

REQUEST FOR NEW UNDERGRADUATE MINOR OR CHANGE IN MINOR

Program Dance Education Program

Minor Dance

Department Kinesiology & Health Promotion College Education

Bulletin PP _____

CIP Code _____ UK ID No. _____ HEGIS Code _____

Accrediting Agency (if applicable) EPSB / NCATE

New Minor Dance Certification

Minor Prerequisites (list course prefix, number and title) See attached Chart Plan A & Plan B - Dance Education Requirments

Minor Requirements (list course prefix, number and title) See attached Chart Plan A & Plan B - Dance Education Requirements

Minor Electives (list course prefix, number and title) See attached Chart Plan A & Plan B - Dance Education Requirements

Total Hours Required _____

Rationale for Proposal

Kentucky's Education Professional Standards Board has approved Dance as a certification area. Currently, no institution in Kentucky has a curriculum leading to certification in Dance. This proposed program would address the need for Dance educators in the State by providing options for students to complete requirements for a Restricted-base Certificate which would permit them to teach Dance in P-12 classrooms. This certification will help address the P-12 Arts & Humanities Academic Expectations, Program of Studies, and Core Content for Assessment Standards for Kentucky's schools.

**Plan A
Dance Education Program**

Requirements for undergraduate students completing Plan A:

- All course, field experiences, and student teaching requirements for undergraduate elementary education, physical education, or music education will be completed in their primary certification program.
- Dance courses, along with field and clinical experiences, will be completed for certification.

KHP 290	History and Philosophy of Dance	3
KHP 390	Dance Activities in the Elementary School	2
KHP 181	Modern Dance I	2
KHP 592	Choreography	2
KHP 147	Dance Foundations I	1
KHP 577	Practicum in Teaching Dance	3

(The following three courses are collaborative with Eastern Kentucky University)

PHE 418	Dance Science	3
KHP 396	Dance Pedagogy for Middle and High School	3
*Ethnic Dance Forms		<u>2</u>
		21

Choices – 3-4 hours from the following possibilities

KHP 293	Classical Ballet I	2
KHP 294	Classical Ballet II	2
KHP 391	Jazz Dance I	2
KHP 392	Jazz Dance II	2
KHP 182	Modern Dance II	2
KHP 393	Rhythmic Forms, Improvisation & Analysis	3

24-25 total hours

*Ethnic Course (alternating between the two schools with whatever type of pertinent ethnic dance is available at the time. i.e. African, Japanese, Chinese, Polynesian, etc.)

**Plan B
Dance Education Program**

Requirements for undergraduate students completing Plan B:

- Requirements for students who have completed, or are in the process of completing, an undergraduate degree from an accredited institution.

Professional Education Courses (Pre-requisite to Dance Courses):

EDP 202	Human Development and Learning	3
EDP 203	Teaching Exceptional Learners in Regular Classrooms	3
EPE 301	Education in American Culture	3
EDC 317	Introduction to Instructional Media	1
		10

Dance Courses:

KHP 290	History and Philosophy of Dance	3
KHP 390	Dance Activities in the Elementary School	2
KHP 181	Modern Dance I	2
KHP 592	Choreography	2
KHP 147	Dance Foundations I	1
KHP 369	Student Teaching Experience	12

(The following three courses are collaborative with Eastern Kentucky University)

PHE 418	Dance Science	3
KHP 396	Dance Pedagogy for Middle and High School	3
*Ethnic Dance Forms		2
		30

Demonstrated competencies in two of the following:

Classical Ballet
Jazz Dance
Modern Dance
Rhythmic Forms, Improvisation & Analysis

If the student could not demonstrate competency in two dance forms, then, they would have to take an additional 4-5 hours for a total of 34-35 hours; plus the 10 hours of education courses. That increases the total number of hours to complete Plan B to 44-45.

*Ethnic Course (alternating between the two schools with whatever type of pertinent ethnic dance is available at the time. i.e. African, Japanese, Chinese, Polynesian, etc.)

**Department of Kinesiology and Health Promotion
Minor in Dance 2003-2004**

Requirements for Program:

The Department of Kinesiology and Health Promotion offers undergraduate courses and degree programs in kinesiology (physical education) and health promotion. These programs support the College of Education's theme of teacher as reflective decision-maker. The process of reflective decision-making is imbedded in the departmental philosophy that students learn best through experiencing.

The minor in dance is for persons interested in dance who may wish to do graduate work in dance, apply dance principles to teaching in K-12 school settings, or in private studio work in dance. Persons interested in the dance minor should anticipate that it will take between two and a half to three years to complete the full set of courses, as each course is not taught every semester.

Dance Minor Requirements 22 – 24 hours

KHP 147 Dance Foundations I	1
KHP 155 Principles of Conditioning	1
KHP 181 Modern Dance I OR KHP 182 Modern Dance II	2
KHP 240 Nutrition & Phys. Fit. OR NFS 240 Nutrition & Phys. Fit.....	3
KHP 290 History and Philosophy of Dance	3
KHP 390 Dance Activities in the Elementary School.....	2
KHP 393 Rhythmical Forms, Improvisation & Analysis	3
KHP 592 Choreography	2

In consultation with an advisor, and depending on academic and professional interests, the student shall select four to six hours from the following list:

KHP 293 Classical Ballet I	2
KHP 294 Classical Ballet II	2
KHP 391 Jazz Dance I	2
KHP 392 Jazz Dance II	2
KHP 395 Independent Study in Kinesiology & Health Promotion	3



UNIVERSITY OF KENTUCKY

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March 17, 2004

Dr. Susan Leib
Executive Director
Education Professional Standards Board
100 Airport Road, 3rd Floor
Frankfort, KY 40601

Dear Dr. Leib:

I am writing in support of a program leading to a restricted base certificate in dance education in the College of Education at the University of Kentucky. The program will be offered as a cooperative program between UK and Eastern Kentucky University with the two institutions collaborating to provide the dance content courses.

At the University of Kentucky, this program is designed for three different types of individuals: (1) undergraduate candidates who are enrolled in elementary education, physical education, and music education who wish to pursue the dance certificate while completing their programs, (2) undergraduate students in non-certification programs who wish to secure the restricted base certificate to teach dance only, and (3) dance instructors who already have an undergraduate degree and teach in studios, private schools, or public schools on an emergency certificate.

The first group of students would be required to take the dance content courses, dance pedagogy courses, and a modified student teaching experience in addition to completing all requirements of the elementary education, physical education, or music education program. The second two groups of students would be required to take the professional education courses, dance content courses, dance pedagogy courses, and twelve weeks of student teaching in dance in addition to completing all requirements of an undergraduate degree program at an accredited institution.

We at the University of Kentucky are pleased to be a part of this program and submit this program review document for your approval. If you have questions, please feel free to contact me by phone at (859) 257-2813 or by email at cibulka@uky.edu.

Sincerely,

A handwritten signature in cursive script that reads "James G. Cibulka".
James G. Cibulka
Dean



EASTERN KENTUCKY UNIVERSITY
Serving Kentuckians Since 1906

College of Health Sciences
Department of Exercise & Sport Science

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(859) 622-1887, Fax: (859) 622-1254
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Lonnie.Davis@eku.edu

Educational Professional Standards Board
Division of Certification
100 Airport Rd., 3rd Floor
Frankfort, KY 40601

March 9, 2004

To Whom It May Concern:

I am writing this letter to let you know that the Department of Exercise and Sport Science is in support of the UK/EKU joint effort to create a Dance Certification. While we don't have all the ECU documents ready for submission at this time, they will be by your September meeting. I did want you to know however, that the proposed course "Dance Science" which will be taught at ECU and required for certification, has been approved by our Department and will be proceeding through the proper channels in the coming weeks. Offering this course will not take any additional resources since Dr. McAdam will be teaching this course rather than others she has chosen to teach in the summer.

If you have any further questions please feel free contact me.

Sincerely,

A handwritten signature in cursive script, appearing to read "Lonnie Davis".

Dr. Lonnie Davis
Chair, Exercise and Sport Science Dept.



Submitted to tl

EXECUTIVE SUMMARY

The goal of the Dance Education Program in the Department of Kinesiology and Health Promotion at the University of Kentucky is to prepare the highest quality dance educator for the state of Kentucky and beyond. This proposed program will be guided by the professional education unit's theme of preparing *educators as reflective decision makers*. The Dance Education Program is designed to prepare candidates who will possess a high level of content knowledge, excel in pedagogy, and perform as competent professional dance educators. The program will provide its graduates with expertise in dance, a content area that is not addressed by any other academic program. Dance content and skills are required and assessed in Kentucky schools as part of the CATS assessment program.

The Continuous Assessment Plan for the program is consistent with the unit's Continuous Assessment Plan. Specifically, candidates will be assessed at three points in the program: upon entry to the Teacher Education Program; at midpoint prior to student teaching, for retention in the program; and at exit, following completion of student teaching. Feedback from candidates at each assessment point as well as feedback from graduates and their employers will be used to review the program and make needed program revisions.

The implementation of KERA goals and initiatives will occur in the dance content and pedagogy courses. The program will address the eight Academic Expectations in Arts and Humanities and Practical Living that have dance content, use the P-12 Program of Studies to design and teach dance curriculum, and use the Core Content in dance to create assessment questions and performance tasks will insure the knowledge base for candidates seeking certification. The nine New Teacher Standards will form the foundation for the development of candidate portfolios. The EPSB themes of diversity, technology, collaboration, field experiences, economic education, environmental education, school safety education, and literacy education will be addressed in the program.

This program is unique in that it will be a cooperative program between the University of Kentucky and Eastern Kentucky University. The shared courses for certification will be offered in ways to make it feasible and reasonable for candidates to gain the competency needed to achieve their certification in this area. The certification program has been designed for both candidates in a Teacher Education Program, undergraduates in non-certification programs, and practitioners in the field who desire this certification.

The rationale for the implementation of the Dance Education Program focuses on the fact that eight of the fifty-seven KERA Academic Expectations are dance content standards. These expectations are part of the Arts and Humanities and Practical Living Content Standards and have been since the implementation of KERA in 1990. Because only a few teachers have had adequate training to understand and deliver the content, dance is an area that is underserved. A major in dance education, which could lead to teacher certification, does not exist in Kentucky, and this cooperative program between the University of Kentucky and Eastern Kentucky University addresses the need for certification in dance. The proposed program has the coursework and field and clinical experiences necessary to prepare teachers to deliver the Dance Program of Studies in the P-12 setting.

DOCUMENT I

Conceptual Framework for the Dance Education Program at the University of Kentucky

The Dance Education Program to be offered in the Department of Kinesiology and Health Promotion in the College of Education at the University of Kentucky prepares students as reflective decision makers and is dedicated to preparing the highest quality dance educator for Kentucky and beyond. Our graduates will integrate diverse content, effective pedagogical skills, and dispositions that foster life-long growth and learning. This program will provide its graduates with expertise in an area not previously addressed by any other subject area. The Dance Education Program aspires to prepare students who possess a high level of content knowledge, excel in pedagogy, and are professional. Additionally, these students must meet the standards established by the National Association of Schools of Dance (NASD), the National Dance Standards, and the Education Professional Standards Board's (EPSB) New Teacher Standards. The National Dance Standards were developed as part of the National Standards for Arts Education by the Consortium of National Art Education Associations under the guidance of the National Committee for Standards in the Arts in 1994. The National Standards for Arts Education are identified in *Dance, Music, Theatre, and Visual Arts: What Every Young American Should Know and Be Able to Do in the Arts, Grades K-12*. Using the professional standards, faculty will prepare reflective practitioners who support and facilitate learning and promote the overall development of all students.

The Dance Education Program at the University of Kentucky is designed to develop candidates as reflective decision makers. A reflective, effective educator is one who is able to integrate content and skills with professional dispositions in order to help students learn and develop. The process of reflective practice is imbedded in the philosophy that candidates learn best through experiencing. Candidates learn through inquiring, observing, and participating, but must also learn through their powers of reasoning and problem solving. In the program, candidates will experience a variety of teaching activities: various teaching methodologies, observation of their own and others' teaching behaviors, observation of students' learning styles and behavior management systems, assessment of the teaching/learning process, and reflection on their teaching to make informed decisions.

The Dance Education Program prepares candidates to meet these standards by integrating knowledge of content and the profession, learning theory, and application of teaching and learning. The program provides candidates with a core of courses in content and pedagogy that includes:

- General knowledge needed by candidates to develop as an educated person and citizen in a diverse society
- Specific knowledge related to dance and dance education
- Foundational knowledge in dance education
- Professional education and pedagogy

- Behavioral knowledge needed for understanding of self and others
- Expertise in technology needed to enhance professional practice

As candidates complete requirements for each course and participate in continuous assessment activities including interviews and portfolio development and refinement, program goals and standards are met and learning is enhanced. The portfolio, as part of continuous assessment, provides excellent opportunities for personal and professional growth. The portfolio contains evidence of technology competence, lesson plans, ways to address diversity, samples of assessed student work, and reflections on teaching and learning. In addition to these entries, candidates may include other artifacts in their portfolio that demonstrate learning and progress toward meeting program goals; NASD, NDS, and NCATE standards; and the Kentucky New Teacher Standards.

In various classes, candidates have the opportunity to peer teach and to teach dance in the schools of the local community. For each of these experiences, candidates develop lesson plans, implement teaching/learning, reflect on that teaching/learning, and then make improvements in the teaching and learning process. During the practicum and/or student teaching experience, candidates have primary responsibility for the dance classroom and the teaching and learning that takes place in the classroom.

Modern dance programs incorporate Dewey's reflective thinking (1933) and experiential learning (1938). Like Dewey, we believe the mind and body are integrated aspects of the whole, and the program faculty view students holistically. Therefore, our program is based on the fact that all dimensions – the physical, mental, emotional, social, and spiritual dimensions – of all students must be educated and developed. Additionally, the program builds on constructivist theory (Allison & Barrett, 2000; Brooks & Brooks, 1993; Richardson, 1997; Siedentop & Tannehill, 2000). From this framework, the faculty and candidates are active in developing knowledge and problem solving skills. Candidates are prepared to work independently as well as cooperatively with others. Faculty and candidates work together in the teaching and learning process to create educational experiences that are clearly defined and have purpose and meaning for the learner (Rogoff, 1990). Additionally, the process of reflection (Schon, 1987; Schon, 1991; Mosston & Ashworth, 1994; Wuest & Lombardo, 1994; Zeichner & Liston, 1996; Melograno, 1998; Rink, 1998; Allison & Barrett, 2000; Harrison, Blakemore, & Buck, 2001) is crucial to constructivist teaching. Students construct meaning and give attention to reflection in the teaching and learning process (Schon, 1987; Posner, 1996). Reflection infers that teachers will identify the actions they have taken, identify the impact or effect these actions have on learners, and refine the teaching and learning process to improve teaching and learning and then begin the process anew (Brennan, Roberts, Thames, & Miller, 1999).

Faculty members in the Dance Education Program believe we must prepare practitioners who are effective, reflective decision makers in all aspects of the teaching profession. The candidates must be able to work effectively in diverse settings and be able to facilitate learning at the highest levels in our schools. Candidates are expected to be self-directed, active learners who can make real-life application of knowledge and pedagogical theory. Faculty in the program believe when planning, implementing, and assessing instruction, teachers must focus on their previous actions, assess the impact or effect of their instruction, and make refinements in

their teaching and then begin the process again. The actions, impact, and refinement model is critical to the unit's conceptual framework of reflective decision-making. This model is promoted and modeled for candidates in coursework throughout the program. The unit's conceptual framework is reflected in course syllabi.

In preparing teachers, the goal is to prepare the teacher as a reflective practitioner. The process of reflective practice is imbedded in the philosophy that students learn best through experiencing (Estes & Mechikoff, 1999; Mechikoff & Estes, 1998). This process describes how candidates are required to reflect on their own behavior and to make informed decisions based on these reflections.

In summary, the Dance Education Program in the Department of Kinesiology and Health Promotion uses NASD and NDS standards in addition to what is considered to be best practice in the teaching and learning process. The program also adheres to the mission of the unit and the institution and to the unit's conceptual framework. Further, the program is based on Kentucky New Teacher Standards, the Program of Studies for Kentucky Schools, and the Education Professional Standards Board themes. Faculty members believe in the importance of education and the need to prepare effective, knowledgeable, professional, and motivated reflective practitioners who support learning for all students and are highly skilled in pedagogy.

Rationale Behind the Proposed Restricted-Base Certification in Dance

The proposed program will be a collaborative effort between the colleges of education at the University of Kentucky and Eastern Kentucky University. Dance faculty at the two institutions will collaborate on the delivery of coursework. For example, candidates at the University of Kentucky will enroll in *Dance Science* at EKU, and Eastern Kentucky University candidates will enroll in KHP 396 *Dance Pedagogy for Middle and High School* at UK.

Dance has been part of the Arts and Humanities and Practical Living curricula since the inception of KERA, but only a few teachers have had the preparation to adequately cover the material. Physical education candidates are supposed to have dance as part of their college curriculum, but few schools in the state cover all aspects of the dance program of studies and core content in their courses. Many teacher preparation programs have requirements for candidates to take music, art, and physical education courses. The only dance requirement is contained within the creative arts specialization area in the elementary education program at the University of Kentucky. Dance professionals in the state have presented professional development workshops over the last 14 years, which offered training to some teachers. However, from the feedback we have received, these professional development activities do not provide enough training for most teachers to feel comfortable teaching dance in the classroom. EKU has had a graduate course for teachers on how to include dance in the curriculum, and over the last three years, approximately 40 teachers have taken the graduate course.

To address these problems, we are proposing a Dance Education Program that would prepare three different categories of candidates: (1) undergraduate candidates who are enrolled in elementary education, physical education, and music education who wish to pursue the dance certificate while completing their programs, (2) undergraduate students in non-certification

programs who wish to secure the restricted base certificate to teach dance only, and (3) dance instructors who already have an undergraduate degree and teach in studios, private schools, or public schools on an emergency certificate. The first group of students would complete Plan A that requires dance content courses, dance pedagogy courses, and a modified student teaching experience in addition to completion of all requirements of the elementary education, physical education, or music education program. The second two groups of students would complete Plan B which requires the professional education course sequence, dance content courses, dance pedagogy courses, and twelve weeks of student teaching in dance in addition to completion of all requirements for an undergraduate degree program at an accredited institution.

The certification in dance would be offered as a 23 credit hour minor at the University of Kentucky. Currently, we are unable to create a major for many reasons; but primarily there are not enough fiscal resources available at UK or ECU to hire enough full-time faculty or meet the space requirements a dance major would demand. Additionally, in this economy there is little chance of a teacher being hired solely as a dance specialist.

Candidates would complete field experiences and student teaching in dance according to the appropriate Plan A or Plan B. Since candidates in Plan A will have a semester of student teaching for their major, we propose that they take a three credit teaching practicum in dance. This practicum experience would provide the dance content necessary for addressing the eight Academic Expectations in dance and provide supervision as candidates learn to teach dance. The chart labeled Plan A has been designed for candidates who have been admitted to a teacher education program, i.e., elementary education, physical education, and music education. Additional considerations have been given to both undergraduates in non-certified majors and dance practitioners who have earned a college degree and desire certification in dance. The chart labeled Plan B includes required dance content and pedagogy courses and student teaching. In addition to these courses and experiences, candidates completing Plan B must complete the following professional education courses prior to the student teaching experience: EDP 202, EDP 203, EPE 301, and EDC 317.

It is anticipated that three different groups of individuals would be interested in pursuing the dance certification program:

Plan A:

- (1) undergraduate students who are enrolled in a teacher education program (i.e., elementary education, kinesiology/physical education, music education) at the University of Kentucky. In addition to completing all requirements associated with their primary certification program, candidates would be required to complete dance content and pedagogy courses and appropriate field and clinical experiences in dance education. Since candidates would complete twelve full weeks of student teaching in their primary certification area, the student teaching experience for the dance certification program would be designed to meet individual needs of candidates. For example, candidates in elementary education would complete the dance practicum, and during the student teaching semester they would integrate dance into their student teaching experiences. Observations of the student teaching experience would be conducted by both elementary and

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Plan B:

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Studies in the P-12 setting.

Plan B: For Undergraduates in Non-Certification Programs and Practitioners Who Desire Dance Certification
Comparison of EKU and UK's Dance Program Leading to Dance Certification
(similar courses and course content are compared)

<p>EKU Required</p> <p>3 PHE 200 Heritage of Dance</p> <p>3 PHE 300 Techniques of Social and Creative Dance</p> <p>1 PHE 250 Beginning Dance Technique and Production</p> <p>2 PHE 345 Choreography</p> <p>12 Student Teaching</p>	<p>UK Required</p> <p>3 KHP 290 History and Philosophy of Dance</p> <p>2 KHP 390 Dance Activities in the Elementary School</p> <p>2 KHP 181 Modern Dance I</p> <p>2 KHP 592 Choreography</p> <p>1 KHP 147 Dance Foundations I</p> <p>12 Student Teaching</p>
Shared Courses	
<p>3 PHE Dance Science</p> <p>3 KHP 396 Dance Pedagogy for Middle and High School</p> <p>2 *Ethnic Dance Forms</p> <p>29</p>	<p>3 PHE Dance Science</p> <p>3 KHP 396 Dance Pedagogy for Middle and High School</p> <p>2 *Ethnic Dance Forms</p> <p>30</p>
<p>Demonstrated competencies in at least two:</p> <p>1 HPR 282/390 Ballroom Dance</p> <p>1 HPR 282/390 Jazz Dance</p> <p>1 HPR 282/390 Ballet</p> <p>1 HPR 282/390 Tap Dance I</p> <p>1 HPR 282/390 Tap Dance II</p> <p>1 PHE 450 Advanced Dance Technique and Production</p> <hr/> <p>29 total hours</p>	
<p>Demonstrated competencies in at least two:</p> <p>2 KHP 293 Classical Ballet I</p> <p>2 KHP 294 Classical Ballet II</p> <p>2 KHP 391 Jazz Dance I</p> <p>2 KHP 392 Jazz Dance II</p> <p>2 KHP 182 Modern Dance II</p> <p>3 KHP 393 Rhythmic Forms, Improvisation & Analysis</p> <hr/> <p>30 total hours</p>	
<p>Prerequisites: EDF 103, 203, 319, 413 or PHE 575, EED 401 or PHE 562</p>	

Prerequisites: EDF 103, 203, 319, 413 or PHE 575,
EED 401 or PHE 562

*Ethnic Course (alternating between the two schools with whatever type of pertinent ethnic dance is available at the time. ie. African, Japanese, Chinese, Polynesian, etc.)

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DOCUMENT II

Continuous Assessment Plan Dance Education Program Restricted Base Certificate

Introduction

A candidate's progress through all teacher preparation programs is continuously monitored, assessed, and reviewed. In addition to typical evaluation processes that occur as part of their course work and field placements, candidates will be assessed a minimum of three times during their program by representatives of their respective program faculty.

The three assessments will occur upon entry into the teacher education program (TEP), at a midpoint in the program (no later than the semester prior to student teaching), and as candidates exit the program following student teaching. The material to be evaluated is clearly stated in the remainder of this document.

Following admission to a teacher education program, if problems have been identified at any of the assessment points, program faculty will determine a plan for addressing the problems and implement the plan including feedback and direction to the candidate. In addition, if specific strengths are recognized during these assessments, the candidate will be commended.

The contents of the continuous assessment plans are based on the Kentucky New Teacher Performance Standards, Program of Studies for Kentucky Schools, Education Professional Standards Board (EPSB) policies, General Standards for Dance Studies by the National Association of Schools of Dance (NASD), National Dance Standards, and the National Council for the Accreditation of Teacher Education (NCATE).

Teacher education candidates at the University of Kentucky are required to demonstrate the following functional demands, skills and dispositions:

- Candidates for admission must demonstrate the ability to effectively communicate orally and in writing. Data sources for assessing the skills will include recommendations, an interview by representatives of the program faculty, on-demand writing samples, and entries from the admissions portfolio. Program faculties may also require students to have earned at least a "B" in a college-level course in writing and at least a "B" in a college-level public speaking course.
- Candidates for admission must demonstrate constructive attitudes toward children, youth, parents, and teaching. The evidence will include awareness and acceptance of diversity among students in the schools. Data for assessing this criterion will include the TEP interview, recommendations, an autobiography or resume, performance in courses, and/or other data from the admissions portfolio.

- Candidates for admission must demonstrate acceptable conceptual ability with particular emphasis on being able to discuss key subject matter ideas and relationships the candidate might be expected to teach. Data for assessing this criterion will come from the TEP interview, the admissions portfolio, on-demand writing samples, performance in courses, and recommendations.
- Candidates for admission must demonstrate the potential to interact appropriately and effectively with diverse groups of students in all activities of the school day, as well as interact appropriately and effectively with colleagues, parents, and school administrators. In making a judgment on this criterion, consideration will be given to the TEP interview, recommendations, the admissions portfolio, on-demand writing samples, performance in courses, and any other data deemed relevant by the program faculty.
- Candidates for admission must demonstrate a commitment to professional ethics and behavior. Data for assessing this criterion will include recommendations, evidence of knowledge of the Kentucky Professional Code of Ethics and results of the Legal Background Check.

The following information explains the steps a candidate must complete to be admitted to the program and how his or her admission will be determined.

Admissions Criteria for Dance TEP

I. Academic Requirements and Required Prerequisite Courses

Before candidates can apply for the teacher education program, they must have completed a minimum of 60 hours of college-level work with an expected grade point average of at least 2.5. Before they may begin the application process, they must:

Complete or be enrolled in:

- EDP 202 - Human Development and Learning. (Note: Psychology 100 is a prerequisite for this course.)
- KHP 390, Dance Activities in the Elementary Schools, and at least 2 or more hours in dance skill classes including KHP 147, 181, 182, 293, 294, 391, 392
A grade of "C" or better must be earned in all of the above courses.

II. Standardized Test Scores

To apply to the teacher education program, candidates must provide passing scores from at least one standardized test. These tests and scores include:

- ACT (minimum composite score of 21)
- SAT (minimum composite score of 990 and a minimum grade of "B" on a college level written composition course)
- GRE (minimum composite score of 1200 and a minimum grade of "B" on a college level written composition course; applicants whose GRE scores reflect the new Analytic Writing

test must have at least a combined score of 800 on the Verbal and Quantitative portions of the test, in conjunction with a minimum Analytic Writing score of "4.")

- PRAXIS I (Computer or Paper: reading test – 173; mathematics – 173; and writing 172)
 - No standardized test scores older than eight years can be used to meet this requirement.
 - GRE scores may be used only by students who hold a bachelor's degree.
 - Students may retake subtests in multi-part tests.

Scores from only one of these tests are required.

Entry Level Standardized Tests Test taken:	Exceeds minimal expectations	Meets minimal expectations	Does not meet minimal expectations
Scores:			

III. Recommendations

Candidates will provide a minimum of three references as part of their application packet. These documented recommendations will be read and evaluated by program faculty members. The recommendations must meet minimal expectations for acceptance to the program. The rubric used to evaluate recommendations is presented below.

Entry Level Recommendations	Exceeds minimal expectations	Meets minimal expectations	Does not meet minimal expectations
Quality of recommendations			

IV. Analysis of Transcript(s)

The program faculty members will analyze transcript(s) to evaluate candidates' overall work at UK as well as other colleges and universities they may have attended. The overall GPA will be evaluated, as well as patterns of strengths and weaknesses in content areas. Patterns of weakness could result in the program faculty members requesting that candidates retake courses or complete other activities that will improve the areas of weakness. The overall GPA and content area grades must meet minimal expectations for acceptance to the program. The rubric used to evaluate transcript(s) is presented below.

Entry Level Grade Analysis	Exceeds minimal expectations	Meets minimal expectations	Does not meet minimal expectations
Overall GPA			

Grades in specific content areas			
Dance			
Related studies area			
Pre-requisite courses, i.e. KHP 390			

V. Entry Level Portfolio

When applying to the teacher education program, candidates must provide an entry-level portfolio. Required entries in this portfolio include the following:

- a definition of dance and a philosophy of dance education
- an autobiography in which candidates communicate information about themselves and their school experiences
- a list of experiences candidates have had working with children and the amount of time spent in each experience. Descriptions of what has been learned about working with children must be clearly stated. This entry should not exceed two double-spaced pages. Pre-professional courses at UK or other colleges can count toward this component (e.g., EDP 202, EDP 203, KHP 390, KHP 393, etc.)
- a list of community service activities
- one portfolio entry from each dance course taken prior to the interview. The entry may be a lesson plan, a reflection paper, or a project.
- documentation of basic technology skills.

The portfolio will be reviewed by members of the program faculty. The portfolio must meet minimal expectations for the candidate to be accepted in the program. The rubric used to evaluate portfolio entries is presented below.

Entry Level Portfolio	Exceeds minimal expectations	Meets minimal expectations	Does not meet minimal expectations
➤ Philosophy of dance education			
•Addressed the topic			
•Responded accurately/knowledgeably			
•Organized thoughts and ideas clearly			
•Used appropriate writing mechanics			
➤ Autobiographical information and resume			
➤ A written description of experiences working with children/youth			
➤ Community service activities			
➤ Work sample(s) from each dance course completed at UK or EKU			
➤ Documentation of basic technology skills			
Organized entries in a professional fashion			
Overall Portfolio Rating			

VI. Spontaneous Writing Sample

One week prior to the interview, candidates will report to a designated location and receive a writing prompt to which a response is required. The prompt will consist of a short article to read, editorial cartoon to view, or a scenario to read. A question related to the prompt will be provided. Candidates will write a response to the question. The purpose of this task is to provide a spontaneous writing sample for the program faculty members to evaluate. Effective basic writing skills are considered a prerequisite to the TEP. This writing sample will allow the team to observe and evaluate a sample of the candidate's writing. The spontaneous writing sample must meet minimal expectations for acceptance to the TEP. The rubric used to evaluate the writing sample is presented below.

Entry Level Spontaneous Writing Sample	Exceeds minimal expectations	Meets minimal expectations	Does not meet minimal expectations
•Organized and expressed thoughts clearly			
•Used appropriate writing mechanics			
•Addressed the topic			
•Responded accurately/knowledgeably			
Overall Writing Sample Rating			

VII. Interview

As part of the application process for the Dance Education Program, candidates will be interviewed by a team of program faculty members. The co-chairs of this Dance Program Faculty will be one dance faculty member from the University of Kentucky and one dance faculty member from Eastern Kentucky University. These program faculty members will represent the program to which the student is applying. There will be a group of four to five members of the entire committee who will interview the candidate. Prior to the interview, the team of interviewers will examine and evaluate the following: TEP application forms, basic skills test scores (ACT, SAT, Praxis), transcripts, letters of recommendation, spontaneous writing sample, and entry level portfolio pieces. Each will be evaluated according to the rubrics provided in this document.

The admissions interview will last from 20 to 30 minutes. During the interview, the interview team will ask a variety of questions. All applicants will not be asked the same questions. Interview questions might focus on issues such as previous experiences with students, career goals, general content from courses previously taken, and hypothetical situations that require candidates to predict how they might respond. Candidates should not need to "study" for this interview. Content questions will be based on past course work, will be general in nature, and address basic concepts.

Communication skills are vital to effective teaching. While communication skills can be improved, the ability to effectively communicate is a prerequisite to entering the TEP.

Communication skills include the ability to organize and express thoughts and ideas clearly using appropriate language (grammar and vocabulary). The team will examine candidate ability to positively assert ideas and concepts. The team also will examine candidate ability to listen and respond to the questions asked without rambling and/or losing focus.

The content of the oral responses will also be evaluated during the interview. The team will examine the quality of the responses in terms of the ability to "think on one's feet" and relay the knowledge acquired through personal and job-related experiences as well as through studies at UK and/or EKU.

The interview is a very important portion of the TEP application process due to the importance of effective spontaneous thinking and oral language skills. Therefore, candidates may be called back for a second interview if the team feels more time is needed to obtain a fair assessment of their competencies. Interview skills must meet minimal expectations for acceptance to the TEP. The rubric used to evaluate interview skills is presented below.

Entry Level Interview	Exceeds minimal expectations	Meets minimal expectations	Does not meet minimal expectations
• Organized and expressed thoughts clearly			
• Used appropriate oral language (grammar and vocabulary)			
• Used positive and assertive communication style			
• Listened and responded to the questions asked			
• Responded accurately/knowledgeably			
• Demonstrates constructive attitudes toward children, youth, parents, and teaching			
• Demonstrates awareness and acceptance of diversity			
• Demonstrates ability to interact with diverse groups			
• Demonstrates a commitment to professional ethics and behavior			
Overall Interview Rating			

VIII. Code of Ethics

Candidates are required to adhere to the Kentucky Code of Ethics. They must complete a character and fitness review. Candidates with potential problems are required to identify themselves as having a possible legal problem that could affect admission to TEP or state licensure and must FIRST secure a copy of the necessary court documents. In Kentucky, this is the pretrial record check supplied by the Administrative Office of the Kentucky Court of Justice. If the candidate indicates that the legal difficulty occurred out of state, then he/she must ALSO secure a copy of the legal record from the jurisdiction where the offense(s) took place. Without these documents, it is impossible for advisors in the Office of Academic Services and Teacher

Certification to accurately determine the full extent of the candidate's legal difficulties. If a candidate is identified as having legal difficulties, he/she must prepare a portfolio of documents that will permit program faculties and certification officials to make a determination as to whether these difficulties might cause problems for admission to TEP, for certification, or for employment. A packet of instructions for the preparation of this portfolio is available at 166 Taylor Education Building. A TEP candidate with identified legal problems may not be admitted to TEP or recommended for certification without the necessary legal problems portfolio.

Mid-Point Review

After admission to the program, candidates must continue to exhibit desirable characteristics to remain in the program. If candidates demonstrate a lack of commitment, effort, professional behavior, knowledge, or teaching skills, they may be removed from the program until these characteristics are demonstrated. Candidates will also be monitored to ensure they are adhering to the EPSB Code of Ethics and that they have maintained a "C" or better in all professional courses.

After admission, candidates should continuously update and revise their portfolio. Portfolio pieces from all dance courses must be included. The portfolio will be re-submitted as a retention portfolio in the course, KHP 396 *Dance Pedagogy for Middle and High School*. Candidates are expected to have no grade lower than a "C" in all major courses.

At least one full year before candidates are scheduled to student teach, they should obtain an academic audit of coursework.

Before student teaching, the GPA will be re-evaluated. In addition, before beginning a student teaching placement, *The 10 Fingerprint Card* for the district(s) of placement must be completed. This card will be sent to the Kentucky State Police and the Federal Bureau of Investigation by the school district for a complete criminal history background check.

Compliance with Standards for Retention in Teacher Education Program

1. The progress of candidates who have been admitted to a Teacher Education Program is continuously monitored. Items which are monitored include:
 - (a) The student continues to earn grades of "C" or better in professional education classes
 - (b) The student continues to demonstrate adherence to the EPSB Professional Code of Ethics, the University Code of Conduct
 - (c) Adequate progress is being made in building the Retention Portfolio.
2. If problems are identified, program faculty will determine a plan for addressing the problems and implement the plan including feedback and direction to the student.
3. Prior to the student teaching semester, each candidate will be asked to provide evidence to demonstrate the acquisition of skills related to teaching in the chosen subject field and to document progress in any identified problem areas. This evidence will be in the form of the Retention Portfolio. The appropriate program faculty will review each candidate's portfolio.

Continued progress through the program will be contingent on the results of this midpoint review.

4. Admission to student teaching requires a successful midpoint assessment review and recommendation by the program faculty.
5. Data Source: Retention Data

The Retention Portfolio should contain the following documents:

- a. A revised dance education philosophy
- b. Your definition of dance education
- c. A summary of all observation experiences and teaching experiences in dance education
- d. A unit plan in dance education
- e. Performance assessment task and open response question with rubric from lesson plans selected from the following courses: KHP 147, KHP 390, KHP 393
- f. Samples (2) of best lesson plans
- g. Evidence of ability to locate dance education information on the World Wide Web by including four separate articles from appropriate sources on one dance education topic
- h. Evidence of ability to use a computer program to calculate grades; actual grade calculations will be included in the portfolio
- i. Evidence of ability to advocate for dance/arts education by writing a letter to a site-based council, local newspaper, etc. to advocate for a position related to arts in the schools.

Directions for Submitting Portfolio

The retention portfolio will be turned in to the instructor during the following class: KHP 396. A checklist will be provided that specifies which portfolio pieces are required during that particular class. The instructor of the course will specify the due date for the portfolio.

Exit Review

The final portfolio will be an exit portfolio that will be completed during the appropriate practicum or student teaching experience. During student teaching, candidates should schedule Praxis II exams. The successful completion of these tests is required before candidates begin a career in teaching.

Compliance with Standards for Exit from the Teacher Education Program

1. All candidates must continue to meet all previously stated standards at the time of exit.
2. At exit, candidates must present an exit portfolio for review by the program faculty. The exit portfolio will be organized by the Kentucky New Teacher Standards and will include appropriate artifacts selected by the candidate and required by the program faculty.
3. The program faculty will certify that a review of the exit portfolio has been made and that the candidate has met all of the Kentucky New Teacher Standards. This is a prerequisite for granting the bachelor's degree in education.

The following data sources will be used:

1. Portfolio
2. Resume, journal entries
3. Mock interview at Career Center
4. Lesson plans, units, and videotape and critique
5. Two or more formal visits to other classrooms (observations) for each placement
6. One or more faculty meetings (one should be a school based council meeting) for each placement
7. Cooperating teacher evaluations
8. College supervisor evaluations
9. Seminar attendance and participation
10. Exit interview

The exit portfolio should contain the following documentation:

Page 1 Table of Contents*

Page 2 Long term teaching schedule *

Resume*

Statement of Philosophy*

Standard I. Designs and Plans Instruction

- Lesson plans and supporting material *
- Interdisciplinary, instructional unit plans *

Standard II. Creates and Maintains an Effective Learning Climate

- Plans to enhance student attitudes and motivation
- Strategies for individualizing instruction *
- Materials adapted to meet needs of individuals or groups

Standard III. Implements and Manages Instruction

- Description of classroom management system *
- List of classroom routines and rules *
- Instructional sequence should be located here as well as included with Standard I*
- Videotapes of special teaching events with written critiques*

Standard IV. Assesses and Communicates Learning Results

- Samples of tests candidate has constructed *
- Examples of feedback candidate has given to students based on tests or assessment activities they have completed
- Samples of reports to parents about student progress

Standard V: Reflects on and Evaluates Specific Teaching/Learning Situations

- Statement indicating understanding of expectations after each observation
- Plans for assessing the impact of a series of activities on students
- Journal entries *

Standard VI: Collaborates with Colleagues, Parents, and Others

- Records of parent conferences
- Letters and newsletters to parents

- Notes from meetings (faculty; site-based council, etc.)*
- Information and/or material related to committee work
- Notes to and from colleagues about collaborative projects

Standard VII: Engages in Professional Development

- Documentation of any professional development activities *

Standard VIII: Demonstrates Knowledge of Content

- Samples of student work *

Standard IX: Uses Technology to Support Instruction

- Samples of technology implementation in instruction and/or description of expertise in technology

* Indicates items that must be included.

Follow-up of Graduates and Employers

Data Source: Follow-up Information

A survey will be administered to graduating students at the end of their practicum or student teaching semester. Data gathered from these surveys will be used to evaluate the Dance Program and make necessary changes. The program faculty will use Kentucky Teacher Internship Program (KTIP) data and the results of the Praxis II examinations to make appropriate changes in the program.

Description of How Data are Used to Improve the Effectiveness of Teacher Candidates and the Overall Program

Interviews with Candidates

Interviews with candidates are used as one method to determine if the teacher preparation program is preparing candidates adequately and ensuring the program consistently addresses and integrates the appropriate performance standards. Candidates are interviewed as part of the admission process to the Teacher Education Program (TEP). Candidates also have individual conversations with their mentors after having been admitted to TEP. Finally, candidates go through an exit interview just after having completed student teaching. As part of these interviews and conversations, TEP faculty request and receive comments concerning the strengths and weaknesses of the program. Strengths and weaknesses are then discussed in program faculty meetings. Appropriate changes are implemented if feasible.

Feedback from Public School Teachers

Prior to student teaching, candidates are required to complete numerous field experiences in addition to their student teaching. Our faculty solicits feedback from educators in the field. These teachers identify areas for growth that would benefit our students. The program faculty then addresses these concerns and/or makes appropriate changes in the curriculum.

Examination of Portfolios

The program faculty assesses candidate portfolios. If there is a consistent weakness in the portfolios, these problems are brought to the attention of the program faculty, and an attempt is made to address weaknesses.

Observation of Practicum and/or Student Teaching

This is one of the primary ways we will identify weaknesses in the program. Practicum students or student teachers are observed at least twice during each of their two placements. If they are having specific problems during their practicum or student teaching, these problems are addressed immediately.

Dance Education Program Survey

General information:

Grade level: Elementary Middle School High School
Teaching area: Dance Education Other: _____

How long have you been in your placement? _____

- 1) What aspects of the Dance Education Program were most beneficial in preparing you for your career in teaching?

- 2) What aspects of the education courses were most beneficial (or least beneficial) in preparing you for your career in teaching? Please explain.

- 3) Were there any areas that you wish had been covered or covered in more depth in your dance courses?

- 4) Please provide any suggestions you may have on ways to improve our program:

- 5) Any additional comments:

Sample Rubric for Entry Level TEP

**University of Kentucky, Dance Program
Rubric for Evaluating Entry Level Components of the Teacher Education Program (TEP)**

Applicant Name: _____ Student # _____ Semester: Fall Spring _____
 GPA (UK overall) _____ Standardized Test/Scores _____ Hours completed _____
 Hours enrolled _____
 Completed KHP 390 _____ Completed or taking EDP 202 _____ KHP 393 _____

Entry Level Indicators	Exceeds minimal expectations	Meets minimal expectations	Does not meet minimal expectations	Comments (Write additional comments on back)
Standardized Test Scores				
GPA (overall)				
Academic areas of concern (list)				
Spontaneous Writing Sample				
•Organized and expressed thoughts clearly				
•Used appropriate writing mechanics				
•Addressed the topic				
•Responded accurately/knowledgeably				
Overall Writing Sample Rating				

Applicant Name: _____

Entry Level Indicators	Exceeds minimal expectations	Meets minimal expectations	Does not meet min. expectations	Comments (Write additional comments on back)
Interview Responses				
•Organized & expressed thoughts clearly				
•Used appropriate oral language (grammar and vocab.)				
•Used positive and assertive communication style				
•Listened and responded to the questions asked				
•Responded accurately/knowledgeably				
• Demonstrates constructive attitudes toward children, youth, parents, and teaching				
• Demonstrates awareness and acceptance of diversity				
• Demonstrates ability to interact with diverse groups				
• Demonstrates a commitment to professional ethics and behavior				
Overall Interview Rating				
Letters of Recommendation				
Entry Level Assessment Overall Rating				

Comments to be in the applicant's letter regarding a "deny" decision or specific conditions for acceptance _____

Interview Team: _____

Date _____

Accepted by Dance Program Faculty _____

DOCUMENT III

Program Experiences

Candidates in the Dance Education Program must demonstrate Kentucky New Teacher Standards, the National Association of School of Dance Standards, and National Dance Standards. They must demonstrate the ability to address the Academic Expectations in Arts and Humanities and Practical Living, the Program of Studies, and the Core Content of Dance in P-12 classrooms.

Kentucky New Teacher Standards

Standard I: The teacher designs/plans instruction and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard II: The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard III: The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard IV: The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard V: The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

Standard VI: The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard VII: The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

Standard VIII: The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

Standard IX: The teacher demonstrates the implementation of technology.

National Association of Schools of Dance – General Content Standards

- A. **Performance** may include but is not limited to developing intellectual and technical skills adequate to meet the needs of artistic self-expression in dance or a component discipline. Dancing and directing rehearsals are the performance areas.
- B. **Choreography** includes but is not limited to the creation of original works for performance.
- C. **Analysis** includes but is not limited to developing an understanding of the common elements and organizational patterns of dance. It may also involve responding to, interpreting, analyzing, and evaluating works of dance. For students with professional orientations or aspirations, it includes developing sufficient knowledge of forms, processes, and structures to use this knowledge in performance, scholarly, pedagogical, and cultural situations, according to the requisites of their specializations. At advanced levels, it includes the ability to place dance in cultural and stylistic contexts, and to bring analytical techniques to problem solving in performance, choreography, and other applications.
- D. **Dance History** includes but is not limited to familiarity with dance from a variety of cultural sources, historical periods, and media.
- E. **Design/Technology** includes but is not limited to studio, costume, lighting, sound, and scene design and preparation.

National Dance Standards National Standards for Arts Education (1994) Reston, VA: Music Educators National Conference

- 1. Identifying and demonstrating movement elements and skills in performing dance.
- 2. Understanding choreographic principles, processes, and structures.
- 3. Understanding dance as a way to create and communicate meaning.
- 4. Applying and demonstrating critical and creative thinking skills in dance.
- 5. Demonstrating and understanding dance in various cultures and historical periods.
- 6. Making connections between dance and healthful living.
- 7. Making connections between dance and other disciplines.

Academic Expectations

- 1.15: Students make sense of and communicate ideas with movement.
- 2.22: Students create works of art and make presentations to convey a point of view.
- 2.23: Students analyze their own and others' artistic products and performances using accepted standards
- 2.24: Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.
- 2.25: In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.
- 2.26: Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.
- 2.34: Students perform physical movement skills effectively in a variety of settings.
- 2.35: Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.

Integration of EPSB Themes into the Dance Program of Studies

The Dance Education Program embeds the National Association of Schools of Dance Standards and the National Dance Standards in the development and implementation of the program. The following EPSB themes are integrated into the design and implementation of the program and will be described in this section: (1) diversity, (2) technology, (3) collaboration, (4) field experiences, (5) economic education, (6) environmental education, (7) school safety education, and (8) literacy education.

The theme of **diversity** is readily evidenced in the Dance Education Program. Diversity is addressed across four areas: dance forms, age, ability, and race and culture. The diversity of dance forms, children, families, and communities is reflected in course syllabi and included as an area of discussion and learning in courses. Readings and field experiences are chosen to provide candidates with opportunities to work with children of diverse ages, abilities, cultures and communities.

The Dance Education Program blends pedagogy from primary through secondary education in an effort to provide candidates with competencies to teach children of diverse backgrounds in an inclusive setting. Instruction within the program provides candidates with information about the history of dance, appropriate developmental forms of dance, skills in teaching dance science, choreography, improvisation, and several dance forms. The inclusion of P-12 students in each of the field sites further strengthens candidates' understanding of diversity and enables candidates to demonstrate their ability to meet the diverse learning and behavioral

needs of P-12 students. Program faculty provide assistance to candidates in field experiences as they discuss methods and strategies for meeting the individual learning needs of students.

The University of Kentucky College of Education, as well as the Department of Kinesiology and Health Promotion, includes experiences and instruction specific to the study of cultural diversity within university and college requirements. Dance students must complete a university cross-cultural requirement, as well as program coursework specifically designed to promote an understanding of race and culture in America, the community, and schools. Racial and cultural diversity is one of the criteria used by program faculty to evaluate field placement sites. The commitment of program faculty to seeking and placing students in diverse settings is concrete evidence of their commitment to this concept and practice. In summary, inclusive education for the Dance Education Program embodies the belief and practice that the diversity among dance forms, children, and communities is valued and celebrated.

The use of **technology** in education settings and among professionals in the field has increased ten-fold in the last decade. Faculty members acknowledge their commitment to providing instruction in the use of technology and modeling its use for candidates. Candidates must keep pace with the current technology and must be continually evaluated. This commitment is pervasive and is evidenced in a number of areas in the undergraduate program. First, faculty members pay particular attention to the currency of technology and its use in program evaluation and course review. Second, the program's conceptual framework guides efforts to equip the graduate with the skills to make reflective decisions. This practice will be particularly applicable in the area of technology where our knowledge base is increasing so rapidly and students must use current knowledge to make informed decisions in the future. Third, other courses, such as the undergraduate capstone course, KHP 369 *Student Teaching* and KHP 396 *Dance Pedagogy in Middle and High School*, include multiple technology requirements. Fourth, faculty and students communicate extensively using a listserv on the university server. Program announcements as well as individual feedback and communication between individual faculty and students occur through e-mail. Students are provided an additional mechanism to access faculty for prompt feedback or dissemination of information from faculty, as well as advice and support from other students through the use of e-mail. The increased opportunities for feedback and interactions between and among students and faculty support and strengthen program effectiveness and success.

The concept and practice of **collaboration** among education professionals is essential to bridge the theory and practice of dance education. Members of the dance profession will serve on the program faculty and provide continuous evaluation of the program and its fidelity of implementation of the conceptual framework. Professional colleagues will have an opportunity to participate in evaluation at multiple points as candidates matriculate through the curriculum. Documented collaboration will provide professional input through program faculty meetings, review of candidate applications for admission to the Teacher Education Program along with candidate portfolios, interviews of candidates for program admission, review of candidate portfolios for admission to student teaching, regular observations of candidates in field placements, review of candidates' final portfolios, and participation in a summative evaluation of the program as reflected by the strengths and weaknesses of candidates exiting the program.

Field experiences are important to understand the range and scope of children of diverse ages, abilities, cultures, and communities. The Dance Education Program will provide opportunities for diverse instructional and field experiences with children in grades P-12. Candidates will have several field experiences prior to their practicum and/or student teaching experience in KHP 390, KHP 393, and KHP 396. The field experiences will adequately prepare them to meet diverse learning and behavioral needs of P-12 students. The commitment to the inclusion of best practices in the delivery of services to children is strong and evidenced throughout the program. Candidates receive instruction in working with children with disabilities in a number of courses taught by faculty in the colleges of education at the University of Kentucky and Eastern Kentucky University. Candidates will also gain experience working with children with disabilities in their field experiences. A basic concept of the program is the education of all children in inclusive environments.

Economic education is critical to obtaining an understanding of dance and the other arts in America. In KHP 290, *History and Philosophy of Dance*, candidates explore and examine the changing cycles and impact of dance and the arts in America. A review of the cultural explosion during the 1960s addresses the economic dilemma that performing arts have had in this country. Course discussion topics that address economic issues include the status of dance companies, government support of the arts, examples of government support for the arts in other countries, justification for subsidies, expansion and contraction of federal support for the arts, and the continuing economic pressures on dance education and professional dance companies.

Environmental education is another issue that appears at multiple levels in the Dance Education Program. Candidates are encouraged to reflect on the instructional and educational environments in which children learn best. The broader, natural environment is frequently a part of the instructional/learning environment for the purpose of creating dances. Discussions of ecology, conservation, and the survival of extinct and rare organisms are topical ideas for choreography and form the basis for active community membership in the future. Environmental ideas are presented in coursework and observed in field placements and in candidate portfolios.

A significant element of programs that provide dance education to children is **school safety education**. Safe environments are necessary to insure personal as well as physical safety. Proper flooring that gives with movement is necessary, along with children maintaining their own personal space while moving around through general space dancing. Dance candidates will develop and demonstrate their ability to help children engage in negotiation strategies and conflict resolution skills necessary to build and maintain safe classrooms, schools, and communities. Safety is embedded in all levels of the curriculum and is critical to the success of children creating dance.

Literary education is addressed through non-verbal and verbal experiences in the Dance Education Program. The National Dance Standards and the National Association of Dance Schools, whose policies and practices guide the curriculum of the program, advocate a holistic and developmentally appropriate approach to literacy for children. Candidates will be introduced to literacy from a holistic perspective, which includes dance, movement, oral and written expression, graphic arts, and other visual representations. Involvement of the family in the transmission of literacy is also a critical component to this sensory environment. Field

Matrix - Continued

UK Dance Courses	Program of Studies	Core Content
KHP 147	Historical & Cultural Context 2.25, 2.26	Performing - AH-E - 2.2.21; AH-H - 2.2.21 Responding - AH-E - 2.2.23, 2.2.33; AH-H - 2.2.31, 2.2.32, 2.2.33; AH-M - 2.2.31, 2.2.32
KHP 181 / 182	Elements of Dance 1.15, 2.22, 2.23, 2.24 Dance Movements & Forms	Creating - AH-E - 2.1.11, 2.1.12, 2.1.13, 2.1.14; AH-H 2.1.11, 2.1.12, 2.1.13; AH-M - 2.1.11, 2.1.12, 2.1.13, 2.1.14; Performing - AH-E - 2.1.21, 2.1.22, 2.1.23, 2.1.24, 2.1.25; AH-H - 2.1.21, 2.1.22, 2.1.23, 2.1.24, 2.1.25; AH-M - 2.1.21, 2.1.22, 2.1.23, 2.1.24, 2.1.25 Responding - AH-E - 2.1.31, 2.1.32, 2.1.33, 2.1.34, 2.1.35, 2.1.36; AH-H - 2.1.31, 2.1.32, 2.1.33, 2.1.34, 2.1.35, 2.1.36; AH-M - 2.1.31, 2.1.32, 2.1.33, 2.1.34, 2.1.35, 2.1.36
KHP 290	Historical & Cultural Context 2.24, 2.25, 2.26	Performing - AH-H - 2.2.21 Responding - AH-E - 2.2.31, 2.2.32, 2.2.33; AH-H - 2.2.31, 2.2.32, 2.2.33; AH-M - 2.2.31, 2.2.32 Major Movements / Time Periods / Cultures - AH-H - 2.3.31, 2.3.35, 2.3.36, 2.3.37, 2.3.39, 2.3.310, 2.3.311
KHP 390	Elements of Dance Dance Movements & Forms 1.15, 2.22, 2.23	Creating - AH-E - 2.1.11, 2.1.12, 2.1.13, 2.1.14; AH-M - 2.1.11, 2.1.12, 2.1.13, 2.1.14 Performing - AH-E - 2.1.21, 2.2.21; AH-M - 2.1.21, 2.1.22, 2.1.23, 2.1.24, 2.1.25 Responding - AH-E - 2.1.31, 2.1.32, 2.1.33, 2.1.34, 2.1.35, 2.1.36; AH-M - 2.1.31, 2.1.32, 2.1.33, 2.1.34, 2.1.35, 2.1.36
KHP 393	Elements of Dance Dance Movements & Forms 1.15, 2.22, 2.23, 2.24	Creating - AH-E - 2.1.11, 2.1.12, 2.1.13, 2.1.14; AH-M - 2.1.11, 2.1.12, 2.1.13, 2.1.14 Performing - AH-E - 2.1.21, 2.2.21; AH-M - 2.1.21, 2.1.22, 2.1.23, 2.1.24, 2.1.25 Responding - AH-E - 2.1.31, 2.1.32, 2.1.33, 2.1.34, 2.1.35, 2.1.36; AH-M - 2.1.31, 2.1.32, 2.1.33, 2.1.34, 2.1.35, 2.1.36
KHP 396	Elements of Dance Dance Movements & Forms Historical & Cultural Context 1.15, 2.22, 2.26, 2.34, 2.35	Creating - AH-H - 2.1.11, 2.1.12, 2.1.13; AH-M - 2.1.11, 2.1.12, 2.1.13, 2.1.14 Performing - AH-H - 2.1.21, 2.1.22, 2.1.23, 2.1.24, 2.1.25; AH-M - 2.1.21, 2.1.22, 2.1.23, 2.1.24, 2.1.25 Responding - AH-H - 2.1.31, 2.1.32, 2.1.33, 2.1.34, 2.1.35, 2.1.36; AH-M - 2.1.31, 2.1.32, 2.1.33, 2.1.34, 2.1.35, 2.1.36
KHP 592	Elements of Dance Dance Movements & Forms 1.15, 2.22, 2.23, 2.24	Creating - AH-H - 2.1.11, 2.1.12, 2.1.13; 2.2.11 Performing - AH-H - 2.1.21, 2.1.22, 2.1.23, 2.1.24, 2.1.25 Responding - AH-H - 2.1.31, 2.1.32, 2.1.33, 2.1.34, 2.1.35, 2.1.36; 2.2.31, 2.2.32, 2.2.33

KHP 293 / 294	Elements of Dance Dance Movements & Forms 1.15, 2.22, 2.23, 2.24, 2.34, 2.35	<p>Creating - AH-E - 2.1.11, 2.1.12, 2.1.13, 2.1.14; AH-H 2.1.11, 2.1.12, 2.1.13; AH-M - 2.1.11, 2.1.12, 2.1.13, 2.1.14;</p> <p>Performing - AH-E - 2.1.21, 2.1.22, 2.1.23, 2.1.24, 2.1.25; AH-H - 2.1.21, 2.1.22, 2.1.23, 2.1.24, 2.1.25; AH-M - 2.1.21, 2.1.22, 2.1.23, 2.1.24, 2.1.25</p> <p>Responding - AH-E - 2.1.31, 2.1.32, 2.1.33, 2.1.34, 2.1.35, 2.1.36; AH-H - 2.1.31, 2.1.32, 2.1.33, 2.1.34, 2.1.35, 2.1.36; AH-M - 2.1.31, 2.1.32, 2.1.33, 2.1.34, 2.1.35, 2.1.36</p>
KHP 391 / 392	Elements of Dance Dance Movements & Forms Historical & Cultural Context 1.15, 2.22, 2.23, 2.24, 2.25 2.26, 2.34, 2.35	<p>Creating - AH-E - 2.1.11, 2.1.12, 2.1.13, 2.1.14; AH-H 2.1.11, 2.1.12, 2.1.13; AH-M - 2.1.11, 2.1.12, 2.1.13, 2.1.14;</p> <p>Performing - AH-E - 2.1.21, 2.1.22, 2.1.23, 2.1.24, 2.1.25; AH-H - 2.1.21, 2.1.22, 2.1.23, 2.1.24, 2.1.25; AH-M - 2.1.21, 2.1.22, 2.1.23, 2.1.24, 2.1.25</p> <p>Responding - AH-E - 2.1.31, 2.1.32, 2.1.33, 2.1.34, 2.1.35, 2.1.36; AH-H - 2.1.31, 2.1.32, 2.1.33, 2.1.34, 2.1.35, 2.1.36; AH-M - 2.1.31, 2.1.32, 2.1.33, 2.1.34, 2.1.35, 2.1.36</p>

Program Faculty

<u>Name</u>	<u>Degree</u>	<u>Specialization</u>	<u>Responsibilities</u>	<u>Relationship</u>
Rayma K. Beal	Ed.D.	Dance	Pedagogy	UK: Full-time IHE & Program
Marianne McAdam	Ph.D.	Dance	Pedagogy	EKU: Full-time IHE & Program
Peggy McGuire	D.A./Ph.D.	Physical Ed.	Pedagogy	EKU: Full-time IHE & Program
Rebecca Stephenson	MFA	Dance	Pedagogy	School for Creative & Performing Arts

Student Curriculum Contract / Guidesheet

The appropriate curriculum contract (e.g. Elementary, Kinesiology / Physical Education) would accompany this dance education contract.

1. University of Kentucky, Dance Program, Dance Certification P-12.
2. Student Name: _____
3. Required Course Work:

KHP 147	(1)	_____	KHP 293 or 294	(2)	_____
KHP 181 or 182	(2)	_____	KHP 391 or 392	(2)	_____
KHP 290	(3)	_____	Dance Science – EKU	(3)	_____
KHP 390	(2)	_____	Ethnic Dance	(1)	_____
KHP 393	(3)	_____	Practicum – Plan A	(3)	_____
KHP 396	(3)	_____	Student Teaching –	(12)	_____
KHP 592	(2)	_____	Plan B includes: EDP 202, EDP 203, EPE 301, and EDC 317.		
4. Elective Hours / Choices:

5. Minimum GPAs – 2.5
 - a. General Education: _____
 - b. Professional Education: _____
 - c. Major: _____
6. Portfolio Requirements

	Meet Expectations	Date
a. Entry	_____	_____
b. Mid-Point	_____	_____
c. Exit	_____	_____
7. Praxis, PLT Scores Date of Testing

8. Student Name: _____ Advisor Name: _____

Signature: _____ Signature: _____

Date: _____ Date: _____

Dance Course Descriptions

KHP 147 – Dance Foundations I (1)

Designed to familiarize the professional physical education student with the skills, practices, techniques, and theory of social, folk, and square dancing. Development of at least an intermediate skill level is expected of the students. The primary goal of the course is to equip the student with the skills necessary to effectively teach social, folk, and square dance. Laboratory, six hours per week for one-half semester or three hours per week per semester. Prereq: PHED, KINE, and ELED majors only.

KHP 154 – Dance Foundations II (1)

Designed to familiarize the professional physical education student with the techniques, skills, theory and composition of dance. Development of at least an intermediate skill level is expected of the students. The primary goal of the course is to equip the student with the skills necessary to effectively teach dance and transfer its attributes to sports areas. Laboratory, six hours per week for one-half semester or three laboratory hours per week per semester. Prereq: PHED, KINE, and ELED majors only.

KHP 181 – Modern Dance I (2)

Techniques of creative dance including movement sequences leading to individual and group studies in initial compositional elements. Laboratory, four hours.

KHP 182 – Modern Dance II (2)

Advanced techniques for creative dance. Special emphasis on the development of movement themes as motivated by specific content. Laboratory, four hours. Prereq: KHP 181.

KHP 290 – History and Philosophy of Dance (3)

The study of the evolution of dance through the cultural periods of history and the interrelation of the arts of social structure and dance forms.

KHP 293 – Classical Ballet I (2)

The basic techniques and theories of traditional classic dance. Designed for beginning dance students. Lecture, one hour; laboratory, two hours.

KHP 294 – Classical Ballet II (2)

Intermediate techniques and theories of classical dance. Lecture, one hour; laboratory, two hours. Prereq: KHP 293 or equivalent.

KHP 390 – Dance Activities in the Elementary School (2)

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. Prereq: KHP 360 or consent of instructor.

KHP 391 – Jazz Dance I (2)

Theory and practice of jazz dance from early 20th century to present. Lecture, one hour; laboratory, two hours.

Bibliography for Dance Education Program

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Higgs, Retha

From: Ruth Beattie [rebeat1@uky.edu]
Sent: Tuesday, October 19, 2004 1:22 PM
To: Higgs, Retha
Cc: Kraemer, Philipp
Subject: RE: Dance certification

>
Retha and Phil,

>Just an update on where the dance certification proposal is. I met with
>Rayma Beal yesterday afternoon and we went through what needs to be
>done to have this proposal ready for Council. There are two new course
>proposals that need to be submitted and quite a few letters of support
>to be obtained as well as general clean up of the proposal. It is
>probably going to be at least a month before we are ready to take
>another look at this in sub-committee.

Ruth

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MEMORANDUM

To: Members of the Undergraduate Council

From: James G. Cibulka, Dean
College of Education *James G. Cibulka*

Topic: Dance Education Program

Date: January 28, 2005

I am writing to convey my support for the proposed Dance Education Program in the College of Education. Two years ago the Education Professional Standards Board (EPSB) approved dance education as a certification available to teachers in Kentucky and encouraged higher education institutions to consider offering dance education programs. Subsequently, the University of Kentucky and Eastern Kentucky University submitted proposals to the EPSB for a cooperative dance program between the two institutions. The UK proposal was approved by the EPSB in fall 2004, and the ECU proposal was approved on January 24, 2005. The specific requirements for the program are identified in the program review documents approved by the EPSB and in the curriculum documents currently under review by the Undergraduate Council.

The College of Education is committed to providing a quality program in dance education. Currently, the College has adequate resources to support the proposed program. The program will continue to be supported with a full-time faculty member and part-time instruction at levels adequate to serve the needs of students in the program.

We appreciate your review and feedback on the proposed Dance Education Program in the College of Education. If you need additional information on any aspect of the program, please feel free to contact Associate Dean Rosetta Sandidge at sandidg@uky.edu or me at cibulka@uky.edu.

What is the relationship of the Dance Education Program to the mission of the institution and unit?

As a land-grant institution, the College of Education strives to meet the needs of educators, schools, and school districts in the Commonwealth of Kentucky. Two years ago, the Education Professional Standards Board (EPSB) approved dance education as a certification area available to teachers in Kentucky and encouraged higher education institutions to consider offering dance education programs. Subsequently, the University of Kentucky and Eastern Kentucky University submitted proposals to the EPSB for a cooperative dance program between the two institutions. At this point, UK and ECU are the only two institutions that have sought approval of teacher preparation programs in dance, thereby providing the only routes to certification for prospective teachers of dance.

The proposed Dance Education Program meets critical aspects of the Kentucky Education Reform Act (KERA). The program is designed to prepare candidates who will possess a high level of content knowledge, excel in pedagogy, and perform as competent professional dance educators. The program will provide its graduates with expertise in dance, a content area that is not addressed by any other academic program. Dance content and skills are required and assessed in Kentucky schools as part of the CATS assessment program.

The implementation of KERA goals and initiatives will occur in the dance content and pedagogy courses. The program will address the eight Academic Expectations in Arts and Humanities and Practical Living that have dance content, use the P-12 Program of Studies to design and teach dance curriculum, and use the Core Content in dance to create assessment questions and performance tasks will insure the knowledge base for candidates seeking certification. The nine New Teacher Standards mandated by the EPSB will form the foundation for the development of candidate portfolios throughout the program.

The rationale for the implementation of the Dance Education Program focuses on the fact that eight of the fifty-seven KERA Academic Expectations are dance content standards. These expectations are part of the Arts and Humanities and Practical Living Content Standards and have been since the implementation of KERA in 1990. Because only a few teachers have had adequate training to understand and deliver the content, dance is an area that is underserved. A major in dance education, which could lead to teacher certification, does not exist in Kentucky, and this cooperative program between the University of Kentucky and Eastern Kentucky University addresses the need for certification in dance. The proposed program has the coursework and field and clinical experiences necessary to prepare teachers to deliver the Dance Program of Studies in the P-12 setting.



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To: Undergraduate Council Representative, Dr. Ruth Beattie

From: Rayma K. Beal

A handwritten signature in black ink that reads "Rayma K. Beal". The signature is written in a cursive style and is positioned to the right of the printed name.

RE: Dance Certification

Response to Question 13

The KHP 546 Workshop number has the capacity to be subtitled Ethnic Dance. This is and has been a viable way to offer this course as it was offered in the Spring of 2003. UK's new Asia Center had a Chinese dance artist as their first Teaching Fellow. In cooperation with the Asia Center, the KHP Department scheduled the first ethnic dance class as a KHP 546 Workshop. The further addition of new dance courses raises continued questions about sufficient resources to cover them within the KHP department, College of Education, and the University. We currently have restricted resources in the KHP department and the COE. Adding another new course would require additional part-time resources that would need to be justified to all the other PTI requests in the College. After consulting with Associate Dean Rosetta Sandidge, it appears that sending another new course proposal forward at the time, is not advised. We would like to offer Ethnic Dance as a KHP 546 workshop, with the subtitle: Ethnic Dance-(Chinese, Flamenco, African) when a guest faculty can be available for teaching.