

NDEO's Online Professional Development Institute (OPDI) for Dance Education
Fall 2020 Semester – Schedule as of 9-8-20

Courses that start on September 14th

Sold Out Wait List -- OPDI-111ab: Dance History: Global, Cultural, and Historical Considerations

(September 14– December 6)

Professor: Patricia Cohen; Tuition \$295 for 111a & \$225 for 111b; 3 NDEO-Endorsed CEUs*; 12 weeks; 3 Undergraduate Credits available from University of N. Carolina / Greensboro (UNCG course # DCE 206) for additional \$495 but you must register and PAY for both 111a and 111b at same time; 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, Gumbo 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. 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. 14 – Oct. 25) **Tuition \$295 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. 26 - Dec. 6) **Tuition \$225 for Part 2; 1.5 NDEO-Endorsed CEUs; 6 weeks;** In Part 2 of this course the student will explore dance forms from pre-historic dance, myths and legends, transmigration, globalization and nationalism. The course then ends with a culminating essay project.

OPDI-115: Dance Integration: Re-envisioning the Creative Process (September 14 to December 6, 2020)

Professor: Marty Sprague; Tuition \$520; 3 NDEO-Endorsed CEUs; 12 weeks; 3 Undergraduate Credits available from University of N. Carolina / Greensboro (UNCG course # DCE 245) for additional \$495; Dance Integration is an exploration of arts integration into core academic subjects through use of the creative process as a method for developing movement, dance phrases, dances, and entire units of study. This course helps dance educators (teaching artists, K-12 educators, studio teachers, instructors at company schools, university professors along with their pre-service student teachers) integrate dance across the curriculum through: understanding the creative process (from concept, investigation and exploration through selection, development, refinement and exhibition); creating dance-making activities and lessons; designing and assessing integrated projects; understanding the use of different teaching styles, and selecting and adding appropriate national, state, or local standards, and applicable 21st Century Learning Skills. The content of this course is also useful for teacher preparation programs and professional development (for dance and non-dance educators). **Book required: *Dance About Anything* by Susan McGreevy-Nichols, Marty Sprague, and Helene Scheff available on NDEO online store at www.ndeo.org.**

Sold Out Wait List OPDI-M20: Integrating Social Emotional Learning (SEL) in Dance Curriculum

(September 14 to October 25, 2020)

Professor: Margot Toppen; Tuition \$295; 1.5 NDEO-Endorsed CEUs; 6 weeks; With an emerging evidence base connecting dance to Social and Emotional Learning (SEL) outcomes, it's important for dance teachers to understand and be able to articulate this connection. Additionally, any kind of dance teacher can strengthen their pedagogy and student outcomes with a more intentional and explicit focus on SEL. This course provides strategies for aligning dance curriculum to CASEL's "Framework for Systemic Social and Emotional Learning." CASEL stands for the Collaborative For Academic, Social, And Emotional Learning. Participants will learn about the CASEL framework and the research showing the strong connection between dance and SEL. The five broad SEL competency areas: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. The course will wrap up with participants mapping out an action plan for how they can integrate explicit and intentional SEL approaches into their teaching.

OPDI-M21: Building an Online Dance Course: Process and Product (September 14 to October 25, 2020)

Professor: Robin Kish and Beth Megill; Tuition \$295; 1.5 NDEO-Endorsed CEUs; 6 weeks; The COVID-19 and social distancing have illuminated the need for all dance educators to develop the skills needed to not only teach online but also know how to develop a comprehensive online course. This is a course that takes the dance professional (OPDI student) through the process of the planning, designing, and implementing an online course. The course provides information regarding commonly

used online Learning Management Systems (LMS), how to build a course outline, understand the basic structure for planning modules, identify resources, and design assignments, student work, and assessments. The same principles apply whether you are teaching dance technique or the academic side of dance. Participants should have an idea for a course outline that they would like to design by the end of this course.

Course that starts on September 28th

Tuition Payment Deadline is September 16, 2020 if the course is sold out with a wait list.

OPDI-107: Creative Dance in Early Childhood (September 28 to December 20, 2020)

Professor: Lynn Monson; Tuition \$520; 3 NDEO-endorsed CEUs; 12 weeks; This course provides an in-depth study of the NDEO Standards for Dance in Early Childhood and gives participants an understanding of developmentally appropriate pedagogy for children ages birth to 5 years. Students will be immersed in the study of the concepts and content of creative dance/movement, cognitive and child development, standards/assessment, pedagogy and best practices. Through readings, research, interactive activities and assignments, students will gain an understanding of how to develop and implement a creative dance curriculum. Students will apply their knowledge and understanding in an actual classroom.

OPDI-117: Developing Strategic Leadership in Dance and Life (September 28 - December 20, 2020)

Professor: Dr. Jane Bonbright; Tuition \$520; 3 NDEO-endorsed CEUs; 12 weeks; This course looks at leadership as a complex process that has multiple dimensions. We begin with questioning: What is the role of ethics, integrity, and character in the leadership process? Is leadership more dependent on innate traits, skills and characteristics, or is it more learned behavior and strategy? This course focuses on the latter – learned behavior that requires one formulate and execute strategy. In narrowing our focus to lead with strategic thinking, we examine four ways effective leaders gain insight, drive change, and get results. In this journey, we draw on aspects of cognitive psychology, systems thinking, and game theory to inform strategy – a truly fascinating concept. When we integrate formulating strategy with executing strategy and apply intent to those functions, leadership types emerge – visionary, directive, incubating, and collaborate. We examine these in detail looking at core and applied competencies associated with strategic leadership. Case studies allow us to deconstruct and reconstruct concepts learned; ultimately understanding how formulating and implementing strategic thinking is critical to effective and successful leadership. In each module, students apply course content to personal and professional situations through doing many self-reflective inventories to provide base-line information about their own innate or acquired abilities; and building a Learning Opportunity case study applying lesson learned. Indeed the course provides the dance educator and administrator with important and practical ways to develop critical skills sets, develop actionable approaches to solving problems, and capitalize on innate strengths. *Book required: Olson, Aaron K. & Simerson, B. Keith. (2015). Leading with Strategic Thinking: For Ways Effective Leaders Gain Insight, Drive Change, and Get Results. Hoboken, NJ: John Wiley & Sons, Inc.*

OPDI-M3: Rubric and Portfolio Assessments in Dance (September 28 - October 25, 2020)

Professor: Susan McGreevy-Nichols; Tuition \$200; 1 NDEO-endorsed CEU; 4 weeks; This course is the process of gathering evidence that may be used to effectively measure student learning. Assessments may be used in any dance education environment: private school of dance, conservatory, recreation center, preK-12, or post-secondary education. We can both monitor students' progress during the learning process (formative assessment) and at the end of a period of time (summative assessment), perhaps a semester, a season, or a year. This 1 unit course will give participants a basic understanding of assessment as it pertains to dance education and understand how to use rubrics and portfolios as tools for assessments. *1 NDEO CEU. Professor: Susan McGreevy-Nichols*

OPDI Application: If you have never filled out the OPDI application 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. If you are a current NDEO member, please make sure to login to your NDEO member account before filling out the application.

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) 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.

How to Register for a Course: To register for an OPDI course just log into your NDEO member account at www.ndeo.org and proceed to the drop down menu in top right corner under your name, then click on the Profile link, then click on Access OPDI button 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.