



THE UNIVERSITY *of* NORTH CAROLINA  
**GREENSBORO**

## **Continuing Accreditation Report**

for

**North Carolina Department of Public Instruction  
National Council for Accreditation of Teacher Education**

**Dance Education (M Licensure)**

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## **Section I: Program overview**

### *Level offered*

MA Dance Education with M-licensure

### *Special characteristics*

The program is designed for online students.

The MA in Dance Education with M-licensure is for students who already hold North Carolina initial licensure in dance. It is the only M-licensure program in dance available in the state, and UNCG is the only institution in the state offering graduate education in dance.

Because there are so few individuals in the state holding the A-license who would be eligible for an M-licensure program (approximately 200), the Department had to be creative in looking for ways to make the program financially feasible. One decision was to offer the MA in Dance Education to a broader population, with more specific requirements for those qualified to pursue the M-license. Only the M-licensure program will be discussed in the rest of this report, although it is important to realize, when looking at syllabi, that other students are enrolled in the same courses.

Another decision was to make as many of the courses as possible available in an online format, with some intensive summer courses for areas of the curriculum that were not possible to deliver online. We had offered an MA in dance education for some years, and had offered the old "G" license in Dance, but found that very few public school dance educators could afford to take time away to become a full-time student. We received state approval to offer the M-license in 2003. We began offering online courses in fall 2004, and received permission to offer a mostly online program in spring 2005.

The M-licensure program is still in its infancy. Only two students thus far have completed the program. The first student started in the MA in choreography, then switched to the dance education and added the M-licensure program in her last semester as soon as the program was approved. (We had been offering the courses in the plan that we submitted.) Since that time, the program has been under continuous review as we have been monitoring the strengths and weaknesses of applicants and followed the progress of students who were admitted and enrolled. The second student completed the program in May 2006. Five additional students are enrolled, although one of those was on leave in 05-06; the next time new students will be admitted is summer 2007.

The program rests on an assumption that experienced, licensed teachers working at the graduate level already possess significant knowledge and skill; it is designed for students who are able to function well as independent learners within a supportive community. Most of the courses involve substantive reading and challenging assignments on which students work over a period of time, receiving extensive feedback

from instructors. The instructors serve as facilitators of student learning rather than delivery persons for content information. Peer collaboration and dialogue are built into the courses, and are increasing as faculty increase their experience with online teaching.

***Program of Study (Courses Required)***

**Table 1.** Program of Study for MA in Dance Education with M-licensure

<b>Semester</b>	<b>Course #</b>	<b>Course title</b>	<b>Hours</b>	<b>Regular instructors</b>
Fall	DCE 610*	Dance: The Phenomenon I	3	Dils (assisted by Stinson)
Spring	DCE 611*	Dance: The Phenomenon II	3	Stinson (assisted by Dils)
Alternate fall and every 3 <sup>rd</sup> summer	DCE 560	The Dancer's Body	3	Green
Alternate fall	DCE 660*	Issues in Planning the Dance Curriculum	3	Stinson
Every 3 <sup>rd</sup> summer	DCE 657 #	Advanced Methods in P-12 Dance Education	3	Green and/or Stinson
Alternate spring	DCE 646 *, #	Reflective Practice in P-12 Dance Education	3	Green or Stinson
Fall or spring as needed	DCE 664^	Action Research in Dance Education	3	Green or Stinson
Fall and spring	DCE 693*	Portfolio in K-12 Dance Education	6	Green or Stinson
F, Sp, and Su	CUI 545	Diverse Learners	3	Cooper or Baber
F, Sp, and Su	CUI 669	Educational Implications of Learning and Developmental Theory	3	Greenberg
F, Sp, and Su	ERM 604	Methods of Educational Research	3	Assigned by ERM Department

Students must also meet requirements for dance technique through credit or approved non-credit courses.

\* indicates online course

# indicates courses piloted in 2005-06 under different course numbers. Courses will be listed as required for the degree in the 06-07 bulletin.

^ Students may substitute CUI 675, Teacher as Researcher.

Teacher candidates in the M-licensure program in Dance Education are required to take 36 graduate credits. The recent addition of two new required courses (DCE 646 and 657) unfortunately eliminates all electives. Two courses (DCE 560 and DCE 657) are offered in intensive summer courses to facilitate access for full-time dance educators. All of the other required graduate courses in DCE are offered online. In addition to these graduate credits, students must complete requirements in dance technique which may be fulfilled through undergraduate or graduate courses or non-credit courses at approved professional studios. The courses outside of DCE may be taken during the summer at UNCG or at other institutions; we are hopeful that they will be offered online through UNCG in the future.

### ***Program Coordinator***

Dr. Susan Stinson

### ***Individuals Full-time to the Institution and Involved with the Program Area***

- a. Dr. Susan Stinson (coordinator, advisor, instructor in many courses required for this program)
- b. Dr. Jill Green (instructor in many courses required for this program)
- c. Dr. Ann Dils (Departmental Graduate Coordinator; co-instructor for two courses required for the program)

### ***Aggregate Praxis Pass Rates***

Not applicable. (There is no Praxis exam in Dance.)

### ***Number of Program Completers since the Last Visit***

There have been two program completers since the program was approved, one in August 2003 and one in May 2006.

### ***Number of Candidates Currently Enrolled***

In spring 2006, there were five students enrolled. One of these graduated in May 2006; one additional student in the program was on leave in 05-06, but is returning for fall 2006, so there will again be five students. We are admitting new students again for summer 2007.

### ***Enrollment Trends***

As indicated above, only two students have completed the program, and only one of them under the requirements listed in the table above. Because the program is so new, and the population from whom we are attracting students is small, our numbers of advanced licensure students are very small, too small for any statistical analysis to be relevant. Since our first graduate in 2003, nine students admitted to the M-licensure program have

enrolled; only one of these, who graduated in May 2006, was a full-time (resident) student. Three students permanently withdrew for personal or family reasons; two others have taken personal leave from the program for one or more semesters; the advising/tracking chart located in the evidence box indicates our tracking of student progress through the program.

We will continue to follow the students enrolled in the M-licensure program. We recognize how challenging it is for any full-time educator to take on a rigorous graduate program. Dance educators often have additional responsibilities, including after-school rehearsals for performances. When individuals have other major responsibilities in their lives, such as family or leadership in professional organizations, it is difficult to find the hours required to take even one graduate course a semester. At the same time that we recognize these challenges, we want to maintain a rigorous graduate program. In response to the issues that have been raised regarding student retention (in the M-licensure and non-licensure programs), we have significantly revised our language for advertising the program to be more clear about the time commitment required (<http://www.uncg.edu/dce/distanceMA.html>). We also decided that we would allow students to enter the program only at two points every three years, at the beginning of a face-to-face summer course, in order for students to build the kinds of relationships with peers that provide support during challenges. At the same time, we recognize that unexpected crises can occur which can inhibit student progress in the program. Because the program is so small, we can do very individualized advising to help students determine the best course of action in each situation.

## **Section II: Conceptual Framework**

### ***Conceptual Framework and the Knowledge Base that Informs It***

Like all other units at UNCG, the M-licensure program in Dance has adopted the same conceptual framework as the rest of the Teachers Academy:

#### **Teachers Academy Conceptual Framework Mission Statement:**

The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual and cultural diversity and recognizes the importance of a strong knowledge base, reflection, and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: a) equity and excellence in teaching, research, and service; b) integrity and ethical deliberation in working with students, their families, and university, school and community colleagues; c) construction of a professional knowledge base through collaboration and collegiality; d) dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel

A more complete discussion of the University's Conceptual Framework and the knowledge base that informs it may be found in the evidence box.

#### ***Evaluation and Continuous Revision of the Conceptual Framework***

The Teachers Academy CPC has discussed and re-affirmed the Conceptual Framework repeatedly since 2001. In 2005-06, a subcommittee of the CPC studied the Conceptual Framework and made several changes in order to assure that the Conceptual Framework is a reflection of our current thinking. Greater emphasis was placed on diversity, with the Conceptual Framework having an expanded definition/description of the multiple ways in which we are a diverse society and with a clear emphasis on our commitment to the learning of all students. The 2001 Conceptual Framework identifies four dispositions, while the 2006 Conceptual Framework identifies 10 dispositions. This is in alignment with our 2004-05 study of dispositions and the development and commitment to the ten dispositions that we measure with the new Dispositions Rubric. The UNCG Dispositions Rubric is used to evaluate all M-licensure students in Dance at three points in the program, as indicated in Table 2 (See Section III).

### *Evidence of Conceptual Framework in the Program*

In our 04-05 review of our program requirements in relation to the Teachers Academy mission and the Masters standards in place in Spring 2005, we identified areas of strength and weakness and initiated steps to strengthen weaknesses. Strengths include our emphasis on reflection and our responsiveness to our student population of dance educators. The most apparent weakness was in the area of assessment. We realized that we had no formal procedures to determine the degree to which students were *caring* professionals, especially because most were distance learners whom we did not know in the same ways as students we saw interacting on a daily basis. We also recognized that we were deficient in facilitating and assessing the kinds of *collaboration* among professionals that we cared about, specifically relationships with families and leadership within the community. Finally, we realized that, although all of our M-licensure students were required to hold an initial license (now Standard Professional I), many had not learned some of the central concepts in dance and methods of teaching that we thought would make them *competent* professionals.

We thus began developing two new courses, an Advanced Methods course (piloted in summer 05 as DCE 676: Problems Seminar) and a Reflective Practice course (piloted in summer/fall 05 as an independent study/DCE 695, and in spring 06 as DCE 676). Both were approved by the University in early 2006, as DCE 657 (Advanced Methods) and DCE 646 (Reflective Practice), and both are now required courses in our program. DCE 657 offers us an opportunity to better address Masters Standards 1, 2, and 4, to introduce students to new instructional technology and help our students become more skillful at developing meaningful learning experiences (especially ones encouraging higher order thinking skills and aesthetic judgments) for their students and assessing their outcomes.

For DCE 646, we developed a series of projects through which students could reflect on their practice over time, assess needs of diverse students and plan learning experiences directed toward them, and initiate collaborative projects with families as well as others in the community. We also developed a project in this course through which students could self-assess their practice as a caring, collaborative, and competent professional (using the UNCG Dispositions rubric) and be assessed by a supervisor and a colleague who knew their daily practice better than we could. In addition, we developed a Departmental Rubric correlated with the new Masters Standards, one that is allowing us to assess student progress through the program, and to gather quantitative data which we can use to assess our success and make further revisions as needed. (See Standard II: Assessment, below.)

Another Departmental weakness we have identified has to do with collaborative partnerships. The Dance Education faculty members do collaborate with school professionals, as noted in the undergraduate report for our Department. An especially exciting collaborative project planned for fall 2006 involves using UNCG dance majors as mentors for high school dance students. This collaboration is with a high school dance

educator enrolled in the M-licensure program; details of this project may be found in the evidence box.

In terms of the M-licensure program in particular, the first level of collaboration came about in the planning process, as we consulted with dance educators in the state regarding their needs for graduate education. We developed the program after identifying the need for a mostly-online program for these dance educators. Two dance educators (Noel Grady-Smith and Melinda Waegerle) advised us in our development of the program. As more students complete the program, we will extend collaboration with those who stay in North Carolina to develop projects that will serve our student population as well as public schools of North Carolina.

### **Section III: Standard I --- Candidate Knowledge, Skill and Disposition**

#### ***Evidence that Candidates Meet the Core Standards***

Not applicable. (Program is for an Advanced/M license, and all candidates must already hold the Standard Professional I license. During summer/fall, 2006, the Department will be exploring the possibility of allowing students without the initial license to enroll in the M-licensure program, with additional requirements to be certain that the core, diversity, and technology standards are met.)

#### ***Evidence that Candidates Meet the Diversity Standards***

Not applicable. (Program is for an Advanced/M license.)

#### ***Evidence that Candidates Meet the Technology Standards***

Not applicable. (Program is for an Advanced license.)

#### ***Evidence that Candidates Meet the Specialty Area Standards***

Note: There are no specialty area standards for the Masters level. The Masters Standards have been used instead in Table 2 below.

Note that there were only five M-licensure students matriculating in 05-06, when we began to use a new assessment process. Four of the 5 students took only one course each semester; the fifth student, who graduated in spring 06, had already completed some of the courses in which we have now begun using rubrics.

Table 2. Evidence of Candidates Meet the Standards

<b>Masters Standard 1: Instructional Expertise - The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning. The candidate plans, implements, and evaluates instruction that is rigorous, coherent, and consistent with a well-developed theoretical and philosophical stance and with best practices emerging from educational research.</b>		
Indicator 1:1 – The candidate reads educational literature critically, including theoretical, philosophical, and research materials.		
Indicator 1:2 - The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice.		
Indicator 1:3 - The candidate designs and modifies instruction based on well articulated theory, philosophy, educational research and best practice.		
Indicator 1:4 - The candidate incorporates findings from educational literature into school and classroom strategies to improve student learning.		
Indicator 1:5 - The candidate understands and links subject matter and students’ developmental and diverse needs in the context of school settings.		
Indicator 1:6 - The candidate uses technology to create learning environments that support students’ learning.		
Indicator 1:7 - The candidate seeks, implements, and evaluates the best pedagogical practices for the subjects taught within the context of a specific school setting.		
Indicator 1:8 - The candidate demonstrates the ability to integrate literacy across the curriculum.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Course in which assessed	% of Candidates Rated as Acceptable/Proficient or higher
Departmental rubric, 1a, Knowledge of professional literature.	<u>Interim assessment:</u> DCE 660. <u>Final assessment:</u> DCE 693 Portfolio	DCE 660 fall 05: 3 of 4 students scored in target range (emerging level). DCE 693 sp 06: 1 of 1 student scored at mastery level
Departmental Rubric, 1b, Use of assessment to improve student learning.	<u>Interim assessment:</u> Reflective Practice (DCE 676/646) and DCE 657 <u>Final assessment:</u> DCE 693	Reflective Practice sp 06: 4 of 4 students scored in target range (emerging) or higher.  DCE 693: 1 of 1 student scored between proficiency and mastery
<b>Masters Standard 2: Knowledge of Learners - The candidate incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction.</b>		
Indicator 2:1 - The candidate seeks to increase understanding of and respect for differences in students, including exceptionalities.		
Indicator 2:2 - The candidate designs and delivers instruction that is responsive to differences among all learners that are influenced by development, exceptionalities, and diversity.		
Indicator 2:3 - The candidate reflects on and modifies instruction that fosters student learning.		
Indicator 2:4 - The candidate understands and respects differences between the learning behaviors and outcomes expected in diverse communities.		
Indicator 2:5 - The candidate creates and maintains a classroom environment conducive to learning in which all learners feel welcome and can be successful.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Course in which assessed	% of Candidates Rated as Acceptable/Proficient or higher
Departmental Rubric, 2, Knowledge of Diverse Learners.	<u>Interim assessment:</u> Reflective Practice (DCE 676/646) and DCE 657	Reflective Practice sp 06: 4 of four students scored at target level (emerging) or higher, with

	<u>Final assessment:</u> DCE 693	one scoring at mastery level.  DCE 693: 1 of 1 student scored at mastery level
Dispositions Rubric, #3 (Inclusive) and #8 (Affirming of Diversity)	<u>Interim:</u> Reflective Practice (DCE 646/676)  <u>Final:</u> DCE 693	Reflective Practice: All 4 students scored 2.5 or higher on both items (mean 2.84) on a 1-3 scale DCE 693: 1 of 1 student scored at the highest level
<b>Masters Standard 3: Research - The candidate uses research to examine and improve instructional effectiveness and student achievement.</b>		
Indicator 3:1 - The candidate critically reads and applies historical and contemporary educational literature, including theoretical, philosophical, and research materials.		
Indicator 3:2 - The candidate uses student and school performance data to improve student learning, classroom processes, and school practices.		
Indicator 3:3 - The candidate investigates educational problems through action research.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Course in which assessed	% of Candidates Rated as Acceptable/Proficient or higher
Departmental Rubric 3a, Critical Reading	<u>Interim Assessment:</u> DCE 660 <u>Final Assessment:</u> DCE 664	DCE 660 fall 05: 4 of 4 students reached target or higher for interim assessment. Final Assessment: 1 of 1 student graduating May 06 reached mastery level in DCE 660
Departmental Rubric 3b, Action Research	<u>Interim Assessment:</u> DCE 611 or 664 (whichever taken first) <u>Final Assessment:</u> DCE 611 or 664 (whichever taken second)	DCE 611 sp 05: 1 student graduating May 06 earned mastery level.
<b>Masters Standard 4: Content Knowledge - The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.</b>		
Indicator 4:1 - The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice as appropriate to the discipline.		
Indicator 4:2 - The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice across disciplines.		
Indicator 4:3 - The candidate demonstrates theoretical and applied advanced content knowledge.		
Indicator 4:4 - The candidate understands current knowledge and trends in education.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Course in which assessed	% of Candidates Rated as Acceptable/Proficient or higher
Departmental Rubric 4, Content Knowledge	<u>Interim:</u> DCE 657, DCE 610, 660 <u>Final:</u> DCE 693	DCE 660, Fall 05: 5 of 5 students reached target level (emerging) or higher DCE 693: 1 of 1 student reached mastery level
<b>Masters Standard 5: Professional Development and Leadership - The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.</b>		
Indicator 5:1 - The candidate initiates professional inquiry through reading, dialogue, reflection, professional development, and action research.		
Indicator 5:2 - The candidate seeks, evaluates, and as appropriate, acts on input from educators, parents, students, and other members of the community for continuous improvement.		

Indicator 5:3 - The candidate participates, formally and informally, in appropriate professional communities.		
Indicator 5:4 - The candidate participates in collaborative leadership to address educational problems at the levels of classroom, school building, school system, and community.		
Indicator 5:5 - The candidate provides leadership in working with parents and strengthening the home-school partnership.		
Evidence		
Assessments (Knowledge, Skills and Dispositions)	Where assessed	% of Candidates Rated as Acceptable/Proficient or higher
Departmental Rubric 5a, Leadership/Community	<u>Interim:</u> Reflective Practice course <u>Final:</u> DCE 693	Reflective Practice: 4 of 4 students reached target level (Proficiency) or higher DCE 693: 1 of 1 student reached Proficiency level
Dispositions Rubric, #10	<u>Interim:</u> Reflective Practice course <u>Final:</u> DCE 693	Reflective Practice: All 4 students scored 2,7 or higher (mean 2.9) on a scale of 1-3. DCE 693: 1 of 1 student reached proficiency level

### ***Product of Learning***

The capstone course for M-licensure students is a teaching portfolio (DCE 693, 6 credits). The requirements for the Portfolio were revised in fall 2005 to meet the new Masters Standards. The portfolio is completed by the teacher candidates and evaluated by two University graduate faculty members in dance education plus one additional faculty member. The syllabus for this course may be found in the evidence box, along with the Portfolio and assessment information for the individual completing this course in May 2006.

### ***Evidence that Candidates Work with Families to Support Student Learning***

Because almost all of the students enrolled in the program are full-time public school dance teachers, most of their work with students and families goes on outside of coursework. The addition of this competency to the master's standards helped to generate a new course proposal, DCE 646, Reflective Practice in Dance Education, which was piloted in spring 2005 (for all students enrolled in the Masters program in dance education) as DCE 676; DCE 646 has been approved as a course and has been added to requirements for the MA in Dance Education. This course has a major assignment regarding strengthening the home-school partnership. A sample project from this course and assessment evidence may be found in the evidence box.

### ***Standard 1A: Undergraduate Candidate Qualifications***

Not applicable.

### ***Standard 1B: Licensure-only Candidates***

Not applicable

**Section IV: Standard II ---- Candidate Assessment and Evaluation**

***System for the Collection and Analysis of Data on Candidate Performance***

Beginning in fall 2005, all students have been assessed in every course in relation to the relevant standards addressed in that course. (Note that only five M-licensure students were enrolled during 05-06; three of these began the program in summer 2006. Four of the five are part-time students taking only one course each semester.)

Two rubrics are being used for this assessment: UNCG’s Disposition Rubric and the Departmental Rubric correlated with the Masters Standards. Both may be found in the evidence box. Note that students are not expected to reach Proficiency on any Masters standard in their initial coursework. By tracking each student’s scores throughout the program, we are following their progress toward meeting the standards. A table indicating scores for students currently in the program may be found in the evidence box. This evidence indicates that all students have met minimum expectations at each point of review on the Assessment Plan, and have met target expectations in almost all cases.

In 2005-06, the Department instituted first-year reviews for all MA students; for part-time students, these reviews take place after the completion of 9-15 credits. At each stage of review, there is a committee reviewing the materials; discussion extends beyond scores on rubrics. Even if a student has met the minimum requirements, we discuss and then implement appropriate support mechanisms if there is indication that the student might have difficulty meeting future expectations. We also review the expectations, to see if we need to clarify or raise them. In 2005-06, in seeing that one student we had admitted provisionally (with concern about writing skill) was still struggling, despite additional support, we determined the need to develop clearer criteria for admission.

**Table 3.** Assessment Plan: MA in Dance Education with M Licensure

<b>Assessment</b>	<b>Admission</b>	<b>Midway (Starting in sp 06, after completion of at least 9 but no more than 15 graduate credits at UNCG.)</b>	<b>Before capstone (DCE 693)</b> Departmental portfolio review (sample course products and answers to questions assigned by faculty. Only one student has reached this point in several years. Review held Dec. 05.	<b>Completion</b> One student reached this point in the program in spring 2006.
GPA	3.0 undergraduate	3.0 (See note 1)	3.0	3.0
GRE scores	Yes. See note 2.			
Admissions portfolio rubric	Currently assessed by graduate admissions committee and graduate dance education faculty, based on potential			

	for success in program. Rubric is being developed for next admissions in su 07)			
Initial (A) NC license in Dance	Required for admission.			
Dispositions rubric (See evidence box.)		Ratings of 1 on scale of 1-3 require an action plan to address problems. See note 3.	Ratings of 1 on 1-3 scale require an action plan to address problems. See note 3.	All ratings must be 2 or higher on scale of 1-3, or at least 3 on scale of 1-6. See note 3.
Course requirements	Prerequisites must be completed.	Required courses must be satisfactorily completed.	All courses other than DCE 693 must be satisfactorily completed. (See note 4.)	Satisfactory completion of DCE 693. See note 4.
Departmental Rubric (See evidence box.)		Scores expected in courses are indicated on Departmental rubric.	Scores expected in courses are indicated on Departmental rubric.	Minimum of 3 in all areas, most scores of 4.

1. Students are required to earn a 3.0 average to graduate. We monitor GPA each semester. If a student is not maintaining a 3.0, we will advise the student carefully regarding grades that need to be earned in future courses. Although this situation has not happened with a dance education student, we have faced it with a student in a different graduate program in the Department, and have found this to be an acceptable way to deal with the problem.
2. In general, the Graduate School expects scores of 800-1000 on the GRE. We have not found the math portion of the GRE to have predictive value in our program. We look at the verbal portion and the newly-available writing scores as we examine student applications. Previous analysis in the Department has indicated that the verbal scores are often useful in predicting student success, but are sometime deceptive. (Some excellent students have not tested well, and some very weak students have had high scores.) As we develop a rubric for admissions, we will keep in mind the complex relationship between student performance on standardized tests and student performance in our graduate programs.
3. Although the Teachers Academy established a 0-6 range for scores on this rubric, a technological limitation in Taskstream restricted us to a 0-3 range this year. This will be changed next year to the 0-6 range.
4. DCE 693 involves creating a portfolio based on field experience teaching.

## *System for the Collection and Analysis of Data on the Program and Program Operations*

Keeping in mind the very small numbers of students enrolled in this program and the short time it has been in existence, there has been very little data to collect until 2005-06. Data reflecting the progress of all students in progressing through the coursework and meeting the standards has been collected by the program coordinator and maintained in table form. These documents are located in the evidence box. As our numbers of students increase, we will begin to use Taskstream for data collection.

### *Annual Review of the Program*

Although informal program evaluation has been ongoing, we have not previously had enough students enrolled in the program to use data on student progress to review the program formally. By Spring 2006, with one student completing the program and four more having been enrolled part-time in 05-06, we had sufficient assessment data to do a formal program review. A subcommittee of the Departmental Graduate Committee, consisting of both dance education faculty members and the Department's Graduate Coordinator, met at the end of spring 2006 for formal review of the program, following individual candidate reviews. This annual formal review of the program will continue at the end of each spring semester.

### *Summary of Data Collected and Analyzed*

Because the program has been in existence such a short time and has had only one student enrolled full-time, we have had insufficient data for formal program analysis until spring 2006. Informal analysis has previously indicated concern regarding the proportion of students who withdraw before completing the program; this was discussed earlier in this report under Enrollment Trends. In addition, we have analyzed data from individual course evaluations. They indicated that

\*Students were challenged by the coursework. Most students reported spending more than 9 hours/week on assignments for DCE 610 in fall 2004.

\*Distance students enrolled in 04-05 experienced a sense of isolation with regard to their peers.

\*Students report that the assignments are relevant to their teaching and are helping them become better and more self-reflective teachers. Since many of the graduate course assignments are ones that graduate students will implement with their own K-12 students, some expressed a need to receive assignments that they will implement with their own students before the beginning of each academic year, in time to facilitate their own planning.

Data analyzed in the May 2006 annual review reveal the following

\*Most of the students we have admitted are doing well in the program. One student we admitted provisionally has struggled in some courses.

\*Students who are not full-time dance educators need to have worked with students they are teaching for DCE 693 for significant time prior to the semester they take this course.

\*Students need to be reminded to get prior approval for classes used to meet the alternative technique requirement.

### ***Improvements in the Program and Program Operations Made on the Basis of the Data***

1) Building a greater sense of community and decreasing sense of isolation among online students:

After teaching our first completely-online courses in 04-05, and analyzing student evaluations as well as student retention, we identified this area as one needing attention. We realized the importance of students taking one of the summer face-to-face courses first: Both dance education students (one in the M-licensure program) who had not had the face-to-face course in summer 2004 dropped out of the program in 04-05. In the future, we are not admitting students except at the beginning of one of these summer courses. (This means we will not admit any new students into the program until summer 2007.) In the summer 2005 face-to-face course, we created assignments designed to facilitate collaboration and build relationships. Students reported a much greater sense of identity with their peers as a result. All of these students were in a course together in fall 2005; collaborative and small group assignments were added, and use of Skype software facilitated student interaction. This proved so popular that students requested it again for the course they took together in spring 2006. Several students have collaborated on projects since the completion of this course.

Another strategy we are trying will be implemented in fall 2006, when the online students in dance education will be part of a course (DCE 610) with on-campus students they have never met face-to-face. We have made video introductions of all online students for those on campus, and will create the same kinds of introductions of the campus students for the online students.

2) Advising

Students will be advised each summer regarding which courses have assignments that will need to be part of the curriculum they are planning for their own students during the coming year.

Students have been reminded of the need to secure advance approval for classes they are taking to meet the technique alternative process.

3.) Moderation of workload and clarification of expectations

Some assignments in DCE 610 and 611 have been reduced or eliminated to try to reduce excessive workload. DCE 646 will also be reviewed with this in mind before it is taught again. In addition, we have added the section below to our informational materials about the program:

*The program leading to the MA in Dance Education rests on an assumption that experienced teachers working at the graduate level already possess significant knowledge and skill; the program is designed for students who are able to function well as independent learners within a supportive community. Most of the courses involve*

*substantive reading and challenging assignments which students work on over a period of time, receiving extensive feedback from instructors. Peer collaboration and dialogue are built into courses whenever possible, but there is a significant amount of work that is completed solo. The instructors see themselves as facilitators of student learning rather than delivery-persons for content information.*

*Students should expect to spend approximately 12 hours per week in completing assignments for an online graduate course; this includes a substantial amount of time reading and in front of a computer; those employed full-time who have other significant responsibilities should consider whether their schedules allow for such a commitment. The more applied courses involve developing teaching plans and working with one's own students in a dance education setting. The vast majority of individuals enrolled in the program are full-time dance educators. We will assist students who come as full-time graduate students in finding an appropriate field experience site.*

*To facilitate building a supportive community of peers, we admit students into the program only at the beginning of face-to-face summer courses, which are scheduled two out of every three years. These require three weeks of residence on campus. Summer courses will next be offered in 2007 and 2008. Application deadline for summer 2007 is April 1, 2007.*

#### ***Other Improvements in the Program based on Clarification of Faculty Values***

In DCE 660, we encourage M-licensure students to regularly clarify their values and the extent to which they are meeting them in their curriculum and teaching. Similarly, we as faculty do the same. Further, as our institution and public school policies change, we need to make revisions in the program in order to make certain that we are offering the best possible program. Such clarification has led to the following:

##### **1) Clarification of program focus for MA in Dance Education**

As previously noted, the MA in Dance Education is broader than the M-licensure program, in order to have the minimum number of students needed. We are getting many more inquiries from prospective students, despite no advertising since early spring 2005. With less concern about numbers of students in the future, we are making clear to prospective students that our program has a focus on issues facing public school dance educators, especially diverse student learners. We have added the following to our informational materials on the web:

*While students who are not interested in pursuing a North Carolina license are welcome in the program, many of the courses focus on dealing with issues facing public school dance educators, especially diverse student learners. Students interested in teaching in conservatory settings may wish to consider the MA in Theories and Practices as an alternative to the MA in Dance Education, taking only those dance education courses they and their advisor decide are relevant. (The MA in Theories and Practices degree requires, as a minimum, one semester residency at UNCG.)*

##### **2) Re-examination of admission requirements**

In order to make the most effective use of our limited resources, the Department is considering the discontinuation of our undergraduate licensure programs

and opening the M-licensure program to teachers who have not completed initial licensure. This is currently under study, and a proposal will be submitted in fall 2006. We will identify procedures for determining that the core, diversity, technology, and discipline-specific standards required for initial licensure are also met.

Prior to admitting new students to the M-licensure program in 2007, we will develop clearer criteria and standards to become better able to determine who will be successful in doing graduate level academic work.

### 3) Possible curriculum changes

The primary curricular weakness identified by the faculty is the need for students to take a course in dance history/criticism/aesthetics. We note that we do not currently meet this recommendation from our discipline specific accrediting agency, the National Association of Schools of Dance (NASD). DCE 505 is now required for students in our other MA programs, and we would like to require this course or DCE 622 (Dance Criticism) for dance education students as well. Dr. Larry Lavender, who is an instructor for both of these courses, is considering how to meet this need. If this becomes possible, we will consider dropping one of the three research courses required for this degree to make room for it.

### **Section V: Standard III --- Field Experiences and Clinical Practice.**

Since most candidates for the M-license are full-time professional dance educators, they use their current classroom(s) as their field sites for courses which require field experience (DCE 610, DCE 664 or CUI 675, DCE 646, DCE 693). When a candidate is a full-time graduate student, we work with the student to find an appropriate site for field experiences. Because the number of sites in the area that offer Dance is so limited, and we need to use the most experienced and best teachers available for undergraduate placements, we select from among those still available one(s) most appropriate for the candidate, trying to avoid using a site where there is a new teacher. We had our first candidate in this situation in 2005-06; she was placed in Parkview A+ Elementary School.

Student assignments involving field experience are indicated in these syllabi in the evidence box: DCE 610, DCE 664, DCE 646, and DCE 693. Clinical practice is evaluated using the Departmental Rubric and the Dispositions Rubric. Because all current students hold the initial license, no on-site supervision is provided. Students in DCE 693 must submit video tapes of their teaching and other documentation of their students' work (including samples of their students' writing) as well as lesson plans, student assessments, and extensive self-reflection. If the Department decides to admit future students to the program without initial licensure, additional observation of clinical practice will be required.

## **Section VI: Standard IV: Diversity**

All students who have been admitted to the program thus far are white females, which is typical for the dance field as a whole. We did get a couple of applications from minority students for the summer 05 admissions review, but it was clear that these students had not met minimum prerequisites for the program. If we allow admission to students without initial licensure, we hope to attract a more diverse population.

The topic of teaching diverse learners is addressed significantly in DCE 657, DCE 646, DCE 660, and DCE 693, as well as CUI 545. Cultural diversity in dance content is also addressed in DCE 610. Although the Dance Department itself has a diverse faculty, the three Dance faculty with whom online students come into contact are all white females. Regrettably, there is no likelihood that a new hire in this area will be made for some years. Depending upon where/with whom students take the non-Dance courses that are required, they may experience faculty diversity in those courses. How much diversity students experience at their field sites depends upon where they are employed.

For full-time students on campus, opportunities to experience Dance faculty diversity are available for technique classes. With three minority faculty members who teach technique classes (including one new hire as of 05-06), it is highly likely that students will experience at least one of these faculty members as an instructor. Those students who take UNCG's courses in the School of Education (CUI 545, CUI 669, ERM 604, and possibly CUI 675) are highly likely to experience one or more minority faculty member. With these students, we are able to select the field experience site. The field site we used for 05-06 for the one resident student we have had in the program, is an A+ school with a majority African American student population. It is figures from that school which are reported in Chart 5 below, as "students taught by candidates."

Table 4. (As of Spring 2006) Diversity within Program (Note: Only DCE faculty teaching courses required for the program are included.)

Reference group	Gender		Racial/Ethnic Backgrounds						Exceptionalities	Language
	Male	Female	Black	Amer. Indian	Asian/Pacific	Hispanic	White	Unknown		
<b>Faculty at IHE</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	
<b>Faculty in clinical settings</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	
<b>Candidates in program</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	
<b>Students taught by candidates</b>	<b>246</b>	<b>197</b>	<b>70.65%</b>	<b>.45%</b>	<b>1.81%</b>	<b>9.71%</b>	<b>17.38%</b>		<b>76.52% free/reduced lunch</b>	

## **Section VII: Standard V: Faculty Qualifications, Performance, and Development**

### ***Program Faculty, Their Qualifications, and Their Teaching Assignments***

See Table 5.

#### ***Individual Responsible for Coordinating the Program***

The Program Coordinator is Dr. Sue Stinson. She teaches DCE 660, co-teaches DCE 610 and 611, and shares teaching of all other required DCE courses except for DCE 560 with Dr. Green. She also advises all students in the program. This includes correspondence with all prospective students, reviewing all applicant files and making recommendations re: admission to the Graduate Coordinator. She has been a member of the Council of Program Coordinators of the Teachers Academy since its inception, and had significant involvement in development of the current conceptual framework. She was on the state committee that developed the first teacher competencies in Dance (for A-licensure) and has participated as a respondent to their revision. She was on the national body that created the National Dance Standards on which the North Carolina K-12 goals and objectives are based, and she has served as a respondent to the revision of the state standards as she continues to work on the national level on revising standards.

#### ***Teaching Practice by Faculty***

See Table 6.

Little to no lecture is used in graduate dance education courses. Instructors take on the role of facilitator of student learning. Faculty establish challenging assignments to deepen and strengthen student understanding about dance and education; encourage diverse ways of thinking; facilitate student collaboration; and give copious feedback and personal encouragement. Table 6 below discusses specific methods in more detail.

**Table 5. WORKING CONDITIONS:** Program faculty teaching, advising, and committee loads by semester for past three years.

<b>Faculty Member's Name:</b>	<b>Teaching Load</b>	<b>Committee Load</b>	<b>Advising Load</b>
Dr. Susan Stinson	<p><b>Sp 06:</b> DCE 611 (co-teacher), DCE 457, DCE 693  <b>Fa 05:</b> DCE 610 (co-teacher), DCE 660, DCE 446 (3/4 of course)  <b>Su 05:</b> DCE 676 (co-teacher)  <b>Sp 05:</b> DCE 365 (1 student), DCE 457, DCE 461-462 (5 students), DCE 611 (co-teach)  <b>Fa 04:</b> DCE 446, DCE 448, DCE 461-462 (1 student), DCE 475 (1), DCE 610 (co-teach)  <b>Sp 04:</b> DCE 446, DCE 611  <b>F03:</b> DCE 345/346, DCE 448, DCE 660  <b>Sp 03:</b> DCE 446, DCE 448 (1), DCE 461-462 (2), DCE 611, DCE 621 (co-taught)</p>	<p><b>05-06:</b> Undergraduate coordinator for Department, Graduate dance education and A-licensure coordinator, plus 2 Departmental committees, 3 HHP committees, 3 University committees  <b>04-05:</b> Undergraduate coordinator for Department, Graduate dance education and A-licensure coordinator, plus 4 Departmental committees, 2 HHP committees, 3 University committees.  <b>03-04:</b> Undergraduate coordinator for Department, plus 3 Departmental committees, 3 HHP committees, 3 University committees.</p>	<p><b>05-06:</b> 35 undergraduates, 7 graduates  <b>04-05:</b> 24 Undergraduates, 7 Graduate students  <b>03-04:</b> 25 undergraduates, 7 Graduate students</p>
Dr. Ann Dils	<p><b>Sp 06:</b> DCE 200, DCE 505, DCE 611 (co-teacher)  <b>F 05:</b> DCE 200, DCE 610 (co-teaching)  <b>Sp 05:</b> DCE 611: DCE 200.03-.06 DCE 205  <b>F 04:</b> DCE 610:  DCE 200.03-.06 DCE 303  <b>Sp 04:</b> On leave  <b>F03:</b> DCE 610 DCE 200, DCE 305</p>	<p><b>05-06:</b> Graduate coordinator, HHP representative to university budget committee, DCE graduate committee, Women's Studies Coordinating Council, Carlisle Research Award Committee Chair, conference committee for UNCG women's studies conference, NEH summer research award committee (fall 05 only, university committee)  <b>04-05</b> Graduate coordinator, plus DEPT 2, HHP:0, UNCG: 2  <b>03-04:</b> DEPT. 2, HHP: 1, UNCG: 2</p>	<p><b>05-06</b> undergraduates: none, graduate: 3  <b>04-05</b> undergraduates: none, graduate: 2  <b>03-04</b> undergraduates: 40, graduate: 2</p>
Dr. Jill Green	<p><b>Sp 06:</b> DCE 661, DCE 463, DCE 340, DCE 676  <b>F 05:</b> DCE 458, DCE 461 (1 student), DCE 446 (1/4 of course)  <b>Su 05:</b> DCE 676 (co-teacher)  <b>Sp 05:</b> DCE 340, DCE 463, DCE 661  <b>F 04:</b> DCE 230, DCE 447, DCE 560  <b>Su 04:</b> DCE 560  <b>Sp 04:</b> DCE 340, 463, 661  <b>F 03:</b> On leave</p>	<p><b>05-06:</b> Undergraduate dance education coordinator, plus 3 departmental committees, 2HHP committees, 1 university committee  <b>04-05:</b> Undergraduate dance education coordinator, plus 3 departmental committees, 2HHP committees, 1 university committee  <b>03-04:</b> Undergraduate dance education coordinator, plus 4 departmental committees, 3HHP committees, 2 university committee</p>	<p><b>05-06:</b> 34 undergraduates. 1 graduate  <b>04-05:</b> 28 undergraduates  <b>03-04:</b> 30 undergraduates</p>

**Table 6. Instructional Methods Utilized in Course:**

Course:	Lecture	Video/CD	Whole class Discussion	Small group discussions	Cooperative learning assignments	Individual or small-group research	Case analysis/discussion	Simulation/role plays	Class or public presentations	On-line component(s)
DCE 610		X		Online	Online	X	X		X	Course taught entirely online.
DCE 611				Online	Online	X	X		X	
DCE 560	X	X	X	X	X	X			X	
DCE 660				Online		X		X online	X (online)	Course taught entirely online.
DCE 646 (taught as 676 in sp 06)				Online	Online	X				Course taught entirely online.
DCE 657 (taught as 676 in su 05)	X	X	X	X	X	X			X	
DCE 664				online		X				Course taught entirely online.
DCE 693						X				Course taught online.
CUI 545	X	X	X	X	X	X	X	X	X	
CUI 669	X	X	X	X	X	X	X		X	Online discussion
ERM 604	X	X	X	X	X	X	X			Online discussion
CUI 675	X	X	X	X	X	X	X		X	Online discussion

**Table 7. Research and Service to profession**

Faculty Member Name:	Highest degree, specialization (discipline), & university from which degree obtained	Rank		Courses taught during current year:	Full time	Part time	Professional Service/Public School involvement:	Recent Publications/ presentations:
		Tenure Track	Adjunct Visiting					
Dr. Ann Dils	PhD, Performance Studies, NYU	X		Fall 05: DCE 610, 200 Spr 06: DCE 611, 200, 505	X		<p>Editor. <i>Dance Research Journal</i>, 2005-2008.</p> <p>Co-editor (with Jill Green) <i>Dance Research Journal</i>. 2002-2005.</p> <p>Manuscript reader for Wesleyan University Press, 2002-2006, Indiana University Press, 2005, Routledge, 2005.</p> <p>Member, Institutional Self-study Committee. National Dance Education Organization, 2005.</p> <p>Accelerated Motion: Towards a New Dance Literacy in America (National Endowment for the Arts curriculum project in process)</p>	<p>Dils, A. (in press) Chapters on Research in Dance Appreciation and Dance History in Higher Education Research. <i>Handbook of Research in Arts Education</i>.</p> <p>Dils, A., R. Gee, and M. Brookoff, eds. (2006) <i>Dance Appreciation Reader</i>. Kendall-Hunt (in process).</p> <p>Dils, A., (2004) Sexuality and Sexual Identity: Critical Possibilities for Teaching Dance Appreciation and Dance History. <i>Journal of Dance Education</i> 4 (1), 10-16.</p> <p>Dils, A. (2003) Bill T. Jones and Arnie Zane (encyclopedia entry). <i>International Encyclopedia of Gay, Lesbian, and Transgendered People</i>.</p>
Dr. Jill Green	PhD, Ohio State University	X		F 05: DCE 458, DCE 461 (1 student) Sp 06: DCE 340, 463, 661, 676	X		<p>Co-editor (with Ann Dils, <i>Dance Research Journal</i>. 2002-2005</p> <p>Board of Directors, The Kinetic Awareness Center</p> <p>Opponent for Dissertation Defense in Finland,</p> <p>Editor, Somatics in Dance Education, special issue of <i>Journal of Dance Education</i></p>	<p>Green, J (in press). Student bodies: Dance pedagogy and the Soma. In Bresler, L. (ed.), <i>International Handbook on Research in Arts Education</i> (invited and peer reviewed).</p> <p>Green, J. (2005). Kinetic Awareness™ Pedagogy: Elaine Summers and second generation practitioners. In Overby, L. Y. &amp; Lepczyk, B. (eds.) <i>Dance: Current Selected Research Volume V. (pp. 245-258)</i>. New York, NY: AMS Press (invited)..</p> <p>Green, J. (2005). Postpositivist inquiry: Multiple</p>

Dr. Susan Stinson	EdD, Curriculum/Cultural Studies, UNCG	X		F 05: DCE 610, 660, 446 SP 06: DCE 611, 457	X				<p>perspectives and paradigms. In Cruz, R. F. &amp; Berrol, F. (eds.), <i>Dance/Movement Therapists in Action: A Working Guide to Research Options</i> (pp.109-124). Springfield, Illinois: Charles C. Thomas (invited and peer reviewed).</p> <p>Green, J. (2004). The politics and ethics of health in dance education in the United States. In Anttila, E, S. Hamalainen &amp; L. Rouhiainen (eds.), <i>Ethics and Politics Embodied in Dance</i>, (pp. 65-76). Helsinki, Finland: Theatre Academy of Finland (invited).</p> <p>Green, J. (2004). Docile bodies: A threat or a necessity in educating dancers (panel discussion). <i>Ethics and Politics Embodied in Dance Conference Proceedings</i>, The Theatre Academy of Finland , Helsinki, Finland (invited).</p> <p>Green, J (2004).Creativity and management in dance institutions. <i>Ethics and Politics Embodied in Dance Conference Proceedings</i>, The Theatre Academy of Finland ,Helsinki, Finland .</p> <p>Green, (2004).The body politic: Constructions of health and healing in dance education. <i>2004 National Dance Education Conference Proceedings</i>, Michigan State University, East Lansing, MI</p> <p>03-04: External examiner for dissertation, external reviewer for program at a peer institution, participated and presented at professional organization meetings (for dance educators). Taught demonstration classes at McIver School. Testified before Teacher Quality Commission.</p> <p>04-05: External reviewer for candidate for promotion at another institution, reviewer for book manuscript external participated and presented at professional</p> <p>Stinson, S.W. (2005). The hidden curriculum of gender in dance education. <i>Journal of Dance Education</i>5 (2), pp. 51-57.</p> <p>Stinson, S.W. (2005). Reflections on educating dance educators. In J. Chazin-Bennahum (Ed.), <i>Teaching dance studies</i> (pp. 217-234). Oxford, UK: Routledge.</p> <p>Stinson, S.W. (2005). Teaching ethical decision making to prospective dance educators: An action research project. In L. Overby (Ed.), <i>Dance: Current selected research</i> (pp. 1-58). Brooklyn, NY: AMS.</p> <p>Stinson, S.W. (2005). Why are we doing this?</p>

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<p>organization meetings (for dance educators). Taught demonstration classes at McIver School. Obtained approval for online MA in dance education to benefit dance educators in state. Member of Task Force for revising national standards for dance education. Led workshop for early childhood music educators.</p> <p>05-06: Reviewer of publication proposal for international publisher. Taught demonstration classes at McIver School.</p>	<p><i>Journal of Dance Education</i> 5(3), 82-89.</p> <p>Stinson, S.W. (in press). Prelude: Making sense of curriculum research in arts education. In L. Bresler (Ed.), <i>International handbook of research in arts education</i>. New York: Springer.</p> <p>Stinson, S.W. (Ed.) (in press). Section on curriculum. In L. Bresler (Ed.), <i>International handbook of research in arts education</i>. Dordrecht, The Netherlands: Springer.</p>
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## ***Faculty Evaluation Process***

All full-time faculty undergo an annual review by a peer review committee within the Department as well as the Department Head; the annual review is used as a basis for professional development and merit pay raises. In addition, it is used as the basis for Post Tenure Review, which began in spring 1999 at UNCG. Post tenure review occurs on a five year cycle and be used as a basis for merit pay awards as well as professional development. Exceptions to this timetable are when an individual is serving as Department Head or undergoing review for promotion.

All faculty who teach courses in the Department must do student course evaluations for every course every semester; exceptions are courses in which there are fewer than five students enrolled. These evaluations then go to the Dance Department Head and to the faculty member. The Peer Review Committee and the Department Head examine these course evaluations, as well as syllabi and other relevant materials documenting teaching, research, and service, during the annual review process.

### ***How Faculty Assess Their Own Effectiveness as Related to Candidate Performance***

Faculty in the Department write an annual self-reflection evaluating their own performance in teaching (especially), research, and service. This report is read by peers as well as Department Head. The Department has created a culture in which serious self examination and reflexive practice are highly valued. Although “blaming the student” is a common pastime among many teachers, faculty in this program take seriously their responsibility to facilitate the success of all students admitted to the program. Faculty are thus their own most severe critics.

### ***How Faculty Evaluations Inform Teaching, Scholarship, and Service***

Faculty members in the Department take student evaluations seriously, and use the data from them in teaching the same course in the future, as well as different courses for the same population. Because all three faculty members teaching in this program are tenured faculty members, they are more motivated by their own desires for excellence than by an annual review by someone else. That said, all are conscientious faculty who are responsive to suggestions during the annual review process.

### ***Professional Development Opportunities Provided for Faculty***

One source of professional development, especially for junior faculty, is mentoring by the Department Head and senior faculty. Recently, within the School, the Associate Dean for Academic Affairs, the Associate Dean for Research, and the Instructional Technology Consultant, have each made strong programmatic and individual efforts to mentor junior faculty across the School. New faculty members participate in a one-day orientation/workshop sponsored by the University. The School of HHP also provides a workshop for new faculty; starting in fall 1999, the School of HHP is also providing continuing professional development for new faculty, in the form

of brown-bag lunches focusing on an issue faced by new faculty. Regularly scheduled reviews in the Department (annual reviews, Post Tenure Reviews, and reviews for Reappointment, Promotion, and Tenure) provide required conferences with the Head which are used for this purpose.

The University has no provision for sabbatical leave. Faculty may apply for Research Leave for one semester or the academic year. While gaining these leaves has become easier within the past several years (two faculty members in Dance will be on leave for all or part of the 2005-06 academic year), there are no funds to cover the absence of an individual who is on Research Leave; each unit must cover with internal resources any required courses which would otherwise be taught by the faculty member on leave. Of the three faculty members teaching in this program, one was on Research Leave in fall 1997, one in fall 2003, and one in spring 2004.

The Teaching and Learning Center (TLC), formerly known as the Teaching Resource Center, had faculty development added to its charge in 1996-97. At that time the name changed to the Teaching Learning Center (TLC). Dance faculty have attended workshops at TLC related to technology and other topics. TLC also facilitates the attendance of faculty at various professional development conferences. Faculty also attend and contribute to our campus Women's Studies colloquia and workshops sponsored by the Teachers Academy.

A number of Dance faculty take courses on campus and elsewhere for professional development. Some faculty also make regular trips to New York to see new choreography and take classes. All faculty teaching in this program attend and/or present at one or more conferences each year, usually more; this serves the purpose of professional development as well as presentation of their research.

Faculty have also found membership in professional organizations helpful. Journals, newsletters, list serve memberships, and working groups such as those sponsored by the Society for Dance History Scholars, the National Dance Education Organization, the Congress on Research in Dance, and Dance and the Child: International, allow a broad knowledge of new developments in the field and a chance for professional exchange.

***Practice Used to Select, Orient, Communicate with, and Evaluate Adjunct Faculty to Ensure Program Quality***

No adjunct faculty teach graduate level courses in dance.

## Section VIII: Standard VI: Program Governance and Resources

### *Program Administration*

The program is housed in the Department of Dance, one of five departments located administratively in the School of Health and Human Performance. As is the case with all teacher education programs, the coordinators of the undergraduate and graduate teacher education programs are members of the Council for Program Coordinators for the Teachers Academy. The evidence box includes information about the organization and structure of the Teachers Academy.

Communication within the Department is year-round and occurs through a variety of means. The Head and Faculty communicate in meetings (whole-committee and sub-committee) as well as through frequent e-mail, memos in mailboxes, and direct contact.

Policies affecting teacher education for the Dance unit, in addition to those made by the Teachers Academy, are made at the following levels:

The Department: Although final responsibility for most decisions rests with the Department Head, the Head consults with faculty on other-than-routine decisions. The Undergraduate Coordinator and the Director of Graduate Study are authorized to make routine decisions associated with their duties following due consultation with faculty and/or members of their committee (the Director of Graduate Study is Chair of the Department's four-member Graduate Studies committee). Other Departmental sub-committee Chairs work closely with the Head to determine the appropriate scope of committee-level decision-making, and the timing of implementation of decisions. The coordinators of the undergraduate and graduate teacher education programs also make minor decisions related to their programs, after consulting with relevant colleagues.

The School of Health and Human Performance: Although final responsibility for many decisions rests with the Dean, the Dean consults regularly with the Dean's administrative Cabinet (comprised of the Heads of the five Departments in the School, and other administrative personnel). All proposals for program revision and new courses must be approved at the School level, through the HHP Curriculum Committee.

The University: Policies are made by the Chancellor and the Board. There is a Faculty Senate with elected representatives from the School of HHP; there are a few decisions (such as approving a change in university-wide graduation requirements) made by the entire faculty (Faculty Assembly). The University's *Faculty Handbook* includes information about governance structure and policies. All proposals for new courses and program revisions must be approved by the University Curriculum Committee (undergraduate) and/or the Graduate Studies Committee, after approval by the Teachers Academy. These committees report to the University Faculty Senate.

The state-wide university system: UNCG is part of a 16-campus system governed by a Board and a President. There is also a UNC (system-wide) Faculty Assembly to which UNCG sends representatives elected by the faculty. Decisions made at this level that directly affect our department include whether or not new degrees may be added and existing degrees may be maintained. The Code of the Board of Governors defines the organizational structure of the UNC system and policies on Academic Freedom and Tenure; Finances, Property and Obligations; and other provisions.

The state legislature: The legislature mandates a number of policies directly affecting the department, such as requirements for teacher certification.

### ***Adequacy of the Number of Faculty to Support the Program***

During spring 06, there were 8 students enrolled in the MA in Dance Education, which includes five M-licensure students; one additional M-licensure student was on leave. The three graduate faculty members in Dance who teach courses to these students are sufficient, especially since only one of the students is full-time. The coordinator of the program currently advises all of these students and serves as undergraduate coordinator for the Department. As the program continues to grow, advising support will be necessary.

### ***Adequacy of the Non-faculty Personnel that Support the Program***

One graduate assistant is assigned 4 hours per week to provide administrative support for the Graduate Coordinator.

Although faculty resources are adequate, the Department Head considers the unit to be understaffed with one fulltime secretary and one  $\frac{3}{4}$  time program assistant; this situation should be improved in 2006-07, when the program assistant position will be upgraded to full-time

### ***Facilities in Which Program is Housed and Their Adequacy***

See the Department's report on undergraduate licensure for a full report of Departmental facilities. It is not included here because all but one of the M-licensure students enrolled in spring 2006 take primarily online courses in the Department; they take only two courses on campus, and these are conducted during 3-week intensives during the summer, when facilities are little used. Facilities are adequate for the MA in Dance Education.

### ***Instructional Resources that Support the Program and Their Adequacy***

Instructional resources are adequate to support the program. Library resources, databases, journals, and reference materials are available online through the university's Jackson Library. There also are lending or electronic-sharing agreements with other libraries in the state. See the

document in the evidence box entitled “Library Resources in the Department of Dance,” with particular attention to the vast resources available online.

In addition, see the evidence box for a full report of Departmental equipment. Note that this is applicable only during the summer courses or in the rare case of a full-time resident student in the program.

A few other instructional resources are owned by and housed in the Department. In particular, these include instructional packages produced by Bedford Interactive for dance education programs. These include CDs as well as print materials. They are especially used in DCE 657 (taught as 676 in summer 2005.)

### ***Technology Resources that Support the Program and Their Adequacy***

All classrooms (except studios) in the Health and Human Performance Building are equipped with state of the art teaching stations for student use and modeling by faculty. Equipment includes a computer with network and Internet access, a data projector, large screen, and VCR. Additionally, there is a computer lab in the building for student use.

All dance education faculty have access to video cameras for use in class and the schools. The Teaching Resource Center (TRC) also supports professional education programs at UNCG. Located in the Ferguson Building (adjacent to the Curry Building), it is designed for use by students and faculty in all professional education programs on campus, as well as to provide professional development for our school and community partners. The TRC houses print and non-print materials including a variety of technology resources to assist candidates and faculty in planning instructional activities on campus and in field experiences and clinical practice. Equipment available for use in the TRC as well as check out includes camcorders, digital camcorders, digital cameras, overhead projectors, an opaque projector, a smart board, and laptop computers. See <http://www.uncg.edu/soe/trc/index.htm> for additional information on resources available through TRC.

A number of other instructional resources are available to support teacher education at UNCG. A new assistive technology classroom has been developed to address needs identified through an extensive faculty survey (see Survey of Competencies for Including Students with Special Needs in the general documents box) and a new interdisciplinary center for e-learning has been established to facilitate the use of technology for teaching and learning (see <http://ice.uncg.edu/>). The Walter Clinton Jackson Library has significant resources to support UNCG’s teacher preparation programs (see Library Resources files and <http://library.uncg.edu/>). The University Teaching and Learning Center (TLC) supports the University’s instructional programs by providing instructional development activities, instructional materials, equipment, test and data scanning services, and consultation in instructional development and in the use of instructional technology (see <http://www.uncg.edu/tlc/>).

For online students, UNCG maintains an iCampus site (<http://web.uncg.edu/dcl/icampus/default.asp>) that contains links for BlackBoard tutorials, activating computer accounts, accessing library materials, etc. In addition to these resources, every online student receives each semester a personal communication from a staff member in the Division of Continual Learning, which includes the attachment "Helpful Links for Online Learning." Another important human resource is the HHP instructional technology consultant, Dr. Jane Harris, who has been very supportive for both faculty and students engaged in online courses, offering suggestions and developing resources that go far beyond technology, to facilitate enhanced instruction and learning.

Although technology never works perfectly, the number of students in the online program is small enough that we have been able to quickly respond to technology problems with alternative solutions.

### *Adequacy of the fiscal resources that support the program*

See the report on the undergraduate licensure program, which was taken from the Department's recent self-study leading to NASD (National Association of Schools of Dance) reaccreditation. While much of this information does not apply to the M-licensure program/students, the following paragraph is being repeated here because of its impact on this program:

Funding for dance education programs (undergraduate and graduate) presents some particularly vexing questions, because of the constantly shifting nature of state licensure requirements and their impact on enrollment. It becomes difficult to predict future enrollments (even for the next year) in pre-student teaching field experience and student teaching, because we do not know how many students will be successful in meeting state requirements (especially the PRAXIS I exam). Our one part-time faculty member in dance education is consistently assigned a course load of  $\frac{3}{4}$  time, often reaching that of a full-time non-tenure track faculty member, despite the fact that she is paid by the course. She teaches courses taken by elementary education majors as well as courses for dance education undergraduate students. The two full-time faculty members in dance education are also responsible for graduate courses, including those taken by the MA in dance education. That program (MA in dance education) cannot grow beyond its current cohort of 10 students unless resources become available to have the part-time faculty member become at least permanent  $\frac{3}{4}$  time. This request has been made by the Department Head for the 04-05 and 05-06 years, and it will continue to be the highest priority for a new line in the Department.

***Standard 6A: Working Conditions***

***Faculty teaching, advisement, and committee loads by semester for at least three years.***

See Table 5 this document.

***Institutional and program policies and practices related to faculty loads, including student teaching supervision.***

The University considers the standard load for tenured and tenure track faculty to be four 3-credit courses per semester; one semester release time for research is routinely given for tenured and tenure-track faculty who are productive in research. Of the three faculty members who teach courses in this program, two have major administrative assignments (as Graduate Coordinator and Undergraduate Coordinator for the whole Department) for which they are given one course release-time per year. The Undergraduate Coordinator is also coordinator for the MA in Dance Education. The third faculty member in the program, who is coordinator for undergraduate programs in dance education, is given some degree of release time on a rotating basis when possible; this does not occur frequently.

The Department officially “counts” supervision of 3-4 student teachers as one course, although in spring 2005 supervision of 5 student teachers (4 of them out of town) was counted as one course for one of these faculty members. There is no student teaching in the MA program. Since we have had only one individual complete the M-licensure program, her coursework in DCE 664 and 693 was treated as independent studies; both of these were taken on as overloads by the two dance education faculty members. As more students enroll in these courses, they will need to become part of the loads of these faculty members.