

Cover/Signature Page - Abbreviated Template

Institution Submitting Request: *University of Utah*
Proposed Title: *Emphasis in Ballet Teaching*
Currently Approved Title: *NA*
School or Division or Location: *College of Fine Arts*
Department(s) or Area(s) Location: *Department of Ballet*
Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs): *50.0302*
Current Classification of Instructional Programs (CIP) Code (for existing programs): *00.0000*
Proposed Beginning Date (for new programs): *08/20/2013*
Institutional Board of Trustees' Approval Date: *3/12/2013*

Proposal Type (check all that apply):

R401-5		R401-6	
<i>Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda.</i>		<i>Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda.</i>	
4.1.5.2	<input type="checkbox"/>	Minor*	
5.1.1.1	<input checked="" type="checkbox"/>	New Emphasis on an Existing Degree*	6.1.1 <input type="checkbox"/> Reinstatement of Previously Suspended Program
5.1.2	<input type="checkbox"/>	Certificate of Proficiency Not Eligible for Financial Aid	6.1.5 <input type="checkbox"/> Reinstatement of Previously Suspended Unit
5.1.3	<input type="checkbox"/>	Out-of-Service Area Delivery of Programs	
5.1.4	<input type="checkbox"/>	Name Change of Existing Programs	
	<input type="checkbox"/>	Program Transfer	
5.1.5	<input type="checkbox"/>	Program Restructure	
	<input type="checkbox"/>	Program Consolidation	
	<input type="checkbox"/>	Program Discontinuation	
5.1.6	<input type="checkbox"/>	Program Suspension	
	<input type="checkbox"/>	Administrative Unit Creation	
5.1.7	<input type="checkbox"/>	Administrative Unit Transfer	
	<input type="checkbox"/>	Administrative Unit Consolidation	
	<input type="checkbox"/>	New Center	
5.1.8	<input type="checkbox"/>	New Institute	
	<input type="checkbox"/>	New Bureau	
5.1.9	<input type="checkbox"/>	Graduate Certificate	

*Requires "Section VI: Program Curriculum" of Abbreviated Template

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.



 Signature

Date: *2/4/13*

Printed Name: *Michael L. Hardman*

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

Program Request - Abbreviated Template
University of Utah
Emphasis in Ballet Teaching within BFA in Ballet
1/15/2012

Section I: Request

The Department of Ballet at the University of Utah proposes that the emphasis "Ballet Teaching" be available for students receiving the BFA degree in Ballet.

The BFA degree in Ballet is a performance degree, requiring 80 credits (65% of total credits required for graduation) under the accreditation standards of the National Association of Schools of Dance (NASD). NASD standards state that the "program should include the equivalent of at least one course of pedagogy and teaching experience." NASD Handbook 2012-12, p. 98. In compliance with this standard the Department currently requires all students to complete one three-credit course in Ballet Methodology (Balle 4780) the course description of which states: "The purpose of this course is to introduce students to methodology of teaching classical ballet."

However, many students seeking the BFA degree in Ballet aspire to teach. Because careers as professional ballet dancers are typically short, most ballet performers pursue a second career after retiring from dancing. Often that second career is in ballet teaching. Many students teach part-time during their studies and may aspire to a career as a teacher rather than as a performer.

The Department currently offers the following courses that would assist students to prepare for a career in teaching:

Number	Credits	Name	Description
Balle 4785	3	Ballet Pedagogy	Teaching students how to safely adapt teaching theory practice is the main goal of this course
Balle 4860	1 may repeat	Teaching Practicum: Ballet	Ballet teaching in the community or through DCE culminating in a practicum observed by faculty
Balle 4880	1 may repeat	Teaching Practicum: Character	Teaching character or folk dance in the community culminating in a practicum observed by faculty.
Balle 4890	1 may repeat	Teaching Practicum: Other	Teaching of a dance style other than ballet, jazz or character dance culminating in a practicum observed by the faculty.
Balle 4930	1	Senior Capstone: Teaching Practicum	Student teaching on campus or in the community culminating in a practicum examination before a faculty jury. Students will be mentored by the teaching emphasis advisor.
Balle 3260	2	Dance Production	This course is designed for dance majors during the junior year of study. The course covers the theory of lighting for dance production and prepares students for a practicum in lighting a specific dance work.
Balle 6906 & 6907	2	Pointe Methodology I and II	Graduate course on teaching pointe being redesigned as an undergraduate course

Currently many students choose to take these courses in order to prepare themselves to teach. However, they receive no recognition for this preparation. Approving an Emphasis in Ballet Teaching that would be recorded on these students' transcripts would benefit them when they ultimately sought employment as ballet instructors.

The faculty in the Department of Ballet have been studying the curriculum over Summer, 2012 and Fall, 2012. In order to engage in this study the entire faculty (tenured, tenure-track, lecturer and visiting faculty) have served together as the curriculum committee, meeting weekly during Fall Semester. In addition, they worked for three days with a consultant from NASD and met in a mini-retreat thereafter. The Interim Chair of the Department has met at least once each semester since Fall, 2011, with all the ballet majors, who uniformly support the creation of an Emphasis in Ballet Teaching.

Section II: Need

The Department of Ballet already offers all of the proposed Ballet courses for this emphasis, and steers students to enroll in these courses if they wish to emphasize teaching. However, the students are disadvantaged by having no officially recorded "emphasis" or "certificate" following this course of study. The University similarly offers all the proposed courses outside the department, most meet university requirements for social and behavioral science exploration requirements and all are included as courses to be taken for elementary or secondary teacher licensure. However, the Ballet students are not currently advised or directed to enroll in these complimentary courses. The Ballet students have indicated to the Interim Chair that they would like an officially recognized "emphasis" to be available for students who complete this course of study.

Most (80%) of the majors within the Department of Ballet are not Utah natives and the Department of Ballet competes nationally with other colleges that have ballet-centric departments. Many of these other institutions offer greater recognition for their students who focus on ballet teaching. For example, Butler University offers both a BFA in Dance Performance and a BA in Dance Pedagogy. Mercyhurst College offers a BA in Dance with a concentration in Performance or a concentration in Applied Theory – Pedagogy. The University of Oklahoma offers a BFA in Dance Performance and a BFA in Dance Pedagogy. Approval of an Emphasis in Ballet Teaching at the University of Utah Department of Ballet would allow the Department to compete more effectively with these institutions.

Similarly, other institutions within the state of Utah offer both performance and teaching-focused credentials. BYU offers both a BA in Dance and a BA in Dance Education. UVU offers a BFA in Dance with a focus in ballet as well as a BS in Dance Education. Weber State offers a BA or BS in Dance Education. SUU offers a Dance major (BA or BS) with a Performance Emphasis or with an Education Emphasis. Although the ballet majors at the University of Utah are typically superior performers to those at other Utah schools, it is anomalous and unfortunate that the University of Utah does not offer any recognition for the students who complete a course of study focusing upon ballet education.

However, there is one difference that should be recognized between the University of Utah Department of Ballet program and most of these other institutions. Many institutions offering degrees or emphases in dance education couple that with licensure to teach in the public schools. Because few public schools have facilities in which ballet can be taught (mirrors, barres, "sprung" floors), individuals teaching in the public schools invariably focus on modern or contemporary dance rather than ballet. Graduates of the Department

of Ballet who pursue a teaching career teach instead in a private studio. Accordingly, some of the requirements for public school licensure (e.g. classroom management, education law and policy for classroom teachers, fieldwork in a public school) will not be relevant for an Emphasis in Ballet Teaching. Instead, this proposal includes courses in ballet pedagogy, field experiences teaching ballet, a course in production (to prepare for studio recitals) and social science courses that are pre-requisites for teaching licensure and also relevant to teaching children and adolescents in a studio setting.

Recognizing these studies through an emphasis would appropriately assist the students as they apply for employment. It should also assist them should they apply to graduate schools to receive a MFA focused on dance education.

Section III: Institutional Impact

There should be no or minimal impact to the department or institution. All of the courses to be required for the "Ballet Teaching Emphasis" are already offered and most students with an interest in teaching already take the Ballet courses. All university students are currently required to take two Behavioral Science courses as part of their general education requirement. At most the certificate requirements may direct the ballet major to take certain courses to fulfill the Behavioral Science requirement rather than other courses.

Section IV: Finances

There should be no financial impact to the department or the institution.

Section VI: Program Curriculum

*****THIS SECTION OF THE ABBREVIATED TEMPLATE REQUIRED FOR EMPHASES AND MINORS ONLY.*****

All Program Courses

The Teaching Emphasis will require the following (described above):

Number	Name	Credits
Balle 4785	Ballet Pedagogy	3
Balle 4860	Teaching Practicum: Ballet	1
Balle 3260	Dance Production	2
	TOTAL REQUIRED	6

The Teaching Emphasis will require 3 credits from among the following Ballet courses (described above):

Number	Name	Credits
Balle 4860	Teaching Practicum: Ballet	1
Balle 4880	Teaching Practicum: Character	1-2
Balle 4890	Teaching Practicum: Other	1-2
Balle 4930	Senior Capstone: Teaching Practicum	1
Balle 4210	Pointe Methodology	2
	TOTAL REQUIRED	3

The Teaching Emphasis will require one courses (3 credits) from among the child development courses from which elementary teachers must select and one course (3 credits) from the adolescent psychology courses form which secondary teachers must select in order to become licensed in Utah.

One course from:

Number	Names	Description	Credits
FCS 1500	Human Development	Requirements: Meets Soc./Beh. Science Exploration A survey examining development through the prenatal period and all stages of life. Consideration of physical, intellectual, and social development, with emphasis upon the influence of various contexts (e.g. family, culture, community, school).	3
FCS 2570	Middle Childhood Development	Requirements: Meets Soc. /Beh. Science Exploration This course will focus on the physical, social, emotional, cognitive and linguistic development characteristics of children and young adolescents (ages 5-13). Students will relate the major concepts, theories, and research associated with development of children and young adolescents.	3
FCS 3215	Development in Infancy and Childhood	Requirements: Meets Soc./Beh. Science Exploration In-depth examination of development through the prenatal period, infancy, and childhood. Consideration of physical, intellectual, and social development, with emphasis upon the child in various contexts (e.g. family, culture, school, community).	3
PSY 1220	Psychology of Infancy and Childhood	Requirements: Meets Soc./Beh. Science Exploration Intellectual, social, physical and personality development during infancy and childhood presented at a general, introductory level.	3
		TOTAL REQUIRED	3

One course from:

PSY 1230	Psychology of Adolescence	Requirements: Meets Soc./Beh. Science Exploration Social, intellectual and personality development during adolescence.	3
PSY 3220	Child and Adolescent Development	Developmental processes in childhood and adolescence. Emphasis on theories and research in intellectual, social, emotional, and physical development.	3
FCS 5230	Adolescent Development in the Family	Interaction between parents and adolescents and effects of families on adolescent behavior; needs of families with adolescents	3
		TOTAL REQUIRED	3

Course Prefix & Number	Title	Credit Hours
Required Courses		
Balle 4785	Ballet Pedagogy	3
Balle 4860	Tchg Practicum: Ballet	1
Balle 3260	Dance Production	2
	Sub-Total	6
Elective Courses Balle		
	3 credits from among:	
Balle 4860	Tchg Practicum: Ballet	1
Balle 4880	Tchg Practicum: Character	1-2
Balle 4890	Tchg Practicum: Other	1-2
Balle 4930	Senior Capstone: Tchg Practicum	1
Balle 4210	Pointe Methodology	2
	Sub-Total	3
Elective Courses Child Dev.		
	3 credits from among:	
FCS 1500	Human Development	3
FCS 2570	Middle Childhood Development	3
FCS 3215	Development in Infancy and Childhood	3
PSY 1220	Psychology of Infancy and Childhood	3
Elective Courses Adolescent Dev.		
	3 credits from among	
PSY 1230	Psychology of Adolescence	3
PSY 3220	Child and Adolescent Development	3
FCS 5230	Adolescent Development in the Family	3
	Sub-Total	3
Track/Options (if applicable)		
	Sub-Total	
Total Number of Credits		15

New Courses to Be Added in the Next Five Years

Semester 1	Course Prefix and Number	Course Title
<i>Spring 2014</i>	Balle 4210	Pointe Methodology
Semester 2		

Program Schedule

Freshman Fall - Spring

Ballet majors are required to enroll in seven – ten credits of ballet course work each semester. For this reason no courses particular to the Teaching Emphasis are suggested during the freshman year.

Sophomore Fall – Spring

Prefix & No.	Course Name	Credits
Balle 3260	Dance Production	2

And one course from among:

Prefix & No.	Name	Credits
FCS 1500	Human Development	3
FCS 2570	Middle Childhood Development	3
FCS 3215	Development in Infancy and Childhood	3
PSY 1220	Psychology of Infancy and Childhood	3

And one course from among:

Prefix & No.	Name	Credits
PSY 1230	Psychology of Adolescence	3
PSY 3220	Child and Adolescent Development	3
FCS 5230	Adolescent Development in the Family	3

Junior Fall

Prefix & No.	Course Name	Credits
Balle 4780	Ballet Methodology	3

Junior Spring

Prefix & No.	Course Name	Credits
Balle 4785	Ballet Pedagogy	3
Balle 4210	Pointe Methodology (elective—if desired)	2

Senior Fall

Prefix & No.	Course Name	Credits
Balle 4860	Tchg Practicum: Ballet	1
	If desired, one credit from among:	
Balle 4880	Tchg Practicum: Character	1-2
Balle 4890	Tchg Practicum: Other	1-2

Senior Spring

Prefix & No.	Course Name	Credits
Balle	Senior Capstone: Tchg Practicum (elective)	1
	One or two credits from among:	
Balle 4860	Tchg Practicum: Ballet	1

Balle 4880	Tchg Practicum: Character	1-2
Balle 4890	Tchg Practicum: Other	1-2
Balle 4210	Pointe Methodology	2