

: CERTIFICATE IN DANCE STUDIES

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New Program Proposal

Changes saved but not submitted

Viewing: : Certificate in Dance Studies

Last edit: Wed, 11 Nov 2020 18:42:52 GMT

Final Catalog

Rationale for Inactivation

Is this a Template?

No

Name of the school or college academic planner who you consulted with on this proposal.

| Name |
|------|
|------|

Maddie Sychta - EDU

Proposal Abstract/Summary:

The Dance Studies Certificate offers students the ability to gain knowledge in the field of Dance Studies, which takes a scholarly approach to the study of dance. The Dance Studies Certificate may be used to enhance a student’s main area of study; provide knowledge and skills in the analysis, interpretation, and contextualization of dance and movement in society and culture; or provide an opportunity to maintain a focus on dance in a student’s academic program. The Dance Studies Certificate is designed to be completed primarily through summer coursework, and allows students to meet breadth requirements in Humanities, Ethnic Studies, and Global Studies.

Type of Approval

Governance Approval Needed

If approved, what term should the proposed change be effective?

Select yes if this proposal is only to add, remove, or rearrange curricular requirements, and will change less than 50% of the curriculum.

Basic Information

Program State:

Active

Type of Program:

Certificate

Parent Program:

Upload the Approved Notice of Intent and UW System Approval Memo.

Upload completed draft of the full Board of Regents Authorization Proposal for this program.

Parent Audience:

Who is the audience?

Undergraduate

Parent Home Department:

Home Department:

Dance (DANCE)

Parent School/College:

School/College:

School of Education

The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?

No

Describe procedures under which the coordinating/oversight committee will operate, including how the committee chair is appointed, to whom the chair reports, how participating faculty and staff are identified, provisions for transitions in the committee, and processes for interaction with the home department.

Parent is in the Graduate School:

Is this in the Graduate School?

Award:

Other Award Name:

SIS Code:

SIS Code (BS):

SIS Description:

SIS Description (BS):

Transcript Title:

Certificate in Dance Studies

Will this name change apply to all enrolled students in the same term (turn-key)?

Named Options:

Does the parent program offer this as an additional major as well?

Will this be offered as an additional major as well?

Explain the program's process for reviewing joint degree proposals from students.

Describe the reason for offering the program as an additional major. Include evidence of student interest and demand, how the additional major benefits the students' learning experience, and describe how the program has capacity in course offerings and advising to support the additional major.

Provide information on which degree/majors it will likely be combined with most frequently and provide evidence that such combinations will not extend student time to degree beyond the standard four academic years.

Briefly describe the process the student follows to get permissions to declare the additional major from the primary degree/major and the additional major offering unit.

Will a doctoral minor be required?

Explain the rationale for the decision.

Describe the alternate breadth training resources that will be made available to/required of students.

Is this a non-admitting master's degree?

Is this a non-admitting named option for a master's degree?

Suspension and Discontinuation

What is the date by which you will submit a plan to resolve the suspended status, if approved?

What is the last term that a student could declare this program?

What is the last term that students may be enrolled in or complete the program?

What is the timeline and advance communication plan?

Explain the precipitating circumstances or rationale for the proposal.

What is the potential impact on enrolled students?

What is the potential impact on faculty and staff?

Explain and provide evidence of efforts made to confer with and to notify faculty and staff.

Explain and provide evidence of efforts made to confer with and to notify current students.

Explain and provide evidence of efforts made to confer with and to notify alumni and other stakeholders.

Teach-out plan - How will program quality be maintained during the suspended period or the teach-out period for discontinued programs?

Teach-out plan: A) For currently enrolled students, how will required courses, curricular elements, advising and other student services be provided?

Teach-out plan: B) For prospective students in the admissions pipeline, how are any commitments being met or needs to notify them that their program of interest will not be available?

Teach-out plan: C) For stopped out students, what provisions are made for their re-entry? What program(s) will they be re-entered into?

Teach-out plan: D) Provide any other information relevant to teach-out planning.

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.

| Role Type | Name (Last, First) | Email | Phone | Title |
|-------------------------------|--------------------|--------------------|--------------|-------|
| Department Chair | Harris, Andrea | ae_harris@wisc.edu | 608/262-7274 | |
| Faculty Director | Harris, Andrea | ae_harris@wisc.edu | 608/262-7274 | |
| Primary Contact | Harris, Andrea | ae_harris@wisc.edu | 608/262-7274 | |
| Primary Dean's Office Contact | Sychta, Maddie | sychta@wisc.edu | | |

List the departments that have a vested interest in this proposal.

Are all program reviews in the home academic unit up to date?

Yes

Please explain.

Are all assessment plans in the home academic unit up to date?

Yes

Please explain.

Are all assessment reports in the home academic unit up to date?

Yes

Please explain.

Mode of Delivery:

Face-to-Face (majority face-to-face courses)

Provide information on how any lab courses required for the degree will be handled.

Will this program be part of a consortial or collaborative arrangement with another college or university?

No

Upload proposal:

Will instruction take place at a location geographically separate from UW-Madison?

No

Upload proposal:

Parent has outside accreditation:

Will this program have outside accreditation?

No

Parent Guide Accreditation tab

Guide Accreditation tab

Will graduates of this program seek licensure or certification after graduation?

No

Graduates of parent program seek licensure or certification after graduation.

Parent Guide Certification/Licensure tab

Guide Certification/Licensure tab

First term of student enrollment:

Summer 2021 (1216)

Year of three year check-in to GFEC (3 years after first student enrollment):

Year of first program review (5 years after first student enrollment):

Fall 2026

If this proposal is approved, describe the implementation plan and timeline.

Once the Dance Studies Certificate is approved and the requirements are entered into DARS, students will be able to declare the Certificate by meeting with the Dance Studies Certificate advisor and completing the application form on the School of Education's Certificate Page.

Rationale and Justifications

How does the named option relate to the major and to other named options in the major, if relevant?

Why is the program being proposed? What is its purpose?

The purpose of the program is to expand the discipline of Dance Studies to a more inclusive range of students, from non-dancers to skilled dancers, providing an opportunity for students to add or maintain a focus on dance in their academic program. The program is being proposed to bolster summer course enrollment and also strengthen existing fall and spring course enrollment in the Dance Department. The program is designed to be completed largely, if not entirely, in the summers, and it includes courses that meet breadth requirements in Humanities, Ethnic Studies, and Global Perspectives. The program provides flexibility so that students can opt to complete the majority of the courses online, primarily in the summers, or through a mix of online and in-person courses in the summers and academic year.

How is the certificate program designed to complement the degree/major of participating students?

Dance Studies is a distinct field that focuses on the scholarly study of dance. It may include, but is not limited to physical practice. The theoretical and historical study of dance provided by this Certificate will enhance undergraduate study in a wide range of degree programs across the arts, humanities, and social sciences. For instance, a student in Art History (or History, or English, or Sociology) whose academic interests include dance does not have the tools and methods for dance or movement study in their home discipline, but would gain them through this Certificate. This Certificate provides an opportunity for interdisciplinary study that includes dance.

What is its relation to the institution's mission? (Consider the mission broadly as a major research university with missions in teaching, research, service, and the Wisconsin Idea.) How does it contribute to the mission of the sponsoring unit(s)?

Do current students need or want the program? Provide evidence.

The Dance Department has a large volume of elective students who choose dance classes to embellish their academic studies. Some of our physical practice courses have 45-50 enrolled students in one lab class. The lecture classes are often at capacity with waiting lists. Non-majors many times already take 15 or more credits in our department because of their interest in dance. Several students in our classes who are unable to major in dance for various reasons have voiced a request for a Certificate like this one. This Certificate is deliberately designed to be on the low end of the credit range for certificates in order to be accessible and attractive to a broad range of undergraduate degree candidates.

What is the market, workforce, and industry need for this program? Provide evidence.

The market is targeted at all undergraduate students. There is not a prerequisite for previous dance practice. The Certificate provides an opportunity for undergraduates in a broad range of disciplines in the arts, humanities, and social sciences to integrate dance research into their existing degree program. The Certificate also provides a foundation in Dance Studies that will benefit undergraduates considering graduate study in Dance Studies or a related field in the arts and humanities, including Art History, Theatre Studies, Performance Studies, or Cultural Studies.

How does the program represent emerging knowledge, or new directions in professions and disciplines?

In what ways will the program prepare students through diverse elements in the curriculum for an integrated and multicultural society (may include diversity issues in the curriculum or other approaches)?

What gap in the program array is it intended to fill?

There is no other program like this on the UW campus or in the UW system. The academic and interdisciplinary study of dance inside of social, cultural, political, and economic contexts is an important addition to many degree programs, and this need has already drawn several students seeking such research approaches and methods to courses in the Dance Department. The Certificate brings much-needed acknowledgement and legitimization to this existing demand for focused academic study in dance.

What is the rationale for this change?

What evidence do you have that these changes will have the desired impact?

What is the potential impact of the proposed change(s) on enrolled students?

What is the potential impact of the proposed change(s) on faculty and staff?

Diversity and Inclusion

Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum that will offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning experiences will be required, discuss how students will have access to diverse practice settings.

The Certificate is designed to be inclusive in terms of the forms and theories of dance represented in the menus of offerings. For example, it is still common for many university dance curriculums (including ours, but we're working on it) to privilege Eurocentric forms like ballet and modern dance over those typically labeled "world," "cultural," "ethnic," or even "other" techniques. This Certificate equalizes a broad, diverse range of forms and approaches to dance theories, histories, and forms that advances inclusivity in its breadth as well as its non-hierarchical curricular design.

Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify and recruit a diversified student population for programs that do direct admissions. Include evidence-based and effective practices. Provide examples of academic and student support services that will be implemented to support student learning success and completion.

This Certificate has been purposefully designed to minimize barriers for enrollment in dance courses. Several of the course options are entry-level and accessible to students who have not had access to dance training or dance education in their public school education. The Certificate also includes several course options that are accessible for diverse physical abilities. The Certificate also draws on our Department's concurrent efforts (see Diversity question #4) to expand our Hip Hop curriculum, which will help us attract more students of color into the program. In addition, most of the courses can be completed in the summers, and students can opt to take 85-100% of the classes online. Both of these factors will help us increase access, equity, and degree completion. Students will be encouraged to work closely with the Dance Studies Certificate advisor to ensure timely progress and completion.

Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professional/career development experiences, and research/scholarship where relevant.

The proposed program is designed to be inclusive of all of our current faculty and instructional staff's areas of expertise. For instance, from an equity perspective, it is significant that this Certificate equalizes practices including Contemporary Dance, Ballet, African Dance, Hip Hop, Asian-American Movement, and Dance/Movement Therapy as part of the Body Studies requirement. The same equity should be noted in the Dance History category, which is designed to equally value all cultural histories in our curriculum as well as in our faculty members' research areas. We are in the process of creating additional courses in dance practice, history, and theory that reflect our faculty's diverse research areas, and intend to add these to the Certificate as they are approved. One of the main strengths of this Certificate is that it embraces all faculty and staff research and teaching as equally valid in their contribution to the curriculum and to an understanding of the field.

Note any plans or strategic initiatives at the university that are closely linked with the development of the proposed program. Note how efforts will align with the appropriate and applicable accreditation standards that address diversity where relevant. To the extent that the response to questions related to diversity, equity, and inclusion are connected to plans at the department, school/college or university, make those connections explicit where relevant.

The Dance Department is revising our dance technique curriculum to move beyond a Eurocentric structure and place Africanist, Latinx, and Asian-American techniques and forms at an equal level with ballet and modern dance. The broad menu of options in the Dance Studies Certificate reflects this effort to take down hierarchies between Western and non-Western forms (as well as between forms traditionally considered "high" or "low" culture) and to democratize access to dance for all students.

Faculty and Staff Resources

List the core program faculty and staff with title and departmental affiliation(s) who are primarily involved and will participate in the delivery and oversight.

| Name (Last, First) | Department | Title |
|----------------------------|---------------|---------------------|
| Harris, Andrea | Dance (DANCE) | Associate Professor |
| Corby, Kate | Dance (DANCE) | Professor |
| Li, Chiao-Ping | Dance (DANCE) | Professor |
| Yu, Jin-Wen | Dance (DANCE) | Professor |
| Walker, Christopher | Dance (DANCE) | Professor |
| Holland, Duane | Dance (DANCE) | Assistant Professor |
| Skog, Marlene | Dance (DANCE) | Assistant Professor |
| Zervou, Natalie | Dance (DANCE) | Assistant Professor |
| Mcshane-Hellenbrand, Karen | Dance (DANCE) | Faculty Associate |
| Choy, Peggy | Dance (DANCE) | Associate Professor |

What resources are available to support faculty, staff, labs, equipment, etc.?

Faculty and staff have access to studio spaces for in-person and online instructional delivery. Faculty and staff have access to departmental computers for instructional purposes.

Program advisor(s) with title and departmental affiliation(s).

| Name (Last, First) | Department | Title |
|----------------------------|---------------|---------------------|
| Harris, Andrea | Dance (DANCE) | Associate Professor |
| Mcshane-Hellenbrand, Karen | Dance (DANCE) | Faculty Associate |

How will the resource load for the additional advising be met?

Program advisors will take on advising roles as part of their regular service loads in the Department.

Describe how student services and advising will be supported.

Students will meet annually with Certificate advisors to discuss progress and enrollment.

Describe the advising and mentoring practices that will be used in this program, including how annual assessment of student progress will be communicated.

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

Yes

Select the Graduate Research Scholars Community for this program.

Resources, Budget, and Finance

Is this a revenue program?

No

Upload the 131 spreadsheet.

What is the tuition structure for this program?

Standard resident/MN/nonresident undergraduate tuition

Select a tuition increment:

What is the rationale for selecting this tuition increment?

Will segregated fees be charged?

If segregated fees will be charged, please explain.

Upload Market-based tuition proposal here:

Upload Online/Distance tuition proposal

Provide a summary business plan.

Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program assessment.

What is the marketing plan?

Describe resource and fiscal considerations - A. Provide an overview of plans for funding the program including program administration, instructional/curricular delivery, academic and career advising, technology needs, marketing (if relevant), financial aid and scholarships (if relevant), capacity for student learning outcomes assessment and program review.

Describe resource and fiscal considerations - B. Are the faculty, instructional staff and key personnel existing or new faculty and staff? If they already serve existing programs, how are they able to add this workload? If new faculty and staff will be added, how will they be funded?

Describe resource and fiscal considerations - C. What impacts will the program have on staffing needs beyond the immediate program? How are those needs being met?

Describe resource and fiscal considerations - D. For graduate programs, describe plans for funding students including but not limited to funding sources and how funding decisions will be made.

UW System Administration and the Board of Regents require submission of budget information in a specific format. These forms will be completed in collaboration with APIR after school/college approval and before submission to UWSA for Board consideration. These forms are uploaded here by APIR.

Given considerations associated with the proposed change, describe the academic unit's fiscal capacity to support the instructional and curricular requirements, academic and career advising, student support services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional workload? For research graduate programs, include information on how the program will be administered and how student funding will be handled. For undergraduate programs, include information on academic advising, career advising, student support services.

Does the program or change require substantial new resources other than those just described? Describe the needs. Confirm that the dean is committed to providing the resources.

This program requires no new resources.

Are new Library resources needed to support this program?

No

Provide a summary of the requirements.

Memo from the Libraries confirming that the needs can be addressed.

Describe plans for funding students including but not limited to funding sources and how funding decisions are made.

Will you be seeking federal financial aid eligibility for this Capstone program?

Capstone program students are eligible for federal financial aid (usually loans) if the participate in Gainful Employment (GE) requirements, that is, the prepare students for employment in a recognized occupation. For information about gainful employment requirements see: <https://studentaid.ed.gov/sa/about/data-center/school/ge>

Identify the SOC codes most closely associated with the occupational preparation the Capstone provides.

What program-specific financial aid, if any, is available for this program?

What is time period that this program is designed to be completed in by the typical student?

Gainful Employment requirements come with the need to track employment of graduates and provide additional reports – does the program have the capacity to complete these requirements?

Curriculum and Requirements

If you are proposing a change to the curriculum, what percentage of the curriculum is changing?

Provide an explanation of the reasons for such a substantial curricular change, the potential impact on students, availability of courses, and plan for transition.

Which students are eligible for the certificate?

Undergraduates in all schools and colleges

List the specific schools and colleges.

Provide justification for the limits.

Is this certificate available to University Special (non-degree seeking students)?

Yes

Which University Special students are eligible for the certificate?

Started as an undergraduate at UW-Madison, and graduated before completing the requirements.

Describe certificate program procedures to advise students who do not complete the certificate to notify the program advisor if they re-enroll as a University Special student to complete the certificate.

Students who do not complete the Certificate before graduating will notify the Dance Studies Certificate advisor in writing of their intention to re-enroll as a Special student to schedule a meeting to discuss their process for completing the Certificate.

Describe certificate program procedures to notify Adult Career and Special Student Services (ACSSS) of those University Special students who are formerly unaffiliated with the program who intend to complete a certificate.

N/A. We intend for the Special student eligibility to cover students who begin the certificate while undergraduates but cannot complete it.

Describe certificate program procedures to report to the Registrar’s Office when a University Special student has completed the certificate and supply a list of courses that student used to fulfill certificate requirements. (Note that SIS eDeclaration and DARS are not available for University Special students.)

The Department will notify EAS (Mitchell Patton) that the certificate has been completed and the courses taken, who will send a request to the Registrar’s Office to have the Certificate listed on the transcript.

Parent Plan Admissions/How To Get In Requirements

Guide Admissions/How to Get In tab

All current UW-Madison undergraduates are eligible to complete the Dance Studies Certificate. Undergraduate students in good academic standing may declare this certificate. University Special students who started as an undergraduate at UW-Madison, but graduated before completing the requirements are also eligible for this certificate.

Students should meet with the Dance Studies Certificate Advisor to discuss their intention to pursue the certificate. Appointments may be arranged via email. To declare the certificate, students must also complete the application form location on the School of Education's Certificate Programs (<https://education.wisc.edu/academics/certificates/>) page.

Describe plans for recruiting students to this program.

We will advertise the Certificate in all our recruitment publicity for incoming students and in our regular Departmental communications to students. We will work with the School of Education Academic Advising office during the academic year and SOAR to promote this Certificate and especially feature it in their marketing and advising for Summer Courses.

What is the recruiting and admissions strategy for underrepresented students?

Will students be declared in an intended major while completing the admission requirements?

Describe how the students will be advised and the transition to other degree granting program if they are not admitted.

Projected Annual Enrollment:

| Year | Projected Enrollment |
|--------|----------------------|
| Year 1 | 15 |
| Year 2 | 18 |
| Year 3 | 20 |
| Year 4 | 25 |
| Year 5 | 25 |

Describe plans for supporting enrollments that are much higher or much lower than the anticipated enrollment.

Initially, there will not be any additional resources required to support our projected numbers because these courses are already being offered. We want to expand our summer offerings to handle higher enrollments that this Certificate is intended to produce. If enrollment is significantly lower than projected, we will increase our marketing efforts at both the Department level and the School of Education Academic Advising and Summer Course Guide website.

Are international students permitted to enroll in this program?

Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.

Select the school or college degree requirements that will be used.

Will this program have Honors in the Major?

Parent Requirements

Guide Requirements tab

Course requirements

The Dance Studies Certificate requires the following course distribution for a minimum of 14 credits.

foundational course

All students are required to complete the following:

| Code | Title | Credits |
|-----------|-------------------------|---------|
| DANCE 200 | Writing the Moving Body | 3 |

body studies

Select 2 credits from the following:

| Code | Title | Credits |
|----------------------------|--|---------|
| DANCE/DANCE 110 | Workshop in Dance Activity | 1-2 |
| DANCE/DANCE 101 | Ballroom Dance I | 1 |
| DANCE/DANCE 102 | Ballroom Dance II | 1 |
| DANCE/DANCE 103 | Modern Jazz Dance | 1 |
| DANCE/DANCE 105 | Ballet I | 1 |
| DANCE/DANCE 106 | Ballet II | 1 |
| DANCE/DANCE 107 | Contemporary Dance I | 1 |
| DANCE/DANCE 108 | Contemporary Dance II | 1 |
| DANCE 115 | Hip-Hop Dance Technique and Theory 1 | 1-2 |
| DANCE 116 | Workshop in World Dance | 2 |
| DANCE 118 | African Dance | 1 |
| DANCE 111 | Contemporary Dance Technique and Theory I | 1-3 |
| DANCE 112 | Contemporary Dance Technique and Theory II | 1-3 |
| DANCE 211 | Contemporary Dance Technique and Theory III | 1-3 |
| DANCE 212 | Contemporary Dance Technique and Theory IV | 1-3 |
| DANCE 311 | Contemporary Dance Technique and Theory V | 1-3 |
| DANCE 312 | Contemporary Dance Technique and Theory VI | 1-3 |
| DANCE 125 | Ballet Technique I | 1-2 |
| DANCE 126 | Ballet Technique I-B | 1-2 |
| DANCE 225 | Ballet Technique II | 1-2 |
| DANCE 226 | Ballet Technique II-B | 1-2 |
| DANCE 325 | Ballet Technique III | 1-2 |
| DANCE 326 | Ballet Technique III-B | 1-2 |
| DANCE 131 | Somatic Theory and Practices | 2 |
| DANCE 132 | Workshop in Body Studies and Practices | 1 |
| DANCE 133 | Relaxation Techniques for Embodiment and Stress Management | 1 |
| DANCE 135 | Pilates Mat I | 1 |
| DANCE 136 | Pilates Equipment I | 2 |
| DANCE 156 | Movement as Material Through Improvisation | 2 |
| DANCE 157 | Introduction to Movement Analysis | 2 |
| DANCE 213 | New Movement Techniques | 1-2 |
| DANCE/THEATRE 218 | African Dance Performance | 2 |
| DANCE 231 | Introduction to Dance/Movement Therapy | 2 |
| DANCE 235 | Pilates Mat II | 1 |
| DANCE 236 | Pilates Equipment II | 2 |
| DANCE/FOLKLORE/THEATRE 321 | Javanese Performance | 2 |
| DANCE 330 | Functional Anatomy for Movement Practices | 1 |

dance theory

Select 3 credits from the following:

| Code | Title | Credits |
|-----------|--|---------|
| DANCE 168 | Dancing Gender: Embodiment, Politics and Feminist Theory | 3 |
| DANCE 268 | Political and Cultural Perspectives in Dance Studies | 3 |

Dance history

Select 3 credits from the following:

| Code | Title | Credits |
|-----------|--|---------|
| DANCE 165 | World Dance Cultures: Traditional to Contemporary | 3 |
| DANCE 265 | Dance History I: Western Theatrical Dance from the Renaissance through the 1920s | 3 |
| DANCE 365 | Dance History II: Directions and Issues of Contemporary Dance | 3 |

ethnic studies breadth

Select 3 credits from the following:

| Code | Title | Credits |
|--------------------------|---|---------|
| DANCE/ASIAN AM 121 | Asian American Movement | 3 |
| DANCE/AFROAMER/MUSIC 318 | Cultural Cross Currents: West African Dance/Music in the Americas | 3 |

certificate completion requirement

This certificate is intended to be completed in the context of an undergraduate degree and for those seeking this certificate that is preferred. For students who have substantially completed this certificate at UW–Madison (at least 12 credits) and may need one or two courses to complete the certificate, they may do so immediately after completion of the bachelor’s degree by enrolling in the course as a University Special (nondegree) student. The certificate must be completed within a year of completion of the bachelor’s degree. Students should keep in mind that University Special students have the last registration priority and that may limit availability of desired courses. Financial aid is not available when enrolled as a University Special student to complete an undergraduate certificate.

Total credits required:

14

Semesters to completion:

Parent Plan Graduate Policies

Guide Graduate Policies tab

Parent Guide Four Year Plan tab

Guide Four Year Plan tab

Parent Guide Three Year Plan tab

Guide Three Year Plan tab

Discuss expected progress to degree and time to degree. For undergraduate programs discuss considerations for supporting students to complete the degree in four academic years.

Provide detail on how breadth will be achieved.

Describe part-time format (<8 credits fall and spring semesters < 4 credits summer term) here.

Describe full-time, time-compressed, intensive format here.

Describe other format here.

Program Learning Outcomes and Assessment

Parent Program Learning Outcomes

List the program learning outcomes.

Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.

| | |
|---|---|
| 1 | Gain understanding of the main approaches and methodologies of the field of dance studies as an academic approach to dance with an interdisciplinary focus. |
| 2 | Engage with dance as a site through which cultural, social, and political identities are constructed, manifested, and negotiated. |
| 3 | Analyze dance in relation to the social, cultural, and historical circumstances in which it is embedded. |
| 4 | Integrate physical and theoretical knowledge of dance in written, oral, and embodied forms. |

When learning outcomes are changed, a new assessment plan must be uploaded.

Summarize the assessment plan.

The Dance Studies Certificate Assessment Committee will meet annually in the spring to discuss enrollment, review assessment materials, and discuss potential improvements to curriculum and student feedback. The Dance Studies Certificate Director will then create an annual report summarizing the discussion and recommendations made at the annual meeting, which will be distributed to the Curriculum Committee. Any revisions to coursework or objectives will be voted on by the Curriculum Committee following the submission of the report.

Department Approved Assessment Plan:
DanceStudiesAssessmentPlan.docx

Related Programs

List majors and certificates that may not be earned in combination with this program.

List majors that are anticipated to frequently be completed in combination with the proposed program. For each, describe how the proposed program can be completed in combination with the major without increasing time to degree.

| Select Majors, enter one per box. Use the green + to create additional boxes. | Evidence |
|---|---|
| Music | The Certificate is designed to be a low-credit range certificate in order to not impede student's progress to degree. The courses are offered regularly enough, including several in summers, so that time will not be added to degree. |
| Art | The Certificate is designed to be a low-credit range certificate in order to not impede student's progress to degree. The courses are offered regularly enough, including several in summers, so that time will not be added to degree. |
| Theatre and Drama | The Certificate is designed to be a low-credit range certificate in order to not impede student's progress to degree. The courses are offered regularly enough, including several in summers, so that time will not be added to degree. |
| Afro-American Studies | The Certificate is designed to be a low-credit range certificate in order to not impede student's progress to degree. The courses are offered regularly enough, including several in summers, so that time will not be added to degree. |
| Art History | The Certificate is designed to be a low-credit range certificate in order to not impede student's progress to degree. The courses are offered regularly enough, including several in summers, so that time will not be added to degree. |
| Art Education | The Certificate is designed to be a low-credit range certificate in order to not impede student's progress to degree. The courses are offered regularly enough, including several in summers, so that time will not be added to degree. |
| Curriculum and Instruction | The Certificate is designed to be a low-credit range certificate in order to not impede student's progress to degree. The courses are offered regularly enough, including several in summers, so that time will not be added to degree. |
| Gender and Women's Studies | The Certificate is designed to be a low-credit range certificate in order to not impede student's progress to degree. The courses are offered regularly enough, including several in summers, so that time will not be added to degree. |

Provide information in related programs offered by other UW System institutions and explain the extent to which the proposed program is distinct and how it overlaps or duplicates those programs.

Commitments

All required courses are approved through the school/college level.

Yes

Courses are offered on a regular basis to allow timely completion.

Yes

Courses have enrollment capacity.

Yes

Courses in the curriculum are numbered 300 or higher.

Courses in the curriculum are numbered 699 or lower.

Yes

Courses in which a student elects the pass/fail option will not count toward completion of requirements.

Yes

Special topics courses are only used if all topics count for the certificate.

Yes

All requirements must be met; exceptions that amount to waiving requirements are not permitted.

Yes

Course substitutions to the curriculum should be kept to a minimum; if substitutions are being made on a regular basis, the curriculum should be re-examined. When course substitutions are made, the substituted course should be formally added to the curriculum through governance for inclusion in the curriculum the following academic year.

Yes

Substitutions are not permitted for any course unless the substitution would be provided for every student with the same substitution request.

Yes

When the proposed certificate is made available to University Special students it is only available to those who have earned a baccalaureate degree.

Yes

Certificate program faculty and staff understand that Adult Career and Special Student Services (ACSSS) in the Division of Continuing Studies will serve as the advising, admissions, and academic dean's office for all University Special students.

Yes

Certificate program faculty and staff will work with ACSSS to monitor and advise University Special students seeking a certificate.

Yes

Certificate courses have the enrollment capacity to accommodate University Special students. Certificate program faculty and staff understand that University Special students completing the certificate will not have enrollment priority over degree-seeking undergraduate students nor University Special students enrolled in capstone certificate programs.

Yes

If completing the certificate as a University Special student, at least 12 credits towards the certificate must be earned in residence at UW-Madison, either while enrolled as a University Special student or from coursework earned while enrolled as an undergraduate at UW-Madison. (Note this is a higher residency requirement than is used for degree-seeking students.)

Yes

All of the Capstone certificate credits must be earned "in residence" (which includes on campus and distance-delivered courses) at UW-Madison while enrolled in the Capstone certificate program. Because a Capstone certificate is comprised of just a few courses, it is not appropriate for students who already have completed the same or similar coursework at UW-Madison or another institution.

At least half of the credits must be earned in residence (UW-Madison on campus, study abroad, or distance courses); exceptions to the minimum residency requirement are not permitted.

Yes

Students must earn a minimum 2.000 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are included in the calculation of the GPA.

Yes

Students must earn a minimum 3.000 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are included in the calculation of the GPA.

Students must earn a minimum grade of C on all attempted Capstone certificate coursework.

The program faculty/staff will ensure the program is encoded into DARS and will work with the Registrar's Office DARS liaison to keep approved revisions to the curriculum current.

Yes

All students will be declared into the appropriate plan code in SIS via either an admission process or e-declaration. If the student does not have the plan code on their student record in SIS the student is not considered to be in the program.

Yes

Students may complete only 1 named option within a plan code.

The program faculty/staff will ensure the program website, Advance Your Career materials if applicable, and other presentations are consistent with the Guide information for this program.

Yes

Certificate requires no more than half of the credits required for a major in a related field.

Yes

Credential will not be awarded retroactively to students who completed all of the requirements before the credential was approved.

Yes

Degree#seeking students may not be concurrently enrolled in a Capstone certificate program.

Students enrolled in Capstone certificate programs are NOT eligible for teaching assistant (TA), research assistant (RA), project assistant (PA) nor graduate fellowship support. Programs must disclose this program policy to Capstone certificate students in the recommendation of admission letter, program website, program handbook, and program orientation.

To be eligible for admission to a Capstone program, a student must hold an earned bachelor's degree or equivalent credential from an accredited college or university.

Supporting Information

List name and department of those who are in support of this proposal.

If those supporting the proposal provided a letter or email of support upload here. A letter is NOT required. Upload any other explanatory information about support from other UW-Madison units.

Additional Information:

Approvals

Department Approval - This proposal has been approved by the faculty at the department/academic unit level. The program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

This new program proposal was approved by the department on 10/2/2020

Entered by:

Maddie Sychta

Date entered:

10/29/2020

School/College Approval - This proposal has been approved at the school/college level and it is submitted with the Dean's support. The Dean and program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

Entered by and date:

Date entered:

GFEC Approval - This proposal has been approved by the Graduate Faculty Executive Committee and the Dean of the Graduate School.

Enter any notes about the approval here:

Entered by:

Date entered:

UAPC Approval - This proposal has been approved by the University Academic Planning Council and the Provost.

Enter any notes about approval here:

Entered by:

Date entered:

For Administrative Use

Admin Notes:

Guide URL:

SIS effective date:

Effective Guide Edition:

Guide publish date/type

Career:

SIS Program Code:

SIS Program Code (BS):

SIS Short Description:

SIS code for additional major:

SIS code for intended major:

SIS code for honors in the major:

SIS code for honors in the major (BS):

SIS code for honors in the major (BMAJ):

SIS code for special student certificate:

Other plan codes associated with this program:

Diploma Text:

Diploma Text 2:

Degree:

Degree (BS):

Field of Study:

Program Length:

National Student Clearing House Classification:

Plan Group:

Educational Level:

Award Category:

Enrollment Category:

CIP Code:

STEMOPT

UWSTEM:

HEALTH:

NSF STEM:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

CDR certificate category:

Added to UW System Crosswalk:

Scan this proposal:

Upload documents that should be scanned:

Reviewer Comments

Maddie Sychta (sychta) (Tue, 10 Nov 2020 16:51:21 GMT): Rollback: Please see my email for Programs Committee feedback.

Key: 1182