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.

College: Arts and Humanities  [ ] Undergraduate  [ ] Graduate
Department: Theatre and Dance
Program: K-12 DANCE LICENSE [DANCE/THEATRE] CIP # 13.1324
Type of Change: PROGRAM PROPOSALS
Proposed:
Title Current: K-12 DANCE/THEATRE ARTS LICENSE
Title Proposed: K-12 DANCE LICENSE
24-Char. Abbrev:

Effective Date of Change: 2007-08
Proposal #: 141
Academic Year: 2007-08
(For Office Use Only)

Course Designator and Number
Number of Credits
(if applicable)

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

This program is a K-12 Dance license. It prepares students to teach dance in the public school system.

Rationale or Justification for change:

In its original form, the K-12 Dance/Theatre Arts license was combined. The program was suspended two years ago. Since this time, the license has split into separate licenses. The Department of Theatre and Dance would like to reinstate the K-12 Dance license.

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

General Education Course:

<table>
<thead>
<tr>
<th>GE Category #</th>
<th>GE Category Name (Maximum of 3 Categories)</th>
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Cultural Diversity Course:

(please check one.)

☐ 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.)

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)

Instructor Type: Lecture
Grading Format: ☐ Grade ☐ P/N

Course will be offered:

☐ Fall Semester
☐ Spring Semester
☐ Summer Session

                                      
                                      
☐ 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.
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<td>Sr. Vice President, Vice Pres Academic Affairs</td>
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**REDESIGN: Reinstate a Suspended Program**

**Part A: General Information**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Minnesota State University, Mankato</th>
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<tbody>
<tr>
<td>Award</td>
<td>B.S. K-12 Dance Education License</td>
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<tr>
<td>ISRS Program ID</td>
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<tr>
<td>Full Program Name</td>
<td>Dance Program, Department of Theatre and Dance</td>
</tr>
<tr>
<td>Current 8-digit CIP Code inventory</td>
<td>13.1324</td>
</tr>
<tr>
<td>Program Location(s)</td>
<td>Dance Program; Department of Theatre and Dance; Minnesota State University, Mankato</td>
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</table>

**Part B: Proposed Changes**

| Date of Reinstatement                | Fall Semester/2008                  |
| Effective Term/Year                  |                                     |
| Describe how this reinstatement relates to the program suspension plan | MSU, Mankato has elected to reinstate its license program in Dance Education. The reinstatement of this program is due to several factors: 1) the license was separated into two stand-alone licenses, one dance and one in theatre; 2) the competencies of the license were revised to be more succinct in attainable in 4 years; 3) MSU, Mankato now offers a Dance Major and is therefore better equipped to meet the competencies of this license. |

**Part C: Evidence Required (Attachments)**

Curriculum committee minutes documenting recommendation; include committee membership
Attach a copy of the program suspension plan.
Consortial programs require verification (below) by all member institutions.

**Part D: Verification**

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Application Author</td>
<td>Julie Kerr-Berry</td>
<td><a href="mailto:Julie.kerr-berry@Mnsu.edu">Julie.kerr-berry@Mnsu.edu</a> (507) 389-2125</td>
</tr>
<tr>
<td>Contact Person</td>
<td>Julie Kerr-Berry</td>
<td>(Same as above.)</td>
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**Chief Academic Officer**

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<tr>
<th>Name</th>
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<tr>
<td>Scott Olson</td>
<td>[Signature]</td>
<td>3/19/08</td>
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</table>

**President**

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<th>Name</th>
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**NOTE:** Please review and update articulation agreements that may apply to this program.

September 24, 2007
PROGRAM SUSPENSION OR REINSTATEMENT APPLICATION

The Program Suspension Reinstatement Application should be submitted at least ninety (90) days before the suspension or reinstatement would occur. Programs may be suspended for a period not to exceed three (3) years, and reinstated, if feasible, within that time period.

The Program Suspension Reinstatement Application should be completed for any program suspension or reinstatement request. In the case of program suspensions, the Board of Trustees has also asked that institutions provide the following supporting materials: the reason for the suspension, a five-year history of program enrollments, and how students currently enrolled in the program who wish to complete their award will be accommodated.

Submit one electronic copy of the completed application via e-mail, and one paper copy via fax or mail to the following address:

Academic Program Review Unit
Colleges: JoAnn Simser, 651-297-2285, joann.simser@so.mnscu.edu
State Universities: Mitchell Rubinstein, 651-296-5793, mitchell.rubinstein@so.mnscu.edu
Minnesota State Colleges and Universities
500 World Trade Center 30 E. Seventh Street
Saint Paul, MN 55101
FAX: (651) 296-3214

3.12 PROGRAM SUSPENSION AND REINSTATEMENT POLICY

Rather than close a program pursuant to Board Policy 3.13, upon notification to the Chancellor and the Board by the president, a college or university may (a) suspend a program for a period not to exceed three years if there is reason to believe that essentially the same program could be successfully reinstated within that time, and (b) reinstate a suspended program through notification to the Academic Affairs Division of the System office. The Board will consider the closure of any program not reinstated by a college or university within three years of notification of suspension.

Minnesota State Colleges and Universities
SUSPEND/REINSTATE PROGRAM APPLICATION

RELATED POLICY or STATUTE: MS 1996, Ch. 368, Sec. 33; MS 1995, Ch. 248, Article 11, Sec. 10; and MS 1996, Ch. 398, Sec. 38; Board Policy 3.12

This form is designed for electronic use. You should have some familiarity with the Word table-making function.

SECTION I: DESCRIPTION OF THE CURRENT PROGRAM

| Institution: Minnesota State University, Mankato | Number of annual graduates: |
| 8-Digit CIP # | Program Name | Award Location | Credit Length | Location/s |
| 13.132400 | Dance/Theatre Arts, K-12 License | MSU, Mankato | 128 | MSU, Mankato |
Affiliated educational institution that offers one or more credits in this program:
Is this award jointly offered: Yes No

SECTION II: SUSPENSIONS

Effective suspension date(s): April 1, 2006

Rationale for Suspension (provide rationale for the program suspension by describing the following as appropriate-program need, program quality, student enrollment trends, placement of graduates, urgent financial circumstances, relationship to mission, or other factors influencing the recommendation of suspension):

Number of Enrollees (previous 5 years): 9

Describe plans to assist currently enrolled students in completing their awards:

Three of these nine students have graduated. The remaining six are in the final stages of their study and have completed most of their course requirements. Two will graduate in May 2006. The remaining four will graduate in the next year, 2007. Coursework that requires completion by these remaining teacher candidates will not be suspended in the Department of Theatre and Dance because it is part of an ongoing core of classes for dance and theatre majors.

Describe the impact of suspension on current faculty and staff serving the program: none

SECTION III: REINSTATEMENTS

Date originally suspended:  Date of reinstatement:

SECTION IV: APPROVAL VERIFICATION

Application Author: Dr. Julie A. Kerr-Berry

Title: Professor and Director of Dance

Campus Minnesota State University, Mankato

Phone and E-Mail: (507) 389-2125; julie.kerr-berry@mnsu.edu

Approval Chief Academic Officer: 3/14/08

Approval of President: 3/21/08

Signature of cooperating institution’s president for joint awards:
SECTION V: APPENDICES/SUPPORTING DOCUMENTATION

A. Institution Curriculum Committee Membership and Minutes showing recommendations (required
B. Evidence of business/industry support (required for occupational programs, optional for others)

PLEASE SEE ATTACHED SUPPORTIVE DOCUMENTATION
a. Student Learning Outcomes

1) Students will demonstrate an understanding of dance concepts and vocabulary.

2) Students will develop competence and skill in two dance forms in the context of performance.

3) Students will demonstrate their artistic abilities through the creation, performance, and production of dance.

4) Students will demonstrate knowledge of the historical and cultural dimensions of dance.

5) Students will demonstrate knowledge of the theory and practice of teaching dance in the K-12 setting.

6) Students will demonstrate an understanding of, and commitment to the profession.

b. Departmental Minutes (See the attached minutes.)

c. Program Assessment Plan (See attached plan.)

d. List of Program Requirements for REDESIGNED Program in DANCE EDUCATION

Please note: several changes have occurred since the Department of Theatre and Dance offered the combined license in Dance/Theatre Arts education. These changes had a major effect on the redesign of this new license in Dance Education. They are as follows: 1) creation of a Dance Major; 2) splitting of the license into two, stand alone licenses in dance and theatre; and, 3) creating a new designator for dance (“DANC”).

In addition, some of this course work is in the proposal stage to be offered as part of a consortium with other colleges/universities in the metro area. This model will include course work in boti KSP and in DANC. Currently, this proposed consortium model is in negotiation with: colleges/universities; the Perpich Center for Art Education; practicing K-12 dance specialists, and the BOT of teaching. Ongoing meetings are scheduled for this academic year. At MSU, Dean Miller (College of Education), Scott Miller (Coordinator of Professional Education), and Don Larsson (IFO President) have been included in the discussion about this Dance Education license consortium beginning this past summer.
OLD CURRICULUM
COMBINED LICENSE
K-12 Dance/Theatre Arts License

KSP Professional Education (30 credits)

• KSP 210-2: Exploration of Professional Education
• KSP 220-3: Human Rel. & Multi. Society
• KSP 310-5: Dev. & Lrning. in the Inclusive Classroom
• KSP 403-2: Media Utilization
• KSP 410-3: Phil. & Prct. in Mid. & H.S.
• KSP 420-3: Plar., Instruct., & Eval. Sec. School
• KSP 475-1: Social Context of Learning
• KSP 477-11: Student Teaching

Core: Broad Major (54 credits)

Common Core (All teachers of dance and theatre arts, 38 credits)

• THEA 102-109, 129: Theatre Activities (pick 5 activities in 3 areas at 1 credit each.)
• THEA 110-3: Fundamentals of Acting
• THEA 123-1: Beginning Jazz
• THEA 128-1: Beginning Modern
• THEA 225-3: World Dance in Cultural Perspective
• THEA 228-2: Intermediate Modern Dance
• THEA 235-3: Fundamentals of Directing
• THEA 240-3: Basic Design
• THEA 252-3: Theatre Technology
• THEA 266-1: Make-up Module
• THEA 324-3: Methods and Materials for Teaching Creative Dance & Dramatics
• THEA 411-3: Music Theatre
• THEA 424-3: Dance & Theatre Pedagogy
• THEA 431-1: K-12 Theatre Management Module
• THEA 481-3: Theatre History I

Dance Track (16 credits)

• THEA 125-1: Afro-Caribbean Dance
• THEA 126-1: Beginning Ballet
• THEA 127-1: Beginning Tap
• THEA 223-2: Intermediate Jazz
• THEA 226-2: Intermediate Ballet
• THEA 227-2: Intermediate Tap
• THEA 321-2: Dance Composition & Improvisation
• THEA 328-2: Advanced Modern Dance
• THEA 484-3: Dance History
Theatre Track (16 credits)

- THEA 121-1: Movement for Thea. I
- THEA 210-3: Intermediate Acting
- THEA 255-5: Stagecraft
- THEA 260-3: Costume Construction
- THEA 435-3: Advanced Directing
- THEA 482-3: Theatre History II

TOTAL: 84 out of 128 credits

PROPOSED CURRICULUM
SINGLE LICENSE
K-12 Dance Education

GENERAL EDUCATION (13 out of 44 hrs.)

- THEA 101-3: Acting for Everyone
- DANC 120-3: Introduction to Dance
- MUS 125-3: Pop Music in USA or MUS 126-3: Pop Music in USA
- HP178-1: Social, Folk, & Square
- HLTH 310-3: Drug Education

KSP Professional Education (30 credits)

- KSP 201-2: Media Utilization
- KSP 210-2: The Learning Environment
- KSP 220-3: Human Rel. & Multi. Society
- KSP 310-5: Dev. & Lrning. in the Inclusive Classroom
- KSP 410-3: Phil. & Prct. in Mid. & H.S.
- KSP 420-3: Plan., Instruct., & Eval. Sec. School
- KSP 475-1: Social Context of Learning
- KSP 476-11: Student Teaching

DANCE & THEATRE – COURSE WORK (46 credits)

Required Core (38 credits)

- THEA 10X-3: Theatre Activities (2 different areas at 1 credit each)
- DANC 223-2: Intermediate Jazz
- DANC 225-2: World Dance in Cultural Perspective
- DANC 226-2: Intermediate Ballet
- DANC 227-2: Intermediate Tap
- DANC 228-2: Intermediate Modern Dance
- THEA 252-3: Theatre Technology
- DANC 321-2: Dance Composition I
- DANC 322-2: Dance Improvisation
• DANC 328-2: Advanced Modern Dance
• DANC 324-3: Methods & Materials for Teaching Dance
• DANC 421-2: Dance Composition II
• DANC 424-3: Dance Pedagogy
• DANC 427-3: Dance Topics
• DANC 428-1: Dance Repertory (2xs)
• DANC 484-3: Dance History

Dance Electives (8 credits)
• DANC 125-2: Afro-Caribbean Dance
• DANC 123-2: Beginning Jazz
• DANC 126-2: Beginning Ballet
• DANC 128-2: Beginning Modern Dance
• DANC 320-2: Dance Conditioning
• DANC 323-2: Advanced Jazz
• DANC 326-2: Advanced Ballet
• DANC 327-2: Advanced Tap

TOTAL: 89 out of 128

e. List of resources required to offer and support this program.

None at this time.

f. Effect on Departmental Staffing

The proposed consortium model will alleviate the impact on staffing of offering this program. This is because course work that will be offered through the consortium will occur during the summer and through a “J-term.”

g. Additional Library Holdings Required for Program

(Please note: These texts have been submitted to the library for purchase.)


**Rationale for Proposed Number of Program Credits**

There are four primary reasons why the program credit hours have changed. They are as follows:

1) The license has been split into a two stand-alone licenses, as opposed to one conjoined license.

2) Course work was added to the Dance Program with the adoption of a dance major in 2005.

3) Credits were increased by 1 credit for beginning level dance technique classes. All of these credits are part of the Dance Education license.

4) The competencies of the license were rewritten to be more succinct and descriptive in language.
**MSU Assessment Plan Preparation Form**

**PROGRAM: B.S./K-12 Dance Education License**
Dance Program  
Department of Theatre & Dance

<table>
<thead>
<tr>
<th>Student Learning Outcomes (performance, knowledge, attitudes)</th>
<th>Related College Goals</th>
<th>Related University Goals</th>
<th>Method(s) of Assessment (What is the assessment?)</th>
<th>Who Assessed (Students from what courses - population)</th>
<th>When Assessed (dates)</th>
<th>Standard of Mastery/ Criterion of Achievement</th>
<th>What is Hoped to Be Learned?</th>
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<tbody>
<tr>
<td>1. Students will demonstrate an understanding of dance concepts and vocabulary.</td>
<td>A &amp; H Goals: C-1 C-2</td>
<td>MSUM Goals: U-2</td>
<td>* Pre-test/ Post-test</td>
<td>Entering Freshman Dance Education Majors, as well as majors in enrolled in DANC 120: Introduction to Dance.</td>
<td>Annually</td>
<td>Score at a level of improvement to be determined after initial data is gathered. Measurement should show substantial improvement after completion of program.</td>
<td>Students are familiar with fundamental dance concepts and vocabulary.</td>
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</tbody>
</table>
| 2. Students will develop competence and skill in two dance forms in the context of performance. | A & H Goals: C-1 C-2 C-3 C-4 C-5 | MSUM Goals: U-1 U-2 | * Entering Placement Audition  
* Dance Technique Rubrics  
* Skills Tests | Dance Education Majors enrolled in dance techniques classes through a "representative assessment" in all levels. These classes could comprise:  
* DANC 125: Afro-Caribbean  
* DANC 128-328: Modern Dance sequence;  
* DANC 126-326, | Annually | 100% of students assessed will demonstrate a n adequate technical base as determined by a score of 3 on an assessment rubric; 70% of students will demonstrate a good technical base as determined by a score of 4. | Students will comprehend sophisticated movement sequences in various dance idioms with precision, artistry, and somatic integration. |
| 3. Students will demonstrate their artistic abilities through the creation, performance, and production of dance. | A&H Goals: C-1 C-3 C-4 C-5 | MSUM Goals: U-1 U-2 | • Dance Choreography Rubric  
• Final Composition Assignments  
• Theatre Technology Final Project | Dance Education Majors enrolled in:  
• THEA 252: Theatre Technology;  
• DANC 321: Dance Composition I;  
• DANC 421: Dance Composition II;  
• DANC 428: Dance Repertory | Annually | 100% of students assessed will demonstrate knowledge of choreography by a score of 3 on an assessment rubric; 70% of students will demonstrate competency as determined by a score of 4. | Students will demonstrate the ability to create work, justify their choreographic choices, and fully produce choreographic works. |

| 4. Students will demonstrate knowledge of the historical and cultural dimensions of dance. | A & H Goals: C-1 C-2 C-3 C-4 C-7 | MSUM Goals: U-1 U-2 | • Assignments  
• Multiple Choice Exams  
• Essay Exams  
• Final Projects & Presentations | Dance Education Majors enrolled in:  
• DANC 120: Introduction to Dance;  
• DANC 225: World Dance in Cultural Perspective;  
• DANC 484: Dance History | Annually | Essay questions given in DANC 120, 225, and 484 will be evaluated for knowledge of historical and cultural forms of dance. Baseline will be gathered and a standard is | Students will demonstrate historical and cultural knowledge of dance through time and place. Students will understand the interrelatedness dance and relative to the arts and other |
| 5. Students will demonstrate of the theory and practice of teaching dance in the K-12 setting. | A & H Goals: C-1 C-2 C-4 C-7 | MSUM Goals: U-1 U-2 | • Assignments  
• Clinical Visits  
• Lesson Planning  
• Teaching Practicums | Dance Education Majors enrolled in:  
• DANC 324: Methods & Materials for Teaching Dance;  
• DANC 424: Dance Pedagogy. | Bi-Annually | A variety of assessments will be made in DANC 324 and 424 will be evaluated for knowledge the theory and practice of teaching dance. Baseline will be gathered and a standard is to be set. | • Students will demonstrate knowledge of the various approaches to teaching dance in the K-12 setting.  
• Students will demonstrate the ability to apply pedagogic theory to teaching dance in the K-12 setting. |
|---|---|---|---|---|---|---|---|
| 6. Students will demonstrate a commitment to the profession. | A & H Goals: C-1 C-6 | MSUM: U-2 | • Exit Survey  
• Alumni Follow-up Survey | Dance Education Majors enrolled in all major courses. | Senior year | Survey of alumni will be an indicator of continued commitment to continuing education. | • Student will enter the field of K-12 Dance Education with comprehensive and deep understanding of teaching.  
• Students will also be prepared to enter the field of dance as performers, choreographers, or to pursue post-graduate education.  
• Students will understand the value of continued dance education workshops, dance training and |
What will the department or program do with results of information?

- Pre/Post test will determine achievement in basic knowledge of the field of dance education. Analysis of testing results will be used to assess the effectiveness of the curriculum in conveying required information and knowledge.

- Teaching requirements will demonstrate student understanding of the field of K-12 Dance Education. Documentation of student involvement will determine opportunities available for students to practically apply their knowledge and skills.

- Satisfactory achievement of the B.S. curriculum for dance education majors will demonstrate pedagogic, technical, improvisational, choreographic, somatic, historical, and cultural knowledge of dance. Evaluating student success in the Dance Education Major curriculum will help to determine how effectively these courses are preparing students to meet the above cited knowledge the art of dance education.
a. Student Learning Outcomes

1) Students will demonstrate an understanding of dance concepts and vocabulary.

2) Students will develop competence and skill in two dance forms in the context of performance.

3) Students will demonstrate their artistic abilities through the creation, performance, and production of dance.

4) Students will demonstrate knowledge of the historical and cultural dimensions of dance.

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6) Students will demonstrate an understanding of, and commitment to the profession.

b. Departmental Minutes (See the attached minutes.)

c. Program Assessment Plan (See attached plan.)

d. List of Program Requirements for REDESIGNED Program in DANCE EDUCATION

Please note: several changes have occurred since the Department of Theatre and Dance offered the combined license in Dance/Theatre Arts education. These changes had a major effect on the redesign of this new license in Dance Education. They are as follows: 1) creation of a Dance Major; 2) splitting of the license into two, stand alone licenses in dance and theatre; and, 3) creating a new designator for dance ("DANC").

In addition, some of this coursework is in the proposal stage to be offered as part of a consortium with other colleges/universities in the metro area. This model will include coursework in botić KSP and in DANC. Currently, this proposed consortium model is in negotiation with: colleges/universities; the Perpich Center for Art Education; practicing K-12 dance specialists, and the BOT of teaching. Ongoing meetings are scheduled for this academic year. At MSU, Dean Miller (College of Education), Scott Miller (Coordinator of Professional Education), and Don Larsson (IFO President) have been included in the discussion about this Dance Education license consortium beginning this past summer.
OLD CURRICULUM
COMBINED LICENSE
K-12 Dance/Theatre Arts License

KSP Professional Education (30 credits)

• KSP 210-2: Exploration of Professional Education
• KSP 220-3: Human Rel. & Multi. Society
• KSP 310-5: Dev. & Lrning. in the Inclusive Classroom
• KSP 403-2: Media Utilization
• KSP 410-3: Phil. & Prc. in Mid. & H.S.
• KSP 420-3: Plan., Instruct., & Eval. Sec. School
• KSP 475-1: Social Context of Learning
• KSP 477-11: Student Teaching

Core: Broad Major (54 credits)

Common Core (All teachers of dance and theatre arts, 38 credits)

• THEA 102-109, 129: Theatre Activities (pick 5 activities in 3 areas at 1 credit each.)
• THEA 110-3: Fundamentals of Acting
• THEA 123-1: Beginning Jazz
• THEA 128-1: Beginning Modern
• THEA 225-3: World Dance in Cultural Perspective
• THEA 228-2: Intermediate Modern Dance
• THEA 235-3: Fundamentals of Directing
• THEA 240-3: Basic Design
• THEA 252-3: Theatre Technology
• THEA 266-1: Make-up Module
• THEA 324-3: Methods and Materials for Teaching Creative Dance & Dramatics
• THEA 411-3: Music Theatre
• THEA 424-3: Dance & Theatre Pedagogy
• THEA 431-1: K-12 Theatre Management Module
• THEA 481-3: Theatre History I

Dance Track (16 credits)

• THEA 125-1: Afro-Caribbean Dance
• THEA 126-1: Beginning Ballet
• THEA 127-1: Beginning Tap
• THEA 223-2: Intermediate Jazz
• THEA 226-2: Intermediate Ballet
• THEA 227-2: Intermediate Tap
• THEA 321-2: Dance Composition & Improvisation
• THEA 328-2: Advanced Modern Dance
• THEA 484-3: Dance History
Theatre Track (16 credits)

- THEA 121-1: Movement for Thea. I
- THEA 210-3: Intermediate Acting
- THEA 255-5: Sagecraft
- THEA 260-3: Costume Construction
- THEA 435-3: Advanced Directing
- THEA 482-3: Theatre History II

TOTAL: 84 out of 128 credits

PROPOSED CURRICULUM
SINGLE LICENSE
K-12 Dance Education

GENERAL EDUCATION (13 out of 44 hrs.)
- THEA 101-3: Acting for Everyone
- DANC 120-3: Introduction to Dance
- MUS 125-3: Pop Music in USA or MUS 126-3: Pop Music in USA
- HP178-1: Social, Folk, & Square
- HLTH 310-3: Drug Education

KSP Professional Education (30 credits)

- KSP 201-2: Meckia Utilization
- KSP 210-2: The Learning Environment
- KSP 220-3: Human Rel. & Multi. Society
- KSP 310-5: Dev. & Lrning. in the Inclusive Classroom
- KSP 410-3: Phil. & Prct. in Mid. & H.S.
- KSP 420-3: Plan., Instruct., & Eval. Sec. School
- KSP 475-1: Social Context of Learning
- KSP 476-11: Student Teaching

DANCE & THEATRE – COURSE WORK (46 credits)

Required Core (38 credits)
- THEA 10X-3: Theatre Activities (2 different areas at 1 credit each)
- DANC 223-2: Intermediate Jazz
- DANC 225-2: World Dance in Cultural Perspective
- DANC 226-2: Intermediate Ballet
- DANC 227-2: Intermediate Tap
- DANC 228-2: Intermediate Modern Dance
- THEA 252-3: Theatre Technology
- DANC 321-2: Dance Composition I
- DANC 322-2: Dance Improvisation
• DANC 328-2: Advanced Modern Dance
• DANC 324-3: Methods & Materials for Teaching Dance
• DANC 421-2: Dance Composition II
• DANC 424-3: Dance Pedagogy
• DANC 427-3: Dance Topics
• DANC 428-1: Dance Repertory (2xs)
• DANC 484-3: Dance History

Dance Electives (8 credits)
• DANC 125-2: Afro-Caribbean Dance
• DANC 123-2: Beginning Jazz
• DANC 126-2: Beginning Ballet
• DANC 128-2: Beginning Modern Dance
• DANC 320-2: Dance Conditioning
• DANC 323-2: Advanced Jazz
• DANC 326-2: Advanced Ballet
• DANC 327-2: Advanced Tap

TOTAL: 89 out of 128

e. **List of resources required to offer and support this program.**

None at this time.

f. **Effect on Departmental Staffing**

The proposed consortium model will alleviate the impact on staffing of offering this program. This is because course work that will be offered through the consortium will occur during the summer and through a “J-term.”

g. **Additional Library Holdings Required for Program**

(Please note: These texts have been submitted to the library for purchase.)


**Rationale for Proposed Number of Program Credits**

There are four primary reasons why the program credit hours have changed. They are as follows:

1) The license has been split into a two stand-alone licenses, as opposed to one conjoined license.

2) Course work was added to the Dance Program with the adoption of a dance major in 2005.

3) Credits were increased by 1 credit for beginning level dance technique classes. All of these credits are part of the Dance Education license.

4) The competencies of the license were rewritten to be more succinct and descriptive in language.
DEPARTMENT OF THEATRE AND DANCE
Excerpt from the Minutes of the Faculty and Staff Meeting of
October 16, 2007; 8:00 AM; PA 128

B. Academics

3. Curriculum movement: final approval needed
   a. Dance Education reinstatement
   b. Theatre Education reinstatement
   c. Adapted classes:
      i. DANC 324 Methods and Materials for Teaching Dance
      ii. DANC 424 Dance Pedagogy
      iii. THEA 324 Methods and Materials for Teaching Theatre
      iv. THEA 424 Theatre Pedagogy
   d. New course: THEA 4/585 Theatre Dramaturgy

All of the preceding were approved as amended.
### MSU Assessment Plan Preparation Form

**PROGRAM: B.S./K-12 Dance Education License**
Dance Program  
Department of Theatre & Dance

<table>
<thead>
<tr>
<th>Student Learning Outcomes (performance, knowledge, attitudes)</th>
<th>Related College Goals</th>
<th>Related University Goals</th>
<th>Method(s) of Assessment (What is the assessment?)</th>
<th>Who Assessed (Students from what courses - population)</th>
<th>When Assessed (dates)</th>
<th>Standard of Mastery/Criterion of Achievement</th>
<th>What is Hoped to Be Learned?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will demonstrate an understanding of dance concepts and vocabulary.</td>
<td>A &amp; H Goals: C-1 C-2</td>
<td>MSUM Goals: U-2</td>
<td>• Pre-test/ Post-test</td>
<td>Entering Freshman Dance Education Majors, as well as majors in enrolled in DANC 120: Introduction to Dance.</td>
<td>Annually</td>
<td>Score at a level of improvement to be determined after initial data is gathered. Measurement should show substantial improvement after completion of program.</td>
<td>Students are familiar with fundamental dance concepts and vocabulary.</td>
</tr>
</tbody>
</table>
| 2. Students will develop competence and skill in two dance forms in the context of performance. | A & H Goals: C-1 C-2 C-3 C-4 C-5 | MSUM Goals: U-1 U-2 | • Entering Placement Audition  
• Dance Technique Rubrics  
• Skills Tests | Dance Education Majors enrolled in dance techniques classes through a “representative assessment” in all levels. These classes could comprise:  
• DANC 125: Afro-Caribbean  
• DANC 128-328: Modern Dance sequence;  
• DANC 126-326, | Annually | 100% of students assessed will demonstrate a n adequate technical base as determined by a score of 3 on an assessment rubric; 70% of students will demonstrate a good technical base as determined by a score of 4. | Students will comprehend sophisticated movement sequences in various dance idioms with precision, artistry, and somatic integration. |
| 3. Students will demonstrate their artistic abilities through the creation, performance, and production of dance. | MSUM Goals: U-1 U-2 | • Dance Choreography Rubric  
• Final Composition Assignments  
• Theatre Technology Final Project | Dance Education Majors enrolled in:  
• THEA 252: Theatre Technology;  
• DANC 321: Dance Composition I;  
• DANC 421: Dance Composition II;  
• DANC 428: Dance Repertory | Annually | 100% of students assessed will demonstrate knowledge of choreography by a score of 3 on an assessment rubric; 70% of students will demonstrate competency as determined by a score of 4. | Students will demonstrate the ability to create work, justify their choreographic choices, and fully produce choreographic works. |
| 4. Students will demonstrate knowledge of the historical and cultural dimensions of dance. | MSUM Goals: U-1 U-2 | • Assignments  
• Multiple Choice Exams  
• Essay Exams  
• Final Projects & Presentations | Dance Education Majors enrolled in:  
• DANC 120: Introduction to Dance;  
• DANC 225: World Dance in Cultural Perspective;  
• DANC 484: Dance History | Annually | Essay questions given in DANC 120, 225, and 484 will be evaluated for knowledge of historical and cultural forms of dance. Baseline will be gathered and a standard is set. | Students will demonstrate historical and cultural knowledge of dance through time and place.  
• Students will understand the interrelatedness of dance and relative to the arts and other
<table>
<thead>
<tr>
<th>Discipline</th>
<th>MSUM Goals:</th>
<th>A &amp; H Goals:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance Education</td>
<td>U-1</td>
<td>C-1</td>
</tr>
<tr>
<td>Majs. enrolled in:</td>
<td>U-2</td>
<td>C-2</td>
</tr>
<tr>
<td>Biennially</td>
<td>U-2</td>
<td>C-4</td>
</tr>
<tr>
<td>Assessments will be made in:</td>
<td>U-2</td>
<td>C-7</td>
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<tr>
<td>Clinical Visits</td>
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<td>Teaching Practicums</td>
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<td>Dance Education</td>
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<td>Majors enrolled in:</td>
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<td>DANC 324:</td>
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<td>Methods &amp; Materials for Teaching Dance</td>
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<td>DANC 424:</td>
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<td>Dance Pedagogy</td>
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<thead>
<tr>
<th>Objectives</th>
<th>MSUM:</th>
<th>A &amp; H:</th>
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<tr>
<td></td>
<td>U-2</td>
<td>C-1</td>
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<tr>
<td>5. Students will demonstrate the theory and practice of teaching dance in the K-12 setting.</td>
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<td>6. Students will demonstrate a commitment to the profession.</td>
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<tr>
<th>Goals:</th>
<th>Survey of alumni will be conducted to evaluate the practice of teaching dance. Baseline will be gathered and a standard is to be set.</th>
<th>Senior year</th>
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<tr>
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<td>Surveys of alumni will be conducted to determine if students have acquired a comprehensive understanding of the field of K-12 Dance Education.</td>
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<td>Dance Education Majors enrolled in all major courses.</td>
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*What will the department or program do with results of information?

- Pre/Post test will determine achievement in basic knowledge of the field of dance education. Analysis of testing results will be used to assess the effectiveness of the curriculum in conveying required information and knowledge.

- Teaching requirements will demonstrate student understanding of the field of K-12 Dance Education. Documentation of student involvement will determine opportunities available for students to practically apply their knowledge and skills.

- Satisfactory achievement of the B.S. curriculum for dance education majors will demonstrate pedagogic, technical, improvisational, choreographic, somatic, historical, and cultural knowledge of dance. Evaluating student success in the Dance Education Major curriculum will help to determine how effectively these courses are preparing students to meet the above cited knowledge the art of dance education.