**General Education Course:**

<table>
<thead>
<tr>
<th>GE Category #</th>
<th>GE Category Name (Maximum of 3 Categories)</th>
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<tbody>
<tr>
<td>N/A</td>
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<td>N/A</td>
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<td>N/A</td>
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</tbody>
</table>

*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.

**Cultural Diversity Course:**

- Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States society.)

- 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.)

**For New Courses**

- Course is an elective.

- Course is required for program.

- Pre- or Co-requisites:

  - DANC 324

- 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.
<table>
<thead>
<tr>
<th>Department</th>
<th>Recommended (Category/ies)</th>
<th>Not Recommended (Category/ies)</th>
<th>Department Chair</th>
<th>Date</th>
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<tbody>
<tr>
<td>College Curriculum Committee</td>
<td>Recommended (Category/ies)</td>
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<tr>
<td>College Dean</td>
<td>Recommended (Category/ies)</td>
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<td>Dean</td>
<td>Date</td>
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<tr>
<td>General Education Subcommittee</td>
<td>Recommended (Category/ies)</td>
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<td>Date</td>
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<tr>
<td>Undergraduate Curriculum and Academic Policy Committee</td>
<td>Recommended (Category/ies)</td>
<td>Not Recommended (Category/ies)</td>
<td>UCAP Faculty Chair</td>
<td>Date</td>
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<tr>
<td>Faculty Association Graduate Committee</td>
<td>Recommended</td>
<td>Not Recommended</td>
<td>Faculty Association Graduate Chair</td>
<td>Date</td>
</tr>
<tr>
<td>Graduate Dean</td>
<td>Recommended</td>
<td>Not Recommended</td>
<td>Graduate Dean</td>
<td>Date</td>
</tr>
<tr>
<td>Academic Affairs Council</td>
<td>Recommended (Category/ies)</td>
<td>Not Recommended (Category/ies)</td>
<td>Assistant Vice President</td>
<td>Date</td>
</tr>
<tr>
<td>Senior Vice President and Vice President for Academic Affairs</td>
<td>Approved (Category/ies)</td>
<td>Not Approved (Category/ies)</td>
<td>Sr. Vice President / Vice Pres. Academic Affairs</td>
<td>Date</td>
</tr>
</tbody>
</table>
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 needed: None

d. Effect on departmental staffing: None

e. n/a
DANC 424 - Dance Pedagogy

Instructor: Dr. Julie A. Kerr-Berry
Time: 10:00 - 12:30 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%).

2
Drum Purchase: Dumbek Drums (The Guitar Center, Bloomington, MN)

Required Texts [from 324]
[THEATRE TRACK ONLY]


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)    [9:50 - 10:55 a.m., PAC 128 & 126]
   Δ 10:20 - 10:55 PAC 126, PRACTICE TEACHING & CRITIQUE:

8th (th)   [9:50 - 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)   [9:50 - 10:55 a.m, PAC 128 & 126]
   Δ 10:20 - 10:55 PAC 126, PRACTICE TEACHING & CRITIQUE:

15th (th)  [9:50 - 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]
Δ 9:30 - 10:00, class feedback
Δ 10:20 - 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]
Δ 9:30 - 10:00, class feedback
Δ 9:55 - 10:15 a.m., Children's House pick-up
Δ 10:20 - 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]
Δ 9:30 - 10:00, class feedback
Δ 9:55 - 10:15 a.m., Children's House pick-up
Δ 10:20 - 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]
Δ 9:30 - 10:00, class feedback for Rosie
Δ 9:55 - 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