

Courses Start on May 20

OPDI-113: Foundations of Dance Pedagogy for All Dance Environments (May 20 to August 11, 2019)

Professor: Dr. Doug Risner; Tuition \$500; 3 NDEO-endorsed CEUs; 12 weeks; This course provides a survey of educational foundations in dance pedagogy with particular emphasis on social and cultural aspects of pedagogical theory in multiple settings (K-12, private studio, higher education, and dance in community). Study includes the historical context of education and dance education, education theory, the art and science of teaching, the sociology of school organization and culture, and the ethical dimensions of teaching. Applied experiences include field observations in diverse dance teaching environments and social immersion projects. Consider taking this course if you are interested in 1) expanding the development of a personal pedagogy and philosophy of teaching appropriate for your dance education setting, and 2) developing theoretical and applied understandings of critical pedagogical concerns in dance education including teaching and learning theory, social and cultural issues in education, cultural diversity, and reflective practice. This course is appropriate for any dance educator, whether new to the field or a seasoned veteran, who is interested in answering the question: "What does it mean to be responsible for someone else's learning?"

OPDI 115: Dance Integration: Re-envisioning the Creative Process (May 20 to August 11, 2019)

Professor: Marty Sprague; Tuition \$500; 3 NDEO-Endorsed CEUs; 12 weeks; 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.

OPDI-M12: Jazz Dance Theory and Practice (May 20 – June 30, 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-M14: Music Theory Fundamentals for the Dance Teacher (May 20 – June 30, 2019)

Professor: William Patterson; Tuition \$285; 1.5 NDEO Endorsed CEU; 6 weeks; Understanding music is an essential tool for a successful dance teacher. In a classroom setting, it is beneficial to be able to articulate to your students where rhythmic patterns lie, and where specific accents of movements occur. This course will raise awareness of the relationship between music and dance, covering the concepts of Beat, Pulse, Meter, Tempo, Dynamics, Articulation, and Phrasing. Although the course has a heavy emphasis on piano and ballet, the concepts learned can be translated to other instruments and genres of dance. The student will be given an opportunity to explore and apply to dance the concepts learned and write a short musical score to demonstrate overall comprehension. With further knowledge of the partnership between music and dance, each teacher should find additional comfort in working with live musicians and pick up musical cues more quickly. The course concludes with the student videotaping themselves teaching a ballet, jazz, or modern class while demonstrating and vocalizing the music concepts learned in the course. No textbook required.

Courses Start on June 10

OPDI-M3: Rubrics and Portfolio Assessments in Dance (June 10– July 7, 2019)

Professor: Susan McGreevy-Nichols; Tuition \$190; 1 NDEO-Endorsed CEU; 4 weeks; This Mini 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 4-week 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.

OPDI-M4: Developmental Domains in Dance (June 10– July 7, 2019)

Professor: Patricia Cohen; Tuition \$190; 1 NDEO-Endorsed CEU; 4 weeks; This Mini Course explores human development as it informs our teaching of students of all ages and abilities. Exploration will cover general domains including physical, cognitive, social, and emotional development. As dance educators, we need to be aware of our students' development in each of these domains. Participants will utilize this information in observing and identifying behaviors in each of the domains, and in creating learning environments in which all dance students can succeed.

OPDI-M7: Ballet Theory and Composition (June 10 – July 21, 2019)

Professor: Lori Provost; Tuition \$285; 1.5 NDEO-Endorsed CEUs; 6 weeks; This course examines the diverse and multilateral Western training systems of the French, English, Russian, Italian, Danish, and American schools. By examining historical approaches, students will compose their own syllabus for classroom training. Due to its emphasis on ballet technique and teacher performance, the course relies heavily on visual learning (viewing videos), video recording of classroom teaching, and video conference feedback. This course is beneficial for university students, dancers who are making the transition from a performance career to a ballet-teaching career, and current teachers who want to brush up on theory with online flexibility. It is recommended that students have at the minimum, an introductory knowledge of ballet terminology and technique. It is recommended that students enrolled in this course are currently teaching a ballet class or have instructional access to a group of students, in order to apply assignments that require student demonstrations. If you do not have access to students during this course, please inform the instruction immediately for alternate assignment.

Book required: *Technical Manual and Dictionary of Classical Ballet* by G. Grant. (2014) New York, NY: Dover Publications.

OPDI-M18: Intro. to Choreography in Dance Education: A Process to Teach Your Students How to Create Dances

(June 10 – July 21, 2019)

Professor: Marty Sprague; Tuition \$285; 1.5 NDEO-Endorsed CEUs; 6 weeks; This course offers participants experience with a system that can be used to teach basic elements and principles of choreography and explores how to encourage self-expression through dance making. Many dancers have not formally studied the art of choreography. Perhaps someone is experienced in making dances but now wants support learning how to teach others. How does the studio teacher, or performing arts center instructor, teach the choreographic process to young performers? How does the education director of a dance company structure dance-making activities within school residencies? How does one teach pre- and in-service teachers, or instructors in community recreational programs, how to teach this process to students with little or no dance experience? In this course, participants will walk through, or model, a process that they can use to teach students how to create their own choreography. The course text is actually a student textbook and so it will be a small "leap" from course participation to application of this methodology in one's teaching practice. Peer discussions, journal reflections and reflective essays will help in this application. **Book Required:** *Experiencing Dance: from Student to Dance Artist* by Helene Scheff, Marty Sprague, and Susan McGreevy-Nichols. (2nd Edition). Can be ordered from Human Kinetics, us.humankinetics.com. Hardcover or e-book available, both with online materials – be sure to request access to the online materials.

Course Starts on July 1

OPDI-M17: Musical Applications for the Dance Teacher (July 1 – August 11)

Professor: Jon Anderson; Tuition \$285; 1.5 NDEO-Endorsed CEUs; 6 weeks; In this course students will apply concepts learned in OPDI-M14 Music Theory Fundamentals for the Dance Teacher in a variety of applications and examine the symbiotic relationships that exist between music and dance finding meaningful ways to express those

relationships in their teaching. Based on newly acquired musical knowledge and aided with a cadre of tools, students identify musical resources that support teaching and choreography needs. Participants will learn how to make good music choices reflecting choreographic intent, build personal music libraries, and how to effectively communicate with live musicians in class and performance. In practicums, participants deconstruct a musical score and build a choreographic study derived from the musical structure; and each student works collaboratively with the instructor in a composer/choreographer project with the instructor composing music for each student based on the student's articulated choreographic intent. By the end of this course, students have a very organic understanding of their relationship with music. No textbook required. *Pre-requisite: OPDI-M14: Music Theory Fundamentals for the Dance Teacher or previous experience with basic music theory.*

OPDI-201: Professional Teaching Standards for Dance Arts (PTSDA) Professional Portfolio Development

(July 8, 2019 to April 5, 2020)

Professor: Patricia Cohen; Tuition \$500; 3 NDEO-Endorsed CEUs; 10 months; Prerequisites: Successful completion of the introductory course (OPDI-101: Intro to PTSDA)

In this 3-unit course, participants will learn the essentials of developing a professional portfolio, culminating in an organized, useful compilation of one's accomplishments, skills and pedagogical expertise. Each course module substantively references the Professional Teaching Standards for Dance Arts, providing solid evidence of one's deep understanding of the Standards manifested in statements of teaching philosophy, lesson plans and assessments for varied populations, videos of teaching moments, documented collaborations with colleagues, and one's place in the community as an advocate for dance in arts education. During the course, participants will both watch and create teaching videos, read relevant articles, research funding possibilities, etc. Professional portfolios complement one's resume/vita, providing powerful documentation of one's accomplishments and skills. Portfolios are used with increasing frequency as assessment for teacher evaluation and job promotion. This course runs for 10 months to provide ample time for the participant to document all of their experience into a professional portfolio.

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. 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 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) the home office and request an OPDI Membership which is free to you as the main contact.

How to register for a course after you have been accepted to OPDI: To register for an OPDI course just log into your NDEO member account at www.ndeo.org and proceed to the drop down menu under your name in the top right corner then click on the Profile link, 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 through to payment of tuition with a credit card.