I. Program

1) Mission of the program
   The Missouri Valley College Dance program is committed to developing the full potential of students through creative and intellectual inquiry and giving students opportunities to develop their performance, choreography, and teaching skills.

2) Ways in which the program supports Valley’s mission
   The Dance program supports Valley’s mission of guiding students to succeed through personal instruction and intellectual inquiry by providing students with small class sizes, which provides students with lots in individual attention, correction and feedback. We get to know our students on a personal level. Students are given opportunities in all aspects of dance, as a performer, teacher, choreographer, and critic and they get exposure to other arts such as music, theatre and art. The students are continually challenged to think critically and write about their experiences as movers.

3) Goals of the program
   1. Ensure students have an understanding of how dance is affected and effects society
   2. Ensure students understand the collaborative process through performance, choreography, teaching, and guest artist
   3. Ensure students have the knowledge to hone their technical skills through safe dance practices
   4. Ensure the student exhibits academic and artistic excellence
   5. Develop motivation, independent thinking and self discipline

4) Ways in which the program contributes to General Education
   - The following courses support the General Education program by demonstrating awareness of the benefits of a healthy lifestyle. DN 100 Jazz I, DN 105 Intro to Dance Technique, DN 130 Modern I, DN 140 Ballet I.
   - DN 102 Dance Appreciation supports the General Education program by understanding the diverse methodologies of the arts.

5) Curriculum
   DN 100. Jazz I - 2 hours. This course will explore the various styles of jazz dance from its roots in African dance to contemporary jazz. The course has a strong emphasis on proper alignment, technique, style, rhythm and creative
expression. Students are expected to enter this class with a previous knowledge of dance. May be repeated for a maximum of 4 hours. Fall odd years.

DN 102. Dance Appreciation – 3 hours. This course will explore what dance is and why people dance from a cultural and historical perspective. The course will include reading, video viewing, lectures, discussions and participation in dance experiences. Spring.

DN 105. Introduction to Dance Technique – 2 hours. Introduction to dance will cover basic ballet, modern and jazz technique. This course is recommended for then novice dancer, admirers of dance and athletes. It will focus on basic anatomy and alignment that is necessary for all three styles of dance while increasing students balance, strength, coordination and flexibility. May be repeated for a maximum of 4 hours. Fall. Spring.

DN 115. Conditioning for Dancers – 3 hours. This course is designed to give students alternative ways to condition the body through a whole-body approach. They will gain basic knowledge on anatomy, discover how eating and sleeping affects the body and explore a variety of somatic practices like Yoga, Pilates, and Laban/Bartenieff Fundamentals. This course will also look at dance injuries and the importance of strength and flexibility. Spring.

DN 120. Tap I - 2 hours. An introduction to the fundamentals of tap dance technique. Students will learn basic tap dance vocabulary, rhythmic patterns, and style, while developing strength, musicality, and basic performance skills. May be repeated for a maximum of 4 hours. Fall even years.

DN 130. Modern I - 2 hours. This course will explore modern dance technique through various styles, including but not limited to Graham, Horton, and Release techniques. Students will learn the principles of modern dance vocabulary and sequences with an emphasis on placement, weight, and control, while developing flexibility, strength, musicality, and performance skills. Students are expected to enter this class with a previous knowledge of dance. May be repeated for a maximum of 4 hours. Fall even years.

DN 140. Ballet I - 2 hours. This course will focus on classical ballet technique. Students will learn classical ballet vocabulary, placement, and sequences, while developing flexibility, strength, musicality, and basic performance skills. Students are expected to enter this class with a previous knowledge of dance. May be repeated for a maximum of 4 hours. Fall odd years.

DN 200. Jazz II - 2 hours. This course designed to build upon the technique learned in Jazz I. The course content will include more complex progressions, vocabulary, and skills, and have more emphasis on artistry, style, and performance quality, Prerequisite: DN 100. May be repeated for a maximum of 4 hours. Spring odd years.

DN 220. Tap II - 2 hours. A beginning-intermediate tap dance course designed to build upon the technique learned in Tap I. The course content will have increased difficulty, with more complex combinations, vocabulary, rhythmic patterns and skills, and have more emphasis on artistry, style, and performance quality. May be repeated for a maximum of 4 hours. Prerequisite: DN 120. Spring even years.

DN 230. Modern Dance II - 2 hours. This course designed to build upon the technique learned in Modern I. The course content will have increased difficulty, with more complex sequences, vocabulary, variety of modern styles, and more emphasis on artistry and performance skills. Prerequisite: DN 130. May be repeated for a maximum of 4 hours. Spring even years.

DN 240. Ballet II - 2 hours. This course is designed to build upon the technique learned in Ballet I. The course content will include more complex sequences, vocabulary, and skills, and have more emphasis on artistry, style, and performance quality and introduce contemporary ballet vocabulary. Prerequisite: DN140. May be repeated for a maximum of 4 hours. Spring odd years.

DN 250. Dance Improvisation - 3 hours. Students will begin to explore the possibilities of human movement through free improvisations and group structures, both for enjoyment, and as a fundamental resource and creative
tool for dance composition, also known as choreography. The use of music, text and improvisation for performance may also be explored. May be repeated for a maximum of 4 hours. Prerequisite: Sophomore level. Fall even years.

**DN 149/249/349/449. Special Topics - 1-3 hours.** Special topic study in the dance field.

**DN 299/499. MVC Repertory Dance Ensemble - 2 hours.** A repertory dance class where several pieces of choreography in different styles, as well as elements of dance production, will be taught. Students will be coached in technique and performance skills with the goal of presenting professional quality dance concerts as a performing unit of the college. Commitment to two semesters is strongly encouraged. May be repeated for a maximum of 8 credits at each level. $20 course fee. Fall. Spring.

**DN 300. Choreography I - 3 hours.** An introduction to the basic elements of dance composition, including concepts of space, time, phrase, direction, and structure, using the solo body. Students will produce several studies in and outside of class and may develop short solos for performance. There will also be video viewings, reading and discussion. Prerequisite: DN 150. May be repeated for a maximum of 6 hours. Spring even years.

**DN 301. History of Dance – 3 hours.** An in-depth course covering the history of dance as a fundamental human cultural expression. The course explores the relationship of dance to religion, gender, politics, other art forms, and its place in world events and civilizations. Spring odd years.

**DN 330. Modern Dance III – 2 hours.** This course will continue the cerebral and physical understanding of movement principals within modern dance including initiation of the center, spatial awareness and precision, dynamic control, rhythmic awareness and accuracy, correct alignment, and movement efficiency while increasing flexibility, strength, balance, memory, coordination and artistry. Prerequisite: DN 230. Fall odd years.

**DN 340. Ballet III – 2 hours.** This course will continue the study and practice of classical and contemporary ballet technique and terminology while focusing on increasing flexibility, strength, endurance, balance, memory, coordination, proper alignment, posture and artistry. May be repeated for a maximum of 4 hours. Prerequisite: DN 240. Fall even years.

**DN 350. Choreography II - 3 hours.** Builds upon the fundamental elements of dance composition learned in Choreography I, and continues with small group structures, duets & trios. Students will learn to choreograph small group works, inside and outside of class, focusing on dimension, design, and relationship. There will also be video viewings, reading, discussion, and performance projects. Prerequisite: DN 250. May be repeated for a maximum of 6 hours. Fall odd years.

**DN 376/476. Independent Study - 1-3 hours.** Reading or research at a greater depth than is permitted in a normal class. Prerequisite: Permission of the instructor, division dean and VicePresident of Academic Affairs.

**DN 401. Dance Internship – 1-3 hours.** Students will work in a professional dance environment. Prerequisite: Permission of department. May be repeated for a maximum of 6 credit hours.

**DN 485. Senior Project in Dance - 3 hours.** A research, teaching, choreography, performance, or other project of the student’s interest in the area of dance. A presentation/performance as well as a written component will be required. WI Prerequisites: 18 hours towards completion of the dance minor, senior standing, and permission of instructor. Arranged. Fall or Spring.

### 6) Degree requirements

DN 115, DN 250, DN 300, DN 301, DN 485, MU 105 or MU 250, EX 334; Technique – 12 hours from: DN 100, DN 120, DN 130, DN 140, DN 200, DN 220, DN 230, DN 240, DN 330, DN 340; Performance – 4 hours from: DN 299, DN 499; Elective – 6 hours from: DN 350, DN 376/476; DN 349/449.

(Total 43 hours)
Major Assessment: Student must successfully complete a senior project in dance under the supervision of dance instructor.

Minor requirements: 22 hours of Dance courses, including 10 hours of technique, 9 hours of non-dance technique courses and 3 hours of dance electives. 9 of the 22 hours must be upper division.

7) Any unique aspects of the program not otherwise addressed

All students in the dance program are required to participate in two theatrical productions as something other than a dancer. They must work backstage with lights, costumes or sets or as an actor/singer.

The past two years students from the dance program have attended the American College Dance Association Conference. All students will continue to be strongly encouraged to attend the ACDA Conference each year.

Over the past five years the dance program has developed a relationship with Butterfields Youth Services. Each year students in the dance program have implemented a dance club. The students at Butterfields must be on ‘good behavior’ throughout the week in order to participate in the dance club. It is a wonderful experience for both the Valley and Butterfields students.

8) Brief description of the status of the discipline, including emerging issues and trends

Dance will always be a smaller major compared to other majors at Missouri Valley College because of the focused discipline. Rarely will students attend college and decide to major in dance without previous dance experience. Most students in the dance program came to Valley because of the dance program. Most of the students at Valley have done their research and have chosen Valley because of its small-personalized dance program. There are several college dance programs throughout the country but there are few programs in the State of Missouri. Students attend our program with the pursuit of a variety of dance focuses including, performer, choreographer, teacher and more recently Dance Movement Therapist.

Dance Movement Therapy is becoming a more popular program of study. More students are double majoring in dance and psychology and will then have to go on to pursue a masters in dance movement therapy.

I relatively newer tend in dance is the use of technology. This is not something our program would be able to compete with; there are a few programs in the country with a focus on technology and multi-media.

The career path for a performer and/or choreographer is extremely competitive. According to the U.S. Bureau of Labor Statistics, “employment of dancers and choreographers is projected to grow 18 percent, about as fast as the average for all occupations. They are expected to face intense competition for jobs because there are
many more people who want to become professional dancers and choreographer than there are position available.”

Dance has become much more popular with the help of TV shows like *So You Think You Can Dance*, and all the movies made about dance such as *Center Stage*, *Step-Up*, *Honey*, and many more. More studios are popping up around the country and there will always be a need for dance teachers in studios. Some states such as AZ, TX, and NC have embraced dance as part of the public school curriculum. I hope to see this happen in more states.

II. Faculty/Student Information

1) Current full-time faculty
   *(Include an updated vita for each member.)*

Note: Program faculty are those who taught at least one course in the program in the past year. The definition of ‘full-time’ for this table coincides with our standard MVC definition. Include all full-time faculty who taught in the program regardless of their division affiliation. *Add/delete rows as needed.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janie Morgan</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Gary Anderson</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Karla Bruntzel</td>
<td>SNHS</td>
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</tbody>
</table>

2) Current adjunct faculty
Note: Include all adjunct faculty who taught at least one course in the program in the past year regardless of their division affiliation. *(No list of names required.)*

Number of adjunct: _______2________

3) Faculty professional development activities

Janie Morgan: Attended and presented at the American College Dance Festival Association Conference, attended the Vaganova Ballet Seminar, attended Online Moodle training courses.

Gary Anderson: Attends Music Conferences Annually

Karla Bruntzel – 2013 Missouri Athletic Trainers’ Association Meeting, District Athletic Trainers’ Association Meeting, & created, developed, and implemented the Missouri Athletic Trainers’ Educators Conference
4) Student information this past year

<table>
<thead>
<tr>
<th></th>
<th>Fall Male</th>
<th>Fall Female</th>
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<th>Spring Male</th>
<th>Spring Female</th>
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<tr>
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4) Number of graduates over last five years 5

5) Summarize relevant information such as job placement of graduates, student performance on licensure/certification exams, alumni and employer surveys, etc.

Four of the five Dance graduates began working immediately in their field. One became a dance team coach at a college in Nebraska, another danced and taught in NYC, another danced and taught in Chicago, and another began teaching dance in Joplin, MO. One graduate from last May is still looking for employment in Virginia.

III. Program Assessment and Planning

1) **Student learning outcomes of the program**
*(Include a course map that links outcomes with the courses in the program.)*

1. Students will demonstrate the ability to use safe dance practices as a:
   a. Dancer
   b. Performer
   c. Choreographer
   d. Teacher
2. Students will demonstrate the ability to clearly articulate verbally and written their
   a. Purpose as an artist
   b. Creative process
3. Students will demonstrate the ability to clearly portray the intention of their work.
4. Students will demonstrate the ability to be successful in the professional world.
5. Students will demonstrate an appreciation and respect for their body as the instrument for their art.
6. Students will demonstrate an understanding of how dance is affected and effects society in a historical and social context.

<table>
<thead>
<tr>
<th>Course</th>
<th>1.a</th>
<th>1.b</th>
<th>1.c</th>
<th>1.d</th>
<th>2.a</th>
<th>2.b</th>
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</table>
2) **Means of assessing student learning outcomes**

- All incoming students take a written exam and retake the test as seniors. On average freshman score about a 30%-40%. Last year was the first time seniors took the exam and they both scored around an 80%. This test addresses SLO 6.
- Students are constantly being evaluated on their technical, performance and choreographic skills in classes as well as in all performances we do on and off campus by faculty, peers and observers. SLO 1, 3, 5
- All dance majors must participate in Student Juries each March where they are evaluated on their performance and choreography skills, if applicable, as well as the way they present themselves in person and on paper through a resume, artist statement, and headshot, and they must also respond to questions about their growth and future goals. SLO 4
- Seniors must participate in the senior project course where they usually create a 15-minute choreography project (but the project maybe be something different) and supporting written documents to go along with the project. SLO 2

3) **Describe level of achievement of student learning outcomes**

Of the five students who have graduated so far from the dance program, four have gotten jobs in dance immediately upon graduation. One is still looking but it has only been four months since graduation. So far the students seem to be very skilled and qualified.

4) **Evaluate effectiveness of assessment methods used**

All the measures used are very effective, except the written exam students take as freshman and again as seniors. This test does show how much “text book” information students retained but the other assessment measures are much more effective in assessing the information students really need to have in order to be successful with a career in
dance. Based off the success our students are having after graduation I believe things are working well at Valley.

5) Summarize improvements made based on the results of the assessment

The Dance major has only been in existence for four years, and each year improvements have been made. Such as adding higher level technique classes, student juries, the dance exam, a conditioning for dancers course, separating the intro to dance course from the upper level technique courses all of these improvements have enhanced the students experiences. Students are now highly encouraged to attend the American College Dance Association Conference each year.

6) If applicable, brief analysis of grade patterns of courses with high failure rates and/or withdrawals and action plan for student improvement in these courses

The only course that might be considered to have a high failure rate is DN 102 Dance Appreciation On-line course. I believe the online course tends to have a higher failure rate because often the students taking this course are already on academic probation and hoping to get an easy A and are not prepared to do the work that an 8 week online course requires. This is not a course the dance majors have to take. It is one of the general education courses.

IV. Facilities and Resources

Address adequacy of resources and support services (for example, library, laboratories, equipment, space, personnel) for meeting program goals.

Facilities:

Overall the facilities currently meet the needs of the program. I hope that in the near future we will be in need of another studio space. One major downfall to the current studio space in Morrison is a leak. When it rains there is a leak in the studio and the walkway around the dance floor gets soaked. Maintenance is aware and has tried to fix the issue.

One issue is there is no locker room/lounge area for students to get ready for classes in and begin their warm-ups before classes start. We currently only have one bathroom and often students are a few minutes late to classes because there aren’t enough spaces to change in.

Equipment:

Morrison does not have Wi-Fi. The space desperately needs it.

I wish we had MAC computers on campus that were available to all students. Often my students need to edit music and videos of their performance and choreography. MAC computers make these processes much more doable than PC computers. Faculty computers need to be updated.

Leak in the dance studio.
Currently the dance studio does not have any technology. It would be very helpful if there were a permanent projector and a portable computer on a cart. I would love to have the ability to video record the students during their technique classes and for the students to then watch and self evaluate their movement in the classroom.

V. Strengths, Weaknesses, Opportunities, and Threats (SWOT)

Strengths, weaknesses, opportunities, and threats that support or impede achievement of program goals

Strengths:
I believe the strengths of the program to be it is small and personalized. Because of the small class sizes students are able to get lots of personal attention. I am able to cater the program to student’s individual interest. As seniors most students take an independent study course to further specialized in their interest. Students are also able to get lots of opportunity to perform and choreograph, which they might not get at a larger institution. All students get the opportunity to work with guest artist, where at larger institutions it is by audition and only a few select get the experience.
Another strength of the program is the faculty. The faculties are dedicated and passionate about teaching and encouraging students to be their best and all dance faculty have terminal degrees.

Weakness:
One of the weaknesses is the performance space. The stage is not dancer friendly. The surface is very hard and has no give. It could be damaging to the dancers body if danced on for very long. This is an issue that will hopefully be addresses within the year.

Limited Budget, the dancers fundraise for half of the dance budget each year, as well as fundraise for their own cost to attend the ACDFA conference.

Opportunities:
Because of the small program students get the opportunity to learn other aspect of the field, such as lighting and costuming. Students have the opportunity to be as involved in the program as they would like to be and learn from all aspects of the fine arts.

Threats:
There are few threats but a few are students wanting a conservatory program verses a liberal arts program and students being unhappy with the town of Marshall.

VI. Conclusion and Vision

1) Status of program: growing, static, or declining

The dance program began in the fall of 2009 with five majors and it has doubled in size in four year with ten majors in 2012.
2) Major strengths/accomplishments of the program over the last five years
   The first and most important accomplishment was the starting of the program in 2009. The program has since graduated five very successful graduates. 2012 was the first year Valley was represented at the ACDF conference. Last year all students in the dance program attended the conference as well as presented choreography at the conference in Springfield, MO. In 2012 students in the program performed at Walt Disney World, all around Saline County, and Cottey College in Nevada, MO.

3) Vision statement of what the program members would like the program to be in five years (improvement goals)
   I would like the dance program to have doubled in size with 20 dance majors. I hope the stage floor will be redone, with a sprung floor; which will be kind to all performers joints that perform on the stage. The vision of the program is to continue to grow and assess the progress each year.

4) Strategies and resources required for achieving the program vision
   (Identify recommendations for improvement that are in the control of the program and those that require action at higher levels.)
   To keep the success of the dance program growing without exhausting the faculty, greater funds need to be given to the dance program. Too much energy by both students and faculty goes into fundraising. I would like all fundraising money to go toward the American College Dance Association Conference fees, rather than the dance budget. Some of the fundraising event the dance program does I would like to continue to have but I would much prefer they were free and we did not have to worry about making money off of them. The dance budget only needs to be $3,000 to cover the annual cost.

   I would love to see a storage building built by the theatre to house all the theatre props and have the current theatre props space turned into a locker/lounge/studio practice space for the dance students.

   A long-term vision would be to see an entire Fine Arts building built, that would house all fine arts program and performance spaces, with sound proof practice rooms for the music students!!

VII. List of individuals who assisted in the completion of this report
Janie Morgan

Updated 9/11/12