

NEVADA SYSTEM OF HIGHER EDUCATION
PROGRAM PROPOSAL

Approved by AAC: _____

Approved by Board: _____

INSTITUTION: University of Nevada, Reno

DATE SUBMITTED: 8/24/2009

REQUEST TYPE: New Major or Primary Field of Study
 New Degree

New Emphasis
 Name Change

PROGRAM INFORMATION

DEGREE: Bachelor of Arts
ex. Bachelor of Science (BS)

MAJOR: Dance
Primary Field of Study (ex. Animal Science)

EMPHASIS: _____
ex. Equine Studies

PROPOSED SEMESTER OF IMPLEMENTATION: Fall 2010

CREDITS TO DEGREE (number of credits required to graduate): 128

*Approved by
AAC committee
9-28-09
J. [Signature]*

For each of the following questions, please provide a brief, succinct response (i.e. 1 to 5 sentences):

ACTION REQUESTED (specific action being requested)

The Department of Music and Dance requests the implementation of a new undergraduate major in Dance at UNR.

PROGRAM DESCRIPTION

I. Description of program or instructional unit

The Dance program at UNR currently offers students a variety of artistic and academic experiences through existing curriculum, performance opportunities (three concerts per year – the Fall Dance Festival, Student Dance Concert, and Spring Dance Concert), and guest artist residencies. However, the current minor in Dance has far outgrown the usual boundaries for a minor, requiring students to complete 25-28 credits in studio technique and lecture courses. In addition, students enrolled in the Dance minor have expressed concern that they are unable to fully concentrate on the study of dance in the limited number of studio courses required by the minor – currently just 5 credits total (2 each in ballet and modern and 1 in jazz) at the beginning and intermediate levels.

The implementation of a major in Dance would enable—and require—students to focus on the essential component of dance training (studio courses in Ballet and Modern dance) while working toward a degree. It would also increase enrollment in courses currently not required for the Dance minor (such as Advanced-level technique courses in Ballet and Modern dance). In addition, students would be better prepared for guest artist residencies and performance opportunities because they would be engaged in movement courses on a more regular basis and able to count such courses toward their major.

We currently have the necessary faculty (1 full-time lecturer, 1 tenure-track faculty member, and an 80% lecturer) to implement a rigorous program that expands on the strengths of the current minor in Dance

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and provides students with a degree track course of study in the field. The proposed major prepares students for future opportunities in the field in the areas of performance, choreography, production, and scholarly pursuits (including continued study in dance in an MFA or MA program). The implementation of a major would not change the Dance program's continued commitment to community outreach and involvement through culturally rich programming efforts and open master classes and performances. Nor will it shift the program's engagement with the general university curriculum through the ever-popular Fine Arts and Diversity course, History of Dance II, or the general capstone course (also full every semester), Dance Criticisms and Aesthetics. We anticipate that the major in Dance will only enhance awareness of the program and increase interest in dance courses.

II. Statement of degree or program objectives

The major in Dance would provide students with a rigorous and balanced curriculum that exposes them equally to the theoretical and practical aspects of the art form. Students would be expected to achieve both in the classroom (with courses in history, ethnography, criticism, pedagogy, production, and choreography) and in the studio (with rigorous technical training in Ballet and Modern Dance as well as a varied palette of cross-training options). Students would graduate with the skills necessary to continue their study at the graduate level or to enter the field as creative artists or administrators.

III. Plan for assessment of degree or program objectives

A committee comprised of School of the Arts faculty will be formed to conduct a first-year and third-year review of the degree and program objectives. This committee will work with the office of assessment to review student learning outcomes in courses such as DAN 388 Choreography III, DAN 335 Ballet (Advanced), and DAN 338 Modern Dance (Advanced). As we have more senior Dance majors we can begin to use DAN 412 Senior Project to assess both student learning outcomes and overall student satisfaction with the program. Assessment standards for the National Association of Schools of Dance will provide a useful guide even though we are not seeking accreditation.

IV. Plan for assessment of student learning outcomes and the use of this data for program improvement

Student learning outcomes will be assessed in three primary courses that cover the breadth of the program's objectives – DAN 412 Senior Project, DAN 388 Choreography III, and a course (either DAN 338 Modern Dance (Advanced) or DAN 335 Ballet (Advanced)). Student performance in these courses will be evaluated based on benchmarks established by the assessment committee, and this assessment of student learning outcomes will guide curricular evaluation. In addition, student input will be considered through surveys as part of the first- and third-year program reviews, and exit interviews with graduates.

V. Contribution and relationship of program objectives to:

A. NSHE Master Plan

The proposed Dance major touches on nearly all the stated goals of the NSHE Master plan, but in particular contributes to three primary areas: 1) student-focused system: this program responds to student demand for a degree-track course of study in Dance and fosters a growing artistic community on campus; 2) P-16 education: through interaction with local elementary, middle, and high schools (both teaching and performance) the Dance major will provide a physical and artistic experience to community youth and create a foundation for continued study at the university level; 3) quality of life: the Dance program has been instrumental in bringing quality dance performances to Nevada citizens, and the implementation of a major in Dance will only further this fundamental mission of the program.

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B. Institutional mission

In support of the university's stated goal of offering high-quality degree programs in all areas of study, the major in Dance fills a gap in arts-based degree programs at UNR. Dance is currently the only discipline in the School of the Arts without a degree option. The proposed major will also serve the community through teaching and performance outreach.

C. Campus strategic plan and/or academic master plan

In campus strategic planning an emphasis on interdisciplinary opportunities and programs has repeatedly appeared. The proposed Dance Major integrates existing courses in both Music and Theatre, and we plan to create additional interdisciplinary opportunities, both within the School of the Arts and in the College of Liberal Arts, as the program continues to grow and develop. The Major in Dance also supports the emphasis placed on diversity within the strategic plan. Currently, the Dance Program offers exposure (for students and community audiences) to a multitude of culturally based performances by such companies as Lily Cai Chinese Dance Company (Spring 2009), Ballet Hispanico (Spring 2008), and the Maori Dance Theatre of New Zealand (Fall 2006).

D. Department and college plan

The establishment of a Dance major became a primary goal of the Department of Music and Dance when the Dance program moved from Health and Human Sciences to the School of the Arts in 2004. With an established minor and the addition of a tenure-track position in 2006 with expertise in Modern dance, choreography, and contemporary history (prior deficiencies) the program is poised to implement this desired major. In Fall 2009 the program received an 80% lecturer position that will allow us to more feasibly offer a regular rotation of courses and eventually diversify the palette of course offerings. We now can offer students strong technique training as well as skills in critical thinking (through courses in history and criticism) and development of artistic voice (in choreography courses). With the proposed alignment of Theatre and Dance (in Fall 2010) the opportunities for interdisciplinary collaboration and development of courses that encourage performative skills for both dancers and actors are even greater. The Dance Major would initially integrate existing courses from both Music and Theatre and, with the growth of the program, eventually create new interdisciplinary courses that serve students from all three art forms.

E. Other programs in the institution

The Dance major seeks further cross-disciplinary collaboration with both artistic and academic programs in the university. Since its move to the School of the Arts the Dance program has fostered a variety of interdisciplinary collaborations with allied art forms – visual arts, music, and theater. With the creation of the Dance major these collaborations will continue to gain momentum and we hope to explore additional cross-pollination with less obvious areas such as Creative Writing and Women's Studies.

F. Other related programs in the System

UNLV currently offers both a BA and a BFA with majors in Dance, but they are too far away to offer continued study for students at TMCC who are currently pursuing the Associates Degrees in Dance and Musical Theatre. Establishing a major in Dance at UNR would provide the perfect outlet for these students as well as for high school students enrolled in dance courses such as those offered at Sparks High School and Spanish Springs High School.

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In addition, the major in Dance at UNR will be more interdisciplinary than the program at UNLV and will require students to have a minor in another area.

VI. Evaluation of need for the program

A. *Intrinsic academic value of program within the discipline*

With the loss of physical education programs state and nation-wide and the relegation of the arts to the "frills" line in K-12 education budgets, it has become the responsibility of higher education to foster the "thinking body." An academic approach to dance training hones the mind and body simultaneously and produces articulate artists.

B. *Evidence of existing or projected local, state, regional, national and/or international need for program*

UNLV is currently the only NSHE institution that offers a degree in Dance. For a state the size of Nevada this is very out-of-sync with national trends. In addition, students at UNR and in the Reno dance community have been inquiring about a degree track in dance for several years.

C. *If this or a similar program already exists within the System, what is the justification for this addition?*

Although UNLV does currently offer a BA in Dance, our design is different enough to warrant the existence of both programs. The Dance Major at UNR will be, by necessity, more interdisciplinary and students will be required to have a minor in another area (this is not required at UNLV). In addition, the primary thrust of the BA at UNLV is production while the proposed Dance Major at UNR requires students to excel in four areas of the field – technique, choreography, production, and history/theory. The Dance Major at UNR will offer students aspects of both traditional BFA models and BA models and capitalize on faculty strengths in History, Criticism, Choreography, and technique training in Ballet and Modern Dance.

D. *Evidence of employment opportunities for graduates (state and national)*

Dance majors have diverse employment opportunities from implementing dance programs in local schools to performing in dance companies. The proposed major at UNR covers all the bases of the field by providing pedagogical experience, historical analysis, development of choreographic skills, performance and production opportunities. For example, students may move to San Francisco to engage in the rich contemporary dialogue as performers or choreographers, or they may go on to pursue a graduate degree in dance and become college educators.

E. *Student clientele to be served (Explain how the student clientele is identified)*

This program is designed for dance students wishing to enhance their academic/artistic training. It caters to the needs of both stellar performers/dance technicians as well as those who excel in more analytical aspects of the field.

VII. Detailed curriculum proposal

A. *Representative course of study by year (options, courses to be used with/without modification; new courses to be developed)*

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Please see the attached document – "Curriculum Proposal"

B. Program entrance requirements

Students will need to declare a major in Dance in order to be admitted to the degree program

C. Program completion requirements (credit hours, grade point average; subject matter distribution, preprogram requirements)

The degree program requires successful completion of 128 credit hours. The distribution and sequence of courses are designed to provide students with a well-rounded dance education that emphasizes both the artistic and academic aspects of the field.

D. Accreditation consideration (organization (if any) which accredits program, requirements for accreditation, plan for attaining accreditation - include costs and time frame)

This program would fall under the accreditation of the National Association of Schools of Dance. We do not intend to seek accreditation in the foreseeable future as many nationally recognized dance programs – UNLV, University of Colorado at Boulder, and Juilliard for example – are not accredited by NASD.

E. Evidence of approval by appropriate committees of the institution.

The pre-proposal for the degree was reviewed and approved in February 2008. Copies of the pre-proposal and approval letters are attached. Please note that the pre-proposal does not reflect the recently proposed merger between Theater and Dance. The Theater Department has confirmed their commitment to this major and their course THTR 408 Nevada Rep (which would take the place that Dance Kinesiology held in the original proposal) would be available to the students in our major.

VIII. Readiness to begin program

A. Faculty strengths (specializations, teaching, research, and creative accomplishments.

The strengths of current faculty and the addition of a new lecturer position in dance (added in Fall 2009) adequately cover the breadth of the proposed program. Barbara Land, Director of Dance Studies, has a combined expertise in Ballet and Dance History and Criticism that allow her to effectively cover courses in one of the primary areas of technical training as well as a large portion of the lecture-based component of the proposed major. Assistant Professor Cari Cunningham is versed in Modern Dance (the other primary area of technical training required for Dance Majors) and also has an extensive background in Choreography and Contemporary Dance History as well as experience in Dance Criticism. Jennie Pitts, our new hire, will take over the Dance Production course (currently taught by Cunningham) and will initially allow us to offer courses such as Methods of Teaching Dance and Rhythms (Pitts has a background in Dance curriculum for elementary students) and Dance History III on a more regular rotation. These courses are currently only offered every two years. Down the road this new hire will allow for the addition of more new courses to expand the breadth of upper division course offerings. Pitts' choreographic background allows for the addition of upper division special topics courses in choreography as well as the future addition of another methods course specifically focused on teaching studio dance technique. Currently our Methods of Teaching Dance and Rhythms

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course is an elective or a requirement (depending on the track) for Music Education majors and therefore is more broadly focused on integrating creative movement into the K-12 classroom.

Initially the program will have a very specific set of required courses, but as we add courses and capitalize on the unique specializations of our faculty, we hope to give students a palette of courses to choose from (including more upper division course offerings). We also have a strong and committed group of LOA faculty who currently teach the other idioms of dance technique (jazz dance, social dance, and tap) offered as dance electives in the proposed major as well as sections of ballet and modern dance not covered by full-time faculty.

B. Contribution of new program to department's existing programs (both graduate and undergraduate) and contribution to existing programs throughout the college or university.

Since the dance program is poised to move from Music to Theatre (becoming the Department of Theatre and Dance in Fall 2010), the goal is to integrate dance courses into the Theatre BA and to include more Theatre courses as electives in the Dance Major. In this way, enrollment in these courses will be enhanced. With the addition of a Dance Major, the program will continue its contribution to Core Curriculum (through the DAN 266: History of Dance II course) and DAN 467: Dance Criticisms and Aesthetics will still serve as a capstone course. In addition, with another faculty position we will be able to design courses that will serve both Theatre and Dance Majors such as movement for actors or design for dance theatre.

C. Completed prior planning for the development of the program (recent hires, plans for future hires, securing of space, curricular changes, and reallocation of faculty lines).

In Fall 2006 the Music and Dance Department added a tenure-track line in Dance. This position was created in the hopes of implementing a major down the line. In the past three years we have added a contemporary history course, raised the credits in the Choreography III course, changed the Advanced level technique courses in Ballet and Modern Dance from S/U to graded, and added an additional contact hour per week in those courses. These curricular shifts (all impacting the requirements of the minor) have moved the Dance Program into position for the addition of a major. This Fall (2009) we were allotted a new 80% lecturer position that will help to cover the existing course-load as well as offering the opportunity for new course offerings. With this proposal we are also requesting an additional new course, DAN 412: Senior Project, and changing our Choreography I course from S/U to graded. Space has always been a concern for the Dance Program, but our current allocation of two dance studios and one "smart" classroom in Lombardi Recreation Center are adequate for the implementation of the dance major. In addition, as part of the Department of Music and Dance, we are able to use Nightingale Concert Hall for our annual Fall Dance Festival and Spring Dance Concert. The Speech Communication and Theatre Department has granted us access to the Redfield Studio Theatre for our Student Dance Concert. We are finding space and continuing to grow. We are adeptable and can fit in a variety of venues.

D. Recommendations from prior program review and/or accreditation review teams.

No program reviews and/or accreditation reviews have been conducted in conjunction with this request. However, the Speech Communication and Theatre Department recently underwent a program review, and it was recommended that Theatre be combined with Dance. As this move seems imminent (projected for July 2010), we are working to align the Dance and Theatre curriculum to make better use of available resources (both in terms of space and manpower) and to encourage cross-pollination among our students.

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E. *Organizational arrangements that must be made within the institution to accommodate the program.*

No organizational arrangements must be made at this time.

IX. Resource Analysis.

A. *Proposed source of funds (enrollment-generated state funds, reallocation of existing funds, grants, other state funds).*

The proposed program can be fully mounted by existing faculty (and the new lecturer position) and through courses already offered through the Dance Program, Music Department and Theatre Department. Thus no additional funds are needed to begin the program. It should be emphasized that this does not represent a compromise to leverage existing resources. The new major will draw on courses that are already routinely taught through the three departments, and it is anticipated that the majority of Dance majors will be drawn from the large number of students who would be currently enrolled in our dance technique or core curriculum courses (as well as current dance minors).

B. *Each new program approved must be reviewed for adequate full-time equivalent (FTE) to support the program in the fifth year. Indicate if enrollments represent 1) students formally admitted to the program, 2) declared majors in the program, or 3) course enrollments in the program.*

1. a. *Full-time equivalent (FTE) enrollment in the Fall semester of the first, third, and fifth year*

1st Fall semester 15

3rd Fall semester 25

5th Fall semester 35

b. *Explain the methodology/assumptions used in determining projected FTE figures.*

FTE estimates are based on the average undergraduate student load of 15 credits in the Fall semester.

2. a. *Unduplicated headcount in the Fall semester of the first, third, and fifth year.*

1st Fall semester 15

3rd Fall semester 25

5th Fall semester 35

b. *Explain the methodology/assumptions used in determining projected headcount figures.*

The 1st year headcount is based on surveys of current minors (as well as Freshmen and Sophomore students enrolled in dance technique and choreography courses) about interest in the dance major. This number is also in line with enrolled majors in programs of similar size nation-wide. We have also received inquiries from dancers

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in the community who are interested in returning to pursue a degree track course of study in dance. The 3rd and 5th year headcount are based on the assumption that there will be an average of 5 new declared majors each Fall.

C. Budget Projections – Complete and attach the Five-Year Budget Projection Table.

This table is currently in progress and will be completed prior to final submission of this proposal.

X. Facilities and equipment required.

A. *Existing facilities: type of space required, number of assignable square feet, space utilization assumptions, special requirements, modifications, effect on present programs.*

Current facilities, equipment and library facilities are sufficient for the implementation of the new major. Meetings with the staff of Lombardi recreation have resulted in commitment of sufficient amount of space to implement the major in 2010.

B. *Additional facilities required: number of assignable square feet, description of space required, special requirements, time sequence assumed for securing required space.*

No additional facilities are required.

C. *Existing and additional equipment required.*

Existing equipment is sufficient for mounting the dance major. Equipment needs will be assessed once the major has been in effect for a year to determine any additional requirements.

XI. Student services required

Plans to provide student services, including advisement, to accommodate the program, including its implications for services to the rest of the student body

Dance majors will be advised by current full-time faculty.

XII. Consultant Reports

If a consultant was hired to assist in the development of the program, please complete subsections A through C. A copy of the consultant's final report must be on record at the requesting institution.

A. *Nemes, qualifications and affiliations of consultant(s) used.*

No consultants assisted in the development of the program.

B. *Consultant's summary comments and recommendations.*

N/A

C. *Summary of proposer's response to consultants.*

N/A

XIII. Articulation Agreements

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A. *Articulation agreements were successfully completed with the following NSHE institutions.
(Attach copies of agreements)*

B. *Articulation agreements have not yet been established with the following NSHE institutions.
(Indicate status)*

Articulation agreements are pending approval of the requirements for the Dance major. Once the courses associated with the major are approved Maureen Cronin in Admissions and Records will initiate the process of articulation agreements. .

C. *Articulation agreements are not applicable for the following institutions. (Indicate reasons)*

XIV. Summary Statement

The proposed Bachelor of Arts in Dance is a tremendous step for the dance studies program at UNR as well as an indication of the university's commitment to the "arts" in a liberal arts education. The structure of this proposed program of study is designed to simultaneously train the body and the mind, producing a well-rounded student versed in both the theoretical and the practical aspects of the field. We are proposing to take an already strong program to the next level, thus enhancing visibility of the program and contributing to university recruiting efforts at no additional cost to the greater university community.

Bachelor of Arts

Dance Major

Credits

I. UNIVERSITY CORE CURRICULUM	
REQUIREMENTS	36-46
NOTE: Refer to the Core Curriculum chapter of this catalog for information regarding the "Core English and Math Completion Policy".	
A. English—3-6 credits	
Refer to the "English" section of the Core Curriculum chapter in this catalog.....	3-6
NOTE: Students who place in ENG 102 are not required to complete ENG 101.	
B. Mathematics—3-6 credits	
Refer to the "Mathematics" section of the Core Curriculum chapter in this catalog	3-7
C. Natural Sciences—6 credits	
Refer to the "Natural Sciences" section of the Core Curriculum chapter in this catalog.	6-9
D. Social Sciences—3 credits	
Refer to the "Social Sciences" section of the Core Curriculum chapter in this catalog.	3
E. Fine Arts—3 credits	
Credits included in major requirements.	
F. Core Humanities—9 credits	
CH 201—Ancient and Medieval Cultures	3
CH 202—The Modern World	3
CH 203—American Experiences and Constitutional Change	3
G. Capstone Courses—6 credits	
DAN 467 - Dance Criticisms and Aesthetics - Credits included in major requirements..	
Refer to the "Capstone" section of the Core Curriculum chapter in this catalog for second capstone.....	3
H. Diversity—3 credits	
Credits included in major requirements.	
II. ADDITIONAL COLLEGE REQUIREMENTS	6-20*
*Credits may vary depending on initial course placement in foreign language	
A. Foreign Language—0-14 credits	
Successful completion of the foreign language requirement may be accomplished through one of five options: complete a fourth semester college course in a foreign language; complete and transfer to UNR a fourth semester course in American Sign Language; demonstrate proficiency through placement examination or other means through the Department of Foreign Languages and Literatures; show transcript evidence of successful completion of a fourth year high school course in foreign language; or participate in a studies abroad program pre-approved by the college to meet the foreign language requirement.	
B. College Breadth Requirement—6 credits	
Students seeking a Bachelor of Arts degree in the college shall be required to take, within the College of Liberal Arts, two courses that are outside the departments in which they major or minor, and that exclude courses taken to fulfill Core Curriculum requirements.	
III. MAJOR REQUIREMENTS	38
A. Dance Technique – 6 credits	

DAN 335 – Ballet (Advanced).....	3
DAN 338 – Modern Dance (Advanced).....	3

B. Dance Techniques Electives – 4 credits

Select from the following. NOTE: Courses may be repeated up to 2 times only in fulfillment of the Dance Technique Electives requirement

DAN 115 – Social Dance.....	1
DAN 116 – Dance Style: Tap.....	1
PEX 169 – Yoga.....	1
DAN 132 – Jazz (Beginning).....	1
DAN 232 – Jazz (Intermediate).....	1
DAN 332 – Jazz (Advanced).....	1

C. Dance History and Criticism – 9 credits

DAN 266 – History of Dance II: 20 th Century.....	3
DAN 466 – History of Dance III: Contemporary Trends.....	3
DAN 467 – Dance Criticisms and Aesthetics (Capstone)...	3

D. Dance Composition – 6 credits

DAN 188 – Choreography I: Improvisation for Composition....	1
DAN 288 – Choreography II: Elements of Dance Composition...	2
DAN 388 R – Choreography III: Principles of Composition.....	3

E. Dance Productions – 5 credits

DAN 268 – Dance Production.....	3
THTR 408 – Nevada Repertory Theatre.....	2

F. Dance Theory – 5 credits

MUS 121 – Music Appreciation.....	3
DAN 253 – Methods of Teaching Dance and Rhythms.....	2

G. Special Studies – 3 credits

DAN 485 – Dance Internship.....	1
DAN 412 – Senior Project.....	2

IV. MINOR REQUIREMENTS18-21

The Department of Music and Dance accepts any minor approved by the College of Liberal Arts.

V. ELECTIVES8 - 39

VI. TOTAL CREDITS128

Forty-two or more credits must be in courses numbered 300 or above.

VII. RECOMMENDED SCHEDULE

First Year—Fall Semester

ENG 101*.....	3
MATH*.....	3
Foreign Language.....	4
General Elective.....	3
DAN 266 History of Dan: 20 th Century OR	
MUS 121 – Music Appreciation.....	3
TOTAL.....	16

*NOTE: English and Math course placement is based on test scores.

First Year—Spring Semester

ENG 102*.....	3
Foreign Language.....	4
Natural Sciences.....	3
Social Sciences.....	3
DAN 188 – Choreography I: Improvisation for Composition.....	1
Dance electives.....	1
TOTAL.....	15

Second Year—Fall Semester

MUS 121 – Music Appreciation OR	
DAN 266 – History of Dance: 20 th Century.....	3
CH 201 – Ancient and Medieval Cultures.....	3
Foreign Language.....	3

Natural Sciences.....	3
DAN 288 – Choreography II: Elements of Dance Composition.....	2
DAN 253 – Methods of Teaching Dance and Rhythms.....	2
TOTAL	16
Second Year—Spring Semester	
CH 202 – The Modern World.....	3
Foreign Language	3
Minor.....	3
DAN 268 Dance Production.....	3
Dance Elective.....	1
General Elective.....	1
TOTAL	16
Third Year—Fall Semester	
CH 203 – America Experiences and Constitutional Change.....	3
Minor Upper-division	3
College Breadth Requirement	3
DAN 466 – Dance History III: Contemporary.....	3
DAN 335 – Ballet (Advanced) AND DAN 338 – Modern Dance (Advanced).....	1
General Elective Upper-division	3
TOTAL	17
Third Year—Spring Semester	
Capstone course.....	3
Minor.....	3
Minor Upper-division.....	3
THTR 408 – Nevada Repertory Theatre.....	2
DAN 338 – Modern Dance (Advanced) OR DAN 335 - Ballet (Advanced).....	1
DAN 388 – Choreography III: Principles of Composition.....	3
General Elective	2
TOTAL	17
Fourth Year—Fall Semester	
College Breadth Requirement.....	3
DAN 485 – Dance Internship	1
DAN 338 – Modern Dance (Advanced).....	1
DAN 335 – Ballet (Advanced).....	1
Dance Elective	1
Minor . 2 Upper-division.....	6
Elective Upper-division.....	3
TOTAL	16
Fourth Year—Spring Semester	
DAN 467 Dance Criticisms and Aesthetics (Capstone)	3
DAN 412 – Senior Project.....	2
DAN 338 – Modern Dance (Advanced) OR DAN 335 - Ballet (Advanced).....	1
General Elective	2
Dance Elective Upper-division	1
TOTAL	15