

A SURVEY ANALYSIS OF DANCE WELLNESS-RELATED CURRICULA IN AMERICAN HIGHER EDUCATION pdf

1: Performing Arts Medicine Association | Symposium | Schedule

Get this from a library! A survey analysis of dance wellness-related curricula in American higher education. [Marita Katherine Cardinal].

The program admits a new cohort every two years. Our current group began in June of and will continue through May of I feel a great sense of accomplishment and am thrilled by the body of work I have crafted. The program is ideal for those interested in thinking about the shape and future of dance as a discipline and as a field. The program is especially unique in regards to its low-residency format, allowing much of the work to be done online. You will begin your studies on the beautiful Montclair State University campus in the summer, taking classes which span a four-week period. In the following fall and spring semesters you will pursue courses online, then return to campus again, the next summer, for a second four-week on-site experience. During the subsequent fall and spring semesters you will take your remaining classes online and complete your degree. Summer sessions coursework includes opportunities to move, create, discuss, research, document, connect, and examine your practice. Fall and spring semester online sessions allow students to return to their homes where they may continue their lives while still pursuing their degree. Online coursework will use reading, writing and reflection to allow students to engage in analysis and discussion about the dance field. In their home communities, students will be expected to observe or participate in dance classes, view live performance and produce their own creative works. Two-Year Cohorts The MFA in Dance allows you the opportunity to study with a cohort of peers with whom you will begin, pursue and complete the curriculum. Admission to the program is conducted every two years. Students are expected to matriculate with their cohort, taking each course in the sequence together. This structure enables students to develop close ties with their faculty and peers, and to have strong support networks as they move through their coursework. Many are working dance professionals who wish to transition to teaching or who already teach but desire a terminal degree which is often required to teach in higher education. The MFA in Dance gives access to expanded career opportunities and ways to leverage innovation in the arts. Mission The program is focused on students who are interested in a terminal degree program that emphasizes a practice-based curriculum designed to nurture the artist in the development of new knowledge and skills in one or more aspects of performance or choreography, including technology and application of somatic techniques to art-making. The program provides the knowledge and credentials needed to apply for work at universities, thus giving students the resources to become innovative contributors to their fields. Encourage students to become conversant in new digital media technologies and their impact on art-making. Nurture pedagogic ingenuity by encouraging mid-career artists to engage in deep self-reflection and develop their choreographic and teaching practice. Prepare leaders who will contribute to shaping the future of dance through the development of their creative voice and by engaging in the ongoing theoretical discussions surrounding the field. Studio and related courses will deepen your creative research practice through examination and enhancement of your artistic skills. You will develop an investigated understanding of the kinesthetic, digital, technical and aesthetic components of your personal artistic interests. Other studies in dance will serve to expand your analytical skills, self-reflection and understanding of theoretical constructs in dance studies, history, pedagogy and theory. You will communicate this understanding in both verbal and written form. Two year course of study:

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2: Top 30 Liberal Arts Colleges In Nation Don't Require U.S. History Survey Course - The College Fix

Title / Author Type Language Date / Edition Publication; 1. A survey analysis of dance wellness-related curricula in American higher education: 1.

Adolescent and Adult Development. Life Span Developmental Psychology. Beginning Drawing, ART Beginning Painting, ART Beginning Printmaking, ART Beginning Ceramics, ART Beginning Photography, MUS Basic Piano, MUS University Requirement UR One freshman seminar course from the following approved list: Computer Literacy Requirement CLR â€” 2 hours Computer literacy competency requirements are specified by each department from the list of approved courses. Approved computer literacy courses: See program description for specific requirement by major. Oral Communication Requirement OCR â€” 3 hours Oral communication competency requirements are specified by each department from the list of approved courses. Approved oral communication courses: Complete all work in one of the curricula as outlined in the university Bulletin including the university General Education requirements and an approved freshman seminar course. Achieve competencies in computer literacy and oral communication as determined by individual departments or curricula. Successfully complete at least 24 semester hours in the subject of the major or field of concentration. Some curricula require more hours and no grade lower than C in the major field. Earn an overall adjusted internal grade point average of at least 2. A minor consists of a minimum of 18 semester hours in the minor field of concentration if a minor is stipulated by the department. A transfer student, in addition to meeting the above requirements, must have an adjusted internal grade point average of at least 2. Earn at least 45 semester hours in courses numbered or above. Fulfill the residence requirements. See Residence Requirements for the Baccalaureate Degree. Consult the academic dean of his or her college prior to the semester he or she intends to complete degree requirements and have academic records checked for completeness and accuracy. Apply for the degree with the Office of Records and Registration during the registration period for the semester or summer session in which degree requirements are to be completed. Pay graduation fees during the registration period for the semester or summer session in which degree requirements are to be completed. Clear all university accounts. Participate in Commencement exercises. Because of extenuating circumstances, a student may request permission to be awarded the degree in absentia. Residence Requirements for the Baccalaureate Degree To qualify for graduation with a baccalaureate degree, a student must: Earn at least 25 percent of credit hours in residence at Nicholls and earn a majority of credits in the major at Nicholls. Earn at Nicholls at least 24 of the last 30 semester hours offered in fulfillment of the degree requirements, six of which must be in the major field. For certain pre professional majors, complete 3 years of curriculum in pre dentistry, pre medicine, pre physical therapy, pre veterinary medicine, or pre medical technology; subsequently complete with at least a 2. A student completing work for a degree in this manner must earn at Nicholls at least 24 semester hours in residence after the sophomore year, and must fulfill general university degree requirements. Earn at least 50 percent of degree requirements at Nicholls or in residence at another accredited university or college. The remaining 50 percent of these requirements may be gained through correspondence, extension, military service, military service schools, CLEP, or any accumulation from all categories of testing, placements, and similar programs. Be enrolled during the last semester in residence at Nicholls in the college from which the degree is sought. Additional Undergraduate Degree A student wishing to earn an additional baccalaureate degree in another field of study at the university must earn at least 30 semester hours in addition to the number required for the first degree and must also satisfy all requirements for each degree. The additional 30 hours need not have been completed after the first degree was awarded, but the total hours earned must be the number required for the first and 30 more hours. To receive an associate degree as an additional degree, the student must meet the requirements of the degree and earn no less than 15 semester hours at Nicholls in addition to the hours required for the first degree. More Than One Major Students are permitted to pursue two or more majors simultaneously by petitioning the dean

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or deans of the appropriate curricula. Identifications of the majors are posted on the transcript only as a part of the degree. A second or additional major will not be indicated if requirements are completed subsequent to graduation. Complete all work in one of the curricula as outlined in the university Catalog including the university General Education requirements and an approved freshman seminar course. Complete a minimum of 60 semester hours in degree credit courses. Have an overall adjusted internal grade-point average of at least 2. Apply for the degree by the deadline as published in the university calendar with the Office of Records and Registration during the registration period for the semester or summer session in which degree requirements are to be completed, and pay graduation fees at that time. Participate in commencement exercises. Complete at least 12 of the last 15 semester hours in residence at Nicholls. Be enrolled during the last semester in residence at Nicholls in a college from which the degree is sought.

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3: DEGREES AND DEGREE REQUIREMENTS – Undergraduate and Graduate Catalog for

dance wellness-related curricula in American higher education." Master of Arts, Interdisciplinary Studies: Departments of Physical Education, Theatre, and Music, Eastern Washington University, Cheney, WA.

Vocational university , Vocational school , and Technical school Higher vocational education and training takes place at the non-university tertiary level. Such education combines teaching of both practical skills and theoretical expertise. Higher education differs from other forms of post-secondary education such as that offered by institutions of vocational education , which are more colloquially known as trade schools. Higher vocational education might be contrasted with education in a usually broader scientific field, which might concentrate on theory and abstract conceptual knowledge. Professional higher education[edit] This describes a distinct form of higher education that offers a particularly intense integration with the world of work in all its aspects including teaching, learning, research and governance and at all levels of the overarching Qualifications Framework of the European Higher Education Area. Its function is to diversify learning opportunities, enhance employability, offer qualifications and stimulate innovation, for the benefit of learners and society. The intensity of integration with the world of work which includes enterprise, civil society and the public sector is manifested by a strong focus on application of learning. This approach involves combining phases of work and study, a concern for employability, cooperation with employers, the use of practice-relevant knowledge and use-inspired research. Tertiary-educated individuals were earning twice as much as median workers. In contrast to historical trends in education, young women were more likely to complete upper secondary education than young men. Additionally, access to education was expanding and growth in the number of people receiving university education was rising sharply. By , close to 40 percent of people aged 25–34 and around 25 percent of those aged 55–64 , were being educated at university. As employers[edit] University governance generally involves input from the Faculty. Universities may employ a number of people. Depending on the funding, a university typically hires one teacher per 3–25 students. According to the ideal of research-university, the university teaching staff is actively involved in the research of the institution. In addition, the university usually also has dedicated research staff and a considerable support staff. Professionals in this field can be found at locations in addition to universities, e. These apprenticeship-like positions provide opportunities for students to gain experience in, and exposure to, professional roles in exchange for funding of their academic programs. However this has sparked some debate in recent years as some advocates say that a degree is not what it was once worth to employers. An increasing number of freshman every year drop out of their perspective programs or do not possess the maturity to have a balanced life away from home. Bureau of Labor Statistics indicate that the college educated are employed at a rate nearly twice that of the national average when compared to high school graduates. A study published by the Pew Charitable Trusts, shows that among Americans ages 21 to 24, the drop in employment and income was much steeper among people who lacked a college degree. For young people with an associates degree, the employment rate fell from 64 to Ultimately a survey, the Great Jobs and Great Lives Gallup-Purdue Index report found the type of college that students attend and in some cases even majors they choose have very little to do with their overall success and well-being later in life. What matters more, the index found, is feeling supported and making emotional connections during school.

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4: Programs < University of Maryland

Purpose: This study assessed institutions of higher education (IHE) teaching practices in school health teacher preparation programs regarding the amount of time spent and content taught related to various health education tools and products (e.g. National Health Education Standards, the Health Education Curriculum Analysis Tool and the School.

An introduction to dance composition with an emphasis on spatial design, sources of movement, viewing choreography, and the basic elements of space, time, shape and motion. A beginning course in tap introducing basic rhythmic movement skills necessary for various tap styles. May be taken for credit two times. Introduction to basic technique and African ethnic dance forms including three traditional dances. Introduction to Brazilian dance, focusing especially on samba, the overview of history and cultural context. May be taken two times. An introduction to classical ballet. Basic theory and techniques of classical ballet as well as the appreciation of the art form. An introductory course to the basic foundations of jazz dance, emphasizing body placement, isolations, and rhythmic qualities of jazz. Introduction to modern dance technique, with emphasis on alignment and basic elements of space, shape, time, and motion. Includes theory and application of dance as an art form. A structured and at times spontaneous exploration of space, time, shape, sound, scenario, motion, and expenditure of energy to the end of attracting and holding the attention of the audience. Same as THEA An introduction to classical ballet including beginning ballet technique and an overview of ballet history from its inception to the present day. An introduction to modern dance including beginning modern dance technique and an overview of modern dance history from its inception to the present day. An introductory course for students who seek information regarding the different aspects of the dance world, including different genres ballet, modern, jazz, and world dance. Special emphasis is given to the role of American Vernacular dance - jazz dance and its identity in the dance scene of America. A continuation of Dance with emphasis on dynamics, rhythm, sound sources for choreography, and the structure of a dance work. A continuation of the development of movement skills and an expanded tap vocabulary. May be taken for credit four times. Continuation of the development of African dance skills with emphasis on understanding and demonstrating basic components necessary to choreograph traditional African dance movements. A continuation of the development of movement skills with emphasis on alignment and expanded jazz dance vocabulary. This course studies and compares selected social and vernacular dances from early American vernacular jazz dance and selected Afro-Caribbean dance idioms. Coursework includes assigned reading, lecture, research, videotape viewing and studio dancing. A seminar and practicum course providing opportunities for dance students to acquire skills in dance teaching methodologies and strategies. Topics include organization of subject matter, weekly and unit lesson planning, development of assessments, utilization of information technology for instruction, working with diverse populations of students. Hayley, Pascal Escher, Scott. An in-depth study of dance composition with an emphasis on choreographic design and dynamics, creating new movement materials, working with music, and choreographing complete solo and group works. Laban Movement Analysis LMA , developed by Rudolph Laban, is a theoretical framework and language for describing movement through movement experiences, observations and theoretical discussions. It is a system of observing, analyzing, and synthesizing patterns of movement within the context of the actions. The goal of LMA is to be fully embodied, to access maximum movement potential, to find authentic movement, and to integrate the body and mind in the study of effort, shape, and space. This course investigates the principles of conditioning and how to use them to train, maintain and care for your body, the instrument of the art of dance. Builds physical capacities to improve your dance performance and reduce injury. Additionally, students are introduced to various somatic practices that support their studio work. Continuation of the development of modern dance skills with emphasis on alignment and an expanded movement vocabulary. Combining the different elements of dance: Includes theory of dance as an art form. May be taken for credit six times. An intermediate course in tap dance with emphasis on alignment and

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rhythmic skills. Hayley, Pascal Escher, Staff. Continuation of the development of classical ballet technique with emphasis on alignment and expanded movement vocabulary. Includes theory of ballet and appreciation of ballet as an art form. Students complete a service activity in the community in conjunction with the content of a three-credit course. A study of jazz dance at the intermediate level, including warm-ups, isolations, and locomotor movements specific to the jazz dance style. Historical developments of jazz and musical theatre dance are emphasized. Practical performing experience in dance. Required for the dance minor. A continuation of DANC with emphasis on group forms, sound sources for dance and development of fully designed dance pieces. Performing experience, advanced-level dance techniques and practical experience in dance production. By audition or invitation of the dance faculty. May be taken for credit eight times. DANC , , A continuation of dance composition with emphasis on development, research and production of senior concert pieces with written analysis of process. An introduction to video documentation, documentary, and dance for camera in its various forms. Advanced choreographic work for students pursuing choreographic endeavors. Regular showing for faculty for feedback. Primitive through 19th Century 3 Prof. DANC , , , or A survey of dance, including the anthropological aspects of dance, in primitive cultures and the development of dance in the Western World. A survey of dance in the 20th-century United States emphasizing the development of modern dance, its impact on classical ballet and on dance in the Western World. A kinesthetic, non-stylized approach to movement. Exploration of complex movement skills integrating alignment, dynamics, spatial design, and rhythmic structure. Includes theory and appreciation of dance as an art form. Specialty courses in dance techniques, projects, and dance related subjects as designed by dance faculty. Classical ballet technique with emphasis on alignment, complex movement combinations, and precision in execution. Includes pointe work and theory of ballet as an art form. This course is taught in coordination with courses offered at Xavier University. The course examines the theory and practice of community-based arts, civic engagement in higher education, and the relationship between art and community development. Students will work in teams with local artists. Independent practical and research study in dance or dance-related areas. Open to qualified juniors and seniors with approval of instructor. An advanced study of dance devoted to movement exploration involving spatial, dynamic, and rhythmic combinations of various jazz and musical theatre dance styles. Historical study of jazz dance development is emphasized. An advanced course in rhythm tap with emphasis on complex rhythm patterns requiring intricate foot articulations and stylistic dance movements. Requires approval department and Honors Committee. Dance Educational Methods 3 Staff. Priority is given to theatre and dance majors. This is an intermediate level vinyasa style yoga class that places an emphasis on the yoga asanas. We will use the breath to flow through sequences of yoga postures, including sun salutations, standing asanas, balancing asanas, arm balances, back bends, and inversions. This will be a rigorous physical experience, and as the semester progresses, advanced yoga postures will be introduced.

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5: Higher Education, Ed.D. < Temple University

Perceptions and Barriers of Dancer Wellness-Related Curricula in American Higher Education Dance of Dance-related Pain and Injury: Survey Analysis to Assess.

Parenting in America 5. Sports or athletic activities are the most popular, but at least half of parents say their children ages 6 to 17 have participated in religious instruction, taken music, dance or art lessons, or done volunteer work. About eight-in-ten parents with children younger than 6 also say their children have screen time on a typical day, but fewer say their children spend too much time watching videos or playing games on electronic devices. The survey finds that parents with higher income and higher education generally are more likely to report that their children participate in various activities after school. Meanwhile, these parents tend to worry more about their children doing too much. These findings are consistent with what sociologists have found about parenting approaches among parents of different socioeconomic status. Sports are by far the most popular extracurricular activity for kids in this age group. Religious-based activities are also quite common: Parents with higher income and education are more likely to report that their children participate in various extracurricular activities. A similar pattern is evident across education groups, with college graduates more likely than those with some college or with a high school diploma or less to say their children have participated in extracurricular activities. In addition to sports and arts, children from families with higher income and education are more likely to do volunteer work than other children. Overall, relatively small shares of parents across socioeconomic groups say their school-age children participate in an organization like the scouts, but here, too, participation is more common among families with higher income and education. Teenagers from higher-income families are more likely than their peers to have had some work experience in the year before the survey. Race and ethnicity are linked to participation in some extracurricular activities but not to others. When it comes to athletic activities, there are no significant differences by race: White and black parents are more likely than Hispanic parents to report that their children participated in religious instruction or church youth activities in the 12 months prior to the survey. And black and Hispanic parents are more likely than white parents to say that their children have received tutoring or extra academic help over that period. White parents are more likely than other parents to report that their children did volunteer work, had a part-time job or participated in an organization like the scouts in the 12 months leading up to the survey. For the most part, parents with younger school-age kids are as likely as those with teenagers to say their children participate in extracurricular activities. The exception is volunteering: Parents from different incomes and education, as well as racial and ethnic backgrounds, are equally likely to say they have done that over the same period. Nine-in-ten parents report that their children ages 6 to 17 watch TV, movies or videos on any device on a typical day, and about eight-in-ten say their school-age children play video games. Majorities of about three-quarters or more across racial, education and income groups say their children engage in these activities on a typical day. However, when they do have access, they are more likely to spend more time on these devices. Four-in-ten parents with young children say their kids participate in sports Organized activities such as sports or lessons in music or arts are less common among younger children. Four-in-ten parents of children ages 5 or younger say their kids participated in sports or athletic activities in the 12 months prior to the survey, and one-in-three parents say their children took music, dance or art lessons over that period. College-educated parents are more likely than parents with lower educational levels to report that their children participate in all three activities asked in the survey. Also, parents with different racial and ethnic backgrounds are equally likely to say that their kids have participated in these three activities. TV, video games are popular among young children Preschoolers are also frequently in front of a screen. Class, Race, and Family Life. University of California Press. The index ranges from 0 to 4, with 0 referring to parents who say their children did not participate in any of the four activities, and 4 referring to parents who say their children participated in all four activities. What Our New Research Uncovers.

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6: Survey Methodology (SURV) < University of Maryland

Search Instructions Choose the desired selection criteria below and click the 'Search' button to display a list of citations that meet criteria.

D- Courses designed specifically to examine aspects of human diversity within the United States. N- Courses designed specifically to examine aspects of human diversity from a non-U. Music Appreciation 3-semester credits Introduction to representative music masterpieces through perceptive listening. Emphasis on the elements of music, various musical forms and periods, and great composers and performers. Music History and Literature I 3-semester credits The historical development of Western music, including various musical styles and periods, and the contributions of key composers, conductors and performers in shaping the Western musical tradition. Emphasizes concepts, structure, musical idioms and aesthetics. Non-Western Music 3-semester credits A study of the representative music of the non-Western world, with an emphasis on its function within the culture of which it is a part. Introduction to American Music 3-semester credits Historical survey of the development and major cultural contributions of American music and composers, including classical, jazz and popular forms, within the context of the American culture of the time. Ethnic Traditions in American Music 3-semester credits A survey of various ethnic musical traditions as threads of influence on contemporary American musical culture. Selected African, Asian and European music is traced from its origins through its continuing role in shaping a pluralistic American culture. Appreciation of Dance as an Art Form 3-semester credits Study of dance forms from primitive times to the present. Compares ancient and modern dance forms and examines the contributions of individual dancers, dance companies and choreographers to cultural heritage. History of Theatre 3-semester credits The historical development of theatre and drama from its earliest ritual beginnings to contemporary dramatic literature. Ethnic Traditions in American Theatre 3-semester credits Examination of various dramatic expressions that reflect the experience and construction of racial or cultural minority identity in the United States. Opera Appreciation 3-semester credits Introduction to opera and its place in the history of music. Treats both textual and musical dimensions of the works analyzed. Examines as well the various forms, periods, composers and performers. Art Appreciation 3-semester credits A survey of the visual arts painting, drawing, printmaking, sculpture and architecture as they transmit cultural traditions and humanistic and aesthetic values. Examines historical, social and technological factors that contribute to understanding the function and meaning of works of art. History of Western Art I 3-semester credits The historical development of the visual arts painting, drawing, printmaking, sculpture and architecture in Western society, focusing on major artistic styles and movements. Examines works of art as expressions of the ideas and beliefs of artists within their cultural and social contexts. Policies on the acceptance of AP credit vary among academic programs and from institution to institution, so AP credit toward the GECC or major requirements is not guaranteed. Non-Western Art 3-semester credits A survey of the visual arts painting, drawing, printmaking, sculpture and architecture in selected non-Western societies. History of Photography 3-semester credits The historical development of photography as an art form from to the present, including critical analysis of types of photographs and aesthetic movements in photography. Examines photographs for their aesthetic and humanistic values, emphasizing photographs as expressions of the ideas and beliefs of photographers within their cultural and social contexts. The Panel has decided to add three new categories: Those courses that are currently assigned to F Film History and Appreciation will remain active until the course has been officially reassigned to one of the three new IAI codes. A survey of film as an art form, emphasizing elements of visual storytelling, aesthetics, differences among genres and criticism. Examines such techniques as pictorial composition, movement, sound, lighting and editing. Ethnic Traditions in American Art 3-semester credits Examination of selected visual art works e. Art and Gender 3-semester credits Examination of selected visual art works e. May emphasize a single art form. Film Appreciation 3-semester credits An introduction to film as an art form,

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emphasizing a study of the aesthetic and production elements of the medium, including narrative genres, directorial style, cinematography, acting, and editing. Film History 3-semester credits An international survey of the historical development of film, emphasizing a study of films and innovations in film production that have had significant influence on film as an art form. Introduction to the Visual and Performing Arts 3-semester credits Interdisciplinary study of aesthetic expression in both the visual and the performing arts, emphasizing their inter-relationships and commonalities. Back to Top Interdisciplinary Humanities and Fine Arts Interdisciplinary humanities courses that encompass both the humanities and the fine arts may be used for either humanities or fine arts credit. Humanities Survey I 3-semester credits Thematic- or genre-based interdisciplinary study of selected works of art, music, literature and philosophy. Western Humanities I 3-semester credits A chronologically organized interdisciplinary survey of the significant intellectual, literary, philosophical, visual art, music and other performing art expressions from the major epochs of Western culture. Non-Western Humanities 3-semester credits An interdisciplinary survey of the significant intellectual and artistic achievements of several non-Western cultures through selected works of literature, philosophy, visual art, music and other performing arts, as well as a comparative examination of their values, motifs, and aesthetics with those of Western cultural expression. American Ethnic Cultural Expression 3-semester credits Interdisciplinary study of art, architecture, music, literature, history and philosophy reflecting the cultural identity of American racial and ethnic minorities. Cultural Expression of Gender 3-semester credits Interdisciplinary study of art, architecture, music, literature, history and philosophy reflecting the cultural identity of gender. Interdisciplinary courses are those that integrate two or more disciplines. Courses will be surveyed in nature, broad in scope, and foundational in the sense that they provide students with a basis for intellectual development and further study in the various disciplines. The relationship between the disciplines will be made explicit in the course. Textbooks and reading from those disciplines will be a significant part of the course, and methods of instruction may include instructors from more than one of the disciplines teaching jointly. On satisfactory completion of an interdisciplinary course, students will: Courses will a survey in nature, broad in scope and foundational in the sense that they provide students with a basis for intellectual development and further study in the various disciplines. Courses will be a survey in nature, broad in scope, and foundational in the sense that they provide students with a basis for intellectual development and further study in the various disciplines. Before submitting to the GECC Humanities and Fine Arts panel, please review the panel criteria and other important documents which are available at.

7: Higher education - Wikipedia

Many are working dance professionals who wish to transition to teaching or who already teach but desire a terminal degree which is often required to teach in higher education. The MFA in Dance gives access to expanded career opportunities and ways to leverage innovation in the arts.

8: Parenting in America

through the Dance, Early Childhood Education, and Psychology departments. Coursework includes hands -on experience teaching in a Pre K-grade 5 classroom under the supervision of an experienced dance educator.

9: Statistics (STAT) < Penn State University

ABSTRACT. This paper reports findings from a recent large-scale survey of Physical Education (PE) teachers' perceptions of teaching dance and compares them to results of a study completed 10 years previously [MacLean, J. ().

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The berkley review biology Reason and Religion in Socratic Philosophy Almanac of Virginia Politics How full is your bucket by tom rath Everything under the sun ja redmerski Unmasking the academy Vacuum Tube Guitar Bass Amplifier Servicing Safe Food Transportation Act of 1990 We had it so good Farsight crisis of faith Irene Rice Pereira Management of the artificial airway Peter Young and Iain Mackenzie Practical database programming with visual c net The best of Bamboo ridge A Mother Of Czars Visual signal equipment The essence of the grape Ryle, G. Jane Austen and the moralists. Feminism, breasts and breast feeding Patriotism for today Wests American government. The Spiderwick Chronicles Official Movie Companion (Spiderwick Chronicles, the) The Living Nativity The Captive Committee Families of adults with autism Java enterprise in a nutshell 4th edition Fundamentals of engineering dennis k lieu Standard Life, 1825-2000 Greening of a nationalist Select ing elementary In the ghost country The art of warlords of draenor From welfare to work But We Are Not of Earth Purposes of Pleasure Dont marry me to a plowman! Articulating Jim: language and characterization in Huckleberry Finn Behavior and learning of animal babies Polish heritage travel guide to U.S.A. Canada Something like summer full book