

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

Conditions for Approval (if any)

SECTION 1: GENERAL INFORMATION (continued)

If program modification is concurrent with discontinuation of related program(s), please list for such program(s):

Program Discontinued: CIP: OHE#: Accreditation Date:
Phase Out Period Date of Program Termination

Institution's Unit (*e.g. School of Business*) and Location (*e.g. main campus*) Offering the Program: **School of Education and Professional Studies, Central Connecticut State University**

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review: **State review /accreditation in alignment with NDA standards, NDEO standards, and CT state dance standards.**
- If program prepares graduates eligibility to state/professional license, please identify: **Connecticut Dance Teacher Initial Certification, approved by CSDE, April 2019**

(As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)

Institutional Contact for this Proposal: Dr. Kimberly Kostelis, Dean; Professor Catherine Fellows, Dance Director
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SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

Background and Rationale *(Please provide context for and need for proposed modification, and relationship to the originally approved program)*

The original Dance Education major consists of a core of dance education major and teacher specialization courses designed to enable initial PK-12 certification for students wishing to teach in public and/or private schools. We are adding a Specialization in Entrepreneurship for those students who are looking to pursue a business-based dance career.

As applicable, please describe:

How does the program address CT workforce needs and/or the wellbeing of CT society/communities? *(Succinctly present as much factual evidence and evaluation of stated needs as possible)*

Connecticut Dance Teacher Certification was approved on July 1, 2008. At that point, the Connecticut State Department of Education appointed Central Connecticut State University to host this dance teacher certification. Currently, CCSU services all those students who are interested in becoming a certified teacher in CT in Dance Education. Additionally, the Connecticut State Department of Education approved initial Teacher Certification in Dance Education at CCSU on April 4, 2019.

With the addition of our current Dance Education major approved by the BOR for licensure in October 2015 and accredited in October 2017, our enrollment has expanded and met our projected goals in half the projected time. In Fall 2019, we have 14 full-time students and 1 part-time student enrolled. This growth has occurred using existing resources with little to no marketing efforts. With the arrival of a new Associate Vice-President of Enrollment Management, we are hoping to better market this major and especially the new proposed specialization in Entrepreneurship.

There is an increasing interest and need for a business preparation program that addresses marketing and business skills for those seeking employment and ownership of a business in the area of dance education (i.e., dance studios, dance director within small/large corporations, community centers, etc.). Our recent High School

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Dance Festival at CCSU was attended by 175 high school students, many of whom stated that they aspired to be small business owners.

Therefore, we are requesting a modification to the current Dance Education program to include a second specialization in Entrepreneurship in Dance Education. Current Dance Education students consistently request business courses to enhance their preparation in dance. This modification is to ensure our Dance Education majors are appropriately prepared to enter the business workforce in Dance Education; this change by no means impacts students who wish to pursue the PK-12 Initial Teacher Certification program in Dance Education.

How does the program make use of the strengths of the institution (e.g. curriculum, faculty, resources) and of its distinctive character and/or location?

The majority of courses within the Entrepreneurship in Dance Education Specialization consists of existing marketing, accounting, and entrepreneurship courses offered by the School of Business, which is AACSB accredited. Central Connecticut State University will be the only university in Connecticut where a student can major in Dance Education and receive a business specialization by an AACSB-accredited faculty.

The Dance Education program at Central Connecticut State University makes full use of the Welte Stage, one of the finest performing arts resources in the state. CCSU and the Dance Education program hosts various dance performances including nationally acclaimed modern/ballet companies (e.g., Jennifer Muller/*The Works*, Paul Taylor 2, Martha Graham Junior Company, Hubbard Street of Chicago). These opportunities are made affordable to the Greater Hartford/ New Britain communities and provide entertainment, educational programs, and conferences, thus elevating educational programs in the performing arts for a diverse demographic. Welte also allows our students to perform with and learn from these renowned individuals. Use of the Welte Auditorium enables the development of a relationship between the university and the community and widens the ground base for dance education and the performing arts not only on campus, but throughout New England.

In addition to the Welte Stage us, we have a brand-new, state-of-the-art Dance Education Center (DEC). The DEC was created in an existing building across from Welte Stage. The DEC is attractive and spacious, consisting of a laboratory used for all dance classes, rehearsals, studio performances as well as other program classes (Mindfulness in Health and Healthcare) and campus activities (Moment to Moment Meditation and Karate club). The DEC is equivalent in square footage to four dance studios and equipped with a high-quality sound system and flooring. There is also a teaching station with a retractable screen used for teaching and rehearsals. The ceilings are high with large windows to allow for natural lighting. Additionally, outside the DEC is an expansive courtyard, beautifully landscaped to allow for outdoor performances and a peaceful sitting area for students.

The Dance Education program engages in community outreach by going into school systems, retirement facilities, and the New Britain Museum. Students and instructors also participate in local and regional collegiate dance festivals. The most recent and largest community outreach activities included the Connecticut High School Dance Festival held at CCSU in Fall 2012, Spring 2014, Spring 2016, Fall 2018, and ~~upcoming~~ in Fall 2019. This statewide festival, the first of its kind to be held in New England, involves attending a full day of classes and an evening dance gala. The festival is opened to high school faculty, high school students, and invited professional guests throughout the tristate area. Nationally acclaimed dance professionals, educators, and performers teach over 20 master classes in a variety of dance forms. The high school dance festival provides each individual high school student the opportunity to experience professional dance classes. The dance festival is an opportunity for high school students to fit in and belong in a non-traditional major, and it creates an outlet for the non-traditional student. This festival has recently partnered with the most prestigious National Dance Education Organization (NDEO); thus, hosting this

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event on multiple occasions has elevated CCSU's program and facilities to the national stage.

Please describe any transfer agreements with CSCU institutions that will become instituted as a result of the approval of this program *(Please highlight details in the Quality Assessment portion of this application, as appropriate)*

We accept all applicable general education coursework that is required in the Dance Education major. We also determine transfer credits on an individual basis after review of the course description and syllabus. Currently, we have an articulation agreement with Naugatuck Valley Community College and we will continue to work with other community colleges to examine the transferability of dance courses, as well as general education courses, to develop articulation agreements and encourage transfer students from other CCCs.

Please indicate what similar programs exist in other institutions within the CSCU System, and how unnecessary duplication is being avoided.

To the best of our knowledge, this is the only Entrepreneurship in Dance Specialization offered in the country. Geographically, CCSU offers prospective students in the Central Connecticut area an opportunity to study dance education at a state school, which is more affordable than private institutions in the area. Additionally, CCSU is the only college or university in Connecticut that offers a degree in Dance Education.

Please provide a description/analysis of employment prospects for graduates of this proposed program

With the rapid growth of private dance studios, fitness facilities, and other community-based facilities throughout New England and beyond, dance teachers with business knowledge and skills could be highly employable. As a result, this program modification will improve the quality of teaching, as well as the effectiveness of handling the marketing and managerial side of the business. It is our hope that the Entrepreneurship specialization in Dance Education provides our students the skills to not only teach dance at the highest level, but run a successful business. Our students are our best recruitment tool – positioning our CCSU Dance Education successfully throughout the community in multiple contexts could potentially influence young, and especially first-generation dancers to pursue a college education.

Description of Modification *(Please provide a summary of the modifications to curriculum, admissions or graduation requirements, mode of delivery etc., and concisely describe how the institution will support these changes.)*

The original Dance Education major is being modified to allow students interested in dance two different career paths: teaching in a public school or pursuing a business-based career in dance. The Teacher Education path remains the same as the original program, which now leads to Initial Teacher Certification upon graduation. No graduation requirements or admission requirements are changing for this path. The original program is being divided into a Dance Education Core, common to both paths, with two specializations: Teacher Education (leading to PK-12 licensure) and Entrepreneurship for those students who are looking to pursue a business-based career in dance. The core consists of 42 credits and each specialization consists of 34 credits. All dance-related courses will be administered in an onground format. Business courses will be offered in onground and in hybrid formats. The new specialization has no additional admission requirements. Given that all of these courses are already offered and part of existing curricula, they are fully supported by the University.

Description of Resources Needed *(As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in the next section, as appropriate)*

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All descriptions of resources are included in the annotated pro forma budget below.

Other Considerations

The Teacher Education Specialization leads to PK-12 Initial Educator Certification. The 2nd Specialization is intended for students to work/own in private dance studios, fitness facilities and other community based facilities

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year 2016		Fall Term, Year 2017		Fall Term, Year 2018	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	0	0	0	0	0	0
New Students	2	0	6	1	7	0
Returning Students	4	1	10	0	11	0
ACTUAL Headcount Enrollment	6	1	16	1	18	0
Fall FTE accounted for by Program Majors	7.1		16.7		17.9	
Size of Credentialed Group(s) for Given Year			1		3	

Curriculum Details for a Program Modification *(to be used as appropriate for specific modification request)²*

Course Number and Name ³	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses (42 Credits)				Teacher Education Specialization Requirements (34 Credits)		
EXS 207 Anatomy & Physiology I in Exercise Science		BIO 111/121 or BMS 102	3	EDTE 314 Applied Educational Theory		3
EXS 216 Biomechanics		EXS 207 & PHYS 111	3	EDT315 Technology in Sec. Classroom		1
DAN 200 Dance Practicum			2	EDF 215 Education in a Multi-cultural Society		3
DAN 477 Dance Methods			3	EDSC 417 Elementary Student Teaching		6
DAN 299 Dance History			3	EDSC 419 Secondary Student Teaching		6
DAN 480 Dance Project			3	PE 299 Psycho-Social Aspects of		3
DAN 152 Beginner Ballet			2	PE 305 Evaluation of PE		3
DAN 252 Intermediate Ballet			2	PE 320 Motor Development		3
DAN 157 Beginner Jazz			1	PE 405 Elementary Methods		3
DAN 257 Intermediate Jazz			2	PE 406 Adapted PE		3
DAN 151 Beginning Modern Dance			2			

² Details of course changes for Community College institutions should be provided with enough detail to introduce necessary changes in the centralized programmatic database for that system.

³ Make any detailed annotations for individual courses as needed to understand the curricular modifications taking place

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DAN 230 Afro-Caribbean Dance and Culture			2	Entrepreneurship Specialization (34 Credits)	
DAN 234 Ballroom Dance			1	Entrepreneurship Specialization Requirements (11 Credits)	
DAN 235 Movement For Performers			2	ENT 296 Main Street Business Ownership and Management	3
DAN 236 Principles of Choreography		DAN 235	2	ENT 350 Financing Entrepreneurial Ventures	3
DAN 272 Creative Dance in Education			2	MKT 295 Fundamentals of Marketing	3
DAN 377 Modern Dance & Theory		DAN 272	2	DAN 200 Dance Practicum	2
DAN 378 Contemporary Dance Technique		DAN 272	2	Entrepreneurship Specialization Business Electives (6 Credits)	
PE 416 Organization of Curriculum & Program Development		PE 406	3	ENT 330 Entrepreneurship and New Venture Creation	3
DAN 234 Ballroom Dance			1	ENT 355 Managing a Growing Business	3
				MKT 301 Creativity in Marketing	3
				MKT 306 Advertising and Promotion	3
				MKT 350 Social media Marketing	3
				MKT 359 Special Events Marketing	3
Core Related Requirements (24 Credits)				Entrepreneurship Specialization Elective Courses (17 Credits)	
BIO 111 or 121 or BMS 102			3	In consultation with faculty advisor for approval	
STAT 104 or 200 or 215			3		
PHYS 111			3		
PSY 136			3		
HIST 161 or 162			3		
COMM 115 or 140			3		
MUS 109			3		
ANTH 170			3		
Total Other Credits Required to Issue Modified Credential					0

Learning Outcomes - L.O. (Please list up to seven of the most important student learning outcomes for the program, and any changes introduced)

1. Learning Outcome # 1: Elements and Skills: Students will identify and perform movement elements and dance skills.
2. Learning Outcome #2: Choreography: Students will understand choreographic principles, processes, and structures.
3. Learning Outcome #3: Meaning: Students will understand how dance creates and communicates meaning.
4. Learning Outcome #4: Healthy Living: Students will analyze connections between dance and healthful living.
5. Learning Outcome #5: Connections: Students will make connections between dance, other disciplines and daily life.

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources

(Please complete the Pro-Forma Budget – Projected Revenues and Expenditures on the following page. Provide any necessary annotations for the Pro-Forma Budget and other commentary regarding the cost effectiveness and availability of

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adequate resources for the proposed modification below:

¹Projected revenue is based on the following expected enrollments:

	Spring 2020	Spring 2021	Spring 2022
Full Time	11	16	22
Part Time	1	1	2

These enrollments reflect full-time enrollment to the program. Within the specialization, we expect 1 FT student enrolled in Spring 2020, 4 FT by Spring 2021 and 9 FT and 1 PT by Spring 2022.

²Tuition reflects 2019-20 current tuition costs for in-state CT residents (\$4870 per semester for full-time; \$545 per credit for part-time), which includes tuition and, for full-time students, the University general fee less accident insurance. No other online or fees are included; no tuition increases for 2019-22 are assumed. We estimate that our part-time students will take, on average, 6 credits each semester. Values reflect the incremental increase in tuition with the expected enrollment growth described above.

³A full-time faculty member receives 3 credits of reassignment per semester to coordinate the entire Dance Program, which extends beyond the Dance Education major. Approximately 66% of her time is devoted specifically to the Dance Education Major. The resultant expense is the equivalent of 8.3% of the faculty member's base salary plus 45% in estimated fringe. Further, the increase from Spring 2020 to Spring 2021 reflects the expected 5.5% contractual increase as reflected in Articles 12.3 and 12.4 of the AAUP Contract.

⁴To estimate instructional expense, we calculated the cost of each student credit hour (SCH) for core and elective courses within the specialization for Fall 2018 and Spring 2019. For FT faculty, the cost per SCH was: $(1/24\text{ths of the base salary} * 1.45 \text{ fringe} * \text{faculty load credit for the course}) / \text{student enrollment} / \text{number of student credits}$. For PT faculty, the cost per SCH was: $(\text{rate per faculty load credit} * 1.31 \text{ fringe} * \text{faculty load credit for the course}) / \text{student enrollment} / \text{number of student credits}$. The median cost per SCH for was \$212 for full-time faculty and \$100 for part-time faculty. Based on anticipated enrollments, we estimate 513, 738, and 1026 SCH respectively for Spring 2020, 2021, and 2022. The Dance Education core and electives are 72 credits, or 63% of the total number of credits students would take within the program. Multiplying the total anticipated SCH by .63 gives us 323, 465, and 646 SCH across the next 3 years. The percentage of SCH taught by full-time faculty within Dance Education is 72%. Thus, the full-time instructional expense for Spring 2020 was: the median cost per SCH * SCH expected within Dance Education * .72. To reflect contractual salary increases that took effect this year, we multiplied that total (which was based on Fall 2019 salaries) by 1.05. Estimated part-time instructional expense for Spring 2020 was: the median cost per SCH * SCH expected within Dance Education * .28 * 1.037. Given the modest increases in enrollment even within the specialization, current course offerings should absorb enrollment increases without further expense. Spring 2021 expenses are adjusted for expected contractual increases of approximately 5.5% for FT and 3.7% for PT faculty. Spring 2022 instructional costs are not adjusted.

⁵The Department Secretary clerically supports the operations of the Dance Education BS. We estimate that 5% of her time is spent in direct support. The estimates below include 5% of base salary and 45% fringe. Increases reflect a 3.5% COLA for 2021, and no adjustment for 2022.

⁶Marketing for the program will be approximately \$2,500 per semester and will involve submitting a press release; advertising on radio, video, digital, and/or print platforms; and developing a program brochure, posters, and/or flyers.

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PRO FORMA Budget - Projected Revenues and Expenditures
(Whole Dollars Only)

PROJECTED Program Revenue¹	Spring 2020	Spring 2021	Spring 2022
Tuition (do not include internal transfers) ²	\$ 56,840	\$ 81,190	\$ 113,680
Program-Specific Fees			
Other Revenue (Annotate in narrative)			
Total Estimated Program Revenue	\$ 56,840	\$ 81,190	\$ 113,680

PROJECTED Program Expenditures*	Spring 2020	Spring 2021	Spring 2022
Administration (Chair or Coordinator) ³	\$ 14,523	\$ 15,322	\$ 15,322
Faculty (Full-time, total for program) ⁴	\$ 51,933	\$ 54,789	\$ 54,789
Faculty (Part-time, total for program) ⁴	\$ 9,428	\$ 9,777	\$ 9,777
Support Staff ⁵	\$ 2,059	\$ 2,131	\$ 2,131
Library Resources Program			
Equipment (List as needed)			
Other (e.g. student services) ⁶	\$ 2,500	\$ 2,500	\$ 2,500
Estimated Indirect Costs (e.g. student services, operations, maintenance)			
Total Estimated Program Expenditures	\$ 80,443	\$ 84,519	\$ 84,519

*Note: Capital outlay costs, institutional spending for research and services, etc. can be excluded.

This PRO FORMA Budget provides reasonable assurance that the proposed program modification can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in narrative on page 4 of Application.