

4-19-1993

Recommendations on Responsibilities of General Education Subcommittee

The College at Brockport, College Senate

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Resolution #19
1992-1993

R: Routing #21 92-93 12-93

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 in Conjunction
with MA in Dance (Education Emphasis)

Signed William A. Hove 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 Fall 94
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 copy

Distribution Date 4/28/93 Signed: [Signature]
(President of the College)

**TEACHER CERTIFICATION IN DANCE, K-12
IN CONJUNCTION WITH
MA IN DANCE (EDUCATION EMPHASIS)**

THE PROGRAM

1. **Introduction:** The dance department wishes to institute Teacher Certification in Dance K-12 in conjunction with the MA degree. Certification would be an option in the already existing Directed Research Track with an emphasis in Dance in Education. This program proposal has been made possible because certification in dance has been instituted at the state level (August 1992).

2. **Brief Description:** The already existing MA in dance with education emphasis is an ideal place to include certification in dance. It would allow a student to become certified and at the same time fulfill the necessary requirements for permanent certification (a masters degree). To enter the MA program a student must have had a thorough undergraduate training in dance. Augmenting this would be a course of study at the graduate level that would include the writing of a thesis in the area of education, courses in research methodology, curriculum study, methods of teaching dance, student teaching and the required courses in drug education and first aid. This course of study would be completed in 48 hours of graduate study.

3. **Existing Program:** The proposed certification in dance would 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. Two of our faculty are former elementary and high school dance teachers. It should be noted here, that SUNY Brockport offers an MS in Education: Elementary, Arts for Children specialization, which includes dance.

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 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 graduate and undergraduates to enter the teaching field and to teach dance in public and private schools. Until now, we have not been able to offer a course of study leading to certification in dance. Some students who desired certification 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. 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 graduate study 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 six 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. 6. Colleges and Universities.

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.

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 new 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 six 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 at the graduate level would be for 3 students for the first year. Each succeeding year, 3 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 MA in dance with education emphasis. 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. In 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.

**MA IN DANCE WITH PROVISIONAL/PERMANENT TEACHER
CERTIFICATION, K-12**

Entrance Requirements

1. An undergraduate degree in dance (equivalent in training to our BFA) or equivalent.
2. Audition, interview and written examination to demonstrate ability and training in dance, creative ability and potential as a teacher.

DEGREE REQUIREMENTS

Required Dance Core Courses (15 credits)

DNS 602 Dance Research

DNS 603 Graduate Dance Technique I

DNS 605 Graduate Dance Technique II

DNS 608 Dance Modernism

*DNS 683 Studies in Dance Education

*Identifying and reporting Child Abuse and Mal-Treatment included in DNS 683

Professional Courses (12 credits)

**DNS 581 Teaching Dance Technique

DNS 582 Teaching Dance on the Secondary Level

DNS 583 Children's Dance

DNS 584 Teaching Dance on the Elementary Level

**Pre-requisite/co-requisite for the methods series

HLS 211 Advanced First Aid (2 credits)

HLS 370 Drug Education for Teachers (1 credit)

Student Teaching (9 credits)

DNS 5XX Student Teaching

Thesis (6 credits)

DNS 698 Thesis

Open Electives (3 credits)

TOTAL CREDITS 48

Exit Requirements

1. Attainment of a cumulative grade point average of 3.0 (B)
2. Successful completion of Thesis project.

Typical Course Sequence

Although there is a great deal of freedom and personalized program building at the graduate level, this is an example of a typical course of study.

Term 1

DNS 602 Dance Research - 3 cr
DNS 603 Graduate Technique I - 3 cr
DNS 581 Teaching Dance Technique - 3 cr
HLS 211 Advanced First Aid (2 credits)
HLS 370 Drug Education for Teachers (1 credit)

Term 2

DNS 608 Dance Modernism - 3 cr
DNS 605 Graduate Technique II - 3 cr
DNS 582 Teaching Dance on the Secondary Level - 3 cr
DNS 583 Children's Dance - 3 cr

Term 3

DNS 683 Studies in Dance Education - 3 cr
DNS 584 Teaching Dance on the Elementary Level - 3 cr
DNS 698 Thesis - 6 cr

Term 4

DNS 5XX Student Teaching - 9 cr

4/13/93

DNS 653 Physiological Basis of Conditioning for Dance. Provides for the assessment of the 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 Cr. TBA.

NOTATION AND MOVEMENT ANALYSIS

DNS 561 Labanotation II. Requires students to study, learn and practice the system of Labanotation and Laban Theory to the extent that simple scores can be both written and read. 3 Cr. F '91, F '92.

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 laboratory 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 Cr. S '92, S '93.

EDUCATION

DNS 581 Teaching Technique on High School or College Level. 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 practicum teaching under supervision. 3 Cr. TBA.

DNS 582 Teaching Dance on the Secondary Level. 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 evaluation of compositional problems, and lecturing in an academic area of dance. 3 Cr.

DNS 583 Children's Dance. 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 Cr. F '91, F '92.

DNS 584 Teaching Dance on the Primary Level. 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. 3 Cr. S '92, S '93.

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

DANCE TECHNIQUE

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 Cr. Every Semester.

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 Cr. S '92, S '93.

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 institutions.

BROCKPORT

University of New York
College at Brockport
Brockport, New York 14420

Office of the President
(716) 395-2361
Fax: (716) 395-2401

MEMORANDUM

TO: Department of Dance

FROM: John E. Van de Wetering
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 Pataniczek 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 Policies 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 to 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.

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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