

## **Dance Program Mission and Goals**

### Mission Statement of the Department of Dance

The Temple University Department of Dance is committed to artistic and academic excellence in a socially inclusive environment that affirms dance as central to society and culture. We value dance as a performing art manifested artistically, culturally and personally, and we embrace dance as a vehicle for social change. The department's artistic, scholarly and educational work is based on the premise that the physical dimensions of human experience are indivisible from their intellectual and spiritual counterparts.

The four degree programs in dance aim to:

- Guide students toward a balance of cognitive, analytical, intuitive and creative skills;
- Aid students in the development of their creative potential through technique, choreography, performance, research and other creative media;
- Educate students about the various forms and premises of dance within their historical, social and cultural contexts;
- Provide intensive training in a range of dance techniques and styles as represented by the faculty and selected guest artists;
- Prepare students for professional careers as performing artists, choreographers, teachers, researchers, scholars, and informed and responsible leaders in academic and non-academic settings.

#### I. Goals: Bachelor of Fine Arts in Dance (BFA)

Students who successfully complete the Bachelor of Fine Arts in Dance program will be able to:

- A. Become acquainted with new resources for dance.
- B. Develop academic and artistic work in dance.
- C. Shape her or his particular interest into a form that can be shared with other artists and/or scholars and the wider society.
- D. Produce concerts, conferences, curricula, community projects, major papers, and research as they define their goals in dance studies.
- E. Prepare to pursue further training (physical therapy, dance/movement therapy, dance production, education and arts management) or embark on a professional career as performers and choreographers.
- F. Develop technical skills demanded by the profession.

G. Demonstrate mastery of concepts related to dance technique, choreography, performance, production and other areas of knowledge in dance.

H. Gain meaningful experiences in the related arts, sciences, and humanities.

## II. Goals: Master of Fine Arts (MFA)

The goal of the MFA program is to develop well rounded dance artists-choreographers, performers, and educators -who balance the ability to realize their own creative potential with an awareness of the societal implications of their work.

Students who successfully complete the Master of Fine Arts in Dance program will be able to demonstrate:

A. Mastery of the craft of dance (choreography/ dance & performance technique/ pedagogy)

B. Understanding of personal artistic qualities and sources—their own voice—in their dancing, performance, choreography, and teaching

C. Awareness of the social, cultural, historical, interdisciplinary, and personal implications of dance in their choreography, teaching and writing.

## III. Goals: Master of Education in Dance (EdM)

Students who successfully complete the Master of Education in Dance program will be able to:

A. Identify and understand their individual qualities, strengths, weaknesses, and aesthetic preferences as dance creators and educators.

B. Demonstrate and apply knowledge of functional anatomy and somatics to teaching and learning dance.

C. Articulate and apply principles of critical pedagogy and reflective practice to teaching and learning dance.

D. Design and develop dance education curriculum drawing on current scholarship and practice in the field.

E. Understand the role of funding agencies and arts advocacy organizations from a national perspective.

F. Articulate a point of view about dance in society and use personal and external resources for shaping this into professional applications.

### III. Goals: Doctor of Philosophy in Dance (PhD)

Students who successfully complete the Doctor of Philosophy in Dance program will be able to:

- A. Demonstrate a breadth of knowledge in Dance Research and Cultural/Historical Studies.
- B. Demonstrate good writing skill with strong English or bi-cultural language skills, capability to write lucid and sustained expository prose.
- C. Demonstrate the ability to use computer and other technologies to assist library, archival, and database searches for sources and resources.
- D. Demonstrate the ability to acquire close and critical reading skills, understanding that the close analysis of texts, as well as the critical evaluation of research studies, is an important responsibility in their roles as disseminators of knowledge.
- E. Acquire concrete research skills such as bibliographic search techniques, oral interview techniques, choreographic analysis and description, ethnographic field research techniques, co-construction of knowledge in dialogical relationship to others, reflexive and reflective analysis, phenomenological and aesthetic analysis, interpretation of meanings through layering of cultural, historical, humanistic contexts, and so forth.
- F. Demonstrate the ability to conceptualize a research problem and a framework for solving a research problem, to develop a perspective and to elaborate an argument persuasively, to think through an idea to its logical implications and consequences, to synthesize new ideas in the process of creating new knowledge, to engage in the recursive process of constructing a research study informed by theory that, in turn, informs theory.
- G. Engage in intellectual discourse and constructive debate demonstrating growing sensitivity to and empathy with people whose perspectives differ from their own. Engage in and bring to fruition collaborative learning projects.
- H. Students should demonstrate that they are resourceful self-starters, self-motivated scholars, and responsible citizens. They should be able to complete projects started, to meet deadlines for submission of assignments, to maintain good standards of promptness and attendance, and so forth.
- I. Formulate a research agenda. Articulate purposes and goals related to research. Develop a distinct sense of a personal voice/identity as a scholar.

- J. Complete substantial, focused, in-depth scholarly products—well constructed in form, meaningful in content, and significant in import.