

March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State University – Bachelor of Arts/Bachelor of Science in Dance

Issue

Dixie State University (DSU) requests approval to offer a Bachelor of Arts/Bachelor of Science (BA/BS) in Dance effective July 1, 2015. The institutional Board of Trustees approved the degree on November 21, 2015.

Background

The Dance program at DSU has steadily grown over the past 20 years, evolving from a set of courses taught under Physical Education to a diverse curriculum in dance theory, technique, composition, and performance in the School of Visual and Performing Arts (SVPA). The University currently offers a Dance emphasis under the BA/BS in Integrated Studies, and the proposed BA/BS in Dance would complement existing baccalaureate degrees in Art, Music, and Theatre offered in the SVPA. Student surveys conducted by DSU indicate a high level of interest in a BA/BS in Dance. There is also indication that dancers and dance instructors in the community would have interest in pursuing a bachelor's degree. Furthermore, government statistics project growth in jobs in dance in the coming decade.

In addition, to its two current full-time Dance faculty with terminal degrees, DSU is poised to hire an additional full-time, tenure-track faculty member and a 0.74 FTE lecturer/advisor to support the proposed BA/BS in Dance. The DSU Dance program would also continue to utilize a number of adjunct faculty with varying specialties. Several new courses would be developed, and additional funds would be committed to library and information resources. DSU is committed to expanding the full-time Dance faculty and teaching facilities as the program grows.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Dixie State University and the Board of Regents. The USHE Chief Academic Officers (CAOs), with input from Dance departments at their institutions, reviewed the DSU proposal and provided helpful feedback

that was incorporated into a revised version; ultimately, the CAOs/departments expressed support for DSU's BA/BS in Dance proposal. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Dixie State University to offer a Bachelor of Arts/Bachelor of Science in Dance.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

**Program Description
Dixie State University
Bachelor of Arts/Bachelor of Science in Dance**

Section I: The Request

Dixie State University (DSU) requests approval to offer a Bachelor of Arts/Bachelor of Science (BA/BS) in Dance effective July 1, 2015. The institutional Board of Trustees approved the degree on November 21, 2015.

Section II: Program Description

Complete Program Description

The Dance program at DSU is part of the Department of Theatre and Dance in the School of Visual and Performing Arts. In 1994, most dance courses taught under Physical Education were transferred to Fine Arts, and a part-time dance instructor was hired. In 2000, a full-time Director of Dance faculty position was created to replace the part-time position. Since then, the DSU Dance program and enrollments have grown tremendously, with the curriculum expanding to include theory, technique, composition, and performance courses.

The mission of the DSU Dance program is to provide a diverse population of students an opportunity to achieve their dance education goals and develop discipline, self-confidence, and self-motivation that are vitally important to a career in any field. The Dance program gives students a foundation in the profession of the art of dance by providing an educational environment in which a variety of technique training, performance opportunities, and creative projects complement and reinforce each other. Furthermore, the Dance program offers the highest standard of service in the areas of academic education and community education for students and community members.

The Dixie State Dance Company (DSDC) was created in 2001. The goal of the Company is to prepare students in dance technique and artistic expression for performances and their future dance careers through rehearsal and learning dance techniques and performing skills that are required for performances. Development of personal discipline, collaborative skills, and creative expression are emphasized. DSDC enables serious dance students to gain and master the tools necessary to bring them the foundations of critical thinking and creative discipline. It helps the students begin to develop the personal dance identity and full maturity needed to flourish in the professional art world and function as an independent artist in today's society. DSDC presents two formal performances each year (fall and spring concerts) for DSU students, faculty/staff, and the community.

The BA/BS in Dance at DSU will require students to obtain a broad base of dance skills consistent with the core offerings of other USHE institutions. The proposed degree will prepare students to seek opportunities in dance and will also allow them to develop a number of transferable skills that can be applied in other settings.

Purpose of Degree

According to DSU's mission statement, "Dixie State University is a teaching institution that strives to enrich its community and the lives of its students by promoting a culture of learning, values, and community."¹ The University of Utah, Utah Valley University, Weber State University, and Southern Utah University all offer baccalaureate degrees in Dance, but offering the BA/BS in Dance at DSU will allow students to interact with and enrich the local community. These degrees will also help DSU better fulfill its mission and meet the needs of students. There is evidence of significant demand for the proposed BA/BS in Dance, gathered by surveys of students already enrolled at DSU and local high school students. There is also anecdotal support from the larger St. George and Washington areas. Washington County has a vibrant dance community, and the BA/BS in Dance would recognize and support local dance activities and endeavors.

Institutional Readiness

DSU has granted baccalaureate degrees since 1999. The institution, School of Visual and Performing Arts, and Dance program have all matured over the last decade and a half. As an institution, DSU has evolved in a number of significant ways, namely by becoming a University in 2013, hiring significant number of full-time faculty with terminal degrees, developing and expanding student services and library resources, and seeking and securing funds for new facilities. Due to an increase in enrollment and the promotion of Dixie State to university status, the Department of Fine Arts became the School of Visual and Performing Arts in 2013 and is comprised of Art, Music, and Theatre and Dance departments. All of the programs in the School, with the exception of Dance, offer baccalaureate degrees.

Since the hiring of a full-time faculty member as the Director of Dance in 2000, the Dance program has expanded significantly in its course offerings, enrollment, and adjunct faculty pool. In 2012, an additional full-time faculty member (0.75 in Dance and 0.25 in Theatre) was hired. The Dance program has also been offering more upper-division courses. DSU is committed to supporting the proposed BA/BS in Dance by expanding the number of full-time faculty and the teaching facilities, as needed. The Dance program currently occupies the entire Graff Performing Arts Center, as well as sharing space in the Eccles Fine Arts Center for dance classes and the Main Stage Theater for dance productions. In addition, a large classroom in the remodeled Performing Arts Building is available and suitable for certain dance classes.

Departmental Faculty

Members of the Dance faculty at DSU are qualified and experienced. Both full-time faculty members hold terminal degrees (one PhD and one MFA). Although the adjunct faculty members lack terminal degrees, it is common practice in four-year dance programs to allow adjunct faculty without a terminal degree to teach technique courses due to professional experiences in and out of academia (see Section VII: Faculty for a list of faculty and their credentials).

The proposed BA/BS in Dance will require a new full-time faculty member. DSU plans to hire a full-time, tenure-track faculty member with a PhD or MFA and specializations in ballet technique and dance theory. DSU also plans to hire a 0.74 FTE lecturer/advisor to teach some classes and provide academic

¹ http://dixie.edu/aboutdixie/mission_statement.php

advisement and counseling. Both positions will start in fall 2015 or within the first two years of program implementation. DSU anticipates the BA/BS in Dance will be popular with students and recognizes the need to hire additional faculty as the program grows.

Department Faculty Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	1		1
Full-time Non-Tenured	1	1	2
Part-time Tenured			
Part-time Non-Tenured		1	1
With Master’s Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	2		2
With Bachelor’s Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	7		7
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty in the Department			
Full-time Tenured	1		1
Full-time Non-Tenured	1	1	2
Part-time Tenured			
Part-time Non-Tenured	9	1	10
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for “prior to program implementation” and using the A-1/S-11 Cost Study Definition for the projected “at full program implementation.”)	3.70	1.74	5.44

Staff

There is one full-time administrative assistant that supports the School of Visual and Performing Arts (SVPA), with primary attention given to the Dean. Additionally, one part-time assistant supports the SVPA, including Art, Music, Theatre, and Dance. These assistants are not housed in the Graff Performing Arts Center (home of the Dance program), but in the Eccles Fine Arts Center. A new part-time Dance assistant was hired in fall 2014 to cover clerical tasks, assist with the dance faculty and dance productions, and facilitate better communication between full-time faculty, adjunct faculty, and students. The proposed budget includes \$21,000 for this position.

Library and Information Resources

DSU's Library holds adequate book, audio/visual, and periodical resources for the current Dance program, but these holdings will need to grow to fully support the BA/BS curriculum. The portion of the Library's annual budget set aside for Dance materials is \$1,000. To create a quality book, audio/visual, and periodical collection to support the needs of the BA/BS curriculum, the Library needs an ongoing initial allocation of \$1,000 per year for the first year of the degree and \$500 for each subsequent year. The Dance program's education and professional activities also require the use of online databases in the field. The Library currently subscribes to a number of excellent online resources, including Alexander Street Press: Dance Video, JSTOR, Oxford Reference, ebrary, and Proquest. Pricing for some of these essential databases is not fixed, but depends on FTE enrollment for the University (i.e., as the University grows, pricing increases). The proposed budget ensures the Library will be able to continue database subscriptions and subscribe to new ones.

Current Library Materials for Dance				
Catalog				
	Number of items found	Years Covered	List available in Catalog	Comments
Books	123	1929-2012	Y	
e-books	113	1977-2011	Y	
Periodicals	1	1991-2010	Y	
e-Periodicals	15	1914-present	Y	
DVDs	112	1988-2013	Y	9 of these are DocUtah materials
Videos	19	1995-1999	Y	Videos are kept if DVDs cannot be found
Audio Cassettes	1	1974	Y	Cassettes are kept if CDs cannot be found
CDs	53	1976-2007	Y	
Kits	1	1987	Y	Utah Endowment
Microforms	3	1806-1868	Y	
Items with "dance" as subject heading in catalog	453	1806-2014	Y	
Databases				

	Number of items found ("hits")	Years covered	List available on Databases	Comments
Alexander Street Press: Dance Video	21682 (Audio) 917 (Video)	1910-2014	Y	Subject heading of Dance
Alexander Street Press: Music Online	543 Texts	1900-2014	Y	Print sources under the subject heading of dance
ProQuest Newsstand	119815	1980-2014	Y	Newspapers, Wire Feeds, Magazines, and Trade Journals
Academic Search Premier	12945	1904-2014	Y	Magazines, Reviews, Newspapers, Academic Journals, and Trade publications
MasterFile Premier	12117	1868-2014	Y	Magazines, Reference Books, Newspapers, Academic Journals, and Trade publications
Salem History	246	20th Century	Y	Biographical Profiles
Art Full Text	1113	1983-2014	Y	Periodicals w/some full text
Web of Science	1532	1880-2011	Y	Citations w/some full text
JSTOR	274696	1665-2014	Y	Full Text
Project Muse	22046	1930-2014	Y	Full Text
Sage Journals	32626	1879-2014	Y	Full Text with some citations
Sage Knowledge	2027	2000-2014	Y	Encyclopedias, Dictionaries, and handbooks
ScienceDirect	1999	1995-2015	Y	Some full text with some citations
Oxford Music Online	5288		Y	Grove Music, Oxford Dictionary of Music, Oxford Companion to Music, and Encyclopedia of Popular Music
Oxford Reference	16776	1994-2013	Y	Encyclopedias and dictionaries
Oxford Handbooks	297	2011-2014	Y	Handbooks
Gale Virtual Reference	999	1968-2014	Y	Encyclopedias and Handbooks
ebrary	131	1959-2013	Y	eBooks
EBSCOhost books	15	1977-2005	Y	eBooks
LibGuides	4			These are research guides to help the students with

				research and citations
Naxos/Naxos Jazz				Audio Music databases to access music for dance

Admission Requirements

Each students seeking to enroll as a Dance major must submit an application and audition for admission into the Dance program. Students must also have already submitted an application for undergraduate admission to Dixie State University. The audition will take place mid-March prior to the upcoming academic year and will also serve as a scholarship audition. The Dance faculty will conduct the audition and review applicants based on their performance in two group technique classes (ballet and modern dance), a one-minute solo choreographed by the student, and an interview with the Dance faculty.

Student Advisement

As previously noted, DSU is planning to hire a 0.74 FTE lecturer/advisor for the Dance program. This person will teach the First Year Experience class, where students will learn about the Dance program's degrees, requirements, expectations, and policies. It will also be the lecturer/advisor's responsibility to regularly meet with and counsel students on course scheduling to ensure graduation in a timely manner. The rest of the Dance faculty will play a less formal role in student advisement, with each faculty member mentoring students in her or his area of expertise.

Justification for Graduation Standards and Number of Credits

Students must complete a minimum of 120 credits in order to graduate with a bachelor's degree, as stated in DSU's Policies and Procedures Manual². Sixteen credits in a single foreign language are required for the BA degree only. For both the BA and BS degrees, 40 of the 120 credits must be from upper-division courses.

Requirements for BA in Dance	Credits
Computer Literacy	3
General Education Core	13
General Education Breadth and Depth: Life Sciences/Laboratory Sciences • BIOL 2320/25 (Pre-requisite for DANC 3510)	5
General Education Breadth and Depth: Physical Sciences/Laboratory Sciences • PHYS 1010/15 (Pre-requisite for DANC 3510)	4
Additional General Education Breadth and Depth Courses	12
Dance Major	53
General Education GLOCUP	6
Foreign Language	16
Electives	8
Total Semester Credits	120

² Section 5-Student Services. Policy No. 20: Graduation; D. Graduation Requirements

Requirements for BS in Dance	Credits
Computer Literacy	3
General Education Core	13
General Education Breadth and Depth: Life Sciences/Laboratory Sciences • BIOL 2320/25 (Pre-requisite for DANC 3510)	5
General Education Breadth and Depth: Physical Sciences/Laboratory Sciences • PHYS 1010/15 (Pre-requisite for DANC 3510)	4
Additional General Education Breadth and Depth Courses	12
Dance Major	53
General Education GLOCUP	6
Electives	24
Total Semester Credits	120

External Review and Accreditation

In 2011-12, Dixie State hired Kim Strunk, an Associate Professor and former Chair of Dance at Utah Valley University, as an external reviewer. During her tenure as chair at UVU, Professor Strunk was instrumental in developing and defending several new degree options in dance that were approved by the Utah State Board of Regents. After carefully evaluating DSU's "Dance Program Review" (authored and submitted by Dr. Li Lei, Director of Dance, in May 2011) and conducting a site visit in November 2011, Strunk submitted an external review report in January 2012:

https://www.dixie.edu/academics/File/DCS%20Dance%20Program%20Review_External.pdf

The purpose of Professor Strunk's review was to provide feedback and guidance on the current Dance program, as well as strategies for developing a baccalaureate program. Among the comments in her review, Strunk identified three areas of need that, when fulfilled, would contribute to the success of the current and future Dance program:

1. The need to develop and implement Dance degrees

Strunk strongly advocated for the Dance program to have degrees. She noted that the Music and Theatre programs have associate and baccalaureate degrees, as well as emphases in Integrated Studies, and similar degree options in Dance would "compliment and complete the Performing Arts Department."

Strunk continued, "The common thread of conversation with students was: (1) their desire to stay at Dixie and earn a dance degree; (2) an overwhelming expression of appreciation and respect for faculty, particularly Dr. Lei; (3) concerns that they are not privy to the same opportunities as the other performing arts students; and (4) misconceptions regarding the eventual offering of dance degrees." She also mentioned witnessing the intense commitment students have for the program, as well as strong technique and performance skills.

Additionally, Strunk mentioned Utah's uniqueness in its support of Dance Education, stating that almost every high school in the state has a Dance program that provides students for university dance programs, as well as employment opportunities for degree-holding graduates.

2. The need for an additional full-time faculty and a part-time lecturer/advisor

As previously mentioned, Strunk advised additional full-time faculty be added (3 in total) for the program to more effectively meet the mission and goals stated in the "Dance Program Review" (Strunk was commenting on the status of the program at that time). In order to effectively meet the needs of a four-year degree program, three full-time faculty and one part-time lecturer/advisor is the minimum.

Strunk also addressed adjunct faculty. While she stated the quality of teaching and dedication of the adjunct faculty, she also noted "the optimal ratio of part-time to full-time for most institutions hovers around 40/60 or 30/70, compared to 80/20, which represents the current DSC Dance Program ratio. The need for a more balanced ratio makes a good argument for additional full-time lines." Although a full-time faculty member (0.75 in Dance and 0.25 in Theatre) has been added to the Dance program, the number of adjunct faculty has also increased due to more course offerings, and the current ratio is 84/16. A third full-time faculty member would provide a more balanced ratio.

Strunk pointed out, "To conclude, DSC Dance faculty are extremely well qualified and dedicated to the Dance Program. The critical need now is for additional full-time tenure-track faculty so that the Dance Program can meet student and community needs, prepare students for successful transfer, and develop degree options for Dance students."

3. The need to increase the ongoing budget for the Dance program

In this area, Strunk noted that although enrollments were up, and faculty as well as studio space have been added, the ongoing budget for the Dance Program had declined since 2004-2005 to \$4000. She continued, "Having run a department for eight years, I cannot fathom how Dr. Lei accomplishes what she does with such a limited budget." And although she noted that the Theatre and Music programs offer degrees and more classes, she also mentions the disproportionate distribution of funds that "raises a red flag."

Regarding accreditation, the DSU Dance program will eventually seek membership in the National Association of Schools of Dance (NASD). The proposed BA/BS in Dance has been designed with this in mind. Upon approval and implementation of the BA/BS in 2015, an accreditation review will be scheduled for 2020.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
Data for Proposed Program						
Number of Graduates in Proposed Program	X	X	X	30	40	50
Total # of Declared Majors in Proposed Program	X	46	69	92	115	128
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	3.70	5.44	5.70	6.20	6.70	6.95
Total Department Student FTE (Based on Fall Third Week)	37.10	55.50	64.70	73.90	83.10	88.30
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	10.03	10.20	11.35	11.92	12.40	12.71
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: NA)	NA	NA	NA	NA	NA	NA

Section III: Need

Program Need

In the student survey below, 64 students expressed interest in pursuing a BA/BS in Dance from DSU. In addition to students currently enrolled at DSU or in local schools, there is anecdotal evidence there are practicing dancers and dance educators in the community who would like a baccalaureate degree in Dance. The degree should be initiated because it is in high demand in the local area. Apart from student demand, with baccalaureate degrees offered in Art, Music, and Theatre, a BA/BS in Dance would complement and complete the DSU School of Visual and Performing Arts.

Labor Market Demand

The U.S. Bureau of Labor and Statistics (BLS) projects between 2012 and 2022, employment for dancers will grow by 13%, from 25,800 to 29,200 jobs nationally.³ Additionally, the BLS projects between 2012 and 2022, employment for self-enrichment education teachers, including dance instructors, will grow by 13.9%, from 316,200 to 360,100 jobs nationally.⁴ At the state level, the Utah Department of Workforce Services (DWS) expects to see a 2.6% increase in jobs for dancers between 2010 and 2020, eventually reaching 360. Additionally, DWS projects a 2.8% increase in jobs for choreographers between 2010 and 2020, eventually reaching 100.⁵ DWS also expects to see a 4.2% increase in self-enrichment education teaching jobs for the same period, reaching 4,210 in 2020.⁶ The combined total of these statewide projections is 4,670. Locally, the St. George metro area is home to Tuacahn Center for the Arts, several professional and semi-professional dance companies, seven high schools with dance programs, and 18 dance studios. Due to the nature of the field, graduates with a BA/BS in Dance will typically gain employment as dance performers, choreographers, and educators, often concurrently, as well as find work in other discipline-related areas. A BA/BS in Dance will provide them with transferable skills that are necessary in any job requiring a bachelor's degree. These skills include creative problem solving, written and oral communication, working collaboratively, research, planning and executing projects, and working to a deadline.

Student Demand

In spring 2014, the Dance faculty surveyed students in Dance, Music, and Theatre classes, as well as students from local high schools and middle schools, during the DSU Dance program's annual Outreach Dance Workshop to determine student interest in a bachelor's degree in Dance at DSU. There were 132 responses (90 DSU students and 42 high school and middle school students).

Do you wish that a Bachelor of Arts degree was offered at DSU?				
Year in School	Yes	No	N/A	Total (row)
High School and under	41	1	0	42
Freshmen	30	2	0	32
Sophomores	25	1	1	27
Juniors	14	0	0	14
Seniors	10	0	0	10
Unidentified	6	1	0	7
Column Total	126 95.45%	5 3.79%	1 0.76%	132 100%

The students were overwhelmingly in favor of a BA in Dance, with 95.45% circling "yes."

³ <http://www.bls.gov/ooh/entertainment-and-sports/dancers-and-choreographers.htm>

⁴ <http://data.bls.gov/projections/occupationProj>, "dance instructor" search

⁵ <http://jobs.utah.gov/wi/pubs/outlooks/viz.html>

⁶ <http://jobs.utah.gov/wi/pubs/outlooks/viz.html>

If a Bachelor of Arts degree in Dance is offered at DSU, will you pursue it?				
Year in School	Yes	No	Maybe	Total (row)
High School and under	34	7	1	42
Freshmen	10	20	2	32
Sophomores	13	14	0	27
Juniors	2	12	0	14
Seniors	3	7	0	10
Unidentified	2	4	1	7
Column Total	64 48.484%	64 48.484%	4 3.03%	132 100%

Of the students polled, 48.48% indicated that they would pursue a BA degree in Dance if it is offered. 33.33% of current DSU students responded “yes,” as did 80.95% of local high school/middle school students. The results of this data support the need for a degree in Dance at DSU, particularly in regards to prospective students.

If you were going to pursue a career in the dance field, which of the following would you prefer to hold a degree in?					
Year in School	BA in Dance	BA in Integrated Studies with one of two emphases in Dance	Both/ Either	N/A	Total (row)
High School and under	29	13	0	0	42
Freshmen	20	9	2	1	32
Sophomores	17	7	2	1	27
Juniors	12	2	0	0	14
Seniors	7	2	0	1	10
Unidentified	6	1	0	0	7
Column Total	91 68.94%	34 25.76%	4 3.03%	3 2.27%	132 100%

68.94% of students surveyed stated that if they were going to pursue a career in the dance field they would prefer to hold a BA in Dance, compared to 25.76% who stated they would prefer to hold a BA in Integrated Studies with one of two emphasis areas in Dance. This data shows that there is a need for a distinct Dance degree that is not being met by the current Integrated Studies degree. The Dance faculty believes that a BA/BS in Dance would be popular with students, and the results of this survey support that belief.

Similar Programs

The DSU Dance faculty is confident that the BA/BS in Dance curriculum is consistent with other institutions in the state. In preparing the BA/BS curriculum, the Dance faculty examined programs at Utah Valley University, the University of Utah, Weber State University, and Southern Utah University. The Dance faculty felt these institutions were the most relevant because they are institutions in the Utah System of Higher Education, and they all have BA/BS or BFA programs in Dance. The required dance technique, performance, and theory courses at these institutions and as proposed by DSU are similar.

Courses	UVU: BFA with Modern Dance Emphasis *	U of U: BFA Modern Dance*	SUU: BA/BS Dance Performanc e	WSU: BA in Dance	DSU: BA/BS in Dance
Technique					
Ballet Technique I (or equivalent)	Required	Required	Optional	Required	Required
Ballet Technique II (or equivalent)	Required	Required	Required	Required	Required
Ballet Technique III (or equivalent)		Required	Required	Required	Required
Ballet Technique IV (or equivalent)		Required or level III repeated	Required or Advanced Modern		Required
Modern Dance I (or equivalent)	Required	Required	Optional	Required	Required
Modern Dance II (or equivalent)	Required	Required	Required	Required	Required
Modern Dance III (or equivalent)	Required	Required	Required	Required	Required
Modern Dance IV (or equivalent)	Required	Required or level III repeated	Required or Advanced Ballet		Required
Tap Dance (various levels)	Optional elective		Required	Optional elective	Optional elective
Jazz (various levels)	Required	Required	Optional elective	Optional elective	Optional elective
Performance					
Rehearsal/Performance Credit	Required	Required	Required	Required	Required
Theory					
First Year Experience (or equivalent)		Required			Required
Introduction to Dance (or equivalent)	Required		DANC 1010 Prerequisite	DANC 1010 Prerequisite	Required
Music For Dance	Required	Required	Required	Required	Required
Improvisation	Required	Required	Required	Required	Required
Dance Composition (or equivalent)	Required	Required	Required	Required	Required
Choreography Practicum (or equivalent)	Required	Required	Required	Required	Required
Physics and Kinesiology for Dancers I/II or equivalent	Required	Required	Required	Required	Required
Dance Pedagogy (or equivalent)	Required	Required			Required
Dance in a Cultural Perspective/Dance History I (or equivalent)	Required	Required	Required	Required	Required
Dance History/Dance History II	Required	Required	Required	Required	Required
Senior Capstone (or equivalent)	Required	Required	Required	Required	Required

**BFA Modern Dance Emphasis shown for comparison (as opposed to BFA Ballet Emphasis) because it is generally more consistent with BA/BS degree curriculum.*

When comparing the curriculum outlined in this proposal, it is important to note that two of the comparable institutions, Utah Valley University and the University of Utah, offer Bachelor of Fine Arts (BFA) degrees, and at this time, DSU is seeking the BA/BS, with an intent to eventually expand the program to include a BFA when more resources can be secured. The National Association of Schools of Dance (NASD) states that a BFA degree is a professional degree that usually requires that at least 65% of credits be completed in studio work and related areas for the purpose of preparing students for professional practice in the dance field. Liberal arts degrees, such as the BA and BS degrees, should allow students to study and develop skills in dance within a broader program of general studies, but they are not professional degrees. According to NASD guidelines, BA and BS degrees in Dance normally require 30-45% of course credit to be in studio work or related areas. The 53 credits required by the proposed DSU program would represent about 44% of degree credits. SUU's BA/BS in Dance Performance requires 46 credits, and Weber's BA in Dance requires 56 credits.

Although the proposed DSU BA/BS program is similar to other degree programs offered at USHE institutions, it provides room for students to choose from a wider range of elective course options than a BFA or BA/BS with an emphasis degree. Students are less confined to a prescribed course schedule and specialization, allowing for a more broad academic experience regarding dance and liberal arts.

Another unique component of the proposed degree is offering a more broad learning experience on Dance Science. Students are required to complete Physics and Kinesiology for Dancers I and Physics and Kinesiology for Dancers II, both upper division courses, instead of only Kinesiology for Dancers. The tenured full-time dance faculty member has a unique professional background in both Dance and Physics that offers students a learning opportunity on Physics for Dancers. After the proposed BA/BS is approved, and when more faculty and facility resources can be secured, a BA/BS degree with an emphasis in Dance Science would be an option for students. The Physics and Kinesiology for Dancers courses not only contribute as a step in that direction, but also are necessary and beneficial to all dance students.

Collaboration with and Impact on Other USHE Institutions

Currently, local students wishing to obtain a bachelor's degree in Dance must go elsewhere or do without. A large majority of DSU students (about 70%) are Washington County residents. Unfortunately, some are foregoing their desired degree because they are tied to the local area. DSU is prepared to meet the requirements of these students, who need to be educated locally. Dance degrees at DSU would not diminish enrollment numbers at other USHE institutions, but would tap into an overlooked market of students in Washington and Kane Counties. This will also help USHE reach its "big goal" of having 66% of Utah's workforce with postsecondary degrees by 2020.⁷ Additionally, the proposed degree may contribute to increased enrollment in the University of Utah's MFA Dance Programs as graduates with a BA/BS in Dance from DSU seek additional education.

Benefits

There is a clear benefit to the state, region, local community and individual students for this degree. The Dance faculty believes that the BA/BS in Dance will be popular with DSU students and fulfill the desire of students who want to pursue a degree in dance but have been forced to pursue a degree in another field, leave the area, or go without. Although improving, Washington County has a poor track record for

⁷ <http://higheredutah.org/preparepay/stepup/>

postsecondary education, with few individuals holding or completing bachelor's degrees. By increasing the diversity of its baccalaureate offerings, DSU can help change the community and perceptions of the community. The Dance faculty has created and is continuing to refine a rigorous and demanding program that will allow students to develop as artists and educators, while accumulating valuable transferrable skills. Additionally, producing qualified dance artists is beneficial to the multiple performance venues throughout the region, which includes, but is not limited to, Tuachan Center for the Arts, the Utah Shakespeare Festival, and local dance companies. As previously mentioned, the BA/BS in Dance would also benefit the local high school dance programs and dance studios. Dance baccalaureate degrees will support the cultural and artistic activities that are already present in the area and help them grow.

Consistency with Institutional Mission

According to the DSU mission statement, "Dixie State University is a teaching institution that strives to enrich its community and the lives of its students by promoting a culture learning, values, and community."⁸ The BA/BS in Dance supports this statement. Rigorous required coursework contributes to a culture of learning. Discipline, work ethic, and collaboration are embedded in the art of dance and contribute to a culture of values. DSU Dance productions are open to the public, many dance students perform with local dance companies, and dance graduates can teach at dance studios, all of which contribute to a culture of community.

Additionally, DSU recently achieved university status and, as such, continues to increase its baccalaureate degree offerings. The Art, Music, and Theatre programs all offer bachelor's degrees in their disciplines and a degree in Dance would complement and complete the baccalaureate offerings in the School of Visual and Performing Arts at Dixie State University.

Section IV: Program and Student Assessment

Program Assessment

DSU's Dance program is committed to enriching the lives of its students by installing an appreciation and enjoyment for the art of Dance, as well as providing students a strong foundational dance curriculum that focuses on technique, theory, performance, creative work, and production as a means to developing the skills necessary for gaining employment in the field.

The Dance faculty has worked on creating and mapping the curriculum. This effort has happened in several stages and includes identifying Program Learning Outcomes (PLOs), the corresponding courses from which student artifacts are gathered, and the tools and means used for assessment. The Dance faculty has collected, and will continue to collect, a body of student work, both written and demonstrated, that represents baseline scores as well as target scores for each PLO. Additionally, the introduction, development, and mastery of each PLO has been mapped across courses.

The Dance faculty will use the following methods of assessment to determine if program goals and each PLO are being met:

1. Monitoring GPA, enrollment numbers, and retention

⁸ http://dixie.edu/aboutdixie/mission_statement.php

2. Yearly assessment of collected student work
3. Graduation exit surveys
4. Acceptance to graduate programs and post-graduation job placement
5. Periodic meetings with individual students and groups of students to determine satisfaction and hear student concerns

Expected Standards of Performance

According to the 2013-2014 Handbook for the National Association of Schools of Dance (NASD), students graduating with a BA/BS in Dance must have the following Dance Studies Competencies:⁹

1. The ability to identify and work conceptually with the elements of dance.
2. An understanding of choreographic processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural ideas and contexts.
3. An acquaintance with a wide selection of dance repertory, the principal eras, genres, and cultural sources.
4. The ability to develop and defend critical evaluations.
5. Fundamental knowledge of the body and of kinesiology as applicable to work in dance.

The 2013-14 NASD Handbook also states that students graduating with a BA/BS degree in Dance must develop the following Performance and Dance Electives Competencies:⁹

1. Ability in performing areas consistent with the goals and objectives of the specific liberal arts degree program being followed, and appropriate to the individual's needs and interests.
2. An understanding of procedures for realizing a variety of dance styles.
3. Knowledge and/or skills in one or more areas of dance beyond basic coursework and performance appropriate to the individual's needs and interests, and consistent with the goals and objectives of the specific liberal arts degree program being followed.

The Dance faculty has interpreted these guidelines and set forth its own Program Learning Outcomes.

Graduates of DSU's BA/BS in Dance will:

1. Perform dance with artistry while demonstrating technical competency.
2. Develop the ability to write critically on dance and defend stated claims.
3. Demonstrate and implement the creative and choreographic process, including compositional elements of dance, aesthetic properties of style, and the influence of cultural ideas and contexts.
4. Demonstrate a comprehension of dance science orally, practically, and in writing.
5. Understand the historical and cultural development of dance as an art form.
6. Demonstrate the knowledge and skills necessary for pursuing a career in the dance field.

⁹ <http://nasd.arts-accredit.org/index.jsp?page=Standards-Handbook>, "NASD Handbook 2013-14 (PDF file)", p. 96

These Program Learning Outcomes are consistent with the competencies set forth by NASD in its 2013-2014 Handbook. The Dance program will be seeking NASD accreditation, and the Dance curriculum required for the BA/BS in Dance has been designed to align with these Program Learning Outcomes. The methods of program assessment are outlined in the previous section.

Section V: Finance

Department Budget

Projected FTE enrollment numbers were estimated by looking at the enrollment in Dance classes for the last five years. In spring 2014, the Dance faculty surveyed students in Dance, Music, and Theatre classes, as well as students from local high schools and middle schools. Of the students polled, 48.48% indicated that they would pursue a BA/BS in Dance if it was offered; 33.33% of current DSU students responded "yes," as did 80.95% of local high school/middle school students. The Dance faculty expects the enrollment numbers will grow at about 15% per year for the first five years of the proposed program.

To meet additional instructional and support needs associated with the new degree, the Dance program anticipates adding a full-time faculty position and part-time lecturer/advisor position within the first two years of program implementation. Additional part-time faculty and operating budget will also be necessary to accommodate further enrollment growth in the program.

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	\$168,078	\$52,500	\$220,578	\$27,500	\$248,078	\$7,500	\$255,578
Benefits	\$47,862	\$26,000	\$73,862	\$5,000	\$78,862	\$2,000	\$80,862
Total Personnel Expense	\$215,940	\$78,500	\$294,440	\$32,500	\$326,940	\$9,500	\$336,440
Non-Personnel Expense							
Travel	\$0	\$1,500	\$1,500	\$1,000	\$2,500	\$0	\$2,500
Capital	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library	\$1,000	\$1,000	\$2,000	\$500	\$2,500	\$500	\$3,000
Current Expense	\$5,857	\$2,000	\$7,857	\$2,000	\$9,857	\$2,000	\$11,857

Total Non-personnel Expense	\$6,857	\$4,500	\$11,357	\$3,500	\$14,857	\$2,500	\$17,357
Total Expense (Personnel + Current)	\$222,798	\$83,000	\$305,798	\$36,000	\$341,798	\$12,000	\$353,798
Departmental Funding							
Appropriated Fund	\$222,798	\$83,000	\$305,798	\$36,000	\$341,798	\$12,000	\$353,798
Other:							
Special Legislative Appropriation	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grants and Contracts	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Special Fees/Differential Tuition	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$222,798	\$83,000	\$305,798	\$36,000	\$341,798	\$12,000	\$353,798
Difference							
Revenue - Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost/Student Credit Hour* <i>(as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")</i>	\$200		\$184		\$176		\$160

**Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.*

Funding Sources

The funding for the proposed BA/BS in Dance will come from tuition revenue and institutional funds from state appropriations. The Dance faculty will pursue sources of external funding as time allows.

Reallocation

The proposed BA/BS in Dance will not require internal reallocation of resources.

Impact on Existing Budgets

Existing budgets will not be impacted by the proposed BA/BS in Dance.

Section VI: Program Curriculum

Program Curriculum for BA in Dance (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
DSU General Education Requirements		43
Foreign Language		16
Electives		8
Sub-total		67
Required Course		
Required Technique Courses		
DANC 1101	Ballet Technique I	2
DANC 1201	Modern Dance I	2
DANC 2101	Ballet Technique II	2
DANC 2201	Modern Dance II	2
DANC 3101	Ballet Technique III	3
DANC 3201	Modern Dance III	3
DANC 4101R	Ballet Technique IV	3
DANC 4201R	Modern Dance IV	3
Sub-total		20
Required Performance Course		
DANC 4800R	Dance Company	2
Sub-total		2
Required Theory Courses		
DANC 1001	FYE: Dance	1
DANC 1160	Music For Dance	1
DANC 2110	Introduction to Dance	3
DANC 2330	Improvisation	1
DANC 3260	Dance Production	2
DANC 3900	Dance Composition	2
DANC 3510	Physics and Kinesiology for Dancers I	2
DANC 4510	Physics and Kinesiology for Dancers II	4
DANC 4600	Dance Pedagogy	3
DANC 3710	Dance in a Cultural Perspective	3
DANC 4710	Dance History	3
DANC 4900	Choreography Practicum	1
DANC 4910	Senior Capstone	2

Sub-total		28
Elective Courses – Complete at least 3 credit hours		
DANC 1110R	Dance Conditioning	1
DANC 1170	Social Dance	1
DANC 1500R	Jazz Dance I	2
DANC 1510R	Ballroom Dance I, International Standard	1
DANC 1520R	World Dance I	1
DANC 1530R	Ballroom Dance I, International Latin	1
DANC 1540R	Movement for Musical Theatre	1
DANC 1580R	Tap Dance	1
DANC 2221R	Point I	1
DANC 2300R	Dance Partnering	1
DANC 2500R	Jazz Dance II	2
DANC 2510R	Ballroom Dance II, International Standard	1
DANC 2530R	Ballroom Dance II, International Latin	1
DANC 2810R	Ballroom Dance Team	1
Sub-total		3
Total Number of Credits		120

Foreign Language requirement for BA (complete one of the following):

- 16 credits in a single foreign language (by coursework or vertical credit)
- Foreign language 2020 or 3060 class (C or higher)
- Foreign language 1020 class (C or higher) and 12 credits FLATS/FL-GE in another language
- Non-native speakers may use ESL test or specific courses(s)
- Total Hours: 3-16

Program Curriculum for BS in Dance (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
DSU General Education Requirements		43
Electives		24
Sub-total		67
Required Course		
Required Technique Courses		
DANC 1101	Ballet Technique I	2
DANC 1201	Modern Dance I	2
DANC 2101	Ballet Technique II	2
DANC 2201	Modern Dance II	2
DANC 3101	Ballet Technique III	3
DANC 3201	Modern Dance III	3
DANC 4101R	Ballet Technique IV	3
DANC 4201R	Modern Dance IV	3

Sub-total		20
Required Performance Course		
DANC 4800R	Dance Company	2
Sub-total		2
Required Theory Courses		
DANC 1001	FYE: Dance	1
DANC 1160	Music For Dance	1
DANC 2110	Introduction to Dance	3
DANC 2330	Improvisation	1
DANC 3260	Dance Production	2
DANC 3900	Dance Composition	2
DANC 3510	Physics and Kinesiology for Dancers I	2
DANC 4510	Physics and Kinesiology for Dancers II	4
DANC 4600	Dance Pedagogy	3
DANC 3710	Dance in a Cultural Perspective	3
DANC 4710	Dance History	3
DANC 4900	Choreography Practicum	1
DANC 4910	Senior Capstone	2
Sub-total		28
Elective Courses – Complete at least 3 credit hours		
DANC 1110R	Dance Conditioning	1
DANC 1170	Social Dance	1
DANC 1500R	Jazz Dance I	2
DANC 1510R	Ballroom Dance I, International Standard	1
DANC 1520R	World Dance I	1
DANC 1530R	Ballroom Dance I, International Latin	1
DANC 1540R	Movement for Musical Theatre	1
DANC 1580R	Tap Dance	1
DANC 2221R	Point I	1
DANC 2300R	Dance Partnering	1
DANC 2500R	Jazz Dance II	2
DANC 2510R	Ballroom Dance II, International Standard	1
DANC 2530R	Ballroom Dance II, International Latin	1
DANC 2810R	Ballroom Dance Team	1
Sub-total		3
Total Number of Credits		120

Sample Program Schedule

BS in Dance

Semester 1		
Course Prefix and Number	Title	Credit Hours
DANC 1001	First Year Experience	1
ENGL 1010	Introduction to Writing	3
LIB 1010	Information Literacy	1
DANC 2110	Introduction to Dance	3
DANC 1101R	Ballet Technique I	2
DANC 1201R	Modern Dance I	2
MATH 1030	Quantitative Reasoning	3
Total		15

Semester 2		
Course Prefix and Number	Title	Credit Hours
DANC 2101R	Ballet Technique II	2
DANC 2201R	Modern Dance II	2
DANC 1160	Music for Dance	1
ENGL 2010	Interm. Writing Selected Topics	3
ART 1010	Introduction to Art	3
HIST 1700	American Civilization	3
Total		14

Semester 3		
Course Prefix and Number	Title	Credit Hours
DANC 3101R	Ballet Technique III	3
BIOL 2320/25	Human Anatomy/Lab	5
DANC 2330	Improvisation	1
HIST 1500	World History to 1500	3
DANC 3260	Dance Production	2
Dance Elective		1
Total		15

Semester 4		
Course Prefix and Number	Title	Credit Hours
DANC 3201R	Modern Dance III	3
DANC 3900	Dance Composition	2
PHYS 1010/15	Elementary Physics/Lab	4
DANC 4800R	Dance Company	2
THEA 1023	Understanding Film	3
Dance Elective		1
Total		15

Semester 5		
Course Prefix and Number	Title	Credit Hours
DANC 4101R	Ballet Technique IV	3
DANC 4201R	Modern Dance IV	3
DANC 3510	Physics and Kinesiology for Dancers I	2
DANC 4900	Choreography Practicum	1
PSY 1100	Human Development Through Lifespan	3
General Education	Exploration	3
Dance Elective		1
	Total	16

Semester 6		
Course Prefix and Number	Title	Credit Hours
DANC 4510	Physics and Kinesiology for Dancers II	4
CIS 1200	Computer Literacy	3
Electives		8
	Total	15

Semester 7		
Course Prefix and Number	Title	Credit Hours
DANC 3710	Dance in a Cultural Perspective	3
DANC 4600	Dance Pedagogy	3
Electives		8
	Total	14

Semester 8		
Course Prefix and Number	Title	Credit Hours
DANC 4710	Dance History	3
DANC 4910	Senior Capstone	2
MUSC 1236	Jazz History	3
Electives		8
	Total	16

Total Credits 120

Section VII: Faculty

The following list shows the qualifications of the current 2 full-time and 9 part-time faculty, as well as 1 full-time faculty and 1 part-time advisor to be hired.

Li Lei (full-time since 2000)
<p>Degrees and Institutions</p> <ul style="list-style-type: none"> • PhD in Dance and Dance Education with an emphasis in Dance Teaching and Administration in Higher Education, New York University (1999) • MA in Dance, Brigham Young University (1994)
Rank and Tenure: Professor, tenured
Subjects Taught: Ballet Technique, Modern Dance, Ballroom Dance International Standard, Ballroom Dance International Latin, Dance Composition, Dance Company, Dance Appreciation, Introduction to Dance, Physics and Kinesiology for Dancers
<p>Professional Experience and Memberships</p> <ul style="list-style-type: none"> • 26.5 years of university/college teaching experience (17 years teaching dance; 9.5 years teaching physics) • Artistic Director and Choreographer for dance companies in the United States and in China since 1978 • Professional Dancer for 8.5 years (principal dancer for 5 years) in China, performed ballet productions (leading roles) and Chinese dances • Numerous choreographies in ballet, modern dance, ballroom dance, and Chinese dance • Numerous awards from dance competitions in China • Visiting Scholar-in-Residence at Dickinson College in PA and Brigham Young University in UT in 1991 • 6 Publications on Physics of Dance in the U.S. and in China • Numerous presentations and lectures on Physics of Dance and Dance in Higher Education at international conferences and universities worldwide • Member of International Association for Dance Medicine and Science since 1991 • Member of Congress on Research in Dance since 1995 • Member of American Alliance for Health, Physical Education, Recreation & Dance, 2000-2003 • Member of National Association of Schools of Dance since 2002 • Member of Pilates Physical Mind Institute since 2004 • Certified Pilates instructor since 2004

Sara Gallo (full-time since 2012)
Degrees and Institutions <ul style="list-style-type: none"> • MFA in Dance, California State University, Long Beach (2011) • BFA in Dance, University of Montana (2004)
Rank and Tenure: Assistant Professor, tenure track
Subjects Taught: Modern Dance, Ballet Technique, Dance Appreciation, Dance in Culture, Improvisation, Composition, Movement for Musical Theatre, Kinesiology for Dancers, Dance Pedagogy
Professional Experience and Memberships <ul style="list-style-type: none"> • 6.5 years of college/university dance teaching experience • 6 years teaching dance to PreK-8 students in both the public school and private studio setting • Choreographer of over 30 dances for both professional dancers and students • Artistic Director and Choreographer for the Pfeifle Dance Project, 2007-2008 • Performed with numerous companies, 2003-2008 • Member of National Dance Education Organization, 2011-2012

Full-time faculty TBD (to be hired 2015)
Degree: PhD or MFA in Dance
Rank and Tenure: Assistant Professor, tenure-track
Subjects Taught: Expected to teach Ballet Technique, Dance in Culture, Dance Pedagogy, Dance History

Part-time lecturer/advisor TBD (to be hired 2015 or 2016)
Degree: PhD or MFA in Dance
Rank and Tenure: Advisor
Subjects Taught: TBD

Katherine Call (part-time)
Degrees and Institutions <ul style="list-style-type: none"> • BA in Dance Performance at Southern Utah University (2008) • Secondary Education Teaching Program at Dixie State University (current) • MFA in Dance Performance and Choreography at the University of Wisconsin - Milwaukee (current)
Subjects Taught: Ballet Technique, Pointe, Modern Dance, Dance Conditioning, Dance Partnering
Professional Experience and Memberships <ul style="list-style-type: none"> • Corps member of St. George Dance Company, 2013-2014 • Judge for Shakespeare Festival Dance category, 2012 and 2013 • Choreographer and member of God's Messenger's Dance Company, 2011-2012 • Adjunct Faculty Member for Dixie State University, 2011-2014 • Dance instructor Premier Dance Center, Onstage, and Southwest Contemporary Dance Theatre. • Guest Choreographer for Desert Hills High School Dance Company, 2011, 2013 • Master Class Instructor for Pine View High School and Desert Hills High School, 2011, 2013

Nicole Hadley (part-time)
Degrees and Institutions <ul style="list-style-type: none"> • BS, English Education, Southern Utah University (2008) • Spanish Level 3 Certificate, Granada University (2007) • BA, Advertising and Public Relations, Southern Utah University (2002)
Subject Taught: Tap Dance
<ul style="list-style-type: none"> • Professional Experience and Memberships • 1 year of college level dance teaching experience in modern, jazz at Dixie State University • 16 years of dance teaching experience in dance studios and high schools • 30 years experience as tap performer • Director and Owner of All American Cloggers in St. George, Utah, 1998-2014 • Secondary Education teacher in Language Arts, 2007-2013 • Broadway Dance Center tap student in New York City, 2005-2006 • Participated in numerous dance companies, 1999-2009
Jennie Jones (part-time)
Degree and Institution <ul style="list-style-type: none"> • BFA in Ballet, University of Utah (2006)
Subjects Taught: Ballet Technique, Pointe, Modern Dance, Composition, Social Dance
Professional Experience and Memberships <ul style="list-style-type: none"> • Apprentice with Colorado Ballet, 2002-2003 • Utah Ballet member, 2004-2006 • Professional dancer with Contemporary Dance Wyoming, 2006-2007 • Director of Junior Repertory Company at Dancer's Workshop, 2006-2007 • Dance Instructor at Vista School for Arts and Technology, 2009-2011 • Adjunct Faculty Dixie State University, 2011 to present • Professional dancer with St. George Dance Company, 2011-present
Heather Madison (part-time)
Degrees and Institutions <ul style="list-style-type: none"> • MS in Accounting, Southern Utah University (2002) • BS in Accounting, Southern Utah University (1998)
Subjects Taught: Jazz dance, Modern dance, Ballroom Dance
Professional Experience and Memberships <ul style="list-style-type: none"> • Owner/Artistic Director of On Stage Dance Studio, 1995 to present • 7 years of college level dance teaching experience in jazz and social dance at Dixie State University • 3 year Adjunct Dance Faculty at Southern Utah University • Dance Instructor and choreographer for Universal Dance Association, 1992-1999 • Choreographed for high school and semi-pro dance teams for 15 years • Choreographed for Junior Miss Pageants (2 times) and Miss Iron County (2 times) • Choreographer and Judge for Universal Dance Association, 2008-current

Amy Randall (part-time)
Degree and Institution
<ul style="list-style-type: none"> • BA in Dance with a Ballroom emphasis, Brigham Young University
Subjects Taught: Ballroom Dance International Standard, Ballroom Dance International Latin, Social Dance
Professional Experience and Memberships
<ul style="list-style-type: none"> • Dance teacher at Starlight Dance Studio in California, 1997-1999 • Instructor and Choreographer for BYU youth Ballroom team, 2002 • Instructor and Choreographer for Summer Ballroom team at BYU, 2002 • 10 years of Ballroom dance instruction experience

Kristen Thompson (part-time)
Degree and Institution
<ul style="list-style-type: none"> • BA in Dance, Brigham Young University (2003)
Subjects Taught: Ballet, Pointe, Jazz Dance
Professional Experience and Memberships
<ul style="list-style-type: none"> • 10 years of college level dance teaching at Dixie State University • Sterling Scholar judge for local high schools in St. George, Utah • Ballet teacher for Stars Dance Studio, 2003-2007

Jamie Waters (part-time)
Degree and Institution
<ul style="list-style-type: none"> • BS in Dance Education, Southern Utah University (2010)
Subjects Taught: Jazz Dance
Professional Experience and Memberships
<ul style="list-style-type: none"> • 1 semester of college level dance teaching experience at Dixie State University • Member and participant of professional dance • Instructor/Choreographer for On Stage Dance Studio and 2 ONE Productionz in St. George, Utah, 2011 to present • Dance judge for UHSAA/Utah Dance Judges Association in Northern Utah, 2011 • Member/choreographer for Southern Utah University (SUU) dance team • Captain of Southern Utah University dance team, 2008-2009 • Choreographer for the SUU Student Dance Concert, 2008-2009 • Performer in the SUU Faculty Dance Concerts, 2008-2009

John Wuehler (part-time)
Degrees and Institutions <ul style="list-style-type: none"> • BA in Design Engineering Technology, Brigham Young University (1985) • Master of Technology Management, Brigham Young University (1986)
Subjects Taught: Ballroom Dance International Standard, Ballroom Dance International Latin
Professional Experience and Memberships <ul style="list-style-type: none"> • Engineer, Everex Computers, St George, Utah, 1987-1989 • Engineer, Eurocircuit, Lisbon, Portugal, 1989-1991 • Engineer, Dixie Component Systems, 1991-2001 • Owner Dixie Component Systems, St George, Utah, 2001 to present • 10 years of college level dance teaching experience in Ballroom Dance at Dixie State University • Dance teacher at Starlight Dance Studio in California, 1997-1999 • Instructor and Choreographer for BYU youth Ballroom team, 2002 • Instructor and Choreographer for Summer Ballroom team at BYU, 2002
Megan Young (part-time)
Degree and Institution <ul style="list-style-type: none"> • BA in Dance, Brigham Young University (2008)
Subjects Taught: Dance Composition, Tap Dance, Modern Dance, Improvisation
Professional Experience and Memberships <ul style="list-style-type: none"> • 5 semesters of college level dance teaching experience at Dixie State University • Professional Dancer/Performer at Tuacahn Center for the Arts, 2013 • Musical Theatre Choreographer at Vista Charter School, 2013-2014 • BYU DancEnsemble Company Member, 2007-2008 • Taught at Academy of Ballet in Orem, Utah, 2006-2008 • Taught at National Dance Institute of New Mexico, 2008-2009 • Taught at Diamond Talent Productions in St. George, Utah, 2004-2006 and 2010-present • Attended Joffrey Ballet School Summer Intensive in New York, NY, 2004 • Attended Dance Teacher Certification at Oklahoma City University, 2006 • Certified in the NDI-NM Teaching Method developed by Jaques D'boise, 2008-2009