



Minnesota State University, Mankato HOLD and CLEAR buttons only compatible with Acrobat V. 4 and 5
Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

(Check all that apply):		Proposal #	137
College: Arts and Humanities	<input checked="" type="checkbox"/> Undergraduate	Effective Date of Change:	
Department: Theatre and Dance	<input type="checkbox"/> Graduate	Academic Year	07-08
Program: Dance	CIP # 13.1324	(For Office Use Only)	
Type of Change: COURSE PROPOSALS	Proposed: Change in Course Other Title & Description	Course Designator and Number	Number of Credits
Title Current: Dance and Theatre Pedagogy		DANC 424	3
Title Proposed: Dance Pedagogy		(if applicable)	
24-Char. Abbrev:			

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

This course is the second in a two-part series of courses required for the K-12 Dance Education license. The focus of the course is on lesson planning, assessment, and teaching in a variety of K-12 settings.

Rationale or Justification for change:

This course will become part of the K-12 Dance Education program once it is reinstated. The course title change more accurately describes the course content because it no longer includes theatre content.

*****For General Education or Cultural Diversity Courses Only*****

General Education Course:		Cultural Diversity Course: (Please check one.)
GE Category #	GE Category Name (Maximum of 3 Categories)	
N/A		<input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.) <input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)
N/A		
N/A		
? For Writing Intensive Courses, attach a description of the kind and quantity of writing. ? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.		
Attach paper copies of the following: a. Syllabus or course outline. b. Course's student learning outcomes associated with each GE competency or CD designation. c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.		

*****For New Courses*****

(Check all that apply):	Instructional Type: <input type="text" value="Lecture/Lab"/>	Course will be offered:
<input type="checkbox"/> Course is an elective.	Grading Format: <input checked="" type="checkbox"/> Grade <input type="checkbox"/> P/N	<input type="checkbox"/> Fall Semester
<input checked="" type="checkbox"/> Course is required for program	<input type="text" value="DANC 324"/>	<input checked="" type="checkbox"/> Spring Semester
<input checked="" type="checkbox"/> Pre- or Co-requisites:		<input type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.) _____		

Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)





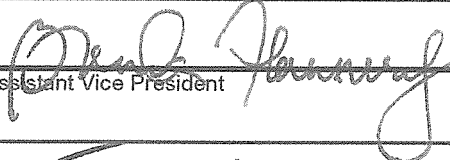
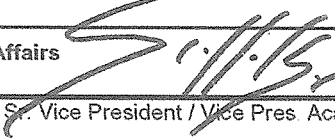
Attach paper copies of the following:

- a. Syllabus or course outline.
- b. Course's student learning outcomes.
- c. A list of resources required to offer and support this course.
- d. A description of how teaching this course will affect department staffing.
- e. If 400/500 level course, an explanation of added expectations of graduate students.



Minnesota State University, Mankato
Curriculum Proposal

Signature Page

Department			
<input checked="" type="checkbox"/> Recommended	(Category/ies _____)		10/16/07
<input type="checkbox"/> Not Recommended	(Category/ies _____)	Department Chair	Date
Comments:			
College Curriculum Committee			
<input checked="" type="checkbox"/> Recommended	(Category/ies _____)		10/31/07
<input type="checkbox"/> Not Recommended	(Category/ies _____)	Committee Chair	Date
Comments:			
College Dean			
<input checked="" type="checkbox"/> Recommended	(Category/ies _____)		11/13/07
<input type="checkbox"/> Not Recommended	(Category/ies _____)	Dean	Date
Comments:			
General Education Subcommittee			
<input type="checkbox"/> Recommended	(Category/ies _____)		
<input type="checkbox"/> Not Recommended	(Category/ies _____)	General Education Subcommittee Chair	Date
Comments:			
Undergraduate Curriculum and Academic Policy Committee			
<input checked="" type="checkbox"/> Recommended	(Category/ies _____)		12/4/07
<input type="checkbox"/> Not Recommended	(Category/ies _____)	UCAP Faculty Chair	Date
Comments:			
Faculty Association Graduate Committee			
<input type="checkbox"/> Recommended			
<input type="checkbox"/> Not Recommended		Faculty Association Graduate Chair	Date
Comments:			
Graduate Dean			
<input type="checkbox"/> Recommended			
<input type="checkbox"/> Not Recommended		Graduate Dean	Date
Comments:			
Academic Affairs Council			
<input checked="" type="checkbox"/> Recommended	(Category/ies _____)		1/24/08
<input type="checkbox"/> Not Recommended	(Category/ies _____)	Assistant Vice President	Date
Comments:			
Senior Vice President and Vice President for Academic Affairs			
<input checked="" type="checkbox"/> Approved	(Category/ies _____)		1/24/08
<input type="checkbox"/> Not Approved	(Category/ies _____)	Sen. Vice President / Vice Pres. Academic Affairs	Date
Comments:			

**Dance Program
Department of Theatre & Dance
K-12 Dance Education License**

New Course Proposal Support Documentation

DANC 424: Methods and Materials for Teaching Dance

a. Course Syllabus

(see attached)

b. Student Learning Outcomes

1. Students will develop lesson plans.
2. Students will teach lesson plans in various school settings.
3. Students will develop an understanding of assessment tools and strategies.
4. Students will read, review, and apply current research in dance education.
5. Students will investigate and apply the Minnesota Graduation Standards in the Arts and the National Dance Education Organization's new Dance Standards to all lesson planning and lesson implementation.

c. Resources need: None

d. Effect on departmental staffing: None

e. n/a

DANC 424 - Dance Pedagogy

Instructor: Dr. Julie A. Kerr-Berry

Time: 10:00 - 12:00 noon

Place: PAC 128 & 126

Office: PAC 210

Office Phone: 389-2125

E-mail: julie.kerr-berry@mnsu.edu

Office Hours:

We learn 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we both see and hear, 70% of what is discussed with others, 80% of what we personally experience, 85% of what we teach to someone else.

William Glasser

Course Description

This course will focus on instructional strategies, curriculum development, and assessment methods as applied to P-12 clinical settings. Class time will be devoted to teaching opportunities with peers and with P-12 student populations.

Course Objectives

The student will be able to:

1. identify and develop a variety of assessments methods to teaching;
2. practice teaching in various P-12 school environments;
3. align content with National and State standards in dance education;
4. develop a unit plan.

Course Activities

1. reading and discussion of required materials
2. lesson plan development, implementation, and revision
3. unit plan development
4. teaching practice
5. peer critique of lessons

Evaluation

Assessment Methods (Instructor)

1. observation, discussion, and guided questioning
2. written lesson plans
3. written unit plans
4. implementation of lesson plan.
5. application of revisions to both lesson plans and unit plans.
6. peer feedback of lesson plans

Assessment Criteria

1. Discussion and questions reflects student understanding of all required reading.
2. Applies theory to the practice of teaching.
3. Applies theory to curriculum development.
4. Demonstrates thoroughness in the construction of lesson plans.
5. Demonstrates competency in the delivery of lesson plans to peers and

children.

6. Demonstrates the ability to revise all teaching materials based on instructor feedback.
7. Reflects comprehensive knowledge and synthesis of material in the creation of Unit Plans.

Assessment Rubric

5 = High Quality Work - far exceeds basic requirements and standards, consistently and completely, and demonstrates exceptional knowledge and skill as a pre-service teacher.

4 = Good Quality Work - exceeds basic requirements often, however, not consistently and completely, and demonstrates some knowledge and skill as a pre-service teacher.

3 = Satisfactory Work - usually performs at a level which meets basic requirements, but does not go beyond the given terrain into original or individual applications, and demonstrates common place knowledge and skill for a pre-service teacher.

2 = Sometimes Satisfactory - performs at a basic level irregularly, demonstrates little knowledge and skill relative for a pre-service teacher.

1 = Unsatisfactory - does not produce or contribute to class, demonstrates lack of knowledge and skill for a pre-service teacher.

Grading

30% Lesson Plan Content and Delivery (3 @ 10%). Grading Criteria for Lesson Plans:

- (a) scope and sequence (2%);
- (b) standards (1%);
- (c) developmental appropriateness (2%);
- (d) revisions to final lesson plan (3%);
- (e) delivery of final lesson plan (2%).

30% Unit Plan Design and Content (3 @ 10%) You will be expected to work on your Unit Plans during the Pre-School/Elementary, Intermediate/Middle, and High School portions of the semester. They are due at the end of each unit and handed in.

Grading Criteria for Plan:

- (a) standards and their alignment with Unit Plan (3%);
- (b) scope and sequence (3%);
- (c) content and developmental appropriateness (4%).

20% Quality of Participation and Attendance (Parallels Dance Program policies.)

20% Final K-12 Unit Plan

Grading Criteria for Final Unit Plan:

- (a) standards and their alignment with Unit Plan (6%);
- (b) revisions to scope and sequence (6%);
- (c) revisions to content and developmental appropriateness (8%).

Drum Purchase: Dumbek Drums (The Guitar Center, Bloomington, MN)

Required Texts [from 324]

Beall, Ruth H. (1987). *Creative Drama Resource Book for Grade K-3*. Englewood Cliffs, NJ: Pentice-Hall.

[THEATRE TRACK ONLY]

Consortium of National Arts Education Associations. (1994) *National Standards for Arts Education: Dance, Music, Theatre, and Visual Arts*. (1994). Reston, VA: Music Educators National Conference.

Green Gilbert, A. (2002). *Teaching the Three R's through Movement Experiences*. Bethesda, MD: National Dance Education Organization.

Green Gilbert, A. (1992). *Creative Dance for all Ages: A Conceptual Approach*. Reston, VA: National Dance Association. {DANCE TRACK ONLY}

Perpich Center for Arts Education. (2004). *Engaging Students in the Arts: Creating, Performing, and Responding*. Golden Valley, MN 55422

In addition, every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see me as early in the semester as possible to discuss the necessary accommodations, and/or contact the Disability Services Office at: (507) 389-2825 (V) or 1-800-627-3529 (V/TTY).

WEEKLY COURSE SCHEDULE

AUGUST

30th (t) [9:30 -10:55 a.m., PAC 128]

- Δ Course Introduction
- Δ Hand-outs [3]
- Δ Extended Lesson Plan Format
 1. Large Processes [review]
 2. Conceptual Framework
 3. Lesson Plan format + Sample [water cycle, review]
 4. Assessment Overview
 5. Initial Discussion of Unit Plans
- Δ READ: "Assessment in Dance" [hand-out]

SEPTEMBER

1st (th) [9:30 - 10:55 a.m., PAC 128]
Δ Lesson Plan Format [continued]
Δ Lesson Plan and Assessment

UNIT I: P-K – THE CHILDREN’S HOUSE

6th (t) [9:30 - 10:55 a.m., PAC 128 & 126]

Δ 10:20 - 10:55 PAC 126, PRACTICE TEACHING & CRITIQUE:

8th (th) [9:30 - 10:55 a.m., PAC 128 & 126]

Δ9:30 - 10:00, class feedback

Δ9:55 - 10:15 a.m., Children’s House

Δ 10:20 - 10:55 PAC 126, CHILDREN’S HOUSE TEACHING:

13th (t) [9:30 - 10:55 a.m., PAC 128 & 126]

Δ 10:20 - 10:55 PAC 126, PRACTICE TEACHING & CRITIQUE:

15th (th) [9:30 - 10:55 a.m., PAC 128 & 126]

Δ9:30 - 10:00, class feedback

Δ9:55 - 10:15 a.m., Children’s House pick-up

Δ10:20 - 10:55 PAC 126, CHILDREN’S HOUSE TEACHING:

- 20th (t) [9:30 - 10:55 a.m., PAC 128 & 126]
Δ 10:20 - 10:55 PAC 126, PRACTICE TEACHING & CRITIQUE
- 22nd (th) [9:30 - 10:55 a.m., PAC 128 & 126]
 Δ9:30 - 10:00, class feedback
Δ10:20 - 10:55 PAC 126, CHILDREN'S HOUSE TEACHING
- 27th (t) [9:30 - 10:55 a.m., PAC 128 & 126]
Δ 10:20 - 10:55 PAC 126, PRACTICE TEACHING & CRITIQUE:
- 29th (th) [9:30 - 10:55 a.m., PAC 128 & 126]
 Δ9:30 - 10:00, class feedback
 Δ9:55 - 10:15 a.m., Children's House pick-up
Δ10:20 - 10:55 PAC 126, CHILDREN'S HOUSE TEACHING:

OCTOBER

- 4th (t) [9:30 - 10:55 a.m., PAC 128 & 126]
Δ 10:20 - 10:55 PAC 126, PRACTICE TEACHING & CRITIQUE:
- 6th (th) **NO CLASS - JKB @ NDEO**
- 11th (t) [9:30 - 10:55 a.m., PAC 128 & 126]
 Δ9:30 - 10:00, class feedback
 Δ9:55 - 10:15 a.m., Children's House pick-up
Δ10:20 - 10:55 PAC 126, CHILDREN'S HOUSE TEACHING:
- 13th (th) [9:30 - 10:55 a.m., PAC 128 & 126]
Δ 10:20 - 10:55 PAC 126, PRACTICE TEACHING & CRITIQUE:
- 18th (t) [9:30 - 10:55 a.m., PAC 128 & 126]
 Δ9:30 - 10:00, class feedback for Rosie
 Δ9:55 - 10:15 a.m., Children's House pick-up

Δ10:20 - 10:55 PAC 126, CHILDREN'S HOUSE TEACHING:

20th (th) [9:30 - 10:55 a.m., PAC 128]

ΔP-K UNIT PLAN DUE

PLEASE NOTE

Middle and High School sites change on a yearly basis.
This is why there are not listed below.

UNIT II: INTERMEDIATE-MIDDLE SCHOOL UNIT

25th (t)

27th (th)

NOVEMBER

1st (t)

3rd (th)

8th (t)

10th (th)

UNIT III: HIGH SCHOOL

15th (t)

17th (th)

22nd (t)

24th (th) THANKSGIVING BREAK

29th (t)

DECEMBER

1st (th)

6th (t)

8th (th) Unit Plan Due