

Docket Item:

University Program Approval: University of Oregon, Bachelor of Fine Art (BFA) in Dance.

Summary:

University of Oregon proposes a new degree program leading to a BFA in Dance. The statewide Provosts' Council has unanimously recommended approval. Higher Education Coordinating Commission (HECC) staff completed a review of the proposed program. After analysis, HECC staff recommends approval of the program as proposed.

Staff Recommendation:

The HECC recommends the adoption of the following resolution:

RESOLVED, that the Higher Education Coordinating Commission approve the following program:

BFA degree in Dance at University of Oregon.



Proposal for a New Academic Program

Institution: University of Oregon

College/School: School of Music and Dance

Department/Program Name: Dance

Degree and Program Title: Bachelor of Fine Arts in Dance

1. Program Description

a. Proposed Classification of Instructional Programs (CIP) number.

50.0301

b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

Building on the legacy of UO Dance faculty, Martha Hill, and her student, Bessie Schonberg, who first introduced Modern Dance to universities across the United States nearly a century ago, the proposed BFA in Dance degree will pioneer a new approach to inclusive dance education. This will be the only BFA in Dance offered in the state of Oregon and one of only a limited few BFA degrees in the U.S. that requires equal study in dances of the African diaspora, such as Hip-hop and Jazz, and Euro-centric forms such as Contemporary and Ballet. This will afford equal access to lower-income and non-white students, which inherently expands the diversity of the program to include other marginalized groups.

With this degree plan it will be possible for students to enter the UO Dance program as creative and talented movers from all backgrounds and successfully graduate in four years with marketable professional dance skills such as Teaching, Performing, and Choreographing, as well as corollary fields such as Technical Production and Arts Administration.

c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

Proposed 4-year Degree Plan

BFA 1st Year								
Fall			Winter		Spring			
		Cr			Cr		Cr	
DANC 175	Jazz 1	1	DANC 175	Jazz 1	1	DANC 175	Jazz 1	1
DANC 185	African 1	1	DANC 185	African 1	1	DANC 185	African 1	1
DANC 170	Modern 1	1	DANC 170	Modern 1	1	DANC 170	Modern 1	1
DANC 172	Ballet 1	1	DANC 172	Ballet 1	1	DANC 172	Ballet 1	1
DAN 408	Performance: Loft	2	DAN 125	First Year Seminar	1	DAN 171	Improvisation	1
DAN 125	First Year Seminar	1	WR 122/3	College Comp 2	4	DAN 125	First Year Seminar	1

WR 121	College Comp 1	4	Gen Ed	4	DAN 251*	Looking at Dance (AL)	4
	Gen Ed	4	Elective	2	Gen Ed	Area/Cultural Literacy	4
Major Credits		7		5			6
Gen Ed Credits		8		8			8
Elective Credits		0		2			0
Total Credits		15		15			14

BFA 2nd Year							
Fall	Cr	Winter		Cr	Spring		Cr
DANC 275 Jazz 2	1	DANC 275	Jazz 2	1	DANC 275	Jazz 2	1
DANC 285 African 2	1	DANC 285	African 2	1	DANC 285	African 2	1
DANC 270 Modern 2	1	DANC 270	Modern 2	1	DANC 270	Modern 2	1
DANC 272 Ballet 2	1	DANC 272	Ballet 2	1	DANC 272	Ballet 2	1
DAN 271 Contact Improvisation	1	DAN 408	Performance: Faculty/Guest	2	DAN 252	Fundamentals of Rhythm	3
DAN 255 Production 1	3	DAN 256	Somatics	3	DAN 355	Production 2	1
DAN 260* Anatomy of Human Mvt (S)	4	DAN 241*	Screendance (AL)	4	Gen Ed	Area/Cultural Literacy	4
Gen Ed	4	Elective		2	Elective		2
Major Credits		8		9			8
Gen Ed Credits		8		4			4
Elective Credits		0		2			2
Total Credits		16		15			14

BFA 3rd Year							
Fall	Cr	Winter		Cr	Spring		Cr
DANC 375 Jazz 3	1	DANC 375	Jazz 3	1	DANC 375	Jazz 3	1
DAN 394 Contemporary 3	3	DAN 394	Contemporary 3	3	DAN 394	Contemporary 3	3
DANC 372 Ballet 3	1	DANC 372	Ballet 3	1	DANC 372	Ballet 3	1
DAN 436 Dema African Performance	3	DAN 436	Dema African Performance	3	DAN 436	Dema African Performance	3
DAN 408 Performance: Loft	2	DAN 360	Kinesiology	4	DAN 352	Composition 2	3
DAN 351 Composition 1	3	Gen Ed		4	Gen Ed		4
DAN 301 African Aesthetics	4				Elective		2
Major Credits		17		12			11
Gen Ed Credits		0		4			4
Elective Credits		0		0			2
Total Credits		17		16			17

BFA 4th Year							
Fall	Cr	Winter		Cr	Spring		Cr
DAN 494 Contemporary 4	3	DAN 494	Contemporary 4	3	DAN 494	Contemporary 4	3
DAN 480 Dance Repertory	2	DAN 481	Repertory Company-Reh	2	DAN 482	Repertory Company-Perf	2
DAN 452 Composition 3	3	DAN 491	Teaching Dance	3	DAN 412	Student Concert	3
DAN 458 Music for Dancers	3	DAN 425	Senior Seminar	1	DAN 404	Internship	2
DAN 425 Senior Seminar	1	DAN 443	Dance and Power	3	DAN 425	Senior Seminar	1
Elective	4	Elective		2	DAN 444	Contemp Issues in Dance	3
Major Credits		12		12			14
Gen Ed Credits		0		0			0
Elective Credits		4		2			0
Total Credits		16		14			14

183 Total Credits (180 Minimum)

121 Total Major Credits (117 Minimum NASD)

48 Total Gen Ed Credits (45-54 Minimum NASD)

36 Area Satisfying Credits

8 Written English Credits

83 Upper Division Credits (62 Minimum)

14 Elective Credits (9-18 Minimum NASD)

- d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

The BFA in Dance will be offered at the University of Oregon home campus in Eugene. We are not currently planning to offer the degree online but some of the courses may be offered online.

e. Adequacy and quality of faculty delivering the program.

The major consists of mostly existing courses from the Dance department staffed by tenure-track and career faculty that have a long history of high-quality instruction and scholarship. The School of Music and Dance has committed to ensuring there are adequate, quality faculty in the future should the demand in the major exceed current capacity. We do not anticipate that happening in the first 5 years.

f. Adequacy of faculty resources – full-time, part-time, adjunct.

See above

g. Other staff.

The Dance Department already administers a BA and BS in Dance and will not require additional staff to administer the BFA in Dance.

h. Adequacy of facilities, library, and other resources.

No additional facilities, equipment or other resources are required to offer the proposed BFA in Dance.

i. Anticipated start date.

Fall 2021

2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.

The proposed BFA in Dance is connected with the UO's mission, signature strengths and strategic priorities in a number of ways. For example, it fosters equity and inclusion by requiring the study of dances of the African diaspora, such as African and Jazz, with equal credit value to Western dance forms, such as Contemporary dance and Ballet.

The proposed BFA in Dance degree will help individuals question critically through theory courses in History and Culture (e.g. DAN 454 Contemporary Issues in Dance), which offer students insight into body-politics intrinsic to the art of dance, specifically; race, gender, age, ability and power. This degree will help students think logically through courses in Movement Science (e.g. DAN 260 Anatomy of Human Movement), which instill a deep understanding of the body's form and function in order to empower optimal performance while preventing injuries. The BFA in Dance will help individuals reason effectively through courses in Technology and Music (e.g. DAN 255 Dance Production and DAN 458 Music for Dancers), which prepare students to use lighting and sound design equipment and software for live performances and electronic presentations.

The proposed BFA in Dance will help individuals communicate clearly and act creatively through courses in Movement Technique (e.g. DANC 285 African II), Improvisation (e.g.

DAN 271 Contact Improvisation), Composition (e.g. DAN 352 Dance Composition 2), Performance (DAN 408 Work, Rehearsal & Performance), and Teaching (e.g. DAN 491 Teaching Dance), which require multiple modes of communication, adaptability, complex problem solving, collaboration, and creativity.

The proposed BFA in Dance helps individuals live ethically through Performance Ensemble requirements such as DAN 436 Dema African Performance and DAN 482 Repertory Company that provide opportunities to engage in community service and outreach to inner-city youth in public schools, after school programs, and private studios across Oregon.

b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

The proposed BFA in Dance will contribute to meeting UO and statewide goals for student access and diversity by offering an inclusive curriculum that requires equal study in Eurocentric dance forms and those of the African diaspora.

c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:

- i. improve educational attainment in the region and state;**
- ii. respond effectively to social, economic, and environmental challenges and opportunities; and**
- iii. address civic and cultural demands of citizenship.**

The proposed BFA in Dance will meet statewide goals of educational attainment, responsibility to environmental challenges, and the civic demands of citizenship by providing the only such degree in the state of Oregon and one of only a limited few BFA degrees in the U.S. that offers an inclusive curriculum. This affords equal access to lower-income and non-white students, which inherently expands the diversity of the program to include other marginalized groups.

With the proposed BFA in Dance it will be possible for students to enter the program with creativity and a talent for movement, but as beginners in formal dance training and successfully graduate in four years with marketable professional dance skills such as Teaching, Performing, and Choreographing, as well as corollary fields such as Technical Production and Arts Administration.

3. Accreditation

The program will seek accreditation with the National Association of Schools of Dance (NASD). The curriculum has been designed to align with NASD standards.

Approval of the proposed BFA in Dance is the first step in the process of accreditation by NASD. There was a site visit from an NASD Consultant during the Spring 2018 to orient the Dance department to the application process. If the proposed BFA in Dance is approved to launch Fall 2021, the Dance department would apply for NASD accreditation Spring 2023.

4. Need

a. Anticipated fall term headcount and FTE enrollment over each of the next five years.

The target enrollment for the BFA in Dance is 10 students per class or 40 total BFA majors in a given year.

Year 1	Year 2	Year 3	Year 4	Year 5
10	20	30	40	43

b. Expected degrees/certificates produced over the next five years.

Year 1	Year 2	Year 3	Year 4	Year 5
0	0	0	10	20

c. Characteristics of students to be served (resident/nonresident/international; traditional/ nontraditional; full-time/part-time, etc.).

Students pursuing the BFA in Dance will be a mix of resident, nonresident, and international full-time traditional students.

d. Evidence of market demand.

The Dance department currently averages 10-15 BA/BS Dance majors per class, which means that it can anticipate doubling its numbers of majors between the two degree plans.

Based on annual inquiries from prospective students, especially students from Oregon, indicating they prefer to pursue a professional degree such as the BFA, the Dance Department is confident it can meet the projections above, and retain more Oregon students.

e. If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

N/A

f. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

Graduates with a BFA in Dance will be prepared to enter the job market with skills directly related to professional dance i.e. Performing, Choreographing, Directing, Teaching, Technical Production, Arts Management, Non-profit Organizations, and Health/Wellness fields.

BFA in Dance graduates will also be prepared to pursue MFA degrees.

BFA in Dance majors will acquire transferable skills to any profession prizing leadership, creativity, adaptability, collaboration, and self-discipline.

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

Principle Learning Outcome (Concept or Skill)	Part of curriculum where this is introduced	Part of curriculum where this is developed	How students demonstrate mastery
Proficient in diverse dance techniques.	Lower-division dance Technique courses e.g. DANC 170, DANC 270, DANC 172, DANC 272, DANC 175, DANC 275, DANC 185, and DANC 285	Upper-division dance Technique courses e.g. DAN 394, DAN 494, DANC 372, and DANC 375.	Ability to recreate, repeat, and retain class exercises in diverse dance forms. Ability to integrate technical principles of proper alignment, body placement, joint articulation with artistic themes of musicality, dynamics and style.
Perform diverse dance forms at a professional level.	Performance courses e.g. DAN 408.	Performance ensemble and repertory courses e.g. DAN 436, DAN 480, DAN 481, and DAN 480.	Ability to perform diverse dance repertory and original choreography in professional dance venues.
Compose original works of choreography for public presentation.	Lower-division Creative Practice courses e.g. DANC 171 and DANC 172.	Upper-division Creative Practice courses e.g. DAN 351, DAN 352, DAN 452, DAN 410 (elective), and DAN 412.	Produce original choreography in live and digital public performances.
Understand dance historically and culturally from a global perspective.	Lower-division Theory courses in History and Culture e.g. DAN 241 and DAN 251.	Upper-division Theory courses in History and Culture e.g. DAN 301, DAN 453 and DAN 454.	Ability to articulate an understanding of the historical and cultural context of dance throughout the world through creative projects, verbal presentation and written papers and examinations.
Understand the body's form, function, and connection to the mind.	Lower-division Theory courses in Science and Somatics e.g. DAN 256 and DAN 260.	Upper-division Theory courses in Science and Somatics e.g. DAN 360.	Ability to identify specific anatomy and physiology, how those systems relate to human psychology and articulate how that relationship informs dance through creative projects, verbal presentations and

Principle Learning Outcome (Concept or Skill)	Part of curriculum where this is introduced	Part of curriculum where this is developed	How students demonstrate mastery
			written papers and examinations.
Musicality and rhythmic acuity.	Lower-division Theory courses in Music e.g. DAN 252 and dance Technique (listed above).	Upper-division Theory courses in Music e.g. DAN 458 and dance Technique (listed above).	Ability to embody diverse rhythmic patterns, identify diverse musical genres and composers, design original scores, through creative projects, written papers and examinations, and verbal presentations.
Produce live dance performance.	Lower-division Theory course in dance Production e.g. DAN 255.	Upper-division Theory course in dance Production e.g. DAN 355.	Collaborate with choreographers to create original lighting designs and perform all technical and manual backstage functions of 2 live dance concerts.
Entrepreneurship	Freshman Seminar course DAN 125.	Senior Seminar course DAN 425.	Career planning, resume and website development, video work samples, research dance communities with professional opportunities, and complete actual applications for arts grants and dance-related positions.

b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

The Dance department will use a combination of Student Experience Surveys (our version of student “course evaluations”), assessment of student work and performances, student exit interviews, student job placement data, and graduate school admittance, to assess and improve the curriculum.

The program will follow NASD guidelines for assessing learning outcomes in accordance with their standards.

c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

Dance research faculty are expected to publish their research through live performances, choreographic/music compositional presentations, written publications, conference

presentations or other invited speaking/teaching engagements. Additional indicators of success include; awards, grants, commissions, and invited residencies.

6. Program Integration and Collaboration

a. Closely related programs in this or other Oregon colleges and universities.

No public institutions in the state of Oregon currently offer a BFA in Dance.

b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

Not applicable.

c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

Not applicable.

d. Potential impacts on other programs.

Not applicable.

**University of Oregon
Proposed BFA in Dance**

a. A brief description of the anticipated program

The UO Dance Department proposes a new Bachelor of Fine Arts (BFA) in Dance in order to; 1) offer the only BFA in Dance in the state of Oregon, thereby reducing the drain of creative talent leaving the state each year¹, 2) meet the needs of students of diverse backgrounds, 3) increase enrollments by offering a full 4-year Dance degree², 4) meet accreditation standards for the National Association of Schools of Dance (NASD).

The proposed BFA in Dance requires no additional resources in faculty FTE, space, staff or funding. It meets the minimum requirements for a BFA by both UO and NASD standards. This degree plan will better accommodate students pursuing the existing BA/BS major³, Dance minor, and Dance Teaching Certificate programs by allowing greater flexibility in meeting their Dance requirements with those of their alternate majors within 4 years.

b. Program location and modality (face to face, online, and/or hybrid)

The BFA in Dance will be offered on the main UO Campus in Eugene in a face-to-face format.

c. Anticipated start date

Fall 2021

d. Anticipated enrollment, at launch and goals for 5 and 10 years out

BFA in Dance Majors

2021 = 15

2022 = 30

2023 = 45

2024 = 60

2025 = 60 etc.

We will accept 15 new BFA in Dance majors per year by audition. We anticipate 60 total BFA Dance majors per year by 2024 and going forward from there.

Our goal is to have a 100% increase in total enrollments between BFA and BA/BS Dance majors by 2030, which would be a 120 combined Dance major total.

e. An abbreviated description of how the program contributes to addressing statewide needs and goals and aligns with the university's mission and strategic plan.

Building on the legacy of UO Dance faculty, Martha Hill, and her student, Bessie Schonberg, who first

¹ Our neighboring western states including; California, Washington, Montana, Nevada, Wyoming, Arizona and Utah offer BFA degrees in Dance.

² The current BA/BS in Dance at UO is a 2-year program (75 credits) requiring mostly upper-division (300-400 level) coursework designed to accommodate students pursuing a second major within 4 years.

³ Because BA/BS Dance majors are typically splitting their time with a second area of study, Dance course offerings can be erratic due to unpredictable enrollments. A 4-year BFA degree with a student population fully dedicated to Dance will ensure that all Dance courses will be offered on a regular basis.

introduced Modern Dance to universities across the United States nearly a century ago, the proposed BFA in Dance degree will pioneer a new approach to inclusive dance education. This will be the only BFA in Dance offered in the state of Oregon⁴ and one of only a limited few BFA degrees in the U.S. that requires equal study in dances of the African diaspora, such as Hip-hop and Jazz, and Euro-centric forms such as Contemporary and Ballet. This will afford equal access to lower-income and non-white students, which inherently expands the diversity of the program to include other marginalized groups.

With this degree plan it will be possible for students to enter the UO Dance program as creative and talented movers from all backgrounds and successfully graduate in four years with marketable professional dance skills such as Teaching, Performing, and Choreographing, as well as corollary fields such as Technical Production and Arts Administration.

The BFA in Dance degree will correlate with the four main methods of inquiry guiding undergraduate/general education at the university: critical thinking, creative thinking, communication, and ethical reasoning. It will help individuals question critically through theory courses in History and Culture (e.g. DAN 454 Contemporary Issues in Dance), which offer students insight into body-politics intrinsic to the art of dance, specifically; race, gender, age, ability and power. This degree will also help students think logically through courses in Movement Science (e.g. DAN 260 Anatomy of Human Movement), which instill a deep understanding of the body's form and function in order to empower optimal performance while preventing injuries. The BFA in Dance will help individuals reason effectively through courses in Technology and Music (e.g. DAN 255 Dance Production and DAN 458 Music for Dancers), which prepare students to use lighting and sound design equipment and software for live performances and electronic presentations.

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The proposed BFA in Dance helps individuals live ethically through Performance Ensemble requirements such as DAN 436 Dema African Performance and DAN 482 Repertory Company that provide opportunities to engage in community service and outreach to inner-city youth in public schools, after school programs, and private studios across Oregon.

⁴ Western Oregon University offers a BA in Dance and Portland State University offers a Minor in Dance and a Dance Certificate as a postbaccalaureate program.

Institution: University of Oregon
Program: Bachelor of Fine Arts in Dance

Action: At the **January 19, 2021** meeting, the Statewide Provosts Council approved a new program for **University of Oregon, Bachelor of Fine Arts in Dance** to move forward to the Oregon Higher Education Coordinating Commission for its review and approval. The **University of Oregon** Board of Trustees approved the **Bachelor of Fine Arts in Dance** program at its **December 4, 2020** meeting.

Eastern Oregon University

Sarah Witte, provost

Approved
 Opposed
 Abstained



Oregon Health & Science University

Elena Andresen, interim provost

Approved
 Opposed
 Abstained



Oregon State University

Ed Feser, provost

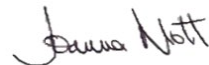
Approved
 Opposed
 Abstained



Oregon Tech

Joanna Mott, provost

Approved
 Opposed
 Abstained



Portland State University

Susan Jeffords, provost

Approved
 Opposed
 Abstained



Southern Oregon University

Susan Walsh, provost


Approved
 Opposed
 Abstained



University of Oregon

Patrick Phillips, provost

Approved
 Opposed
 Abstained



Western Oregon University

Rob Winningham, provost

Approved
 Opposed
 Abstained

