enrollments will require additional resources, including new faculty. Although a new faculty hire in dance is a “very high priority” for the School of the Arts, current faculty can support the expected enrollment. In both the Projected Total Enrollments table and the Estimated New Enrollments table, it is assumed that each student will enroll in approximately six credit hours of dance classes for both the fall and spring semesters. The estimate of Projected Total Enrollment also includes a 20% attrition rate from the freshman year to the sophomore year, based on attrition rates of comparable dance programs at other institutions. The projected total enrollment includes the existing students (from various programs on campus) and new students that are attracted to the College because of the dance major. It should also be noted that we expect a large number of students will choose to double major.

### ***Projected Total Enrollments***

<b>YEAR</b>	<b>FALL</b>		<b>SPRING</b>	
	Headcount	Credit Hours	Headcount	Credit Hours
2012 – 13	30*	450	30	450
2013 – 14	41**	645	41	645
2014 – 15	53***	795	53	795
2015 – 16	55	825	55	825
2016 – 17	51	765	60	765

\* Twenty new freshmen, ten internal “transfer” sophomores.

\*\* Students who completed the first year (minus two for attrition) plus fifteen new students. No new transfers from within the institution.

\*\*\* Calculating graduation, attrition and new enrollments, along with internal transfer graduates.



### ***Projected New Enrollments\****

<b>YEAR</b>	<b>FALL</b>		<b>SPRING</b>	
	Headcount	Credit Hours	Headcount	Credit Hours
2012 – 13	20	300	0	
2013 – 14	15	225	0	
2014 – 15	20	300	0	
2015 – 16	20	300	0	
2016 – 17	25	375	0	

\*Enrollments will be controlled according to available resources.

### **CURRICULUM**

The Bachelor of Arts in Dance will require completion of 29 credits in the core curriculum, and either an additional 17 credits (Performance concentration) or 8 credits (General Dance Studies), according to concentration. Students that wish to earn the AB degree must fulfill additional requirements, including 18 hours in Latin or Greek, and six hours in classical civilization.<sup>9</sup>

#### ***Core Courses (29 credits)***

1. Must have six credit hours from the following with a minimum of four credit hours earned at the 300 or 400-level (Only fourteen hours from technique classes at the 300 or below level are counted towards graduation):
  - DANC 285- Ballet I (2 credits; declared dance major; not repeatable for additional credit)
  - DANC 385- Ballet II (2 credits; minimum grade of C+ in DANC 285 or permission of instructor)
2. Must have six credit hours from the following with a minimum of four credit hours earned at the 300 or 400-level (Only fourteen hours from technique classes at the 300 or below level are counted towards graduation):
  - DANC 237- Modern I (2 credits; declared dance major; not repeatable for additional credit)
  - DANC 337- Modern II (2 credits; grade of C+ or better in DANC 237 or permission of instructor)
3. DANC 235 (Jazz 1) (2 credits)
4. THTR 209 (Stagecraft) OR THTR 240 (Costume I: Introductory Study) (3 credits)
5. DANC 331- History of Western Dance (3 credits)
6. DANC 332- Dance Improvisation and Choreography (3 credits; DANC 285 AND DANC 237 or equivalent)
7. DANC 421-Applied Kinesiology for Dance (3 credits; not open to freshmen)
8. DANC 441- Dance Capstone (3 credits; tailored by concentration and individual interest)

#### ***Option 1: Performance Emphasis (audition required; dance core plus 17 credits)***

1. THTR 202- Performance Practicum (1 credit each; 2 credits total)
2. THTR 200 (General Practicum) OR THTR 201 (Production Practicum) (1 credit)

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<sup>9</sup>Undergraduate Catalog, 2009-2010. College of Charleston

3. Six credits from a combination of DANC 437 (Modern III) and DANC 485 (Ballet III). (6 credits; open to performance track students only or permission of instructor)
4. DANC 333- Dance Choreography II (3 credits; permission of instructor)
5. A minimum of five credits from any combination of the following courses:
  - DANC 330- History of Non-Western Dance (3 credits)
  - DANC 351- Pedagogical Methods and Practice (3 credits; open to jr./sr. majors only)
  - DANC 422- Body Conditioning and Somatics (2 credits)
  - DANC 442- Career Seminar in Dance (3 credits)
  - DANC 489- Special Topics in Dance (2-3 credits; as available)

**Option 2: General Dance Studies (dance core plus 8 credits)**

1. THTR 200 OR 201 (1 credit each; 2 credits total)
2. A minimum of six credits from any combination of the following courses:
  - DANC 330- History of Non-Western Dance (3 credits)
  - DANC 351- Pedagogical Methods and Practice (3 credits; open to jr./sr. majors only)
  - DANC 442- Career Seminar in Dance (3 credits)
  - DANC 489- Special Topics in Dance (2-3 credits; as available)

**Sample Major Curriculum for BA in Dance with a concentration in General Dance Studies**

<b>Freshman (year 1)</b>		<b>Sophomore (year 2)</b>	
<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>
ENG 110 (4) Language (3) History (3) DANC 235 (2) DANC 285 (2) 14 hours	Elective (3) Elective (3) Language (3) DANC 237 (2) THTR 209/240 (3) 17 hours	Math (3) Language (3) Elective (3) Social Science (3) DANC 385 (2) DANC 331 (3) 17 hours	Language (3) Humanities (3) Math (3) DANC 332 (3) THTR 200/201 (1) DANC 385 (2) 15 hours
<b>Junior (year 3)</b>		<b>Senior (year 4)</b>	
<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>
Science (3) Science Lab (1) Elective (3) Elective (3) DANC 337 (2) DANC 421 (3) 15 hours	Humanities (3) Science (3) Science Lab (1) Elective (3) DANC 337 (2) DANC 441 (3) THTR 200/201 (1) 16 hours	Humanities (3) Social Science (3) Elective (3) History (3) DANC elective (3) 15 hours	Elective (3) Elective (3) Humanities (3) DANC elective (3) 15 hours

***Sample Major Curriculum for BA in Dance with a concentration in Performance***

<b>Freshman (year 1)</b>		<b>Sophomore (year 2)</b>	
<b><i>Fall</i></b>	<b><i>Spring</i></b>	<b><i>Fall</i></b>	<b><i>Spring</i></b>
ENG 110 (4) Language (3) History (3) DANC 235 (2) DANC 237 (2) 14 hours	Elective (3) Elective (3) Language (3) DANC 385 (2) THTR 209/240 (3) 17 hours	Math (3) Language (3) Social Science (3) DANC 337 (2) DANC 331 (3) 14 hours	Language (3) Humanities (3) Math (3) DANC 332 (3) THTR 200/201 (1) DANC 385 (2) 15 hours
<b>Junior (year 3)</b>		<b>Senior (year 4)</b>	
<b><i>Fall</i></b>	<b><i>Spring</i></b>	<b><i>Fall</i></b>	<b><i>Spring</i></b>
Science (3) Science Lab (1) Elective (3) DANC Elective (3) DANC 337 (2) DANC 333 (3) 15 hours	Humanities (3) Science (3) Science Lab (1) Elective (3) DANC 235 (2) DANC 485 (2) THTR 202 (1) 15 hours	Humanities (3) Social Science (3) History (3) DANC elective (3) DANC 421 (3) DANC 437 (2) 17 hours	Elective (3) Elective (3) Humanities (3) DANC 441 (3) DANC 437 (2) THTR 202 (1) 15 hours

***Assessing Student Learning Outcomes***

Students will experience both formative and summative assessments in all DANC classes. Student learning outcomes for each course will appear on the syllabus and each course will be mapped onto the program-level outcomes for the major in dance. Student learning will therefore be assessed at the course and program levels. Technique classes will have both written and performance-based assessments; self-evaluations will also be employed as appropriate. Theoretical courses in DANC will include written assessments, portfolio reviews, and critique of creative works.

***Descriptions of New DANC Courses***

DANC 235: Jazz Dance Technique- This course is an exploration of various jazz dance techniques and styles for dance majors. Emphasis will be on practical application of course material, technical acquisition, performance quality, and an understanding of the basic tenets of this eclectic dance genre. Prerequisite: declared dance major or permission of instructor.

DANC 237: Modern Dance Technique I- The first level in a sequential curriculum designed for the dance major, this course explores different styles of classical modern dance technique with an emphasis on correct alignment and technical execution of movement through practical application of course material. Prerequisite: declared dance major or permission of instructor; not repeatable for additional credit.

DANC 285: Classical Ballet Technique I- The first level in a sequential curriculum designed for the dance major, this course in classical ballet technique emphasizes correct alignment and execution of technique for effective expression as a performing artist. Emphasis on practical application of concepts, including barre and center work. Prerequisite: declared dance major or permission of instructor; not repeatable for additional credit.

DANC 330: History of Non-Western Dance- Explores the complex relationships between dance and its surrounding cultural landscape. Offers a critical evaluation of the role that dance plays in non-western societies and its functions within various cultures. Investigates how dance is defined by the political, social, religious, economic and moral values of a society.

DANC 331: History of Western Dance- A comprehensive historical study of the development of dance in western culture from pre-Christianity to the present. Review of significant genres, dancers, choreographers, works, and companies. Explores how dance is both a function of society and theatrical entertainment. Overview of accompanying developments in music, theatre, and related fine arts.

DANC 332: Dance Improvisation and Choreography- Introduction to the principles of dance choreography. Emphasis upon the creative processes involved in the craft of choreography will be explored through practical studio work. Improvisation as a means of generating movement material will also be explored. Prerequisites: DANC 285 & DANC 237 or equivalent.

DANC 333: Dance Choreography II- Further exploration of the craft and art of dance choreography, as well as the critical reflection found in dance criticism. Emphasis is on the creation of new work, particularly group dances. The course is comprised of practical studio work and will culminate in a public showing of choreography. Prerequisites: DANC 332 and permission of instructor.

DANC 337: Modern Dance Technique II- A continuation of DANC 237. The second level of a technique course in modern dance technique designed for the dance major, this course explores different styles of classical modern dance with an emphasis on correct alignment and refinement of technique through practical application of course material. Prerequisite: C+ or higher in DANC 237 or permission of instructor; may be repeated once for credit.

DANC 351 : Dance Pedagogy and Practice- Theoretical study and practical application of dance instruction, including teaching methods, lesson plans, observation, and teaching. The course emphasizes educational dance instruction designed for children, youth, and adults. Students will be required to view dance education practices with analysis and criticism. Prerequisite: junior or senior dance major.

DANC 385: Classical Ballet Technique II- A continuation of DANC 285. The second level of a technique course in classical ballet with an emphasis on the awareness and efficiency of body movement for effective expression as a performing artist. Emphasis on practical application of concepts, including barre and center work. Prerequisite: C+ or higher in DANC 285 or permission of instructor; may be repeated once for credit.

DANC 421: Applied Kinesiology for Dance- An analytical study of the mechanical, physiological, and anatomical principles of movement and specific dance techniques. The course emphasizes the function of the body in movement, the structure of the body in movement, and how dance affects these two areas. Movement analysis and dance injuries will be studied. Prerequisite: not open to freshmen; preference given to dance majors.

DANC 422: Body Conditioning and Somatics- Emphasizes the development and implementation of training programs for dancers. All aspects of fitness and physical activity, including strength, endurance, flexibility, and nutrition will be addressed. Sound principles and approaches to the development of appropriate fitness levels for dance will be explored through movement sessions, lectures, and individualized programming. Prerequisite: preference given to dance majors.

DANC 437: Modern Dance Technique III- Advanced instruction of modern dance technique with an exploration of space, time and weight. A conscious approach towards movement understanding and performance will be emphasized. Emphasis on warm-up, center work and locomotor phrases with a concentration on advanced technical proficiency. Prerequisite: performance track students or permission of instructor: may be repeated once for credit.

DANC 441: Dance Capstone- This capstone experience is tailored by concentration, individual interest, and career goals. The student is responsible for designing, researching, analyzing, presenting and evaluating an individual dance project as a culminating education experience. Prerequisite: senior dance major status. Prerequisite: open to senior dance majors only.

DANC 442: Career Seminar in Dance- This course provides an in-depth exploration of various career opportunities for the emerging dance practitioner, including education, management, research, technological and creative endeavors. It is intended to provide students with information on the many specialized professions within the dance field in order to help students find their individual dance focus.

DANC 485: Classical Ballet Technique III- A continuation of DANC 385. The advanced level of a technique course in classical ballet with an emphasis on the awareness and efficiency of body movement for effective expression as a performing artist. Emphasis on practical application and mastery of concepts, including barre and center work. Prerequisite: performance track students or permission of instructor: may be repeated once for credit.

## **FACULTY**

Currently, there is one full-time faculty member, which is adequate to meet the demands of the curriculum for the short-term (two years after implementation of the major) as long as there is an increase in adjunct support to significantly enhance course offerings. Two of the part-time faculty have been employed at the college for more than ten years, making them experienced members of the School of the Arts faculty and invested participants in the proposed major. As the dance major is implemented and progresses, eventually there will be a need to hire an additional full-time faculty member. This line is listed as a very high priority for the School of the Arts and has already been included in Department of Theatre budget requests. In addition to the one current full-time faculty, adjuncts will be utilized to satisfy teaching needs, along with staggering the introduction of new courses to manage teaching loads. The curriculum was designed and mapped to maximize existing resources so that the first two years of implementation do not require additional full-time faculty support. Overall, there will be fewer sections of non-major classes offered in dance until faculty support is adequate. The requested full-time line would need to be in performance/choreography, and successful candidates for this position would ideally hold an MFA in Dance.

The proposed major in dance would create a need for a director of the dance program within the Department of Theatre. A newly appointed director of dance would take on additional staffing duties, along with the support of the department chair. The director will require a stipend (and eventually a one-course release time) in order to effectively handle these duties.

### ***Faculty List***

<b><i>List of Faculty by rank</i></b>	<b><i>Highest Degree Earned</i></b>	<b><i>Field of Study</i></b>	<b><i>Teaching in the Field (Y/N)</i></b>
Assistant Professor	Ph.D.	Dance, dance education	Yes
Adjunct Professor 1	MFA	Dance technique	Yes
Adjunct Professor 2	MA	Dance, dance education	Yes
Adjunct Professor 3	BA	Dance technique	Yes

**Unit Administration/Faculty/Staff Support**

Year	New		Existing		Total	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
<i>Administration (Program Director)</i>						
2011-2012	0		1	.25	1	.25
2012-2013	0		1	.25	1	.25
2013-2014	0		1	.25	1	.25
2014-2015	0		1	.25	1	.25
2015-2016	0		1	.25	1	.25
<i>Faculty</i>						
2011-2012	0		1	.75	1	.75
2012-2013	0		1	.75	1	.75
2013-2014	1	1.00	1	1.75	2	1.75
2014-2015	0		2	1.75	2	1.75
2015-2016	0		2	1.75	2	1.75
<i>Staff</i>						
2011-2012	0	0	0	0	0	0
2012-2013	0	0	0	0	0	0
2013-2014	0	0	0	0	0	0
2014-2015	0	0	0	0	0	0
2015-2016	0	0	0	0	0	0

**PHYSICAL PLANT**

With the completion of the Cato Arts Center in late 2009 ensured two large dance studios and faculty office space are now available for the proposed dance major. Currently, there are two large dance studios designated exclusively for dance program use; two additional acting/movement studios may be used as available for student projects. Dance currently

shares use of other Theatre Department spaces as appropriate, including the use of the Emmett Robinson Theatre, Calhoun Annex/Chapel Theatre, Theatre 220, and academic classrooms. Because the facilities in the CATO center are new, there is no anticipated renovation or other additional physical plant expenses for the implementation of this major.

## **EQUIPMENT**

The dance program has requested a new portable marley floor for future production use. Floors of this type usually last for at least ten years and cost between \$20-30 per square foot; therefore, this would be a one-time expense of approximately \$5,000.00. Academic Affairs has agreed to cover this non-recurring expense.

## **LIBRARY RESOURCES**

### **Assessment of Collection**

During the summer of 2010, the Library at the College of Charleston conducted an analysis of its holdings in Theatre and Dance.<sup>10</sup> Findings demonstrate that our current library holdings are sufficient for the major as proposed. As the major grows, appropriate resources will be necessary to maintain and improve the collection of materials.

## **ACCREDITATION**

There is no mandatory certifying or accrediting agency in dance. However, we plan to eventually seek voluntary accreditation with the National Association of Schools of Dance. Founded in 1981, this organization has approximately 70 accredited institutional members.<sup>11</sup> NASD establishes curricular standards for both undergraduate and graduate dance programs. Institutional membership is granted only through a peer-reviewed process, and may not be sought until after a program graduates its first class (at least four years). Accreditation from NASD would align the undergraduate dance program with the accreditation that the undergraduate theatre program currently has with the National Association of Schools of Theatre (NAST).

## **ARTICULATION**

Students who enter the College from two-year colleges will not have great difficulty majoring in dance, provided that they do not need to remediate any dance technique courses. Although many two-year colleges do not offer courses that would count toward the dance major, a student entering the College as a junior, with proper advising, has time to complete

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<sup>10</sup> Analysis conducted by Jannette Finch, College of Charleston librarian

<sup>11</sup> For complete information on NASD, including their accreditation process and requirements, please visit <http://nasd.arts-accredit.org/index.jsp?page=index>



the major, particularly if that student has completed many of his/her general education requirements.

**ESTIMATED NEW COSTS**

Most hours required by the major will be taken in (a) courses developed specifically for the major or (b) existing courses for which additional sections would be required. If we assume that approximately half the majors will complete concentrations in performance and half in general dance studies, then the average number of SCH per major required by the program is approximately 42. Because dance majors are likely to take dance courses as freshmen, for ease of calculation, we assume these hours average approximately 10.5 a year per major, an assumption consistent with the sample curricula and one which does not affect the long-term calculation of revenue. We include a modified version of Projected Total Enrollments that includes (a) the projected headcount for majors, (b) the number of SCH per year for courses required by the major itself, and (c) the estimated faculty FTE required annually, based on an average class size of 15-20 and each faculty member carrying courses totaling 18-24 credit hours per year (270-480 SCH per year).

***Enrollments and SCH in major only***

	Headcount	Hours required by the major annually	Faculty FTE required annually
2012-13	30	315	1
2013-14	41	430	1.5
2014-15	53	556	2
2015-16	55	577	2
2016-17	51	535	2

Cost and revenue calculations for courses in the major only are based on the table above.

### Costs to the Institution and Sources of Financing

Estimated Costs by Year						
Category	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Totals
Program Administration*	\$7,711	\$7,711	\$15,836	\$15,836	\$18,750	\$65,844
Faculty Salaries*	\$65,000	\$81,250	\$124,865	\$124,865	\$119,730	\$515,710
Graduate Assistants						
Clerical/Support Personnel	\$4,083	\$4,083	\$4,083	\$4,083	\$4,083	\$20,415
Supplies and Materials						
Library Resources	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
Equipment						
Facilities						
Other (Operating)	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
<b>TOTALS</b>	<b>\$80,794</b>	<b>\$97,044</b>	<b>\$148,784</b>	<b>\$148,784</b>	<b>\$146,563</b>	<b>\$621,969</b>
Sources of Financing by Year						
Estimated FTE Revenue**(Please see comment below)	\$50,021	\$79,886	\$143,672	\$152,093	\$137,472	\$563,144
Tuition Funding						
Other State Funding						

Reallocation of Existing Funds (Chair FTE, faculty salaries, clerical support, library)***	\$76,294	\$92,544	\$79,284	\$79,284	\$77,063	\$404,469
Federal Funding						
Other Funding						
TOTALS	\$126,315	\$172,430	\$222,956	\$231,377	\$214,535	\$967,613

\* Program administration costs include .10 chair's FTE for Years 1-3. Other faculty and administration costs are based on based on \$50,000 + 30% benefits average cost for existing and newly hired roster faculty FTE, \$25,000 + benefits for fulltime adjunct FTE. Adjunct replacement costs for course releases are included.

\*\* Calculation of Estimated FTE Revenue (\$401 per credit hour for in-state students is used to calculate revenue from students taking courses in the major, but certain amounts being reallocated are already funded by tuition dollars and thus are subtracted from revenue indicated in this row and appear instead under Reallocation of Existing Funds)

\*\*\* Existing/reallocated faculty FTE is comprised of one existing roster faculty line and existing use of adjunct FTE reallocated to the major as calculated in the table listing SCH for major courses. Existing library funds will be reallocated to cover the dance program.

## **INSTITUTIONAL APPROVAL**

This proposal has been approved by:

Chair, Department of Theatre	09/30/10
Dean of the School of the Arts	10/01/10
Provost at the College of Charleston	10/01/10
Curriculum Committee at the College of Charleston	10/15/10
Faculty Senate at the College of Charleston	11/02/10
President at the College of Charleston	1/15/11
Board of Trustees at the College of Charleston	4/15/11