



HLC Accreditation 2016-2017

Federal Compliance Form

National Association of Schools of Dance

Appendix W Dance Accreditation

Additional information:

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National Association of Schools of Dance
11250 Roger Bacon Drive, Suite 21
Reston, Virginia 20190-5248

COMMISSION ACTION REPORT

This document provides the official action of the Commission as indicated in the cover letter of the same date.

October 9, 2015

WICHITA STATE UNIVERSITY
Program of Dance

Actions:

Action 1 of 2: Application for Renewal of Membership – Original

The Commission voted to defer action pending Response to the concerns listed below. This deferral by the Commission is not a negative action. Rather, it enables consideration of issues and concerns by the institution and the Commission within the framework of the present Self-Study and on-site visit.

The institution is asked to respond to the concerns below.

Items for Response:

1. It is not clear how the degree Bachelor of Fine Arts-4 years: Performing Arts (Dance) meets NASD standards regarding consistency between title and content (see NASD *Handbook 2014-15*, Standards for Accreditation II.I.1.g. and II.I.2.c.). Typically, professional degree programs are titled based on the content required: "In order to be designated a major in a Bachelor of Fine Arts or studio program...a field of specialization must be accorded no less than 25% of the total credits required" (see NASD *Handbook 2014-15*, Standards for Accreditation IV.C.2.b.). This does not appear to be the case with regard to this degree as "Performing Arts" is the designated major. The institution is asked to review the curriculum and indicate a) how the current degree title is consistent with curricular content, or b) any changes made to title or content in an effort to ensure consistency and meet appropriate standards. Given the current content, it would appear that the more appropriate title for the degree is Bachelor of Fine Arts-4 years; Dance.
2. It is not clear that students enrolled in the professional baccalaureate degree take technique classes throughout their four year course of study or that they are required to take "a minimum of one daily technique class with the opportunity for additional work" (see Visitors' Report, p. 14; NASD *Handbook 2014-15*, Standards for Accreditation VIII.B.1.a. and b.). The institution is requested to study these two issues and to provide evidence documenting its compliance with these standards. As part of its Response, the institution is asked to provide transcripts of three recent graduates of the Bachelor of Fine Arts degree.



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3. The Commission notes the suggestion in the Visitors' Report that the institution "consider[s] if a letter grade of 'D' in major courses is representative of quality graduates, and how sequencing of courses might be addressed so that seniors remain engaged in dance technique courses throughout the senior year" (see Visitors' Report, p. 14). The institution is requested to determine if current practices, scheduling, and grading policies enable and depict the achievement of required student competencies (see *NASD Handbook 2014-15*, Standards for Accreditation III.N., and VIII.).
4. The Commission requests evidence demonstrating that financial support is sufficient to ensure continued operation of the dance unit and its programs (see Visitors' Report, p. 3; *NASD Handbook 2014-15*, II.C.1.c.).
5. The Commission requests further information regarding the sufficiency of technical support for the dance program and its ongoing access to qualified support staff (Visitors' Report, p. 5, and *NASD Handbook 2014-15*, Standards for Accreditation II.E.9.a., and b.(2), and (3)).

Action 2 of 2: Application for Plan Approval – Original

The Commission voted to defer action on the application for Plan Approval for the degree, Bachelor of Arts-4 years: Performing Arts (Dance) pending Response to the concern(s) listed below.

Items for Response:

1. It is not clear how the degree Bachelor of Arts-4 years: Performing Arts (Dance) meets NASD standards regarding consistency between title and content (see *NASD Handbook 2014-15*, Standards for Accreditation II.I.1.g. and II.I.2.c.). Typically, liberal arts degree programs are titled based on the content required: "In order to be designed a major in a liberal arts program, a comprehensive field such as dance or dance history is normally no less than 30% of the total credits required for the liberal arts degree" (see *NASD Handbook 2014-15*, Standards for Accreditation IV.C.2.a.). This does not appear to be the case with regard to this degree as "Performing Arts" is the designated major. The institution is asked to review this curriculum and indicate a) how the current degree title is consistent with curricular content, or b) any changes made to title or content in an effort to ensure consistency and meet appropriate standards. Given the current content, it would appear that the more appropriate title for the degree is Bachelor of Arts-4 years: Dance.
2. The Commission noted that the application for Plan Approval was incomplete. Although a rationale for the new program was included in the Self-Study, the institution is requested to submit a complete application for Plan Approval, which should include further information on the unique aspects of the program, how it is distinguished from other programs, courses presently offered, and the number of students expected to be served. The NASD documents *Policies and Procedures for Reviews of New Curricula* and *Instructions for Preparing Curricular Tables in the NASD Format* may be downloaded

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from the NASD website at <http://nasd.arts-accredit.org> (see “Publications,” “Accreditation Procedures and Documents,” and beneath that “Other Procedures Related to the Accreditation Process”).

Due Date:

August 15 for consideration at the Commission meetings of September 2016.

The *Procedures for Submitting Responses and Progress Reports* may be downloaded from the NASD website at <http://nasd.arts-accredit.org> (see “Accreditation Procedures” and beneath that, “Other Procedures”).

Notes:

1. The Commission notes that four students are currently enrolled in the Bachelor of Arts program and reminds the institution that it shall not publicize the degree or enroll students until Plan Approval has been granted (see NASD *Handbook 2014-15*, Rules of Practice and Procedure, Part II, Article VI, Section 3.).
2. With regard to item 1 in Action 1 and item 1 in Action 2, the institution is strongly advised to review the NASD Advisory on federal regulations regarding misrepresentation available online at http://nasd.arts-accredit.org/site/docs/Federal%20Advisories/Misrepresentation_Advisory_2012Aug.pdf.

Karen P. Moynahan
Executive Director

KPM:ac

NASD Handbook

RULES OF PRACTICE AND PROCEDURE

ARTICLE XIII

DISCLOSURE AND CONFIDENTIALITY

Section 1. NASD provides numerous services that include the publication of policy statements, reports, and surveys. These are available to the public for a fee. Upon request, NASD will provide the academic and professional qualifications of the members of its policy and decision-making bodies and its administrative personnel.

Section 2. Upon request, NASD will make publicly available all information about an institution that is published in the *NASD Directory* (see Article XI, Section 3). NASD will also indicate whether or not an institution holds or has held accredited membership.

Section 3. NASD will not make publicly available any information supplied by the institution or by representatives of NASD in the course of the accreditation process. This includes Self-Studies, Visitors' Reports, and correspondence. While NASD encourages institutions to make publicly available information about their accredited status and to share accreditation materials with individuals and agencies having legitimate claim to information beyond that available to the general public, the Association regards all accreditation materials as the property of the institution. Therefore, release of these materials is either through the institution or by its permission.

Section 4. If an institution releases information that misrepresents or distorts any action by NASD with respect to any aspect of the accreditation process, or the status of affiliation with NASD, the chief executive officer of the institution and the program director, where applicable, will be notified and informed that corrective action must be taken. If the misrepresentation or distortion is not promptly corrected, NASD, at its discretion, may release a public statement in such a form and content as it deems necessary to provide the correct information.

Section 5. Certain relationships yield information which legally cannot be disclosed without the consent of the person who provides it—for example, the relationship between physician and patient, between attorney and client, between clergy and penitent, etc. Should such information, or other information that is protected under law by a comparable privilege or safeguard, come into the hands of NASD or an NASD evaluation team, its disclosure to persons other than the immediate recipients is forbidden.

Explanation of Deferral

In the accreditation process, the Commission on Accreditation often finds a situation in which an institution cannot be granted initial accreditation or renewal of accreditation on the basis of evidence presented. This may be because the institution clearly does not meet the standards as outlined in the *NASD Handbook*, or because sufficient information has not been provided.

Rather than deny accreditation or place the institution on probation, the Commission defers any action until certain conditions are met that clarify the situation and/or bring the institution into compliance. Deferral is not a negative action, but rather a mechanism for dialogue between the Commission and an institution. The deferral concept is intended to prevent short review cycles and to obviate the need for other review procedures that would be expensive to the institution.

Member institutions whose applications are deferred continue their current membership status and maintain all rights and responsibilities of Membership. Deferral does not mean that an institution has lost its accreditation, or its right to vote during the Annual Meeting, or its listing in the *NASD Directory*. Deferral simply indicates that the institution has one or more issues that need to be addressed, reviewed, or explained in more detail before the institution's application can be approved.

There is no public notice of deferral. Letters reporting accreditation actions are sent only to the dance executive, to the chief executive officer of the institution, and to the designated institutional representative to NASD if someone other than the dance executive. The NASD National Office staff does not discuss an institution's status or application with anyone other than the dance executive or other designated administrative officials of the institution.

Please do not hesitate to contact the National Office staff if we may provide further clarification or information concerning the actions of the Commission.

Thank you.

8.12.16

Response paper to the on-site visit questions directed to the Wichita State University School of Performing Arts Dance Program. Please refer to Commission Action report dated October 9, 2015. (Attached)

Action 1 of 2:

Question 1 Response:

With regards to the question of ‘consistency between title and content’ and the Dance Program (Standards for Accreditation IV.C.2.b.), our estimates remain compliant, *as a field of specialization in Dance*, with more than 25% of total credits required. The question from the Commission appears to be more concerned about the degree title.

As stated in earlier reports including our last accreditation review, we were consistently challenged to meet WSU graduation requirements as defined by the Kansas Board of Regents (KBOR). WSU Dance has been “red flagged” by the upper administration and KBOR because of low graduation rates consistently in years past. As the Commission has already read in the self-study, Dance is one of three programs in the School of Performing Arts, with Theater and Musical Theater. Each of the programs has been *triggered* for low graduation rates in previous years. In 2010, strategic redefinition among the three programs consolidated the graduation degrees into a one-degree designation in order to avoid the threat of dissolution mandated by the regents who might have determined these artistic entities to be insignificant in the state educational system. The combined graduation rates within the three programs have secured the necessary compliancy with KBOR standards, and the School of Performing Arts has been applauded for the restructuring. The content and the intent did not change with the title renaming. The degree title was altered and renamed at that point.

The degree reads: *BFA in Performing Arts/Dance* but does not comply with NASD standards. The Dance Executive agrees that the present title designation lacks clarity for students and parents. The Dance Program is changing the degree title description in all publications including the WSU web page (http://webs.wichita.edu/?u=fa_performingarts&p=/1_dance/1_danceprogram/) to read:

“WSU is an accredited institutional member of the National Association Schools of Dance”.

The publication could further read:

The Wichita State University School of Performing Arts Dance Program offers a unique approach to pre-professional training with students earning a B.F.A. in Dance or a B.A. in Dance with emphasis on dance technique and related studies. All degrees within the School of Performing Arts culminate in a Senior Project.

The Dean of Fine Arts and Academic Affairs has agreed that all publications shall read BFA in Dance. The title designation BFA in Performing Arts/Dance will be used for reporting services only.

**** Academic Affairs agreed that all publications could read BFA in Dance. The title BFA in Performing Arts/Dance will be for reporting services only.***

Question 2 Response:

As a continual process of reorganization, the dance faculty meets in bi-annual retreats and weekly meetings. Up till this spring 2016, the class schedule has allowed students to complete technical requirements prior to senior year. The dance faculty has restructured the class schedule to ensure that BFA dance majors are required to take “a minimum of one daily technique class with the opportunity for additional work”. The length of technique classes for the majors was lengthened to ninety minutes three times a week (MWF) and one hour fifty minutes twice weekly (TTH). The students are advised to complete general education requirements during their first two years in order to concentrate on their dance education.

The adjustments appear as follows:

Freshman Year

Fall - Mod 2, Jazz 2, Ballet 2

MWF Modern

T TH Ballet and Jazz

Spring - Mod 2, Jazz 2, Ballet 2

MWF Ballet

TTH Modern and jazz

Sophomore Year

Fall – Mod 2, Jazz 2/3, Ballet 2/3

MWF Modern

T TH Ballet and Jazz

Spring - Mod 2, Jazz 2/3, Ballet 2/3

MWF Ballet, Mime Theatre (MW)

TTH Modern and jazz

Junior Year – (working closely with advisors to strengthen techniques)

Fall – Mod 3, Ballet 3, Jazz 3

MWF Modern and Ballet, choreo 1

T TH Jazz

Spring - Mod 3, Ballet 3, Jazz 3

MWF Modern and Ballet, Choreo 2

TTH Jazz/ Teaching Methods

Teaching Methods will require students to assist the technique class of their focus and teach

Senior Year – students choose a technique in their preferred area, assist the choreographers during performance credits and continue to assist technique classes to remain involved in 2 techniques

Fall – Mod 4, Ballet 4, Jazz 4

MWF – Modern or Ballet,
Choreo 3
Assisting; Performance or
Special Topics

Spring - Mod 4, Ballet 4, Jazz 4

MWF – Modern or Ballet
TTh – Jazz/Teaching Methods
Assist – Special Topics

Assisting technique classes with both Special Topics and Teaching Methods broadens opportunities “for additional work”.

The new requirement of a technique class during Senior Project further addresses consistency through the capstone project of the BFA degree.

These changes will ensure that student competencies as required by the standards VIII .B.1.a and b. Please see attached transcripts.

Question 3 Response:

The dance program rarely confronts the letter grade of ‘D’ in any major course that is representative of quality graduates. Up to this point, these situations have been handled case to case to ensure the quality of graduates. The Dance Executive has been responsible for the decision to repeat the class or proceed forward with remaining degree requirements. These decisions have been made in conference with the dance faculty. Although there is no recorded mandate that requires a major to repeat a particular class, the newly revised dance Student handbook will state (following a conference with dance faculty that classes with the letter grade of D in any major class will need to be repeated.

Sequencing of courses is an organic process reviewed as a continual process of improvement and has been described in Question 2 Response. The advising process will bring attention of these issues to the dance executive for discussion. This ensures achievement of student competencies.

Question 4 Response:

The Dance Executive works closely with the Director of the School of Performing Arts to ensure that financial support for the continued operation of the dance unit is sufficient. Other than an annual OOE allocated to Dance, each semester student fees (which increased this year from \$16 to \$24 per credit hour) further support dance program projects that are student oriented. In addition to these allocations, the formation of a patrons group, the Performing Arts Angels, was formed to further support student oriented special projects – master classes, guest artist choreography, international touring engagements, professional conferences. Further support has been received from the Dean of Fine Arts and the Provost for both innovative projects and international activities with ambassador responsibilities. (*Handbook 2014-15, II.C.1.c*).

Question 5 Response:

The Dance Executive works closely with the Director of the School of Performing Arts to ensure that technical support for the continued operation of the dance unit is sufficient. Access to qualified technical support staff is increasing annually. Although more technical staff would be helpful, we are maintaining high production standards by hiring quality independent contractors when needed.

Action 2 of 2:

Question 1:

Again, as stated in Action 1 question 1, this is the same response as the BFA title issue:

Further discussion with the Dean of Fine Arts and Academic Affairs is scheduled for this summer. The Dance Executive will suggest to the Dean of the College of Fine Arts to continue with the present degree title designation "BA in Performing Arts/Dance" to reporting agencies, upper administration and KBOR, or change the degree title designation. The Dance Program prefers to utilize the degree title designation *BA in Dance* in publications and in the WSU catalogue upon approval. With approval, the catalogue, web page and other publications will be revised.

*** Academic Affairs agreed that all publications could read *BFA in Dance*. The title BFA in Performing Arts/Dance will be for reporting services only.**

Action 2 of 2:**BA Plan Approval**

This response will include additional information that appeared to be missing from the 2015 Self-Study.

The Self Study provided a rationale for a new BA in Dance that read as follows:

JUSTIFICATION: ADDITION OF BACHELOR OF ARTS DEGREE IN PERFORMING ARTS WITH TRACKS IN DANCE AND MUSICAL THEATRE

The School of Performing Arts has shown substantial growth in the past 5 years. With the current state of the national economy, a university as well as nationwide incentive has been initiated to successfully place university students in the workforce upon completion of their degrees. Our current programs offer a BFA in performance with different tracks in Dance and Music Theatre. About 25% of our current majors in our BFA programs (150), would benefit from a more flexible approach to their education.

Instead of pursuing a professional performing career, they may aspire to open a dance studio, work in the exercise industry with a specialty in dance, run a small business and work in arts management or other entrepreneurial endeavors.

Wichita area includes several professional Music Theatre Companies and many dance studios. Dance and Musical Theatre Classes are being taught at Wichita Children's Theatre, Music Theatre for Young People, etc.

The professional degree program in dance at Wichita State University appears to be in compliance with NASD standards for the BA Degree. Performance studies begin at the freshman level and are progressive in development throughout the degree. In addition to the core curriculum in all Performing Arts degrees (see check sheet in Student Handbook, Self-Study Appendix 4) the BA Degree requires equal technical training in modern, ballet and jazz Dance (see curricular table, Self-Study p. 36). The addition of 24 General Studies electives, replaces the present BFA emphasis on technique, performance and choreography and allows for dance training in conjunctions with other fields of study. The capstone projects for all BA candidates are discussed with the full-time faculty and Director of Dance and can focus on either research or creative projects. (See Student Handbook)

Degrees will be unified by a core curriculum of 9 hours. All have a capstone project at the end and will have a total of 120 hours in their degree program. In the School of Performing Arts, there are 10 full-time Faculty members with professional training and experience, a support technical staff of 3 and numerous experienced lecturers who teach in their area of expertise.

The quality and quantity of incoming students has grown substantially with the consolidation of the BFA degrees in the School of Performing Arts. A new Bachelor of Arts degree in Performing Arts would improve retention and offer students more career opportunities.

The Kansas Board of Regents and WSU Academic Affairs approved the BA Degree with the degree title designation for the three programs in the School of Performing Arts.

As a new project for the Dance Program, the BA Degree is in a constant process of restructuring and refining. Although we are primarily known as a BFA Program, we are aware of the need to diversify and broaden our abilities to provide excellence in all areas of dance education. There has been minimal interest in a BA Degree from our incoming majors, but we anticipate this interest will grow. We also will have the option to assess dance majors and determine if they would be better suited to the BA Degree instead of the BFA Degree. These determinations are decided through juries and advising, and recommendations can be made at the sophomore review.

Dance will only accept incoming freshman designated as Pre-Dance in order to maintain standards for the BFA proficiencies.

As stated earlier in this response, we consolidated the degrees in the three programs in the School of Performing Arts to maintain graduation requirements with KBOR and the upper administration. Theatre had a BA Degree already in place and when we combined, Dance and Musical Theater had to create the BA for their programs to maintain consistency.

Further analysis and additional definition for the BA Degree has just been completed:

Wichita State University Bachelor of Arts -Dance

The BA in Performing Arts-Dance at Wichita State University enables a student to hone in on a specialized aspect of the art of dance or to broaden their future career and educational goals by combining research across disciplines. Additionally, the BA will prepare students interested in pursuing a graduate degree.

The BA in Performing Arts-Dance at Wichita State University affords students the opportunity to either specialize within the art form or to broaden their education by focusing their degree across disciplines. Students will work with a faculty mentor(s) from the beginning of their tenure as a BA candidate. If a student chooses to focus their degree in two areas, a faculty mentor will come from each of the two disciplines. BA candidates, with guidance from faculty mentor(s), will develop and design a specialized research project, performance or exhibition as a final senior capstone project.

The BA candidate will work directly with a faculty mentor over four years of study. This personal relationship will guarantee the student has consistent, focused attention and feedback as they work toward their final project and degree. Regular meetings and discussions will enhance a student's knowledge and help facilitate and obtain research goals and creative ideas.

Working alongside faculty, a student will personalize their educational goals while focusing on a specific area of dance or broadening their dance knowledge across disciplines.

Potential Areas of Focus – BA Dance

****These are only examples. The BA in Dance can be designed to fit each individual student's interest.***

BA Dance and Business

Opening a Dance Studio; Dance Marketing; Dance and Arts Management; Owning and Managing a Dance Company; Promoting the Dance Artist

BA Dance and Education

Developing Syllabi and Programs for Private Studios, Public and Private K-12 Curriculum; Dance Administration; Developing Curriculum Based on a Specific Age Cohort (i.e. developing dance curriculum for preschools); Dance as a Means to Enhance Traditional Education

Dance Complimentary

**Dance in Society; Dance as Culture; Dance and Anthropology; Dance and Anatomy;
Dance Performance Structure and Psychology; Dance and Movement Therapy;
Dance Theatre as a Performance Genre; Dance and Technical Theatre; Dance
Company Stage Management; Dance and Film**

Plan of Study-BA Dance

***Yearly Assessment**

Freshmen Year

Fall and Spring Semesters

Student meets 2-3 times per semester with their Dance Faculty Mentor to initiate ideas and develop a field of interest in their chosen art form.

**Assessment: BA Dance Technique Jury
C or better in Core Curriculum Course(s)
B or better in Technique Class(es)**

Sophomore Year

Fall Semester

Student meets 2-3 times with Dance Faculty Mentor to continue to discuss ideas and interests.

Spring Semester

Student continues to meet with Dance Faculty Mentor and must secure another mentor if working across disciplines.

**Assessment: BA Dance Technique Jury
C or better in Core Curriculum Course(s)
B or better in Technique Class(es)
Sophomore Review - Includes progress in dance technique classes and academics.**

Junior Year

Fall Semester

Student will conduct any preliminary research for the senior capstone under the guidance and consultation of their Dance Faculty Mentor. Students will meet with their Performing Arts Faculty Mentor monthly to discuss the project and research.

Spring Semester

Student will meet with the Performing Arts Faculty Mentor(s) bi-monthly. The student will continue research and submit a proposed senior capstone outline, including an abstract (overview of project) and source list by *Spring Break*. Their mentor will provide feedback and the student will submit a final capstone proposal by the last day of classes.

**Assessment: BA Dance Technique Jury
Completion and Acceptance of Capstone
Proposal to Mentor-Writing Evaluation**

Senior Year

Fall Semester

Student will enroll in DANC 690 Special Topics with their Performing Arts Faculty Mentor to develop a literature review (supportive research) based on the outline and initial research submitted at the culmination of their junior year. The student will continue to meet bi-monthly with their mentor and submit drafts of the project/paper. The final outline, including cover page, abstract, literature review and bibliography will be due last day of classes.

Spring Semester

The student will meet bi-monthly or weekly with their Performing Arts Faculty Mentor to discuss the progression and look over the developing materials for the senior capstone. A draft of the full paper including a cover page, abstract, literature review, project data and conclusions (may not be complete), will be due to their mentor the first week of March. The student will present draft of project/paper on a designated day in March. After receiving feedback from the initial draft and presentation the student will continue to work with their Dance Faculty Mentor to make revisions on the project. The student will present a final senior capstone project to faculty mentor(s) during Finals Week.

Assessment: Final Senior Capstone Project
Written Feedback from Faculty Mentor(s) (and/or community professional(s))

The Dance Program does not anticipate that the new BA Degree will impact size and scope of the Dance Program in the near future in any adverse manner:

Curricular Table for the BA Degree is located on p.48 of the Self-Study., and below:

2. Curricular Table, BA Degree

Program Title: Bachelor of Arts in Performing Arts/Dance

Number of Years to Complete the Program: 4

Program Submitted for: Plan Approval

Current Semester's Enrollment in Majors: 4

Name of Program Supervisor: C. Nicholas Johnson

Studio Class	Dance History and Theory and Related Studies	Electives/ Minor (15-24 credits, depending on field of study)	General Education Studies	Total Number of Units

36 units (= A)	18 units (=B)	24 units (=C)	42 Units (=D)	(A+B+C+D=) 120 Total Units
(A/120 =) 30%	(B/120 =) 15%	(C/120 =) 20%	(D/120) 35%	(A/120+B/120+C/120+D/120) 100% Total

24 credits of the new BA Degree is designated for the minor. A minimum of 15 credits outside of the School of Performing Arts is required, but specific areas could vary in credit requirement. There are 9 elective based credits available in the BA curriculum to either support the choice of Minor or additional classes the student chooses to enroll in. (see BA curricular check sheet, Self -Study Appendix 4, Student Handbook).

Enrollment will probably grow once the degree is published, but so far, only two students have received a BA Degree (transcripts have been included in this response document). Academic affairs has asserted that these students will keep their degrees and strongly advised Dance to continue to maintain standards in alignment with NASD. WSU will arrange to forestall publication of the new BA Degree in Dance until NASD accreditation is complete.

The BA Degree will not adversely impact finances until enrollments increase. The present amount of fiscal support can sustain the addition of the new BA Degree. As interest in the BA grows, Dance will restructure financial support for student projects, attendance at conferences, and additional faculty development.

Faculty Support is adequate for maintaining both a BFA in Dance and a BA in Dance. The present faculty will manage growth of the program and both the dance executive and Director of the School of Performing Arts are sensitive to faculty overloads and will maintain the necessary balance required for proficiencies within the program.

Facilities remain adequate and in alignment with NASD standards. A gentle increase in enrollment will be manageable where facilities are concerned.

Library Resources consistently work closely with dance. If there are any changes in this area, they will be positive. The BA focus on research will further enhance the positive relationship that already exists between Dance and Library.

Advisement will not be impacted early in the development of the BA Degree. Again, as enrollment in the BA grows, advisement will become more of a challenge. Presently, dance is fully capable of managing new BA majors.

Admissions will proceed with the same audition requirements and assessment tools. Dance believes that the standards for a BA Degree must be maintained at levels of proficiency similar to the BFA dance applicants. Initially, all dance majors are designated Pre-Dance before acceptance into either degree program.

As stated above, the addition of the BA degree in Dance will maintain the standards that are already in place. Finances, faculty, facilities, library, advising and admissions are not impacted at this early point of new degree introduction. WSU Dance is experiencing exciting momentum and growth and the faculty feels well placed to meet the challenges of further expansions in all these directions and eager to service the interests of incoming dancers.