

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.			
a. Submitted by the College of:	<u>Education</u>	Today's Date:	<u>9/30/10</u>
b. Department/Division:	<u>KHP</u>		
c. Is there a change in "ownership" of the course?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
If YES, what college/department will offer the course instead? _____			
d. What type of change is being proposed?	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Minor ¹	(place cursor here for minor change definition)
e. Contact Person Name:	<u>Heather Erwin</u>	Email:	<u>heather.erwin@uky.edu</u>
		Phone:	<u>859-257-5311</u>
f. Requested Effective Date:	<input checked="" type="checkbox"/> Semester Following Approval	OR	<input type="checkbox"/> Specific Term ² : _____
2. Designation and Description of Proposed Course.			
a. Current Prefix and Number:	<u>KHP 390</u>	Proposed Prefix & Number:	<u>same</u>
b. Full Title:	<u>Dance Activities in the Elementary School</u>	Proposed Title:	<u>Dance Activities for Schools</u>
c. Current Transcript Title (if full title is more than 40 characters):	<u>Dance Activities in the Elementary School</u>		
c. Proposed Transcript Title (if full title is more than 40 characters):	<u>Dance Activities for Schools</u>		
d. Current Cross-listing:	<input checked="" type="checkbox"/> N/A	OR	Currently ³ Cross-listed with (Prefix & Number): _____
Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number): _____			
Proposed – <input type="checkbox"/> REMOVE ^{3,4} Cross-listing (Prefix & Number): _____			
e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern type.			
Current:	<u>1</u> Lecture	<u>2</u> Laboratory ⁵	_____ Recitation
	_____ Clinical	_____ Colloquium	_____ Discussion
	_____ Seminar	_____ Practicum	_____ Indep. Study
	_____ Studio	_____ Research	_____ Residency
	_____ Other – Please explain: _____		
Proposed:	<u>1</u> Lecture	<u>2</u> Laboratory	_____ Recitation
	_____ Clinical	_____ Colloquium	_____ Discussion
	_____ Seminar	_____ Practicum	_____ Indep. Study
	_____ Studio	_____ Research	_____ Residency
	_____ Other – Please explain: _____		
f. Current Grading System:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
Proposed Grading System:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
g. Current number of credit hours:	<u>2</u>	Proposed number of credit hours:	<u>2</u>

Comment [OSC1]: Excerpt from SR 3.3.0.G.2 Definition. A request may be considered a minor change if it meets one of the following criteria:
a. change in number within the same hundred series*;
b. editorial change in the course title or description which does not imply change in content or emphasis;
c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
e. correction of typographical errors.

*...for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

COURSE CHANGE FORM

h. Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>Proposed to be repeatable for additional credit?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>If YES: Maximum number of credit hours: _____</i>		
<i>If YES: Will this course allow multiple registrations during the same semester?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
i. Current Course Description for Bulletin:	<u>Designed for teachers of elementary children to give depth in significant phases of physical education of the elementary child. Special emphasis is given to acquisition of skills and understandings of the total dance program. Lecture, one hour; laboratory, two hours.</u>	
<i>Proposed Course Description for Bulletin:</i>	<u>Designed to familiarize physical education preservice students with the skills, practices, techniques, theory of creative movement expression, and structured dance appropriate for K-12 physical education. State and national standards will be the foundation for the lesson plans developed in this course.</u>	
j. Current Prerequisites, if any: _____		
<i>Proposed Prerequisites, if any:</i> _____		
k. Current Distance Learning(DL) Status:	<input checked="" type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input type="checkbox"/> Please Add ⁶ <input type="checkbox"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery.		
l. Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
<i>Proposed Supplementary Teaching Component:</i>	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
3. Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>Proposed to be taught off campus?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
4. Are significant changes in content/teaching objectives of the course being proposed?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>If YES, explain and offer brief rationale:</i> _____		
5. Course Relationship to Program(s).		
a. Are there other depts and/or pgms that could be affected by the proposed change?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>If YES, identify the depts. and/or pgms:</i> _____		
b. Will modifying this course result in a new requirement⁷ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>If YES⁷, list the program(s) here:</i> _____		
6. Information to be Placed on Syllabus.		
a.	<input type="checkbox"/> Check box if changed to 400G or 500.	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

⁶ You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: KHP 390

Proposal Contact Person Name: Heather Erwin Phone: 7-5311 Email: heather.erwin@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
KHP	10/4/10	Melody Noland 257-15826 melody.noland@uky.edu	Melody Noland
C&C Committee	10/25/10	Douglas C. Smith 157-1824 dcsmit4@uky.edu	Douglas C. Smith
Ed Faculty		Steve Parker 157-1854 sparko1@uky.edu	[Signature]
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision*
Undergraduate Council	2/15/2011		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

* Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

UNIVERSITY OF KENTUCKY
DEPARTMENT OF KINESIOLOGY
AND HEALTH PROMOTION

KHP 390: Dance Activities for Schools
For Grades 7 – 12
FALL 2011

Professor: Phone:
Office Address: Office Hours:
Email Address: (preferred)

MWF 1:00 – 2:50 PM
August 24, 2011 – October 12, 2011
Note: This is a half semester class
Barker Hall, Room 0011

CONCEPTUAL FRAMEWORK:

Research and Reflection for Learning and Leading. This is the theme of the conceptual framework for the College of Education and reflects how our College and this course approaches the preparation of professional educators.

Research is the foundation for the information you will be learning in this class. When we discuss what is effective in teaching dance, that information is based on research literature. **Reflection** is included in this course when you are asked to reflect on dance education and what types of methods are appropriate. **Learning** is part of the conceptual framework because we are committed to our own learning and the learning of others. In Dance Education, we are seeking the most appropriate ways to promote learning related to this topic. **Leading** is an expectation for faculty and students so that we can promote learning in dance education and so that you can advocate for inclusion of dance education and the other arts in the school curriculum.

COURSE DESCRIPTION:

Designed to familiarize physical education students with the skills, practices, techniques, and theory of creative movement expression, social, folk, and square dancing. The primary goal of the course is to equip the student with the skills necessary to effectively perform and teach creative movement expression, social, folk, and square dance. The Academic Expectations, New Teacher Standards, and the National Dance Standards will be the foundation for the lesson plans developed in this course.

REQUIRED TEXT:

Harris, Pittman, Waller, & Dark (2004). Dance A While. Needham Hts, MA: Allyn & Bacon.

OBJECTIVES:

1. The student will develop an appreciation for dance relating to performance, relationship to sport, history, diverse ethnic and historical periods to today's world culture.
2. The student will understand and apply rhythmic vocabulary, verbal cueing, and skills of research and reflection for learning and leading different dance forms.
3. The student will understand and exhibit appropriate social skills and etiquette related to dance instruction and performance.

4. The student will learn the appreciation of dance and its relationship to sport through discussion and attendance of dance performances.

LEARNING OUTCOMES:

Upon completion of this class the student should be able to:

1. Development basic dance and rhythmic vocabulary.
2. Provide dance experiences that lead to knowledge and performance of fundamental principles of movement in creative movement expression, folk, square and social dance that are age appropriate, grades K through 12.
3. Recognize and respect the importance of dance contributions from diverse ethnic groups, societies, and historical periods to the current world culture.
4. Demonstrate verbal cueing patterns for a variety of dance forms.
5. Demonstrate proper social skills, including etiquette on the dance floor.
7. Develop beginning skills in being an educator who is dedicated to research and reflection for learning and leading.
8. Perform and instruct students in grades K thru 12 the fundamental principles of movement through creative expression and specific dance forms.

COURSE CONTENT:

1. Overview and History of Dance
2. Getting Started/Elements of Dance
 - A. Concepts of Space and Body Shapes
 - B. Concept of Time/Tempo
 - C. Concept of Force
 - D. Concept of the Body
 - E. Concept of Levels, Direction, and Pathways
 - F. Concept of Movement – locomotor and non-locomotor
 - G. Concept of Dance Forms – AB, ABA, Narrative
 - H. Relationship of Elements of Dance to Sport
3. Skills of Dance Rhythm
 - A. Pulse Beats
 - B. Accents
 - C. Rhythmic Patterns
 - D. Musical Phrasing
4. Create a Movement Sequence
 - A. Group Effort
 - B. Form ABA using elements of dance taught in class
 - C. Choice of rhythmic Accompaniment (appropriate in nature)
 - D. Use of manipulative devices allowed
 - E. Perform for classmates
5. Basic Dance Steps
 - A. Two Step
 - B. Step hop
 - C. Shuffle
 - D. Grapevine

- E. Waltz turning
- F. Three-step turn
- G. Schottische
- H. Waltz, Balance and Hesitation, Waltz travel
- I. Mazurka
- J. Cha-Cha
- K. Jazz Step

6. Dance Organization

(Age appropriate for grades K through 12)

- A. Social skills including etiquette on the dance floor
- B. Ice Breakers
- C. Individual/Scattered Formation
- D. Pairing Partners
- E. Line
- F. Circle
- G. Square

7. Types of Dance, Cultural, Ethnic, and Historical Significance

(Age Appropriate for grades K through 12)

- A. Folk
- B. Square
- C. Social

8. Techniques of “Cueing the Dance”

9. Individual Students Teach

- A. Pre-written folk, square or social dance (for a specific grade level)
- B. Description of cultural, ethnic, and/or historical significance
- C. Appropriate “Cueing the Dance”
- C. KTIP Lesson Plan Format
- D. Reflection of Teach
- E. Copies of Lesson Plan for classmates

10. Bulletin Board Design

- A. 8X10 diagram of design
- B. Colorful and Creative
- C. Age appropriate for type and difficulty of Dance taught
- D. Developed around any of the following: basic dance skills, national background, region or geographic location, instruction, customs of an ethnic group, proper dress or costume of a region, seasons, holidays, etc.

11. Overview of Materials/Equipment needed for Dance Unit

COMPONENTS OF COURSE GRADE:

WEEK #1: 8/ 24/11 – 8/29/11

- Read Chapters 1-3
- Overview and History of Dance, Group Instruction, and Dance Fundamentals
- Written Quiz over Chapters 1-3 on 8/29/11

WEEK #2: 8/31/11 – 9/5/11

- Read Chapters 4 – 8
- American Heritage Dance, Square, Contra, Folk, and Social Dances
- Written Quiz over Chapters 4 -8 on 9/5/11

WEEK #3: 9/7/11 – 9/12/11

- Creating a Movement Sequence
- Assign 9/7/11 groups of 5 students to create a sequence to perform
- Create and Practice in groups
- Perform Group Creative Sequences for the class

WEEK #4: 9/14/11 – 9/19/11

- Participation of Dance Steps and Dance Organization
- 9./16/11 Assign an observation of one Dance Performance with written critique due 10/5/11

WEEK #5: 9/21/11 – 9/26/11

- Participation of Folk, Square, Contra, and Social Dances
- Instruction in Cueing of Dances
- MID-TERM GRADES GIVEN TO STUDENTS

WEEK #6: 9/28/11 – 10/3/11

- Instruction of Lesson Plan Format and requirements for each student to choose a dance to teach from the book to the class.
- Instruction of Bulletin Board Design and Reflection of Teach
- Sign up for a date to perform the teach for a grade starting 10/5/11 thru 10/10/11

WEEK #7: 10/5/11 – 10/10/11

- Students perform Individual Dance Teaches for the class and a Grade
- Give copies of lesson plan to teacher and each student in class.
- Bulletin Board Design due that same day for their teach
- Written Reflection for their teach due day after they perform the teach

FINAL EXAM: WEDNESDAY, 10/12/11, 1:00 – 2:50 PM

Barker Hall, room 0011

Dance File due of all student classmates' Lesson Plans

NUMERICAL GRADING SCALE:

A - 90 to 100%

B – 80 to 89%

C – 70 to 19%

D – 60 to 69%

E – 59% and under

EVALUATION CRITERIA:

1. (20% of Grade) Two written quizzes over readings from book and class notes covering:
 - A. (10 % of Grade) Terminology, Elements of Dance, Dance Rhythm, and Movement Sequences.
 - B. (10% of Grade) Basic Dance Steps, Dance Organization, Folk, Square and Social Dance with understanding of cultural, ethnic, and /or historical significance.
2. (10% of Grade) Group Dance/Creative Movement Sequence
 - A. (5% of Grade) Group Performance
 - B. (5% of Grade) Individual Performance and Participation in the Group
3. (10% of Grade) Observation and critique of one dance performance to include: dance elements, rhythm, historical, ethnic, and/or historical influence, relationship to sport, etc.
4. (25% of Grade) Individual teach of a folk, square, or social dance
5. (5% of Grade) Written reflection of individual teach
6. (5% of Grade) Bulletin board design for individual teach
7. (10% of Grade) Dance file of all lesson plans of classmates' teaches (creative, organized, with Table of Contents and page numbers)
8. (15% of Grade) Final Exam

ATTENDANCE GUIDELINES:

1. Attendance is required.
 - a. **See the Ombud's website (<http://www.uky.edu/Ombus/policies.php>) for UK policies regarding:**
 - i. Attendance**
 - ii. Excused absence**
 - iii. Make-up opportunities**
 - iv. Verification of absences**
 - v. Submission of assignments**
2. Each unexcused absence will lower the final grade by 5 points.
3. If you have an excused absence you will need to show professor verification/documentation of that excused absence as stated in the Student Rights and Responsibilities, Section 5.2.4.2.
4. An unexcused tardy will lower final grade by 1 point.
5. When there is an excused absence, students must be given the opportunity to make up missed work and/or exams. It is the student's responsibility to inform the instructor of the absence preferably in advance, but no later than one week after it.
6. A missed test or assignment due to an unexcused absence must be made up within one week and will result in a 10% deduction in assignment or test grade.

CLASSROOM BEHAVIOR:

- NO CELL PHONES OR ELECTRONIC DEVICES ARE TO BE VISIBLE OR HEARD IN CLASS!
- Be respectful of fellow students when they are instructing the class
- Dress Attire: athletic type attire and shoes that are professional and modest. No street clothes or shoes. No hats.

INSTRUCTIONAL ACCOMODATION:

If you have a documented individual learning requirement that requires academic accommodations, please contact your instructor as soon as possible. In order to receive accommodations you must provide your instructor with a Letter of Accommodations from the Disability Resource Center (Room 2 Alumni Gym, 257-2745, jkarnes@uky.edu) for coordination of campus accommodation services available to students with disabilities.

ACADEMIC INTEGRITY, CHEATING & PLAGIARISM:

Policies related to cheating/plagiarism can be found in your copy of Student Rights and Responsibilities, Section 6.3. policy on academic integrity. Cheating will result in an E for the assignment/test.

GROUP WORK & STUDENT COLLABORATION:

- All members of a group project should participate in every part of the project.
- All members of the group must perform the assignment as a group.
- All members must have a written copy of their completed assignment.
- All members will evaluate the final project and each member's individual participation in the group to turn into the instructor.