

**Courses start on September 11**

**OPDI-110: Dance Kinesiology and Applied Teaching Practice** (September 11 – December 3)

**Professor: Robin Kish; Tuition \$500; 3 NDEO-Endorsed CEUs\*; 12 weeks; ^3 Undergraduate Credits available from University of North Carolina / Greensboro (UNCG course # DCE 341) for additional \$450;** This course provides an introduction to the field of dance kinesiology with an emphasis on applied teaching practices. The course will provide participants with a strong foundation in anatomy and kinesiology to help maximize performance and minimize potential injuries of their students. Participants will learn how to create environments to promote healthy approaches in the training of dancers which include injury basics, developmentally safe practices, nutrition and the creation of a medical support network. The information provided in the course is based upon proven principles and methodologies gathered from current research. As an educator it is important to clearly define the anatomical potential and limitations of individual dancers in order to maximize technical training and performance. This course will provide you with the confidence that you are using safe and effective training principles to minimize injury in your students. Book required: Trail Guide to the Body (5th Edition) 2014 by Andrew Biel {spiral-bound} Boulder, collard: Books of Discovery. ISBN # 978-0-9829786-5-8.

**OPDI-111: Dance History: Global, Cultural, and Historical Considerations** (September 11– December 3) **(Offered in 2 parts)**

**Professor: Patricia Cohen; Tuition \$285 for 111a & \$215 for 111b; 3 NDEO-Endorsed CEUs\*; 12 weeks; ^3 Undergraduate Credits available from University of North Carolina / Greensboro (UNCG course # DCE 206) for additional \$450 but you must register and PAY for both 111a and 111b at same time and no later than Sept. 1st;** This course provides an overview of dance history in cultural and historical context, from its earliest documentation (pre-historic times) to current practices, including the emergence of new dance forms through transmigration (e.g. Kathak to Flamenco, Clogging to Tap, Gumbboot to Stepping). Global in its perspective, the course equally emphasizes Western and Non-Western dance forms. Using context as its primary lens, the course covers theatrical, folk and social forms of dance in socio-economic, religious, and political environments. The effects of culture on what and how we dance and the corresponding influence of dance on its society will also be explored. Among other dance forms, participants will explore examples of dance influenced by politics (e.g. Kurt Jooss' *Green Table*, and the trajectory of Cambodian court dance), economics (social dances of the Depression and Swing eras), religion (e.g. Bharata Natyam, as performed by the devadasis, and Sufi "whirling dervishes"), and myths and legends (e.g. Graham's *Errand into the Maze*, or variations on Apollo from Louis XIV through Czarist Russia to Balanchine.) The course is intended to serve the needs of a wide variety of students including: 1) dance students, professional dancers and educators who desire a global overview of dance history, 2) students, professional dancers and educators who are curious about the interconnections of dance and society, 3) students who need a dance history prerequisite for further study, or 4) dance educators preparing for K-12 certification content exams in certain states such as New York. Two books required: Vissicaro, P. (2004) *Studying Dance Cultures around the World*. Dubuque, IA. Kendall/Hunt. Dils, A. and Albright, A. (2001). *Moving History/Dancing Cultures*. Middletown, CT. Wesleyan University Press.

**OPDI-111a: Dance History: Global, Cultural and Historical Considerations (Part 1)** (Sept. 11 – Oct. 22)

**Tuition \$285 for Part 1; 1.5 NDEO-Endorsed CEUs; 6 weeks; *This course is a pre-requisite for OPDI-111b***

In Part 1 of this course the student will explore the terminology and descriptions used in the study of dance history along with the functions that dance plays in our lives such as social, theatrical, political, religious, etc. The course will then move on to a review of Classical dance forms (e.g. ballet, Bharata Natya, etc.) and Blended dance forms (e.g. tap).

**OPDI-111b: Dance History: Global, Cultural and Historical Considerations (Part 2)** (Oct. 23 - Dec. 3)

**Tuition \$215 for Part 2; 1.5 NDEO-Endorsed CEUs; 6 weeks; *OPDI-111a is a pre-requisite for this course.***

In Part 2 of this course the student will explore dance forms from pre-historic dance, myths and legends, transmigration, globalization and nationalism. A review of pedagogy models for teaching world dance is also explored. The course then ends with a culminating essay project.

**Courses start on September 25**

**OPDI-107: Creative Dance for Early Childhood** (September 25 – December 17)

**Professor: Lynn Monson; Tuition \$500; 3 NDEO-Endorsed CEUs; 12 weeks**

In this course participants will explore the concepts and content essential for quality teaching and learning of creative dance for early childhood. It will guide participants through the process of the beginning development of a creative dance curriculum. Using Anne Green Gilbert's **BrainDance** concepts as a foundation, participants will investigate cognitive and child development, standards, assessment and curriculum, and pedagogy and best practices through readings, research, observation, and interactive projects. Participants will grapple with essential questions, formulate a framework, and learn the skills necessary to develop and implement a creative dance curriculum outline for children ages 3-5 or 6-8. ***Still trying to decide if you need or want to take this course?*** Consider the following: 1) If you are a new dance teacher or an already experienced dance teacher and have never taught the youngest age groups, this course will provide you foundational knowledge and skills to be successful in planning and implementing creative dance for these students. 2) If you want to better understand the sequencing and foundation of movement/dance training beginning with the youngest ages, this course will help you do that. 3) If you are a classroom teacher and wish to incorporate movement into your curriculum, this course will give you the knowledge to do that. *Book Required: Brain-Compatible Dance Education by Anne Green Gilbert. Available on Amazon.*

**OPDI-114: Teaching Dance to Students with Disabilities** (September 25 – December 17)

**Professor: Theresa Purcell Cone; Tuition \$500; 3 NDEO-Endorsed CEUs; 12 weeks**

Dance for students with disabilities is a means for them to express and communicate feelings and ideas, collaborate with others and learn new movement possibilities. All students need opportunities to learn, create, perform and respond to dance in all its forms. Through this course educators will learn instructional strategies that successfully include students with disabilities in the P-12 dance program. The course also addresses legislation related to students with disabilities, current issues for inclusion, people first language, characteristics of different disabilities, Individual Education Plans (IEP), Assessment and Goal development, accessible learning environments, and content and teaching modifications for learning in dance education. Educators who teach in the P-12 schools, private studios, higher education, and community dance programs will find this course can assist them with the knowledge and learning experiences to provide meaningful dance education programs for students with disabilities.

**Courses start on October 9**

**OPDI-M1: Dance Pedagogy - Learning Styles and Theories** (October 9 – November 5)

**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.

**OPDI-M10: Movement Behavior Analysis and Profiling in Dance** (October 9 – November 19)

**Professor: Dr. Thomas Hagood; Tuition \$285; 1.5 NDEO-Endorsed CEUs; 6 weeks;** Movement Behavior Analysis and Profiling (MBA/P) teaches dance educators, artists, choreographers, scholars, historians, and researchers how to observe and analyze movement in dance training and performance. In this course students will learn how to identify and chart their own movement behavior profile as well as that of others, identify inherited and learned capacities in movement that differentiate students engaged in the same movement activities, assess the kinetic options performers have in developing their talents in expressive movement, and integrate skills in observing and recording the dancer's characteristic use of space, time, and force. MBA/P was developed by Drs. Valerie Hunt and Sally Fitt, and is one of the two movement analysis systems used in dance.

*^ Regarding **OPDI-110 Dance Kinesiology and Applied Teaching Practice**, for an additional \$450 a student can get 3 undergraduate credits issued by University of North Carolina Greensboro.*

*^ Regarding **OPDI-111a and 111b Dance History: Global, Cultural, and Historical Considerations**, for an additional \$450 a student can get 3 undergraduate credits issued by University of North Carolina Greensboro but you must register and pay for 111a and 111b at same time at least a week prior to the 111a start date.*

**Want to Become an OPDI Student?** 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.

**What is the NDEO membership policy for OPDI Students?** 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.

**How do I 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 click on the drop down menu under your name in the top right corner. Then click on the Profile link. Then click on the Access OPDI link within the Profile. Click on the Enroll icon for the course you want to register for. Then follow the steps to complete the registration as either an AUDIT student or a "for credit" student if you want NDEO CEUs. Select courses are available with UNCG college credits. Complete payment online with a credit card.