

PROPOSAL

Separation of the Performing Arts Concentration from the B.A. in the Studies in the Arts to a Full Degree Program under Performing Arts

Proposed new degree: Bachelor of Arts in Performing Arts

Prepared by Program Coordinator
Beverly Vaughn, Professor of Music

Planning Committee

Christopher DiSanto, Associate Professor of Music
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School of Arts and Humanities
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The Academic Programs and Procedures Committee voted unanimously on January 29th to forward the proposal *Separation of the Performing Arts Concentration from B.A. in the Studies of the Arts to a Full Degree Program under Performing Arts* to the faculty senate, with revisions made for clarity prior to submission to the Senate executive committee. The proposal does not change what is being done, it simply changes the name of the major to reflect that reality. This change will make it easier to track students and determine resource needs as well as make it more straightforward for them to highlight their focus within the Arts than is currently possible under the 'track' system. As such, APP sees no need for this proposal to come to our committee for a second read. It would, however, be easier for further steps along the process, particularly the State-level review, if more consideration was given to the presentation of the material. A few examples include:

- NJ AIC requires a comprehensive assessment plan. An example of assessment within a particular course is unlikely to demonstrate that broader programmatic assessment expectation.
- Section four discusses the 'Marketability Potential' of the degree. This section is better titled 'Need' and typically includes a chart that illustrates the other programs with which such a degree would compete (internal or external). There is a good example of this in the ARTV proposal.
- LEGS are the 2020 strategic plan. Page four, section 2 should be updated to reflect the 2025 plan.
- The curriculum map is blurry, and the table showing the number of majors over the years is difficult to follow. Large tables such as these might be better included as appendices that can be formatted in landscape.
- Label all tables and figures and include page numbering.

One additional note is that the ARTP and ARTV proposals must be considered at the same Senate meetings. Both will qualify for the waiver on new programs but that waiver request to the State will need to include both proposed degree programs as a single request. Therefore, the two should be reviewed concurrently for all internal reviews as well.

Please include this summary letter as part of your submission to the Faculty Senate.

Sincerely,

Elizabeth Pollock

Elizabeth Pollock
Chair, Academic Programs and Planning Committee

CONVERTING OPTIONS/CONCENTRATION WAIVER

Institutions requesting a waiver to the New Degree Program Review Process when converting an existing option or concentration into full program must answer the following questions:

1. Is the program degree level within the mission designation of the college?

The proposed separation will result in a Bachelor of Arts in Performing Arts, which is within Stockton's current mission level of the baccalaureate degree.

2. What is the need/impetus for the requested change?

As stated in the Visual Arts Program Separation proposal with which the Performing Arts Program concurs: *"All art majors, visual and performing, were at one time part of a single academic program called Studies in the Arts, encompassing degree programs, faculty, a shared budget and facilities. Visual arts and Performing Arts are now (and have been for many decades) two independent academic programs, with separate faculties, degree programs, budgets and facilities. Because of their original union in a single academic program, all B.A. degrees offered by the Performing Arts Program and the Visual Arts Program have continued to be categorized as B.A. (degree) in Studies in the Arts (program and major), even though the Studies in the Arts Program ceased to exist."*

The separation we are requesting is for the three major courses of study within the Performing Arts Program (dance, music, and theatre) to have their specific baccalaureate designations and to continue with their current administrative structure. This request has the full support of the Performing Arts Program faculty.

3. How long has the option/concentration been offered?

The Performing Arts concentration of B.A. in the Studies in the Arts has been offered since 1980.

4. What is the enrollment history?

The number of students enrolled in the three performing arts concentrations of the B.A. Studies in the Arts major for the past several years is as follows:

B.A. in Performing Arts	Fall 2018	Spring 2019	Fall 2019	Spring 2020
Freshmen	36	24	23	16
Sophomores	17	20	28	22
Juniors	25	25	26	20
Seniors	26	34	28	40
Total # of Students	104	103	105	98

5. Will the new program have sufficient content and depth to justify classification as a major?

The new program and major names will apply to the three existing performing arts concentrations currently in the B.A. in Studies in the Arts: Dance, Music, and Theater. These concentrations are

structured with 64 credits in the core program courses, of which 36 are credits in concentration courses. The B.A. in Performing Arts will rely on the existing, established coursework and curriculum structures already in place for the Studies in the Arts: Performing Arts majors.

6. Will the college continue to offer the existing major?

The existing majors will be transferred to the newly establish B.A. in Performing Arts. The new major and the existing major are the same degree in terms of curriculum and faculty. This separation and the subsequent formulation of the B.A. in Performing Arts creates a change in name only. The students will continue to receive the same high level of instruction and performance opportunities that they have received under the B.A. in Performing Arts. However, the name change will provide increased validation for students pursuing graduate education in the Performing Arts.

7. Would students currently enrolled in the option/concentration be “grandfathered” as to their degree title?

Current students of the B.A. in Studies in the Arts can choose whether to retain their current degree title or switch to the newly formed B.A. in Performing Arts. There will be no required curriculum changes if they choose to switch to the new degree title.

8. Are sufficient resources available to support the new program in the following areas:

The current Performing Arts Program resources will support the new degree name change as requested. As previously described, the shift towards the B.A. in Performing Arts does not affect the existing curricular structures; therefore, the current resources of faculty and support staff, facilities, and operating expenses are sufficient to support the newly labeled program.

9. Since the proposed separation is part of an approved ongoing program, will the proposed conversion create any additional duplication with ongoing programs at other colleges in New Jersey?

The proposed conversion will not create any additional duplication with other institutions of higher education in New Jersey as the change is one of name only.

PROGRAM ANNOUNCEMENT NARRATIVE PROPOSAL

A. Program Objectives

Performing Arts (ARTP) Program Mission Statement: Stockton's Performing Arts Program endeavors to provide a nurturing learning environment that celebrates individual creativity, promotes group collaboration, and encourages interdisciplinary engagement and cross-cultural exploration. Special emphasis on relevant critical thinking skills and their application in academic courses as well as primary experiences seek to create a life-long appreciation for and understanding of one's relationship with the performing arts. A comprehensive curriculum, designed to provide depth of knowledge in history, theory, and technical development, creates a broad-based foundation from which a student may embark on a performing arts career or graduate study.

ARTP Program Goals:

- To develop critical thinking skills.
- To foster a life-long appreciation for the performing arts.
- To provide depth of knowledge (history, theory, and technical development) within each discipline (dance, theater, and music).
- To encourage interdisciplinary engagement and cross-cultural exploration.

Context of the Performing Arts Program Mission Statement: The Performing Arts (ARTP) is committed to excellence in teaching, student creative development, and artistic growth. The program faculty are widely recognized for their individual professional achievements, outstanding scholarship, and multicultural community outreach. They are dedicated to excellence in teaching, artistry, and diversity. Each faculty member teaches general studies courses as well as core curricular courses. In general, the Performing Arts Program offers various courses per semester with a strong percentage of the total courses offered to non-performing arts majors every semester. In addition, the program offers many opportunities for students to engage in a wide-range of extracurricular, outreach, and service-learning projects.

The Performing Arts Program is focused on educating the whole person. This holistic approach to arts education is reflected in the student's scope of their academic work, range of public performance, active involvement in extracurricular activities, and individual artistic growth. The Performing Arts Program prides itself on the number and scale of our public performance offerings, with a yearlong calendar of dance, music, and theater productions throughout the Galloway and Atlantic City campus communities. These performances represent some of the most important tools for University exposure throughout the greater Stockton and Atlantic County community. The impact of these performances is obvious through the exceptional professional adjudications and peer reviews received for these concerts, and the increasing interest in our recruitment and outreach efforts within the local community. Other important indicators of the ARTP Program's impact include the prevalence of graduate work by our alumni, the number of both internal student scholarships and faculty grants awarded, the variety of published articles by core faculty, and the frequency of peer-reviewed presentations at discipline-specific conferences.

B. Evaluation and Learning Outcomes Assessment Plan

Course assessment: Please note the following numerical course assessment of Dr. Christopher DiSanto's *Introduction to Music* course is provided as an example of how the Performing Arts faculty both assess performing arts curricula and connect to the University's Essential Learning Outcomes. Each discipline within the Performing Arts (dance, theatre, and music) all build evaluative methods based on the ELO structure into their courses as appropriate for their unique discipline. At the heart of each discipline is a specific approach to performance, and while we are united by the performative

nature of each form, there is a necessary diversity in our approach to curricular design and assessment modules. This numerical assessment is a strong example of the program's general commitment to assessment and to ELO alignment, and provides a snapshot of how performative learning is assessed in the Performing Arts Program.

Assessment Data

Course: Introduction to Music GAH 1245

Instructor: Dr. Christopher A. Di Santo

Term: Spring 2019

Background: It has been my experience over the past six years that the students taking Intro to Music (GAH 1245) have extremely limited to no formal background in elementary nomenclature pertaining to Classical music. The same holds true for contemporary styles and/or genres of music such as pop, rap, folk, etc. Moreover, far less than 20% of students enrolled in this course each semester even read music or have any background in secondary school music ensembles either instrumental or vocal in nature.

Methodology: A preliminary and post semester assessment test was given to students enrolled in Introduction to Music during the Spring 2018 semester. This test, comprising a total of 49 points, was broken into the following three sections:

1. Multiple choice questions designed to evaluate cognitive knowledge.
2. Aural identification.
3. Visual identification.

Purpose: The purpose of the preliminary and post semester assessment undertaken to collect data reflecting the results of student improvement in Essential Learning Outcomes (ELO's) for Introduction to Music. Specifically, the ELO's established by the instructor are designed to increase and reflect student knowledge and skills in the following areas:

Essential Learning Outcomes (ELO's) GAH 1245- 001

1. Acquiring and applying knowledge of musical terminology (critical vocabulary) that is essential to describe what one hears in music
2. Students will be able to identify and discuss fundamental elements of music through aural examples
3. Students will be able to identify various instruments of the orchestra by sight and sound
4. Students will be able to place a piece of music in its historical context by sound
5. Students will be able to discuss how social, cultural and political conditions impact the evolution of classical music in each style period from the Baroque to present day
6. Students will be able to identify and place an orchestra in its historical perspective by sound and sight
7. To gain familiarity with representative figures in each historical style period
8. To understand important cultural and scientific developments during each style period
9. To comprehend the musical styles that distinguish each style period

Critical Thinking Component

1. Students will be able to engage the ELO's above in order to identify aural "mystery" examples of music and place them in their correct historical context based on similarities to examples heard and studied in class
2. Students will be able to apply the above ELO's in order to discuss contemporary, non-classical music.

Results: Critical thinking components were reflected in classroom discussion throughout the semester. This also included classroom exercises in Nos. 2, 4 & 6 above. Therefore, no empirical data is included in this appendix for this area. Multiple-choice questions evaluated Nos. 1, 5, 7, 8, & 9. Aural and visual components reflected knowledge gained in No. 3.

Breakdown of results:

Total number of students to whom assessment testing was administered

Preliminary = 34
Post-semester = 33

Total points possible = 49 points = 100%

Lowest score

Preliminary assessment = 4 = 8%
Post assessment = 20 = 41%
Percent increase = 33%

Highest score

Preliminary assessment = 29 = 41%
Post assessment = 42 = 86%
Percent increase = 45%

Average score

Preliminary assessment = 20 = 43%
Post assessment = 31 = 63%
Percent increase = 20%

Scores by test sections

1. Multiple choice questions designed to evaluate cognitive knowledge.

Total points possible = 24 points

Lowest score

Preliminary assessment = 1 = 4%
Post assessment = 9 = 38%
Percent increase = 85

Highest score

Preliminary assessment = 14 = 58%
Post assessment = 21 = 88%
Percent increase = 30%

Average score

Preliminary assessment = 10 = 42%
Post assessment = 15 = 63%
Percent increase = 21%

2. Aural identification

Total points possible = 15 points = 100%

Lowest score

Preliminary assessment = 0 = 0%
Post assessment = 3 = 20%
Percent increase = 300%

Highest score

Preliminary assessment = 9 = 60%
Post assessment = 13 = 87%
Percent increase = 27%

Average score

Preliminary assessment = 4 = 27%

Post assessment = 8 = 53%
Percent increase = 24%

3. Visual identification

Total points possible = 10 points = 100%

Lowest score

Preliminary assessment = 0 = 0%
Post assessment = 5 = 50%
Percent increase = 500%

Highest score

Preliminary assessment = 9 = 90%
Post assessment = 10 = 100%
Percent increase = 10%

Average score

Preliminary assessment = 3 = 30%
Post assessment = 8.25 = 83%
Percent increase = 53%

Conclusion(s): Clearly, the data reveals that average scores increase by 20% when considering the entire assessment test itself. This data reflects a positive outcome when considering the overall success rate of the established ELO's for GAH 1245. However, certain outcomes remain an enigma. Within subsections (1, 2 & 3), average scores increase significantly, though low scores remained very low in both aural (#2) and visual (#3) identification. Clearly, Aural Identification (#2) is the weakest pre- and post-assessment area each semester. This comes as no surprise and is, in part, a reflection of the fact that only a very small percentage of students (less than 10%) arrive with enough musical experience and acumen in their backgrounds and most have no music-related background in elementary and secondary school. However, newly introduced by me during Spring of 2017 was a physical reference point involving a ball toss in class as an aid in developing more acute listening skills. While this clearly increased listening ELO outcomes it still underscores the need for review that is more rigorous in seeking improvements in both area 2. This data underscores trends that have been consistent in my experience teaching a course of this nature for the past seven years. While all scores in all categories increased over the course of the semester, most significantly, the lowest score in all categories increased by the highest percentile, thereby reflecting, in my opinion, a very successful outcome.

Also, worth noting is the use of a different textbook from the prior year. While each book I have adopted for this course presents similar material in each author's signature ways, my experience and assessment of the various textbooks I have adopted over the years has caused me to conclude that the originally adopted text from 2013 is, perhaps, the best for my teaching approach and learning outcomes is this course. I have adopted this text (Kerman/Tomlinson Listen 9e, for Fall 2019).

I would be remiss if I did not underscore those elements that are intangible ELO's in a GAH course like Intro to Music. Numerous students over the years have approached me in person or via email upon the completion of taking this course to let me know that they have been inspired to take up instruction on an instrument, plan to attend classical music concerts on a regular basis, and/or have been exposed to areas of emotion and thought that were dormant in their lives prior to my course. Perhaps these post-semester intangibles are the greatest compliments and outcomes a professor can receive teaching such a course as Intro to Music. Most certainly these student endorsements speak of the power of music to transcend and reach the unknown.

C. Stockton University's Essential Learning Outcomes

The ARTP Program is committed to supporting its stated purpose and curricular goals as well as those of the University's ten Essential Learning Outcomes (ELO): *Adapting to Change, Communication Skills,*

Critical Thinking, Ethical Reasoning, Global Awareness, Information Literacy and Research Skills, Program Competence, and Quantitative Reasoning. The appropriate Essential Learning Outcomes are present in each of the required courses for the Performing Arts major. In addition to the Essential Learning Outcomes, the Performing Arts Program also is committed to the pillars of the 2025 Strategic Plan, and we have outlined how our program connects to four of the six key areas of focus for this strategic model.

Teaching and Learning: The curriculum requires students to work across disciplines. Students learn through traditional methods such as reading and writing, as well as through the experiential practices of performance. Through this integrated method, students combine information from the various disciplines studied into the practice of their form, creating intentional and cumulative learning.

Campus Community: The Performing Arts students and faculty are actively engaged with the university community and the broader community specifically through performances and presentations. For example, in AY 2019-20 the program drew thousands of community members to the Stockton campus and area concert venues such as the Borgata Casino in Atlantic City for live, ticketed performances of dance, music, and theatre. In addition, ARTP faculty connected to area schools, colleges, faith-based and/or civic organizations through workshops, presentations, and clinics.

Diversity and Inclusion: The continued ethnic and artistic diversity of its guest artists, master classes, curriculum reviews, course analysis, performance repertoire and connections with the Performing Arts Center support the program's proactive endeavor to provide students with artistic experiences reflecting the diversity and multicultural climate of our complex planet. The program strongly believes that "it takes a village to raise a child," and is constantly fighting to ensure that global awareness is constantly integrated into the classroom instruction and performance practice.

Financial Sustainability: We constantly grapple with the issue of what is the program's best stewardship of resources which are limited and finite. We plan to implement program-wide exit interviews for our graduates as an opportunity to reflect on the curriculum, to share all that they did while at Stockton and the experiences that made the most impact on their education, and to give the faculty an informal, personal, and intuitive assessment of how our resources might be utilized to best serve our student population.

D. Relationship to Institutional Strategic Plan and Impact on its own Offerings

Both Visual Arts and Performing Arts have grown and become more specialized. Within the last several years, both programs added new concentrations to expand their curricular reach and appeal to prospective students. The Visual Arts Program added a K-12 Teacher Certification concentration, while Performing Arts added both a Music Performance concentration and a K-12 Teacher Certification concentration. These additional concentrations support the Stockton University Mission:

"Our academic programs must offer students a real understanding of the ideas and methods of their disciplines, including those most recently developed. Exposure to many disciplines and intensive investigation of one discipline should prepare graduates to move into appropriate fields of employment, or to continue with academic or professional study."

E. Need

According to data released by the National Endowment for the Arts and the U.S. Bureau of Economic Analysis, the arts and cultural industries contributed \$804.2 billion to the U.S. economy in 2016, more than agriculture or transportation, and employed 5 million Americans. This economic activity has a

measurable impact on the treasuries at the federal, state and local levels. Nonprofit arts organizations return:

- \$5.3 billion in federal income taxes
- \$2.8 billion in state government revenue
- \$2.2 billion in local government revenue

Nonprofit arts organizations leverage a significant amount of event-related spending by their audiences. Attendance at arts events generates related commerce for hotels, restaurants, parking garages and more. Arts attendees spend an average of \$24.60 per person, not including the price of admission. This annually results in:

- \$74.1 billion of event-related spending by arts audiences
- \$4.3 billion in federal income taxes
- \$3.9 billion in state government revenue
- \$3.8 billion in local government revenue

Nonprofit arts organizations support 2.2 million jobs. Of this amount, 1.1 million jobs are a result of direct expenditures by arts organizations—representing close to one percent of the U.S. workforce. This percentage gains significance when compared to other fields:

- Accountants and Auditors - 0.84%
- Lawyers - 0.44%
- Police Officers - 0.51%
- Computer Programmers - 0.26%

The nonprofit arts industry generates \$135.2 billion in total economic activity. This impact sends a strong message to communities that when they support the arts, they not only enhance the quality of community life but also invest in its economic well-being.”

The National Endowment for the Arts notes that: “As the United States navigates a time of economic uncertainty due to the spread of COVID-19, it is important to recognize and champion the economic contributions of the arts to all 50 states, the U.S. territories, and the nation as a whole.

The sixth edition of the Arts and Cultural Production Satellite Account (ACPSA) finds that arts and culture contributed \$877.8 billion, or 4.5 percent, to the nation’s gross domestic product (GDP) in 2017. That same year, there were over 5 million wage-and-salary workers employed in the arts and cultural sector, earning a total of \$405 billion.” Artists are becoming a **larger share** of the U.S. labor force.

• In 2006, artists composed 1.42 percent of the labor force; by 2017, they were 1.55 percent, representing a 6.1 percent increase.

- In 2017, the artist unemployment rate hit an 11-year low.
- As a group, artists currently experience unemployment rates similar to those of all U.S. workers.

Faster-than-average growth in employment is projected for set and exhibit designers, actors, producers and directors, and film and video editors.

- Between 2016 and 2026, annual job openings will have averaged 7,400 for actors and 14,100 for producers and directors. Employment growth in these occupations stems from strong demand for new movies and television shows.

Based on the National Employment Matrix: 2016-2026, which is produced by the U.S. Bureau of Labor Statistics (BLS), this section features employment projections and occupational separations and openings for workers in artist and cultural occupations.³¹

The BLS projects “faster than average” employment growth for set and exhibit designers, actors, and producers and directors. Between 2016 and 2026, employment in these occupations is expected to increase by approximately 10-12 percent.

Average annual job openings in these occupations are projected to be 1,600 (set designers); 7,400 (actors); and 14,100 (producers/ directors).

The BLS notes that projected job growth for actors, producers, and directors stems from strong demand for new movies and television shows. Although the BLS does not address the specific source of job growth for set and exhibit designers, the projected increase likely stems from public demand for movies and TV. After all, workers in this occupation create movie, television, and theater sets.

Alternatively, over the period spanning 2016 to 2026, employment is projected to decline for three artist occupations: -6.4 percent for floral designers; -5.6 percent for photographers; and -11.6 percent for radio and television announcers.³²

The BLS expects 11,100 “separations” among photographers, annually, from 2016 to 2026. Of these, 6,100 photographers are expected to leave the labor market, while 5,000 are projected to leave photography for other occupations.

For many artist occupations, the BLS projects “average” employment gains. These include landscape architects (6.4 percent); fine artists such as painters, sculptors, and illustrators (6.6 percent); multimedia artists and animators (8.4 percent); musicians (6 percent); and writers and authors (4.5 percent).

Of all cultural occupations tracked by the National Endowment for the Arts, the fastest employment growth is projected for film and video editors. Between 2016 and 2026, the BLS projects employment in this occupation to grow by 17 percent. Moreover, the Bureau expects an average of 4,000 film editor job openings, per year, during the ten-year span. Growth in the number of shows produced by Internet-only services such as streaming is expected to lead to more work for film and video editors.

Other cultural occupations for which employment is projected to increase faster than average include post-secondary art, drama, and music teachers (12 percent); archivists (14.3 percent); curators (14 percent); audio and video equipment technicians (12.9 percent); and theatrical makeup artists (12.5 percent).

Rising enrollment at post-secondary institutions is driving projected employment growth for college art teachers. Most of this growth will be in part-time positions, the BLS notes.

Public interest in science, art, and history, along with the need to store information in archives, is contributing to above-average projected employment growth for archivists and curators.

(Artists and Other Cultural Workers: A Statistical Report, The National Endowment for the Arts. 2019).
https://www.arts.gov/sites/default/files/Artists_and_Other_Cultural_Workers.pdf

The B.A. in Performing Arts is unique among New Jersey public colleges. There are no schools within New Jersey that offer a B.A. in Performing Arts. Ocean County College offers a A.A. in Performing Arts,

which is the closest precedent to the proposed B.A. in Performing Arts offered at Stockton. There are, however, discipline specific B.A. programs from sister institutions in the area. Kean University, Montclair State University, Rider University, Rowan University, Rutgers University, and William Patterson all offer a B.A. degree in both Music and Theater. Montclair State University, Rider University, Rowan University, and Rutgers University all offer a B.A. in Dance.

F. Students

The shift of name from the B.A. in Studies in the Arts to the B.A. in Performing Arts should not impact the enrollment levels for any of the disciplines. If anything, the name change might streamline recruitment efforts and make it easier for prospective students to access information about our particular programs. Our program averages around 100 majors per year. This does not account for the numerous dance, music, and theater minors that are often as active as our majors in the various extracurricular clubs, performances, and events that are part of the Performing Arts Program umbrella.

Studies in the Arts - Performing Arts Enrollment

Enrollment only includes matriculated students who have a primary program of this major or a double major of this program with the following concentrations: No Concentration, Classical Music Studies, Dance Arts Administration, Dance Performance, Dance Pre-Movement Science, Dance Studio Operations, Pre-Physical Therapy Dance, Instrumental Music Studies, Theatre Design & Production, Theatre Management, Theatre Performance, and Vocal Music Studies. Also, double majors with ARTS as a major are included if any exist. Please note, ARTS majors with No Concentration were also included on the ARTV Coordinator Report.

		Fall 2018	Spring 2019	Fall 2019	Spring 2020
ARTS	Freshman	36	23	22	14
	Sophomore	15	20	26	20
	Junior	22	20	24	20
	Senior	25	31	22	31
ARTS/PSYC	Junior	1	1		
	Senior			1	1
ARTS/BSNS	Sophomore				1
CRIM/ARTS	Freshman				1
TEDU/ARTS	Freshman				1
ARTS - 2nd Major	Freshman		1	1	
	Sophomore	2		2	1
	Junior	2	4	2	
	Senior	1	3	5	8
Grand Total		104	103	105	98

G. Program resources

As stated in the ARTV proposal, the Performing Arts and Visual Arts concentrations have historically managed separate resources. There is no shared resource between the two Studies in the Arts programmatic areas. The proposed B.A. in Performing Arts has access to adequate instructional, rehearsal, studio and lab space to sustain the current curricular demands with seven full-time tenure-track lines and numerous adjunct faculty members.



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B.A. — PERFORMING ARTS DANCE ADMINISTRATION

DANCE CORE : 33 credits

Beginning Ballet through Ballet IV — 6 credits at 1 credit per term. Complete at least level II for two semesters (DANC 2415).

1st semester: DANC 1401 or 2401 or 2415 or 3501

2nd semester: DANC 1401 or 2401 or 2415 or 3501

3rd Semester DANC 2401 or 2415 or 3501

4th semester: DANC 2401 or 2415 or 3501 or 4401

5th semester: DANC 2415 or 3501 or 4401

6th semester: DANC 2415 or 3501 or 4401

Beginning Modern Dance through Modern IV — 12 credits at 2 credits per term. Complete at least level II for two semesters (DANC 2501).

1st semester: DANC 1101 or 2101 or 2501 or 3101

2nd semester: DANC 1101 or 2101 or 2501 or 3101

3rd Semester DANC 2101 or 2501 or 3101

4th semester: DANC 2101 or 2501 or 3101 or 4101

5th semester: DANC 2501 or 3101 or 4101

6th semester: DANC 2501 or 3101 or 4101

DANC 2203 Dance Improvisation I (2)

DANC 2310 Kinesiology or

GEN 2158 The Body in Motion (4)

DANC 2900 Dance Repertory (1)

DANC 2910 Dance Production (2)

(2 terms at 1 credit per term)

DANC 2001 Dance Composition I (2)

DANC 3300 Dance History or

GAH 3107 Dance History (4)

ARTS ADMINISTRATION

CONCENTRATION: 31 credits

ARTV 2117 Arts Management (4)

MUSC 2242 Music History II (4)

THTR 3321 Development of Theatre II (4)

ACCT 2110 Financial Accounting (4)

MKTG 2110 Marketing Principles (4)

DANC 3610 Dance Pedagogy and Wellness (4)

DANC 4910 Dance Internship—PAC (2)

5 credits from the following electives:

Modern I-IV (DANC 2101, 2501, 3101, 4101) (2)

Ballet I-IV (DANC 2401, 2415, 3501, 4401) (1)

GAH 1242 Fundamentals of Music or

GAH 1245 Introduction to Music (4)

THTR 2287 Costume Design (4)

DANC 2910 Dance Production (1)

DANC 3203 Improvisation II (2)

Jazz Dance I or II (DANC 2207 or DANC 2211) (2)

Tap Dance I or II (DANC 2205 or DANC 2209) (2)

DANC 3201 Dance Composition II (2)

A minimum grade of C or better is required for all program and cognate courses counted toward the 64 program and cognate credits required for graduation.

A [Dance Audition](#) for placement purposes is required of new students prior to course registration.

GENERAL STUDIES REQUIREMENT: 32 credits

25 % of all the courses a student takes at Stockton must be General Studies courses.

For all first-year students and transfer students with fewer than 64 credits (B.A. degree), the following courses are required.

General Arts and Humanities (GAH) — 8 credits
General Interdisciplinary (GEN) — 4 credits
General Integration and Synthesis (GIS)* — 4 credits
General Natural Science and Mathematics (GNM) — 8 credits
General Social Science (GSS) — 8 credits

No more than 16 credits in any “G” category may be applied toward the B.A. degree.

***Must be taken in junior or senior year**

AT-SOME-DISTANCE REQUIREMENT (Courses unrelated to your major): 32 credits

GENERAL EDUCATION OUTCOME REQUIREMENT

These courses are listed as attributes and should be completed within the 128 credits needed to graduate.

Arts (A) Values Ethics (V)
Historical Consciousness (H) International/Multicultural (I)

WRITING REQUIREMENT (4 courses)

All matriculated students must earn a C or better in 4 writing-designated courses. Two W1 courses may be transferred.

1 W1 course (any level) 1 W1 or W2 course (any level)
1 W1 or W2 course (any level) 1 W1 or W2 course 3000-level

W2 and Q2 courses must be taken at Stockton.

QUANTITATIVE REASONING REQUIREMENT (3 courses)

All matriculated students must pass three quantitative-reasoning-designated courses. Two Q1 courses may be transferred.

1 Q1 course (any level) 1 Q1 or Q2 course (any level) 1 Q2 course (any level)

For more information on the Performing Arts program, please consult the [Academic Bulletin](#).

Course descriptions and prerequisite information may be found in the [Catalog of Courses](#).

Reminder: “The student is responsible for ensuring that all graduation requirements are met” (Bulletin). It is important that you consult with your preceptor and/or the Center for Academic Advising on a regular basis.

All Bachelor’s Degree programs require a minimum of 128 credits and a 2.00 cumulative G.P.A.

B.A. – PERFORMING ARTS DANCE PERFORMANCE

DANCE CORE : 41 credits

Beginning Ballet through Ballet IV — 7 credits at 1 credit per term.

Complete at least 1 semester at level IV (DANC 4401) and at least 2 semesters in level III (DANC 3501).

1st semester: DANC 1401 or 2401 or 2415 or 3501

2nd semester: DANC 2401 or 2415 or 3501

3rd semester: DANC 2401 or 2415 or 3501

4th semester: DANC 2415 or 3501 or 4401

5th semester: DANC 3501 or 4401

6th semester: DANC 3501 or 4401

7th semester: DANC 4401

Beginning Modern Dance through Modern IV — 14 credits at 2 credits per term. **Complete at least 1 semester at level IV (DANC 4101) and at least 2 semesters in level III (DANC 3101).**

1st semester: DANC 1101 or 2101 or 2501 or 3101

2nd semester: DANC 2101 or 2501 or 3101

3rd semester: DANC 2101 or 2501 or 3101

4th semester: DANC 2501 or 3101 or 4101

5th semester: DANC 3101 or 4101

6th semester: DANC 3101 or 4101

7th semester: DANC 4101

DANC 2203 Dance Improvisation I (2)

Jazz Dance I or II or Tap Dance I or II (2)

(DANC 2205, 2207, 2209, 2211)

DANC 2310 Kinesiology or

GEN 2158 The Body in Motion (4)

DANC 2900 Dance Repertory (2)

(2 terms at 1 credit per term)

DANC 2910 Dance Production (2)

(2 terms at 1 credit per term)

DANC 2001 Dance Composition I (2)

CORE continued

DANC 3300 Dance History or

GAH 3107 Dance History (4)

PERFORMANCE CONCENTRATION:

23 credits

MUSC 2242 Music History II (4)

THTR 2681 Acting I (4)

DANC 3610 Dance Pedagogy and Wellness (4)

DANC 4201 Advanced Dance Composition (2)

9 credits from the following electives:

Modern I-IV (DANC 2101, 2501, 3101, 4101) (2)

Ballet I-IV (DANC 2401, 2415, 3501, 4401) (1)

DANC 3203 Dance Improvisation II (2)

Jazz Dance I or II (DANC 2207 or DANC 2211) (2)

Tap Dance I or II (DANC 2205 or DANC 2209) (2)

THTR 2183 Theatre Crafts (4)

A [Dance Audition](#) for placement purposes is required of new students prior to course registration.

A minimum grade of **C** or better is required for all program and cognate courses counted toward the 64 program and cognate credits required for graduation.

GENERAL STUDIES REQUIREMENT: 32 credits

25 % of all the courses a student takes at Stockton must be General Studies courses.

For all first-year students and transfer students with fewer than 64 credits (B.A. degree), the following courses are required.

- General Arts and Humanities (GAH) — 8 credits
General Interdisciplinary (GEN) — 4 credits
General Integration and Synthesis (GIS)* — 4 credits
General Natural Science and Mathematics (GNM) — 8 credits
General Social Science (GSS) — 8 credits

***Must be taken in junior or senior year**

No more than **16** credits in any “G” category may be applied toward the B.A. degree.

AT-SOME-DISTANCE ELECTIVES REQUIREMENT (Courses unrelated to your major): 32 credits

GENERAL EDUCATION OUTCOME REQUIREMENT

These courses are listed as attributes and should be completed within the 128 credits needed to graduate.

- Arts (A) Values Ethics (V)
Historical Consciousness (H) International/Multicultural (I)

WRITING REQUIREMENT (4 courses)

All matriculated students must earn a **C** or better in 4 writing-designated courses. Two W1 courses may be transferred.

- 1 W1 course (any level) 1 W1 or W2 course (any level)
1 W1 or W2 course (any level) 1 W1 or W2 course 3000-level

W2 and Q2 courses must be taken at Stockton.

QUANTITATIVE REASONING REQUIREMENT (3 courses)

All matriculated students must pass three quantitative-reasoning-designated courses. Two Q1 courses may be transferred.

- 1 Q1 course (any level) 1 Q1 or Q2 course (any level) 1 Q2 course (any level)

For more information on the Performing Arts program, please consult the [Academic Bulletin](#).

Course descriptions and prerequisite information may be found in the [Catalog of Courses](#).

Reminder: “The student is responsible for ensuring that all graduation requirements are met” (Bulletin). It is important that you consult with your preceptor and/or the Center for Academic Advising on a regular basis.

All Bachelor’s Degree programs require a minimum of 128 credits and a 2.00 cumulative G.P.A.




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B.A. — PERFORMING ARTS DANCE PRE-MOVEMENT SCIENCES

DANCE CORE : 34 credits

Beginning Ballet through Ballet IV — 6 credits at 1 credit per term.

Complete at least level II for two semesters (DANC 2415).

1st semester: DANC 1401 or 2401 or 2415 or 3501

2nd semester: DANC 1401 or 2401 or 2415 or 3501

3rd semester: DANC 2401 or 2415 or 3501

4th semester: DANC 2401 or 2415 or 3501 or 4401

5th semester: DANC 2415 or 3501 or 4401

6th semester: DANC 2415 or 3501 or 4401

Beginning Modern Dance through Modern IV — 14 credits at 2 credits per term. **Complete at least level II for two semesters (DANC 2501).**

1st semester: DANC 1101 or 2101 or 2501 or 3101

2nd semester: DANC 1101 or 2101 or 2501 or 3101

3rd semester: DANC 2101 or 2501 or 3101

4th semester: DANC 2101 or 2501 or 3101 or 4101

5th semester: DANC 2101 or 2501 or 3101 or 4101

6th semester: DANC 2501 or 3101 or 4101

7th semester: DANC 2501 or 3101 or 4101

DANC 2203 Dance Improvisation I (2 credits)

DANC 2310 Kinesiology or

GEN 2158 The Body in Motion (4)

DANC 2900 Dance Repertory (1)

DANC 2910 Dance Production (1)

DANC 2001 Dance Composition I (2)

PRE-MOVEMENT SCIENCES

CONCENTRATION: 30 credits

MUSC 2242 Music History II (4)

DANC 3610 Dance Pedagogy and Wellness (4)

PSYC 2211 Abnormal Psychology* (4)

PSYC 3322 Lifespan Development* or

PSYC 3323 Developmental Psychology* (4)

PSYC 3392 Theories of Counseling (4)

*PSYC 1100 Intro to Psychology is a prerequisite

10 credits from the following electives (10):

Modern I-IV (DANC 2101, 2501, 3101, 4101) (2)

Ballet I-IV (DANC 2401, 2415, 3501, 4401) (1)

THTR 2183 Theatre Crafts (4)

THTR 2287 Costume Design (4)

DANC 3203 Improvisation II** (2)

Jazz Dance I or II (DANC 2207 or DANC 2211) (2)

Tap Dance I or II (DANC 2205 or DANC 2209) (2)

DANC 2910 Dance Production (1)

GAH 1245 Introduction to Music (4)

DANC 3201 Dance Composition II (2)

Dance Internship I or II (2)

A [Dance Audition](#) for placement purposes is required of new students prior to course registration.

NOTE: COMPLETION OF THE ABOVE SEQUENCE OF COURSES DOES NOT GUARANTEE ACCEPTANCE INTO A DANCE THERAPY PROGRAM

GENERAL STUDIES REQUIREMENT: 32 credits

25 % of all the courses a student takes at Stockton must be General Studies courses.

For all first-year students and transfer students with fewer than 64 credits (B.A. degree), the following courses are required.

- General Arts and Humanities (GAH) — 8 credits
- General Interdisciplinary (GEN) — 4 credits
- General Integration and Synthesis (GIS)* — 4 credits
- General Natural Science and Mathematics (GNM) — 8 credits
- General Social Science (GSS) — 8 credits

***Must be taken in junior or senior year**

No more than **16** credits in any "G" category may be applied toward the B.A. degree.

AT-SOME-DISTANCE ELECTIVES REQUIREMENT (Courses unrelated to your major): 32 credits

PSYC 1100 Introduction to Psychology (4 credits) must be taken ASD.

GENERAL EDUCATION OUTCOME REQUIREMENT

These courses are listed as attributes and should be completed within the 128 credits needed to graduate.

- Arts (A) Values Ethics (V)
- Historical Consciousness (H) International/Multicultural (I)

WRITING REQUIREMENT (4 courses)

All matriculated students must earn a **C** or better in 4 writing-designated courses. Two W1 courses may be transferred.

- 1 W1 course (any level) 1 W1 or W2 course (any level)
- 1 W1 or W2 course (any level) 1 W1 or W2 course 3000-level

W2 and Q2 courses must be taken at Stockton.

QUANTITATIVE REASONING REQUIREMENT (3 courses)

All matriculated students must pass three quantitative-reasoning-designated courses. Two Q1 courses may be transferred.

- 1 Q1 course (any level) 1 Q1 or Q2 course (any level) 1 Q2 course (any level)

A minimum grade of **C** or better is required for all program and cognate courses counted toward the 64 program and cognate credits required for graduation.

For more information on the Performing Arts program, please consult the [Academic Bulletin](#).

Course descriptions and prerequisite information may be found in the [Catalog of Courses](#).

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B.A. — PERFORMING ARTS DANCE STUDIO OPERATIONS

DANCE CORE : 41 credits

Beginning Ballet through Ballet IV — 7 credits at 1 credit per term.

Complete at least 2 semesters in level III (DANC 3501).

- 1st semester: DANC 1401 or 2401 or 2415 or 3501
- 2nd semester: DANC 1401 or 2401 or 2415 or 3501
- 3rd semester: DANC 2401 or 2415 or 3501
- 4th semester: DANC 2401 or 2415 or 3501 or 4401
- 5th semester: DANC 2415 or 3501 or 4401
- 6th semester: DANC 3501 or 4401
- 7th semester: DANC 3501 or 4401

Beginning Modern Dance through Modern IV — 14 credits at 2 credits per term. Complete at least 2 semesters in level III

(DANC 3101).

- 1st semester: DANC 1101 or 2101 or 2501 or 3101
- 2nd semester: DANC 1101 or 2101 or 2501 or 3101
- 3rd semester: DANC 2101 or 2501 or 3101
- 4th semester: DANC 2101 or 2501 or 3101 or 4101
- 5th semester: DANC 2501 or 3101 or 4101
- 6th semester: DANC 3101 or 4101
- 7th semester: DANC 3101 or 4101

DANC 2203 Dance Improvisation I (2 credits)
Jazz Dance I or II or Tap Dance I or II (2 credits)
(DANC 2205, 2207, 2209, 2211)

DANC 2310 Kinesiology or
GEN 2158 The Body in Motion (4)

DANC 2900 Dance Repertory (2)
(2 terms at 1 credit per term)

DANC 2910 Dance Production (2)
(2 terms at 1 credit per term)

DANC 2001 Dance Composition I (2)

DANC 3201 Dance Composition II (2)

CORE continued

DANC 3300 Dance History or
GAH 3107 Dance History (4)

STUDIO OPERATIONS CONCENTRATION: 23 credits

PLAW 2120 Business Law (4)
ACCT 2110 Financial Accounting (4)
DANC 3610 Dance Pedagogy and Wellness (4)
DANC 4201 Advanced Dance Composition (2)
MUSC 2242 Music History II

5 credits from the following electives:

Modern I-IV (DANC 2101, 2501, 3101, 4101) (2)
Ballet I-IV (DANC 2401, 2415, 3501, 4401) (1)
DANC 3203 Dance Improvisation II (2)
DANC 2207 or DANC 2211 Jazz Dance I or II (2)
DANC 2205 or DANC 2209 Tap Dance I or II (2)
THTR 2183 Theatre Crafts (4)
THTR 2287 Costume Design (4)
DANC 2910 Dance Production (1)
Dance Internship I or II (2)
ARTV 2117 Arts Management (4)

A [Dance Audition](#) for placement purposes is required of new students prior to course registration.

A minimum grade of **C** or better is required for all program and cognate courses counted toward the 64 program and cognate credits required for graduation.

GENERAL STUDIES REQUIREMENT: 32 credits

25 % of all the courses a student takes at Stockton must be General Studies courses.

For all first-year students and transfer students with fewer than 64 credits (B.A. degree), the following courses are required.

- General Arts and Humanities (GAH) — 8 credits
General Interdisciplinary (GEN) — 4 credits
General Integration and Synthesis (GIS)* — 4 credits
General Natural Science and Mathematics (GNM) — 8 credits
General Social Science (GSS) — 8 credits

***Must be taken in junior or senior year**

No more than **16** credits in any “G” category may be applied toward the B.A. degree.

AT-SOME-DISTANCE ELECTIVES REQUIREMENT (Courses unrelated to your major): 32 credits

GENERAL EDUCATION OUTCOME REQUIREMENT

These courses are listed as attributes and should be completed within the 128 credits needed to graduate.

- Arts (A) Values Ethics (V)
Historical Consciousness (H) International/Multicultural (I)

WRITING REQUIREMENT (4 courses)

All matriculated students must earn a **C** or better in 4 writing-designated courses. Two W1 courses may be transferred.

- 1 W1 course (any level) 1 W1 or W2 course (any level)
1 W1 or W2 course (any level) 1 W1 or W2 course **3000-level**

W2 and Q2 courses must be taken at Stockton.

QUANTITATIVE REASONING REQUIREMENT (3 courses)

All matriculated students must pass three quantitative-reasoning-designated courses. Two Q1 courses may be transferred.

- 1 Q1 course (any level) 1 Q1 or Q2 course (any level) 1 Q2 course (any level)

For more information on the Performing Arts program, please consult the [Academic Bulletin](#).

Course descriptions and prerequisite information may be found in the [Catalog of Courses](#).

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B.A. — PERFORMING ARTS DANCE PRE-PHYSICAL THERAPY

DANCE CORE : 34 credits

Beginning Ballet through Ballet IV — 6 credits at 1 credit per term.

Complete at least level II for 2 semesters (DANC 2415).

1st semester: DANC 1401 or 2401 or 2415 or 3501

2nd semester: DANC 1401 or 2401 or 2415 or 3501

3rd semester: DANC 2401 or 2415 or 3501

4th semester: DANC 2401 or 2415 or 3501 or 4401

5th semester: DANC 2415 or 3501 or 4401

6th semester: DANC 2415 or 3501 or 4401

Beginning Modern Dance through Modern IV — 14 credits at 2

credits per term. **Complete at least level II for 2 semesters**

(DANC 2501).

1st semester: DANC 1101 or 2101 or 2501 or 3101

2nd semester: DANC 1101 or 2101 or 2501 or 3101

3rd semester: DANC 2101 or 2501 or 3101

4th semester: DANC 2101 or 2501 or 3101 or 4101

5th semester: DANC 2101 or 2501 or 3101 or 4101

6th semester: DANC 2501 or 3101 or 4101

7th semester: DANC 2501 or 3101 or 4101

DANC 2203 Dance Improvisation I (2)

DANC 2310 Kinesiology or

GEN 2158 The Body in Motion (4)

DANC 2900 Dance Repertory (1)

DANC 2910 Dance Production (1)

DANC 2001 Dance Composition I (2)

DANC 3300 Dance History or

GAH 3107 Dance History (4)

A [Dance Audition](#) for placement purposes is required of
new students prior to course registration.

PRE-PHYSICAL THERAPY

CONCENTRATION: 30 credits

DANC 3610 Dance Pedagogy and Wellness (4)

BIOL 1200/1205 Cells and Molecules & Lab (5)

BIOL 1400/1405 Biodiversity and Evolution & Lab (5)

BIOL 2150/2151 Principles of Physiology & Lab (4)

BIOL 2180/2185 Human Anatomy & Lab (4)

PSYC 1100 Introduction to Psychology (4)

PSYC 2201 or 2211 (4)

The following courses are strongly recommended and
should be taken At-Some-Distance:

CHEM 2110/2115

Chemistry I: General Principles & Lab (5)

CHEM 2120/2125

Chemistry II: Organic Structure & Lab (5)

PHYS 2110/2115

Physics for Life Sciences I & Lab (5)

PHYS 2120/2125

Physics for Life Sciences II & Lab (5)

CSIS 1206

Statistics (4)

**NOTE: COMPLETION OF THE ABOVE SEQUENCE OF
COURSES DOES NOT GUARANTEE ACCEPTANCE INTO
THE DOCTOR OF PHYSICAL THERAPY PROGRAM.**

GENERAL STUDIES REQUIREMENT: 32 credits

25 % of all the courses a student takes at Stockton must be General Studies courses.

For all first-year students and transfer students with fewer than 64 credits (B.A. degree), the following courses are required.

- General Arts and Humanities (GAH) — 8 credits
- General Interdisciplinary (GEN) — 4 credits
- General Integration and Synthesis (GIS)* — 4 credits
- General Natural Science and Mathematics (GNM) — 8 credits
- General Social Science (GSS) — 8 credits

***Must be taken in junior or senior year**

No more than **16** credits in any “G” category may be applied toward the B.A. degree.

AT-SOME-DISTANCE ELECTIVES REQUIREMENT (Courses unrelated to your major): 32 credits

CHEM 2110/2115, CHEM 2120/2125, PHYS 2110/2115, PHYS 2120/2125, CSIS 1206 are strongly recommended.

GENERAL EDUCATION OUTCOME REQUIREMENT

These courses are listed as attributes and should be completed within the 128 credits needed to graduate.

- Arts (A) Values Ethics (V)
- Historical Consciousness (H) International/Multicultural (I)

WRITING REQUIREMENT (4 courses)

All matriculated students must earn a **C** or better in 4 writing-designated courses. Two W1 courses may be transferred.

- 1 W1 course (any level) 1 W1 or W2 course (any level)
- 1 W1 or W2 course (any level) 1 W1 or W2 course **3000-level**

W2 and Q2 courses must be taken at Stockton.

QUANTITATIVE REASONING REQUIREMENT (3 courses)

All matriculated students must pass three quantitative-reasoning-designated courses. Two Q1 courses may be transferred.

- 1 Q1 course (any level) 1 Q1 or Q2 course (any level) 1 Q2 course (any level)

A minimum grade of **C** or better is required for all program and cognate courses counted toward the 64 program and cognate credits required for graduation.

For more information on the Performing Arts program, please consult the [Academic Bulletin](#).

Course descriptions and prerequisite information may be found in the [Catalog of Courses](#).

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B.A. – PERFORMING ARTS DANCE THEATRE/DANCE

DANCE CORE : 39 credits

Beginning Ballet through Ballet IV — 7 credits at 1 credit per term.

Complete at least 1 semester at level IV (DANC 4401) and at least 2 semesters at level III (DANC 3501).

1st semester: DANC 1401 or 2401 or 2415 or 3501

2nd semester: DANC 2401 or 2415 or 3501

3rd semester: DANC 2401 or 2415 or 3501

4th semester: DANC 2415 or 3501 or 4401

5th semester: DANC 3501 or 4401

6th semester: DANC 3501 or 4401

7th semester: DANC 4401

Beginning Modern Dance through Modern IV — 6 credits at 2 credits per term. **Complete at least 1 semester at level III (DANC 3101).**

1st semester: DANC 2101 or 2501 or 3101

2nd semester: DANC 2101 or 2501 or 3101

3rd semester: DANC 3101 or 4101

Complete at least 1 semester at level II in Tap (DANC 2209) and Jazz (DANC 2211).

DANC 2205 or DANC 2209 Tap Dance I & II (6)
(3 terms at 2 credits per term)

DANC 2207 or DANC 2211 Jazz Dance I & II (6)
(3 terms at 2 credits per term)

DANC 2203 Dance Improvisation I (2 credits)

DANC 2900 Dance Repertory (2)
(2 terms at 1 credit per term)

DANC 2910 Dance Production (2)
(2 terms at 1 credit per term)

CORE continued

DANC 3300 Dance History or

GAH 3107 Dance History (4)

THEATRE/DANCE CONCENTRATION: 25 credits

THTR 2183 Theatre Crafts (4)

THTR 2681 Acting I (4)

DANC 3610 Dance Pedagogy and Wellness (4)

DANC 4201 Advanced Dance Composition (2)

DANC 4810 Advanced Musical Theatre Workshop (2)

9 credits from the following electives:

Modern I-IV (DANC 2101, 2501, 3101, 4101) (2)

Ballet I-IV (DANC 2401, 2415, 3501, 4401) (1)

DANC 3203 Dance Improvisation II (2)

DANC 2207 or DANC 2211 Jazz Dance I or II (2)

DANC 2205 or DANC 2209 Tap Dance I or II (2)

THTR 2191 Theatre Voice (4)

THTR 2287 Costume Design (4)

THTR 2285 Lighting Design (4)

THTR 2682 Acting II or

THTR 3180 Directing (4)

THTR 2683 Scene Design (4)

DANC 2310 Kinesiology* or

GEN 2158 The Body in Motion (4)

THTR 2321 Stage Movement (2)

DANC 2910 Dance Production Practicum (1)

Dance Internship I or II (2)

GENERAL STUDIES REQUIREMENT: 32 credits

25 % of all the courses a student takes at Stockton must be General Studies courses.

For all first-year students and transfer students with fewer than 64 credits (B.A. degree), the following courses are required.

- General Arts and Humanities (GAH) — 8 credits
General Interdisciplinary (GEN) — 4 credits
General Integration and Synthesis (GIS)* — 4 credits
General Natural Science and Mathematics (GNM) — 8 credits
General Social Science (GSS) — 8 credits

***Must be taken in junior or senior year**

No more than **16** credits in any "G" category may be applied toward the B.A. degree.

AT-SOME-DISTANCE ELECTIVES REQUIREMENT (Courses unrelated to your major): 32 credits

GENERAL EDUCATION OUTCOME REQUIREMENT

These courses are listed as attributes and should be completed within the 128 credits needed to graduate.

- Arts (A) Values Ethics (V)
Historical Consciousness (H) International/Multicultural (I)

WRITING REQUIREMENT (4 courses)

All matriculated students must earn a **C** or better in 4 writing-designated courses. Two W1 courses may be transferred.

- 1 W1 course (any level) 1 W1 or W2 course (any level)
1 W1 or W2 course (any level) 1 W1 or W2 course **3000-level**

W2 and Q2 courses must be taken at Stockton.

QUANTITATIVE REASONING REQUIREMENT (3 courses)

All matriculated students must pass three quantitative-reasoning-designated courses. Two Q1 courses may be transferred.

- 1 Q1 course (any level) 1 Q1 or Q2 course (any level) 1 Q2 course (any level)

A minimum grade of **C** or better is required for all program and cognate courses counted toward the 64 program and cognate credits required for graduation.

A [Dance Audition](#) for placement purposes is required of new students prior to course registration.

For more information on the Performing Arts program, please consult the [Academic Bulletin](#).

Course descriptions and prerequisite information may be found in the [Catalog of Courses](#).

Reminder: "The student is responsible for ensuring that all graduation requirements are met" (Bulletin). It is important that you consult with your preceptor and/or the Center for Academic Advising on a regular basis.

All Bachelor's Degree programs require a minimum of 128 credits and a 2.00 cumulative G.P.A.




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B.A. – PERFORMING ARTS INSTRUMENTAL MUSIC STUDIES

MUSIC CORE : 30 credits

MUSC 2115 Music Theory I	4
MUSC 2116 Music Theory II	4
MUSC 2241 Music History I	4
MUSC 2242 Music History II	4
MUSC 2941 Music Production Practicum (2 terms at 1 credit per term)	2
MUSC 2113 Fundamentals of Conducting	2
MUSC 4801 Senior Project in Music I	1
MUSC 4802 Senior Project in Music II	1
MUSC 1920 Private Applied Music*	8

*Private Applied Music is a 1-credit course that must be taken during 8 consecutive semesters.

INSTRUMENTAL MUSIC STUDIES

CONCENTRATION: 20 credits

MUSC 3645 Form and Analysis of Music	4
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Choose 16 credits in any combination from the following courses. Students may also choose to repeat a particular ensemble up to 8 times for a total of 16 credits.

MUSC 1146 Stockton Small Classical Ensemble	2
MUSC 1147 Stockton Large Classical Ensemble	2
MUSC 1144 Stockton Jazz Orchestra	2

An audition is required of new students prior to course registration for placement purposes.

MUSIC ELECTIVES: 14 credits

Choose 14 credits in any combination from the following courses. Any course from another Music concentration may be taken as an elective in addition to those courses listed below:

MUSC 2650 Special Topics in Music****	4
MUSC 3250 History of Singing	2
THTR 2183 Theatre Crafts	4
THTR 2321 Stage Movement	2
THTR 2681 Acting I	4
DANC 1101 Beginning Modern Dance	2
DANC 2203 Dance Improvisation	2
ARTV 2117 Arts Management	4
MUSC 3800/4800 Independent Study in Music	1-4
GAH 2265 Music as Property	4
GAH 1248 Music of African Americans	4

****Repeatable once for a total of 8 credits when topics vary.

Internships

Students interested in pursuing internship opportunities should contact their preceptor for further details.

A minimum grade of C or better is required for all program and cognate courses counted toward the 64 program and cognate credits required for graduation.

GENERAL STUDIES REQUIREMENT: 32 credits

25 % of all the courses a student takes at Stockton must be General Studies courses.

For all first-year students and transfer students with fewer than 64 credits (B.A. degree), the following courses are required.

- General Arts and Humanities (GAH) — 8 credits
General Interdisciplinary (GEN) — 4 credits
General Integration and Synthesis (GIS)* — 4 credits
General Natural Science and Mathematics (GNM) — 8 credits
General Social Science (GSS) — 8 credits

***Must be taken in junior or senior year**

AT-SOME-DISTANCE ELECTIVES REQUIREMENT (Courses unrelated to your major): 32 credits

GENERAL EDUCATION OUTCOME REQUIREMENT: SUBSCRIPTS

These courses are listed as attributes and should be completed within the 128 credits needed to graduate.

- Arts (A) Values Ethics (V)
Historical Consciousness (H) International/Multicultural (I)

WRITING REQUIREMENT (4 courses)

All matriculated students must earn a **C** or better in 4 writing-designated courses. Two W1 courses may be transferred.

- 1 W1 course (any level) 1 W1 or W2 course (any level)
1 W1 or W2 course (any level) 1 W1 or W2 course 3000-level

W2 and Q2 courses must be taken at Stockton.

QUANTITATIVE REASONING REQUIREMENT (3 courses)

All matriculated students must pass three quantitative-reasoning-designated courses. Two Q1 courses may be transferred.

- 1 Q1 course (any level) 1 Q1 or Q2 course (any level) 1 Q2 course (any level)

For more information on the Performing Arts program, please consult the [Academic Bulletin](#).

Course descriptions and prerequisite information may be found in the [Catalog of Courses](#).

Reminder: “The student is responsible for ensuring that all graduation requirements are met” (Bulletin). It is important that you consult with your preceptor and/or the Center for Academic Advising on a regular basis.

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B.A. – PERFORMING ARTS VOCAL MUSIC STUDIES

MUSIC CORE : 30 credits

MUSC 2115 Music Theory I	4
MUSC 2116 Music Theory II	4
MUSC 2241 Music History I	4
MUSC 2242 Music History II	4
MUSC 2941 Music Production Practicum (2 terms at 1 credit per term)	2
MUSC 2113 Fundamentals of Conducting	2
MUSC 4801 Senior Project in Music I	1
MUSC 4802 Senior Project in Music II	1
MUSC 1920 Private Applied Music*	8

*Private Applied Music is a 1-credit course that must be taken during 8 consecutive semesters.

VOCAL MUSIC STUDIES CONCENTRATION:

20 credits

MUSC 3646 Vocal Scenes Workshop	4
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Choose 16 credits in any combination from the following courses. Students may also choose to repeat a particular ensemble up to 8 times for a total of 16 credits.

MUSC 3251 Stockton Chorale	2
MUSC 1760 Stockton Oratorio Society	1
MUSC 1143 Vocal Jazz Ensemble	2

MUSIC ELECTIVES: 14 credits

Choose 14 credits in any combination from the following courses. Any course from another Music concentration may be taken as an elective in addition to those courses listed below:

MUSC 2650 Special Topics in Music****	4
MUSC 3250 History of Singing	2
THTR 2183 Theatre Crafts	4
THTR 2321 Stage Movement	2
THTR 2681 Acting I	4
DANC 1101 Beginning Modern Dance	2
DANC 2203 Dance Improvisation	2
ARTV 2117 Arts Management	4
MUSC 3800/4800 Independent Study in Music	1-4
GAH 2265 Music as Property	4
GAH 1248 Music of African Americans	4

****Repeatable once for a total of 8 credits when topics vary.

Internships

Students interested in pursuing internship opportunities

An audition is required of new students prior to course registration for placement purposes.

A minimum grade of C or better is required for all program and cognate courses counted toward the 64 program and cognate credits required for graduation.

GENERAL STUDIES REQUIREMENT: 32 credits

25 % of all the courses a student takes at Stockton must be General Studies courses.

For all first-year students and transfer students with fewer than 64 credits (B.A. degree), the following courses are required.

General Arts and Humanities (GAH) — 8 credits
General Interdisciplinary (GEN) — 4 credits
General Integration and Synthesis (GIS)* — 4 credits
General Natural Science and Mathematics (GNM) — 8 credits
General Social Science (GSS) — 8 credits

***Must be taken in junior or senior year**

No more than **16** credits in any “G” category may be applied toward the B.A. degree.

AT-SOME-DISTANCE ELECTIVES REQUIREMENT (Courses unrelated to your major): 32 credits

GENERAL EDUCATION OUTCOME REQUIREMENT

These courses are listed as attributes and should be completed within the 128 credits needed to graduate.

Arts (A) Values Ethics (V)
Historical Consciousness (H) International/Multicultural (I)

WRITING REQUIREMENT (4 courses)

All matriculated students must earn a **C** or better in 4 writing-designated courses. Two W1 courses may be transferred.

1 W1 course (any level) 1 W1 or W2 course (any level)
1 W1 or W2 course (any level) 1 W1 or W2 course 3000-level

W2 and Q2 courses must be taken at Stockton.

QUANTITATIVE REASONING REQUIREMENT (3 courses)

All matriculated students must pass three quantitative-reasoning-designated courses. Two Q1 courses may be transferred.

1 Q1 course (any level) 1 Q1 or Q2 course (any level) 1 Q2 course (any level)

For more information on the Performing Arts program, please consult the [Academic Bulletin](#).

Course descriptions and prerequisite information may be found in the [Catalog of Courses](#).

Reminder: “The student is responsible for ensuring that all graduation requirements are met” (Bulletin). It is important that you consult with your preceptor and/or the Center for Academic Advising on a regular basis.

All Bachelor’s Degree programs require a minimum of 128 credits and a 2.00 cumulative G.P.A.




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B.A. – PERFORMING ARTS MUSIC EDUCATION

MUSIC CORE : 30 credits

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MUSC 2116 Music Theory II	4
MUSC 2241 Music History I	4
MUSC 2242 Music History II	4
MUSC 2941 Music Production Practicum (2 terms at 1 credit per term)	2
MUSC 2113 Fundamentals of Conducting	2
MUSC 3xxx Music Praxis Preparation	2
MUSC 3645 Form and Analysis	4
MUSC 3113 Advanced Conducting	2
MUSC 4801 Senior Project in Music I	1
MUSC 4802 Senior Project in Music II	1
MUSC 1920 Private Applied Music*	8

*Private Applied Music is a 1-credit course that must be taken during 8 consecutive semesters.

Choose 8 credits from the following:

MUSC 1143 Vocal Jazz Ensemble	2+
MUSC 1146 Stockton Small Classical Ensemble	2+
MUSC 1147 Stockton Large Classical Ensemble	2+
MUSC 1144 Stockton Jazz Orchestra	2+
MUSC 1760 Stockton Oratorio Society	1+
MUSC 3251 Stockton Chorale	2+

Choose 12 credits from the following:

MUSC 1660 Beginning Woodwind Instruction	2
MUSC 1641 Beginning Voice Instruction	1
GEN 1651 Beginning Piano Instruction	2
GEN 1664 Beginning Guitar Instruction	2

Education Cognates: 18 credits

EDUC 4600 Part-Time Clinical Practice II	2
EDUC 4640 Methods of Teaching Secondary/K-12	4
EDUC 4990 Full-Time Clinical Practice	12

At-Some-Distance Courses:

23-31 credits

EDUC 1515 Diversity in Families, Schools and Communities	4
EDUC 2241 Inclusive Learning in Education	4
INTC 2610 Instructional Technology	4
EDUC 2231 Development of the Learner	4
EDUC 2000 Gateway to the NJ Teaching Profession*	1
EDUC 3100 Part-Time Clinical Experience in EDUC* (50 hours in K-12 setting)	2
EDUC 3101 Part-Time Clinical Practice in EDUC I* (80 hours in K-12 settings)	2
EDUC 3200 Practices & Techniques of Teaching (W2)*	4
EDUC 4120 Reading in the Content Area*	2
EDUC 4991 Final Clinical Practice Seminar*	2
EDUC 4992 EdTPA Capstone	2

* Minimum of B- required

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B.A. – PERFORMING ARTS THEATRE DESIGN AND PRODUCTION

CORE REQUIREMENTS : 36 credits

THTR 1150 Introduction to Theatre	4
THTR 2183 Theatre Crafts	4
THTR 2681 Acting I	4
THTR 3320 Development of Theatre I	4
THTR 3321 Development of Theatre II	4
THTR 3180 Directing for the Stage	4
THTR 2980 Theatre Production Practicum (4 terms at 1 credit per term)	4
THTR 2684 Research for Productions	4

Choose 1 of the following THTR Design courses 4

THTR 2285 Lighting Design	
THTR 2287 Costume Design for Theatre and Dance	
THTR 2683 Scenic Design	

THEATRE DESIGN AND PRODUCTION

CONCENTRATION: 28 credits

Two remaining THTR Design Courses	8
THTR 2285 Lighting Design	
THTR 2287 Costume Design for Theatre and Dance	
THTR 2683 Scenic Design	
THTR 2888 Stage Management	4
THTR 2282 Graphic Methods for Theatre	4
ARTV 2175 Art History I OR	4
ARTV 2176 Art History II	
ARTV 1161 Intro to 2d OR ARTV 1169 3d Design OR	4
ARTV 1164 Intro to 2d Digital Design	
THTR Elective	4

A [Portfolio Review](#) for placement purposes is required of new students prior to registration in design courses.

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General Natural Science and Mathematics (GNM)	— 8 credits
General Social Science (GSS)	— 8 credits

***Must be taken in junior or senior year**

No more than **16** credits in any “G” category may be applied toward the B.A. degree.

AT-SOME-DISTANCE ELECTIVES REQUIREMENT (Courses unrelated to your major): 32 credits

GENERAL EDUCATION OUTCOME REQUIREMENT: SUBSCRIPTS

These courses are listed as attributes and should be completed within the 128 credits needed to graduate.

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WRITING REQUIREMENT (4 courses)

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1 W1 course (any level) 1 W1 or W2 course (any level)
1 W1 or W2 course (any level) 1 W1 or W2 course **3000-level**

W2 and Q2 courses must be taken at Stockton.

QUANTITATIVE REASONING REQUIREMENT (3 courses)

All matriculated students must pass three quantitative-reasoning-designated courses. Two Q1 courses may be transferred.

1 Q1 course (any level) 1 Q1 or Q2 course (any level) 1 Q2 course (any level)

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B.A. – PERFORMING ARTS THEATRE ADMINISTRATION

CORE REQUIREMENTS : 32 credits

THTR 1150 Introduction to Theatre	4
THTR 2183 Theatre Crafts	4
THTR 2681 Acting I	4
THTR 3320 Development of Theatre I	4
THTR 3321 Development of Theatre II	4
THTR 3180 Directing for the Stage	4
THTR 2684 Research for Productions	4
Choose 1 of the following THTR Design courses	4
THTR 2285 Lighting Design	
THTR 2287 Costume Design for Theatre and Dance	
THTR 2683 Scenic Design	

THEATRE ADMINISTRATION

CONCENTRATION: 32 credits

THTR 2888 Stage Management	4
ARTV 2117 Arts Management	4
MGMT 2110 Introduction to Management	4
MKTG 2110 Marketing Principles	4
ACCT 2110 Financial Accounting	4
THTR 4920 Theatre Internship	4
ARTV/PHIL 3116 Philosophies of Art	4
Elective*	4

*Elective may be any other Business or Performing Arts course chosen in consultation with the student's preceptor.

A [Theatre Audition](#) for placement purposes is required of new students prior to registration in acting courses.

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B.A. – PERFORMING ARTS THEATRE PERFORMANCE

CORE REQUIREMENTS : 36 credits

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THTR 2183 Theatre Crafts	4
THTR 2681 Acting I	4
THTR 3320 Development of Theatre I	4
THTR 3321 Development of Theatre II	4
THTR 3180 Directing for the Stage	4
THTR 2980 Theatre Production Practicum (4 terms at 1 credit per term)	4
THTR 2684 Research for Productions	4

Choose 1 of the following THTR Design courses 4

- THTR 2285 Lighting Design
- THTR 2287 Costume Design for Theatre and Dance
- THTR 2683 Scenic Design

THEATRE PERFORMANCE

CONCENTRATION: 28 credits

THTR 2191 Theatre Voice	4
THTR 2682 Acting II	4
THTR 3683 Acting III	4
MUSC 1641 Beginning Voice	2
DANC 1101 Beginning Dance	2
DANC Elective	2
THTR 2321 Stage Movement	2
Selected THTR Electives	8

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Academic Program Curriculum Map and Assessment Matrix

LEGS Alignment (if relevant)	ELO Alignment/Level of Proficiency (if relevant)	Accreditation Outcomes (if relevant)	Program Outcomes	Course	Course Goal	What Measurement/ Instrument	Which Assignments	Results of Measurement	Interpretation of Results	Actions
Learning	Program Competence	N/R	Demonstrate the ability to understand contemporary Theatre concepts and apply historic practices of the Performing Arts field	THTR 1150 Introduction to Theatre	Create a production company that incorporates multiple sources of learned materials from class and demonstrates program competency.	Rubric	Group project	75% of the students who took THTR 1150, in the Fall semester 2017, received a B or better on their group project assignment, 50% received a B+ or better, 40% received an A- or an A.	The 75%, 50%, 40% statistics have remained generally consistent over the past 2 years and the program is considering ways to make this course a more integral part of our Theatre majors' requirements, by connecting it with a Senior Seminar course.	The Theatre program will discuss this, along with all program related matters, as we repeatedly meet this summer to consider improvements in our programming, theatre season, student involvement, and further matters.
Learning	Adapting to Change	N/R	Demonstrate independence and initiative to adapt to change. Through the development of lessons plans and experiential learning/teaching students self assess and critically analyze the progress of students in the presented technique class.	DANC 3610 Dance Pedagogy and Wellness	Devise and execute a lesson plan for the beginning level modern dance class.	Rubric and Reflection Paper	Presenting and teaching of devised lesson plan	The great majority of the class effectively taught and communicated their lesson plan physically. They had more difficulty articulating the movement in the written lesson plan.	The results are overall pleasing, as the majority received A- on the presentation of class material. For the written component the average was a B.	Continue to provide clear examples of written lesson plans specific to dance and explain more thoroughly the examples in the utilized text. In addition, more practice lesson plans will be added throughout the semester to ensure preparedness.

<p>Learning</p>	<p>Communication Skills, Creativity and Innovation, Teamwork and Collaboration</p>	<p>N/A</p>	<p>Students will demonstrate the ability to develop choreographic works through a collaborative framework.</p>	<p>DANC 3201 - Dance Composition II</p>	<p>Create choreography, working individually and collaboratively in small groups, to demonstrate understanding(s) of the elements of movement, expressive capacities of movement, choreographic processes, and personal aesthetic preferences.</p>	<p>Rubric</p>	<p>Four Dance Compositions and one Final Dance.</p>	<p>100% of the students who took DANC 3201, in the fall semester 2017 received a C or better on these assignments, 100% received a B or better, 50% received an A-. 0% of students received an A for these assignments.</p>	<p>The results are consistent with the program goal of 100% of the students who take DANC 3201 to achieve a C or better on these assignments as this course is central to the curriculum for dance majors. As no students received an "A" for these assignments, it is evident that the rubrics could use refinement.</p>	<p>The rubrics for these course assignments can be refined to further challenge the students to deepen their collaborative capacities, their understanding(s) of dance elements, and their potential for choreographic investigation and development of a personal aesthetic framework.</p>
<p>Learning and Engagement</p>	<p>Adapting to Change, Teamwork and Collaboration, Creativity and Innovation</p>	<p>N/R</p>	<p>Being present in the moment and making choices in the moment based upon what else is happening, Choices need to be made within context of the group.</p>	<p>DANC 2203 - Dance Improvisation I</p>	<p>Be able to perform Improvisational scores with a group, making spontaneous choices together</p>	<p>Ability to stay connected to all that is happening within the performance space during final project, demonstration of awareness and conscious choices in the moment based upon skills learned throughout the semester</p>	<p>Improvisational Performative Final utilizing skills learned throughout the semester</p>	<p>44% of the students in Dance Improvisation in Fall 2016 earned a B or better on their final project, and 44% earned an A- or A.</p>	<p>Students come into the course work not knowing any of the skills for Compositional Improvisation. The ability for the majority of the class to receive a B or better in the course indicates the strength of the structure of the course to allow students to learn and synthesize the relevant information.</p>	<p>Strength to Retain</p>

Learning and Engagement	Creativity and Teamwork/	N/R	Support benefits of the performing arts	Words and Music:University Chorus	End of semester group performance of choral music before a live audience in Alton Auditorium	Level of participation and preparedness for tutti and sectional rehearsals; quality of course related assignments and quizzes; work submitted for Minute Music Theory book, possible concert report, etc.		99% of the class completed all assignments, participated in the spring choral concert and give strong, positive anecdotal comments about reflecting goals for the course. (One student was unable to participate in the final concert due to illness.)		
Learning and Engagement	Teamwork & Collaboration	N/R	Awareness of interdependence among artists and craftspersons in the creation of a theatrical work, as well as appreciation of "multiplier" effect on the aesthetic result	THTR 2268: Research for Productions	In small-group cohorts, devise a comprehensive production plan for an assigned dramatic work, from literary analysis through visual design and staging, with rationale and justification for the diverse decisions comprising the results of the project.	Review and critical analysis of each cohort's proposal by remainder of class, moderated by instructor; self-reflection and short writing	Elements of the final project, as well as the skills appropriate for different aspects (small group communications, research methods, etc.) introduced and rehearsed over the semester's progress	Owing largely to the means provided for each student to confidentially assess cohort members' investment in and support of the group's tasks, weaknesses are revealed and identified as problems to be resolved	There appears to be an obvious lack of awareness or appreciation of the special skills of small-group communications, organizational principles or effective team-building, either from public school or university curricula.	Greater emphasis on issues of collaborative creation and small-group processes, embedded in my pedagogic practices