

**August 15, 2017**

**MEMORANDUM**

**TO:** Thomas Holyoke, Chair  
Academic Senate

**FROM:** Keith Clement, Chair  
Undergraduate Curriculum Subcommittee

**RE:** **Transmittal Memo for Bachelors of Arts Dance Major Elevation**

This memorandum will serve to inform the Academic Senate that the Undergraduate Curriculum Subcommittee has approved the Bachelors of Arts Dance Program Elevation.

KEC:vb

# Undergraduate Program Proposal

Process ID	Activity Name	Create Date
57525	Undergrad Curriculum Committee	03/16/2016 12:23 PM

**Academic Org ID:** Theatre Arts [221]

**College/School:** Arts and Humanities [48]

**Effective Term/Year:** Fall ~~2016~~ 2017

**Program Type/Name:** Major / Bachelor of Arts - Dance

**Description:**

The Dance major involves students in creative inquiry, embodied, inventive collaboration and skillful expression of ideas in order to prepare them for lives of leadership, service, and excellence in the arts, culture and business of the future. Each student in the Dance major explores performance, training, design, technology and research in a multifaceted liberal arts context in order to develop individual identities as artists and the abilities to work collaboratively in a diverse work place. The degree provides an excellent broad-based foundation for work in the arts or entertainment professions or for further training at graduate schools or conservatories. The program's liberal arts emphasis prepares graduates for a variety of occupations in multiple performance fields, as well as non-performance fields.

## THEATRE ARTS - DANCE OPTION ELEVATION

### 1. *Program Identification*

- a. *Campus:* Fresno
- b. *Full and exact degree designation and title:*  
Bachelor of Art - Dance
- c. *Date the Board of Trustees approved adding this program projection to the campus Academic Plan.*  
November 2015
- d. *Term and academic year of intended implementation:* Fall 2016.
- e. *Total number of units required for graduation:* 120
- f. *Name of the department:* Theatre Arts Department of the College of Arts & Humanities
- g. *Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program:*  
Kenneth Balint    Professor    Theatre Arts Dance Option Advisor
- h. *Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs.*  
Dr. Xuanning Fu Dean of Undergraduate Studies, Fresno
- i. *Any other campus approval documents that may apply (e.g. curriculum committee approvals).*  
Undergraduate Curriculum Committee
- j. *Please specify whether this proposed program is subject to WASC Substantive Change review.*  
Program is not subject to WASC Substantive Change Review
- k. *Optional: Proposed Classification of Instructional Programs and CSU Degree Program Code*

**CSU Program Code: 10081**

**<http://www.calstate.edu/app/documents/HEGIS-CIP2010.pdf>**

**CIP Code 50.0399**

**<http://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55>**

## **2. Program Overview and Rationale**

- a. Rationale, including a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for offering the program at this time.*

The B.A. in Dance degree will meet current standards in dance education and be a solid foundation for the expected needs of the increasing numbers of dance students within our Central San Joaquin Valley service area. The curriculum establishes a foundation rich in the core areas of dance and is designed to educate students to become skillful, articulate, expressive movers; find their own voice as creative artists; develop the ability to work effectively in a collaborative environment; and grow in their conceptual understanding of dance as an art form in relation to the other arts and the diverse global society in which they live. Fresno State is well positioned to convert its existing B.A. in Theatre Arts, Option in Dance to a full-fledged B.A. in Dance degree.

The 54 unit degree will follow curricular structure, content, and time requirements that enable students to develop a range of knowledge, skills, and competencies as designated by the National Association of Schools of Dance for Liberal Arts degrees.

The BA degree will be an outstanding and innovative provider of dance education and dance training in the central Valley of California. The Bachelor in Arts Dance will serve as a catalyst for students to realize their creative potential by providing a personalized and rigorous learning environment, fostering experiential education and contributing to the cultural enrichment of a global society.

Further as a result of the Theatre Arts Department's most recent NAST (National Association of Schools of Theatre) accreditation review in 2014, the accreditation commission noted that the Dance Option of the B.A. in Theatre is out of compliance with theatre degree standards. In comparing the course content of the dance option as currently listed in our catalog, not only is it comparable with all other similar degrees offered by our sister campuses (important to note that none of the campuses in Central San Joaquin Valley offer a B.A. in Dance), it is only one course shy of offering it as a B.A. in Dance.

We submit this request to convert the B.A. in Theatre Arts Dance Option into a B.A. in Dance and because there would not be any significant capital outlay to accomplish this, we hope that you can add this degree plan to the campus' master plan as soon as possible so that we can move forward as seamlessly as possible to transition students out of the Theatre Dance Option into the Dance degree.

- *[From the NAST Commission Action Report of April 22, 2015.](#)*

*Item 1: Dance Option. "1. Information regarding the Bachelor of Art 4 years: Theatre Arts (Dance) was not included in Section II of the Self-Study, although the curriculum was discussed in the Visitors' Report....From the information submitted, it is not clear how this degree meets NAST standards regarding consistency between degree title and content (See Handbook Standards for Accreditation II.I.2.g, II.I.2.c, IV.C.4). The institution is asked to review this curriculum and either a) change the title to reflect current content, or b) revised the content to align with the current title. Should option b) be chosen, the institution is requested to submit an application for Plan Approval."*

*Department Response:* *With the support of College of Arts and Humanities Interim Dean Jose Diaz, the Theatre Arts Department reviewed the curriculum of the Dance Option and has decided to create a new BA 4-year degree in Dance. It will be housed within the Theatre Arts Department, but will now be a separate degree, not part of the Theatre Arts degree program. Because the existing Dance Option needs only a few minor changes to meet the University's criteria for degree approval, the plan has been fast-tracked for approval at the California State University system level. It is expected that the Dance BA will be approved and operational by the 2017-18 academic year.*

The new BA Dance degree similar to the old BA Theatre Arts degree will meet accreditation requirements as applicable. The Theatre Arts Department is an accredited institutional member of the National Association of Schools of Theatre (NAST) and holds memberships with the Association for Theatre in Higher Education, the California Educational Theatre Association, the California Alliance for Arts Education, and the United States Institute of Theatre Technology. The department regularly participates in the American College Theatre Festival (ACTF) and the American College Dance Association (ACDA).

Side-by-side comparison of the existing degree major and concentration with the proposed new major, showing the catalog number, title, and number of units.

<b>New</b>	<b>New - BA Dance Major Requirements – 54 units</b>	<b>Old</b>	<b>Old – Dance Option Major Requirements 48 units</b>
Line 1 6 units Theatre Arts Drama Units	Drama 33 – Intro or Fundamentals of Acting 3 units	Line 1 9 units Theatre Arts Drama Units	Drama 33 – Intro or Fundamentals of Acting 3 units
	Drama 34 - Theatre Crafts 3 units		Drama 34 - Theatre Crafts 3 units
Line 2 26 Dance units Research & Theory	Dance 20 - Physical Theatre 3 units	Line 2 23 Dance units Research & Theory	Dance 20 - Physical Theatre 3 units
	Dance 70 - Balance Body Mind 3 units		Dance 70 - Balance Body Mind 3 units
	Dance 159 - Music in Choreography 3 units		Dance 159 - Music in Choreography 3 units
	Dance 160 - Creative Movement for Children 3 units		Dance 160 - Creative Movement for Children 3 units
	Dance 164 - Dance History 3 units		Dance 164 - Dance History 3 units
	Dance 166 - Dance Choreography 2 units		Dance 166 - Dance Choreography 2 units
	Dance 170 - Pilates Mat 3 units		Dance 170 - Pilates Mat 3 units
	Dance 171 - Philosophical Bases & Trends in Dance 3 units		Dance 171 - Philosophical Bases & Trends in Dance 3 units
Dance 175* - World Dance* 3 units			
Line 3	Dance 115 – University Dance	Line 3	Dance 115 – University Dance

8 Dance units Performance	Theatre 1 unit Dance 163 – Contemporary Dance Ensemble 2 units	4 Dance units Performance	Theatre 1 unit Dance 163 – Contemporary Dance Ensemble 2 units
Line 4 7 Dance units Modern Technique	Dance 117 – Modern Dance Technique Dance 117A 1 unit Dance 117B 1 unit Dance 117C 2 units Dance 117D 2 units	Line 4 6 Dance units Modern Technique	Dance 117 – Modern Dance Technique Dance 117A 1 unit Dance 117B 1 unit Dance 117C 2 units Dance 117D 2 units
Line 5 7 Dance units Ballet Technique	Dance 158 - Ballet Technique Dance 158A 1 unit Dance 158B 1 unit Dance 158C 2 units Dance 158D 2 units	Line 5 6 Dance units Ballet Technique	Dance 158 - Ballet Technique Dance 158A 1 unit Dance 158B 1 unit Dance 158C 2 units Dance 158D 2 units
Total 120	Courses with a * are new courses		
Electives Units: 15 From Both Dance & Drama Units	DANCE 16. Introduction to Dance – Units: 3 No prerequisite DANCE 161. Musical Theatre – Units: 3 No prerequisite DANCE 174T. Topics in Dance –Units: 1-3 DRAMA 10. The Art of Theatre – Units: 3 DRAMA 41. Makeup for Theatre – Units: 3 DRAMA 134A. Advanced Theatre Craft – Units: 3 DRAMA 134B. Advanced Theatre Craft – Units: 3 DRAMA 136S. Puppetry – Units 3 DRAMA 151. Stage and Production Management-Units 3 DRAMA 180A. Scene Design for Theatre – 3 units DRAMA 181B. Costume Design for Theatre – 3 units DRAMA 182A. Stage and Television Lighting – 3 Units DRAMA 182B. Stage and Television Lighting – 3 Units DRAMA 190. Independent Study–1-3 Units	Electives Units: 21-24 From Both Dance & Drama Units	DANCE 16. Introduction to Dance – Units: 3 No prerequisite DANCE 161. Musical Theatre – Units: 3 No prerequisite DANCE 174T. Topics in Dance –Units: 1-3 DRAMA 10. The Art of Theatre – Units: 3 DRAMA 41. Makeup for Theatre – Units: 3 DRAMA 134A. Advanced Theatre Craft – Units: 3 DRAMA 134B. Advanced Theatre Craft – Units: 3 DRAMA 136S. Puppetry – Units 3 DRAMA 151. Stage and Production Management-Units 3 DRAMA 180A. Scene Design for Theatre – 3 units DRAMA 181B. Costume Design for Theatre – 3 units DRAMA 182A. Stage and Television Lighting – 3 Units DRAMA 182B. Stage and Television Lighting – 3 Units DRAMA

b. *Proposed catalog description, including program description, degree requirements, and admission requirements.*

The Dance major involves students in creative inquiry, embodied, inventive collaboration and skillful expression of ideas in order to prepare them for lives of leadership, service, and excellence in the arts, culture and business of the future. Each student in the Dance major explores performance, training, design, technology and research in a multifaceted liberal arts context in order to develop individual identities as artists and the abilities to work collaboratively in a diverse work place. The degree provides an excellent broad-based foundation for work in the arts or entertainment professions or for further training at graduate schools or conservatories. The program's liberal arts emphasis prepares graduates for a variety of occupations in multiple performance fields, as well as non-performance fields.

**Admission and degree requirements**

There is no formal exam or audition for the BA Dance Major.

Prerequisites within the BA Dance Major are listed under the *Curriculum Map – Dance Major Requirements* starting on page 11 and continuing to page 12 of this proposal.

Dance BA requirements (54 units)  
DRAMA 33, 34 (6 units)  
DANCE 20, 70, 159, 160, 164, 166, 170, 171, 175 (26 units)  
Performance/Production: DANCE 115 and 163 (8 units)  
Dance TECHNIQUE DANCE 117A, B, C, or D (7 units)  
DANCE 158A, B, C, or D (7 units)

General Education requirements (51 units)  
Electives and remaining degree requirements\* (15 units)  
Total (120 units)

### 3. Curriculum

- a. Describe goals for the (1) program and (2) student learning outcomes.

#### (a1) Mission

Be an outstanding and innovative provider of dance education and training in dance in the central Valley of California. The Bachelor in Arts Dance serves as a catalyst for students to realize their creative potential by providing a personalized and rigorous learning environment, fostering experiential education and contributing to the cultural enrichment of a global society.

#### Degree Program Goals:

- *Foster Diversity* - Provide a curriculum to attract learners from more diverse backgrounds and a curriculum to develop the skills necessary for the next generation of dance educators and artists to succeed.
- *Foundational Skills* - Acquisition of foundational planning knowledge skills to facilitating student experience in the development and realization of community based dance programs at the regional, national, and international level.
- *Methodological Skills* - Acquisition of methodological planning skills that meets or exceeds national standards which includes experiential programming giving students opportunities to develop as artists, educators, scholars and arts leaders
- *Integrative Skills* - Achievement of that focuses on active engagement in skills acquisition through use of exercises, problem sets, technology applications, service learning, and engagement with the community and the profession.
- *Professional Skills* - Development of a teaching/learning community that values and fosters diversity and difference as well as encouraging social responsibility.
- *Equity Skills* - Development of an understanding of issues of diversity and social justice to enrich the quality of life on campus, the community, and extending to the national and international arena.

	I= Introduce; D=Develop, M=Master	Drama 33	Drama 34	Dance 20	Dance 70	Dance 117 &158	Dance 160	Dance 164	Dance 159 & 166	Dance 170	Dance 115 & 162	175 World Dance Course
Foster Diversity		I		D		D	I	D	D		M	D
Foundational Skills		I	I	I	D	D	I	D	D	I	M	D
Methodological Skills		I	I	I		D	D	D	D	I	M	D
Integrative Skills			I			D	D	I	D		M	
Professional		I	I	I	I	D	D	I	D	I	M	D
Equity Skills		I		I	I	D	D	I	D		M	D

**(a2) Student Learning Outcomes**

After successfully completing the B.A in Dance program, students will be able to:

- Possess an in-depth knowledge and understanding of dance training and dance making.
- Effectively communicate the art form of dance through critical and creative thinking skills and or processes.
- Critically engage in the aesthetic, cultural and historical contexts of dance as an art form and cultural phenomenon.
- Understand movement through awareness, personal responsibility, and artistic integrity
- Foster a life-long connection *between dance and the outside world; between cultural and historical, global, social, and/or environmental contexts; between the arts and other subjects.*

b. *Include plans for assessing Program Learning Outcomes or Goals and Student Learning Outcomes.*

**Assessment for Student Learning Outcomes**

<u>Learning Outcome</u>	<u>Strong</u>	<u>Capable</u>	<u>Developing</u>	<u>Limited</u>
Knowledge and understanding of dance training and dance making.	Demonstrates thorough knowledge of dance training and dance making.	Demonstrates considerable knowledge of dance training and dance making.	Demonstrates some knowledge of dance training and dance making.	Demonstrates limited knowledge of dance training and dance making.
Communicate the art form of dance through critical and creative	Uses critical and creative thinking skills with a high	Uses critical and creative thinking skills with a considerable	Uses critical and creative thinking skills with some	uses critical and creative thinking skills with a limited



thinking skills and or processes.	degree of effectiveness.	degree of effectiveness.	degree of effectiveness.	degree of effectiveness.
Engage in aesthetic, cultural and historical contexts of dance as an art form and cultural phenomenon	Engages within and between various contexts with a high degree of effectiveness.	Engages within and between various contexts with a considerable degree of effectiveness.	Engages within and between various contexts with some degree of effectiveness.	Engages within and between various contexts with a limited degree of effectiveness
Understand movement through awareness, personal responsibility, and artistic integrity	Understands movement through awareness, personal responsibility, and artistic integrity with a high degree of effectiveness	Understands movement through awareness, personal responsibility, and artistic integrity with a considerable degree of effectiveness	Understands movement through awareness, personal responsibility, and artistic integrity with some degree of effectiveness.	Understands movement through awareness, personal responsibility, and artistic integrity with a limited degree of effectiveness
Foster a life-long connection <i>between dance and the outside world; between cultural and historical, global, social, and/or environmental contexts; between the arts and other subjects.</i>	Fosters a life-long connection <i>between the arts and personal experiences and the world outside the school; between cultural and historical, global, social, and/or environmental contexts; between the arts and other subjects</i> with a high degree of effectiveness	Fosters a life-long connection <i>between the arts and personal experiences and the world outside the school; between cultural and historical, global, social, and/or environmental contexts; between the arts and other subjects</i> with a considerable degree of effectiveness	Fosters a life-long connection <i>between the arts and personal experiences and the world outside the school; between cultural and historical, global, social, and/or environmental contexts; between the arts and other subjects</i> with some degree of effectiveness	Fosters a life-long connection <i>between the arts and personal experiences and the world outside the school; between cultural and historical, global, social, and/or environmental contexts; between the arts and other subjects</i> with a limited degree of effectiveness

The pre-graduation assessment includes the linkage of the Degree Program Goals:

And the Program Learning Outcomes on a course by course basis. Data will be collected on an annual basis by the program degree coordinator and reviewed each spring with the teaching faculty and the department head. An example rubric is below.

The post-graduation assessment includes:

- A graduation exit survey related to educational skills attained. This is a self- ranking survey links to the program learning outcomes;
- A one year post-graduation survey related to job attainment and career path. This establishes the rate at which graduates enter the professional world, and where they become employed.
- A 3 year post-graduation survey to employers related to satisfaction with skill levels and performance as a professional;
- A five year post-graduation survey related to overall educational student satisfaction, and achievement as demonstrated by awards and job level;

**CSU Fresno BA Dance - Curriculum Map**

d. Total number of units required for graduation: 120

e. CSU Program Code: 10081

f. *Requirement for graduation: List all requirements for graduation, including electives, for the proposed degree program, specifying catalog number, title, total units required for completion of the degree, major requirements, electives\*, and prerequisites or co-requisites (ensuring there are no "hidden prerequisites that would drive the total units required to graduate beyond the total reported in 4c above). Include proposed catalog descriptions of all new courses.*

	<b>Curriculum Map Dance Major Requirements – 54 units</b>	
Line 1 6 units Theatre Arts Drama	<b>Drama 33 – Introduction or Fundamentals of Acting</b> Open to theatre arts majors and minors only. Non-majors and minors, see DRAMA 32. Fundamental techniques and theories of acting; development of individual insight, skill, and discipline in the presentation of dramatic materials. No prerequisite	Units:3
	<b>Drama 34 - Theatre Crafts</b> Introduction to the crafts in technical theatre scene construction, scene painting, property selection, stage lighting, sound production; costume construction, and makeup; laboratory experience in preparing major plays for public performance. No prerequisite	Units:3
Line 2 26 units Research & Theory	<b>Dance 20 - Physical Theatre</b> Incorporates the study of body awareness techniques, contact improvisation, commedia dell' arte, clown work, and other physical theatre traditions in an active exploration of actor training and expression. No prerequisite	Units:3
	<b>Dance 70 - Balance Body Mind</b> Study of the alignment of the body and continuum between inner, cellular awareness of body through space. Promotes greater ease in movement; reduced emotional stress; knowledge of	Units:3

	the body as process. Non-dancers encouraged to enroll. G.E. Breadth E1 No prerequisite	
	<b>Dance 159 - Music in Choreography</b> Study of Music Theory as it relates to modern and postmodern choreography. Development of the dancer's percussive and vocal abilities through the study of world music and rhythmic analysis. Prerequisite Dance 166 or instructor permission	Units:3
	<b>Dance 160 - Creative Movement for Children</b> Introduction to the basic concepts, principles, and methodology needed to develop an awareness of the aesthetic experience through dance and creative movement. The aesthetic qualities of dance are stressed to develop the use of creative intelligence and imagination. No prerequisite	Units:3
	<b>Dance 164 - Dance History</b> The historical development of dance from its origins to contemporary forms including diverse cultural perspectives. No prerequisite	Units:3
	<b>Dance 166 - Dance Choreography</b> Investigation and practice of contemporary styles of choreography. Application of basic choreographic principles with emphasis on improvisation, form, content, current media and technology, group structures, movement invention and evaluative skills. No prerequisite	Units:2
	<b>Dance 170 - Pilates Mat</b> Study and practice of Pilates Mat sequence incorporating principles of core strength and study of body musculature. Designed to give students an exercise program to supplement any type of physical activity. Emphasizes use of breath, leads to total body strengthening. No prerequisite	Units:3
	<b>Dance 171 - Philosophical Bases &amp; Trends in Dance</b> Prerequisites: G.E. Foundation and Breadth Area C. The elements and principles common to all arts and their relationship to dance. G.E. Integration IC. No prerequisite	Units:3
	<b>Dance 175* - World Dance*</b> Description - Theories and techniques of world dance forms and their social, cultural, and political significance. No prerequisite	Units:3
Line 3 8 units Performance	<b>Dance 115 – University Dance Theatre</b> A student organized course where the experiential, experimental, and exploratory nature of dance can be accessed. Focus is on achieving excellence through the preparation, performance, and production needs of completed works that are performed at the end of the semester. No prerequisite	Units:1
	<b>Dance 163 – Contemporary Dance Ensemble</b> A repertory class consisting of rehearsing, understudying, and performing roles. This laboratory experience leads toward performances and touring. Instructor permission	Units:2
Line 4 7 units Modern Training Technique	<b>Dance 117 – Modern Dance Technique</b> Dance 117A. Modern Dance Technique - Basic aspect of modern dance technique. Emphasis on importance of breath, body alignment, and rhythmic coordination; total movement awareness. No prerequisite Dance 117B. Modern Dance Technique - Beginning-intermediate level study of movement fundamentals, locomotor activities, and expressive qualities; development of balance, strength, breath coordination, and technical ability. Prerequisite Dance 117A or instructor permission	Unit:1  Unit:1  Units:2

	<p>Dance 117C. Modern Dance Technique - Intermediate level of modern dance technique with emphasis on increasing skills in reading movement and expressing more complex patterns. This course further develops the core muscles supporting greater ease in sequencing body flow from center practice to sweeping locomotor phrases. Prerequisite Dance 117B or instructor permission</p> <p>Dance 117D. Modern Dance Technique - Advanced level in modern dance technique with elements of alignment, embodiment, flexibility, strength, and energy flow. Individual mastery as well as ensemble performance are stressed. Technique of Hawkins, Limon, Graham and developmental theories of Bartenieff, Pilates, and Bainbridge-Cohen are integrated. Prerequisite Dance 117C or instructor permission</p>	Units:2
Line 5 7 units Ballet Training Technique	<p><b>Dance 158 - Ballet Technique</b></p> <p>Dance 158A. Ballet Technique Elementary ballet technique. Emphasis on alignment, control and proper awareness of style and phrasing. Develops a foundation from which to build a dancer capable of a broad range of expression and demonstration to meet the demands placed on today's dancers. No prerequisite</p> <p>Dance 158B. Ballet Technique Intermediate study of elementary ballet technique combined with a more broad-based understanding of Ballet as an art form through traditional exercises, with proper awareness of conditioning, style and phrasing. Prerequisite Dance 158A or instructor permission</p> <p>Dance 158C. Ballet Technique An intermediate/advanced level ballet class with emphasis on technique, artistry, and conditioning. Builds well-placed dancers capable of a broad range of expression and demonstration with skills that can readily adapt to the demands placed on today's dancers. Prerequisite Dance 158B or instructor permission</p> <p>Dance 158D. Ballet Technique Study of pre-professional advanced ballet technique with emphasis on performance preparation. Builds well-placed dancers capable of a broad range of expression and demonstration with impressive technical skills who can readily adapt to the demands placed on today's dancers. Prerequisite Dance 158C or instructor permission</p>	Unit:1  Unit:1  Units:2  Units:2
Total - 120	Courses designated with a * are new courses for the Dance degree program.	
Electives Units:15	<p>DANCE 16. Introduction to Dance - Units: 3 No prerequisite</p> <p>DANCE 161. Musical Theatre - Units: 3 No prerequisite</p> <p>DANCE 174T. Topics in Dance - Units: 1-3</p> <p>DRAMA 10. The Art of Theatre - Units: 3</p> <p>DRAMA 41. Makeup for Theatre - Units: 3</p> <p>DRAMA 134A. Advanced Theatre Craft - Units: 3</p> <p>DRAMA 134B. Advanced Theatre Craft - Units: 3</p> <p>DRAMA 136S. Puppetry – Units 3</p> <p>DRAMA 151. Stage and Production Management-Units 3</p> <p>DRAMA 180A. Scene Design for Theatre – 3 units</p> <p>DRAMA 181B. Costume Design for Theatre – 3 units</p> <p>DRAMA 182A. Stage and Television Lighting – 3 Units</p>	

DRAMA 182B. Stage and Television Lighting – 3 Units	
DRAMA 190. Independent Study – 1-3 Units	

There are no formal options, concentration, or special emphases planned under the proposed major

- g. *List all requirements for graduation, including electives, for the proposed degree program, specifying catalog number, title, total units required for completion of the degree, major requirements, electives\*, and prerequisites or co-requisites (ensuring there are no “hidden prerequisites that would drive the total units required to graduate beyond the total reported in 4c above). Include proposed catalog descriptions of all new courses.*

#### Requirements for graduation

GE requirements: 51 units.

Lower division: 13 hours of which are GE

Upper division (required major): 42 units

Upper division (electives for support of major): 15 units

Major requirements 54 units (see pages 11 & 12)

Electives 15 units (see page 12)

- h. *List any new courses that are: (1) needed to initiate the program or (2) needed during the first two years after implementation. Include proposed catalog descriptions for new courses.*

#### New Courses

- (1) To initiate program: 1 World History Course  
 (2) Needed during first year of the program: 0

#### Description of new courses needed in first year

DANCE 175 World Dance

Theories and techniques of world dance forms and their social, cultural, and political significance. Appropriate for all majors.

#### Objectives/Outcomes

- Demonstrate awareness of the scope and variety of works in the performing arts within international and national communities.
- Understand those works as expressions of individual and human values within a historical and social context.
- Develop an appreciation for the aesthetic principles that guide or govern the performance of dance within diverse communities.
- Articulate informed personal reaction to works in the performing arts as well as to issues of appropriation and notions of cultural ownership.

- i. *Attach a proposed course-offering plan for the first three years of program implementation, indicating likely faculty teaching assignments.*

**Typical Student Schedule Years 1-4 for an entering freshman.**

Year 1 F (15)	Year 1 S (15)	Year 2 F (16)	Year 2 S (16)	Year 3 F (16)	Year 3S (16)	Year 4F (12-15)	Year 4S (12-15)
A1 GE	A3 GE	B1 GE	C1 GE	C1OR2 GE	IB GE		
A2 GE	B4 GE	B2 GE	C2 GE	IC GE	ID GE		
E1-GE	D1 GE	D2 GE	D3 GE	M/I GE			
DANCE 170 R. GRIFFEN	DRAMA 34 J Hunter	DANCE 70 R Griffin	DRAMA 33 L Martin	DANCE 166 R Griffin	DANC E 20 R Griffin	DANC E 160 C Tiscare no or John Jordan	DAN CE 171 J Jordan
DANCE 115 K BALINT	DRAMA 115 J Hunter	DANCE 115 K BALINT	DANCE 115 K BALINT	DANCE 115 K BALIN T	DANC E 159 R Griffin	DANC E 164 J Jordan	DAN CE 115 K BALI NT
DANCE 117A/B/C /D R GRIFFEN Or C Tiscareno	DANCE 115 K BALINT	DANCE 163 K Balint	DANCE 163 K Balint	DANCE 163 K Balint	DANC E 115 K BALI NT	DANC E 115 K BALIN T 115	DAN CE 163 K Balint
DANCE 158A/B/C /D J Thiessen Or K Balint	DANCE 117A/B/C /D R Griffin Or C Tiscareno	DANCE1 17A/B/C/ D R Griffin Or C Tiscareno	DANCE 117A/B/C/ D R Griffin Or C Tiscareno	DANCE 117C R Griffin	DANC E 163 K Balint	DANC E 163 K Balint	DAN CE 117D R Griffin
	DANCE 158A/B/C /D J Thiessen Or K Balint	DANCE 158A/B/C /D J Thiessen Or K Balint	DANCE 158A/B/C/ D J Thiessen Or K Balint	DANCE 158C K Balint	DANC E 117D R Griffin	DANC E 117C R Griffin	DAN CE 158D K Balint

Year 1 F (15)	Year 1 S (15)	Year 2 F (16)	Year 2 S (16)	Year 3 F (16)	Year 3S (16)	Year 4F (12-15)	Year 4S (12- 15)
					DANC E 158D K Balint	DANC E 158C K Balint	New World Dance Course J Jordan
						New World Dance Course J Jordan	

j. Describe advising “roadmaps” that have been developed for the major.

**BA - Dance Road Map**

**First Year - Fall – (15 units)**

Area A1 Oral Communication: Communication (3 Units)

Area A2 Written Communication (3 Units)

Area E1 Lifelong Understanding and Self Development (3 Units)

Dance Option Requirements (5 to 7 Units) – Suggested courses: DANCE 170 - Pilates Mat (3 Units), DANCE 115 – University Dance Theatre (1 Unit), DANCE 117A/B/C/D – Modern Dance (1 or 2 Units) or DANCE 158A/B/C/D – Ballet Technique (1 or 2 Units).

**First Year – Spring – (15 Units)**

Area A3 Critical Thinking: (3 Units)

Area B4 Quantitative Reasoning: Decision Sciences (4 Units)

Area D1 Prerequisite Completion of A2 - American History (3 units)

Dance Option Requirements (5 to 7 Units) – Suggested courses: DRAMA 34 - Theatre Crafts (with Drama 115) (4 units), DANCE 115 – University Dance Theatre (1 Unit), DANCE 117A/B/C/D – Modern Dance (1 or 2 Units), DANCE 158A/B/C/D – Ballet Technique (1 or 2 Units).

**Second Year – Fall – (15/16 units)**

Area B1 Prerequisite - Completion of B4 - Physical Science (4 Units)

Area B2: Life Science (3)

Area D2 American Government (3)

Dance Option Requirements (5 to 7 Units) – Suggested courses: Dance 117/158: Ballet or Modern Technique (2) and Dance 70: Balance Body Mind (Area E1) (3). Dance 115: University Dance Theatre (1) or Contemporary Dance Ensemble (2).

**Second Year – Spring – (15/16 units)**

Area C1 Arts (3 Units)

Area C2 Humanities (3 units)

Area D3: Social Science (3)

Dance Option Requirements (5 to 7 Units) –Suggested courses: Dance 117/158 Modern or Ballet Technique (2), Drama 134B and or 181B or 182A (3), Drama 33 Fundamentals of Acting (3).  
Dance 115: University Dance Theatre (1) or Contemporary Dance Ensemble (2).

**Third Year – Fall – (14/16 units)**

Area C1 or C2 (3)

Area IC: Arts and Humanities (3)

Area MI: Multicultural/International (3)

Consider taking Upper Division Writing Exam or W designated course.

Dance Option Requirements (6 to 9 Units) – Suggested courses: Dance 117/158: Ballet or Modern Technique (2), Dance 166: Dance Choreography (2), Dance 115: University Dance Theatre (1) or Contemporary Dance Ensemble (2).

**Third Year – Spring – (14/16 units)**

Area IB: Physical Universe and Its Life Forms (3)

Area ID: Social, Political, and Economic Institutions and Behavior, Historical Background (3)

Dance Option Requirements (9 to 12 Units) – Suggested courses: Dance 117/158: Ballet or Modern Dance Technique (2), Dance 20: Physical Theatre (3), Dance 159: Music as Dance Accompaniment (3), Dance 115: University Dance Theatre (1) or Contemporary Dance Ensemble (2).

**Fourth Year – Fall – (12/15units)**

Dance Option Requirements (9 to 12 Units) – Suggested courses: Dance 117C or D /Dance 158: C or D Ballet or Modern Technique (2), Dance 160: Creative Movement for Children (3), Dance 164: Dance History (3), Dance 115/163: University Dance Theatre (1) or Contemporary Dance Ensemble (2). New World Dance Course (3).

**Fourth Year – Spring – (12/15 units)**

Dance Option Requirements (5 to 7 Units) – Suggested courses: Dance 117C or D/158C or D: Ballet or Modern Technique (2), Dance 171: Philosophical Bases and Trends in Dance (3), Dance 115: University Dance Theatre (1) or Contemporary Dance Ensemble (2). New World Dance Course (3).

- k. Describe how accreditation requirements will be met, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).*

There are no accreditation requirements for this degree.

**I. Societal and Public Need for the Proposed Degree Major Program**

- a. List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, currently offering the proposed degree major program.*

CSU Fresno is at least 153 miles from the nearest CSU campus offering a bachelor of Art degree in Dance. Other programs range from 187 miles to 340 miles away from CSE Fresno.



CSU Long Beach -244 miles	BA in Dance	BFA in Dance	BA in Dance Science	Minor in Dance
San Jose State 153 miles	BA in Dance	BFA in Dance		Minor in Dance
San Diego State University 340	BA in Dance	BFA in Dance		Minor in Dance
California State University Fullerton 250 miles	BA in Dance			
San Francisco State University 187 miles	BA in Dance			Minor in Dance

*b. Differences between the proposed program and programs listed in Section 5a above.*

There are not glaring differences in the above listed BA programs. CSU Long Beach is much more comprehensive. The other BA programs are comparable.

*c. List of other curricula currently offered by the campus that are closely related to the proposed program.*

There are no curricula currently offered that are closely related.

*d. Community participation, if any, in the planning process. This may include prospective employers of graduates.*

Community participation in the planning process has come from the following sources:

- Janeen C. Worland, Central Unified School District, Director of Curriculum and Instruction.
- Yukari Thiessen, Director of Valley Performing Arts Council and Director for School Arts Education with the Central Unified School District, Kings River School District and Fresno Unified School District.
- Jimmy Hoa, Director of Fresno City College Dance Program.

*e. Applicable workforce demand projections and other relevant data.*

- Performing Arts Companies
- Colleges, Universities, and Professional Schools

- Independent Artists, Writers, and Performers
- Performing Arts Management/Administration, Sports, and Similar Events
- Dance Therapy
- Travel Arrangement and Reservation Services

The study of dance equips a student with a broad range of communication and organizational skills applicable to many careers, including those in the performing arts. The dance major's presentation skills, ability to perform in public, and control of the body provide a solid basis for working effectively with others. Dance also develops the ability to concentrate intensely, listen introspectively, observe keenly, solve problems creatively, think critically, collaboratively develop a project, work independently, work under pressure, meet deadlines, and maintain composure when faced with the unexpected. A career as a performer or choreographer is not the only option available to a dancer. Opportunities also exist in education, community and participatory dance work, and associated areas such as dance management, administration, and production.

## 2. Student Demand

- Provide compelling evidence of student interest in enrolling in the proposed program.*

The current Bachelor of Arts Theatre degree with a dance option has been both successful and comprehensive. This new Bachelor of Arts degree in dance will continue in that tradition with the addition of world dance along with enhanced and additional opportunities in dance education, creativity, research and performance to meet the demands our graduates face once they graduate.

As the dance major/minor advisor I know first hand the prospective dance students and their parents prefer a Dance Major to a Theatre Arts Major. Most simply want a degree the focuses purely on the rigors of dance training, education, and performance. The current BA in Theatre – Dance Option often loses prospective dance majors to other Universities that do offer a B.A. in Dance.

National Dance Education Organization statistics on dance education in the United States show a growing demand for a University dance education. This new BA in Dance will meet these needs.

### Statistics on Dance Education in the United States

#### Higher Education

- Approximately 665 postsecondary institutions offer dance minor and major programs in the United States.<sup>1</sup>
- 90% of students graduating with MFA degrees will eventually teach in postsecondary education.<sup>2</sup>

#### K-12 Education

<sup>1</sup> Data from NDEO Higher Education database listing dance minor and major programs in postsecondary education.

<sup>2</sup> Kahlich, L. An analysis of the Master of Fine Arts degree as preparation for dance faculty in United States' institutions of higher education, (1990).

- Best estimates indicate there may be 6,000 K-12 schools in the United States that offer dance as part of the K-12 curriculum.<sup>3</sup>
- 7% of US students in K-12 education are taught by qualified PTE and FTE dance specialists.<sup>4</sup>
- 3.5 million children receive dance instruction from dance specialists (of 50m total in US K-12 education).
- It is reported that approximately 57% of American children receive no training in dance education.<sup>5</sup>
- Of the remaining 43% who do receive some form of dance taught in schools:
  - 36% receive some instruction usually delivered in either physical education programs taught by physical education teachers and coaches or in other classes taught by generalist teachers, volunteers, parents, artists in schools, etc.
  - 7% taught by full- and part-time dance specialists.

#### Private Dance Studios and Schools

- There are approximately 32,000 dance studios in the United States.<sup>6</sup>

The dance education statistics above, such as the number of students in public and private elementary and secondary schools and higher education enrollment were provided by the National Center for Education and the National Dance Education Organization. [http://www.ndeo.org/content.aspx?club\\_id=893257&module\\_id=55774&page\\_id=22](http://www.ndeo.org/content.aspx?club_id=893257&module_id=55774&page_id=22)

*b. Identify how issues of diversity and access to the university were considered when planning this program.*

Fresno State received the 2014 Higher Education Excellence in Diversity award from “INSIGHT Into Diversity” magazine, one of the nation’s largest diversity-focused publications in higher education. According to the magazine, Fresno State was selected for demonstrating exemplary diversity and inclusion initiatives, as well as for embracing a broad definition of diversity on campus. This program will utilize the existing campus diversity efforts to enhance the overall student pool. CSU Fresno’s 2014 overall enrollment is 40% Hispanic, 15% Asian and 4% African-American. The program enrollment objective is to replicate the overall state’s ethnic profile in its student body.

Specifically

*c. Describe professional uses of the proposed degree program.*

Successful completion of the BA Dance degree will allow the student to apply for positions in performing arts companies, colleges and professional schools as dancers, choreographers and dance technicians. It will provide a seamless transition to graduate programs in dance

<sup>3</sup> Data from National Dance Education Organization K-12 database listing schools teaching dance.

<sup>4</sup> National Center for Education Statistics. Arts Education in Public Elementary and Secondary Schools. (Publication No. NCES 95-082). Washington, D.C.: U.S. Department of Education. 1995: 11. The National Report Card (1997). Washington, D.C.: National Assessments in Education Progress.

<sup>5</sup> National Center for Education Statistics. Arts Education in Public Elementary and Secondary Schools. (Publication No. NCES 95-082). Washington, D.C.: U.S. Department of Education. 1995: 11.

<sup>6</sup> Data collected from 1996 study by IRS designations cited 24,000+ schools. Costume companies in 2008 cite mailing lists of 32,000+.

performance and education as well as K-12 credential programs. Other professional uses include being an independent artist in dance or related disciplines, producing dance events and promoting the performing arts or similar events. The curriculum is designed to provide students with a strong skills set, a knowledge base for critical thinking and a set of ethical values appropriate to enter a professional setting. Moreover, graduates of this program will also be competitive in associated fields.

Employers of Dance Majors include: University theatre/dance groups, advertising agencies, theatres, touring companies, TV/Film studios, magazines, amusement and theme parks, newspapers, arts councils, industrial shows, performing arts centers, government, colleges and universities, cruise lines, television networks and schools.

Examples of professions that dance majors undertake are listed below.

**Professional Dancer:** Dancers perform in a variety of settings, such as musical productions, and may present folk, ethnic, tap, jazz, and other popular kinds of dance. They also perform in opera, musical theater, television, movies, music videos, and commercials, in which they may sing and act.

**Dance Teacher:** A career as a dance teacher offers an increasing range of opportunities within private dance schools, the community, or in independent and state schools and colleges. Dance teachers can work with people of all ages and teach many different dance styles; tap, modern, ballroom, folk, African, Asian, ballet, or contemporary.

**Choreographer:** Many dancers are also choreographers who create dances. You do not have to be a dancer to choreograph professionally, but it is often the main route into getting your first choreography job.

**Community Dance Worker:** Community dance workers often work as part of regional arts and community agencies teaching, choreographing, and organizing dance programs and projects. Community dance workers generally work with a range of groups, which may include people with disabilities, young people, the elderly, and schools.

**Dance Therapist:** Dance/movement therapists work in settings that include psychiatric and rehabilitation facilities, schools, nursing homes, drug treatment centers, counseling centers, medical facilities, crisis centers, and wellness and alternative health care centers.

**Arts Management:** Arts organizations, have a number of administrative, business, or management functions. These roles require people with creativity and an understanding and passion for the arts, as well as skills in a range of areas from finance and marketing to education. This could include working for dance companies, in theatres, regional arts/dance agencies, and the many dance organizations around the country.

**Dance Notator:** Dance notation is the method of recording movement using symbols in order to analyze and understand dance and preserve dances for the future. There are two main systems in common use: Benesh and Laban Notation.

**Graduate School Options:** The two most common graduate degrees offered for dance: the Master of Fine Arts (M.F.A.) and the Master of Arts (M.A.): Master of Fine Arts (M.F.A.): The M.F.A. is studio based and is focused on the "making and doing" of the art itself Master of Arts (M.A.): The MA in dance is focused on scholarly and research-based activities, which may be related to issues concerning dance aesthetics, theory, history, or cultural studies

- d. *Specify the expected number of majors in the initial year, and three years and five years thereafter. Specify the expected number of graduates in the initial year, and three years and five years thereafter.*

**Projected degree enrollment for five years**

**Note: Current BA Theatre – Dance Option will continue in force if current students do not choose to convert to the new BA in Dance.**

	<b>Initiation year</b>	<b>Year 3</b>	<b>Year 5</b>
Number of majors	<b>8</b>	<b>12</b>	<b>15</b>
Total Number of graduates	<b>0</b>	<b>6</b>	<b>10</b>

Assumes 68% retention rate after entering major in year two.

**3. Anticipated student demand**

Initially, this degree program draws from a pool of over 3,500 entering students at Fresno State. The new BA in Dance is expected will interest greater number of prospective dance majors than the existing BA in Theatre Dance Option. Marketing of the new degree will be part of the rollout associated with this new degree.

"Note: Although theatre and dance have enjoyed a long history of collaboration and cross-pollination, majors are prevented from declaring more than one option within the B.A. in Theatre Arts degree. This proposed conversion of the Dance option to a B.A. in Dance will benefit Theatre majors in that they would be afforded the opportunity to declare a double major - one in Theatre and the other in Dance."

**4. Existing Support Resources for the Proposed Degree Major Program**

- a. *List Faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs.*

- **Kenneth Balint**

Professor of Dance, Dance Option Advisor  
 B.F.A., Jacksonville University, Florida  
 M.F.A., Arizona State University  
 Specialization: Ballet Technique, Contemporary Technique, Choreography, Artistic Director, Dance History and Creative Movement for Children.

- **Ruth Griffin**

Professor of Dance  
 B.A., M.A., Case Western Reserve University

Specialization: Modern Technique, Physical Theatre, Choreography, Music and Choreography, Pilates and Artistic Director.

- **Elizabeth Payne**

Costume Design, Design/Tech Advisor

- B.A., Morehead State University

M.F.A., Tisch School of the Arts, New York University

Specialization: Drama 34/Costume Design/Makeup Design

- **Elizabeth Waldman**

Lighting & Sound Design

B.A., Colorado College

M.A., University of New Mexico

M.F.A., Tulane University

Specialization: Drama 34/Lighting Design/Sound Design

- **Leslie Martin**

Part Time Faculty

B.A., California State University, Fresno M.F.A., California State University, Fullerton

Specialization: Drama 33 Introduction to Acting

- **John Jordan**

Part time dance faculty

B.A., Wesleyan University

Ph.D., University of California, Riverside Part Time

Specialization: Dance History, Dance Philosophy, Introduction to Dance, Feldenkrais Technique and World Dance

- **Cristal Tiscareno**

B.A., California State University, Fresno M.A., California State University, Long Beach

Part Time

Specialization: Modern Technique, Creative Movement for Children and Introduction to Dance.

- **Joy Thiessen**

BFA University of California Davis

MFA expected May 2017 St. Mary's College of California

Specialization: Ballet Technique

*b. Describe facilities that would be used in support of the proposed program.*

A complete dance studio environment (smart room completion January 2016) is in place in the Music Building (124), and sufficient classrooms are available for scheduling by the College and the university.

*c. Provide evidence that the institution provides adequate access to both electronic and physical library and learning resources.*

The CSU Fresno Library is modern, ADA compliant, and is truly a campus central point for students to gather and study. The library staff is supportive of continuing to build a collection to support this degree.

- d. Describe available academic technology, equipment, and other specialized materials.*

The main studio/classroom for the dance degree program is Music 124. The studio will be a completed smart room facility as the Spring 2016 semester begins.

## **5. Additional Support Resources Required**

- a. Describe additional faculty or staff support positions needed to implement the proposed program.*

The Theatre Arts Department has adequate faculty, staff and student assistant support. Enrollment and faculty positions are expected to remain at current levels. A program degree coordinator position will be established in the Department to provide curriculum programming and public interface, and to represent the program at the university and community levels.

- b. Describe the amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required.*

None required.

- c. Include a report written in consultation with the campus librarian which indicates any necessary library resources not available through the CSU library system.*

No additional library resources are required to replace the current BA Theatre Arts – Dance with a BA in Dance.

- d. Indicate additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.*

None.

- e. Note student sources of support that will be available such as scholarships, teaching associates, graduate assistantships and/or fellowships.*

Similar to the current BA in Theatre Arts-Dance the new BA in Dance will retain its current level of student support. For example, departmental scholarships will continue to be made available in the new BA in Dance.

- e. Complete the new program budget analysis form (Appendix F). Indicate the method of funding (e.g. existing, new, development, special allocation, etc.). If appropriate, state that no new resources are required and indicate how this will work. Internal reallocations must be explained.*

Since this new BA in Dance is replacing the existing BA in Theatre (Dance Option) no new funding or resources are required.

### **Abstract of the BA – Dance Proposal**

The B.A. in Dance degree will meet current standards in dance education and be a solid foundation for the expected needs of the increasing numbers of dance students within our Central San Joaquin Valley service area. The curriculum establishes a foundation rich in the core areas of dance and is designed to educate students to become skillful, articulate, expressive movers; find their own voice as creative artists; develop the ability to work effectively in a collaborative environment; and grow in their conceptual understanding of dance as an art form in relation to the other arts and the diverse global society in which they live. Fresno State is well positioned to convert its existing B.A. in Theatre Arts, Option in Dance to a full-fledged B.A. in Dance degree.

The BA degree will be an outstanding and innovative provider of dance education and dance training in the central Valley of California. The Bachelor in Arts Dance will serve as a catalyst for students to realize their creative potential by providing a personalized and rigorous learning environment, fostering experiential education and contributing to the cultural enrichment of a global society.

The Dance major involves students in creative inquiry, embodied, inventive collaboration and skillful expression of ideas in order to prepare them for lives of leadership, service, and excellence in the arts, culture and business of the future. Each student in the Dance major explores performance, training, design, technology and research in a multifaceted liberal arts context in order to develop individual identities as artists and the abilities to work collaboratively in a diverse work place. The degree provides an excellent broad-based foundation for work in the arts or entertainment professions or for further training at graduate schools or conservatories. The program's liberal arts emphasis prepares graduates for a variety of occupations in multiple performance fields, as well as non-performance fields.

The new BA Dance degree will meet accreditation requirements as applicable. The Theatre Arts Department is an accredited institutional member of the National Association of Schools of Theatre (NAST) and holds memberships with the Association for Theatre in Higher Education, the California Educational Theatre Association, the California Alliance for Arts Education, and the United States Institute of Theatre Technology. The department regularly participates in the American College Theatre Festival (ACTF) and the American College Dance Association (ACDA).



## **B.A. in Dance**

### **REQUIREMENTS**

#### **Bachelor of Arts Degree Requirements ~~Theatre Arts~~ Dance Major**

The ~~theatre arts major, dance option, and minors are designed to provide competencies in the theatre arts for students who intend to pursue study beyond the Bachelor of Arts degree, who are preparing for careers in teaching or for the professional theatre. With the assistance of their advisers and with departmental approval, students follow a track of advanced courses specializing in the areas of Acting or Design/Technology, or students may opt for advanced courses covering a broad range of study by selecting the General track. The Theatre Arts Program offers through the dance option intensive studies in dance performance, choreography, and theory. This option provides preparation for graduate studies or a professional career.~~

The Dance major involves students in creative inquiry, embodied, inventive collaboration and skillful expression of ideas in order to prepare them for lives of leadership, service, and excellence in the arts, culture and business of the future. Each student in the Dance major explores performance, training, design, technology and research in a multifaceted liberal arts context in order to develop individual identities as artists and the abilities to work collaboratively in a diverse work place. The degree provides an excellent broad-based foundation for work in the arts or entertainment professions or for further training at graduate schools or conservatories. The program's liberal arts emphasis prepares graduates for a variety of occupations in multiple performance fields, as well as non-performance fields.

#### **~~Theatre Arts~~ B.A. in Dance Major (Dance Option)**

##### **Option requirements (~~48 units~~ 54 units)**

DRAMA 33, 34, ~~134B or 181B or 182A~~ (9 6 units)

DANCE 20, 70, 159, 160, 164, 166, 170, 171, 175 (~~23~~ 26 units)

Production: DANCE 115, 163 (4 8 units)

DANCE 117A, B, C, or D (~~must enroll in one section each semester~~) (6 7 units)

DANCE 158A, B, C, or D (~~must enroll in one section each semester~~) (6 7 units).

##### **General Education requirements (51 units)**

Electives and remaining degree requirements\* (21-24 15 units)

(See Degree Requirements), may be used toward a double major or minor

##### **Total (120 units)**

\*This total indicates that a maximum of one course (3 units) in General Education Breadth also may be applied to the dance option. This course is DANCE 70 in G.E.

Breadth E1. Consult the department chair or faculty adviser for additional details.

**Advising Notes**

1. Special requirements: Students seeking the ~~dance option~~ B.A. in Dance are required to have competency in ~~either~~ DANCE 117 (Modern) or DANCE 158 (Ballet) for graduation.
2. A maximum of 14 units of dance technique courses (117, 118, 155, 158) may be credited toward the minimum B.A. graduation requirement of 120 units.
3. CR/NC grading is not permitted in the dance major.
4. No General Education Integration or Multicultural/International course offered by the Theatre Arts Department may be used to satisfy the General Education requirements for majors in the department.