SUNY BROCKPORT

Faculty Senate
State University of New York
College at Brockport
350 New Campus Drive
Brockport, NY 14420-2925
(716) 395-2586 (Fax) 395-2246

TO:       Dr. Paul Yu, College President
FROM:     The Faculty Senate Meeting on: October 29, 2001
RE:       ⇝ I. Formal Resolution  (Act of Determination)
          II. Recommendation  (Urging the Fitness of)
          III. Other, For your Information  (Notice, Request, Report, etc.)
SUBJ:     MA in Dance

Signed:  Jennifer Lloyd  Date Sent: 11/27/01
         (Jennifer Lloyd, Faculty Senate President)

TO:       The Faculty Senate
FROM:     Dr. Paul Yu, College President

RE:       I. Decision and Action Taken on Formal Resolution (circle)
          a. Accepted. Effective Date: 12/5/01 or first opportunity for publication
          b. Deferred for discussion with the Faculty Senate on
          c. Unacceptable for the reasons contained in the attached explanation
II, III. Response to Recommendation/Other
          a. Received and acknowledged
          b. Comment:

DISTRIBUTION:  
              Karla Merrifield,  President's Staff, Deans' Council

Distribution Date: 12/5/01 Signed:

(Dr. Paul Yu, President, SUNY College at Brockport)

FACULTY SENATE
SUNY College at Brockport

MAY 24 2002
350 New Campus Drive
Brockport, NY 14420-2925
October 20, 2001

Jenny Lloyd, President
Faculty Senate

Dear President Lloyd:

This letter is in support of the proposed revisions for the MA in Dance. The revised program alters the existing K-12 Dance Teacher Certification Option to meet New York State Education Department mandates. The revised program, Initial Pre K-12 Dance Certification Option retains the same credit load while satisfying state requirements.

As noted in the materials forwarded to the Faculty Senate Graduate Curriculum and Research Policies Committee, it does not appear that additional resources—beyond those already being addressed by the current search in dance—are required.

After review and full consideration, I lend my support to the proposal.

If I can provide any further information regarding this matter, please do not hesitate to contact me.

Sincerely,

Sharon L. Vasquez, Dean
School of Arts and Performance

Cc: Jacqueline Davis, Chair of Dance
Juanita Suarez, Assistant Professor in Dance
MA in Dance
Initial Pre K-12 Dance Teacher Certification Option

The proposal for the MA in Dance with Initial Pre K-12 Dance Teacher Certification Option stipulates that graduates in this program are required to take one year of a language other than English. The State Education mandate allows our students to accept American Sign Language as well as foreign languages as “a language other than English.”

Secondly, no additional resources will be needed in order for our students to take the new HLS 301 course since this course is already in place. Since our pool of applicants in dance education is so small, the need for additional resources for foreign language faculty is not needed since we graduate one student per/or every other year.

In terms of credit load, no additional credits have been added to the new proposed Teacher Certification option. We have substituted the required and open electives with specifically stated courses. The required elective now states students must take a course that directly addresses the kind of work involved when teaching students with disabilities and they may take this course from Physical education, Psychology, or Education and Human Development. The three credit open elective has been divided into three one-credit field observation courses (Field Observation 567, 568, and 569). Each field observation course involves supervised observations within public school settings Pre K-12. Again, changes within both elective categories have been determined by State Education mandates.

10/3/01
# PLAN OF STUDY

**MASTER OF ARTS IN DANCE WITH INITIAL PRE-K-12 DANCE TEACHER CERTIFICATION**

(45 CREDITS + NY STATE REQUIREMENTS)

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Address</td>
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<tr>
<th>COURSE COURSES – 9 CREDITS</th>
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<th>ACTUAL</th>
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<td>DNS 569 – Field Observation Grades 9-12</td>
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<td>DNS 602 – Dance Research</td>
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<td>DNS 698 – Dance History, Aesthetics and Culture: Process and Theory</td>
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<tbody>
<tr>
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<td>DNS 582 – Dance in Secondary Schools II</td>
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<tr>
<td>DNS 583 – Children’s Dance I</td>
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<tr>
<td>DNS 584 – Children’s Dance II OR DNS 586 – Children’s Dance III (pre-requisite: DNS 484/584 or equivalent)</td>
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<tr>
<th>BREADTH COURSES – 9 CREDITS</th>
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<th>ACTUAL</th>
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<tbody>
<tr>
<td>DNS 682 – Studies in Dance Education</td>
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<tr>
<td>DNS 692 – Graduate Seminar</td>
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<tr>
<td>Required Elective (Must address disabilities issues)</td>
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<td><strong>TOTAL CREDITS</strong></td>
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<tr>
<td>DNS 693 – Student Teaching</td>
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<tr>
<td>DNS 698 – Thesis</td>
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<tr>
<td>HLS 210 – First Aid and Community CPR for Athletes</td>
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<td>HLS 301 – Health Behaviors and Wellness</td>
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<td>6 Credits of College Level Foreign Language</td>
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<td>Fingerprinting by Approved Provider (Fee required)</td>
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</table>

Student Signature ___________________________ Date ___________________________

Advisor Signature ___________________________ Date ___________________________

Graduate Program Director Signature ___________________________ Date ___________________________
## PLAN OF STUDY

**MASTER OF ARTS IN DANCE WITH INITIAL PRE K-12 DANCE TEACHER CERTIFICATION**

(48 CREDITS + NY STATE REQUIREMENTS)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
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<tbody>
<tr>
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<td>DNS 652 – Dance Research</td>
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<td>DNS 608 – Dance History, Anthropology and Culture, Repertoire and Theory</td>
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<tr>
<td><strong>TOTAL CREDITS</strong></td>
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**PRE K-12 METHODS COURSES – 12 CREDITS**

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<td>Research Methods (May address disabilities issue)</td>
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**NY STATE REQUIREMENTS**

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<td><strong>Premedical by Approved Provider (Pre required)</strong></td>
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Student Signature: ____________________________  Date: __________

Advisor Signature: ____________________________  Date: __________

Graduate Program Director Signature: _______________  Date: __________
### MA in Dance – Initial Pre K-12 Dance Teacher Certification Option – 45 Credits

**Entrance Requirements:** Audition and BFA in Dance or Equivalent

<table>
<thead>
<tr>
<th>Term I (Fall Semester)</th>
<th>Term II (Spring Semester)</th>
<th>Term III (Fall Semester)</th>
<th>Term IV (Spring Semester)</th>
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</thead>
<tbody>
<tr>
<td>DNS 608 Modernism (3 credits)</td>
<td>DNS 602 Dance Research (3 credits)</td>
<td>DNS 603 Studies in Dance Education (3 credits)</td>
<td>DNS 585 Dance Education Practicum (9 credits)</td>
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</tbody>
</table>
| Required Elective* (3 credits) | Open Elective (3 credits) | DNS 692 Seminar (3 credits) | Prerequisites for DNS 585:
| DNS 581 Dance in Secondary Schools I (3 credits) | DNS 582 Dance in Secondary Schools II (3 credits) | DNS 608 Thesis (6 credits) |  
| DNS 583 Children’s Dance I (3 credits) | DNS 584 Children’s Dance II (3 credits) |

### MA in Dance – Initial Pre K-12 Dance Teacher Certification Option – 45 Credits

**Entrance Requirements:** Audition and BFA in Dance or Equivalent

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<th>Term IV (Spring Semester)</th>
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</thead>
<tbody>
<tr>
<td>DNS 569 Field Observation, Grades 9-12 (1 credit)</td>
<td>DNS 567 Field Observation Pre-K to 4 (1 credit)</td>
<td>DNS 568 Field Observation Grades 5-8 (1 credit)</td>
<td>DNS 693 Student Teaching (9 credits)</td>
</tr>
</tbody>
</table>
| DNS 581 Dance in Secondary Schools I (3 credits) | DNS 582 Dance in Secondary Schools II (3 credits) | DNS 683 Studies in Dance Education (6 credits) | Prerequisites for DNS 693:
| DNS 583 Children’s Dance I (3 credits) | DNS 584 Children’s Dance II (3 credits) | DNS 692 Seminar (3 credits) |  
| DNS 484/584 or equivalent (3 credits) | DNS 608 Dance Modernism (3 credits) | DNS 698 Thesis (6 credits) |

### Notes:
- Permanent Certification requires 3 years of full-time, Pre-K-12 teaching.
- Required Elective: A 500 or 600 level course in Psychology, Physical Education or Education and Human Development addressing education issues of children with disabilities. If disabilities issues have been addressed in a previous graduate or undergraduate course, a child development, curriculum, or other education course can be selected.
- Students cannot receive graduate credit for swing courses already completed at the undergraduate level. To complete the certification process, students must pass the ATS-W (Elementary or Secondary).

**NOTE:** Grades of C or better are required in all courses.
THE NEW YORK STATE EDUCATION DEPARTMENT

Office of Higher Education
Office of College and University Evaluation

Application for Registration of a Teacher Education Program

Signature Page

- Title of program: Pre K-12 Dance Teacher Certification
- Title of degree or other credential awarded upon completion: MA in Dance
- Title of teaching certificate for which program prepares candidates: Pre-K-12 Dance Teacher Certification
- Type of teaching certificate: Initial (X) Extension ( ) Annotation ( )
- No special format
- Date: August 1, 2001

- Title of program to be replaced: K-12 Dance Teacher Certification
- Degree or other credential: MA in Dance
- Title of teaching certificate(s): K-12 Dance Teacher Certification
- Type of teaching certification: Provisional (X) Permanent ( )
- IRP HEGIS code number: 1008
- IRP program code number: 81475
- Termination of old programs will be January 31, 2004.

Name and title of chief academic officer: Dr. Timothy Flanagan, Vice President for Academic Affairs

Signature of chief academic officer

Date

2001-2002-05.res.doc
52.21 (b)(2) – General requirements. In addition to meeting the applicable provisions of this Part, to be registered as a program leading to certification in teacher education, such program shall meet the general requirements set forth in this subdivision, except to the extent that such general requirements are explicitly stated to be inapplicable in this paragraph or in the specific requirements for the certification title set forth in paragraph (3) of this subdivision, and shall also meet the specific requirements set forth in paragraph (3) of this subdivision.

(i) Standards for all programs. In addition to meeting the applicable provisions of this Part, including but not limited to the applicable provisions of section 52.2 of the Part, all programs leading to certification in teacher education shall meet the following requirements: (Section 52.2, containing the standards applicable to the registration of all degree programs, is available at <http://www.nysed.gov/>.)

(a) Programs shall have a written statement of the philosophy, purposes and objectives of the program.

Statement of philosophy, purposes and objectives:

PHILOSOPHY FOR GRADUATE EDUCATION STUDY

SUNY COLLEGE AT BROCKPORT
DEPARTMENT OF DANCE

The mission of graduate education in the Department of Dance is to provide a concentrated, yet comprehensive dance education in an environment that supports creativity through conceptualization and performance. Graduate students are mentored in the creation of a critical/artistic voice which contributes new knowledge to the field of dance. Students taking Pre K-12 Certification option are prepared for teaching and leadership roles in Pre K-12 settings.

How the philosophy, purposes and objectives are reflected in the preparation of candidates for certification: Through revised curriculum changes the MA Pre K-12 Dance Education program includes and fulfills all mandated state certification requirements. Guided by the accreditation standards as established by NCATE and NASD, the dance education curriculum meets and/or exceeds all requirements stated in that students observe, design, teach, and assess age-appropriate curricular materials. Requirements include supervised field placement and student teaching by qualified full-time faculty. The dance education program exceeds state education requirements.

(b) Institutions shall demonstrate how faculty in the arts and sciences and faculty in education cooperate for the purpose of ensuring that prospective teachers receive academic preparation of high quality, equivalent to that of students in other fields.

Evidence of this cooperation: Since the dance department works collaboratively with other teacher education programs through the Professional Education Council we are, by design, accountable to the Council in terms of meeting state regulations and maintaining a high level of excellence in all teacher preparation programs. The Professional Education Council is a governance council created...
to monitor and guide all SUNY at Brockport Teacher Education Programs towards NCATE accreditation. The Professional Education Council will continue to function as a quality control unit once accreditation has been achieved.

(c) Institutions shall demonstrate efforts to recruit qualified faculty and student bodies for teacher education from groups historically underrepresented in such programs.

Efforts made to recruit such faculty in teacher education: Job vacancy notices specifically state that the SUNY College at Brockport is an EOP employer. All affirmative action policies are followed and efforts to recruit minority candidates are applied in all national job searches.

Efforts made to recruit such students for teacher education: The dance department, as a whole, advertises its programs in national publications. The student population of the dance department is highly diversified and hence, our student teachers represent an international as well as national contingency.

Evidence of the success of efforts/data on current representation on the education faculty: One member of the education faculty is of Mexican American descent. Our current faculty has first-hand experience teaching in geographically and ethnically diverse school settings.

Data on current representation in the education student body: Our sample is too small to be statistically valid. Even so, as a new program, our ratio of underrepresented students is numerically high.

(d) Institutions shall demonstrate efforts to recruit and retain qualified faculty who understand the problems of high-need schools and have professional experience in such schools.

Efforts made to recruit and retain such faculty: Standard college-wide procedures emphasize the importance of maintaining such faculty and are turned to recruit and retain minority faculty.

Specific evidence of the success of efforts: Our recent hire was a dance educator of Mexican American descent.

(e) Institutions shall publish information about each of their teacher education programs that shall be made available to prospective and enrolled students. The information shall include but need not be limited to, as available, relevant statistics about the labor market and job availability for each certificate title for which a teacher education program is offered, including the source of the statistics and the period of time and geographic area to which the statistics refer.

Note that Sections 53 and 54 of Commissioner’s Regulations required publication of placement date for all programs, where such information is available, in the institution’s catalog or bulletin: Our sample is too small for publication. Not applicable

Attach a copy of information that has been or will be published containing statistics relevant to the program: Not applicable
How this information is made available: When the recently funded NDEO study of dance education research is completed, accurate statistics relevant to this program will emerge and be available for distribution.

How this information is made available to prospective and enrolled students: As a newly developed program with limited enrollment, such information is not available for distribution to either enrolled or prospective students.

(f) Institutions shall demonstrate how they maintain formal relationships with local schools for the purpose of improving the preparation of teachers and improving teaching and learning at both the institutional and the elementary and/or secondary school levels.

Institutional relationships with local schools that serve to improve the preparation of teachers, improve teaching and learning in the institution, and improve teaching and learning in the schools: We maintain ongoing relationships with regional performing arts schools in order to establish field placements for observation and practicum experiences. A relationship of mutual support benefits both institutions involved since the practicum experience allows students and teachers (cooperating and mentoring) to identify and serve as resources for each other. Through these teaching internships we learn about the current trends and requirements developing in the schools. We have a solid working relationship with every dance teacher in western New York, as well as many in the New York City area.

(g) Institutions shall demonstrate how they promote faculty involvement with public or nonpublic schools for the purpose of improving the preparation of teachers with regard to understanding diversity and issues facing high-need schools.

Steps the institution takes to promote faculty involvement with schools for improving faculty understanding of diversity and issues facing high-need schools: We visit on a regular basis high-need schools and invite students and their teachers to campus for specially planned events.

(h) Institutions shall provide sufficient numbers of qualified, full-time faculty in order to: foster and maintain continuity and stability in teacher education programs and policies; ensure that the majority of credit-bearing courses in the program are offered by full-time faculty; and ensure the proper discharge of all other faculty responsibilities. Faculty teaching assignments shall not exceed 12 semester hours per semester for undergraduate courses, or 9 semester hours per semester for graduate courses, or 21 semester hours per academic year for faculty who teach a combination of graduate and undergraduate courses, while still providing sufficient course offerings to allow students to complete their programs in the minimum time required for earning the degree.

Individual faculty members shall not supervise more than 18 student teachers per semester. Supervision of field experiences, practica, and student teaching shall be considered by the institution in determining faculty load, and institutions shall demonstrate how such supervision is considered in determining faculty load. The Commissioner may grant a waiver from one or more requirements of this clause upon a showing of good cause satisfactory to the Commissioner, including but not limited to a showing that the institution cannot meet the requirement because of the nature of the program, which otherwise meets the requirements of this Part.
Percentage of credit-bearing education courses in the program offered by full-time education faculty: 100% of dance education courses are taught by full-time dance faculty. One course may be taken in education, psychology or physical education to meet the disabilities requirement.

Maximum teaching load for education faculty: 9 credits

How many student teachers supervised equate to one credit of course load: 2

Complete the following Faculty Charts, for each proposed program, providing information on full-time and part-time or adjunct faculty of the institution who are affiliated with the program. For full-time faculty, include tenure status (see note on Faculty Chart), the percentage of time assigned to this program, number of courses taught annually in the program, all earned degrees and specific field of each degree (more specific than “Education”), NYS certificates, and school teaching experience (e.g., Jane Doe, T; 75%, 8; Ph.D., Math Education, M.S. Math Education, B.S. Math; Math 7-12 cert. And 4 years teaching H.S. match). For part-time or adjunct faculty, include the number of courses taught annually in the program, all earned degrees and specific field of each degree, NYS certificates, and school teaching experience. (Please note the requirements in Section 52.2 (b) (4) and (5) of earned doctorates held by faculty teaching in curricula leading to baccalaureate and graduate degrees.)

**Full-Time Faculty of the Institution Affiliated with the Proposed Program**

**Title of Proposed Program: MA in Dance with Pre-K-12 Dance Certification Option**

<table>
<thead>
<tr>
<th>Name</th>
<th>Tenure Status* (T, TT, or NTT)</th>
<th>% Time to Program</th>
<th>No. of Program Courses Taught Annually</th>
<th>All Earned Degrees, with Specific Titles/Areas of Specialization</th>
<th>NYS Certificates &amp; Related Teaching Experience</th>
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</thead>
<tbody>
<tr>
<td>Juanita Suarez</td>
<td>TT</td>
<td>25%</td>
<td>2</td>
<td>Ph.D. ABO 2002, MFA in Dance, Choreography and Performance</td>
<td>Wichita State University, Children’s Dance Foundation (3 years)</td>
</tr>
<tr>
<td>Jacqueline Davis</td>
<td>T</td>
<td>33%</td>
<td>2</td>
<td>BS in Education, MA in Dance</td>
<td>K-12 Physical Education</td>
</tr>
</tbody>
</table>

*T - tenured; TT = tenure track; NTT = not tenure track

Please note that faculty information should show that the instructor of every pedagogical course has expertise in that pedagogical area.
Part-Time or Adjunct Faculty Affiliated with the Proposed Program

Title of Proposed Program: **MA in Dance Pre K-12 Dance Teacher Certification**

<table>
<thead>
<tr>
<th>Name</th>
<th>No. of Program Courses Taught Annually</th>
<th>All Earned Degrees, with Specific Titles/Areas of Specialization</th>
<th>NYS Certificates &amp; Related Teaching Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Applicable</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please note that faculty information should show that the instructor of every pedagogical course has expertise in that pedagogical area.

(i) Institutions shall demonstrate that participation in relationships with local schools is a valued component of the responsibilities of the faculty with primary appointments to teacher education.

Steps the institution takes to show faculty that the institution considers faculty participation in relationships with local schools to be a component of faculty responsibilities that is valued by the institution: The Teacher's Task Force was established to support our relationships with local schools and has encouraged all teacher education faculty to nurture and coordinate a consistently effective policy of exchange. The Teacher's Task Force addresses the need to formalize relationships between the education programs at SUNY at Brockport and local schools. Secondly, the Teacher's Task Force is creating an efficient bridge of communication between both entities by reorganizing and appointing a field placement office with accompanying field placement officer.

(j) Institutions shall provide sufficient resources and equipment and adequate facilities and physical space, as prescribed in section 52.2(a) of this Part, to support effective teaching and scholarship by faculty and effective learning and scholarship by students in the program.

Describe the resources, equipment, facilities, and physical space that are:

1) **Dedicated to this program:** Our newly renovated studios (3) are reserved for and made available for all methods courses. Each studio is equipped with audio and video equipment and boasts a state of the art dance floor.

   The university library houses the Special Materials Center which reserves and circulates dance videos and other teaching materials/resources.

   A dance conditioning studio that includes a skeleton and other dance science equipment is available.

   We have a formal proscenium dance theater and studio dance stage for formal presentations.
We maintain a computer laboratory as well as an assigned classroom space in Hartwell Hall for theoretical research.

2) **Readily available for use by this program:** All resources as stated above.

(k) Institutions shall demonstrate how they use various types of assessments to evaluate students for admission to teacher education programs and based on such assessments prescribe study and experiences that will enable students to develop the knowledge, understanding, and skills necessary to successfully meet the requirements for certification upon program completion.

**Published statement of or state the criteria for admission to the:**

**Institution:** GPA = 3.0, and three letters of recommendation

**Program:** Dance audition and interview, a written essay, and BFA in Dance or equivalent experience

**List assessments used in determining admission:**

Faculty Committee assessments: demonstration of technical dance skills and knowledge, adequate GPA, supportive recommendations, clarity of program objectives/motivation and ability to articulate and synthesize thematic or concept material about the discipline.

Teacher's Task Force, College Graduate Committee and Department of Dance Graduate Committee assessment: evaluate admission criteria to the program. We regularly review our admission procedures since we are an accredited program. By introducing students to the classroom environment early in the program, students are in a position to understand the demands of the field.

**Describe the process for evaluating the preparation of candidates for admission to the program, presenting study and experiences to meet requirements, and evaluating student progress.**

Dance education students must have completed a BFA in Dance or its equivalent in order to apply for admission to the Pre K-12 Dance Teacher Certification option. By equivalent experience we mean students must demonstrate a competency in dance in terms of technical skills and literacy.

Periodic program reviews initiated by the Dance Department Graduate Committee are scheduled on a regular basis, i.e., every two years. The new education state regulations as well as our current accreditation process with NCATE and NASD encourages the education component of the dance program to review all curriculum materials.

Ongoing dialogues concerning student development feed into curriculum revisions and direction. Through student teaching as well as all methods courses, students are offered feedback through faculty observation and video analysis.
52.21(b)(2)(ii) Standards for programs leading to an initial certificate. In addition to meeting the applicable provisions of this Part, including but not limited to the applicable provisions of section 52.2 of this Part, programs leading to an initial certificate shall be programs leading to a baccalaureate or higher degree, which shall include a requirements that the candidate complete a general education core in the liberal arts and sciences as prescribed in clause (a) of this subparagraph, a content core as prescribed in clause (b) of this subparagraph, and a pedagogical core as prescribed in clause (c) of this subparagraph.

(a) General education core in the liberal arts and sciences. The program shall include a requirement that the candidate complete study that prepares candidates with knowledge, understanding, and skills in the liberal arts and sciences, including but not limited to: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.

List the requirements for the general education core. Not applicable at the masters level. We presume that students have fulfilled general education requirements at the undergraduate level.

(b) Content core. The program shall include a requirement that the candidate complete study in the subject(s) to be taught which shall prepare candidates with the knowledge base to teach the subject(s), in accordance with the State Learning Standards for students, as prescribed in Part 100 of this Title, and shall prepare candidates for refining and expanding that knowledge base.

Note: Curriculum Resource Guides containing the State Learning Standards and performance indicators at the elementary, intermediate, and commencement levels for each standard are at http://www.nysed.gov/guides/).

See requirements for the Content Core for specific programs in 52.21(b)(3), and insert response in the appropriate location for the specific program.

Students automatically enter with a minimum of 36 content credits in the discipline and such credits are reflected in their undergraduate transcript. Students enter the program with a Bachelor's degree in dance or equivalent academic study.

(c) Pedagogical core. The program shall include a requirement that the candidate complete study in a pedagogical core that provides the candidate with the pedagogical knowledge, understanding, and skills as set forth in subclause (1) of this clause and field experiences, and student teaching and/or practica as set forth in subclause (2) of this clause.

(1) Pedagogical knowledge, understanding, and skills. The program shall provide study that will permit candidates to obtain the following pedagogical knowledge, understanding, and skills:

(i) human developmental processes and variations, including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and
community on students' readiness to learn – and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students, and the development of a sense of community and respect for one another.

Health Science or HLS 301
Personal health and safety, nutrition, past/present abuse issues and the development of a safe nurturing environment are addressed in Health Science 301. Issues concerning the impact of culture, heritage, social economic development and in general human development are addressed in the following courses: Children's Dance I (DNS 583), Children's Dance II (DNS 584), Dance in Secondary Schools I (DNS 581), and Dance in Secondary Schools II (DNS 582).

(ii) learning processes, motivation, communication, and classroom management – and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student's highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth;

DNS 581, DNS 582, DNS 583, DNS 584
Dance in Secondary Schools I (DNS 581), 3 credits. Instructors: Suarez, Gigio, or Davis.

Dance in Secondary Schools II (DNS 582), 3 credits. Instructors: Suarez and Davis.

Children's Dance I (DNS 583), 3 credits. Instructors: Suarez and Davis.

Children's Dance II (DNS 584), 3 credits. Instructors: Suarez and Davis.

(iii) the nature of students within the full range of disabilities and special health-care needs, and the effect of those disabilities and needs on learning and behavior – and skill in identifying strengths, individualizing instruction, and collaborating with others to prepare students with disabilities and special needs to their highest levels of academic achievement and independence;

Required Elective: 500/600 Level Course in Disabilities
(i.e., EDI 605 – Inclusion (3 credits) – Instructors: Maryanne Rowley and Karen Slosnik-Fowler, EDI 606 – Secondary Students with Mild Disabilities (3 credits) – Instructor: John O'Kane, PES 582 – Adapted Physical Activity and Sport (3 credits) – Instructor: Lauren Lieberman, PES 581 – Instructional Strategies in Physical Education (3 credits) –
language acquisition and literacy development by native English speakers and students who are English language learners – and skill in developing the listening, speaking, reading, and writing skills of all students, including at least six semester hours of such study for teachers of early childhood education, childhood education, middle childhood education, and adolescence education; teachers of students with disabilities; students who are deaf or hard-of-hearing, students who are blind or visually impaired, and students with speech and language disabilities; teachers of English to speakers of other languages; and library media specialists. This six-semester-hour requirement may be waived upon a showing of good cause satisfactory to the Commissioner, including but not limited to a showing that the program provides adequate instruction in language acquisition and literacy development through other means;

Programs leading to all of the following certificates must prepare candidates for understanding language acquisition and literacy development by native English speakers and students who are English language learners – and provide candidates with skill in developing the listening, speaking, reading, and writing skills of all students:
- early childhood education*
- childhood education*
- middle childhood education*
- adolescence education*
- students with disabilities*
- students who are deaf or hard-of-hearing*
- students who are blind or visually impaired*
- students with speech and language disabilities*
- English to speakers of other languages*
- library media specialist*
- literacy
- special subjects (dance, family and consumer sciences, health education, music, physical education, technology education, theatre, and visual arts)
- career fields (agriculture, business and marketing)
- educational technology specialist
- intensive program for individuals holding a transitional C certificate

* While all programs listed above must include preparation in language acquisition and literacy development, the programs marked with an asterisk must include at least 6 semester hours of such study, as part of the general pedagogical core.
DNS 581, DNS 582, DNS 583, DNS 584 – Methods courses develop reading, writing, oral and aural skills within the discipline.

(v) curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities – and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate;

DNS 581, DNS 582, DNS 583, DNS 584
DNS 567, DNS 568 and DNS 569 – Field Observation
DNS 693 – Student Teaching

(vi) uses of technology, including instructional and assistive technology, in teaching and learning – and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning;

Describe how the program incorporates the use of technology throughout the program and prepares teaching candidates to use technology, including assistive technology, in helping all students to learn.

DNS 602 – Dance Research. Students have access to Laban Writer, Life Forms and other software programs through our dance computer classroom.

Graduates utilize digital cameras to record classroom observations.
DNS 581, DNS 582, DNS 583, and DNS 584 – Methods
DNS 555 – Music Resources is available to graduates

(vii) formal and informal methods of assessing student learning and the means of analyzing one’s own teaching practice – and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching;

DNS 581, DNS 582, DNS 583, and DNS 584
DNS 567, DNS 568, and DNS 569 – Field Observation
DNS 693 – Student Teaching

(viii) history, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning – and skill in fostering effective relationships
and interactions to support student growth and learning, including skill in resolving conflicts;

DNS 683 – Studies in Dance Education
DNS 693 – Student Teaching
DNS 567, DNS 568, and DNS 569 – Field Observation

(ix) means to update knowledge and skills in the subject(s) taught and in pedagogy;

DNS 683 – Studies in Dance Education
Due to our program being small, is done through individual advisement.
Students are introduced to national and regional dance organizations and are encouraged to attend the yearly National Dance Education Organization Conference.

DNS 567, DNS 568, and DNS 569 – Field Observation
The dance department houses the Congress on Research in Dance (CORD).

(x) means for identifying and reporting suspected child abuse and maltreatment, which shall include at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of section 3004 of the Education Law;

HLS 301

(xi) means for instructing students for the purpose of preventing child abduction, in accordance with Education Law section 803-a; preventing alcohol, tobacco and other drug abuse, in accordance with Education Law section 804; providing safety education, in accordance with Education Law section 806; and providing instruction in fire and arson prevention, in accordance with Education Law section 808.

HLS 301
SAVE Workshops on an interim basis

How is the requirement in section 3004 of Education Law for at least two clock hours of training in school violence prevention and intervention met?

SAVE workshops are held on an interim basis.

(2) Field experiences, student teaching and practica.

Include the response to the following requirements in the appropriate section(s) of 52.21(b)(3), which contains requirements for specific programs.
The program shall include at least 100 clock hours of field experiences related to coursework prior to student teaching or practica. The program shall include at least two college-supervised student-teaching experiences of at least 20 school days each; or at least two college-supervised practica with individual students or groups of students of at least 20 school days each. This requirement shall be met by student teaching, unless the specific requirements for the certificate title in paragraph (3) of this subdivision require practica.

DNS 567, DNS 568, and DNS 569 – Field Observation, 35 hours in each course designation for a total of 105 hours.

DNS 581 – Secondary Schools I, 45 hours
DNS 582 – Secondary Schools II, 45 hours
DNS 584 – Children’s Dance II, 45 hours
DNS 693 – Student Teaching, 75 days

Students are placed in high-need schools: socioeconomically disadvantaged, English language learners, and with disabilities. All schools in the region offering dance have been identified by public school dance personnel as serving the socioeconomically disadvantaged, English language learners, and students with disabilities.

The field experiences, student teaching and practica shall:

(A) be consistent with the program’s philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;

(B) be accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences;

(C) provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high-need schools, and experiences with each of the following student populations: socioeconomically disadvantaged
students, students who are English language learners, and students with disabilities;

(High-need school districts found at:
<http://www.stateaid.nysed.gov/hineed.pdf>.)

and (D) for programs preparing candidates for more than one certificate, ensure that candidates have field experiences and/or student-teaching or practica experiences related to each certificate, as prescribed in paragraph (3) of this subdivision.

DNS 567, DNS 568, and DNS 569 – Field Observation
DNS 581 – Secondary Schools I
DNS 582 – Secondary Schools II
DNS 583 – Children’s Dance II
DNS 693 – Student Teaching

Students are placed in high-need schools: socioeconomically disadvantaged, English language learners, and with disabilities.

(iii) Upon written application by the institution, the commissioner may grant a time-limited approval for an alternate model for field experiences and college-supervised student teaching or practica, provided that the institution describes the model in detail and demonstrates the success of such model or has an adequate plan for demonstrating that the model will be successful.

Not applicable.

(iv) Other options for candidates holding another classroom teaching certificate to meet the student teaching or practica requirement are set forth in the teacher certification requirements of this Title for the particular certificate title.

We provide options for students who seek certification in other subjects, to do practica in that other subject.

Students who are certified in another subject area and meet program prerequisites (audition and BFA in dance or equivalent) may take all program course work.
52.21(B)(2)(IV) Institutional accountability

(a) Institutions shall be accountable for the quality of their programs leading to certification in teacher education and the candidates who complete such programs, and shall demonstrate that their teacher education programs are evaluated regularly and that such evaluations are considered for making program improvements.

Describe the criteria and processes for program evaluation by the institution and state the frequency of such evaluations.

The Chair of the Department must file an annual Program Planning Initiative Report with the Vice President of Academic Affairs that addresses, among other points: student learning outcomes as measured by numbers of candidates completing certification programs, numbers of students registered in the program, number of faculty and adjunct faculty, facilities and resources available to the department, number of field placements, demand for the program, and sufficiency of resources. These data are used to determine the resources needed for the department.

The Strategic Plan – The Academic Priorities Committee was established two years ago as part of the Strategic Plan at Brockport. This committee has established a timetable, procedures, and criteria for systematic assessment of the quality of existing programs and their relatedness to the College Mission. This assures that each department and program concentration is internally reviewed every seven years. The measurement of student learning outcomes and program assessment is the primary objective of the program reviews.

SUNY Brockport is in the midst of a Middle States Accreditation self-study. The Middle States team will visit Brockport in the Spring of 2002. All school Deans have established school-based assessment groups to prepare for the self-study and a college-wide task force has completed a preliminary draft report. The Department of Dance is also reviewed regularly by Middle States Accreditation Self-Study.

SUNY Brockport is applying for NCATE accreditation. On-site visits are scheduled for Fall 2002. Since this is a highly regarded program evaluation with many requirements for the quality of programs, there are numerous criteria that will lead to new processes and program improvements. Once accredited through NCATE our program will be reviewed every five (5) years. Also, an ongoing professional education council will monitor changes within our program.

The Department of Dance has NASD accreditation and our renewal review takes place 2001/2002. We are evaluated every 10 years through NASD.

Ongoing periodic program reviews and procedural revisions are made every two years in response to assessment information.

Describe how program evaluations are considered for making program improvements.

(b) Candidate performance on New York State Teacher Certification Examinations.

(1) The department shall conduct a registration review in the event that fewer than 80 percent of those students who satisfactorily complete the institution’s
program and also apply for certification pass each required examination for a teaching certificate. For purposes of this clause, students who satisfactorily complete the institution’s program shall mean students who have met each educational requirement of the program, excluding any institutional requirement that the student pass each required examination of the New York State Teacher Certification Examinations for a teaching certificate in order to complete the program. Students satisfactorily meeting each educational requirement may include students who earn a degree or students who complete each educational requirement without earning a degree. For determining this percentage, the department shall consider the performance on each certification examination of those students completing the state teacher certification examinations before or within one year of program completion, and shall consider only the highest score of individuals taking a test more than once.

(2) The registration review initiated by not meeting the percentage prescribed in subclause (1) of this clause shall require the institution to submit a corrective action plan within four months of being notified by the department of not meeting the percentage. If the department approves the plan, the department shall define a timeframe for its implementation and shall assess the effectiveness of the plan within three years of initiation of the plan. If the department does not approve the plan or determines that the institution is not meeting the terms of the plan, and the department determines that the institution is not meeting the other requirements of this Part, the institution shall be subject to denial of re-registration in accordance with the requirements of section 52.23 of this Part.

(3) By January 15, 2000 and annually by January 15 thereafter, each institution with programs registered pursuant to this section shall provide the department with a list of all students who satisfactorily complete each of its teacher education programs in the preceding year, July 1 through June 30.

The Department of Dance is a new program and does not have adequate data to address this question.

(c) Accreditation.

(1) For programs registered prior to September 1, 2001, the requirements of subclause (2) of this clause shall be met by December 31, 2004. For programs registered for the first time on or after September 2, 2001, the requirements of subclause (2) of this clause shall be met within five years of the date of the commencement of such initial registration.

This is a previously registered program applying for reregistration.

(2) Programs shall be accredited by either:

(i) an acceptable professional education accrediting association, meaning an organization which is determined by the department to have equivalent standards to the standards set forth in this Part; or
(i) the Regents, pursuant to a Regents accreditation process.

NASD accreditation. SUNY College at Brockport is an accredited institutional member of The National Associate of Schools of Dance. Currently applying for NCATE accreditation.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUNY College at</td>
<td>1998-99</td>
</tr>
<tr>
<td>Brockport</td>
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<tr>
<td></td>
<td>1999-00</td>
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<tr>
<th>Institution</th>
<th>Year</th>
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</table>

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TEACHING A SPECIAL SUBJECT IN ALL GRADES (dance, family and consumer sciences, health education, music, physical education, technology education, theatre, or visual arts): In the Program Chart below, list all pedagogical courses for the proposed program, including those required by the General Pedagogical Core in 52.21(b)(2)(a)(c) and the additional pedagogical study required for this program in 52.21(b)(3)(v) below. Identify the courses by course number, title, number of credits, required (R), or elective (E), and instructor(s). If the Faculty Charts do not make clear each instructor’s qualifications to teach a particular course, provide that information below this Program Chart.

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Credits</th>
<th>R/E</th>
<th>Instructor(s)</th>
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<tbody>
<tr>
<td>DNS 583</td>
<td>Children’s Dance I</td>
<td>3</td>
<td>R</td>
<td>Juanita Suarez/Jacquie Davis</td>
</tr>
<tr>
<td>DNS 584</td>
<td>Children’s Dance II</td>
<td>3</td>
<td>R</td>
<td>Juanita Suarez/Jacquie Davis</td>
</tr>
<tr>
<td>DNS 581</td>
<td>Secondary Schools I</td>
<td>3</td>
<td>R</td>
<td>Juanita Suarez/Jacquie Davis</td>
</tr>
<tr>
<td>DNS 582</td>
<td>Secondary Schools II</td>
<td>3</td>
<td>R</td>
<td>Juanita Suarez/Jacquie Davis</td>
</tr>
<tr>
<td>DNS 567</td>
<td>Field Observation N-4</td>
<td>1</td>
<td>R</td>
<td>Juanita Suarez/Jacquie Davis</td>
</tr>
<tr>
<td>DNS 568</td>
<td>Field Observation 5-8</td>
<td>1</td>
<td>R</td>
<td>Juanita Suarez/Jacquie Davis</td>
</tr>
<tr>
<td>DNS 569</td>
<td>Field Observation 9-12</td>
<td>1</td>
<td>R</td>
<td>Juanita Suarez/Jacquie Davis</td>
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<tr>
<td>DNS 585</td>
<td>Dance Education Practicum (old)</td>
<td>9</td>
<td>R</td>
<td>Juanita Suarez/Jacquie Davis</td>
</tr>
<tr>
<td>DNS 683</td>
<td>Studies in Dance Education</td>
<td>3</td>
<td>R</td>
<td>Juanita Suarez/Jacquie Davis</td>
</tr>
<tr>
<td>DNS 693</td>
<td>Student Teaching (new)</td>
<td>9</td>
<td>R</td>
<td>Juanita Suarez/Jacquie Davis</td>
</tr>
</tbody>
</table>

Suarez: Qualifications for stated pedagogical courses:
- MFA Dance
- Doctoral candidate in Dance
- Artist-in-the-Schools-Residency – 5 years cumulative
- Teaching experience – 8 years

Davis: Qualifications for stated pedagogical courses:
- MA in Dance
- Full-time faculty – 32 years university
- K-12 New York State Dance certification
- Dual certified Dance and Physical Education New York State

Giglio: Qualifications in stated pedagogical courses:
- MA in Dance
- Full-time faculty – 27 years
- Public School residencies and consulting

Note: Dance Field Observation Courses DNS 567, DNS 568, and DNS 569 are new courses not listed as of yet in the catalog.

At the end of the application, attach a description of each pedagogical course for this program, as the course description will appear in the catalog. Please note that the description of any course identified as meeting a general or specific Pedagogical Core requirement, in whole or in part should reflect that requirement.
52.21(b)(3)(v). Programs leading to initial certificates valid for teaching a special subject (all grades).

(a) **Content Core.** In addition to meeting the general requirements for the content core prescribed in paragraph (2)(ii)(b) of this subdivision, the content core shall be a major or its equivalent in the subject area of the certificate that provides a knowledge base for assisting students in meeting the State Learning Standards for students, as applicable to one of the following subjects and prescribed in Part 100 of this Title: dance, family and consumer sciences, health education, music, physical education, technology education theatre, or visual arts.

The requirements for the Content Core. (See definition of major in 52.21(b)(1.).) Identify the catalog pages where descriptions are found of existing majors, in the subject area of the certificate, that candidates may select for meeting the Content Core requirements of this program. If new majors in the subject area are proposed for this purpose, list the requirements, including course numbers, titles, credits, and instructors; provide course descriptions; complete Faculty Charts for each; and see the Supplement for other required information.

Graduate students enter with a BFA in Dance or equivalent study from Brockport or similar programs.

For the BFA 85 credit content core, look at undergraduate catalog.

Graduate students may and usually do take additional dance content courses as electives.

Entrance requirements, by application, audition, essay examination, interviews, as well as advisement. And completion of a BFA in Dance or equivalent study is required.

(b) **Pedagogical Core.** In addition to meeting the general requirements for the pedagogical core prescribed in paragraph (2)(ii)(c) of this subdivision, the pedagogical core shall include, but need not be limited to:

(1) **for teachers of health education**, study for instructing students in middle childhood and adolescence about child development and parental skills and responsibility, pursuant to Education Law section 804-b; and for instructing students in middle childhood and adolescence about methods of preventing and detecting certain cancers, pursuant to Education Law section 804(3-a); and

Not applicable

(2) **student teaching** of the special subject in both settings, pre-kindergarten through grade 6 and grades 7 through 12. The time requirements for field experience, student teaching and practica of paragraph (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances,
the programs shall require such candidates to complete at least 50 clock hours of field experiences, practica, or student teaching with students in the special subject class, including experiences in both settings, pre-kindergarten through grade 6 and grades 7-12.

DNS 693 Student Teaching Grades 5-12.

DNS 567 Field Observation
DNS 568 Field Observation
DNS 569 Field Observation
DNS 584 Children’s Dance II
  Secondary School I
  Secondary School II

52.21(b)(2)(i)(c)(2)(ii). The program shall include at least 100 clock hours of field experiences related to coursework prior to student teaching or practica. The program shall include at least two college-supervised student-teaching experiences of at least 20 school days each.

DNS 567 Field Observation Pre K-4 (1 credits), 35 hours
DNS 568 Field Observation Grades 5-8 (1 credit), 35 hours
DNS 569 Field Observation Grades 9-12 (1 credit), 35 hours
DNS 584 Children’s Dance II Pre K-6 (3 credits), 25 hours
  Secondary School I, High School through college freshmen (3 credits), 50 hours
  Secondary School II, High School through college freshmen (3 credits), 50 hours

52.21(b)(2)(ii)(c)(2)(ii). The field experiences, student teaching and practica shall:
(A) be consistent with the program’s philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;
(B) be accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences;
(C) provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences, practicing skills for interacting with parents or caregivers, experiences in high-need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities; (High-need school districts found at <http://stateaid.nysed.gov/hineed.pdf>); and
(D) for programs preparing candidates for more than one certificate, ensure that candidates have field experiences and/or student-teaching or practica
experiences related to each certificate, as prescribed in paragraph (3) of this subdivision.

How the requirements in (A), (B), (C), and (D), cited above, are met for the field experiences and student teaching:
(A)
(B)
(C)
(E) if applicable

Courses that require field experiences:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Grade Level</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNS 567</td>
<td>Field Observation</td>
<td>Juanita Suarez/Jacquie Davis</td>
<td>All Grades</td>
<td>35</td>
</tr>
<tr>
<td>DNS 568</td>
<td>Field Observation</td>
<td>Juanita Suarez/Jacquie Davis</td>
<td>All Grades</td>
<td>35</td>
</tr>
<tr>
<td>DNS 569</td>
<td>Field Observation</td>
<td>Juanita Suarez/Jacquie Davis</td>
<td>All Grades</td>
<td>35</td>
</tr>
<tr>
<td>DNS 584</td>
<td>Children’s Dance II</td>
<td>Juanita Suarez/Jacquie Davis</td>
<td>Pre K-4</td>
<td>20</td>
</tr>
<tr>
<td>DNS 581</td>
<td>Secondary School I</td>
<td>Juanita Suarez/Jacquie Davis</td>
<td>10-12</td>
<td>45</td>
</tr>
<tr>
<td>DNS 582</td>
<td>Secondary School II</td>
<td>Santo Giglio</td>
<td>10-12</td>
<td>45</td>
</tr>
</tbody>
</table>

Field Observations (DNS 567, DNS 568, and DNS 569): We have established formal agreements with schools in Buffalo, Rochester, Greece and Monroe #1 BOCES that allow our dance education students to observe dance classes for the span of a semester equivalent to 35 hours for each course designation.

DNS 584 Children’s Dance II: Dance education students teach creative dance classes to students at the Brockport Childcare Center and to students Pre K-6 from the community of Brockport.

DNS 581/DNS 582 Secondary School I and II: Dance education students conduct classes that involve teaching high school (Brockport, Greece and Buffalo) students and college freshmen.

Courses/Seminars for the college-supervised student-teaching experiences:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Grade Level</th>
<th># of Full School Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNS 693</td>
<td>Student Teaching</td>
<td>Juanita Suarez/Jacquie Davis</td>
<td>5-12</td>
<td>75</td>
</tr>
</tbody>
</table>

DNS 693 Student Teaching: Dance Education students are placed in schools in the Rochester, Buffalo, Monroe #1 BOCES, and Greece programs in New York.
MA IN DANCE

INITIAL* PRE K-12 DANCE TEACHER CERTIFICATION OPTION (45 credits)

Entrance Requirements: Audition and BFA in Dance or Equivalent Academic Study

Term I (Fall Semester)
- DNS 569 Field Observation, Grades 9-12 (1 credit)
- DNS 581 Dance in Secondary Schools I (3 credits)
- DNS 583 Children’s Dance I (or approved elective if DNS 483 completed) (3 credits)
- DNS 602 Research (3 credits)
- Required Elective** (3 credits)

Term II (Spring Semester)
- DNS 567 Field Observation Pre-K to 4 (1 credit)
- DNS 582 Dance in Secondary Schools II (3 credits)
- DNS 584 Children’s Dance II (3 credits)
- DNS 586 Children’s Dance III (Pre-requisite DNS 484/584 or equivalent) (3 credits)
- DNS 608 Dance Modernism (3 credits)

Term III (Fall Semester)
- DNS 568 Field Observation Grades 5-8 (1 credit)
- DNS 683 Studies in Dance Education (3 credits)
- DNS 692 Seminar (3 credits)
- DNS 698 Thesis (6 credits)

Term IV (Spring Semester)
- DNS 693 Student Teaching (9 credits)

Prerequisites for DNS 693:
1. HLS 210 First Aid and Community CPR for Athletics (2 credits)
2. HLS 301 Health Behaviors and Wellness (3 credits)
3. College level foreign language at 200 level or higher (6 credits or equivalent)
4. Students must pass the (Elementary or Secondary) ATS-W and LAST exams (fees required) before application for DNS 693. An additional exam is required to teach in Buffalo.
5. Fingerprinting by approved provider (fee required)
6. Completion of all MA requirements except Thesis
7. Submission and acceptance of student teaching application

* Permanent Certification requires 3 years of full-time, Pre K-12 teaching
** Required Elective: A 500 or 600 level course in Psychology, Physical Education or Education and Human Development addressing education issues of children with disabilities. If disabilities issues have been addressed in a previous graduate or undergraduate course, a child development, curriculum, or other education course can be selected.

NOTE:
- Grades of C or better are required in all courses.
- Students cannot receive graduate credit for swing courses already completed at the undergraduate level.
## BFA IN DANCE

TOTAL BFA DANCE MAJOR REQUIREMENTS: 85 CREDITS

Grades of C or better are required for all courses in the major.

### Dance Technique: 29 credits

(Must complete at least 2 semesters of DNS 445-490 AND 2 semesters advanced level study in one or two other forms.)

- DNS 204  Dance Conditioning Lab (Required, 2 credits)
- DNS 205  Beginning Technique and Survey of Dance (Required, 3 credits)

**and 24 credits from:**

- DNS 245-249
- DNS 330
- DNS 345-350
- DNS 433
- DNS 445-450
- DNS 454

- Dance Technique and Theory: Beginning (3 credits)
- African Dance II (3 credits)
- Dance Technique and Theory: Intermediate (3 credits)
- African Dance III (3 credits)
- Dance Technique and Theory: Advanced (3 credits)
- Dance Styles (2 or 3 credits)

(A repeatable course number for Ballet, Musical Theater, Jazz, Tap, and special topics)

### Choreography and Performance: 20 credits

- DNS 306
- DNS 364
- DNS 421
- DNS 427
- DNS 430

**and/or:**

- DNS 489-491
- DNS 496-498

- Beginning Dance Composition (3 credits)
- Dance Improvisation (2 credits)
- Dance Repertory and Literature I (3 credits)
- Dance Repertory and Literature II (3 credits)
- Dance Performance Techniques (3 credits)
- Intermediate Composition (3 credits)
- Sankofa (3 credits)
- DANScore (3 credits)

### Music for Dance: 6 credits

- MUS 300
- MUS 420

- Music for Dance (3 credits)
- Music Literature for Dance (3 credits)

### History and Movement Theory: 15 credits

- DNS 206
- DNS 305
- DNS 316
- DNS 375

**and/or:**

- DNS 315
- DNS 452
- DNS 480

- Twentieth Century Dance: Issues and Styles (3 credits)
- Kinesiology (3 credits)
- (BIO 221 is a pre-requisite and can be used as a breadth component requirement)
- History and Development of Dance (3 credits)
- Introduction to Laban Movement Analysis (3 credits)
- Dynamic Balance (3 credits)
- Somatics, (3 credits)
- Dance Science and Injury Prevention (3 credits)

### Dance Production: 3 credits

- DNS 207
- DNS 208

- Dance Production (3 credits)
- Dance Production Practicum (0 credits)

### Seminar: 3 credits

- DNS 495

- Senior Seminar in Dance (3 credits)

### Electives: 9 credits

Any 300/400 level dance courses

THE 221 Acting I, THE 322 Acting II, or ART 212 Three Dimensional Design may also be used
BFA IN DANCE COURSE SEQUENCE
TOTAL BFA DANCE MAJOR REQUIREMENTS: 85 CREDITS
Grades of C or better are required for all courses in the major.

The following required courses should be taken in this sequence. The remaining required and elective
courses may be taken at any time.

FRESHMAN

Fall
DNS 204     Dance Conditioning Lab (Required, Fall only)
DNS 205     Beginning Technique and Survey of Dance (Required, Fall only)
MUS 300     Music for Dance (Fall only, the pre-requisite for DNS 306, DNS 364 and MUS 420)
DNS 454     Ballet 1 (Optional)

Spring
DNS 208     Dance Production Practicum
DNS 364     Dance Improvisation (Spring only, a pre-requisite for DNS 306)
MUS 420     Music Literature for Dance (Spring only, a prerequisite for DNS 306)

SOPHOMORE

Fall
DNS 206     Twentieth Century Dance: Issues and Styles (Fall only)
DNS 207     Production (Fall only)

Spring
DNS 372     Introduction to Laban Movement Analysis (Spring only)

JUNIOR

Fall
BIO 221     Survey of Anatomy and Physiology (Breadth component, also a pre-requisite for DNS 305)
DNS 306     Beginning Dance Composition (Pre-requisite for DNS 430)

Spring
DNS 305     Kinesiology (Spring only, a pre-requisite for DNS 315 and DNS 480)
DNS 316     History and Development of Dance (Spring only)
DNS 430     Intermediate Dance Composition (Spring only)

JUNIOR OR SENIOR

DNS 427     Dance Performance Techniques (Spring only, alternate years)
DNS 495     Senior Seminar in Dance (Spring only, alternate years)
GRADUATE DANCE COURSE DESCRIPTIONS

CORE COURSES

DNS 567 Field Observation Pre K-4: Students will participate as active observers in selected school settings for a minimum of 35 hours in grades Pre K-4. Student documentation of school visits will be maintained and submitted for review and included in the professional teaching portfolio. Mandatory meetings are required before and during each semester.

DNS 568 Field Observation Grades 5-8: Students will participate as active observers in selected school settings for a minimum of 35 hours in grades 5-8. Student documentation of school visits will be maintained and submitted for review and included in the professional teaching portfolio. Mandatory meetings are required before and during each semester.

DNS 569 Field Observation Grades 9-12: Students will participate as active observers in selected school settings for a minimum of 35 hours in grades 9-12. Student documentation of school visits will be maintained and submitted for review and included in the professional teaching portfolio. Mandatory meetings are required before and during each semester.

DNS 602 Dance Research: Prerequisite: Instructor’s permission. Acquaints students with the various fields of dance research and methodologies. Requires students to consider thesis topics and the building of a bibliography for a selected topic. Completion of a research proposal includes theoretical consideration of dance as a discipline and an art. 3 credits

DNS 606 Field Work Practice I: Provides for the application of dance knowledge and skills in practice through teaching or assisting in a class relevant to the graduate emphasis area or a secondary area. 3 credits

DNS 608 Dance Modernism: Covers the origin and evolution of dance modernism. Considers important artists and aesthetics in 20th-century dance, as well as the changing concepts of beauty in dance and issues ad problems in contemporary aesthetics and criticism. 3 credits

DNS 691 Student Teaching: Prerequisites: DNS 581, 582, 583, AND 584 and required Pre K-12 school observations. A one semester student teaching assignment which prepares the dance artist/educator for a specialist teaching position in kindergarten through 12th grade school settings. Under college and master teacher school supervision, full participation as a member of the school’s professional team is expected, including teacher/parent communication and extracurricular activities. Focus is on planning, preparing, presenting and assessing dance in the curriculum.

PERFORMANCE

DNS 524 Dance Repertory and Literature I: Explores choreographic works from resources of the notated or filmed repertory of resident or visiting artists, including research of the historical and aesthetic backgrounds of the topical dances. In some cases, the performance or research project may be an original work drawing upon modern or historical styles. 3 credits

DNS 525 Dance Repertory and Literature II: Prerequisite: Advanced technical level. Requires directing or performing a repertory work, and research into the background of the work and documentation of the performance or directing experience. 3 credits

DNS 527 Dance Performance: Covers techniques of performing, discussion and aesthetics of the performance using films, reviews, dance repertory and training exercises. Requires presentation of research regarding analysis of performance. 3 credits

DNS 537 Modern Jazz II: An intermediate-level studio course in jazz techniques. Reviews the historical development of jazz music and jazz dance. Requires applications of music style to movement style in jazz, development of jazz improvisation skills and a personal movement vocabulary, and solving improvisation and composition problems. Also requires a research project focusing on a selected era in jazz music, culminating in a written paper and a jazz dance solo composition or improvisation. 3 credits

DNS 540 Summer Dance Workshop: Provides for work with guest artists and may include dance technique, composition, repertory or other special topics. See summer bulletin for complete description. Requires a graduate project. 2.6 credits
DNS 554 Studies in Major Dance Styles: Prerequisite: DNS 205 or instructor's permission. Provides for a concentrated study on the graduate level in a specific dance style (i.e., Martha Graham, Doris Humphrey, Merce Cunningham, Garth Fagan, etc.). Requires studio work and independent, self-directed practice, research, and performance. May be repeated if topics are different. 3 credits

DNS 673 Solo Dance Repertory: Prerequisite: DNS 527. Provides for the study, rehearsal and performance of selected solo master works from the modern dance repertory. 3 credits

DNS 545-550 Dance Technique and Theory, Intermediate and Advanced: Trains the dancer's body to respond to a broad range of movement demands, including modern dance technique. Places students in a particular section determined by previous training and skill rather than academic standing. 3 credits

DNS 557 DANSCORE II: Brockport Touring Company: Provides an interdisciplinary workshop in the preparation of choreography, lights, sound and costumes for efficient touring. The first week consists of studio rehearsal and preparation; the second week includes travel to a variety of theatre settings for technical rehearsal and performance. 2 credits

DNS 559 DANSCORE III: Brockport Touring Company: Provides an interdisciplinary workshop involving the preparation of choreographic works, rehearsals, lighting, sound and costumes for effective touring. Entails travel for rehearsals and performances to a variety of theatre settings. 2 credits

DNS 603 Graduate Dance Technique I: Refines student's technical and performance skills at an intermediate/advanced level. Requires applications of selected theories of contemporary dance technique and analysis of movement in terms of space, time, shape and energy. Covers selected problems in developing technique phrases, style, performance ability, theory and analysis of dance movement. 3 credits

DNS 605 Graduate Dance Technique II: Refines students' technical and performance skills at an intermediate/advanced level. Requires applications of selected theories of contemporary dance technique and analysis of movement in terms of space, time and energy. Covers selected problems in developing technique phrases, style in dance, performance ability, theory and analysis of dance movement. Requires a culminating project selected from above problems and a journal documenting the problem-solving process. 3 credits

AFRICAN DANCE

DNS 523 African Dance III: Prepares students at advanced levels who are interested in teaching and performing African dance. 3 credits

DNS 621 Dance in African Life: Explores dance in African life as an art form, an avenue for community, a vehicle for preserving social identity, as communication, and as religious and ritualistic expression. 3 credits

DNS 622 Sankofa: Afro-Brazilian Dance Performance Lab: Prerequisite: DNS 332. Prepares students interested in performing and teaching the dances. Covers performance techniques and the cultural backgrounds of the dances. 3 credits

CHOREOGRAPHY

DNS 530 Intermediate Dance Composition: Prerequisite: DNS 205, 301, 302 and 306. Further develops skills learned in Beginning Composition. Emphasizes developing skills in choreographing for duet and small groups. 3 credits

DNS 641 Advanced Dance Composition: Requires the choreographing of a full-length dance composition for a large group, with an emphasis not only on the choreography, but on the logistics of this longer form of composition as opposed to shorter works choreographed on beginning and intermediate levels. 3 credits
DANCE SCIENCE AND SOMATICS

DNS 505 Advanced Topics in Kinesiology for Dance. Prerequisite: DNS 305. Covers selected topics in kinesiology for dance. Includes problems in movement analysis and requires research assignments. 3 credits

DNS 552 Semiotics: Body/Mind Integrity. Covers movement re-education for reducing stress and pain, improving posture, balance, mobility and self image, as well as somatic processes derived from Feldenkrais "awareness through movement lessons" (ATM), yoga, body/mind centering, and simple dance/movement improvisations. Includes reading, research and explorations of healing principles; therapeutic touch, bodily spontaneity, affirmations of nature and body/mind integrity. Includes application to dance processes. 3 credits

DNS 580 Dance Science: Injury Prevention. Examines various dance training techniques and current information on injury prevention. Develops an understanding of the special demands of the dance discipline on the body and health. Studies include topics such as weight and resistance training, motor imaging, proprioception, nutrition, and Pilates-based conditioning. 3 credits

DNS 615 Movement Theories: Alexander, Bartenieff, Svecigard. Prerequisite: BIO 221. Provides lecture/discussion and studio experience based on the work of F. M. Alexander, Irmgard Bartenieff and Lulu Svecigard. Covers comparative theoretical study with practical applications made to the training of dancers and to performance of other specialized and everyday activities. Requires completion of weekly assignments and a final project. 3 credits

DNS 653 Physiological Basis of Conditioning for Dance: Provides for the assessment of functional and structural changes needed to prepare the dancer's body for the anatomical and biomechanical elements of performance. Evaluates specific techniques appropriate for dance conditioning. Also includes environmental stress, clothing materials, body type, and nutrition. 3 credits

NOTATION AND MOVEMENT ANALYSIS

DNS 575 Intermediate Laban Movement Analysis: Relates the history, theory and applications of Laban Movement Analysis (effort shape) to dance and other movement activities. Through lecture/discussion and lab experience, explores LMA as a descriptive tool for use in education, choreography, therapy, research, criticism and other fields. Develops both observation and movement skills. 3 credits

DNS 665 Laban Movement Analysis Certification Program I: The Laban Movement Analysis Certification Program is offered through the Laban/Bartenieff Institute of Movement Studies (LIMS) in New York City. Transfer credit from other institutions with programs recognized by LIMS may be accepted. Presents LMA Theory and Bartenieff Fundamentals in Part I. 3 credits

DNS 666 Laban Movement Analysis Certification Program II: The Laban Movement Analysis Certification Program is offered through the Laban/Bartenieff Institute of Movement Studies (LIMS) in New York City. Transfer credit from other institutions with credit recognized by LIMS may be accepted. Presents observation skills and LMA seminar in Part II. 3 credits

DNS 667 Laban Movement Analysis Certification Program III: A continuation of DNS 666. 3 credits

DNS 668 Laban Movement Analysis Certification Program IV: A continuation of DNS 667. 3 credits
DANCE EDUCATION (Pending: Field Observation DNS 567, DNS 568, DNS 569 (3 credits))

DNS 567 Field Observation, Grades Pre K-4: Students will participate as active observers in selected school settings for a minimum of 35 hours in grades Pre K-4. Student documentation of school visits will be maintained and submitted for review and included in the professional teaching portfolio. Mandatory meetings are required before and during each semester. (3 credits)

DNS 568 Field Observation, Grades Pre 5-8: Students will participate as active observers in selected school settings for a minimum of 35 hours in grades 5-8. Student documentation of school visits will be maintained and submitted for review and included in the professional teaching portfolio. Mandatory meetings are required before and during each semester. (3 credits)

DNS 569 Field Observation, Grades Pre 9-12: Students will participate as active observers in selected school settings for a minimum of 35 hours in grades 9-12. Student documentation of school visits will be maintained and submitted for review and included in the professional teaching portfolio. Mandatory meetings are required before and during each semester. (3 credits)

DNS 581 Dance in Secondary Schools I: Explores teaching modern dance technique on the high school and college level. Requires reading and preparation of materials for structuring technique classes, seminar discussions of theory, a research project, and practical teaching under supervision. 3 credits

DNS 582 Dance in Secondary Schools II: Covers developing course outlines, unit plans and lesson plans for teaching dance on the secondary level. Requires practice teaching in basic dance technique, improvisational technique, presenting and evaluating of compositional problems, and lecturing in an academic area of dance. 3 credits

DNS 583 Children's Dance I: Provides for teaching dance in elementary schools. Covers the history and philosophy of dance education, curricular development, evaluation procedures and the implementation of dance programs in education. Requires a research project. 3 credits

DNS 584 Children's Dance II: Covers theories and practices of teaching dance on the elementary school level. Requires an evaluation practicum with an emphasis on creative teaching, concurrent studies in a teaching children's dance course, and completing an independent research project. 3 credits

DNS 585 Dance Education Practicum: Prerequisites: DNS 581, 582, 583, and 584. Requires K-12 school observations. A one-semester student teaching assignment which prepares the dance artist/educator for a specialist teaching position in kindergarten through 12th grade school settings. Includes, under college and master teacher school supervision, full participation as a member of the school's professional team, including teacher/parent communication and extracurricular activities. Focuses on planning, preparing, presenting, and assessing dance in the curriculum. 9 credits. By special arrangement. After Spring 2002, students will register for DNS 693 Student Teaching.

DNS 683 Studies in Dance Education: Compares and contrasts various points of view, and studies the educational philosophy underlying dance in education. Surveys the literature on dance in education. Requires a research project. 3 credits

HISTORY

DNS 516 History and Development of Dance: Covers the major historical trends in dance, including prehistoric and ancient cultures, the Middle Ages, Renaissance, Baroque and Romantic eras in Western Europe, the German and American backgrounds, and current trends in contemporary dance. Requires a research paper. 3 credits

DNS 517 Historical Dance Reconstruction: Covers the historical reconstruction of dance forms from primary sources, including dance manuals, literature, notation systems, costume treatises. Covers the relationship and evolution of social and theatrical forms. Requires facility with library techniques. Knowledge of one foreign language is recommended. 3 credits

MUSIC

DNS 551 Accompaniment for Dance: Research Project: Focuses on the relationship of music for dance, the rhythmic problems involved, and/or historical relationship of music and various forms of dance: folk, modern, ballet and jazz. 3 credits
DNS 555 Music Resources for Dance: Explores music materials and resources for use in choreography; technique of taping and tape collages for productions; concerns of original percussion scores; and advanced analysis of musical forms of rhythmic structure. 3 credits

STUDY ABROAD

DNS 560 Foreign Studies in Dance: Helps develop broader perspectives of dance through studies in its uses and forms in another culture. May include institutions in London, Ghana, Jamaica or other recommended areas. A full semester of study. 15 credits

PRODUCTION

DNS 563 Advanced Production and Design: Prerequisite: DNS 207. Concentrates on the theatrical elements of dance production and design. Requires students to research, render, and, in some cases, execute studio design of scenery, costumes, properties and make-up salient to dance. Requires a graduate project. 3 credits

THESIS, PROJECTS, STUDENT TEACHING, AND INDEPENDENT STUDY

DNS 599 and 609 Independent Study in Dance: Designed individually through consultation between the student and instructor to suit the student's needs and interests and the special competence of the instructor. Additional requirements may be established by the department. 1-6 credits

DNS 692 Graduate Seminar in Dance: Provides an opportunity to define career goals, and to network in preparation for an application to next career and/or educational effort. Allows students to meet for group discussion/thesis sharing on current issues and career trends in dance. Includes practical experience in professional portfolio creation, resume and statement of philosophy writing, and interview practice, along with appropriate development of networking, grant writing and auditioning skills. 3 credits

DNS 693 Student Teaching: Prerequisites: DNS 581, DNS 582, DNS 583, and DNS 584. Provides experience in teaching dance in a classroom setting: planning, testing, classroom management, interaction with professional staff. Includes meetings with other student teachers and student teaching supervisor. Requires reflection upon teaching experience and future goals in the profession. Integrates practice and theory. 3 credits

DNS 696 Creative Project or Apprenticeship: Culminating project for the MFA degree. Entails a creative project or apprenticeship involving students with their own creative endeavor. Emphasizes development of performance skills and choreographic experience, supported by written documentation. Requires students to present original choreography in a concert, or to show the results of their creative research in some other form of performance if students choose a creative project and professional paper. May also involve research into topics of interest such as related arts, movement theory, history, dance science and somatics, or production design. Requires professional paper based on the theme of the choreography or creative research. The apprenticeship option involves an apprenticeship with a recognized dance company and presentation of a performance or lecture-demonstration from the apprenticeship experience as well as a final written report. 9 credits

DNS 697 Field Work Practicum II: Requires the application of dance knowledge and skills in practice through teaching or assisting in a class relevant to the MA emphasis area or a secondary area. Must be in a secondary non-emphasis area. 3 credits

DNS 698 Thesis: The culminating course in the MA dance program. Involves the writing of a thesis under supervision of the candidate's MA committee chairperson. Thesis topic and final acceptance are by committee approval. 6 credits

DNS 699 Independent Study in Dance: Designed individually through consultation between student and instructor to suit the student’s needs and interests and the special competence of the instructor. Additional requirements may be established by the department. 1-6 credits