

NEW PROGRAM PROPOSAL FORM

Name of Institution: University of South Carolina Columbia

Name of Program (include degree designation and all concentrations, options, or tracks): M.A. in Dance Studies

Program Designation:

- | | |
|---|--|
| <input type="checkbox"/> Associate's Degree | <input checked="" type="checkbox"/> Master's Degree |
| <input type="checkbox"/> Bachelor's Degree: 4 Year | <input type="checkbox"/> Specialist |
| <input type="checkbox"/> Bachelor's Degree: 5 Year | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) | |

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation: Summer 2024

CIP Code: 50.0301

Delivery Site(s): 51102 and 85500

Delivery Mode:

- | | |
|--|---|
| <input type="checkbox"/> Traditional/face-to-face
*select if less than 25% online | <input checked="" type="checkbox"/> Distance Education |
| | <input type="checkbox"/> 100% online |
| | <input checked="" type="checkbox"/> Blended/hybrid (50% or more online) |
| | <input type="checkbox"/> Blended/hybrid (25-49% online) |
| | <input type="checkbox"/> Other distance education (explain if selected) |

Program Contact Information (name, title, telephone number, and email address):

Stephanie Milling, Head of Dance Education, (803) 777-0768, smilling@mailbox.sc.edu
Christeen Stephens, Academic Resource Manager, (803) 777-4517, HEBRC@mailbox.sc.edu
Trena Houpp, Director of Academic Programs and eLearning, 803-777-0460 or thoupp@sc.edu

Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

Provost Pre-authorization: 8/19/2022

Academic Unit, Department of Theatre and Dance, Curriculum Committee: 9/8/2022

Academic Unit, Department of Theatre and Dance: 9/8/2022

College of Arts and Sciences: 10/24/2022

Graduate Council Humanities, Social Sciences, Education, and Related Professional Programs Committee: 12/8/2022

Graduate Council: 12/12/2022

Provost: 1/25/2023

Board of Trustees Academic Excellence and Student Experience Committee: 2/24/2023

Background Information

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

Dance Education in South Carolina has sustained a prominent history in K-12 education. In 1990, the *South Carolina Visual and Performing Arts Framework*, which included dance, was developed and subsequently adopted by the State Department of Education in 1993.¹ In the same year, state certification for dance was established.² Eventually, state standards for dance education were published in 2003³ and revised in 2010.⁴ In 2017, the *South Carolina College and Career Ready Standards for Dance* were approved by the South Carolina Department of Education and implemented in K-12 dance programs.⁵ Despite the prominence of dance education in South Carolina for three decades, study at the advanced level for dance professionals teaching, performing, and choreographing across the state is lacking.

The M.A. in Dance Studies is a 36 semester-credit hour program designed for working professionals that consists of online coursework mixed with brief summer residencies. The degree can be completed in six semesters, including two summers of study, and all students will be encouraged to complete the program in that timeframe. The Master of Arts in Dance Studies provides a broad-based curriculum that prepares students for future graduate study and creative and academic leadership in the profession. Coursework enables students to enhance and extend their pedagogical and artistic practice and develop an educational foundation that aligns with general, and focused, artistic, scholarly, and/or pedagogical goals relevant to a variety of specializations within the field.

The target population for this degree program is quite broad and could attract students from a wide variety of areas and backgrounds:

- K-12 dance educators who already possess initial certification in dance and would like to pursue a graduate degree to achieve another salary step through the state department of education; According to CERRA, in FY 2022-23, there were 144 teaching positions in dance; some of these teachers do not already possess a bachelor's degree and may be interested in this program. Please see attached letters of support from the SC Department of Education, Winthrop University, Coker University, and Dorchester School District Two attesting to this need.
- individuals who have an undergraduate degree in dance and/or a great deal of undergraduate dance coursework who would like to pursue graduate study (there were 35 students who earned a bachelor's degree in Dance in 2020-21 according to the Economic Development and Employer Planning System); these undergraduate students will also have the opportunity to complete up to 12 credit hours of graduate coursework as a part of an accelerated bachelor's/graduate study plan;
- individuals pursuing undergraduate study at USC who would like to add additional semesters of study to complete a graduate degree in dance (Dance degrees awarded by USC Columbia each year have ranged between 11 and 18 for the past ten years and for Fall 2022, enrollment in the

¹ Doughty, Ray. *Arts in Basic Curriculum Project: A History, 1987-2007*. Rock Hill: Arts in Basic Curriculum Project, 2007.

² Ibid.

³ Ibid.

⁴ The project lead was one of the authors who helped revise the 2010 South Carolina Standards for Dance Education.

⁵ The project lead was also one of the authors for the 2017 *College and Career Ready Standards for Dance*.

dance program is 57 with 37 students pursuing a concentration in performance/choreography, 18 a concentration in Dance Education and 2 with no concentration);

- and/or individuals from South Carolina and beyond who would like the convenience of pursuing graduate study while maintaining their full-time employment status.

The broad target population will enable students with a variety of backgrounds and experience in dance to pursue this degree. Still will need to have earned a bachelor's degree, however, they do not need to possess an undergraduate degree in dance. Successful applicants must demonstrate educational coursework and/or professional experience to avoid completing additional coursework outside of the requirements for the M.A. The director of the M.A. in Dance Studies program in conjunction with other dance faculty will assess whether additional coursework is needed by reviewing transcripts to determine whether the coursework completed at the undergraduate is sufficient and by reviewing resumes to determine if the applicant has sufficient experience in dance.

This program is critical to advancing the University's mission in the following ways. It upholds the "university's responsibility to the state and society" by providing current dance educators across the state with an opportunity to pursue advanced study, increase their knowledge, skills, and potential earnings, and enhance their teaching in various educational settings. The inclusive admissions criteria for this program fulfills the university's commitment to "serving a diverse population of students". Allowing students with varying backgrounds in dance to pursue the M.A. in dance studies, it will enable students of "varying backgrounds and career interests" with an opportunity for advanced study in dance.

The blended format of this program will increase the "distance learning" opportunities at the USC and the opportunity for working professionals to concurrently pursue a graduate degree while remaining employed.

This program will provide students with opportunities to study the most relevant, critical issues within the field of dance education/education at this time and their relevance in their future teaching and research. This commitment to the most current perspectives in the arts and education align with the university's commitment to providing students with the "highest-quality education, including the knowledge, skills, and values necessary for success and responsible citizenship in a complex and changing world".

Below are the ways in which the proposed program relates to the university's strategic plan:

- The program supports Strategic Priority #1: Attract, inspire, challenge, and enable our students to become innovative thinkers and leaders. As indicated above, this program will "attract a highly qualified...and diverse student body". Because the program is designed for working dance professionals from various environments within and outside of South Carolina, who are at different stages in their careers, it will attract capable graduate students who are ready to enhance their educational and professional experience. In addition, the program will "Provide the highest quality of rigorous instruction and student-centric educational experiences". The proposed program is designed to meet the needs of working professionals who desire to remain employed while pursuing graduate education. The hybrid educational model of this program aligns with best practices in distance learning education to ensure that students are receiving a high-quality educational experience. Finally, the program aims to "create innovative, transformative, and collaborative lifelong learners" by introducing students to the most current scholarship and practices in the field of dance. Furthermore, curricular goals include having students identify their impending career interests and demonstrate how program coursework contributes to their professional growth and future goals.

- The program supports Strategic Priority #2: Assemble and Cultivate a World Class Faculty and Staff. The curricular strength of the proposed program is the breadth of coursework that will be offered due to the unique areas of faculty expertise within and outside of the academic unit, which is evident in the program’s curriculum design. Students will be able to take a wide range of courses, a common characteristic in an M.A. degree, that are taught by experts in each specific area represented in the dance curriculum.
- The program supports Strategic Priority # 5: Harness the power, attributes, and institutional diversity of an integrated and interoperative university system that enhances access, success, and affordability for every eligible S.C student. Because the proposed program is designed for the working professional, it will be delivered in a hybrid model that enables students to enroll in distance learning courses during the academic year and brief summer residencies which include in-person learning that is integral in the discipline of dance. In addition, because South Carolina residents have not previously had the option of pursuing graduate study in dance within the state, this program will allow in-state residents to pursue graduate study without paying out-of-state tuition. The academic unit is able to access continued support through professional development workshops offered through the Center for Teaching Excellence and the Online Learning Consortium to ensure that best practices in distance learning are being met.

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable.

Need for this program exists at the institution, state, and region. Currently at the University of South Carolina, there is no graduate program and/or coursework in dance. As an interdisciplinary discipline, specific courses in the M.A. in Dance Studies might be of interest to current undergraduate, and graduate, students across the university. Currently, there is a healthy population of undergraduate dance majors and minors (as of Fall 2022, 57 students were majoring in dance at USC Columbia) who might choose to enroll in and/or pursue graduate study during, immediately following, and/or years after graduation for a number of reasons: to expand expertise in the field and prepare for study in a terminal degree program; to take specific courses that align with research interests and/or secondary areas of study; or, for K-12 dance educators, to earn a higher salary step with the South Carolina Department of Education. Furthermore, there are courses within the M.A. in Dance Studies that may of interest to graduate students in other arts areas like theatre, art, and music. Please see the attached letters of support for this program. The Education Associate for Visual and Performing Arts at the SC Department of Education states “dance educators aspiring to deepen their knowledge of performance and pedagogy through advanced coursework have been at a perpetual disadvantage due to the absence of a graduate level dance degree program in our state.” The Director of Fine and Performing Arts for Dorchester School District Two notes the difficulty of hiring and retaining teaching and notes that the proposed program could help those who pursue alternative certification by allowing these applicants with opportunities to supplement the general education coursework with dance specific study. The Deputy Director of the South Carolina Arts Commission and Executive Director of Arts Grow SC states this program will contribute to the economic vitality of South Carolina in a multitude of ways and cites a recent economic impact report from the USC Darla Moore School of Business that shows 123,550 arts-related jobs in South Carolina representing 5.5 percent of the total employment base in our state and generating \$5.7 billion in wages and salaries; \$360.2 million in estimated annual tax revenue generated for the state of South Carolina that arises from the arts-related cluster; and \$14.1 billion total economic impact, which represents both the direct and indirect demand generated by the local spending activity

of all arts-related businesses, their suppliers, and their employees. Colleagues from Coker University and Winthrop University also express their support of the program.

In addition, the program director surveyed a variety of individuals in the field of dance in South Carolina, including dance majors and minors currently enrolled in college, University of South Carolina alumni, professional dancers, K-12 dance educators, dance teachers in environments outside of K-12 schools, and other professionals in dance regarding their interest in the proposed program and 110 people responded. Out of 110 participants, 82 indicated that they, or someone they know, would be interested in a degree in dance studies and 19 people indicated that they might be interested in an M.A. in Dance Studies. Only 9 indicated they would not be interested. When asked how they may benefit from completing a master's degree, many respondents cited increased pay, the ability to earn a degree in their home state, increased content knowledge, and improved teaching. Participants were also asked to indicate all of their roles in the field of dance (so some participants selected more than one category); the breakdown of roles is below.

K-12 dance educator	69 participants
Current USC dance major or minor	24 participants
Other dance teacher	12 participants
Other	12 participants
USC alumnus	11 participants
Professional dancer	6 participants

Within the state, there are currently no opportunities for graduate study in dance. Winthrop University, which offers an accelerated M.A.T. in Dance, caters to a specific population: candidates must possess an undergraduate degree in dance and minor in educational studies; they have to pursue the M.A.T. within one year of graduating; and they cannot possess initial licensure.⁶ Since the M.A.T. is primarily a teaching degree used to pursue certification through an additional year of study after completion of a bachelor's degree, most of the coursework is facilitated by a College of Education with little specialized coursework in a specific content area like dance. For teachers who already possess certification in dance, the M.A.T. in dance does not allow them to pursue graduate study to continue enhancing their knowledge of their discipline. In addition, because the M.A.T. is designed for initial teacher certification and the proposed M.A. is not and the populations pursuing the M.A.T. and proposed M.A. degrees are very different due to very different admissions requirements, coursework, purposes, and outcomes, the proposed M.A. in Dance will not compete with or affect the enrollment of this M.A.T. program. For many years, many of the veteran dance educators teaching in K-12 across the state who desired an advanced degree to increase their earning potential through the South Carolina Department of Education pursued an M.A. in divergent learning at Columbia College. While this degree extended their pedagogical knowledge, it did not deepen knowledge of the specific content area in which they specialize: dance. While these options have provided specific populations with pathways toward advanced study in dance, they do not provide an inclusive model for a variety of populations to pursue graduate study within one program.

Within the region, states near South Carolina and/or within the Academic Common Market (ACM) (Delaware, Maryland, Virginia, West Virginia, Georgia, Florida, Tennessee, Louisiana, Alabama, Mississippi, Kentucky, Oklahoma, and Arkansas) have K-12 state standards for dance education, and all

⁶ Information for the accelerated MAT in Dance at Winthrop can be found on the university's website: <https://www.winthrop.edu/graduateschool/mat-one-year-option-mat5.aspx>. Also, while working at Winthrop, the project lead wrote the proposal for the MAT in Dance that was submitted to the CHE and SCSDE.

of them, except Arkansas, offer certification in dance.⁷ Working teachers in K-12 education generally choose to pursue graduate study that enables them to maintain full-time employment and achieve a higher salary step. Therefore, initial graduate degrees, as opposed to terminal degrees, delivered through distance learning programs are ideal. Some institutions in the aforementioned states offer undergraduate dance programs; however, they do not offer graduate programs comparable to the proposed program.

There are currently no graduate, distance learning programs in Dance Studies within the southeast region. There are currently two graduate, distance learning programs in dance education in the U.S.: one at the University of Northern Colorado and one at the University of North Carolina at Greensboro. These programs are not in direct competition with the program described in this proposal for three reasons: 1) both programs require a longer time commitment for completion (seven semesters, including summers, at UNC⁸ and three years or nine semesters, including summers, at UNCG)⁹ than what is being proposed at USC; 2) North Carolina no longer participates in the Academic Common Market (ACM),¹⁰ which prohibits South Carolina residents from receiving an out-of-state tuition waiver at North Carolina schools; and 3) both programs of study focus on a specific area of the field, dance education, instead of a broad-based study of the discipline. There are two graduate, distance learning programs in Dance in Texas. While these programs share some similarities to the program proposed, the fact that they are so far outside of the southeast region limits the probability that they would be in direct competition with the proposed program.

Transfer and Articulation

Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

There are no special articulation agreements, however, USC Columbia allows up to 12 credit hours of graduate credit to be transferred into a master's program that requires 30-36 hours. We will also advertise the program to students who possess a bachelor's degree. For students enrolled at an SC Technical College, a guide to transferring to the undergraduate program in dance in preparation for the proposed master's program is available at:

https://sc.edu/about/offices_and_divisions/undergraduate_admissions/requirements/for_transfers/credits_from_sc_technical_colleges/course_equivalents_by_major/liberal_arts.php.

⁷ Education Commission of the States. 2021. *Response to Information Request*.

<https://www.ndeo.org/Portals/NDEO/State-Information-Request--Dance-Certification-2-5-21-1.pdf>

⁸ This information about the dance education program at UNC is not clearly articulated on the university's website: <https://www.unco.edu/graduate-school/degrees-and-programs/masters-specialist-programs/dance-education-ma.aspx>; However, a former U SC dance education graduate who attended the UNC graduate program was consulted in gathering this information.

⁹ More information about the distance learning program in dance education at UNCG can be located at <https://vpa.uncg.edu/dance/degrees-and-programs/ma-overview/ma-in-dance-education-distance-education/>.

¹⁰ According to the Southern Regional Education Board's website, <https://www.sreb.org/acm-faqs>, "as a result of... North Carolina's Appropriations Act of 2011, North Carolina no longer participates in the ACM."

Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Dancers and Choreographers- All Categories (Performing Arts Companies, Self-Employed, Dance Schools)	40 dance and 17 choreographer		12,400	15,800	Bureau of Labor Statistics, U.S. Department of Labor, <i>Occupational Outlook Handbook</i> , Dancers and Choreographers at https://www.bls.gov/ooh/Entertainment-and-Sports/Dancers-and-choreographers.htm SC Works, scworkforceinfo.com
Dancers	130-160		6200	7700 (24% increase from 2021-2031)	Bureau of Labor Statistics, U.S. Department of Labor, <i>Occupational Outlook Handbook</i> , Dancers and Choreographers at https://www.bls.gov/ooh/Entertainment-and-Sports/Dancers-and-choreographers.htm
Choreographers	120-200		6300	8100	Bureau of Labor Statistics, U.S. Department of Labor, <i>Occupational Outlook Handbook</i> , Dancers and Choreographers at https://www.bls.gov/ooh/Entertainment-and-Sports/Dancers-and-choreographers.htm
K-12 Certified Teaching Positions in Dance	143 in 2021-22; 144 in 2022-23	147			Center for Educator Recruitment, Retention, and Advancement, <i>South Carolina Educator Supply and Demand Report, 2021-2022</i> at https://www.cerra.org/uploads/1/7/6/8/17684955/2021-22_supply_demand_report_1.pdf Center for Educator Recruitment, Retention, and Advancement, <i>South Carolina Annual Educator Supply and Demand Tables, 2022-2023</i> at https://www.cerra.org/uploads/1/7/6/8/17684955/supply_demand_data_tables_2022-23.pdf South Carolina Department of Education, 2021. <i>Critical Needs Subject Areas: South Carolina Teacher Loan Cancellation 2021-2022</i> . https://ed.sc.gov/educators/recruitment-and-recognition/critical-need-areas/2021-22-subject/

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

In the *Occupational Outlook Handbook*, the Bureau of Labor Statistics reports that in 2021 there were 12,400 jobs in the United States for dancers and choreographers. The professional profiles for dancers and choreographers include a variety of work environments: performing arts companies, educational services (state, local, and private), spectator sports, and self-employed workers. In the United States, the Bureau of Labor Statistics reports a 27% increase in employment for dancers and choreographers between 2021 and 2031. In the same publication, as reflected in the employment table above, dancers and choreographers are also separated into two distinct categories. Employment for dancers in the United States will increase by 24% and choreographers by 30% between 2021 and 2031. The Bureau of Labor Statistics also indicates that there are currently between 130-160 dancers and 120-200 choreographers in the state of South Carolina with no data on the potential employment projection. Data for K-12 teaching positions in dance, a healthy profession in South Carolina, was gathered from the Center for Educator Recruitment, Retention, and Advancement (CERRA) and the South Carolina Department of Education (SCDE). The 2021-2022 demand report from CERRA indicates that there were 143 certified K-12 public school (elementary, middle, and high school) dance teaching positions in South Carolina, which included 24 newly hired teachers and 4 vacant teaching positions. In addition, the SCDE identifies dance as a critical needs subject area because 45% of K-12 certified teaching positions in dance were vacant, or filled by individuals not fully certified, in the 2021- 2022 academic year.

Description of the Program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
1	5	5	5
2	10	10	10
3	12	12	12
4	14	14	14
5	17	17	17

Explain how the enrollment projections were calculated.

It is plausible that this degree would attract students from a wide variety of areas and backgrounds: K-12 dance educators who already possess initial certification in dance and would like to pursue a graduate degree to achieve another salary step through the state department of education; individuals who have an undergraduate degree in dance and/or a great deal of undergraduate dance coursework who would like to pursue preliminary graduate study; individuals pursuing undergraduate study at USC who would like to add additional semesters of study to complete a graduate degree in dance; and/or individuals from South Carolina and beyond who would like the convenience of pursuing graduate study while maintaining their full-time employment status. It is projected that a cohort of at least 5 students would be realistic in the first year of study, especially given that there were 35 students who earned a bachelor's degree in dance in 2020-21. Students will be accepted into the program each summer and enroll into the same courses as the previous cohort. Because the course carousel will cycle once in two years, two cohorts can progress through the degree content at the same time allowing for incremental, overall growth while building healthy program enrollment.

Given the number of dance graduates each year and K-12 dance teachers who may be interested in graduate study, we believe we can meet the enrollment projection above and the CHE program productivity standards of a five-year average enrollment of 6 and 3 completions. At USC, the Board of Trustees reviews new programs annually for up to five years after implementation to ensure they are meeting enrollment and/or financial projections. Programs that are not viable will be terminated.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.

Yes

No

In addition to the graduate school's admissions requirements, prospective students must submit the following materials to the program coordinator for review.

- A 400-500-word statement of interest and goals for graduate study
- A resumé of education and experience in dance (teaching and/or professional performance/choreography)
- A writing sample (a research paper, artistic, or pedagogical philosophy)
- Two letters of recommendation
- A Vimeo or private You Tube link of solo performance, choreography, and/or teaching

The statement of interests and goals will help current dance faculty determine whether or not prospective students' professional goals align with the program goals, learning outcomes, and coursework offered in the M.A. in Dance Studies.

In addition to the statement of goals, the, resume of education and experience, and writing sample will also help determine the level of rigor in prospective students' previous academic and artistic pursuits. Evaluating the level of rigor in previous educational and experience will indicate whether or not a student would be prepared to succeed in the M.A. in Dance Studies and whether any deficiencies will need to be completed before, or alongside, graduate coursework.

The letters of recommendation indicate the caliber of prospective students' reputations as students, teachers, and/or artists in the field. Professional references will provide the dance faculty who will review application materials with evidence of students' professional disposition and ability to, or not to, succeed in the M.A. in Dance Studies.

The recorded footage of prospective students teaching, choreography and/or performance will determine the level of artistic and educational knowledge and whether or not it aligns with expectations of graduate study in the field of dance. It will also help determine whether prospective students have identified realistic goals to pursue in the M.A. degree in relation to previous experience.

Curriculum

New Courses

List and provide course descriptions for new courses.

DANC 700: Dance Literacy Foundations - Development of dance literacy through exploration and application of Language of Dance and other Laban concepts in artistic, pedagogical, and scholarly contexts.

DANC 702: Dance Literacy Applications - Continued development of dance literacy through the application of Language of Dance and other Laban concepts to artistic, pedagogical, and/or scholarly contexts that will lead to earning the Foundations 1 certificate through the Language of Dance Center, USA. (Elective/nonrequired course)

DANC 705: Global Dance Forms- Kinesthetic study of global dance forms from various cultural, historical, and aesthetic contexts.

DANC 710: Choreography: Creative Practice and Pedagogy- An exploration of the choreographic practice as an individual artist, collaborator, and mentor.

DANC 715: Functional Anatomy Foundations - Part I of a two-part course. Functional anatomy of the human body, including skeletal and muscular systems, and applications to the moving body in a dance environment.

DANC 718: Functional Anatomy Applied Practice - Part II of a two-part course. Functional anatomy of the human body, including skeletal and muscular systems, and applications to the moving body in a dance environment.

DANC 720: Analysis of Scholarly Literature in Dance- An investigation of current and enduring philosophical, theoretical, and practical issues relevant to dance theory, practice, and pedagogy.

DANC 725: Arts Policy, Advocacy, and Funding - Study in the knowledge and skills needed to analyze arts/arts education policy in the United States, participate in arts advocacy, and write successful grants to procure funding.

DANC 730: Neuroscience of Dance Teaching and Performance- An investigation into the neuroscience of perception, movement, and cognition as they relate to and inform dance and dance education.

DANC 735: Histories of Dance - An exploration of theories and practices of world dance history and traditions in their cultural and historical period contexts; and as they influence current dance pedagogy and performance.

DANC 745: Curriculum Design for Dance- Study of various methods for curriculum design in dance for implementation in a variety of artistic and educational settings.

DANC 750: Critical Issues in Dance Pedagogy - An investigation of critical theory in dance education scholarship, its influence on pedagogical practices in dance, and how to implement them in teaching/learning dance.

DANC 776: Production Design for Dance - Technical theatre functions, the structure and purpose of production design and stage production as it relates to the entirety of dance and theatrical performance.

DANC 790: Research Methods in Dance - An investigation of qualitative, quantitative, and arts-based research methodologies used in scholarly, educational, and artistic research in dance.

DANC 795: Dance Thesis Preparation - An opportunity to develop and present a culminating research project in dance based on disciplinary and professional interests. (Elective/nonrequired course)

DANC 799: Thesis Project in Dance - An opportunity to develop and present a culminating research project in dance based on disciplinary and professional interests.

Total Credit Hours Required: 36

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
				Functional Anatomy Foundations	1
				Functional Anatomy Applied Practice	2
				Choreography: Creative Practice and Pedagogy	3
Total Semester Hours		Total Semester Hours		Total Semester Hours	6
Year 1-2					
Fall		Spring		Summer	
Analysis of Scholarly Literature in Dance	3	Neuroscience of Dance Teaching and Performance	3	Global Dance Forms	1
Arts Policy, Advocacy, and Funding	3	Histories of Dance	3	Dance Literacy Foundations	2
				Production Design for Dance	3
Total Semester Hours	6	Total Semester Hours	6	Total Semester Hours	6

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 2					
Fall		Spring		Summer	
Research Methods in Dance	3	Critical Issues in Dance Pedagogy	3		
Curriculum Design for Dance	3	Thesis Project in Dance	3		
Total Semester Hours	6	Total Semester Hours	6	Total Semester Hours	

Similar Programs in South Carolina offered by Public and Independent Institutions

Identify the similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
Master of Arts in Teaching-Accelerated Pathway	30	Winthrop University	This is currently the only graduate-level study in dance in South Carolina.	The M.A.T. is a teaching degree. Most coursework within an M.A.T. is housed within the Education Preparation Provider (College of Education). This program is only open to Winthrop graduates who have an undergraduate degree in dance, who have completed undergraduate study within one year, and who possess an educational studies minor. In addition, individuals must pursue initial licensure in dance, and individuals who already possess initial licensure cannot pursue the M.A.T. All coursework is based in preparing individuals for teaching as opposed to providing a broad-based study of the discipline and contains little content-area (dance) specific coursework.

Faculty

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Professor, Full-time	<p>Dance Literacy Foundations</p> <p>Dance Literacy Applications</p> <p>Analysis of Scholarly Literature in Dance</p> <p>Arts Policy, Advocacy, and Funding</p> <p>Curriculum Design for Dance</p> <p>Critical Issues in Dance Pedagogy</p> <p>Research Methods in Dance</p> <p>Dance Thesis Preparation</p> <p>Thesis Project in Dance</p>	<p>M.A. in Dance and Dance Education, New York University</p> <p>Relevant Coursework: Dance Pedagogy, Laban Movement Analysis I and II, Human Development and Education the Arts, Dance Ethnography, Teaching and Learning (Special Education), Modern Dance, Qualitative Research, Thesis</p> <p>M.A. in Women’s Studies</p> <p>Relevant Coursework: Feminist Pedagogy, Feminist Theories, Thesis, Feminist Multicultural Pedagogies</p> <p>Ph.D. in Dance, Texas Woman’s University</p> <p>Relevant Coursework: Qualitative Research, Historiography, Curriculum Inquiry, Ballet, Modern Dance, History of Dance I and II, Analysis of Professional Literature, Beginning Labanotation, Intermediate Labanotation</p>	<p>Language of Dance Master Practitioner Certification and Foundations I and II Certificates</p> <p>Supervision of student teachers in K-12 education in South Carolina 2007-present</p> <p>K-12 dance teaching experience in New York City Public Schools as a teaching artist, 1998-2000, and full-time educator, 2000-2002</p> <p>Elementary and Intermediate Labanotation Certificates</p> <p>Arts Advocacy and Policy training and consulting with organizations around the country through Americans for the Arts</p> <p>Advocacy Director for the National Dance Education Organization 2016-present</p> <p>Past-president of South Carolina Arts Alliance (Arts advocacy nonprofit in South Carolina)</p> <p>Service on grant panels for state arts commission and regional arts councils</p> <p>Recipient and/or author of institutional, national, and state-level grant awards from 2009-present</p> <p>Editorial Board Member for <i>Arts Education Policy Review</i>, <i>Dance Education in Practice</i>, and the <i>Journal of Movement Arts Literacy</i></p>

<p>Professor, Full-time</p>	<p>Histories of Dance</p>	<p>Ph.D. Theatre, Minor in Performance Studies, Indiana University, Bloomington</p> <p>Relevant Coursework: Research Methods and Materials, Studies in Classical and Medieval Theatre, Studies in Renaissance and Baroque Theatre, Forms and Styles of Modern Theatre and Drama, History of Spectacle Ritual, Festival and Theatre, Advanced Research, Ph.D. Thesis, Seminar in Theatre History: Theatre Historiography</p> <p>B.A. Theatre, Theatre, Wells College</p>	<p>One book and book chapter publication in the area of theatre history, 2002, 2009</p> <p>Peer reviewed publications in the area of theatre history in peer reviewed journals, 1988-present</p> <p>Adjudicated conference presentations in the area of theatre history, 1991-present</p> <p>Dramaturgy and directing of numerous theatre productions, 1985-present</p> <p>Supervision of numerous M.A. research projects, 2007-present</p> <p>Training with faculty from the Royal Academy of Dramatic Arts through Marymount College, which included training in improvisation, movement, Alexander Technique, 1938-1984</p>
<p>Associate Professor, Full-time</p>	<p>Functional Anatomy Foundations Functional Anatomy Applications</p>	<p>M.F.A. in Ballet, Teaching, Choreography and Research, University of Utah</p> <p>B.F.A. in Ballet Performance, University of Utah</p> <p>Relevant Coursework: Anatomy and Physiology, Research Methods, Sports Psychology, Educational Psychology, Dance Kinesiology</p>	<p>Certified Yoga Instructor</p> <p>Functional Range Conditioning Movement Specialist</p> <p>International Association for Dance Medicine and Science Board (IADMS) of Directors, 2019-2021</p> <p>IADMS Dance Educator's Committee 2021-present</p> <p>Performing Arts Medicine Association Conference Planning Committee co-chair, 2012</p> <p>Co-director of B.F.A. in Dance Science Program University of Wyoming, 2012-2019</p> <p>Published works in the <i>Journal of Dance Medicine and Science</i> and adjudicated presentations IADMS conferences.</p>

<p>Senior Instructor, Full-time</p>	<p>Production Design for Dance</p>	<p>M.F.A.: Design for Stage, Western Illinois University</p> <p>Theatre Communications Group/National Endowment for the Arts Design Fellowship</p> <p>Relevant Coursework: Play Analysis, Scenic Design 1 and 2, Lighting Design 1 and 2, Rendering 1 and 2, World Theatre History 1 and 2, Drafting for the Stage, Thesis Project Design</p>	<p>Owner/Designer Source Light LLC (indoor and outdoor lighting design and installation)</p> <p>Resident Designer and Production Manager for Lexington Ballet Company, Lexington Kentucky, 1994-2021</p> <p>Lighting Design and Production Coordination for Columbia Music Festival Association/Carolina Ballet, Columbia, SC 2009-2021</p> <p>Production Manager/Designer for Wideman-Davis Dance Company, South Carolina and New York, NY, 2009-2017</p> <p>Resident Designer and Technical Production Manager for Lexington Children’s Theatre, Lexington, KY, 1993-2004, 2018</p> <p>Lighting Designer/Production Manager, Augusta Ballet Company, Augusta, GA, 1988-1990, 1999-2002</p> <p>Lighting Design for Dance Theatre of Harlem, 2011, St. Louis, MO</p> <p>Additional freelance/guest lighting design, set design, production management, and/or design assistance for professional and/or university dance, theatre, and opera company performances in New York City, Rhode Island, Missouri, Chicago, Virginia, Georgia, Maryland, Connecticut, Buenos Aires, Quebec City, Laval, Ohio, and Boston</p> <p>Design consultant for professional organizations and schools in South Carolina Georgia, and Kentucky, 1990-2021</p>
<p>Instructor, Full-time</p>	<p>Choreography: Creative Practice and Pedagogy</p>	<p>M.F.A. in Dance, University of California, Irvine, Dean’s Fellowship in Expanded Media Performance (2015)</p>	<p>Central Pennsylvania Youth Ballet (CPYB) Teacher Training, 2016</p> <p>Language of Dance Foundations I Certificate</p>

		<p>Relevant Coursework: Graduate Choreography A & B, Screendance, Performance Capture, Intermedia Performance, Experimental Projections and Lighting Design</p>	<p>Experience in creating collaborative choreographic work and dance on film in higher education 2016-present</p> <p>Experience mentoring student choreography in higher education 2016-present</p> <p>Houston Ballet II Company Member, 2005-2007</p> <p>USC Connect Lab Dance Education Specialist, 2020-present</p>
Instructor, Full-time	Neuroscience of Dance Teaching and Performance	<p>M.A. Cognitive Psychology, University of Illinois Urbana-Champaign</p> <p>Relevant Coursework: Experimental Psychology for the Learner, Perception, and Eye Movements and Cognition</p> <p>National Institutes of Mental Health Psychophysiology Training Grant Fellowship, University of Illinois, Urbana-Champaign, 1994-1996</p> <p>B.A. General Experimental Psychology, University of South Carolina</p>	<p>Instructor, Psychology, University of Carolina, Columbia, 2017-Present</p> <p>Temporary Faculty in Psychology, University of South Carolina, Columbia, 2012- 2017</p> <p>Adjunct Faculty in Psychology, Limestone College Extended Campus, 2013-2014, 2018</p> <p>Adjunct Faculty in Psychology, Midlands Technical College, 2009-2010, 2016</p>
Instructor, Part-time	Global Dance Forms	<p>B.A. or B.F.A. in Dance or related profession or significant study in a global dance form with a master teacher (contemporary dance, hip hop, Bharatanatyam, Kathak, Umfundalai technique, West African Dance, Flamenco, Jazz Dance of the African Diaspora,</p>	<p>Performing in regional and/or national professional dance venues and/or teaching in pre-professional and/or professional dance environments</p>

		Native American Dance, etc.)	
--	--	---------------------------------	--

Total FTE needed to support the proposed program: 2
 Faculty: 1.25
 Staff: 0.25
 Administration: 0.5

Faculty, Staff, and Administrative Personnel

Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

Teaching responsibilities in this program would require a capacity equal to two full-time equivalent (FTE) appointments that can be inclusive of the current Head of Dance Education at the USC. During the summers, the three courses offered would require summer teaching contracts for two-three current, full-time faculty. There are currently no faculty in the Department of Theatre and Dance who specialize in nonwestern dance forms to teach the Global Dance Forms course; therefore, the program would require minimal adjunct support (one adjunct every other summer) to cover this movement-based course on a rotating basis as it is offered every other summer. One part-time staff member, a musician, would be required to provide musical accompaniment for the Global Dance Forms course; this position will be an hourly, staff position hired for only one week, every other summer to play for the Global Dance Forms course.

The program would also require administrative support in the form of a program coordinator to oversee all administrative aspects of the program (recruitment, graduate applications and admissions, academic advising, career guidance and counseling, formative assessment/evaluation, thesis advising, reading, and chairing thesis committees). There are no additional administrative support staff needs outside of the current administrative staff that current exist within the Department of Theatre and Dance on the Columbia campus.

Resources

Library and Learning Resources

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

The Thomas Cooper Library acquires material in a variety of formats to support current and projected curricular offerings, the needs of students, and faculty teaching and research within the dance program. The current library and learning resources at the U SC, which are described in more detail below, will continue to be sufficient for the proposed program. Dance books, periodicals, and educational videos and films are all housed in Thomas Cooper Library or the Library Annex.

Current library resources include the collection of books, periodicals, and films, which are continually analyzed and procured for the Department of Theatre and Dance by the library staff member who serves as the department’s liaison. As of January 1, 2021, the approximate number of dance titles in Thomas Cooper Library is 1,533. These titles are represented by call numbers GV1580 – 1799.4 – Dancing. It is not possible to track the exact number of Dance specific e-books. The library purchases e-books on a title-by-title basis. The library also obtains access to e-books through the Partnership Among South Carolina Academic Libraries (PASCAL). A search for Dance in Find It & UofSC, limiting to “Available

Online” and “Resource Type – Books” retrieves 3,685 results. In addition to shared licensing of electronic resources, PASCAL Delivers enables students, faculty, and staff to request and receive print books from participating academic libraries in South Carolina.

The University Libraries also provide access to numerous periodical titles electronically as well as in print. These titles are accessible through Find It @ UofSC. Below is a sampling of dance periodicals held in an electronic and/or hardcopy format. Holdings vary by title.

- American Journal of Dance Therapy
- Dance Chronicle
- Dance Magazine
- Dance Research
- Dance Research Journal (Formerly: CORD News)
- Dance Spirit
- The ICHPER-SD Journal of Research in Health, Physical Education, Recreation, Sport & Dance
- Journal of Dance Education
- Journal of Physical Education, Recreation and Dance
- Research in Dance Education

The library offers customized subject and course research guides highlighting library resources and services, which includes numerous databases. The following is a list of selected databases relevant to dance:

- International Bibliography of Theatre and Dance with Full Text
- Dance Online: Dance in Video
- Academic Search Complete
- Arts and Humanities Citation Index
- Dissertations and Theses
- JSTOR
- MLA – Modern Language Association International Bibliography
- Project Muse

The Educational Film Collection is housed in Thomas Cooper Library and provides documentary and feature films for classroom education. Collections include videotapes, 16mm films, and DVDs as well as streaming film resources that are licensed for classroom use. For example, a mediated access model is available for Kanopy, which is a streaming video platform. Faculty or instructors can request a Kanopy film license to provide required course material. The Educational Film Collection has a Film Manager, who is able to work with faculty or instructors to research options for and secure films that are required course material.

Interlibrary loan services are provided to obtain materials that are not available from University Libraries. The University Libraries provides interlibrary loan services to current students, faculty, and staff of the University of South Carolina Columbia campus free of charge. Faculty may have up to 100 active requests, staff may have up to 25 active requests, graduate students may have up to 50 active requests, and undergraduates may have up to 15 active requests. Electronic desktop delivery of book chapters and periodical articles can be requested through the Scan and Deliver link located in the library catalog or via the Scan and Deliver option in ILL Express.

The Thomas Cooper Library’s Research & Instruction Department offers a range of instructional services. Class-tailored sessions are offered to provide general library introductions and hands-on

instruction focusing on the information needs of a particular class. Personal instruction is available at the reference desk, via email, Ask a Librarian online chat, via the telephone, and by appointment via the Library's Book a Librarian service.

The Department of Theatre and Dance receives an annual allocation of \$2,500 each fiscal year for one-time purchases. The library does not retain the name of the requestor of an order after the order was received. Should a one-time purchase exceed this amount, library staff will work with departments to ensure materials needed for teaching and research are made available. There are additional funding sources available including endowments (e.g., the Katherine Otis and Bruce Oswald Hunt Biography Collection Endowment) and Educational Film Collection funding for film purchases.

Student Support Services

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

Existing support services within the academic unit will consist of the Head of Dance Education who, will serve as the program director, will coordinate such services and recruit other faculty involvement as needed. The Head of Dance Education will advise all students enrolled in the proposed program, provide professional mentoring, counseling, and networking support, conduct pre- and post-program assessments to evaluate student growth, conduct periodic reviews of student performance documented through assessment data, arrange thesis committees for students completing culminating projects, maintain graduate student files, and assist with graduation paperwork and forms. In addition, if housing needs arise for the summer coursework, the director can arrange for on-campus housing for those students who would need it. The department would arrange a housing contract in advance of the summer session to ensure that each student coming to campus who would like a room will have one.

Support services beyond the academic unit include the opportunities and support provided by the Graduate School and other offices on campus. These resources provide assistance with student life and professional growth. All students at the USC are encouraged to take advantage of all resources available to them as applicable.

Graduate Student Resources Hub

The Grad Hub provides graduate students with greater access to student services and resources through a collaboration with National Fellowships and the University Career Center.

Ombuds

The Graduate School Ombuds serves as a confidential, neutral, informal, and independent resource for graduate students.

On-Campus Help and Activities

On-campus help provide a variety of resources across campus to help students with graduate life and/or getting involved on campus.

Opportunities Bulletin Board

The bulletin board contains information about events, fellowships, job postings, announcements, and learning opportunities for graduate students.

Professional Development

Professional development support for graduate students includes a list of tools, resources, and professional development programs to help students discover their career potential.

Scholarly Initiatives

The scholarly initiatives provided by the graduate school enable students to enhance their classroom experiences through professional development, pedagogical training and exposure to non-academic settings.

Travel Grants

Travel support is provided to help graduate scholars travel to conference where they will present their work on behalf of the university.

Division of Information Technology

The Division of Information Technology can provide students with assistance in a variety of resources and platforms such as Blackboard, Carolina Tech Zone, Password Help, Self-Service Portal, and the Service Desk.

Career Center

The Career Center provides students with a number of resources including career exploration, resume and cover letter consultations, assistance with job search strategies, career coaching appointments, professional headshots, and professional clothing.

SPARC Graduate Research Grant Program

The SPARC Graduate Research Grant Program provides funding for meritorious scholarship and helps students gain experience that helps them prepare to seek national fellowship and grant awards throughout their academic careers.

Student Affairs and Academic Support

The Office of Student Affairs and Academic Support provides students with a variety of programs and resources in the areas of academic success, career preparation, diversity equity, and inclusion, involvement and leadership, and well-being.

Student Disability Resource Center

The Student Disability Resource Center coordinates efforts to ensure that students with disabilities receive reasonable accommodations and serves as consultants to faculty, staff, and campus partners.

Student Success Center

The Student Success Center provides students with a one-stop shop for academic services on campus. Services include study and writing support, financial consultations, population specific support, academic engagement resources, and various workshops in the areas of support provided.

Student Health Services

Student Health Services provides students with a variety of resources to support their mental and emotional health and well-being in a variety of areas including COVID-19, emotional wellness, environmental wellness, financial wellness, intellectual wellness, occupational wellness, physical wellness, social wellness, and spiritual wellness. USC also provides many mental health resources including emergencies and after-hour counseling and psychiatry, information for the 24-hour National Suicide Prevention Hotline, the Crisis Text Line, the Trevor Lifeline, and online mental health services.

Physical Resources/Facilities

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

Additional facilities are not needed to offer the proposed degree program. Because most of the coursework for the program will be facilitated virtually, there are no additional facility demands that will be incurred as a result of this program. The summer will contain brief, intensive, workshop-style courses that will utilize the dance studios and classroom in the Band Dance Facility. The studios are not currently in-use during the proposed month, June, in which in-person, instruction for the proposed program would occur.

The Band Dance Facility (BDF) has two floors: the ground and first floors.

First-floor facilities

There are three dance studios located on the first floor of the Band Dance Facility.

Studio 102

Studio 102 has a 16 feet height ceiling and footprint of approximately 58 x 44 feet (2427 sq ft) with a large west window wall facing the sunset side of campus. The west wall is hung with motorized blinds for dimming late day sun. The opposite mirror wall is equipped with grade A glass which extends to a height of 12 feet and covers width of the entire wall, approximately 54 feet. The floor substrate is a Kiwi sprung floor system covered with a permanent Harlequin studio grade gray vinyl.

Studio 104

Studio 104 is similar in size, flooring and equipment to Studio 102. Alternatively, studio 104 has a large natural light allowing windows, which present to the North side of campus and the USC Marching Band practice field. Studio 104 has a 16 feet height ceiling and is approximately 58 x 45 feet (2458 sq ft) with a 12 ft height mirror wall that extends the entire width along the west side of the room. Floor mounted practice barres extend the east side of the room and additional portable barres are available.

Studio 123

Studio 123 is slightly smaller than studios 102 and 104 measuring approximately 55 x 35 feet (2004 sq ft), with a ceiling height of 12 feet. It is equipped with the same Kiwi sprung floor system as the larger studios. Studio 123's window wall views to the south and allows good natural light for all of the day. The mirror wall measures 10 feet high and extends to cover the entire north wall.

The first floor also contains male and female bathrooms, a water filter, and lockers.

Ground Floor

The ground floor contains the following.

- Five offices for full-time faculty
- One office for an administrative assistant
- A receptionist's desk used for work-study students and sometimes the administrative assistant
- One office for adjunct (TFAC) faculty
- Male and female bathrooms equipped with changing space, lockers, and showers
- A changing room/bathroom for faculty equipped with a shower
- A small kitchen area

- A small office area for mailboxes, photocopier/scanner, fax machine, and office supplies
- One classroom for theory/lecture courses

Travel between floors in BDF includes stairs and an elevator.

Studio Equipment and Supplies

Each studio (BDF 102, 104, and 123) contains the following.

- Rack-mounted sound system with Bluetooth, CD, and aux sources
- Portable sound system for backup
- 40-inch flatscreen TVs on rolling carts with DVD players, and HDMI ports
- 8 heavy professional barres
- Hardman mini grand piano with bench
- WiFi
- Carts with first-aid kits and observation forms

Studio 123 also has a wall mounted 75-inch smart TV for classes, which is WiFi and HDMI compatible.

Classroom 008

This is a smart classroom with a full sound system and video/projector playback from a computer or DVD player. A desktop computer permanently exists in the room, and a laptop computer is assigned as needed.

While the dance program utilizes specific performance venues spaces on campus, Drayton Hall Theatre and the Koger Center for the Arts, for the undergraduate program performances, the proposed program will not include performances in curricular requirements.

Equipment

Identify new instructional equipment needed for the proposed program.

No new instructional equipment will be required for the proposed program.

Impact on Existing Programs

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

Yes

No

The program director will administer the program and advise all students and existing faculty have the capacity to teach the additional courses proposed for this program as there are multiple, full-time faculty on campus who could the courses required for this program. One-third of the courses required for the program will be taught in the summer by full-time faculty on summer teaching contracts (contract and pay in addition to their regular teaching load and pay) since they have not typically taught in the summers in the past.

Financial Support

Sources of Financing for the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total								
Tuition Funding	\$60,086.25	\$60,086.25	\$120,172.50	\$120,172.50	\$144,207.00	\$144,207.00	\$168,241.50	\$168,241.50	\$204,293.25	\$204,293.25	\$697,000.50	\$697,000.50
Program-Specific Fees	\$3,750.00	\$3,750.00	\$7,500.00	\$7,500.00	\$9,000.00	\$9,000.00	\$10,500.00	\$10,500.00	\$12,750.00	\$12,750.00	\$43,500.00	\$43,500.00
Special State Appropriation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Reallocation of Existing Funds	\$0.00	\$42,500.00	\$0.00	\$42,500.00	\$0.00	\$42,500.00	\$0.00	\$42,500.00	\$0.00	\$42,500.00	\$0.00	\$212,500.00
Federal, Grant, or Other Funding	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$63,836.25	\$106,336.25	\$127,672.50	\$170,172.50	\$153,207.00	\$195,707.00	\$178,741.50	\$221,241.50	\$217,043.25	\$259,543.25	\$740,500.50	\$953,000.50

Estimated Costs Associated with Implementing the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries	\$0.00	\$42,500.00	\$0.00	\$42,500.00	\$0.00	\$42,500.00	\$0.00	\$42,500.00	\$0.00	\$42,500.00	\$0.00	\$212,500.00
Facilities, Equipment, Supplies, and Materials	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Library Resources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other (UofSC Participation Tax)	\$10,214.66	\$10,214.66	\$20,429.33	\$20,429.33	\$24,515.19	\$24,515.19	\$28,601.06	\$28,601.06	\$34,729.85	\$34,729.85	\$118,490.09	\$118,490.09
Total	\$10,214.66	\$52,714.66	\$20,429.33	\$62,929.33	\$24,515.19	\$67,015.19	\$28,601.06	\$71,101.06	\$34,729.85	\$77,229.85	\$118,490.09	\$330,990.09
Net Total (Sources of Financing Minus Estimated Costs)	\$53,621.59	\$53,621.59	\$107,243.18	\$107,243.18	\$128,691.81	\$128,691.81	\$150,140.45	\$150,140.45	\$182,313.40	\$182,313.40	\$622,010.42	\$622,010.42

Note: New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

	potential to contribute new knowledge to the field.	relevance to the field, and its potential contribution. At the conclusion of the thesis project, the thesis committee will complete an evaluation and rate the students' work according to whether it is significantly above expectations, above expectations, meets expectations, or below expectations. Students are expected to achieve the meets expectations level to successfully complete the thesis project and the program of study.
To analyze the breadth and depth of dance as a means for supporting future career interests and pursuits.	<p>Learning Outcome #1: Students will be able to demonstrate how to apply concepts, theories, and perspectives learned across the curriculum to their own professional interests.</p> <p>Learning Outcome #2: Students will develop a research agenda and culminating project relevant to the field.</p>	<p>Measurement of Learning Outcome #1: Final projects in required coursework will be evaluated using a rubric that measures students' ability to apply curricular content to their own practice in innovative ways. A four-point scale using the ratings of exemplary, acceptable, emerging, and unsatisfactory will be used to evaluate the quality of all final projects at the conclusion of the semester.</p> <p>Measurement of Learning Outcome #2: The quality of students' culminating thesis proposal and project, both written and presentational content, and its rigor and alignment with current dance scholarship and practices will be evaluated on 4-point scale using the ratings of significantly above expectations, above expectations, meets expectations, and below expectations.</p>
To develop a holistic perspective of the field by exploring how various areas of study within and outside of dance inform one another and enhance practice.	Learning Outcome #1: Students will develop a specialized area of interest/practice based on scholarship within and outside of dance.	Measurement of Learning Outcome #1: Graduate reviews conducted by program faculty between year 1 and year 2 and the evaluation of the thesis proposal will be used to evaluate students' development of a specialized area of expertise. Student performance will be rated

	<p>Learning Outcome #2: Students will be able to demonstrate comprehensive knowledge of the field of dance.</p>	<p>using a scale of satisfactory/unsatisfactory.</p> <p>Measurement of Learning Outcome #2: A pre- and post-assessment that measure comprehensive knowledge of the field will be used to determine growth throughout the program of study. The pre-assessment will be administered in the form of a written exam at the inception of study. The re-administration of the pre-assessment, the post-assessment, will be used at the conclusion of the degree program. The pre- and post-assessments will contain questions that reflect key concepts and theories embedded within coursework in the graduate program. A comparison of pre-assessment and post-assessment scores will determine individual student growth. Ranges of student scores will reflect different levels of proficiency (significantly above expectations, above expectations, meets expectations, and below expectations). Students are expected to achieve the meets expectations upon graduation and increase their level of proficiency by one rating.</p>
--	--	---

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

Yes

No

Because the institution is already an accredited institution through the National Association of Schools of Dance, the dance accrediting organization, review and approval for the new program will be sought through a substantive

change application. All approvals by the commission are granted each year during the fall. Therefore, the application for substantive change will be submitted during the summer/fall of 2023.

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

Yes

No

Explain how the program will prepare students for this licensure or certification.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

Yes

No



STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

ELLEN E. WEAVER
STATE SUPERINTENDENT OF EDUCATION

February 24, 2023

South Carolina Commission on Higher Education
Office of Academic Affairs and Licensing
Dr. Mariam Dittmann, Director
1122 Lady Street
Columbia, SC 29201

Dear Commissioners:

It is my honor to submit to you this letter expressing my recommendation for approval of the proposed Master of Arts in Dance Studies degree program at the University of South Carolina. The South Carolina Department of Education has been a national leader in supporting and advancing dance education programs within its K-12 public schools for over three decades; however, dance educators aspiring to deepen their knowledge of performance and pedagogy through advanced coursework have been at a perpetual disadvantage due to the absence of a graduate level dance degree program in our state. This Master of Arts in Dance Studies program would possess the capacity to enhance an already established foundation and to provide support and resources to grow both our exceptional dance teachers and dance education as a whole. Additionally, this degree program will be of tremendous benefit to South Carolina's dance professionals who work within schools and districts through teaching-artist residencies and those working toward educator certification through one of South Carolina's alternative route certification programs. Please let me know if I may be of any further assistance.

Sincerely,

A handwritten signature in blue ink, appearing to read "Roger E. Simpson, Jr.", with a large, stylized flourish.

Roger E. Simpson, Jr.
Education Associate for the
Visual and Performing Arts

DORCHESTER
SCHOOL DISTRICT TWO
FINE ARTS



815 S. Main Street Summerville, SC 29483

843.832.5532

March 1, 2023

SC Commission on Higher Education
c/o Dr. Mariam Dittman, Director
Office of Academic Affairs and Licensing
1122 Lady St., Suite 400
Columbia, SC 29201

Dear Commissioners,

It is with great pleasure that I extend my support for the proposal from the University of South Carolina Dance program to add a master's degree in Dance Studies.

As a representative of the public schools working to provide exceptional academic experiences for students in multiple fine arts offerings by staffing the most qualified persons available, this graduate program would provide significant value. Currently in Dorchester School District Two, we offer dance in all our middle and high schools along with several other offerings in the fine arts. Our teachers, administration, and community have shown pride in the fine arts, and we work tirelessly to increase student learning and offer opportunities for increased compensation for those teachers who complete additional certifications, endorsements, and other items to increase their capacity to teach their content areas. Currently there is no option for our dance educators to increase their capacity outside of receiving a degree not within their content area. This additional offering would provide these teachers this opportunity, and, as a consequence, our students would receive even greater educational experiences.

Recently our paradigm in education has changed. Now, post pandemic, teachers are becoming increasingly harder to retain and hire. This is very true for some outliers in the fine arts such as theater and dance. One of the major issues that I have been presented with is that interested employees in dance do not have options for continued education coursework to contribute to alternate route certification. Therefore, they must enroll in the PACE program for alternate licensure, which has little applicable information for dance or fine arts educators. This program would allow these applicants with opportunities to supplement the general education coursework in PACE with dance specific study.

As an educator, administrator, and a fine arts community member, I implore you to consider this application. It provides an opportunity for our students, our teachers, and our communities for positive educational experiences.

Thank You,

Director, Fine and Performing Arts
Dorchester School District Two



*College of Visual and Performing Arts
Department of Theatre and Dance*

Commission on Higher Education
Dr. Mariam Dittmann, Director, Office of Academic Affairs and Licensing 1122 Lady
St. Suite 400
Columbia, SC 29201 Dear

Commissioners,

It is with highest regards that I speak to you in relation to the development of graduate studies in dance at the University of South Carolina. As a former SC dance educator, I am in full support of a program that offers content specific curriculum that directly infiltrates into a pedagogical practice. The rationale for this support arises in the necessity to support and develop our state dance educators intellectually and monetarily. With the Masters of Arts in dance studies, current and future dance educators will benefit from the state salary increase that is not an option currently. This educational opportunity allows for our specific teacher population to pursue graduate level studies within the state as opposed to entering programs in surrounding locations; specific to UNC Greensboro, and Florida State University.

Additionally, I believe that the curriculum map outlined in the M.A. program proposal projects discourse that is essential to the development of our vastly growing student demographics and 21st century population within all classrooms. The application to content in the course labeled, DANC 725: Arts Policy, Advocacy, and Funding, directly supports dance educators in order to retain and sustain K-12 programs in the state. As a program director for dance education in higher education in our state, advocacy and literacy of dance institution sustainability are not developed at the undergraduate level. This M.A program will provide the necessary skillset for not only intellectual development but applicable classroom teaching methods and strategies needed in a post COVID society. I hope this provides clarity to the initial development and ultimate progression of the program's inception within South Carolina's higher education studies in the field of dance.

Gabrielle Tull MFA,
MEd.
Assistant Professor of Dance Program
Director, Dance Education

115 Johnson Hall
Rock Hill, SC 29733
803/323-2287
803/323-2560 (fax)



C O K E R
UNIVERSITY

February 23, 2023

Commission on Higher Education
c/o Dr. Mariam Dittmann, Director, Office of Academic Affairs and Licensing
1122 Lady St. Suite 400
Columbia, SC 29201

Dear Commissioners,

I am writing in support of the development of the M.A. in Dance Studies at the University of South Carolina by Dr. Stephanie Milling, Professor of Dance. A graduate program of this nature is much needed in our state and region. South Carolina has five higher education institutions granting undergraduate degrees in Dance with four of those offering degrees in Dance Education with K-12 Teaching Certification. These alumni may be more inclined to remain in our state if they have the opportunity to pursue graduate study locally. This program will also attract educators from across the region and potentially country. There are no graduate programs of this nature within the southeast region.

This program has the potential to serve the myriad of dance educators in South Carolina who do not have access to dance specific graduate programs locally. The hybrid nature of the program will allow professional educators to pursue graduate level coursework while maintaining their current employment impacting K-12 students immediately with improved pedagogy. This degree program will serve our K-12 dance educators by not only expanding their knowledge base and instructional strategies, but also providing a salary increase. In addition, this degree can aid in the hiring and retention of qualified and highly skilled educators in the state of South Carolina leading to improved dance education throughout the state enriching our schools and communities.

I am confident this program is needed and will be successful. Anecdotally I know of several dance educators who intend to enroll in this program as soon as it is implemented. I am excited about the potential impact this program can have on our state. If you have any questions or concerns, please contact me at msims@coker.edu. Thank you for your time and consideration.

Sincerely,

Meredith Sims, PhD
Associate Professor of Dance
Dance Program Coordinator



SC Commission on Higher Education
c/o Dr. Mariam Dittmann, Director
Office of Academic Affairs and Licensing
1122 Lady St. Suite 400
Columbia, SC 29201

March 1, 2023

Dear Commissioners,

As the Deputy Director of the South Carolina Arts Commission and Executive Director of Arts Grow SC I write to you in support of Dr. Stephanie Milling's program proposal for an M.A. in Dance Studies. In addition to advancing the University of South Carolina's mission, this program will contribute to the economic vitality of South Carolina in a multitude of ways.

Last month the SC Arts Commission and the USC Darla Moore School of Business (lead researcher: Dr. Joseph C. Von Nessen) released an economic impact report using 2021 data from the U.S. census and economic analysis bureaus and commerce department. The report details:

- **123,550 arts-related jobs** in South Carolina. This level of employment represents 5.5 percent of the total employment base in our state, generating **\$5.7 billion in wages and salaries**.
- **\$360.2 million in estimated annual tax revenue** generated for the state of South Carolina that arises from the arts-related cluster.
- **A \$14.1 billion total economic impact**, which represents both the direct and indirect demand generated by the local spending activity of all arts-related businesses, their suppliers, and their employees.

The arts are vital to bringing people to our state and keeping them here. Students participating in a program such as the one proposed are far more likely to plant their roots in South Carolina and become an integral part of developing creative communities. As you can see from this newest study, these creative communities lead to economic vitality for all citizens. I strongly encourage you to move Dr. Milling's proposal forward, as her programs continue to put South Carolina on the map as a leader in our nation for learning in and through the arts.

Sincerely,

A handwritten signature in black ink that reads "Ashley Brown". The signature is written in a cursive, flowing style.

Ashley Brown
Deputy Director, SC Arts Commission
Executive Director, Arts Grow SC
(803) 734.8630
cabrown@arts.sc.gov

University of South Carolina

M.A. in Dance Studies Interest Survey

March 2023

The interest survey data below was collected by contacting a variety of individuals in the field of dance in South Carolina: dance majors and minors currently enrolled in college, University of South Carolina alumni, professional dancers, K-12 dance educators, dance teachers in environments outside of K-12 schools, and other professionals in dance. The survey asked participants to identify their current role in the field of dance; their current educational level; their interest in an M.A. in Dance Studies; and the benefits of a hybrid degree format for working professionals. The survey also contained two open-ended questions in which participants could share comments about the benefits of an M.A. degree in dance and additional comments. A link to the survey is below.

<https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&id=GUsqSzXRDKLsrHNI4mYzO0D4UHV79plgsCaMpJYi5BURDJSS0c2WkVTVIVMMTFWOEpMR1Q4OTZESS4u&analysis=true>

111 people responded to the survey. Participants were asked to indicate all of their roles in the field of dance; therefore, some participants selected more than one category. The breakdown of roles is below.

- K-12 dance educator 69 participants
- Current USC dance major or minor 24 participants
- Other dance teacher 12 participants
- Other 12 participants
- USC alumnus 11 participants
- Professional dancer 6 participants

Out of 111 participants:

- 82 indicated that they, or someone they know, would be interested in a degree in dance studies.
- 19 people indicated that they might be interested in an M.A. in Dance Studies.
- 9 indicated they would not be interested.

Below is a table that represents participants' responses to the question, "Would you be interested or know someone who would be interested in pursuing a master's degree in Dance Studies"? Included in the table is each participant's role and highest education level in the field of dance, their level of interest in an M.A. in Dance Studies, and/or potential interest of someone they know.

Current Roles in Dance by Highest Level of Education Completed	No	Maybe	Yes	Grand Total
+18 graduate credits			1	1
K-12 Dance educator in SC			1	1
Bachelor's	3	5	41	49
Current USC dance major or minor		1		1
Dance Coach; minor in Dance		1		1
K-12 Dance educator in SC	1	3	26	30
K-12 Dance educator in SC; BA in Dance Ed from Columbia College Fall 2022			1	1
K-12 Dance educator in SC; Other Dance Teacher in SC			2	2

Current Roles in Dance by Highest Level of Education Completed	No	Maybe	Yes	Grand Total
K-12 Dance educator in SC; Other Dance Teacher in SC; Professional dancer	1			1
Other Dance Teacher in SC	1		2	3
Professional dancer; K-12 Dance educator in SC; Dance Studio Owner			1	1
Professional dancer; Other Dance Teacher in SC			2	2
USC alum			1	1
USC alum; K-12 Dance educator in SC			3	3
USC alum; K-12 Dance educator in SC; Other Dance Teacher in SC			3	3
BFA plus 18		1		1
K-12 Dance educator in SC		1		1
Currently working on my Bachelor's degree	2	2	25	29
Columbia College Dance Major;			1	1
Current USC dance major or minor	2	2	15	19
Current USC dance major or minor; dance education major			1	1
Current USC dance major or minor; Professional dancer			1	1
Current Winthrop Dance Education Major;			1	1
Current Winthrop dance major			1	1
Dance Education Major (Senior) at Columbia College			1	1
Other Dance Major in SC			1	1
Professional dancer			1	1
Winthrop University Dance Ed Major			1	1
(blank)			1	1
Currently working on my Master's degree			1	1
K-12 Dance educator in SC			1	1
Doctorate (Ph.D./Ed.D.)		1	2	3
K-12 Dance educator in SC			1	1
K-12 Dance educator in SC; USC alum			1	1
USC alum; K-12 Dance educator in SC		1		1
Ed. S.		1		1
K-12 Dance educator in SC		1		1
Ed.S. In Administration and Supervision K-12		1		1
K-12 Dance educator in SC		1		1
Graduate with M.A. in Dance Education in May 2023		1		1
K-12 Dance educator in SC		1		1
High School			1	1
Current USC dance major or minor			1	1
Master's	4	7	10	21
K-12 Dance educator in SC	4	5	8	17
K-12 Dance educator in SC; USC alum			1	1
Other Dance Teacher in SC		1		1
SCDE Education Associate for Visual and Performing Arts			1	1
USC alum; K-12 Dance educator in SC		1		1
Will graduate May 2023			1	1
Current USC dance major or minor; Current Dance Education Student Teacher			1	1
Grand Total	9	19	82	110

Below are responses to the question, “How would you, or someone you know, benefit from completing a master’s degree”?

Completing a master's degree in dance would allow me to branch out into other areas of dance education.

I would love to have the opportunity to earn a master’s degree in my home state. I was looking for programs and there are none available locally.

To become more educated in my field, and to be honest to be compensated a more livable wage.

A master's degree in dance would further my professional career. My students would receive better dance education. It would also increase my salary.

I think many younger educators would benefit from this program

I probably would have done this rather than MEd in Divergent Learning if it had existed earlier

Higher teacher pay, but also being more knowledgeable of dance.

Increase pay; gain new knowledge or refresh knowledge in current applications of Dance Education

This would open many doors for me as a high school dance teacher!

Being a continuous learner

I have wanted to earn my masters for years but- I wanted it in dance and not just education.

I have considered getting a master's degree in order to gain the pay increase; however, I have had to look into other degrees that I could do online. It would be nice to have the option of earning a master's in my field online.

I currently hold the position of a k-12 dance educator in SC and all that comes with it (dance team coach & choreographer for all school shows/productions). I am also a mom of 3. I have wanted to pursue a Master’s degree. However, have not found one that 1. I'm interested in or 2. fits into my busy schedule of a working mom. Having a online/hybrid program would fulfill my wants/needs in pursuing a Master's degree.

I am interested in pursuing a master’s degree to be able to work as a professor or adjunct within college dance programs.

Improved teaching practice and higher pay

Deeper knowledge in content area and increased pay.

I would like to further my pedagogical studies as a teacher and also further my journey as a dancer. I feel I will be more successful if I go through a Master’s level program. I would prefer to do this in state, but especially at USC.

For practicing educators, it would broaden knowledge base, as well as increase pay. For those not practicing yet, it would give them more time to get ready to be in the classroom and give them certification that could lead to better employment opportunities.

More pay and more opportunities

A Master's degree in Dance would benefit anyone wishing to further their knowledge in Dance Education. There is new research out there and I have found that I learn a lot from teachers coming right out of college and the pedagogy is changing and I appreciate learning new information to share with my students.

Continued study and more specialized research than undergrad.

Allowing for a higher level of understanding of concepts and how to facilitate them within the classroom

Personally, I am interested in teaching in a university or college. I love being able to have deeper and more knowledgeable conversations with my professors and hope to one day do that for my students. I know so many students who want their master’s in dance just because they want to further their education or would like to teach in a college as well.

SC school districts offer a master's pay scale. Master's level offers higher level job opportunities.

I believe completing a master's in dance would allow me to freshen up my pedagogical skills and content knowledge.

Better job opportunities

Give us more employment options

For a number of reasons.

1. Obtaining a masters can open the door to more job/career opportunities.
2. Higher salary.
3. A master's degree can enhance the content you learn in college and expand it on a worldly view.

Broaden our knowledge of dance and help with creativity

A master's degree in dance would allow me to continue to advance my knowledge in dance and be an even better dance educator. It would also open up opportunities for me to advance in my career.

Supporting role as a classroom educator with relevant information for 21st century students.

To assist others in their journey of teaching dance or owning a dance studio. A consultant....

Benefits include higher education level (more knowledge of the subject), better pay as an educator, more job options, etc.

More knowledge and experience as well as greater salary in the education field.

More income

New content/expertise to share with classes, higher pay, refresher on previously-learned material

It would be helpful to be able to extend knowledge and training through grad school at the same program where I am training and learning for undergrad.

Continued education

Pay raise for MA

I think it would advance the field of dance education especially in the state of SC. It would allow dance educators to be on a more level field with other arts fields in the K-12 arena (particularly visual art and music) that have larger numbers of educators and often more choices for advanced degrees. Additionally, those taking a master's program are often experienced and reflective educators who are going to work to make the field better for future students and professionals.

Continued educational opportunities allow for creative platforms, collaboration, and positive self-analysis.

I would be able to continue my education. I would gain more knowledge and resources to use in my classroom. Also, teacher salary increases based on level of education.

In state options for a dance masters.

By expanding knowledge of dance and being able to teach at the collegiate level.

more experience would grow and develop the artist. Also, education about dance theories and history help give context to the art.

I know myself and others would benefit from this program because it would open up opportunities only available with a master's degree. Moreover, it allows those who already have a degree to obtain licensure to teach dance, and this would address a statewide and nationwide dance teacher shortage in K-12.

As a future dance educator, the more I expand my own knowledge of dance, the more educational opportunities I can offer my students.

I would benefit because, as simple as it sounds, I feel like I have so much more to learn. Attending the Culturally Responsive Dance Pedagogy workshop at USC this summer really opened my eyes to the fact that I want to be more knowledgeable and continue my studies. After college, I felt extremely prepared to enter the real world, but I do think there are certain aspects of dance studies that I need to delve deeper into in order to be the best educator I can be.

Added knowledge to use in my classroom as well as increased pay.

There is a pay increase if the person is a certified teacher.

Making dance educators more relevant in K-12 education...

More money and new things to learn, expand my craft

They would have a better understanding of dance and if I have a master's degree in dance, that looks great on a resume for a job. I would also love to have as much knowledge about dance that I can so I can help those who want to pursue a career in dance.

Being able to complete work in a field of passion and strengthen personal knowledge of Dance.

It would help with their credential credibility for certain jobs in the industry. Completing it in a hybrid setting would be very beneficial for them as well because they do travel very frequently.

Completing a master's degree in dance could help when transitioning from dancing professionally to teaching dance.

Beyond my bachelors it would be my only other degree that is specific to dance and not general arts. It would also help in renewing of my certificate.

It helps to increase your pay, you become aware of current studies in the field, and hopefully will make you a more effective teacher.

A Master's degree in Dance would afford you the opportunity to be more qualified for higher level jobs. This would also give you more knowledge in dance Education to be a better teacher.

This allows you to teach at a higher education level giving you more connections and artist freedom.

To date, this will be the state's first MA in dance. This is a fantastic opportunity for those seeking a graduate degree in dance, and I would have applied to this program if it had been available when I was seeking a master's degree program.

It would provide me the ability to potentially teach dance at a higher education level as most places require or prefer a master's degree. Being able to further my education in dance is also something that I would enjoy just because of how I liked the undergrad experiences. I know it would be different, but as someone who enjoys school, it would be wonderful. I also know I will return to school for either a second bachelor's degree, or graduate school.

I would get a lot of benefit from a master's degree in dance because it would allow me to teach dance at the college level. It would also help me get a higher-level position at other companies that I work for.

An opportunity for growth as a current SC educators. And an opportunity to bring new information, skills, and resources to my classroom.

By completing a master's degree in dance, it can open the eye of those interested in learning more about dance with the different techniques along with background knowledge in other areas that are not common while teaching.

It would raise my pay in the school system and give me more credentials in the dance world.

From my professors

I am a dance major with a minor in educational studies so that I can teach dance. I feel if I get major not only will I have a more knowledge, but I will be able to expand where I can teach such as a college.

It would give knowledge to bring better face education to the state of sc and all over the US.

It would allow me to enhance my knowledge in dance and education at the same time.

It should be open to anyone pursuing a master's in education

Furthering knowledge of dance pedagogy and exploring research opportunities in the dance field.

It would be continued education for me as well as allow me to advance in my career.

I would love to be a part of research within the dance community and eventually be a professor of dance and work my way up to head of the dance department with the school/program where I chose to work.

People have the opportunity to increase knowledge in technique and pedagogy.

As a recent graduate of USC, I am very familiar with the idea of furthering my education. I believe that it is most beneficial to be able to apply, evaluate and learn concepts when you are in the classroom.

This program would be so helpful considering that it is designed to accommodate to a teacher's lifestyle.

More opportunities to work at colleges/universities. Also networking to meet schools, companies, etc that could hire me for choreography or residencies.

There would be many benefits from completing a master's degree in dance. Personally, I would be given a higher salary rate at my current job upon completing a master's degree. Aside from monetary gain, I believe the knowledge I would gain would allow me to do my work more confidently. I also believe a higher level of education could open the door for more opportunities, such as becoming a college professor.

Further my career in teaching dance education.

I am studying to be a dance educator and having my master's opens the door for more teaching opportunities.

Those I went to school who pursued a master's in dance that I know went out of state which often means we lose our talented dancers. If we want to keep them in state and grow dance in SC we must get a masters in dance for those interested in pursuing that track

I could further my education for my current major and have a chance at a higher-paying job.

From completing a master's degree in dance, I would have the opportunity to receive a pay raise for my work, as well as more professional job opportunities concerning dance education in the public school system.

in education, educators can receive a pay increase making it appealing to k-12 dance teachers. It is also not offered in South Carolina yet so there is a market for it.

Others and I can benefit from completing a master's degree in ways of growing our knowledge and appreciation of dance in a new way being that we will have already received our bachelors.

I would benefit from completing a master's degree by being able to get a better job and being able to feel restricted with in my career.

Opportunities to gain specialized knowledge, career advancement, potential increased earnings, and an enhanced professional network.

More pay, better opportunities, deeper content knowledge, more connected network,

This would help further my career goals.

The state severely needs dance educators within public school settings with a greater knowledge of dance and dance pedagogy. This master's program could meet that need by being flexible enough to fit into current teachers' schedules.

To expand upon knowledge in the field.

They would gain more knowledge in the field and make more money.

Gaining knowledge on your content area could never be a bad thing

I think that with the proper time and dedication to a master's degree, people could expand their knowledge of dance and dance education.

Additional content knowledge; updated current topics in dance; additional pay.

Increased pay if working in a K-12 environment.

1. I would continue to work on my craft.
2. A sense of accomplishment
3. Pay raise

Below are responses to the question, "The program would be delivered in a hybrid format and completed in six semesters: online courses in the fall, spring, and summer in addition to 2-3 weeks on campus during the summer for in-person courses".

This format would help me tremendously! I have a 2-year-old son which makes doing things outside of my daily job a bit difficult. I have been looking into higher education options, but balancing courses and motherhood will be a challenge. I believe online courses in which I can complete assignments on my own would be helpful!

Yes

Yes, the hybrid is a great offering. I understand the need of in person coursework and typically prefer it, however as a parent, 3 weeks away from home would be difficult to arrange.

Yes, as a full-time teacher I would only be able to complete online coursework during the school year. The format of this program would be beneficial to me and make it possible for me to apply.

yes

YES!

Yes. Would the 2-3 weeks on campus be consecutively or broken up as in, one week in June, another week in July?

Yes

Increase

Yes.

I prefer the hybrid to full in person. It makes this more attainable.

Dependent on the weeks in summer and cost would be the only obstacle for me! I think it sounds great.

yes

This would increase my interest because it would work with my schedule as a K-12 educator.

This format would be very beneficial for anyone who is working or a parent and still wanting to pursue a Master's in Dance Studies.

Yes absolutely. This would work very well with my school schedule as a teacher.

The in-person part would be challenging because I live in Charleston and I have two young kids. Not sure how I would make that work.

YES!!

Yes, as a current dance educator in SC, this hybrid format will allow me to maintain my current position and further my education simultaneously.

Yes

Yes

It would be difficult for me to attend in person as I don't live in the Columbia area.

N/A

YES!

This format would be the most beneficial to me. I appreciate how this program would be putting the student in mind. As master students we would most likely be working. Personally, for me, I want to perform for a little while and would like to be able to go on auditions while pursue my master's degree. This degree would be best fit for my goal and so many other dancers who are interested in performing and pursuing a master's degree.

Yes

Yes, this format works well for current full-time employees.

Absolutely!

Yes

yes

Yes, this would be beneficial. I could be teaching during the day and have classes at night. Teachers have summers off so there would be no conflict with in person classes then.

It does increase my interest

Yes! As a dance educator this format would work incredibly well with my schedule.

Yes, this format would be ideal for classroom teachers.

Yes very beneficial...

I think this would be extremely beneficial. It would increase interest in my opinion, so that it is more accessible for a wider variety of individuals. My interest is increased, and I would be extremely interested in applying for this opportunity.

Yes. It is perfect for current K-12 dance educators.

Yes. Sounds like it would be greatly beneficial in regard to scheduling.

Yes

It would be nice to have a hybrid format because sometimes I like my classes in person and sometimes it's easier to manage them online.

Yes.

I've wanted to pursue a MA, but cost, my dance workload & parenting schedule have all been an issue prohibiting me from doing so

I would not apply but I think this format is the most beneficial for K-12 educators (as well as those in any independent sector) and think it is the most successful type of master's program that would gain more attendees than a "traditional" undergraduate type setting with in-person classes or having weekly in-person classes (as this would limit the number of people who could/would attend).

Absolutely, as an active creative working in the Public Educational system as well as the private commercial setting, there is little room or time to be able to put into continued education. I also do not want to participate in a program where I myself am not physically dancing and only being evaluated through academic means. My interested is in dancing, sitting and only talking or learning about dance.

This would be beneficial. Some districts are looking at moving to a year-round schedule or a schedule that starts much earlier in the fall. If this happens, it would make it more difficult to do in person coursework if we are supposed to be teaching during that time.

As a mother, 2-3 consecutive weeks on campus will not work. This is one reason I have stayed away from the dance education masters offered in other states.

I think this model is appealing and if I were to want to pursue a master's in dance, this would be the ideal program format.

the hybrid format increases my interest because it sounds flexible if I didn't live in Columbia.

Yes

This program would definitely increase my interest in applying and I am sure others as well, because it alleviates a few of the reasons that would make myself and others feel that completing a master's degree is unattainable - location and financials. The online courses in the fall and spring allow for the student to continue whatever job they are currently in wherever they may be.

Yes, this format would allow me to keep a full time job while completing the program.

Yes, this would be beneficial as it would allow me to continue working, while still pursuing my masters degree. I also like that there would be a partial in-person portion. I prefer face-to-face instruction when possible and it would allow me to make connections with other dance professionals. I sometimes feel isolated as a dance educator but attending PD's and a program like this would help to connect to others in the community, not only during this program, but also in the future.

Yes, b/c time availability is an issue as a current educator & dance team coach at the school I teach. Online would fit my schedule better.

yes the format is fine. If it is two years yes?

Yes, because I might stay in Columbia after I graduate but that is all up in the air at the moment because I am only a freshman. I would still stay in South Carolina and since Columbia is one and a half- two hours from everywhere else, I could make it work.

Yes

It would be beneficial and increase interest to format the degree in such a way.

I think this format would be beneficial for those who don't live in the Columbia area so they can continue working while completing the degree.

Yes as it does not interfere with my current public dance education teaching position.

I think this format would be beneficial for people who work but are interested in pursuing a master's degree while working.

I really wish I would have had this option when I was looking into getting my Master's degree last year because this format and the location of the school would work very well for me.

Very beneficial in having this format. This will allow you to continue to be able to do the things that you have committed to. Dance teachers are very busy at times and this format will allow flexibility.

increase

Yes, the program would be conducive to current K-12 teachers.

Absolutely. It would enable me to work on my education from wherever I am located post grad. It is most definitely an appeal to apply beyond it being at my alma mater. The 2-3 weeks in the summer seems like a perfect amount of time as that is likely when I will be in an off season break or be less obligated to whatever it is I am doing during the rest of an academic year.

Yes, that format would be very helpful because it would mean that I can continue working while getting my degree instead of having to go back to school full-time.

Yes

For students who are a Dance Education Majors currently, and wanting a masters, I think a hybrid course would work well. In my position currently, I will be graduating in May and will be in my first-year teaching come August. Being able to take a master's class that is offered online during the Fall and Spring will be beneficial since many would be teaching at a school district. Giving the opportunity to allow students 2-3 weeks in the summer works great for this schedule. This program would be beneficial and does increase my interest of possibly applying for admission.

This would benefit me.

Yes

Personally, I would like to stay at Winthrop. They offer a master's program where you do one extra year and graduate with your masters and as of right now that is what I would like to do.

I would love that set up.

Yes.

Yes

As a full time, high school teacher, yes!

Yes, I would be interested in what the on-campus portion/hours would be because I am also a mom and want to continue my education, but my priority is my family.

Possibly, depends on where I am in my career as an educator, I was planning on teaching 5-6 years and go back to school. With this format, I might be able to continue teaching as I pursue a graduate degree.

Yes - online courses are beneficial to those who work full time jobs. If this program is targeted towards dance educators, summer in-person coursework would be manageable.

As explained in the question above, absolutely!

Yes, absolutely. This format would allow me to continue to (mostly) work my full-time job to support myself and my family so that loans would be minimal and/or paid off more quickly.

If I knew I could maintain my current job and earn this degree I would be interested in learning more. One concern would be the distance I would have to drive for the in-person course work. I would not be willing to change my living situation for this opportunity.

Yes

Yes, it would

I love Hybrid format

Yes! It would be very beneficial for the coursework for the summer specifically for the people who travel.

Yes

yes

Yes, it would because it allows us to go out into the world and apply the knowledge we have already gained throughout colleges, and while in that process we will still be learning and have the chance to instantly apply the knowledge given.

yes, that would be helpful for people who are not from South Carolina or need to work.

Yes, that format is very beneficial to a teaching and working schedule.

You wouldn't want me in your program :)

Definitely, otherwise I could not participate.

Yes- online courses are likely much easier to fit around full-time employment.

I live in Spartanburg and online would be a perfect fit.

As long as it wouldn't interfere with my teaching/coaching profession.

yes

Yes! The hybrid format would be conducive to what I do!

It would increase my interest, but I would still be unlikely to do it. Like I said I have little extra time to devote to a master's program during the year, even if it was mostly online, and do not want to accrue anymore debt.

Yes

Yes

Yes

Below are additional comments shared by survey participants.

I am very excited for this program! I am hoping for financial aid/scholarship opportunities.

Great and awesome idea to have this program. I am all for it!

I hope this happens! I will definitely plan on pursuing it if the state approves of it. It is well needed and worth it!

I would love this!

The cost and having a payment plan would help me decide to commit!

I think this is fabulous! And appreciate the consideration of current dance educators in the state! :)

As a USC alum, I would love to continue my education through USC rather than going out of state. I trust the professionals in the dance department there and know they will pilot this program to be the best it can.

Though it is silly, I want to be able to say I was a USC alumnus twice with my bachelors and masters. The teachers here are amazing and would such a great opportunity to pour into us more if they were teaching masters classes. I was looking into my masters right before I found out that USC is working on adding a master's degree in dance. This would mean so much to me and so many of us dance students, not just here but to other dancers across the country looking to add a master's degree in dance.

I am almost finished with the MA in DE program at UNCG. The program is also a hybrid. I recommend working with the state department to have this program as an alternate for PACE for dance educators or have an initial teacher licensure program. I originally started grad school for my initial teacher licensure when working in NC. When I changed jobs, SC would not accept my graduate school. I also had to do PACE. I believe future students would be interested if they could get their master's and their license in the same program, especially if they have undergraduate experience in dance, just not a teaching license.

Financially and how time consuming it would be are my concerns

Interested in the costs and financial aid opportunities.

Awesome Plan and layout...

I am very interested in pursuing this master's degree.

Very excited to see USC pursue this!

I think this is a great opportunity for dance educators and hope the program has enough applicants to be a viable program. It would also be a neat opportunity to bring in past USC alum as either attendees or guest lecturers to continue to bridge the connections in the state.

What would the cost be for this program and would there be any scholarship opportunities?

Will scholarships be offered?

I am so excited that you all are offering a master's degree in dance!

I would like to know more information

This is something I am very interested in and would hands down apply to. I think it would better me as a dancer, educator, and make me more competitive and credible as I immerse myself into the post grad world.

As a retired dance specialist with master's plus 30, I am not interested at this time. I wish that this had been available 30 years ago. I hope you can make it happen!

I would like to receive more information about how this program will run. Thank you!

I have been thinking about going for Master's.

You have my support!

This would be great!

This sounds great! Currently, I wouldn't be interested in obtaining my master's, but i do know many teachers in my district who would be interested.

I think that getting higher education is beneficial, but not in my situation.