



**ESTABLISHING GRADUATE CERTIFICATES**  
**ARIZONA STATE UNIVERSITY**  
**GRADUATE EDUCATION**

**This form should be used by programs seeking to establish a new graduate certificate. All sections should be completed.**

The graduate certificate is a programmatic or linked series of courses in a single field or in one that crosses disciplinary boundaries. The graduate certificate facilitates professional growth for people who already hold the baccalaureate degree, and it may be freestanding or linked to a degree program. The graduate certificate enables the university to respond to societal needs while promoting university cooperation with corporate, industrial, and professional communities.

Submit the completed and signed (chairs, unit deans) proposal to the **Office of Graduate Academic Programs** in Graduate Education. Mail code: 1003 and electronic copies to [eric.wertheimer@asu.edu](mailto:eric.wertheimer@asu.edu) or [amanda.morales-calderon@asu.edu](mailto:amanda.morales-calderon@asu.edu).

**Please type.**

<b>Contact Name(s):</b> Becky Dyer; Naomi Jackson	<b>Contact Phone(s):</b> (480) 965-5337
<b>College:</b> Herberger Institute for Design and the Arts	
<b>Department/School:</b> School of Film, Dance and Theatre	
<b>Name of proposed Certificate:</b> Dance Teaching Artist Praxis	
<b>Requested Effective Term and Year:</b> Fall 2016 (e.g. Fall 2014)	
<b>Do Not Fill in this information: Office Use Only</b>	
<b>CIP Code:</b>	

**1. OVERVIEW.** Below, please provide a brief overview of the certificate, including the rationale and need for the program, potential size and nature of the target audience, information on comparable programs (at ASU and/or peer institutions), how this program would relate to existing programs at ASU, and any additional appropriate information.

Overview:

*Rationale and need for the program:*

We would like to position the School of Film, Dance and Theatre dance program as a leader in the realm of graduate dance teaching artist praxis through the creation of an ASU graduate certificate. Increasingly, universities and PreK-12 schools are moving towards employing teaching artists, or highly skilled artists who have strong teaching foundations and qualifications. Most higher education dance programs have chosen to focus on either the educational/scholarly dimension of dance or the performative/creative. In the progressive and innovative ASU dance program and curriculum, we are focused on developing highly qualified graduates who blend their skills as artists, leaders and teachers to change the communities in which they will engage and teach. There has been a longstanding division in the dance field between those who are perceived as dance artists and those who are trained as dance pedagogues and educators. Although there is a lot of rhetoric around changing this paradigm, there are no known current graduate dance certificate programs that have addressed this division from a curricular offering/graduate program options point of view. It is our goal to develop *teaching artist scholars* who can teach across a myriad of populations, including PreK-12 education, post-secondary education, community dance environments, and unique needs populations. Students pursuing the ASU Graduate Certificate in Dance Teaching Artist Praxis would not only exit the program competent to lead the field in PreK-12 dance education and curriculum development, but they would depart with the knowledge and skills to develop and lead university PreK-12 teacher training programs, as well as teach dance pedagogy and curriculum development courses. This specific set of knowledge sets and competencies, which straddles higher education, PreK-12 education, and professional dance settings is a rarity and commodity in the field. We would be the first higher education institution to bring this comprehensive graduate training certificate model to the field.

Over the years, many current and previous graduate dance students have asked how they might further their experience level and credentials in dance pedagogy praxis, and more specifically, how they might gain the necessary

skills and requirements to become a certified PreK-12 teacher through the Arizona Department of Education. The dance program at ASU has a strong pedagogical basis and has maintained a flourishing, well-regarded and nationally recognized BFA in Dance Education program for many years. The ASU dance faculty feel it is important to likewise offer this opportunity for advanced pedagogical experience and PreK-12 certification at the graduate level, as many of our graduates eventually find their way to teaching positions in pre-kindergarten through secondary education settings, albeit through indirect, less effective, and more time-consuming routes. It is our goal to become a renowned experiential learning hub for emerging dance teaching artists; pedagogical theorists and researchers; higher education dance professors and teacher preparation experts; visionary, qualified PreK-12 dance educators; and inspiring community dance teachers. An ASU Graduate Certificate in Dance Teaching Artist Praxis would 1) channel the focus of candidates who have previously earned graduate degrees or current ASU MFA dance students towards these ends, 2) provide verification of a student's attainment of advanced, sophisticated pedagogical knowledge and skills, and 3) reflect a student's extensive pedagogical experience and knowledge base within a broad spectrum of learning contexts.

#### *Potential Size and Target Audience*

The projected enrollment for the certificate is 9-15 graduate students in the certificate program at a given time. The influx of post-graduate students into the School of Film, Dance and Theatre through the certificate will boost enrollment and interest in our programs without draining departmental resources. Course requirements for the certificate can easily be integrated into current departmental offerings, and could also provide opportunities for new course elective options throughout the school. Over time we believe the Dance Teaching Artist Praxis Certificate will draw a number of national and international students, current and returning dance professionals, and individuals that have already completed graduate dance programs. In addition, the certificate could draw potential graduate students who are interested in pursuing the Dance Teaching Artist Praxis certificate while concurrently working towards the separate degree of the MFA in dance from ASU. We believe the certificate has the potential to become the "new standard" for dance teacher preparation and pedagogical excellence at higher education, professional, and Pre-K-12 levels.

#### *Relationship to Existing Programs*

The graduate certificate would be available to qualified individuals who have previously obtained graduate degrees in dance and related fields, as well as ASU MFA dance students who desire to concurrently pursue the certificate in addition to the separate degree of the MFA in dance. The certificate will complement and enhance current offerings in our school, while offering a unique and specific set of opportunities, skills and credentials to certificate candidates.

In March 2014, a formal agreement was reached between the School of Film, Dance and Theatre, ASU Mary Lou Fulton Teachers College (MLFTC) Graduate Programs, and the Arizona Department of Education (teacher) Certification Unit that outlined a pathway for graduate students in our program and the proposed certificate to gain a provisional arts education Pre K-12 Certificate in Dance. The proposed courses for the Dance Teaching Artist Praxis certificate will fulfill central requirements for state Pre K-12 certification. Although an alternative route towards Pre K-12 certification has been outlined, this cluster of courses does not currently lead towards a degree or certificate. Current MFA dance students also pursuing the Dance Teaching Artist Praxis certificate may be able to share a maximum of 12 credit hours between the certificate and MFA degree programs.

Mary Lou Fulton Teachers College Graduate Programs have agreed to provide the required education course for our certificate students, SED 578: Secondary Student Teaching. They will arrange and supervise the student teaching experience. In addition, Mary Lou Fulton Teacher's College has provided an advising coordinator for our students who are pursuing the state certification. They have been providing this course and service since Spring 2014.

#### *Comparable Programs*

Currently there are no other programs offering a graduate certificate in Dance Teaching Artist Praxis. Current offered graduate dance education programs in the country mainly offer M.A. degrees in dance education with the option for PreK-12 certification. Brockport State University of New York offers a M.A. in dance with state certification. MFA students don't have the option of pursuing their terminal artistic degree (an MFA) with a teaching certification. The University of Northern Colorado offers a low residency M.A. in dance education that does not lead to certification, and most of the learning is through online instruction. Rutgers: Mason Gross School of the Arts offers an Ed.M. with the option of certification in dance education. There is no focus in this degree on nurturing the interwoven artistic and pedagogical dimensions of a teaching artist. Finally, New York University (NYU) Steinhart has two options leading to PreK-12 certification: 1) an M.A. in dance education with PreK-12 certification and 2) an advanced certificate in teaching dance for students who have previously earned an M.A. or MFA in dance and wish to be PreK-12 certified. We differ from NYU in two ways. First, our certificate meets broader needs and a more diverse set of skills necessary to be fluent and effective teaching artists who can work across a variety of contexts. Second, we would offer students the opportunity to obtain this advanced teaching artist certificate while also pursuing the separate degree of an MFA in dance. NYU Steinhart has created a partnership with NYU Tisch School of the Arts where NYU Tisch MFA students can gain a dual graduate degree by pursuing an MFA from Tisch while also pursuing a M.A. in teaching dance. The degrees and curriculum are independent and participants must apply and be admitted separately to the conservatory style Tisch School of the Arts and NYU Steinhart dance education program. Although this is a step in

the right direction, the division between artist and educator is well and alive in this model. We feel our certificate makes significant strides to address this division.

A strength of our certificate model is the fact that the development of pedagogical knowledge and teaching practices is built upon or in tandem with a dance artist's creative and performance practices. These aspects of the teaching artist are integrated and studied in relationship to each other within the certificate coursework—each dimension supports and contributes knowledge to the other and the curriculum is developed and implemented with this goal in mind. To our knowledge, no other program focuses on such a broad array of pedagogical contexts, from in-depth engagement teaching within higher education and professional settings, to diverse community contexts and special needs populations, to PreK-12 school settings. Certificate graduates gain highly valuable experience teaching in numerous contexts, including experiences teaching university students how to teach in the course *DCE 656: Teaching Praxis III: Secondary Practices and Teacher Preparation Course Development/Implementation*. As part of this course, graduate students help to teach curricular content, and plan and implement lessons for the undergraduate Creative Approaches to Teaching II course that is required for PreK-12 certification. In addition to teaching dance pedagogical content, graduates pursuing the certificate mentor, offer feedback and help assess undergraduate dance majors in the course, while receiving feedback from the instructor on their performance working with undergraduates in the course. In addition, certificate candidates gain valuable experience teaching and mentoring undergraduate students in the undergraduate Creative Approaches to Teaching I course within the course *DCE 654: Teaching Praxis II: Theories, Contexts, Populations, Psychomotor Development, and Curriculum Design*.

Another thing that makes our model unique is the emphasis we place on mentoring and assessing students in teaching our university non-major classes as teachers of record in their roles as graduate teaching assistants or as professionals in the field. Students pursuing the certificate also complete a semester-long, full-time (12 credit hour) student teaching experience in a secondary education high school (*SED 578: Student Teaching Secondary Education*); a rich pedagogical experience that is not available to MFA students in other programs.

## 2. ADMINISTRATION AND RESOURCES

**A. How will the proposed certificate be administered (including recommendations for admissions, student advisement, retention etc.)? Describe the administering body in detail, especially if the proposed certificate is part of a larger interdisciplinary agenda. How will the graduate support staffing needs for this proposed certificate program be met?**

The director of the ASU Graduate Certificate in Dance Teaching Artist Praxis will mentor and advise graduate students specific to certification experiences and requirements. The School of Film, Dance and Theatre graduate secretary will process enrollment of required courses and will help the director process students' transcripts and submit the required forms to have the certificate entered into their transcripts.

**B. What are the resource implications for the proposed certificate, including projected budget needs? Will new books, library holdings, equipment, laboratory space and/or personnel be required now or in the future? If multiple units/programs will collaborate in offering this certificate, please discuss the resource contribution of each participating program. Letters of support must be included from all academic units that will commit resources to this certificate program.**

There are no immediate resource implications to implement the certificate since the majority of required courses are currently taught by School of Film, Dance and Theatre dance faculty, and because Mary Lou Fulton Teachers College (MLFTC) Graduate Programs is currently offering the required education courses, including the student teaching experience. MLFTC is also currently providing a graduate advisor for graduate students pursuing state K-12 certification. They have agreed to continue providing this support for the ASU Graduate Certificate in Dance Teaching Artist Praxis. Although no new books, holdings, spaces or personnel are required to begin this program, funding for resources that would specifically support learning in the certificate program would be helpful. We imagine if the certificate were to build enrollment beyond our current capacity additional funding, resources and personnel would be justified.

**3. ADMISSIONS PROCEDURES AND CRITERIA**

- A. Admission criteria** – Applicants must meet the admissions criteria for Graduate Education. Please also include any other additional admission requirements, e.g. type of undergraduate degree, minimum GPA, tests and/or entry-level skills that are required for this certificate program.  
([http://graduate.asu.edu/sites/default/files/GraduatePolicies\\_1.pdf](http://graduate.asu.edu/sites/default/files/GraduatePolicies_1.pdf))

**Degree(s):** Minimum of a master's degree from an accredited College or University. \*Applicants must 1) hold a master's degree in dance or a related field from Arizona State University or another higher education institution, or 2) have successfully completed their first semester in the Master of Fine Arts (MFA) in Dance degree program at Arizona State University.

**GPA:** Minimum of 3.00 cumulative GPA (scale is 4.0 = A) in the applicable master's degree, or in the ASU MFA in Dance degree program at the time of their application submission.

**English Proficiency Requirement for International Applicants:** (See Graduate Education policies and procedures) ([http://graduate.asu.edu/admissions/international/english\\_proficiency](http://graduate.asu.edu/admissions/international/english_proficiency)):

Same as Graduate Education policy.

**Required Admission Examinations:**  GRE  GMAT  Millers Analogies  None required

**B. Application Review Terms**

Indicate all terms for which applications for admissions are accepted:

**To select desired box,** place cursor on the left side of the box, right click mouse, select **Properties**, under **Default Value** select **Checked**, press **OK** and the desired box will be checked

Fall (year): 2016

Spring (year): 2017

Summer (year): 2017

Note: Applications will be rolling each Fall, Spring and Summer terms after this.

- C. Projected annual admission/enrollment** - How many students will be admitted immediately following final approval of the certificate? What are enrollment projections for the next three years?

Year 1	Year 2	Year 3
3	7	12-15

**4. ACADEMIC REQUIREMENTS**

- A. Minimum credit hours required for certificate (15 credit hour minimum)**

28 credit hours

- B. Please describe the primary course delivery mode, (e.g., online, face-to-face, off-site etc.). Please note: If this proposed initiative will be offered completely online, clearly state that in this section.**

In person

**C. As applicable, please describe culminating experience required (e.g., project, research paper, capstone course, etc.)**

A Higher Education Teaching Written Portfolio (to be submitted in the final semester of the program).

**D. What knowledge, competencies, and skills (learning outcomes) should graduates have when they complete this proposed certificate program? Examples of program learning outcomes can be found at (<https://uoeee.asu.edu/program-outcomes>).**

Students graduating from the Graduate Certificate in Dance Teaching Artist Praxis will:

1. develop, implement and evaluate pedagogical approaches and curricular content for university teacher preparation courses.
2. develop, implement and evaluate pedagogical approaches and curricular content for secondary dance education courses.
3. utilize the *InTASC* (Interstate New Teacher Support and Assessment Consortium) *Model Core Teaching Standards* in their teaching practices and curricular plans.
4. design and implement learning inquiry strategies informed by social somatic theories and practices.
5. conduct pedagogical inquiry in dance that is informed by current educational theories, qualitative research methods, somatic studies and dance teaching perspectives.
6. develop and implement safe, ethical and socially sensitive teaching strategies and frameworks.

**E. How will students be assessed and evaluated in achieving the knowledge, competencies, and skills outlined in 4.D. above? Examples of assessment methods can be found at (<http://www.asu.edu/oue/assessment.html>).**

A variety of assessment and evaluation methods will be utilized including: direct teaching observations, feedback and assessment (within courses and practicum experiences); assessment and feedback on written papers and pedagogical inquiry projects, curriculum development projects, and faculty feedback from a graduate teaching review.

**Outcome 1**

*Measure 1.1:* Students complete a pedagogical/curricular framework project designed for a university dance teacher preparation course.

*Criterion 1.1:* 80% of students must pass the curricular/pedagogical framework planning assignment in DCE 656 (Teaching Praxis III) with a grade of B or higher.

*Measure 1.2:* Students will implement and evaluate components of their pedagogical/curricular framework for a university dance teacher preparation course.

*Criterion 1.2:* 80% of students must pass the implementation and evaluation phase of their curricular/pedagogical framework assignment in DCE 656 (Teaching Praxis III) with a grade of B or higher.

**Outcome 2**

*Measure 2.1:* Students complete a pedagogical/curricular framework for a PreK-12 dance education course.

*Criterion 2.1:* 80% of students must pass the curricular/pedagogical framework planning assignment in DCE 654 (Teaching Praxis II) with a grade of B or higher.

*Measure 2.2:* Students will implement and evaluate components of their pedagogical/curricular framework for a PreK-12 dance education course.

*Criterion 2.2:* 80% of students must pass the implementation and evaluation phase of their curricular/pedagogical framework assignment in DCE 654 (Teaching Praxis II) with a grade of B or higher.

**Outcome 3**

*Measure 3.1:* Students will design and implement lessons informed by Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards.

*Criterion 3.1:* 80% of students must pass their practical teaching final in DCE 656 (Teaching Praxis III) with a grade of B or above. [addresses the InTASC Standards]

*Measure 3.2:* Students demonstrate capacity to meet InTASC Model Core Teaching Standards in their student teaching experience (SED 578: Student Teaching Secondary Education).

*Criterion 3.2:* 80% of students must pass their student teaching experience in SED 578. [addresses the InTASC Standards]

#### **Outcome 4**

*Measure 4.1:* Students demonstrate ability to construct and conduct innovative and rigorous somatic learning inquiry strategies.

*Criterion 4.1:* 80% of students must pass their somatic learning inquiry project in DCE 531 (Graduate Movement Practices II) with a grade of B or higher.

*Measure 4.2:* Students demonstrate ability to construct and implement innovative and rigorous somatic learning facilitation strategies.

*Criterion 4.2:* 80% of students must pass their somatic learning facilitation project in DCE 530 (Graduate Movement Practices I) with a grade of B or higher.

#### **Outcome 5**

*Measure 5.1:* Students complete a pedagogical inquiry project.

*Criterion 5.1:* 80% of students will pass their pedagogical inquiry project in DCE 657 (Pedagogical Research and Fieldwork) with a grade of B or higher.

*Measure 5.2:* Students reflect upon their pedagogical inquiry project outcomes.

*Criterion 5.2:* 80% of students will pass their pedagogical inquiry project reflective assessment paper in DCE 657 (Pedagogical Research and Fieldwork) with a grade of B or higher.

#### **Outcome 6**

*Measure 6.1:* Students design and teach socially/morally grounded and conscious lesson plans.

*Criterion 6.1:* 80% of students will pass the social/moral lesson design and implementation assignment in DCE 654 (Teaching Praxis II) with the grade of B or higher.

*Measure 6.2:* Students demonstrate knowledge of culturally sensitive teaching and mentoring practices.

*Criterion 6.2:* 80% of students will pass the Social/Moral Pedagogical Frameworks writing assignment in DCE 656: Teaching Praxis III: Secondary Practices and Teacher Preparation Course Development/Implementation with a grade of B or above.

#### **F. Please state the satisfactory student academic progress standards and guidelines (including any time limits for completion).**

\*Certificate students must maintain a 3.0 GPA to remain in good standing. All coursework used to complete an ASU graduate certificate must be completed within a six year time limit. Students must abide by all policies set forth by Graduate Education and the Herberger Institute for Design and the Arts. Students must complete the certificate program within six years. Students who are deemed unsatisfactory may be recommended to Graduate Education for dismissal from the certificate program.

#### **G. Will this proposed certificate program allow sharing of credit hours from another ASU degree program to be used as part of this certificate program? (Please note that a maximum of 12 graduate-level credit hours taken as a non-degree student at ASU, including as a part of a certificate program, may be used towards a future graduate degree at ASU).**

Yes, the ASU Graduate Certificate in Dance Teaching Artist Praxis can share up to 12 credit hours with the MFA in Dance degree.

**H. Below, please list all required and elective courses in the appropriate boxes (you may attach additional pages if necessary).**

Please ensure that all new core course proposals have been submitted to the Provost's office through the Curriculum ChangeMaker online course proposal submission system before this initiative is put on the University Graduate Council and CAPC agendas. Please note: a minimum of 2/3 of the courses required for a graduate certificate must be at the 500-level or above.

<b>Required Core Courses</b>			<b>Credit Hours</b>
<i>(Prefix &amp; Number)</i>	<i>(Course Title)</i>	<i>(New Course?) Yes or No?</i>	<b>(Insert Section Sub-total)</b> <b>28</b>
DCE 554	Teaching Praxis I: Postsecondary Teaching Philosophies, Foundations and Practices	No	<b>3</b>
DCE 654	Teaching Praxis II: Theories, Contexts, Populations, Psychomotor Development, and Curriculum Design	Yes	<b>3</b>
DCE 656	Teaching Praxis III: Secondary Practices and Teacher Preparation Course Development/Implementation	Yes	<b>4</b>
DCE 530	Graduate Movement Practices I	No	<b>2</b>
DCE 531	Graduate Movement Practices II	No	<b>2</b>
DCE 657	Pedagogical Research and Fieldwork	Yes	<b>2</b>
SED 578	Student Teaching Secondary Education	No	<b>12</b>
<b>Culminating Experience</b>			<b>Credit Hours</b> <b>(Insert Section Sub-total)</b>
<b>Written Portfolio (Submitted in the last semester of enrollment in the certificate program)</b>			<b>0</b>
<b>Total required credit hours</b>			<b>28</b>

**5. PRIMARY FACULTY PARTICIPANTS** - Please list all primary faculty participants for the proposed certificate, including home unit and title. You may attach additional pages if necessary.

<b>Name</b>	<b>Home Unit</b>	<b>Title</b>
Becky Dyer	School of Film, Dance and Theatre	Associate Professor
Eileen Standley	School of Film, Dance and Theatre	Clinical Professor
Mary Fitzgerald	School of Film, Dance and Theatre	Associate Professor
Karen Schupp	School of Film, Dance and Theatre	Assistant Professor
New Faculty Hire (to be hired for Fall 2016)	School of Film, Dance and Theatre	Assistant Professor
Cory Hansen	Mary Lou Fulton Teachers College Graduate Program	Interim Division Director
Nancy Perry	Mary Lou Fulton Teachers College Graduate Program	Senior Assistant Dean, Grants and Partnerships

**6. REQUIRED SUPPORTING DOCUMENTS**

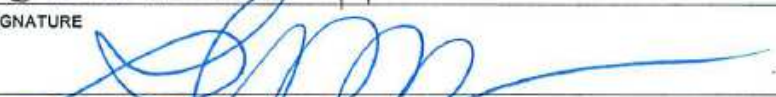
(Please label accordingly, i.e., Appendix or Attachment A, B, etc.)

Please include the following with your proposal:

- A. Sample plans of study for students in the proposed program – See Appendix II
- B. Statements of support from all deans and heads of impacted academic units – See Appendix III

**7. APPROVALS** - If the proposal submission involves multiple units, please include letters of support from those units.

DEPARTMENT CHAIR or SCHOOL DIRECTOR (PRINT/TYPE)	
Jake Pinholster	
SIGNATURE	DATE
	12/2/15

DEAN (PRINT/TYPE)	
Steven J. Tepper	
SIGNATURE	DATE
	12-4-15

The following section will be completed by Graduate Education following the recommendation of faculty governance bodies.

DEAN OF GRADUATE EDUCATION	
SIGNATURE	DATE

**Please note:** Proposals for new certificates also require the review and recommendation of approval from the University Graduate Council, Curriculum and Academic Programs Committee (CAPC), the Academic Senate, and the Office of the Provost before they can be put into operation.

**The final approval notification will come from the Office of the Provost.**

GF1112G-89



**APPENDIX I**

**OPERATIONAL INFORMATION FOR GRADUATE CERTIFICATES**

(This information is used to populate the [Graduate Programs Search](#) website.)

**1. Provide a brief (catalog type - no more than 150 words) program description.**

The Graduate Certificate in Dance Teaching Artist Praxis prepares students to enter the dance field as professional teaching artists and educators. The program equips students with the knowledge, skills and credentials to work as dance teaching artists, pedagogical theorists and researchers, higher-education dance professors and teacher preparation experts, PreK-12 dance educators, and community dance teachers. Students completing the Dance Teaching Artist Praxis certificate will 1) fulfill central coursework requirements necessary to obtain a *Provisional Arts Education PreK-12 Certificate in Dance* from the Arizona Department of Education, 2) gain qualifications and credentials required to develop and teach university teacher preparation courses and training programs, and 3) develop skills and perspectives necessary to effectively work as a teaching artist in diverse sociocultural and learning contexts.

Breakdown of requirements for the academic catalog:

Core (28)

- DCE 554 Teaching Praxis I: Postsecondary Teaching Philosophies, Foundations and Practices (3)
- DCE 654 Teaching Praxis II: Theories, Contexts, Populations, Psychomotor Development, and Curriculum Design (3)
- DCE 656 Teaching Praxis III: Secondary Practices and Teacher Preparation Course Development/Implementation (4)
- DCE 530 Graduate Movement Practices I (2)
- DCE 531 Graduate Movement Practices II (2)
- DCE 657 Pedagogical Research and Fieldwork (2)
- SED 578 Student Teaching Secondary Education (12)

Students must submit the written portfolio culminating experience in the last semester of enrollment in the certificate program.

**2. Contact and Support Information:**

Office Location (Building & Room): Dixie Gammage Hall (GHALL), Room 232	Campus mail code: <b>2002</b>
Campus Telephone Number: 480.965.5337	Program Director (Name <b>and</b> *ASU ID): Becky Dyer; bdyer2
Program email address: fdt@asu.edu	Program Support Staff (Name <b>and</b> *ASU ID): Jeanette Beck; jlbeck3
Program website address: <a href="https://filmdancetheatre.asu.edu">https://filmdancetheatre.asu.edu</a>	Admissions Contact (Name <b>and</b> *ASU ID): Jeanette Beck; ; jlbeck3

\*ASU ID (e.g. SHJONES)

**3. Application and iPOS Recommendations:** List the Faculty and Staff that will input admission/POS recommendations to Gportal **and** indicate their approval for Admissions and/or POS:

Name	ADMSN	POS
Jeanette Beck	x	x

4. Campus(es) where program will be offered: \*
- |                          |               |                                     |       |
|--------------------------|---------------|-------------------------------------|-------|
| <input type="checkbox"/> | Downtown      | <input checked="" type="checkbox"/> | Tempe |
| <input type="checkbox"/> | Online (only) | <input type="checkbox"/>            | West  |
| <input type="checkbox"/> | Polytechnic   |                                     |       |

\* **To select desired box**, place cursor on the left side of the box, right click mouse, select **Properties**, under **Default Value** select **Checked**, press **OK** and the desired box will be checked

5. **Keywords:** (List all keywords that could be used to search for this program. Keywords should be specific to the proposed program.)

Dance teaching artist praxis, dance pedagogy, PreK-12 Certificate in Dance, dance teaching, artist praxis, dance certificate

6. **Area(s) of Interest:**

\* **To select desired box**, place cursor on the left side of the box, right click mouse, select **Properties**, under **Default Value** select **Checked**, press **OK** and the desired box will be checked

- A. Select one (1) primary area of interest from the list below that applies to this program.

- [Architecture & Construction](#)
- [Arts](#)
- [Business](#)
- [Communications & Media](#)
- [Education & Teaching](#)
- [Engineering & Technology](#)
- [Entrepreneurship](#)
- [Health & Wellness](#)
- [Humanities](#)
- [Interdisciplinary Studies](#)
- [Law & Justice](#)
- [Mathematics](#)
- [Psychology](#)
- [STEM](#)
- [Science](#)
- [Social and Behavioral Sciences](#)
- [Sustainability](#)

- B. Select one (1) secondary area of interest from the list below that applies to this program.

- [Architecture & Construction](#)
- [Arts](#)
- [Business](#)
- [Communications & Media](#)
- [Education & Teaching](#)
- [Engineering & Technology](#)
- [Entrepreneurship](#)
- [Health & Wellness](#)
- [Humanities](#)
- [Interdisciplinary Studies](#)
- [Law & Justice](#)
- [Mathematics](#)
- [Psychology](#)
- [STEM](#)
- [Science](#)
- [Social and Behavioral Sciences](#)
- [Sustainability](#)

**APPENDIX II**

**Dance Teaching Artist Praxis Graduate Certificate  
Sample Plan of Study**

<i>Semester 1 (Fall)</i>	<i>Semester 2 (Spring)</i>
<p><b>DCE 554:</b> Teaching Praxis I: Postsecondary Teaching Philosophies, Foundations and Practices (3)</p> <p><b>DCE 530:</b> Graduate Movement Practices I (2)</p>	<p><b>DCE 654:</b> Teaching Praxis II: Theories, Contexts, Populations, Psychomotor Development, and Curriculum Design (3)</p> <p><b>DCE 531:</b> Graduate Movement Practices II (2)</p>
<i>Semester 3 (Fall)</i>	<i>Semester 4 (Fall)</i>
<p><b>DCE 656:</b> Teaching Praxis III: Secondary Practices and Teacher Preparation Course Development/Implementation (4)</p> <p><b>DCE 657:</b> Pedagogical Research and Fieldwork (2)</p>	<p><b>SED 578:</b> Student Teaching: Secondary Education (12)</p>

**APPENDIX III**  
**Support Statements**

**Herberger Institute for Design and the Arts – Official Submission**

**From:** Jennifer Setlow  
**Sent:** Monday, December 21, 2015 5:04 PM  
**To:** Curriculum Planning  
**Subject:** Certificate proposal

Good afternoon,

Attached please find the proposal for the graduate certificate in Dance Education Praxis. The new name was approved on this year's academic plan, but as the proposal had not yet been submitted, we are just submitting the proposal with the new name, rather than submitting the proposal to change the name.

Please let me know if there are any questions or concerns.

Thank you,  
Jen

*Jennifer Setlow*  
*Associate Dean for Students*

**ASU Herberger Institute for Design and the Arts**

Dixie Gammage Hall, Rm. 132

PO Box 872102  
Tempe, AZ 85287-2102

p: 480.965.0050

f: 480.727.6529

## Herberger Institute for Design and the Arts – College Support



### Memorandum

Date: December 2<sup>nd</sup>, 2015

To: Mark Searle, Provost of the University

From: Steven Tepper, Dean of the Herberger Institute for Design and the Arts

Re: Graduate Certificate in Dance Teaching Artist Praxis proposal

I have reviewed the proposal for the establishment of a graduate certificate in Dance Teaching Artist Praxis. This proposal has been reviewed and approved at both the unit and the college level by the graduate curriculum committees.

Establishment of this certificate will allow Herberger to assist in preparing more arts educators and provide a valuable opportunity for students in the MFA Dance degree. This certificate will also create an enrollment draw for the School of Film, Dance and Theatre, which will be uniquely positioned to allow students to prepare for teaching certification while completing their MFA in Dance.

My signature on the attached proposal indicates my support and approval for the establishment of this new certificate.

School of Film, Dance and Theatre – Support Memo



**Memorandum**

Date: December 2<sup>nd</sup>, 2015

To: Steven Tepper, Dean, Herberger Institute for Design and the Arts

From: Jake Pinholster, Director of the School of Film, Dance and Theatre

Re: Graduate Certificate in Dance Teaching Artist Praxis proposal

I have reviewed the attached proposal requesting the establishment of a graduate certificate in Dance Teaching Artist Praxis. This proposal has been reviewed and approved by the School of Film, Dance and Theatre Graduate Curriculum committee.

This certificate will allow students in our MFA Dance program the opportunity to better prepare to practice as teaching artists, whether in PreK-12 education, in post-secondary education, or in the community. Currently, students in our graduate dance program do not have an easy way of preparing for certification as a PreK-12 teacher in Arizona, and this certificate will close that gap. Enrollment in the MFA Dance program will also benefit from the creation of this certificate, as the program will then occupy a unique position in the United States.

My signature on the attached proposal indicates my support and approval for the establishment of this new certificate.

Sincerely,

A handwritten signature in black ink, appearing to be 'Jacob Pinholster', written over a horizontal line.

Jacob Pinholster

## Mary Lou Fulton Teachers College – Letter of Support



TO: Jennifer Setlow, Associate Dean, School of Film, Dance, and Theatre

CC: Becky Dyer, Associate Professor, School of Film, Dance, and Theatre  
Ann Keith, Academic Success Analyst, Mary Lou Fulton Teachers College

FROM: Connie Pangrazi, Assistant Dean, Mary Lou Fulton Teachers College

DATE: August 18, 2015

SUBJECT: Proposed Graduate Certificate in Dance Teaching Artist Praxis

*Connie Pangrazi*

This is to serve as a letter of support for the proposed graduate certificate in dance teaching artist praxis to be offered by School of Film, Dance, and Theatre in the Herberger Institute for Design and the Arts.

This program will allow students to take courses that lead to PreK-12 teaching arts certificate in dance education, currently this option is only available at the undergraduate level.

If the School of Film, Dance, and Theatre would like for Mary Lou Fulton Teachers College to issue an Institutional Recommendation for this program than an official program approval will need to be submitted to the Arizona Department of Education. If there will not be a formal program approval submitted the student's will be required to take their transcript to the Arizona Department of Education for transcript evaluation

The proposed degree does not conflict with any of our programs and we look forward to collaborating with Herberger Institute for Design and the Arts on the following courses.

- ELL 515 Structured English Immersion (3 credits)
- SED 578 Student Teaching (12 credits)

## **(NEW GRADUATE INITIATIVES)**

### **PROPOSAL PROCEDURES CHECKLIST**

Academic units should adhere to the following procedures when requesting new curricular initiatives (degrees, concentrations or certificates).

**Obtain the required approval from the Office of the Provost to move the initiative forward for internal ASU governance reviews/approvals.**

- Establishment of new curricular initiative requests; degrees, concentrations, or certificates
- Rename requests; existing degrees, concentrations or certificates
- Disestablishment requests; existing degrees, concentrations or certificates

**Submit any new courses that will be required for the new curricular program to the Curriculum ChangeMaker online course approval system for review and approval.**

- Additional information can be found at the Provost's Office Curriculum Development website: [Courses link](#)
- For questions regarding proposing new courses, send an email to: [courses@asu.edu](mailto:courses@asu.edu)

**Prepare the applicable proposal template and operational appendix for the proposed initiative.**

- New degree, concentration and certificate templates (contain proposal template and operational appendix) can be found at the Provost's Office Curriculum Development website: [Academic Programs link](#)

**Obtain letters or memos of support or collaboration. (if applicable)**

- When resources (faculty or courses) from another academic unit will be utilized
- When other academic units may be impacted by the proposed program request

**Obtain the internal reviews/approvals of the academic unit.**

- Internal faculty governance review committee(s)
- Academic unit head (e.g. Department Chair or School Director)
- Academic unit Dean (will submit approved proposal to the [curriculumplanning@asu.edu](mailto:curriculumplanning@asu.edu) email account for further ASU internal governance reviews (as applicable, University Graduate Council, CAPC and Senate)

**Additional Recommendations** - All new graduate programs require specific processes and procedures to maintain a successful degree program. Below are items that Graduate Education strongly recommends that academic units establish after the program is approved for implementation.

**Set-up a Graduate Faculty Roster for new PhD Programs** – This roster will include the faculty eligible to mentor, co-chair or chair dissertations. For more information, please go to [http://graduate.asu.edu/graduate\\_faculty\\_initiative](http://graduate.asu.edu/graduate_faculty_initiative).

**Establish Satisfactory Academic Progress Policies, Processes and Guidelines** – Check within the proposing academic unit and/or college to see if there are existing academic progress policies and processes in place. If none have been established, please go to [http://graduate.asu.edu/faculty\\_staff/policies](http://graduate.asu.edu/faculty_staff/policies) and scroll down to the **academic progress review and remediation processes** (for faculty and staff) section to locate the reference tool and samples for establishing these procedures.

**Establish a Graduate Student Handbook for the New Degree Program** – Students need to know the specific requirements and milestones they must meet throughout their degree program. A Graduate Student Handbook provided to students when they are admitted to the degree program and published on the website for the new degree gives students this information. Include in the handbook the unit/college satisfactory academic progress policies, current degree program requirements (outlined in the approved proposal) and provide a link to the Graduate Policies and Procedures website. Please go to [http://graduate.asu.edu/faculty\\_staff/policies](http://graduate.asu.edu/faculty_staff/policies) to access Graduate Policies and Procedures.