Prerequisites: NONE

I. Course Description:

Principles, methods, and practice of coaching dance teams in secondary education and at the collegiate level.

Students should expect a response to emails and phone calls within 24-48 hours from their contact efforts. This is only available Monday through Friday.

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

Course Justification:

Theory and Practice of Dance Team Coaching (3 credits) meets 150 minutes per week for 15 weeks. Course assessments are both theoretical and practical. Students are assessed through a series of projects that combines an scenario of a team/school size. Each student will go through each topic with their project Tryouts, Camp and Football Season to create a binder for their scenario. Students are required to research these topics, utilize outside of class (2-4 hours per week).

II. Intended Learning Outcomes/Goals/Objectives:

These goals support and reflect the College of Education’s Vision, Mission, and Core Values in that they equip those candidates seeking “to achieve professional excellence” with the knowledge, skills, and dispositions that “prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development”. This course
supports the Dance Program Mission Statement related to achieving a high level of creative potential. The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

**Program Learning Outcomes:**

1. **Dance Technique** The student will be able to execute intermediate/advanced level ballet, modern dance and jazz dance techniques. (Active)

2. **Dance Production** The student will be able to identify and apply production values necessary for concert dance, including lighting, sound, costuming, and publicity. (Active)

3. **Choreography** The student will be able to identify, distinguish and apply the variety of choreographic devices, structures and forms used in contemporary concert dance. (Active)

4. **Dance Kinesiology** The student will be able to apply concepts of dance kinesiology to performance and analysis of dance movement. (Active)

5. **Rhythmic Analysis** The student will be able to identify variations in rhythmic patterns and elements of music such as accents, beats, and phrasing as applied to dance movement. (Active)

6. **Dance History** The student will identify and discuss seminal works in the development of Western theatrical dance. (Active)

**Student Learning Outcomes:**

1. To gain a broader knowledge and experience in choreographic design. (PLO 2,3,5,6).

2. To develop the ability to critique and analyze a movement composition. (PLO 1,6)

3. To develop individuality in manipulating movement as related to phrasing, abstracting, editing and generating compositional ideas. (PLO 1,3,5).

4. To develop the ability to set movement phrases on more than one dancer and enhance skill in the rehearsal and performance process. (PLO 1,4,5).

5. To make informed decisions related to lighting, sound editing, costuming, set design and publicity. (PLO 2).

6. To provide an opportunity to present original choreography in a concert setting. (PLO 1).

For additional information on meaningful and measurable learning outcomes see the assessment resource page [http://www.sfasu.edu/assessment/index.asp](http://www.sfasu.edu/assessment/index.asp).
III. Course Assignments, Activities, Instructional Strategies, and use of Technology:

This course will require the student to research an evocative and conceptual topic as a means of inspiration for choreography. Any research submitted must be in hard copy and should consist of website information, personal written interviews, statistics, video links of other choreography relating to one's topic, and any book/periodical/etc. from a library. This project is designed to provide the student with the opportunity to develop a substantial and an original piece of choreography under the supervision and guidance of the dance faculty. The student is required to journal their choreographic process and will be given a series of projects throughout the choreographic process to better the development and generation of movement. The student’s work will be mentored in all stages of the choreographic and production process. The student will be required to have consistent, active participation in technique class as well as coordination of rehearsal. In addition, the student will be fully involved in the production of lighting, costuming, publicity, etc., for the Danceworks concert. The student is not required but encouraged to use technology as a means of reference for structure, design and inspiration towards dance choreography. Any dance that has been deliberately copied or plagiarized from a work found on the internet will result in an automatic failing grade and removal from the concert.

Injury/Accident Statement:

This course contains physical activity which may consist of but not limited to running, jumping, lifting, throwing, leaping, striking, etc. Participation in these activities comes with inherent risks of injury. Possible injuries include, but are not limited to heat stroke, strains, sprains, scrapes, bruises, and fractures. By registering and participating in this course, students are aware of the possible injuries that may occur and acknowledge that they participate at their own risk. The university is not responsible for any medical costs associated with any injury students may sustain; therefore, students are strongly recommended to procure personal health and accident insurance to cover any medical costs. Students are encouraged to notify the instructor of any relevant prior medical history regarding injuries, surgeries, medications, or other considerations which may affect or impair participation in this course. If necessary, students will provide, upon request, a physician’s statement clearing them to participate in this course.
Procedures to be Followed for Injury or Accident of a SFA Student:

1. Administer appropriate first aid.
2. For a major medical emergency, a phone call should be placed to the University Police Department (UPD)(911). UPD will report to the scene of a medical emergency, assist with first aid, and contact an ambulance service.
3. Students may choose to report directly to the Student Health Services for minor first aid needs or routine medical services.
4. If assistance is needed in transporting the injured student, call the UPD non-emergency phone number at 936-468-2608.
5. The instructor should complete an accident report which can be obtained from the department office.

IV. Evaluation and Assessments (Grading):

1. Active Participation/Attendance 20% (100pts)
2. Project Part 1 30% (125 pts)
3. Project Part 2 30% (125 pts)
4. Final Presentation 20% (100 pts)

Grading Scale

A = 405-450 Points
B = 360-404 Points
C = 315-359 Points
D = 270-314 Points
F = 269 or fewer Points

V. Tentative Course Calendar:

Week 1-2: Syllabus, History of Dance/Drill Team
Week 3-5: Tryouts
Week 6-8: Camp
Week 9: Part 1 of Binder Project
Week 10-12: Football Season
Week 13: NO CLASS – Alternate Assignment for Binder Project
Week 14: Thanksgiving Break
Week 15: Part 2 of Binder Project
Week 16: Final Project Due
Attendance:

Each absence, after 2, will drop the student’s final grade by 1 full letter grade, assuming each student begins the semester with an A. For example: 3 absences = B, 4 absences = C, 5 absences = D. **Any student who has 6 absences or more will result in an automatic failing grade and will not pass the class.** An absence will be excused if the student notifies the instructor via email immediately, and presents a doctor’s note the very next class period that he/she is approved to return to class. Doctor’s notes will not be accepted at the end of the week, month, or semester if the student has already returned to class and forgot to bring the doctor’s note. The same consideration will be given for funerals and University sponsored events. Points will be deducted for students who leave class prior to dismissal. If the student is tardy (more than 10 minutes late), they will be counted absent! **For every 3 tardies, the student will receive 1 absence!** Attendance will be strictly enforced. It is the responsibility of the student to keep track of their number of absences.

VI. Readings (Required and recommended—including texts, websites, articles, etc.): none required

Instructor may assign various online readings/handouts.

VII. Course Evaluations:

“Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes’ and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!”

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. **Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.**

VIII. Student Ethics and Other Policy Information: Found at [http://www.sfasu.edu/policies](http://www.sfasu.edu/policies)

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes,
laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports, including the first 12 day attendance report and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.
Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Disruptive Behavior –
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.

Additional Information:

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y

**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:
• You enrolled or planning to enroll in an educator preparation program or
• You are planning to take a certification exam for initial educator
certification, and
• You have reason to believe that you may be ineligible for educator
certification  due to a conviction or deferred adjudication for a felony or
misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you
do not have a conviction or deferred adjudication for a felony or misdemeanor
offense.

In addition, you must complete the fingerprinting process when you apply for
certification. Participation in the evaluation does not preclude you from
submitting to a national criminal history review at the time you apply for
your educator certification. Your criminal history will be reviewed and you may
be subject to an investigation based on that criminal history, including
any information you failed to submit for evaluation.

Additional information can be found at
https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_Histo
ry_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license,
state or providence ID cards, a national ID card, or military ID card to take the
TExES exams (additional information available at
www.texas.ets.org/registrationBulletin/
<http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal
documentation to be allowed to take these mandated examinations that are
related to certification/licensing requirements in Texas. If you do not have legal
documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you
have a history of criminal activity, you may want to reconsider your major while
at SFASU.

For further information, contact the Office of Assessment and Accountability at
936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:

Classroom Etiquette

Classroom Rules of Conduct:

1. Please be on time. It is considered disrespectful to walk into a dance class
late. If the student is tardy, he/she should first ask the instructor for
permission to join class. If the warm-up is missed, the student may stay and observe the rest of the class.
2. Please no cell phones in the dance studio while class is in session. Cell phones can be very distracting and annoying.
3. Please no food or drink in any of the dance studios. Please help keep the dance space clean and bug free! Bottled water is acceptable. Please pick up after yourself and throw away any trash you might bring into the dance space. **ABSOLUTELY NO GUM!**
4. Be respectful of others. This is a place of learning and once you step into the studio, you are all on the same level. Be positive with yourself and with others. This should be a safe place for you to grow as a dancer and to feel comfortable with yourself.