Resolution #18  1992-93

TO:  President John E. Van de Wetering

FROM:  The Faculty Senate  Meeting on 4-19-93

(Date)

RE:  X  I. Formal Resolution (Act of Determination)
     II. Recommendation (Urging the fitness of)
     III. Other (Notice, Request, Report, etc.)
     For your information

SUBJECT:  Teacher Certification in Dance, K-12

Signed  Date Sent 4-26-93
(For the Senate)

TO:  The Faculty Senate

FROM:  President John E. Van de Wetering

RE:  I. Decision and Action Taken on Formal Resolution
     a. Accepted. Effective Date
     b. Deferred for discussion with the Faculty Senate on
     c. Unacceptable for the reasons contained in the
        attached explanation

II, III.
     a. Received and acknowledged
     b. Comment:

DISTRIBUTION:  See attached list - Call
               Faculty Senate for full resolution

Distribution Date 4/8/93  Signed:  (President of the College)
Letter of Intent
Teacher Certification in Dance, K-12

Program Identity

1. Proposed Title
   The Department of Dance, State University College at Brockport, hereby requests
   the initiation of a Teaching Certification in Dance, K-12

2. Award
   Teaching Certification in Dance K-12 (in conjunction with a BA, BFA, MA, or
   MFA in Dance)

3. Proposed beginning date:
   September 1994

Planning Factors

1. Brief Description
   Certification in dance would be awarded in conjunction with the already existing
   undergraduate and graduate degrees (or the proposed BFA and MFA degrees). At both the
   undergraduate and graduate levels, certification would include the state-mandated 12 hours of
   education courses in the specialty area (dance), student teaching (12 hours), and the required
   course in drug education. These courses would be above and beyond the current graduate and
   undergraduate requirements.

2. Relation to existing programs
   The SUNY Brockport MA in Dance in its Education Track, has over the course of the past
   ten years, prepared graduate students for teaching careers in dance. Also, since 1970, an
   Interdisciplinary Arts for Children Major with dance emphasis has been in place at Brockport,
   which has served as an academic major for students working toward Elementary Certification.
   This certification is not in dance per se, nor does it prepare these students to apply for jobs on the
   secondary school level. As elective course offerings, the Brockport dance department has taught
   four dance methodology courses for nearly 20 years, and despite not having formal certification,
   our students have gone on to teach at dance studios, at private schools, and at colleges across the
   country.

3. Similar Programs
   There are currently no teacher certification programs in dance in New York State.

4. Student Teaching
   There are many schools in the Brockport - Rochester - Buffalo area who, for years, have
avoided themselves of the expertise of our dance faculty and students on an informal basis through workshops, master classes, choreographic assistance, guest residencies and performances by individual faculty and our two student touring ensembles DANSCORE and Sanka. We have particularly strong ties with the magnet schools that offer dance in metropolitan areas of the state. As well, there are private schools which offer dance in their curriculums. It would not be difficult to set up student teaching arrangements with these schools. Two of our faculty members, prior to their employment in Brockport, were certified and employed as dance teachers in the Detroit Public School System, and one holds New York State K-12 Teacher Certification. They are qualified to supervise student teaching. We also have methods courses in our current curriculum both in the Interdisciplinary Arts for Children major and as elective courses for the dance major that have in them practice teaching components that allow for first-hand experience in dance classes.

Need

1. Clientele

The department has historically been in a position of national leadership in the field of dance. Our department offers one of the broadest-based curriculums in the country. This curriculum is ideally suited to training teachers in all of the areas needed to qualify a person to teach dance in the 21st century.

There has been a great desire on the part of undergraduates to enter the teaching field and to teach dance in public and private schools. Despite the dance department’s 20 year history of teaching methods classes, we have not been able, until now, to offer a course of study leading to certification in dance. Some students were forced to go to out-of-state schools where certification was offered. In the end, we feel that certification will help to maintain and increase our current enrollments by offering teacher training to our students as an attractive option.

Since our masters degree program was established, many students have come back for continued training in dance. Offering certification for masters degree candidates who already have an undergraduate degree in dance is a perfect opportunity to encourage more training that would lead to certification for those wanting to either augment their teaching credentials or to enter the field for the first time. Since a masters degree is required for permanent certification, obtaining a masters degree at the same time as certification would allow a student to finish their schooling in one combined package.

2. Student Demand

Although it is difficult to measure accurately the demand for certification in dance, we receive many inquiries from potential students looking for such a program. Since dance is not an approved academic major for elementary certification at SUNY Brockport, many students were forced to drop the major if they were interested in teaching in the public schools.

In addition, until August 1991 there was no certification in dance in the state of New York. Not only are we looking to attract new students, but we feel that many of our current students would be more adequately served by a professional program combining either an undergraduate or graduate degree in dance with certification.

3. Employment possibilities for graduates

Currently there are five areas where graduates could seek employment: 1. Public schools. 2. Magnet schools across the state that have dance programs. 3. Private schools that have dance in their curriculum. 4. Private dance studios. 5. Public and magnet-type schools in other states.

The growth and development of dance programs in the schools requires the availability of qualified dance specialists. Dance courses can and are being used in high schools to meet the Regents Action Plan Arts Requirement. As well, some school districts are currently writing curriculum guides and learning outcomes for dance.
In addition, dance is offered in many schools in the form of an after-school activity or as part of a physical education class. Dance should eventually be offered in the public schools in a manner similar to the way art and music are currently being offered. We feel that when it is taught by qualified instructors, dance will prove to be a very popular curricular offering.

Some schools presently hire dance teachers on a part or full-time basis who have little or no teacher preparation and sometimes even minimal appropriate dance training. We believe the practice of hiring inadequately prepared dance teachers can be physically and educationally damaging. We see the need for qualified dance instruction. Our dance majors come from across the state and we can give them the necessary training to return to their home areas with teacher preparation that will help them more able to develop and teach quality programs in dance.

Fiscal Factors

1. **Faculty lines**

   The certification program in dance would require no extra faculty lines. In terms of faculty loads, we would not need to add new methods courses or other new courses to the curriculum. Student teacher supervision, however, will require additional faculty time and responsibility.

2. **Facilities**

   Our teaching and performing facilities are among the finest in the country. We have seven dance studios and our own dance theatre. We also have extensive dance holdings in our library. These facilities could easily handle the demands of a certification program.

3. **Enrollment**

   Projected enrollment for the Teacher Certification Program would be for five students for the first year. Each succeeding year five more would be added, with room for upward adjustment as demand increases.

4. **Other Funding Requirements**

   None.

In conclusion, the faculty of the Dance Department is unanimous in its support for a teacher certification program, K - 12, which would be taught in conjunction with its undergraduate and graduate degrees. We feel that with this new program we will be better able to serve our mandate to promote education in dance on the state level. At the same time we will offer our students a thorough professional training in dance in a liberal arts context.

For the 23 year history of this department we have supported this mission. It is through certification that we will formally, and recognized by the state, be able to train dancers to teach in the public schools. By doing this, we will teach the art of dance to a broader base of students and help give them movement experiences that are safe, healthy, and aesthetic.
July 14, 1992

President John E. Van de Wetering
State University College
Brockport, New York 14420

Dear John:

We have completed the review of your Letter of Intent for Dance K-12 teacher certification to be added to existing and proposed dance programs. I am delighted to inform you that you may proceed with the development of a proposal.

Inasmuch as this represents approval to offer a course of study leading to New York State teacher certification (rather than to a degree), we are requesting a minimum of information. Will you please direct your staff to address the comments provided in the enclosed document.

If I can be of any assistance, please call on me.

Sincerely,

Richard S. Jarvis
Vice Provost for Academic Programs and Research

Enclosure:

xx: Provost Burke
Mrs. Van Arnam
BFA IN DANCE WITH
TEACHER CERTIFICATION, K-12

April 6, 1993

THE PROGRAM

1. Introduction: The dance department wishes to institute Teacher Certification in Dance K-12 in conjunction with the BFA degree. This has been made possible because certification in dance has been instituted at the state level in the fall of 1992.

2. Brief Description: The already approved BFA in dance with slight modifications will be the basis for a 5-year course of study leading to certification in dance K-12. Certification would include the state-mandated 12 hours of education courses in the specialty area (dance), student teaching (12 hours), and the required course in drug education and first aid. These courses would be above and beyond the current undergraduate BFA requirements. This undergraduate program would take 5 years for completion.

3. Existing Program: The department has historically been in a position of national leadership in the field of dance. Our department offers one of the broadest curriculums in the country. This curriculum is ideally suited to training teachers in all of the areas needed to qualify a person to teach dance in the 21st century. The proposed certification in dance will use existing dance department courses. The department has over the past ten years, prepared graduate and undergraduate students for teaching careers in dance. As elective course offerings, the Brockport dance department has taught four dance methodology courses for nearly 20 years, and despite not having formal certification, our students have gone on to teach at dance studios, at private schools, and at colleges across the country. Also, since 1970, an Interdisciplinary Arts for Children major with dance emphasis has been in place at Brockport, which has served as an academic major for students working toward Elementary Certification. This certification is not in dance per se, nor does it prepare these students to apply for jobs on the secondary school level.
NEED

1. Clientele

There has been a great desire on the part of undergraduate students to enter the teaching field and to teach dance in public and private schools. Despite the dance department's 20 year history of teaching methods classes, we have not been able, until now, to offer a course of study leading to certification in dance. Some students were forced to go to out-of-state schools where certification was offered. In the end, we feel that certification will help to maintain and increase our current enrollments by offering teacher training to our students as an attractive option. States such as Michigan, Ohio, and North Carolina, to name only 3, have certification in dance and well developed curricula as well as a history of effectively placing teachers in public and private schools.

2. Student Demand

Although it is difficult to measure accurately the demand for certification in dance, we receive many inquiries from potential students looking for such a program. In addition, until August 1992 there was no certification area in dance in the state of New York.

Not only are we looking to attract new students, but we feel that many of our current students would be more adequately served by a professional program combining an undergraduate degree in dance with certification. Furthermore, there is no other school in the SUNY system preparing to offer certification, and outside of SUNY, only Columbia University is working on such a proposal, however, at the graduate level.

3. Employment possibilities for graduates

Currently there are five areas where graduates could seek employment: 1. Public schools. 2. Magnet schools across the state that have dance programs. 3. Private schools that have dance in their curriculum. 4. Private dance studios.a 5. Public and magnet-type schools in other states.

The growth and development of dance programs in the schools requires the availability of qualified dance specialists. Dance courses can, and are being used in high schools to meet the Regents Action Plan Arts Requirement. As well, some school districts are currently writing curriculum guides and learning outcomes for dance.

In addition, dance is offered in many schools in the form of an after-school activity or as part of a physical education class. Dance should eventually be offered in the public schools in a manner similar to the way art and music are currently being offered. We feel that when it is taught by qualified instructors, dance will prove to be a very popular curricular offering.
Some schools presently hire dance teachers on a part or full-time basis who have little or no teacher preparation and sometimes even minimal appropriate dance training. We believe the practice of hiring inadequately prepared dance teachers can be physically and educationally damaging. We see the need for qualified dance instruction. Our dance majors come from across the state and we can give them the necessary training to return to their home areas with teacher preparation that will help to make them more able to develop and teach quality programs in dance.

**FISCAL FACTORS**

1. **Courses:** No new courses would be required in the curriculum; with the exception of student teaching.

2. **Faculty lines:** The certification program in dance would require no extra faculty lines. In terms of faculty loads, we would not need to add new methods courses or other new courses to the curriculum. Student teacher supervision, however, will require additional faculty time and responsibility.

3. **Facilities:** Our teaching and performing facilities are among the finest in the country. We have seven dance studios and our own dance theater. We also have extensive dance holdings in our library. These facilities could easily handle the demands of a certification program.

4. **Enrollment:** Projected enrollment for the Teacher Certification Program would be for five students for the first year. Each succeeding year five more would be added, with room for upward adjustment as demand increases.

5. **Other Funding Requirements:** None

**CONCLUSION**

The faculty of the Dance Department is unanimous in its support for a teacher certification program, K-12, which would be taught in conjunction with its undergraduate BFA degree. We feel that with this new program we will be better able to serve our mandate to promote education in dance on the state level. At the same time we will offer our students a thorough professional training in dance in a liberal arts context. For the 23 year history of this department we have supported this mission. It is through certification that we will formally, and with recognition by the state, be able to train dancers to teach in the public schools. By doing this, we will teach the art of dance to a broader base of students and help give them movement experiences that are safe, healthful, and aesthetic.
Degree Requirements

BFA in Dance with Teacher Certification K-12
5 Year Program

General Education: (34 credits)

Electives: (9 credits by advisement)

Dance Technique: (25 credits selected from the following)
DNS 205 Beginning Dance Technique and Survey - 3 cr
DNS 245-249 Dance Technique and Theory: Beginning - 3 cr
DNS 345-350 Dance Technique and Theory: Intermediate - 3 cr
DNS 445-450 Dance Technique and Theory: Advanced - 3 cr
DNS 454 Dance Styles - 2 cr

Choreography and Performance: (23 credits)
DNS 427 Dance Performance Techniques - 3 cr
THE 221 Acting or MUS 414 American Musical Theater - 3 cr
DNS 302 Social Forms or DNS 313 Movement for Theater - 3 cr
DNS 200 African Dance I - 3 cr
DNS 437 Modern Jazz II - 3 cr
DNS 364 Dance Improvisation - 3 cr
DNS 306 Beginning Dance Composition - 3 cr
DNS 430 Intermediate Composition - 3 cr

Music for Dance: (8 credits)
MUS 100 Fundamentals of Music for Dance - 2 cr
MUS 300 Music for Dance - 3 cr
MUS 420 Music Literature for Dance - 3 cr

Theory: (18 credits)
DNS 206 Twentieth Century Dance: Issues and Styles - 3 cr
DNS 316 History and Development of Dance - 3 cr
DNS 375 Introduction to Laban Movement Analysis - 3 cr
or DNS 461 Labanotation - 3 cr
BIO 221 Survey of Anatomy and Physiology - 3 cr
DNS 305 Kinesiology - 3 cr
DNS 495 Senior Seminar in Dance - 3 cr
Dance Production: (6 credits)
DNS 207 Dance Production - 3 cr
DNS 462 Advanced Production - 3 cr

Methods Courses: (15 credits)
DNS 481 Technique Instruction (High School and College Level) - 3 cr
DNS 482 Teaching Dance on the Secondary Level - 3 cr
DNS 483 Children's Dance - 3 cr
DNS 484 Methods of Teaching Dance on the Elementary Level - 3 cr
HLS 211 Advanced First Aid (2 credits)
HLS 370 Drug Education for Teachers (1 credit)

Student Teaching: (12 credits)
DNS XXX Student Teaching - 12 cr

General Education and Electives 43 credits
Dance Core Requirements
(all courses DNS, BIO, MUS) 80 credits
Methods and Student Teaching 27 credits

TOTAL 150 Credits

4/6/93
MEMORANDUM

TO: Department of Dance

FROM: John E. Van de Watering
President

DATE: April 8, 1992

RE: Academic Program Review

I was pleased to meet with the department members on February 19 to discuss the academic program review. The meeting was productive and frank and there were many positive ideas that came from the discussion that will lead to a further strengthening of the dance program.

First let me congratulate you on maintaining your NASD accreditation. It is a tribute to the quality of the program.

The renovation plans for Hartwell are progressing and there will be considerable disruption during that period. You will need to plan for whatever moves will be necessary so that enrollments are not hurt. Don Pickard and the Long Range Space Planning Committee will work with you to make the move as smooth as possible. The plans for the Dance wing look very exciting and should be a great strength for the program when the renovation is complete.

Dean Studer has stressed her highest priority in her "action agenda" as being the increase of enrollments, and I concur. Discussion about enrollment occupied a significant part of the meeting and some good ideas were presented. I would encourage you to pursue the K-12 certification as soon as possible. As the first in New York we should be well positioned to serve the needs that may be there. Dennis Fataniczek should be able to assist you with this project.

A BFA and MFA were discussed and I understand that you have presented the MFA proposal to the Senate Graduate Policy Committee. Hopefully, this will present yet another option for potential students.

African Dance is a wonderful resource unique within the department and should be incorporated into its best advantage in the general education program, the dance major, certification programs, and the graduate program(s). The strength of African Dance at Brockport should also be used in recruitment materials.
Both Dean Studer and the outside reviewers asked you to look at governance. Whatever document you develop should allow the department to operate in the most efficient way so that you have time for professional development, recruitment, productions, curricular development, etc.

I am enthusiastic about the future development of the department and, as you know, I always enjoy attending the productions. Continue with the good work.

JEV:eyr
xc: Dr. McLean
   Dr. Studer
TO: Robert McLean  
Associate Academic Vice President

FROM: Ginny L. Studer  
Dean, School of Arts & Performance

DATE: January 23, 1992

RE: Department of Dance Program Review: Recommended Action Agenda

Following my review of the recommendations made by the HEDC Commission on accreditation, the report of the external reviewers, the self-study report prepared by the Department of Dance, and the departmental reaction and recommendations concerning the program evaluation, I recommend the following action agenda to be implemented within the next three to five years.

1. The highest priority for the Dance Department must be increasing the number of students taking dance courses. Primarily this means increasing the number of majors and graduate students in the respective programs, but it also means increasing enrollments of students across the campus.

   While recruitment of undergraduates remains a combined effort among the department, admissions and marketing communications, the department is responsible for knowing the drawing power of its programs. There is a discrepancy between the reviewers' perspective and the department's proposals regarding the attractiveness of both the BFA and MFA. I support the department's position that both the BFA and MFA are important options for students interested in dance, and may be more attractive to a larger number of potential students. However, I believe both programs will continue to be small in numbers and need to be supported by other opportunities for students to study dance at the bachelor's and master's levels, including interdisciplinary arts for children majors, certificate and certification programs as well as options for non-majors. As multiple programs are developed it must be understood that staffing will undoubtedly be limited to current full time faculty, (given the current economic conditions the Payson line cannot be returned).

2. The department could improve its effectiveness through the development of a governance document (e.g., department constitution, by-laws, operating procedures, etc.)
It will be important that the document clarifies the roles and responsibilities of the department chair, managers, committees, and committee chairs, but also remains flexible enough to allow individuals to bring their talents to the tasks involved. The adherence to a governance document for departmental functioning will increase the effectiveness of the department by allowing individual members to focus on tasks while maintaining a perspective on the whole. To whatever extent agreeable a representational form of governance should be included replacing some of the current department operation as a committee of the whole.

3. Given the size of the current undergraduate and graduate programs and the size of the dance department faculty, it is very important that the faculty understand their position in the college in relation to other programs and faculty. Based on the department response to the reviewers report, the dance faculty perceive their role in relation to the undergraduate major and graduate program. However, based on the current sizes of these programs they need to recognize with increased credibility their role as a service program. The departmental offerings are vital to the fine arts requirement of general education, interdisciplinary acts for children, African and Afro-American Studies, and to a limited extent, Physical Education and Sport. Accepting this enlarged focus as increasingly important in the department mission could have an important affect on the development of curricular offerings and faculty assignments.

4. For recruitment purposes and to incorporate better the strength and uniqueness of African and Afro-Caribbean dance in the department, the faculty need to find ways to integrate the content from these specialty areas within the required curricula of all options offered by the department.

I believe that the recommendations above will strengthen an already strong dance program at Brockport. The faculty is to be congratulated on their continued accreditation by NASD. I am aware that the loss of the Payton position will place additional strain on the full-time faculty, but I believe the members of the department will rise to the challenge of continuing to provide an outstanding education to all students interested in studying dance at Brockport.

GLSirb

XC Van de Wetering
Davis