

2023-2024 Academic Catalog Addendum:

The below addendums to the 2023-2024 academic catalogs supersede the information that has been previously printed. Information posted here has been approved by university leadership.

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Fees listed on both graduate and undergraduate course descriptions may no longer be correct based on changes made by the university during the semester. Please see this link for current and up to the date fees: <https://www.pointpark.edu/admissions/tuitioncosts/tuition/index>

Printed on 10-02-2023

Page 188 of the Undergraduate Catalog and Page 73 of the Graduate Catalog: “Shari Payne, Ed.D Interim Dean of School of Education.”

Page 73 of the Graduate Catalog, add to list of programs: “Master of Education in Education with PA Dance Certification in PreK-12th Teaching. “

Add to Page 83 of Graduate Catalog:

Master of Education in Education With PA Dance Certification in PreK through 12th Teaching

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Pennsylvania Department of Education released new certification competencies in dance education PK-12 in January 2023. Point Park is ideally suited to offer this new certification program because of its excellent reputation in both the education and dance programs. Dance has traditionally been taught in PK-12 schools by teachers holding certification in career technical education, health & physical education, and communications, and those holding a creative movement endorsement. As a result of the direct path for dance certification, teachers now can seek a certification that is in-depth, relevant, and content-specific.

PDE requires an education certification for all professional positions in public schools. Teachers, school counselors, nurses, school psychologists, and administrators must all hold a PDE professional certification in their specific area of expertise or subject matter. This ensures that Pennsylvania students are being educated by the highest quality of professionals who have successfully completed postsecondary course work, a supervised practicum, and passed a state-approved exam.

Providing Direct Path Dance Certification in Pennsylvania brings Pennsylvania in line with surrounding states and the federal government with respect to the contributions to child development that dance plays. This unique blend of dance pedagogy and educator core competencies ensures that students are provided with dance education of the highest quality from teachers who are adequately trained to support students' social-emotional needs, college and career readiness, and quest for artistic excellence. Holistically, it will also better serve parents, engage vested partners, and enrich local dance communities at-large. The economic future of Pennsylvania hinges on having a

skilled and educated labor force.

The ability to train students on the dynamics of teamwork, cooperation, time management, and work habits in dance is derived from the dance educator's knowledge and experience of the rapid changes within the field of dance. An educator who is certified in a direct path program is equipped to provide students with a 21st century dance education that prepares them for college and a career in dance or otherwise. Dance plays a vital role in the social and emotional development of children. Certified dance educators bring their specific content knowledge and expertise to build such student competencies as emotional awareness, character development, relationship skills, accurate self-perception, and impulse control in the classroom.

Certified dance educators also provide rich opportunities for developing team building. Because social emotional learning is one of the main benefits of dance, PK-12 Dance Certified Educators are uniquely positioned to help students build upon those skills, helping them become more productive, and socially and self-aware individuals in and outside of the classroom, for years to come.

Program Objectives

Upon completion of the program, students will:

- Utilize a variety of instructional strategies appropriate for the content
- Develop instructional plans and set goals based on the content to be taught/learned, knowledge of assigned students, and the instructional process
- Establish and maintain purposeful and equitable classroom environments
- Demonstrate integrity, ethical behavior and professional conduct as stated in the Pennsylvania Code of Professional Practice and Conduct of Educators

Program Requirements

42 credits

- EDUC 582 Dance Pedagogy (3)
- EDUC 583 Dance Aesthetics and Criticism (3)
- EDUC 584 Dance History (3)
- EDUC 585 Production and Technology (3)
- EDUC 586 Choreography and Composition (3)
- EDUC 587 Teaching Dance Methods PreK-12 (3)
- EDUC 541 Culturally Responsive Schools, Teachers and Classrooms (3)
- SPED 533 Special Education and Inclusive Practices (3)
- SPED 534 Differentiated Instructional Practices (3)
- SPED 535 Positive Behavioral Interventions (3)
- EDUC 567 Methods of Teaching English Language Learners (3)
- EDUC 588 Student Teaching Seminar- Dance Education (3)
- EDUC 625 Student Teaching Practicum (6)

Starting on Page 103 of the Graduate Catalog, adding the following course descriptions to the School of Education:

EDUC 582 Dance Pedagogy (3)

Students will learn a range of dance teaching methods and they will evaluate how to apply these methods in a classroom setting. Further, students will connect these methods to historical and philosophical developments in dance pedagogy. They will create and implement strategies for responsive teaching and instruction modification to accommodate diverse learners. Responsive teaching instruction will include peer teaching methods and opportunities

to practice giving and receiving teaching feedback. Students will compare and contrast various cultural relationships between music and dance and select music for the K-12 dance classroom. This course will address safety and consent in the classroom including how to implement age-appropriate imagery and provide tactile feedback. Students will gain knowledge about National Core Arts Standards in Dance and investigate how these standards and benchmarks can be a tool for structuring curriculum. They will identify the skill sets developed through dance and address the range of careers in the dance field. Coursework includes investigating the range of professional organizations that support dance educators, and students will research scholarly journals and resources that promote continuing education.

EDUC 583 Dance Aesthetics and Criticism (3)

In this course, students will formulate their personal artistic viewpoint. This begins with establishing a foundational understanding of the communicative and expressive capability of movement and dance. Further, students will analyze and synthesize movement observation with attention to the historical, cultural, and philosophical context. Contemporary approaches to dance dramaturgy will be introduced and discussed. Students will develop skills to write and respond critically to performance while considering audience, thematic content, and choreographic methods. This work will include identifying genre specific aesthetic values and recognizing and discussing theories and philosophies of dance and relevant disciplines.

EDUC 584 Dance History (3)

This course will address dance as a global phenomenon from a range of cultural perspectives. Students will discuss how dance encompasses a myriad of meanings as an art form and as a cultural practice. They will compare dance aesthetics from different geographic regions and time periods to understand how dance reflects practitioner's beliefs. Students will analyze how dance forms circulate to understand the role and function of dance in a cross section of cultures. Further, they will evaluate the culturally specific process of citing and attributing credit to dance communities and individual choreographers. They will identify how nationalism and colonization have impacted a range of dance practices. Finally, the students will distinguish how dance has been commodified in the 20th and 21st century and think critically about the role of technology and media in this process.

EDUC 585 Dance Production and Technology (3)

Students will acquire knowledge about elements of dance production including lighting, sound, technology, costuming, and stage management. Students will review production processes including schedules and budgeting. This course will address how to supervise an audition room from a stage management perspective, and students will learn different approaches to lighting an original piece versus implementing a previous design. Requirements for site specific performance practices will also be discussed. Students will implement dance technology resources including multimedia applications and emerging technologies. In this process, they will analyze which technologies are suitable in various situations and they will learn how to ensure that technology meets accessibility standards. Students will recognize and apply best practices for effective and safe use of materials, equipment, technology, and tools.

EDUC 586 Choreography and Composition (3)

Students will be introduced to a range of choreographic structures, principles, and forms. Throughout this course, students will learn how to apply these choreographic tools to create intentional expression through movement. This course will address strategies for choreographing performance pieces, and methods for teaching choreography tools. Students will compare how these tools can be applied in a variety of contexts with attention paid to setting, participants, and genre. They will analyze the use of time, space, and energy in their movement creation process. Students will research techniques for teaching musical phrasing, syncopation, and diverse approaches to counting beats of music in the classroom setting. Further, students will demonstrate how to develop a concept, problem solve, and work with collaborative compositional forms such as music, film, and visual art. Techniques for choreographing musical theatre performances will be addressed. Students will identify and apply equitable casting practices and methods for structuring the rehearsal process. Students will differentiate how to approach staging original choreography versus restaging pre-existing choreography. This will include examining how to secure copyright and permissions for choreography, music, set pieces, costumes, and other materials. Students will formulate approaches for solo and group choreography while learning strategies to work with each dancer's individual skill set to ensure dancers receive equitable opportunities to perform.

EDUC 587 Teaching Dance Methods PreK-12 (3)

Teaching Dance Methods PreK-12 is designed for preparing graduate students to reach dance education. Students will learn a conceptual and comprehensive model of dance education that embraces dance as an art form and a lifelong physical activity. Students will gain the tools they need to teach various dance forms, create effective lesson and unit plans, and develop a curriculum that meets arts and education standards. Integrating the theories of multiple intelligences with learning styles, students will learn a variety of teaching techniques to be able to differentiate instruction to meet the needs of PreK-12th grade students. Students will utilize the Charlotte Danielson Framework for Teaching to best design their lessons.

EDUC 588 Student Teaching Seminar- Dance Education (3)

Seminar course is for all students enrolled in the M.Ed in PK-12 Dance Education Certificate Program who are accomplishing their student teaching practicum. Students compile a professional portfolio that reflects the diverse strategies, methodologies, practices, and realities of teaching in their host schools. Current educational issues and problems discussed and documented. Reflective journal maintained noting how best to translate skills, knowledge, and educational theory into successful practice in the school setting. Co-requisite: EDUC 625 and school site internship

Starting on Page 53 of the Undergraduate Catalog, updates to the Transfer Credit Policy:

Transfer Credit Policy

The University may grant transfer credits from accredited institutions. A minimum course grade of "C-" is required for consideration of transfer of course credit. Transfer courses must have comparable course learning outcomes to those at Point Park University. Transfer credits are designated with "PT" on the transcript and carry no quality points. Evaluation and acceptance of credits completed ten years or more prior to the transfer request is exceptional. The ultimate decision in such cases resides with the department chair.

Point Park University awards credit in semester hours. One credit is equivalent to 14 hours of class meeting time or equivalent instructional activities. The maximum number of credits the University will grant for work completed through any combination of two-year colleges or the first two years at a four-year college is 70 credits. The University may grant an additional 20 credits, bringing the total to 90, for courses completed at the 300 and 400 levels at four-year colleges and universities. All students must meet the University's final 30 hours residency requirement.

Students must submit official transcripts from each institution attended to the Office of Admission. Transfer students may submit course descriptions and syllabi to assist in the course evaluation process. Students should begin the transfer process as early as possible to provide accurate information during registration. Final evaluations of transfer credits are conducted by the Office of the University Registrar.

Statute of Limitations

Students are expected to make steady and timely progress in their degree programs. In the absence of more stringent rules imposed for good cause by the schools and departments, students demonstrate steady and timely progress by completing all degree requirements within a time span of 10 years. These requirements include all for-credit experiences such as courses (whether taken at Point Park University or elsewhere), evaluations, examinations, internships, and performances.

If a student wishes to apply credits older than 10 years to his or her degree requirements, these credits will be evaluated by the appropriate department faculty. Faculty may accept or reject credits older than 10 years; their decision to accept or reject must be in writing and will become part of the student's permanent academic records. If the decision is to reject some or all of the older credits, the student's faculty advisor will help the student to develop a plan for completing his or her degree if such a plan is feasible.

Students may appeal the faculty's decision on older credits to the Provost, who has the final authority to accept or reject such credits.