

**NDEO's Online Professional Development Institute (OPDI) for Dance Education**  
**Spring 2019 Semester – as of 11-5-18 – Online Registration NOW Open**

**Courses that start on January 21, 2019**

**OPDI-103: Foundations for Assessments in Dance** (January 21 to April 14, 2019)

**Professor: Dr. Rima Faber; Tuition \$500; 3 NDEO-Endorsed CEUs\*; 12 weeks; <sup>^</sup>3 Graduate Credits available from University of North Carolina / Greensboro (UNCG course # DCE 645) for additional \$495; To qualify for Graduate Credits student must have completed a Bachelor's degree.** This course is based on authentic assessment experiences that you can use in your dance classes. Some questions explored are: What is assessment? What functions do assessments serve? How are different types of assessment tools developed and used? How can assessments measure student learning and growth? This course helps teachers understand their students using formative, summative and authentic assessments. Students will use a wide variety of assessment techniques, tools, and instruments to support their learning process, build their own assessments in dance, and construct traditional educational testing instruments. Previous understanding of national, state, or district dance standards is helpful. Consider the following: 1) Grants are now requiring assessment procedures that are academically sound, 2) Most dance educators have never been trained to clearly determine student achievement nor learned how to foster improvement through assessments techniques, 3) For teachers who received certification a good while ago, assessment procedures have changed greatly in the past decade, especially for dance educators, and 4) New teacher evaluation systems being considered by many states are based on proof of student learning. Two Books required: 1) Classroom Assessment: What Teachers Need to Know, 7th ed. by James Popham (2014). USA: Available on Amazon. Electronic available from Pearson, 2) How to Create and Use Rubrics by Susan M. Brookhart (2013) Alexandria, VA: Available on www.ASCD.org.

**OPDI-106: Choreographic Explorations in Dance Since 1953** (January 21 to April 14, 2019)

**Professor: Naima Prevots; Tuition \$500; 3 NDEO-Endorsed CEUs; 12 weeks; 3 Undergraduate Credits available from University of North Carolina / Greensboro (UNCG course # DCE 446) for additional \$495.** This course covers choreographers working in modern, ballet, hip hop, tap, and cultural forms since 1953 and takes a thematic rather than chronological approach, allowing for close study of feeling, form, and historical context. Themes include: Non-narrative dance; Myth; Gender; Culturally Specific Explorations; Social and Political Commentary; Music. Do you want to better understand the values, ideas, social events, and cultural influences inspiring today's concert dance choreographers? Do you want to integrate your work in dance with other disciplines such as literature, visual art, theatre, music, history, women's studies, and African and Asian studies? Do you want to inspire your students with new ideas for dance projects? Emphasis is on viewing numerous works rather than extensive readings and on finding fresh applications to a wide variety of teaching situations. Artists covered include Alwin Nikolais, Erick Hawkins, Christopher Wheeldon, George Balanchine, Bill T. Jones, Lucinda Childs, Doug Varone, and many others.

**Courses that start on February 4, 2019**

**OPDI-101: Introduction to the Professional Teaching Standards for Dance Arts (PTSDA)** (February 4 to April 28, 2019)

**Professor: Patricia Cohen; Tuition \$500\*; 3 NDEO-Endorsed CEUs; 12 weeks** This course offers an introduction to the *Professional Teaching Standards for Dance Arts (PTSDA)*. It will deepen the student's understanding of standards and give them the tools to apply them in their daily teaching environments. The PTSDA provides eight industry standards for teaching dance. Within some of the standards, students will explore examples of other teacher's portfolio items that provide evidence of mastery of that particular standard. Students will reflect on how they teach and how they can improve their teaching and the overall experience for their students. Given this deep reflection, it is suggested that registrants for this course have a minimum of 3 years of teaching experience. These PTSDA "teaching standards" are different than the recently launched National Core Arts Standards in Dance. The PTSDA is focused on what the "teacher" should know and be able to do regardless of dance genre taught or environment where dance is taught. They are applicable to teachers in private studios, colleges/universities, community centers, and K-12, while the new National Core Arts Standards in Dance (referenced above) are focused on what the student should know and be able to do based on four artistic processes. ***Completion of this course is a required element of the Registered Dance Educator (RDE) Accreditation application.***

**OPDI-116: Harkness Center for Dance Injuries: The Applied Science of Dancer Health and Injury Prevention**

(February 4 to April 28, 2019)

**Professors: Marijeanne Liederbach with Joshua Honrado, Kristen Stevens, and William Zinser; Tuition \$500; 3 NDEO-Endorsed CEUs; 12 weeks;** Dance educators in every genre of dance serve a myriad of student populations. The goal of this evidenced-based course is to present you, the dance educator, with key principles of overall health in a way that will allow you to critically interpret the information, apply it to your dance education setting, and formulate a dance injury prevention plan of action in your teaching practice. Participants will explore the relationship, or spectrum, between overall health and dance injuries in order to consider what a dance injury prevention plan of action would include in any given environment. Topics covered will include physical, psychodynamic, and environmental factors; motor skill development; strength and conditioning principles; common dance injuries and their formal nomenclature; common myths about injury and training; adolescent dancer health; basic functional anatomy/biomechanics and nutrition; and teacher self-care. Upon analyzing the course material, participants will design an action plan for their students and receive feedback from Harkness Center for Dance Injuries (HCDI) clinicians. At the end of this course, students will demonstrate knowledge of what factors constitute overall health and how they can use this knowledge to develop and deepen their own teaching practices, regardless of educational setting. It is strongly encouraged but not required that prior to engaging in this course, that participants have previously taken NDEO's OPDI-110 Dance Kinesiology

and Applied Teaching Practice or another anatomy/kinesiology course. **Required Materials:** Lectures from HCDI's DanceMedU online learning platform (\$75). These will be ordered during the 5<sup>th</sup> week of the course.

**OPDI-M1: Dance Pedagogy - Learning Styles and Theories** (February 4 to March 3, 2019)

**Professor: Susan McGreevy-Nichols; Tuition \$190; 1 NDEO-Endorsed CEU; 4 weeks;** This Mini Course explores some of the educational theories that dance educators apply in the classroom and studio. A working knowledge of this material allows students to develop a tool kit of teaching approaches, which serves the educational needs of the students in their studios and classrooms. Each theory is accompanied with specific applications, usable in all teaching environments. In succession, this course will explore the work of Muska Mosston's Spectrum of Teaching Styles, Bloom's Taxonomy, Arthur L. Costa and Bena Kallick's Habits of Mind, and Howard Gardner's Multiple Intelligences.

**M5: Writing Successful Dance Funding Proposals** (February 4 to March 17, 2019)

**Professor: Jane Bonbright; Tuition \$285; 1.5 NDEO-Endorsed CEUs; 6 weeks;** This course takes the dance professional (OPDI student) on a journey that begins with understanding the basic sections required in a funding proposal, reflecting on one's own institutional funding needs to develop the content in the funding proposal, and then articulating that content into the components of a full funding request. The course provides you a basic structure for writing proposals that is applicable to most private and public corporate and family foundations and state and federal grants. Writing any funding proposal is a learned skill and it improves with experience. Success builds success and, eventually, funders too learn who is a good investment, and who is not. It can take several years to *earn* this reputation; however, it is well worth the effort. Writing funding proposals is perhaps only one of several multipronged approaches to acquiring external funding; however, proposal writing requires considerable expertise. Money is always a scarce commodity; thus, funding proposals are always highly competitive! Writing proposals is a delightful challenge and it can be a whole lot of fun! *Students are advised to bring samples of grant opportunities with them for direct application, if available. Otherwise, real-life grants will be used as samples and assignments.*

**Courses that start on February 18, 2019**

**OPDI-112: Implementing the New National Core Arts Standards in Dance** (February 18 to May 12, 2019)

**Professor: Susan McGreevy-Nichols and Marty Sprague; Tuition \$500; 3 NDEO-Endorsed CEUs; 12 weeks;** This course will delve into the new National Core Arts Standards in Dance that were launched in October 2014 as part of a collaborative effort with all the major art forms including dance, music, theater, visual arts and media arts. The new dance standards focus on the 4 artistic processes of creating, performing, responding and connecting. Participants will go in-depth with the standards and learn how to apply the standards in their own classrooms or studios. During this course participants will develop curriculum and lesson plans based on the new standards.

**OPDI-M12: Jazz Dance Theory and Practice** (February 18 to March 31, 2019)

**Professor: Lindsay Guarino; Tuition \$285; 1.5 NDEO-Endorsed CEUs; 6 weeks**

This course traces the continuum of jazz dance from its roots to its many manifestations today. Students will explore their own jazz dance identity through a process of examining historical jazz eras and styles (authentic, vernacular, theatrical, and contemporary) and by engaging in reflection, choreographic explorations, and dialogue with classmates. Additional course components include reading, video viewing and analysis, and writing assignments that allow students to focus their understanding of jazz dance. Whether you teach in a privately owned dance studio, in K-12, or in higher education, this course will also offer participants the opportunity to practice a historically-rooted approach for teaching jazz dance that is relevant today in contemporary jazz dance practices. By applying essential jazz dance characteristics that are derived from the origins of jazz but are often forgotten in dance studios today, participants will be able to integrate a rich understanding of jazz dance to classroom exercises that are already in your tool box. Feedback from classmates and instructor will open the doors to a dialogue where, as a community, one can share successes and challenges. In turn, participants will complete this course with a series of class exercises that can be explored and integrated into regular studio classes.

**Book required: Jazz Dance: A History of the Roots and Branches** by Lindsay Guarino and Wendy Oliver. (2014). Gainesville, FL: University Press of Florida.

**OPDI Application:** If you have never filled out the OPDI application and paid the \$25 app fee (free for NDEO members), and you want to take OPDI courses, then you will need to complete the online application and pay the fee at [www.ndeo.org/opdiapply](http://www.ndeo.org/opdiapply). If you are a current NDEO member, then you can apply to OPDI for free as long as you are logged in to the [www.ndeo.org](http://www.ndeo.org) website.

**NDEO Membership Policy:** All accepted OPDI students must have a current "individual" Membership in NDEO (Professional, Graduate Student, Undergraduate Student, Retiree or PhD/EdD Membership) before they can register for courses. If the institution where you are the main contact has a current NDEO Institutional Membership and you want to register for an OPDI course, please call 301-585-2880 or email ([opdi@ndeo.org](mailto:opdi@ndeo.org)) the home office and request an OPDI Membership which is free to you as the main contact. Membership information can be found at [www.ndeo.org/membertypes](http://www.ndeo.org/membertypes).

**How to Register for a Course:** To register for an OPDI course just log into your NDEO member account at [www.ndeo.org](http://www.ndeo.org) and proceed to the Profile link in top right corner near your name, then click on Access OPDI link within the Profile. Then click on the Enroll icon next to the course you wish to take and proceed to the payment section where you can pay online with a credit card. We accept Visa, Mastercard, Amex, Discover, and Paypal.