December 17, 2012

MEMORANDUM

TO: Donna Wiseman
Dean, College of Education

FROM: Elizabeth Beise
Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to Modify the Master of Education in Curriculum and Instruction by Adding a Dance Education Integrated Master’s Certification Program (PCC log no. 12018)

At its meeting on November 2, 2012, the Senate Committee on Programs, Curricula and Courses approved your proposal to modify the curriculum of the Master of Education in Curriculum and Instruction by adding a Dance Education Integrated Master’s Certification Program. A copy of the approved proposal is attached.

The change is effective Spring 2013. Please ensure that the change is fully described in the Graduate Catalog and in all relevant descriptive materials, and that all advisors are informed.

MDC/
Enclosure

cc: William Idsardi, Chair, Senate PCC Committee
Sarah Bauder, Office of Student Financial Aid
Reka Montfort, University Senate
Erin Howard, Division of Information Technology
Donna Williams, Institutional Research, Planning & Assessment
Anne Turkos, University Archives
Linda Yokoi, Office of the Registrar
Mark Shayman, Graduate School
Maggie McLaughlin, College of Education
Francine Hultgren, Department of Teaching, Learning, Policy, and Leadership
Anne Warren, School of Theatre, Dance, and Performance Studies
teachers in Dance is a continuing issue in the State of Maryland. Currently, some schools will not hire certified dance educators because they do not know of any, whereas others hire unqualified dance teachers and then try to get them certified quickly. The Dance program has become aware of needs for a certification program from the demand of the current undergraduate dance majors, many of whom wish to pursue certification upon completion of their Bachelor's degree. Currently, these students do their fifth year at Towson University.

The School of Theatre, Dance, and Performance Studies will offer an undergraduate option for dance majors that leads to teacher certification. This proposal adds a different pathway for eligible and interested candidates in the field, offered as an off campus outreach initiative.

THE CURRICULUM

The curriculum will include courses already offered through current 5th year Certification programs and will incorporate the yearlong internship. The specific requirements for this option are consistent with the state-approved dance education programs, including meeting the state-mandated two reading courses for subject area teachers. Resources for the graduate dance education courses will come from that School's share of tuition revenue, so no new resources are being requested.

We expect an enrollment of 2-5 students in this option in dance education by the 13-14 academic year in the five-year integrated track [note: we are also proposing that Dance Education also be added to the options available in the MCert program and this enrollment figure anticipates these two pathways together]. This additional option would be an area of specialization within the program.

Upon approval at the campus level, The School of Theatre, Dance, and Performance Studies will seek accreditation for the program from the National Association of Schools of Dance.

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair  Karen Bradley  Karen Bradley  9/12/12
2. Department Chair  Karen Bradley  9/18/12
3. College/School PCC Chair  D. Sullivan  Don Bradley  9-25-2012
4. Dean  Margaret M. McElhinny  Margaret McElhinny  9-2-12
5. Dean of the Graduate School (if required)  On file  11/5/12
6. Chair, Senate PCC  On file  11/2/12
7. University Senate Chair (if required)  
8. Senior Vice President for Academic Affairs & Provost  Claire G. Blair  12/19/2012
THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL

• Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

• Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: College of Education
Please also add College/School Unit Code-First 8 digits: 012031001310101
Unit Codes can be found at: https://hypprod.umd.edu/Html_Reports/units.htm

Department/Program: Curriculum & Instruction
Please also add Department/Program Unit Code-Last 7 digits: 012031001310901

Type of Action (choose one):

☐ Curriculum change (including informal specializations)  ☐ New academic degree/award program
☐ Renaming of program or formal Area of Concentration  ☐ New Professional Studies award iteration
☐ Addition/deletion of formal Area of Concentration  ☐ New Minor
☐ Suspend/delete program  ☐ Other

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

The proposal is to add a subject area, Dance, to the set of subject-specific areas which are part of the secondary education Five-Year Integrated Bachelor’s Degree-Master’s Degree program, an alternative certification option offered as an Outreach initiative. This alternative certification option provides a means for high-achieving undergraduates in Dance at the University of Maryland to complete their undergraduate degree program and complete in a fifth year the requirements for the M.Ed. degree and the requirements for certification in the State of Maryland. See the attached for the proposed program.

The program is for talented students who wish to combine undergraduate studies in the content area and professional education as a foundation for focused professional coursework at the graduate level leading to certification in Dance and the Masters of Education degree. As undergraduates, admitted students complete their baccalaureate degrees with a major in the relevant and content area and a minimum of 12 credits in graduate-level professional studies related to teacher certification requirements. In their fifth year, they enroll in a full-year
internship and complete professional studies that make them eligible for teacher certification and the master’s of education degree. The fifth year of the program will be housed off campus.

**JUSTIFICATION/REASONS/RESOURCES** *(Briefly explain the reason for the proposed action. Identify the source of new resources that may be required. Details should be provided in an attachment.)*

The University and the College of Education have articulated priorities for increasing the options for and enrollment in certification programs in secondary or K-12 education subject areas. The need for certified teachers in Dance is a continuing issue in the State of Maryland. Currently, some schools will not hire certified dance educators because they do not know of any, whereas others hire unqualified dance teachers and then try to get them certified quickly. The Dance program has become aware of needs for a certification program from the demand of the current undergraduate dance majors, many of whom wish to pursue certification upon completion of their Bachelor’s degree. Currently, these students do their fifth year at Towson University.

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II. CURRICULUM

Catalog description: The Catalog description for the 5th year Post-Baccalaureate and MCert program will be changed to include dance education along with the existing areas: art, physical education, English, foreign languages, mathematics, science, social studies and TESOL. The Maryland Master of Education with Certification Program (MCert) for Elementary or Secondary Education is an alternative teacher education program designed for highly educated and capable persons who have completed baccalaureate degrees in a variety of academic fields. Secondary education applicants may be required to take extra courses to bolster their academic content in some concentrations in order to meet State and professional association requirements. The program admits one cohort (20-25 candidates) in elementary education and individual cohorts in secondary subject areas (e.g., art, English, foreign languages, mathematics, physical education, science, social studies, and TESOL. All options include carefully designed field experiences and guided internships, a focus on academic and professional inquiry and teaching for understanding through subject-based curriculum and pedagogy, and a commitment to understanding and accommodating to the needs of diverse students in multicultural classrooms.

Program Goals: The general goals for these added subject areas are consistent with the general goals for the MEd Program. These are: 1. Teacher candidates have in-depth knowledge of the subject matter they teach as articulated by professional and state standards and the ability to use and represent that knowledge effectively in their teaching. 2. Teacher candidates have knowledge of and can implement instruction effectively, including designing and planning for instruction, carrying out instructional activities important in their teaching areas, assessing students' learning progress and achievement, and creating supportive classroom environments for all students. 3. Teacher candidates demonstrate appropriate professional dispositions, including making a commitment to meeting the needs of diverse students and acting responsibly as professionals in accord with professional, state, and institutional standards. 4. Candidates demonstrate their abilities to engage in disciplined inquiry on their own practice and on instructional issues.
Admission to this option will be consistent with admissions requirements for the current MEd options. These include: minimum 3.0 undergraduate GPA, meeting of subject area major or prerequisites, passing scores on all segments of the Praxis I examination, strong letters of recommendation, an effective application essay, a strong interview, and relevant prior experience.

In addition, Dance Education candidates will be required to take and pass the Praxis II examination in dance education currently being developed by the National Dance Education Organization prior to the start of their internship assignments.

**COURSE OF STUDY** for five year program:

**Semester 1**

DANC 218 (3) Foundations of Technique I  
DANC 179 (2) Movement Integration  
DANC 109 (2) Improvisation

**Semester 2**

DANC 219 (3) Foundations of Technique II  
DS (2) Dance style elective  
DANC 207 (3) The Creative Process

**Semester 3**

DANC 318 (3) Foundations of Technique III  
DS (2) Dance style elective  
DANC 209 (3) Dance Composition  
DANC 210/THET 114 (3) Dance Production

**Semester 4**

DANC 319 (3) Foundations of Technique IV  
DS (2) Dance style elective  
DAC 283 (3) Foundations of Dance History

34 credits
Semester 5

DANC 304 (3) Teaching Dance
DANC 488 (4) Project Based Learning
DANC 371 (3) Somatics (required for Education track)

Semester 6

DANC 466 (3) Laban Movement Analysis (required for Education track)
DS (3) Upper level world dance style (required for Education track) (2 credits plus 1 cr. Independent Study)
THET 479 (1) Production Practicum

Semester 7

DANC 488 (4) Project Based Learning
EDHD 413 (3) Adolescent Development
EDCI 488L (3) Selected Topics in Teacher Education: Embracing Diversity in Classroom Communities

Semester 8

DANC 405 (3) Dance Education and Policy (required for Education track)
EDCI 463 (3) Reading in the Secondary School

24 credits in Dance= 58 credits in Dance for B.A. plus 9 in EDCI/EDHD

Semester 9 12 credits

DANC 604 (2) Dance Pedagogy
DANC 698 Independent Study (1) (in K-12 dance assessment)
EDCI 698: Conducting Research on Teaching (1 credit)
EDCI 689: Teaching Internship (5 credits)
And One of the following:
EDCI 611: Studying Student Learning in Diverse Settings (3 credits) OR
EDCI 625: Reading, Cognition, and Reading Instruction: Reading in the Content Areas (3 credits)
**Semester 10 12 credits**

- DANC 705 (3) Arts Education
- EDCI 698: Conducting Research on Teaching (2 credits)
- EDCI 689: Teaching Internship (4 credits)
- And One of the following:
  - EDCI 625: Reading, Cognition, and Reading Instruction: Reading in the Content Areas (3 credits) OR
  - EDCI 611: Studying Student Learning in Diverse Settings (3 credits)

**Semester 11 6 credits**

- EDCI 690 Teaching as a Profession (Capstone) (3 credits)
- EDCI 689: Teaching Internship (3 credits)

**Total credits: 30**

**Assessment:** All Dance Education MEd candidates will be evaluated through Performance-Based Assessment and Portfolio Review.

1. A cumulative GPA of 3.0 or above for 30 for IMCP total program credits
2. Passing all three sections of Praxis I & Praxis II, both content and pedagogy
3. Successful completion of Portfolio (=Comprehensive Exam)
4. Successful completion of internship, and satisfactory performance on final PBA
5. Successful completion of EDCI 696 and Submission of Action/Seminar Research paper
6. Apply for Graduation and submit Master’s Approved Form by deadlines
7. Fulfillment of all provisions/prerequisites required in the terms of the initial offer of Admission to UMCP/MCERT
September 17, 2012

Dear Denis Sullivan,

This letter is to confirm that in Spring 2012, the Dance faculty voted in favor of adding dance education as an area of emphasis in the BA in Dance curriculum in support of the 5th year Certification program for dance majors. They also voted in support of the MCert proposal. Both the 5th year Certification program and the MCert proposal were subsequently approved by the PCC Committee of the School of Theatre, Dance, and Performance Studies and the proposals were signed by Dan Wagner, as Director, on March 27, 2012.

I understand that a letter of support is still needed for these proposals. Dan Wagner has stepped down as Director, and I am serving as Interim Director for the fall semester. I am pleased to offer that support. Please contact me if you require additional information.

Sincerely,

Anne Warren
Interim Director