

**NEW, REVISED, OR DELETED PROGRAM COVER SHEET
2005-2006
University Curriculum Committee
Undergraduate Programs (Majors, Minors, Sequences)**

DEPARTMENT/SCHOOL Theatre DATE 2/17/2006

A. Proposed Action: (more than one item may be checked if a revision).

- New Major CIPS CODE _____ (obtain from Planning, Policy Studies and Info Systems)
- New Minor CIPS CODE _____ (obtain from Planning, Policy Studies and Info Systems)
- New Sequence in Dance Education in the Major in Theatre
- Change in requirements for major
- Change in requirements for minor
- Change in requirements for sequence
- Other program revisions
- More than 50% of courses in this program are distance education.
- Program deletion

B. Summary of proposed action (see Part A), including title and exact *Undergraduate Catalog* copy for a new or altered program. (See *Catalog* and Program Checklist for format and examples.) Provide a summary of the revisions in addition to the exact current *Catalog* copy.

There is currently no sequence in Dance Education. There is only a minor in Dance Education. The revision of the Dance Education Minor will be submitted after this proposal is approved.

See page 2 Item A. for proposed new undergraduate catalog copy.

Summary of action: This is a new sequence proposal in Dance Education. There is currently a 32 hour minor in Dance Education.

C. Routing and action summary:

1. _____ Department/School Curriculum Committee Chair Date Approved _____	4. _____ College Dean Date Approved _____
2. _____ Department Chair/School Director Date Approved _____	5. _____ Teacher Education Council Chair if appropriate (10 copies to the Dean of the College of Education) Date Approved _____
3. _____ College Committee Chair Date Approved _____	6. _____ University Curriculum Committee Chair (8 copies to UCC Secretary, Moulton 108A) Date Approved _____

Submit 8 copies of **NEW** Undergraduate proposals to University Curriculum Committee
 Submit 8 copies of **REVISED** Undergraduate proposals to University Curriculum Committee
 All new and deleted programs (majors, minors, sequences) are routed by the U.C.C. to the Academic Senate. **The Senate rules mandate electronic submission (in MS Word or HTML format) of all materials for website posting.**

• **PROPOSED CATALOG COPY FOR THE DANCE EDUCATION SEQUENCE:**

BA, BS in THEATRE: DANCE EDUCATION SEQUENCE

REQUIRED COURSES (48 hours): THE 102/302, THE 112, THE 125, THE 130, THE 203, THE 204, 6 hours of THE 205/305, 4 hours of THE 207/307, 6 hours of THE 219/319, THE 224, THE 227, THE 261, THE 327, THE 372, THE 373, THE 374, THE 383, and 1 hour of an elective from the School of Theatre to complete 48 hours.

PROFESSIONAL EDUCATION COURSES (24 hours): PSY 215, C & I 212, 214, 216, at least 3 hours from EAF 228, 231, 235, 10 hours of Student Teaching 399, 100 clock hours minimum of pre-student teaching clinical experiences.

~ 72 total hours required.

~ 48 hours in Dance and Theatre required. Part of entitlement program leading to certification: secondary 6-12.

~ A second area of preparation or field of study and completion of an education minor is required for certification in dance. A minor in Theatre Education or Physical Education is strongly recommended. The hours required for the minor are in addition to the 73 hours in this sequence.

~ To qualify for certification students must complete a teaching/education minor, the Professional Education Course Requirements, and the General Education Requirements as described in the Teacher Education requirements-secondary education section of the *Undergraduate Catalog*.

~ A qualifying performance audition is required for all incoming students wishing to enter into level II or level III dance technique coursework. Students who are deficient in dance technique or do not make continual progress will have to begin in a lower level technique course (THE 105, THE 107, and THE 119) or repeat a semester of technique to be promoted to the next level. Promotion to each level is at the discretion of the instructor. These deficiency hours will be above the 48 hours required for this sequence. Information concerning admission auditions is available from the School of Theatre.

~ The major in the B.A. degree requires successful completion of LAN 115 (or equivalent). The major in the B.S. degree requires successful completion of one additional three-hour natural science, mathematics, statistics, or technology course beyond the General Education requirements.

~ **NOTE:** Dance students are encouraged to participate in at least 1 Illinois State Dance Theatre production each semester. Credit in either THE 102, THE 302 may be earned for participation in repertory & performance in Dance. Students are encouraged to participate in the following areas of dance production experience; stage management, costume or lighting running crew, choreography, and/or performance.

~ **NOTE:** All Teacher Education students are required to pass the State of Illinois Basic Skills Test in reading, writing, and mathematics before registering for C&I 216. For this reason, students should take the State of Illinois Basic Skills Test (fee required) as early as possible.

~ **Other Catalog Copy:** In the current Undergraduate Catalog, p. 107, under “High School (Type 09) (Grades 6-12), “Field of Study Requirements,” add: Dance – Education Major and Education Minor

• **HOW THE SEQUENCE FITS INTO THE THEATRE MAJOR:**

The B.A. or B.S. degrees in theatre require 48 hours. If a student elects a specialized sequence in Performance-Acting or Design/Production, the program requires 55 hours. The Theatre Education Sequence, the only other sequence, requires 42 hours and Education Minor plus 24 hours in Professional Education courses. The proposed new sequence will require 48 hours, with 47 hours of required dance and theatre courses and 1 hour as elective plus 24 hours in Professional Education courses for Certification. Because dance teachers must be proficient performers in several disciplines and techniques (classical ballet, modern dance, jazz dance, and musical theatre) as well as educated in dance theory, dance history, choreography, special production needs, somatics of dance, and dance pedagogy, the hour requirement for dance education is greater than for theatre education yet less than other counterparts within the College of Fine Arts teachers education sequences, (i.e. Art Education 57 hours, Music Education 64-68 hours).

The Illinois State University School of Theatre is accredited by the National Association of Schools of Theatre and will seek accreditation by the National Association of Schools of Dance with the revision and acceptance of this curriculum proposal in dance education. The NASD standards for Teacher Preparation Programs recognizes that due to the concentration of work required in the discipline and state requirements for certification, program requirements are likely to exceed the number of credits traditionally required for baccalaureate degrees. The curricular structure, content, and time requirements in this Dance Education Sequence proposal is consistent with the guidelines set forth by NASD.

Credit Hour Requirement Rationale:

Total sequence hours of 138 reflective of the standards set forth by the National Association of Schools of Dance accreditation for Teacher Preparation.

NASD curricular structure, content, and time requirements for this degree shall enable students to develop the range of knowledge, skills, and competencies expected of those holding a professional baccalaureate degree in dance education.

NASD Guidelines for B.A. or B.S. degrees in Teacher Preparation state:

35-40% of total program: dance studies, dance pedagogy, choreography, and dance theory

40-50% of total program: general academic studies

15-20% of total program: professional education

Dance Education Sequence Proposal (138 total hours) within 'range':

48 total hours of dance studies, etc. = 35% (48.30 hours)

42 total hours of general academic studies
24 total hours of minor education field } = 47% (64.86 hours)

24 total hours of professional education = 17% (23.46 hours)

The presence of dance students and faculty has greatly enriched the culture of the School of Theatre by providing classes, which students in all sequences of theatre have elected to take but which the actors and theatre educators find of particular interest, and performance opportunities. Design students broaden their education by designing costumes, lights, sets, spaces, and sound for dancers. The process requires mastery of the language of dance in order to speak with choreographers and better understand their needs. Stage management students, marketing students, box office personnel, technical theatre students who execute the designs, all learn the language and basic requirements of dance performance. All theatre students now get to observe from conception, the rehearsal development and performance of innovative and technically excellent modern dance, classical ballet, and jazz dance. Professional choreographers/faculty teach the appropriate dance segments to students performers in many productions, not the least of which are musicals and operas. Choreographers are knowledgeable in period dance and movement, all skills student performers are acquiring.

Because dance has internally permeated the culture of the School of Theatre in such positive ways, from structured classes and performances down to daily hallway conversations and collegial interactions, the School feels it is time to establish this new sequence in Dance Education to give the area visibility and recognition and to recruit future students in understanding the scope and artistic depth of the Dance Education program on campus.

The School of Theatre views the training of dance teachers as part of the College of Fine Arts' priority in promoting unique community-based programs. Further the School is now the only program in the state in a position to offer dance education certification. The School provides a minor in dance performance and dance education, has sufficient faculty, and with the disestablishment of dance education sequence at Northern Illinois University and Barat College, there are currently no dance teacher certification programs in the state outside of the Dance Education Minor at Illinois State University. The School, with its established curriculum and resources, is uniquely positioned to fill that void. Within the past five years the Dance program of I.S.U. has been fielding phone calls from a variety of individuals interested in a Teacher Education sequence in dance beyond the minor program. These individuals have typically been referred to I.S.U. through the Illinois State Board of Education seeking either alternative certification (Chicago Public Schools) or a certification program in dance education. In addition, constant email communication, on-campus visits with potential incoming students and their parents, and current students at I.S.U. indicate a strong interest in this program. In recent years students have pursued and graduated with a "contract major" with the University in Dance Education. Certified high school dance teachers in the State have expressed through letters, faxes, and emails their need for this program as their programs continue to grow requiring additional faculty and their students expressing a desire to pursue a career path similar to that of their teachers. The University, with its historic and enduring commitment to educate teachers, is

uniquely positioned to prepare undergraduate dance students interested in preparing for teaching careers in the public schools.

Successful student teachers from I.S.U. create an interest in I.S.U. among their students, thus helping to recruit freshmen students who are qualified to succeed in their B.A./B.S. degree programs across campus. The School has established this recruitment cycle for theatre educators for many years. The same successful cycle for dance education students can be anticipated as our students are involved in clinical observations, student teaching, and finally take positions as dance educators in our public schools. The dance educators graduating prior to 1993 with a Dance Education Major serves as evidence of this recruitment trend.

A strong network of high school dance programs from throughout the state of Illinois will provide several options for quality placements of our teacher education candidates. The following schools would provide excellent opportunities for student teachers as they have quality supervising teachers and strong dance programs within their schools (some of which are former I.S.U. Dance Teacher Education Majors and/or have provided placements for our students in past years):

Pekin Community High School, Pekin, IL
 Adlai E. Stevenson High School, Lincolnshire, IL
 Waubonsie Valley High School, Naperville, IL
 New Trier High School, Winnetka, IL
 Lyons Township High School, LaGrange, IL
 Highland Park High School, Highland Park, IL
 Lake Park High School, Roselle, IL
 John Hersey High School, Arlington Heights, IL
 Buffalo Grove High School, Buffalo Grove, IL
 Lake Zurich High School, Lake Zurich, IL
 Wheeling High School, Wheeling, IL
 Resurrection High School, Chicago, IL
 St. Ignatius College Preparatory, Chicago, IL
 St. Viator High School, Arlington Heights, IL
 Oak Park River Forest High School, Oak Park, IL
 Main West High School, Des Plaines, IL
 Main East High School, Park Ridge, IL
 Rolling Meadows High School, Rolling Meadows, IL
 Leyden West Township High School, Northlake, IL
 Deerfield High School, Deerfield, IL
 Barrington High School, Barrington, IL
 Elk Grove High School, Elk Grove, IL
 Prospect High School, Mt. Prospect, IL
 University High School, Normal, IL
 Normal Community West High School, Normal, IL

Impact on Student Learning (6-12) Rationale:

The curriculum in this Dance Education Sequence Proposal ensures teacher education candidates are prepared to develop instructional practices and curricular objectives consistent with national, state, and local dance standards into all for their future students.

National Standards for Dance Education

1. Identify and demonstrate movement elements and skills in performing dance.
(Technique, Fundamentals of Movement/Somatics, Rhythmic Fundamentals, practicum coursework)
2. Understand choreographic principles, processes, and structures.
(Improvisation, Composition, Costuming, Lighting coursework)
3. Understand dance as a way to create and communicate meaning.
(Composition, Multicultural Perspectives, Costuming, Lighting, practicum coursework)
4. Apply and demonstrate critical and creative thinking skills in dance.
(Improvisation, Composition, Pedagogy, capstone coursework)
5. Demonstrate and understand dance in various cultures and historical periods.
(History of Dance, Multicultural Perspectives, Pedagogy coursework)
6. Demonstrate an understanding of the connections between dance and healthful living.
(Technique, Fundamentals of Movement/Somatics, practicum coursework)
7. Demonstrate an understanding of the connections between dance and other disciplines.
(History of Dance, Multicultural Perspectives, Composition, Pedagogy, capstone coursework)

REQUEST FOR APPROVAL OF A SUBDIVISION OF A DEGREE MAJOR

1. Institution: Illinois State University
2. Responsible Department: School of Theatre
3. Proposed Program Title: Dance Education Sequence
4. Previous Program Title: None. There is no current catalog copy of this sequence.
5. Proposed Date of Initiation: Fall 2007
- 6a. Description of Proposed Program or Name Change:

The following narrative describes the proposed sequence. Revised and new course proposals are attached under separate cover sheets.

The School now has only a minor in Dance Education. This action adds a sequence in Dance Education to the B.A./B.S. offerings in the School of Theatre in order to train more specialized dance teachers in the field. The minor in Dance Education will be retained and revised for student in other education sequences, such as theatre education, art education, elementary education, foreign language education, music education, physical education, and others. This proposal adds a revitalized, self-standing sequence in Dance Education to the B.A./B.S. offerings in the School of Theatre in order to publicize and recruit dancers wishing to pursue their education in teacher education at the university level. The Minor in Dance will be phased out, and the Minor in Dance Education retained, upon approval of the new sequence.

BASIC ACADEMIC REQUIREMENTS:

1. The Dance Education Sequence is open to students majoring in Theatre. Students must complete 48 credit hours in the Dance Education Sequence in order to satisfy the major requirements.
2. In consultation with the School of Theatre advisor, students will select 1 hour of a Theatre elective. Additional Theatre Practicum, THE 102/302 is generally recommended.
3. Additional Requirement: A qualifying performance audition is required for all incoming dance education students wishing to enter into level two or level three dance technique coursework. Students who are deficient in dance technique or do not make continual progress will have to either begin their study in level one technique course(s) (THE 105, THE 107, and THE 119) or repeat a semester of technique to be promoted to the next level. Promotion to each level is at the discretion of the instructor. These deficiency hours will be above the 48 hours required for this sequence. Information concerning admission and placement auditions is available from the School of Theatre.

6b. Proposed catalog copy:**BA, BS in THEATRE: DANCE EDUCATION SEQUENCE**

REQUIRED COURSES (48 hours): THE 102/302, THE 112, THE 125, THE 130, THE 203, THE 204, 6 hours of THE 205/305, 4 hours of THE 207/307, 6 hours of THE 219/319, THE 224, THE 227, THE 261, THE 327, THE 372, THE 373, THE 374, THE 383, and 1 hour of an elective from the School of Theatre to complete 49 hours.

PROFESSIONAL EDUCATION COURSES (24 hours): PSY 215, C & I 212, 214, 216, at least 3 hours from EAF 228, 231, 235, 10 hours of Student Teaching 399, 100 clock hours minimum of pre-student teaching clinical experiences.

~ 72 total hours required.

~ 48 hours in Dance and Theatre required. Part of entitlement program leading to certification: secondary 6-12.

~ A second area of preparation or field of study and completion of an education minor is required for certification in dance. A minor in Theatre Education or Physical Education is strongly recommended. The hours required for the minor are in addition to the 72 hours in this sequence.

~ To qualify for certification students must complete a teaching/education minor, the Professional Education Course Requirements, and the General Education Requirements as described in the Teacher Education requirements-secondary education section of the *Undergraduate Catalog*.

~ A qualifying performance audition is required for all incoming students wishing to enter into level II or level III dance technique coursework. Students who are deficient in dance technique or do not make continual progress will have to begin in a lower level technique course (THE 105, THE 107, and THE 119) or repeat a semester of technique to be promoted to the next level. Promotion to each level is at the discretion of the instructor. These deficiency hours will be above the 48 hours required for this sequence. Information concerning admission auditions is available from the School of Theatre.

~ Continuation in this sequence after the freshman year is by consent of the School of Theatre Dance Faculty.

~ On going assessment reviews take place for each student throughout the program to monitor progress and development.

~ The major in the B.A. degree requires successful completion of LAN 115 (or equivalent). The major in the B.S. degree requires successful completion of one additional three-hour natural science, mathematics, statistics, or technology course beyond the General Education requirements.

~ **NOTE:** Dance students are encouraged to participate in at least 1 Illinois State Dance Theatre production each semester. Credit in either THE 102, THE 302 may be earned for participation in

repertory & performance in Dance. Students are encouraged to participate in the following areas of dance production experience; stage management, costume or lighting running crew, choreography, and/or performance.

~ **NOTE:** All Teacher Education students are required to pass the State of Illinois Basic Skills Test in reading, writing, and mathematics before registering for C&I 216. For this reason, students should take the State of Illinois Basic Skills Test (fee required) as early as possible.

7. Rationale for Proposal: The IBHE P*Q*P initiative resulted in the disestablishment of the B.A. and B.S. major degree programs in dance in the Department of Health, Physical Education, Recreation and Dance (now the School of Kinesiology and Recreation) in 1993. Then, the Department of Theatre viewed dance as an important part of its mission and consequently, through a series of on-campus agreements and the U.C.C. approval process, the two minor in dance, the existing dance courses, facilities, faculty lines, and equipment were transferred there. The courses were revised slightly, but no new courses were proposed as per the agreement. The courses were added to the then Acting Sequence so that students could elect Option A as actors or Option B as dancers within the sequence. The new sequence in Dance Education is one of two new sequences proposals, the other being Dance Performance, requested now by the School.

Neither the courses nor the curriculum, as it exists now, have been revised or amplified to reflect the current training and educational objectives within the field of dance since 1988. Establishing both dance sequences in the School of Theatre will allow for the much needed visibility and improvement of the curriculum to better recruit future students and serve both current students and future students within the program. This action will allow for catalog and recruitment materials to accurately reflect both the courses and performance opportunities the University offers in Dance and will highlight the professionalism of the program as it has evolved throughout the years in the School of Theatre.

The dance program brings needed additional training to the theatre major both in technique courses offered and performance opportunities as designers, costumers, stage managers, choreographers, and of course, as dancers. Since 1994, the dance faculty and students have significantly contributed to the culture of the School of Theatre. This request for both sequences in Dance Performance and Dance Education allows for updating the curriculum, proposing new courses and recruiting new students; in short, revitalizing the entire area.

The justification for this proposed new sequence in Dance Education reflects the training and professional education required for successful graduates, which is both broad and deep, demanding proficiency as performers as well as educators. In most high schools, a graduate of this program would be the only dance resource available, perhaps in the entire district is not the community. They must be able to model a range of dance disciplines and techniques as well as guide students in a multi-faceted approach to dance education including theory, composition and all aspects of production (lighting, make-up, staging, choreography, stage management, costuming). Further, this sequence meets the required needs for teachers to fulfill the objectives of the Illinois State Goals for Learning as well as the National Standards for the Arts in Education: Dance. The sequence further compliments the Arts in Early Childhood and Arts in Elementary Education courses in dance and fundamentally contributes to the mission realizing the democratic ideal.

8. Expected Impact of Proposal on Existing Campus Programs: Students in this new sequence will need the required courses in the secondary education sequence in the College of Education as well as student teaching and pre-clinical experience placements arranged through the Office of Clinical Experiences. Based on current students in dance who have expressed an interest in Dance Education, as well as requests for information in that area from potential students and transfers, the School anticipates an immediate maximum of 20 students in the new sequence once recruitment materials reflect this change.

Dance faculty will continue to search for appropriate clinical settings as well as supervise student teachers in the field. The required 75 hours of pre-student teaching clinical observations will continue to be handled by the School in cooperation with the Office of Clinical Experiences through the dance pedagogy courses, THE 227 and THE 327. Some courses are being revised, and no new faculty or resources for the seven proposed new courses are needed due to a careful rotation of coursework planned, the deletion of five courses, and the restructuring of the dance technique classes from a four level system to a three level system.

Dance has long been offered to all students, regardless of major, as an elective and as part of the old University Studies program. The practice of open enrollment (accompanied by placement auditions) will continue to serve the needs of all students, regardless of major.

9. Curricular Changes Including New Courses: The School is requesting approval of 9 new courses, 14 course revisions, 5 course deletions, while maintaining 3 courses to achieve the goals and objectives of both the Dance Performance and Dance Education sequence proposals. All proposals are attached.

The following courses will be revised or maintained as a result of this process:

(Please note that THE 105, 107, and 119 were part of the old University Studies program Group 6 and are being maintained, with slight revisions, as dance deficiency courses for students placed there and will serve as general elective courses for students at large.)

THE 105 Modern Dance I – revised course content
 THE 107 Classical Ballet I – change in course name, revised course content
 THE 119 Jazz Dance I - revised course content
 THE 125 Dance Composition I - revised course content
 THE 205 Modern Dance II – change in course name, revised course content
 THE 207 Classical Ballet II – change in course name, revised course content
 THE 219 Jazz Dance II – change in course name, revised course content
 THE 227 Dance Pedagogy I – revised course content
 THE 228 Special Topics in Dance – maintained, no change
 THE 229 Arts in Early Childhood: Dance – maintained, no change
 THE 283 Arts in Elementary Education: Dance – maintained, no change
 THE 305 Modern Dance III – change in course name, revised course content
 THE 307 Classical Ballet III – change in course name, revised course content
 THE 325 Dance Composition II – change in course level, revised course content
 THE 327 Dance Pedagogy II – revised course content
 THE 372 History of Dance to 1900 – change in course name, revised course content

THE 373 Twentieth Century Dance History – change in course name, revised course content

The following are proposed new courses as a result of this process:

THE 112 Dance Improvisation
 THE 203 Rhythmic Fundamentals & Literature for Dance
 THE 204 Fundamentals of Movement & Somatics of Dance
 THE 224 Composition for the Musical Theatre
 THE 319 Jazz Dance III
 THE 358 Interdisciplinary Choreographic Projects
 THE 374 Multicultural Perspectives in Dance
 THE 382 Senior Seminar in Dance
 THE 383 Senior Seminar in Dance Education

In addition to the changes in the courses listed above, there is a change in the required courses within the core for this revised sequence in Dance Education. Currently, theatre students in the Performance Sequence Option B (dance) take 12 hours of required theatre courses as do their counterparts in Option A (acting). Currently the 12 hours consists of the following courses:

THE 100 Introduction to the Literature of the Theatre
 THE 102/302 Theatre Practicum
 THE 110 Acting I
 THE 130 Introduction to Costume
 THE 237 Stage Make-up

In this proposed new sequence, Dance Education, students will take the following 7 hours of required theatre courses:

THE 102/302 Theatre Practicum
 THE 130 Introduction to Costume
 THE 261 Lighting for Stage and Television

Literacy for the dancer will be included in THE 203 Rhythmic Fundamentals & Literature for Dance, THE 372 History of Dance to 1900, THE 373 Twentieth Century Dance History, and THE 374, Multicultural Perspectives in Dance.

Proposed deletion of courses as part of the proposed sequences in Dance Performance and Dance Education are as follows:

THE 106, Modern Dance II, THE 108, Ballet II , THE 114, Tap I
 THE 115, Tap II, THE 120, Jazz Dance II.

10. Anticipated Staffing Arrangements: No new staff are required. (See addendum Projected Need of Faculty illustrating the requested proposed changes can be met by the current staffing within the School of Theatre.)

11. Anticipated Funding Needs and Source of Funds: No new funds are required.

Dance Education Major Suggested Diagram Sequence:**Fall - Year One**

THE 102/302 Theatre Practicum {1}
 THE 112 Dance Improv {2}
 THE 203 Rhythmic Fund & Lit for Dance {2}
 THE 207 Classical Ballet II (2)
 THE 219 Jazz Dance II {2}

General Education Courses: (6)
Minor Coursework: (3)

TOTAL HOURS: 18 hrs

Fall - Year Two

THE 130 Introduction to Costume (3)
 THE 207 Classical Ballet II {2}
 THE 219 Jazz Dance II {2}
 C & I 212 Issues in Secondary Ed (2)

General Education Courses: (6)
Minor Coursework: (4)

TOTAL HOURS: 18 hrs

Fall - Year Three

THE 227 Dance Pedagogy I (2)
 THE 372 History of Dance to 1900 {3}
 }
 C & I 214 Reading in Secondary Ed (3)

General Education Courses: (6)
Minor Coursework: (4)

TOTAL HOURS: 18 hrs

Fall - Year Four

THE 261 Lighting for Stage {3}
 THE 305 Modern Dance III {2}
 THE 319 Jazz Dance III {2}
 THE 374 Multicultural Persp in Dance {2}
 C & I 216 Instructional Methods (3)

General Education Courses: (6)

TOTAL HOURS: 18 hrs

Spring - Year One

THE 125 Dance Composition I {2}
 THE 205 Modern Dance II {2}
 PSY 215 Educational Psychology (3)

1 hours of THEATRE elective

General Education Courses: (6)
Minor Coursework: (5)

TOTAL HOURS: 19 hrs

Spring - Year Two

THE 204 Fund of Move & Somatics in Dance {2}
 THE 205 Modern Dance II {2}

EAF course selection (3)

General Education Courses: (6)
Minor Coursework: (6)

TOTAL HOURS: 19 hrs

Spring - Year Three

THE 224 Comp for Musical Theatre {2}
 THE 327 Dance Pedagogy II (2)
 THE 373 20th C Dance History {3}

General Education Courses: (9)
Minor Coursework: (2)

TOTAL HOURS: 18 hrs

Spring - Year Four

THE 383 Senior Seminar in Dance (2)
 Student Teaching 399 (10)

TOTAL HOURS: 12 hrs

- NOTE: Assuming a 24 hour education minor.
- NOTE: Students may be advised to enroll in summer school offerings for their General Education and Professional Education requirements thus reducing semester hour load.