

CWRU Action Form for Majors/Minors/Programs/Sequences/Degrees  
(instructions on back)

Docket# \_\_\_\_\_

College/School: College of Arts and Sciences  
Department: DANCE

PROPOSED:  major  
 minor  
 program  
 sequence  
 degree

**APPROVED**  
A&S CEP 2-17-12  
A&S Executive Comm. 3-9-12  
A&S Faculty 3-30-12

TITLE: \_\_\_\_\_ in Dance

EFFECTIVE: Fall, Spring, or \_\_\_\_\_ (semester) 2012 (year)

DESCRIPTION:

Proposed is a 41 credit major in Dance-BA degree. The required courses include 21 credits in a technique core, 9 credits of theory and research including the SAGES departmental seminar, an additional three classes selected from among a range of 300 level classes offered by the new Department of Dance and 2 credits of rehearsal/production related courses. Prior to Dance becoming an autonomous department in January of 2011, there was only a BA degree with a major in Theater Arts with a concentration in Dance. That concentration is no longer in existence and with the new department, is the need for the new major.

Is this major/minor/program/sequence/degree:  new  
 modification  
 replacement

If modification or replacement please elaborate: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Does this change in major/minor/program/sequence/degree involve other departments?  Yes  No

If yes, which departments? tl  
\_\_\_\_\_  
\_\_\_\_\_

Contact person/committee: \_\_\_\_\_ G • G a l b r q l l i t b \_\_\_\_\_

SIGNATURES:

Department Curriculum Chair(s)/Program Directors: \_\_\_\_\_  
Department Chair: Karen Potter \_\_\_\_\_  
College/School Curriculum Committee Chair: R. Jordan \_\_\_\_\_  
College/School Dean(s): L. Kodish \_\_\_\_\_  
UUF Curriculum Committee Chair: \_\_\_\_\_

File copy sent to: \_\_\_\_\_ Registrar Office of Undergraduate Studies/Graduate Studies  
Other: J. W. Skolwitz for KSCUE  
sent 4-12-12

# Undergraduate Major in Dance- Preamble and Narrative

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## Preamble:

In 2010, the proposal to separate the Department of Theater and Dance into two autonomous departments was approved and took effect January 1, 2011. The following is a proposal to establish a new major in Dance (Bachelor of Arts degree) to replace what had heretofore been a 'concentration' in Dance electable by students pursuing a BA degree in Theater Arts. The requirements for the concentration were reviewed by the three full time tenured/tenure track faculty in dance and modified after a comparison with other BA degrees in Dance offered by institutions similar to CWRU. In October 2011, the Dean of Undergraduate Studies, Jeffrey Wolcowitz also reviewed the proposal and provided feedback that resulted in minor adjustments. At that time, he recommended that we proceed with the request for two semesters of DANC 386, Rehearsal and Performance (0 credit), to count as the University Physical Education Requirement. *(This will be tantamount to the Eurhythmics courses that count for the physical education requirement for music majors. There have been preliminary discussion the Patrick Kennedy in the Physical Education Department.)*

The result of that review, the degree plan, is submitted along with this narrative proposal. Minor revisions to existing courses, i.e. courses repeatable for credit and the reduction of DANC 386 to zero credits, will be submitted for approval to the CEP for the January meeting. Below is the required Program Proposal Narrative with responses to many of the questions in the College of Arts and Sciences *Guidelines for College Considerations of Proposed New Degree/Program/Major/Minor/Sequence Track.*

## Narrative:

### *Importance of the proposed program*

The proposed BA degree with a major in dance will be the only undergraduate degree for the new Department of Dance and thus, is critically needed since dance was separated from Theater and the concentration in dance with the Department of Theater will no longer exist. The faculty, like the faculty of Theater (the prior home department), believe strongly in the efficacy of the BA degree as opposed to a Bachelor of Fine Arts (BFA) degree and there are no plans to propose a BFA. As since 1975 and as designed, students will continue to interact in classes, rehearsals and performances with students in the graduate program. However, Course Action Forms requesting new course numbers and syllabi demonstrating concomitant differentiations in student assessments were submitted to the CEP in 2011 and have been approved, thereby facilitating the proper distinctions between undergraduate and graduate requirements.

### *Distinction*

The department fully believes that being among the smaller number of private research institutions offering BA degrees with a major in dance coupled with the option for students to pursue two degrees will actually increase interest in CWRU and in Dance at CWRU.

Additionally, that our faculty all bring the expertise and experience of their major professional performing careers and that we are a leader on an international level in the fields of dance science/wellness and dance and technology, further promotes our attractiveness to high school students who are reviewing research institutions. Finally, our proposed major is distinctive in that it will require students to take more credits in technique than may be typical of other BA degrees with a major in Dance, thus keeping the students actively dancing, and it has been uniquely designed to allow students to select other required courses from among choreography, dance science or pedagogy to pair well with a second major or promote more in depth study in a particular area.

#### *Survey of other degree programs -perceived market:*

A review of other programs in the state of Ohio reveals that most institutions that grant degrees in dance offer the BFA. These include Kent State, Ohio State University, Ohio University, The University of Cincinnati and the University of Akron which does also offer a BA with a Cognate in Business. Other BA programs exist at Oberlin (30 credits required) and Denison (36 credits- only 12 in dance technique). Other institutions offer BA degrees in Theater Dance or Theater such as the College of Wooster and Miami University. On a national level, the BFA degree with a major in Dance is more common than a BA, in part because a common mission of a BFA degree program is to prepare dancers for the professional performance arena. The mission and goals of Dance at CWRU, provided along with the submission of this document, extend beyond the scope of preparing dancers for a professional performance career.

#### *Projected Costs to Mount the Program*

This program can be mounted without any major new costs to operate the program. Indeed, the financial resources have long been in place to operate what was the 'concentration' that has existed since dance merged with theater in the '70's.

A brief summary/history of the program, now department, highlights the fact that Dance was an important part of the education experience for the Flora Stone Mather College for Women in the early part of the 20<sup>th</sup> century. Indeed, dance has existed in some form in Mather Dance Center since 1911 having been part of Physical Education, and then the Department Drama and Dance in 1974. While the department underwent two name changes, some funding for dance was sustained, and by 2000, funding for the then Dance Program was increased and became somewhat autonomous with a separate 'sub-budget line' within the department. Hence, most of the needed resources to sustain the establishment of dance as a department with a separate undergraduate degree, have in fact, been in place for more than a decade.

#### *Faculty/Staff*

However, because there have been only two tenure track positions in dance dating back to 1975, there has long been a need for more faculty. That need has been preliminarily met with the hire of an Assistant Professor in Dance last spring. The justification of the hire was to help support the undergraduate curriculum, particularly as it relates to the shift from being a program to a department with a new major. With current plans for the performing arts to be partially located in the Maltz Performing Arts Center (MPAC) in the not too distant future, and with a growing number of students

interested in a major or minor in dance, the need for more faculty has been articulated and was factored into strategic plans related to the MPAC.

#### *Graduate Student Support*

Already existing is support for graduate students who in the third year of the degree program serve as instructors (TA's) for lower level dance classes. This has long been a practice and the funding of graduate students to teach removes some of the need for funding for staff (lecturers). Strategic planning discussions related to the proposed new/renovated Maltz Performing Arts Center have entertained the idea of 'increasing the graduate population' and thus, there would potentially be a small increase in the number of TA's to handle an increased number of classes that could be offered with more studio space.

#### *Space/Resourses*

With regards to existing facilities, the Department of Dance is the only resident of Mather Dance Center (MDC). The building houses three studios one of which converts into a 'studio theater' for performances, a costume shop, a storeroom, one classroom, two gender specific dressing rooms, one administrative office, three faculty offices and one shared office for part-time lecturers. There is currently no need for additional office space for faculty or graduate students. Additionally, there are currently three designated offices planned in the MPAC, so with existing offices and the potential for three more offices in the MPAC, there will not be a need for more office space with any future hires.

Improvements to MDC will continue to be made as funds for the installation of a new industry standard fully 'sprung floor' were donated to the College of Arts and Sciences by the former Flora Stone Mather Alumna Association. Having a new floor in MDC and additional training and performance facilities in the MPAC should also attract more students and high caliber faculty as well.

Other resources already in place include the existing library collections that were noted in a review by a representative from the National Association of Schools of Dance as being adequate. Additionally, the department has a separate video collection housed in Mather Dance Center, and just recently received news that the librarian who oversees the collections for the Music Department has been assigned to also oversee the dance collections. Planning meetings with that librarian have already occurred.

#### *Funding/Projected Income*

Regarding the potential for an increase in funding, it is believed that the establishment of Dance as a separate department with a major in dance, if approved, will inspire alumni to increase their contributions. When the Friends of Dance (FOD) affinity group was reinvigorated about a decade ago, more alumni began to contribute to FOD. With our visibility as a department and with the anticipation of a new major in dance, an increase in contributions can be expected. Additionally, with a third faculty person in place and the potential for more in the future, the department can begin to strategize on securing outside funding for the artistic productions mounted each fall.

#### *Growth Potential*

The potential growth of our undergraduate dance population is already very clear as a result of recruitment efforts through Admissions. The department has already auditioned seven students, most

of who applied to CWRU through the 'early admit' process. That represents a substantial increase in the number of students auditioning. (The number of students who auditioned both last year and the year prior was two.) Another three to four students have made preliminary plans to audition in the spring. All of the students with whom the faculty have met, expressed an interest in CWRU because they could potentially pursue two majors, one in dance with an area of interest that matched well with the other interests that ranged from Art History, to Biology and Physics.

#### *Relation to University Mission and Strategic Plan*

In summary, the approval of a new major in dance will help to attract even more students like those who recently graduated with two degrees, one being a BA with a major in Theater Arts with a concentration in Dance. Recent graduates include: one with a second major in Math who was inducted into the Ohio Chapter of Phi Beta Kappa and is now a graduate student in Math at CWRU who also plans to pursue an MA in Dance in the future; one with a second major in Cognitive Science who is in her first year in the PhD program in Physical Therapy at Northwestern State University; one whose second major was Art History who recently completed the MA degree in Dance History at Florida State University. A current senior completing two degrees, one the major in Theater Arts with a concentration in dance, plans to pursue an MS in Dance Science at the Laban School in London. Additionally, with an approved major in dance that allows for partner classes in dance science, the potential for more codified bridging with the Sports Medicine program through Physical Education, Sports (Dance) Nutrition through the Department of Nutrition and even with biomechanists in the Department of Bio-Medical Engineering can be more fully explored.

Finally, with more students and more faculty, the department has the potential to expand upon its existing partnerships with the Cleveland Institutes of Art and Music. Dance has a long history of collaborations with faculty and students at both institutions and has only been limited by its small numbers. The dance cohort that has long been only two faculty, an average of eight graduate students and two to six undergraduate dance concentration students could only realize so much. Our achievements have been huge; we are internationally recognized in dance wellness and dance and technology, and, importantly, for training strong dancers with brilliant minds. We now have to possibility to enhance and increase...; to build upon our knowns in order to explore the unknowns; to continue to be in a vanguard position, preparing young people for the ever changing landscape dance as a performing art. We believe strongly that having a major in dance will continue to help diversify the undergraduate population at Case Western Reserve University.

## Degree Requirements for Proposed Major in DANCE, Bachelor of Arts Degree

Case Western Reserve University

<b>Proposed Major in Dance: 41 credits</b>	
<i>Technique Core- A minimum of 21 credits required: 15 in Modern, including at least one class at the 300 level; 6 in Ballet (all but 103 and 160 repeatable for credit as advised and/or desired)</i>	
<p><b>Modern Techniques:</b> By advisement and placement, selected from among the three credit and floating credit classes listed below:</p> <p>Three Credit Classes: 103, 104, 203, 204, 303, 304 First, Second and Third Year Modern Techniques I &amp; II respectively</p> <p>Floating Credit classes: 317, 318, 403, 404, 407, 408 Advanced or Fourth Year Techniques I &amp; II respectively</p>	15 credits
<p><b>Ballet Techniques:</b> By advisement and placement, selected from among the three credit and floating credit classes listed below:</p> <p>Three Credit classes: 160, 161, 260, 261 First and Second Year Ballet Techniques I &amp; II respectively</p> <p>Floating Credit classes: 360, 361, 460, 461 Third and Fourth Year Ballet Techniques I &amp; II respectively</p>	6 credits
<i>Care Theory and Creative Research Requirements: 9 credits</i>	
121 or 122, Dance in Culture	3 credits
314, The Craft of Choreography	3 credits
355, 20th Century Dance History, Department SAGES Seminar	3 credits
<i>Additional Core Requirements: 9 credits from among the list below To promote depth of study in a particular area and/or partner with a second major</i>	
315, Music and Choreography (for students interested in creative research)	3 credits
324, Costume and Light Design for Dance (for student interested in theatrical elements)	3 credits
335, Pedagogy (for students interested in teaching)	3 credits
345, Kinesiology (for students interested in Dance Science and Medicine)	3 credits
346, Topics in Dance Wellness (for students interested in Dance Science and Medicine)	3 credits
396, Senior Capstone (SAGES capstone requirement)	3 credits
<i>Additional Performance/Physical Requirements: 2 credits</i>	
385, Rehearsal and Production ( <i>repeatable for credit</i> )	2 credits
386, Rehearsal and Performance ( <i>one semester substitutes for one semester of University Physical Education Requirements for Majors and Minors only</i> )	0 credits
<b>TOTAL DANCE CREDITS</b>	<b>41</b>

# ***The Dance Department: An Executive Summary***

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## **Vision**

The mission of the Dance Department at Case Western Reserve University is to provide the highest caliber of education, dance training, and opportunities for creative and scholarly research for those pursuing the MFA or MA in Contemporary Dance, the BA and the general student. Committed to being an international leader in the burgeoning fields of Dance Medicine and Science as well as Dance/Technology and celebrating dance from both a global and historic perspective, we strive to contribute to the advancement of dance as a vital and necessary art form. In an environment that supports dancer health, the promotion of excellence in technical training, the advancement of critical thinking, the encouragement of exploration into new territories, the mastery of craft with breadth of vision, and the development of mature and contemporary aesthetics are at the heart of this small department based in a research institute.

## **| Mission Statement**

- To provide professional level technical training to graduate students in a conservatory like setting to assure preparedness for entry into the professional and/or academic arenas of dance.
- To provide professional level technical training to undergraduate students that provides a foundation for personal expression and the development of the creative voice.
- To provide a comprehensive examination of craft elements related to the art of choreography along with opportunities to explore and develop working relationships with creative resources to promote mature, sophisticated contemporary, artistic explorations with clear evidence of thoughtful and intellectual comprehension.
- To provide additional programs and areas of course work and exposure such as Dancer Wellness and Dance and Technology to augment the field of dance globally both artistically and academically.
- To foster critical thinking and analytical exchange.
- To ensure a positive, nurturing environment for ongoing creative and intellectual development.
- To provide students and audiences with a diversity of artistic and cultural experiences.
- To promote a diverse population of highly qualified students.
- To contribute to the cultural vitality of the university community as well as the local, national and international artistic communities.

## **| Dance Department Goals**

- To provide performance opportunities in works by noted choreographers, faculty, and peers to broaden and intensify the repertory and transformative performing experience for undergraduates and graduates and community participants.

- To increase laboratory teaching experiences for the graduate student by affording undergraduate teaching opportunities as well as choreographing and overseeing the undergraduate performance ensemble.
- To provide quality physical training in dance by incorporating vigorous and thoughtful cross training based on quantifiable, professional evaluations.
- To strengthen and maintain existing alliances with area, regional, and state dance organizations and arts organizations and seek alliances where cosponsoring may serve broader audiences.
- To broaden, strengthen, and expand working relationships with other non-local institutions and to establish new associations all using Internet2 and other multimedia technologies.
- To support undergraduate exposure to a wider range of a dance forms through student groups where possible.
- Ensure heightened perceptivity of aesthetic and kinesiological principles.
- To maintain ongoing review of curriculum as it relates to the development of dance in the 21st century.
- To carry forth, with continual reflection upon and acknowledgement of the excellence of the program, its position as a leading Graduate Training Program in Dance not only in the nation, but globally.

## **Dance Program Overview**

### **!Introduction**

The Dance Department is distinguished as one of the oldest of the 30 plus MFA programs in Dance in institutions of higher education and a founding member of the National Dance Association. Founded in 1975, it is entering its 4th decade with an unparalleled four semester choreography curriculum, professional level technical training and notably, a unique music curriculum that is allied with the Cleveland Institute of Music (CIM). Housed in Mather Dance Center, it is a department that reaches beyond the university community to embrace the greater Cleveland dance community while memberships in state, national and international organizations give it a global profile. It has charged into the 21st century as a leader with new programs and alliances to further challenge and prepare students for an exploration of uncharted territory as intellectual and aesthetic voyagers and leaders. Roots to the heritage of 20th century Modern Dance pioneers whose risk taking gave birth to a new art form are used to endorse and promote contemporary artistic inquiry and are the foundation used to support the ever changing landscape of dance.

### **| Brief History**

Dance was an important part of the educational philosophy of the Flora Stone Mather College for Women where it was housed (like so many other programs founded in the early part of the 20th century) in the Physical Education Department. In 1956, Kathryn Karipides came to Western Reserve University to teach Modern Dance, Folk and Square Dance and Social Dance. Ballet and Jazz Dance classes were also offered and taught by local guest instructors. In 1972, the Dance Program forged a path followed by so many other programs as it moved into the Department of Drama. Curricula for both an undergraduate concentration and a minor were

developed. At the request of then chair, Ted Hurstand, Kelly Holt was asked to devise a curriculum for a Master of Fine Arts Degree. Holt had backgrounds in both theater and dance, had been the first male dancer with the Erick Hawkins Dance Company and had worked closely with other faculty at New York University to establish their graduate program. By 1975, he was also asked to join the faculty at Case Western Reserve University.

From 1969 through 1979, the Case Western Reserve Modern Dance Company, a resident company comprised of area professionals and CWRU students performed at Eldred Theater as the "Dance Theater of Kathryn Karipides and Henry Kurth". In the 1980's, Mather Gymnasium was fitted, according to Kurth's technical design, with a full cyclorama, theatrical lighting equipment and moveable bleachers for audiences and was fittingly renamed Mather Dance Center (MDC). The program's international status and reputation coupled with its growing needs required that it become an autonomous academic unit within the college. Therefore, with the support of the faculty of the college of arts and sciences the program was separated into its own department in 2011.

Since the 1950's, numerous workshops, lecture demonstrations and master classes were sponsored in association with the Cleveland Modern Dance Association (now DanceCleveland, one of the first organizations of its kind). Such distinguished dancers and teachers as Doris Humphrey, Anna Sokolow, Erick Hawkins, and Murray Louis to name a few have graced the studios at MDC. Each year concerts have been produced featuring works by faculty, guest artists, MFA candidates and alumni. Additionally, the undergraduate ensemble "Scandals" was founded in the '80's by Janet Meskin ('82) and renamed "MaDaCol" (Mather Dance Collective), by Louis Kavouras ('89) in the early 90's when he directed the ensemble. On average, 40 dancers from the Cleveland community as well as the university community participate in the two concerts produced by MaDaCol each year. Each performance draws house capacity audiences.

## **Focus**

The focus of the Dance Department, which is comprised of both graduate and undergraduate programs, has always been on Contemporary Dance. Areas of specialization in the MFA and MA degree programs include Choreography, Performance and Pedagogy with an emerging emphasis in Dancer Wellness/Medicine/Science. The undergraduate students, who pursue the BA, are immersed in a strong liberal arts education, the core of which is the unique Seminar Approach to General Education and Scholarship (SAGES).

The Dance Department has always facilitated an intense interaction between students and faculty ensuring quality education and personal attention while also providing an environment for healthy and rigorous physical training, varied performance opportunities and creative investigation in the choreographic process.

Historically the emphasis of the dance department has been the graduate program due to the carefully considered and researched paradigm in its original design, scope, and focus. An additional important factor in this initial planning was the fact that developing an undergraduate major in dance at a private university would be defeating as there existed (and still does) myriad public institutions offering a range of undergraduate degrees at lower tuition rates with a greater range of offerings needed for a well balanced undergraduate education. Commencing AY 04-05, an initiative to attract undergraduate students majoring in the arts was established by the president of the university. Active recruitment by the admissions office and the newly

established undergraduate scholarships for dance has re-energized the dance emphasis of the department's overarching BA degree.

### **Philosophy**

Embracing a philosophy of education that is committed to the development of the total individual, emphasis is placed on the technical, aesthetic, professional and academic training of every student with keen guidance that allows the individual to nurture their creative spirit and sharpen their cognitive and analytical skills. The curriculum which includes a wide spectrum of course offerings provides the foundation for stimulating artistic and academic inquiry. Faculty, both full and part time are encouraged to structure their courses with a trans-/inter- disciplinary approach when possible, especially in the undergraduate curriculum, to promote a sensibility that the study of dance as an art form is most relevant when coupled with an understanding of literature, politics, art, sociology, and other areas of the arts and humanities.