

Program Change Request

New Program Proposal

Date Submitted: 01/22/24 2:08 pm

Viewing: **Certificate in Dance Education**

Last edit: 02/06/24 10:00 am

Changes proposed by: waldeck2

In Workflow

- 1. DANCE Dept. Approver
- 2. EDU School Admin Reviewer
- 3. EDU School Approver
- 4. APCR Admin Approver
- 5. UAPC Approver
- 6. Registrar

Approval Path

- 1. 01/22/24 2:31 pm Jin-Wen Yu (jinwenyu): Approved for DANCE Dept. Approver

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

Name
Cindy Waldeck - EDU

Proposal Abstract/Summary:

The certificate in Dance Education is a minimum 14 credit undergraduate certificate that provides students with specialized knowledge specific to the field of dance education. The goal of this certificate is to prepare students for a wide variety of careers that involve teaching dance or integrating dance in the classroom. Careers specific to dance include teaching in private dance studios, community centers, non-profit organizations, public schools, after school programs, fitness centers, and within professional companies. Careers that are non specific to dance include community based programs, physical education, arts education, theatre education, music education, and non arts teachers in elementary education and secondary education.

In 1926, UW Madison became the birthplace of dance education in academia. Our alumni spread across the nation creating dance and dance education programs. The Dance Education program at UW-Madison dissolved in 1988, along with four other dance education programs that once existed across the state. Nationally, dance education programs are on the rise and our students will have to travel to other states if they wish to pursue dance education programs of any sort. UW Madison alum Jody Arnhold was recently described by the New York Times as the godmother of dance education and is the donor responsible for the Arnhold Director of Dance Education position at UW Madison. The NYT article also references the current Arnhold Director of Dance Education, Chell Parkins, as utilizing theory and scholarship to promote dance education at our institution and in Wisconsin broadly.

Basic Information

Program State: Active

Type of Program: Certificate

Who is the audience? Undergraduate

Home Department: Dance (DANCE)

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

SIS Code:

SIS Description:

Transcript Title: Certificate in Dance Education

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	Yu, Jin-Wen	jinwenyu@wisc.edu	608/262-6655	
Faculty Director	Parkins, Chell	meparkins@wisc.edu	608/263-2585	
Primary Contact	Parkins, Chell	meparkins@wisc.edu	608/263-2585	
Primary Dean's Office Contact	Waldeck, Cindy	waldeck2@wisc.edu		

List the departments (other than the home department listed above) that have a vested interest in this proposal.

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

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

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

Mode of Delivery: Face-to-Face (majority face-to-face courses)

Will instruction take place at a location geographically separate from UW-Madison? No

Will this program have outside accreditation? No

Will graduates of this program seek licensure or certification after graduation? No

First term of student enrollment: Fall 2024 (1252)

Year of first program review (5 years after first student enrollment): 2029

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

Once the Dance Education Certificate is approved and the requirements are entered into DARS, students will be able to declare the Certificate by meeting with the Dance Education Certificate advisor and completing the application form on the School of Education's Certificate Page. DANCE 274 will be offered in fall 2024 and dance education certificate courses DANCE 373, 374, and 379, will be offered sequentially, one per semester after that. The only other required course for the certificate, DANCE 156, is already offered every fall.

Rationale and Justifications

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

This program is being developed to serve students who wish to teach dance in multiple settings including in professional studios, k12 schools in an informal capacity, and community centers as teachers or teaching artists. Dance major alumni report teaching dance as part of their careers but do not have academic experiences that train them well enough to do so with ease. We also have a growing number of students reporting that they aspire to teach dance in k12 classrooms or other settings and wish to take dance education courses. Two of our current students are completing double degrees in elementary education and dance because they would like to teach dance in a public school. This growing population of students would be better prepared to teach with a dance education certificate.

In our conversations with Physical Education teachers working in Wisconsin public schools we have been told many feel unprepared to teach dance in their classrooms, despite 1% of the NMMSD Physical Education being focused on dance. This certificate would allow these teachers, if they qualify as special students, to return to acquire a dance education certificate.

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

Dance Education is a distinct field that focuses on contemporary pedagogical practices supported by scholarship on theory and practice. This certificate will enhance skills for current dance majors to add pedagogy to their dance performance understandings but also appeal to students majoring in elementary education or physical education. Educators wishing to incorporate dance and movement in their classrooms will find this certificate to be a unique opportunity to develop expertise in dance and creative movement for the classroom, which is being sought after in WI public schools. For physical education students, a large portion of the physical education standards incorporates dance, utilizing specific language that is embedded in the proposed dance education curriculum.

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

In a poll of 23 out of 35 first year dance major students, 21 reported wanting to teach dance after graduation and hoping to take dance education courses during their time in the dance program.

In a poll conducted by the career center obtaining career information from alumni graduating in 2013-2021, 47% of alumni polled reported working within education, teaching dance, or fitness instruction.

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

Undergraduate students or special students in dance, elementary education, or physical education would find this program appealing. For non dance students, it would prepare them to bring dance to the classroom. The program focuses on trauma-informed and culturally responsive-sustaining, student centered learning. The embodiment of these practices is increasingly needed in K12 schools today, particularly as school children are recovering from deficits in learning due to at-home and online schooling during the Covid Pandemic.

For our dance students, this will prepare them for careers in dance where they will be more likely to find paid positions as teaching artists than as performers and choreographers. It is common in the dance industry to supplement earnings through teaching rather than through hospitality jobs like waitressing. All professional companies incorporate dance teaching in some way whether to company members or in associated private studios and community programs. It is our duty to prepare the dance majors for careers in dance that pay, rather than hobbies in dance that are unsustainable without financial support.

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

There is no other dance education program in the university or in the state. This will be a highly sought after program for this reason, with room to develop as interest grows.

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.

This certificate is specifically designed to focus on trauma-informed and culturally responsive-sustaining pedagogy. The learning outcomes focus on diverse community settings, transformation and empowerment, and an awareness of social and cultural circumstances embedded in the historical foundations of dance and education in the United States. Theories presented within each course have a heightened focus on serving diverse populations. There are practicum elements within each course that involve programs serving diverse populations including Madison Metropolitan Schools and Odyssey Junior. Students will have hands-on opportunities to develop ethnographic approaches for working in community based programs.

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 program will actively seek to promote previously underrepresented and underserved populations in dance through curriculum and programming. As this is at the heart of our vision, there is a heightened focus on fostering a diverse and supportive community within the program. Students will be given time to reflect on and share their positionalities with classmates but also with the director of the dance education program. Because we conduct practicums in diverse settings, we hope to provide visibility for traditionally underrepresented adolescents in public high schools and community settings. As the program will have such a strong community facing component, with a strong commitment to supporting diversity and inclusion, we hope these programs will breach our historical methods of recruitment to appeal to an increasingly diverse student body.

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.

This program is innovative in the field of dance education and will be appealing to current and potentially faculty focused on diverse student populations and non Eurocentric dance forms. Currently faculty Division of the Arts Director and Professor Chris Walker and Associate Professor Peggy Choy are two examples of professors who are currently conducting community engaged work incorporating dance education that focuses on non Eurocentric dance forms. The current Arnhold Director of Dance Education is proud of her own Latinx heritage and is an expert in Latinx epistemology, regularly lecturing on this topic nationally and internationally.

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, Asian-American, Latinx, and urban techniques and forms at an equal level with ballet and modern dance. The department is also working towards developing a masters program. This is the perfect time for us to promote a dance education program that equally pushes against traditional boundaries in dance and dance education that have only served certain genres and populations.

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
Parkins, Chell	Dance (DANCE)	The Arnhold Director of Dance Education

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

The Arnhold Director of Dance Education position was created through a large private donation that includes a 10 year budget for this program. This has been placed in an account that includes salary, fringe, and an additional budget that will cover any cost for the program.

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

Name (Last, First)	Department	Title
Parkins, Chell	Dance (DANCE)	The Arnhold Director of Dance Education

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

Advising will be conducted by the Arnhold Director of Dance Education, included in the previously described resources.

Describe how student services and advising will be supported.

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

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

Resources, Budget, and Finance

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.

No. We have been in ongoing conversations with Dean Hess regarding the development of this program, which will help foster positive relations with the donor.

Are new Library resources needed to support this program?

No

Curriculum and Requirements

Which students are eligible for the certificate? Undergraduates in all schools and colleges

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

Which University Special students are eligible for the certificate?

Members of the community that hold a bachelor's degree, but have not earned credits towards the certificate while a UW-Madison undergraduate.

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 Education 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.

We will reach out and meet with someone from ACSSS before the implementation of the certificate to make sure we have an understanding of these procedures. Once implemented, we will send an email to advising with information about special student's certificate declaration.

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 SoE Student Services (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.

Guide Admissions/How to Get In tab

All current UW-Madison undergraduates are eligible to complete the Dance Education Certificate. Undergraduate students in good academic standing, with a cumulative GPA of 2.50 or higher may declare this certificate. BS, BFA, and Certificate candidates in Dance are eligible for the Dance Education Certificate. University Special students who have previously completed any Bachelor's degree, are also eligible to pursue this certificate

Students must meet with the Dance Education 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 located on the School of Education's [Certificate Programs](#) page. It is expected that certificate students will have prior dance experience. The dance department defines dance broadly to include competition, folkloric, studio based, urban, and vernacular dance forms. Students will be expected to have at least 4 credits of 100 level dance technique courses in any genre or the consent of certificate program advisor.

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. The Arnhold Director of Dance Education continues to network with the directors of programs across the university where she will also be able to recruit students. She also regularly facilitates professional development for professionals in the field who could apply as special students.

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.

The Arnhold Director of Dance Education is able to teach all of these classes, even if more than one course needs to be offered per semester. Her contract is a 12 month contract and so she is able to teach over the summer without using any additional resources. If there is a need for other teaching faculty, we have additional faculty who could teach and have taught Dance 374, one of the requirements, regularly in the past.

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.

Guide Requirements tab

Course Requirements

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

DANCE 156	Movement as Material Through Improvisation	2
DANCE 274	Methods in Dance Education	3
DANCE 373	Introduction to Dance and Community	3
DANCE 374	Teaching Dance	3
DANCE 379	Dance Teaching Practicum	3

Total credits required:
14

Program Learning Outcomes and Assessment

List the program learning outcomes.

	Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.
1	Gain a working knowledge of historical and progressive approaches, theories, and methodologies to teaching dance across diverse community settings.
2	Engage with dance and dance education as embodied forms of artistry and vehicles for learning, self discovery, empowerment, and transformation.
3	Analyze dance education in relation to the social and cultural circumstances in which it is embedded.
4	Integrate social-emotional, kinesthetic motor, and cognitive development with trauma-informed and culturally sustaining practices through dance lesson planning, implementation, and ongoing critical assessment.

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

Summarize the assessment plan.

The Dance Education 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 Arnhold Director of Dance Education will be responsible for creating an annual report summarizing Dance Education Certificate assessment materials, discussion, and recommendations made at the annual meeting. The Arnhold Director of Dance Education will communicate recommendations for improving the program to the Curriculum Committee following the annual meeting and review/creation of the assessment summary report. Any revisions to coursework or objectives will be voted on by the Curriculum Committee following the submission of the annual report, and implemented the following semester.

Department Approved Assessment Plan: [Dance Education Assessment Plan.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
Elementary Education	The Certificate is designed to be a low-credit range certificate in order to not impede student's progress to a degree. Course offerings will be made available in the summer if there is interest.
Physical Education	The Certificate is designed to be a low-credit range certificate in order to not impede student's progress to a degree. Course offerings will be made available in the summer if there is interest.
Dance	The Certificate is designed to be a low-credit range certificate in order to not impede student's progress to a degree. Course offerings will be made available in the summer if there is interest.
Music: Education	The Certificate is designed to be a low-credit range certificate in order to not impede student's progress to a degree. Course offerings will be made available in the summer if there is interest.
Art Education	The Certificate is designed to be a low-credit range certificate in order to not impede student's progress to a degree. Course offerings will be made available in the summer if there is interest.
Theatre and Drama	The Certificate is designed to be a low-credit range certificate in order to not impede student's progress to a degree. Course offerings will be made available in the summer if there is interest.
Curriculum and Instruction	The Certificate is designed to be a low-credit range certificate in order to not impede student's progress to a degree. Course offerings will be made available in the summer if there is interest.

Commitments

Undergraduate certificates require at least 12 and typically no more than 16 total credits.

Yes

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 699 or lower.

Yes

Courses in which a student elects the pass/fail grading option or audit option will not satisfy certificate requirements.

Yes

Ideally, topics courses will only be included if all offerings/topics of the given course can be used to satisfy requirements.

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

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

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

Unless otherwise specified, students must earn a minimum average 2.0 grade point average (GPA) on all coursework used to meet the requirements of the certificate program.

Yes

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

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

Certificates will not be awarded retroactively to graduated students who completed all requirements before the program was approved. In addition, certificates will not be awarded to students who complete all certificate requirement but failed to officially declare the certificate before graduating, or to students who completed requirements after graduating via additional coursework or course substitution/exception.

Yes

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:

[UW Dance Certificate Letter A Pletzer.pdf](#)

[Dance Ed Certificate Davidson.pdf](#)

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:

Entered by:

Date entered:

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:

Guide publish date/ type:

Career:

SIS Program Code:

SIS Short Description:

SIS code for special student certificate:

Other plan codes associated with this program:

Degree:

Field of Study:

Program Length:

National Student Clearing House Classification:

Award Category:

Enrollment Category:

CIP Code:

UWSTEM:

HEALTH:

Educational Innovation Program:

Non Traditional Program:

Special Plan Type:

CDR certificate category:

Scan this proposal:

Upload documents that should be scanned:

Reviewer Comments

