



SACRAMENTO  
STATE

# Course Change Proposal Form A



<b>Academic Group (College):</b> Arts and Letters	<b>Academic Organization (Department):</b> Theatre and Dance	<b>Date:</b> 4/15/08
<b>Type of Course Proposal:</b> New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	<b>Department Chair:</b> Linda Goodrich	<b>Submitted by:</b> Lorelei Bayne
<b>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></b>	<b>For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></b> <b>CCE: Yes <input type="checkbox"/> No <input type="checkbox"/></b>	<b>Semester Effective:</b> Fall <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> 2008 <del>09</del>

<b>This course replaces experimental course Subject Area (prefix) and Catalog Number (course number):</b>	
<b>This Catalog Number (course number) is being replaced:</b>	

**Change from:**

<b>Subject Area (prefix) &amp; Catalog No. (course no.):</b>	<b>Title:</b>	<b>Units:</b>
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**Change to:**

<b>Subject Area (prefix) &amp; Catalog No. (course no.):</b> DANCE 3B	<b>Title: Ballet II</b>	<b>Units: 2</b>
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**JUSTIFICATION:**

With an increase in the number of students participating in ballet technique classes, it has become necessary to further separate or distinguish each class level in order to provide the most effective experience for both the students and the teacher. With the request to clarify the level notation for the Dance Department's ballet technique courses, a new course description for Ballet II is provided below.

**NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)**

**DNCE 3B: Ballet II:** Broaden understanding of ballet principles aesthetics, basic ballet movement, and vocabulary. Accentuate importance of proper alignment, collaboration of foot and arm positions, and appreciation of classical musical accompaniment. Students will develop critical perspectives necessary to address live performance through written critiques. **Prerequisite:** Beginning Ballet level proficiency and Instructor Permission. 2 units.

**Note:**

**Prerequisite:**  
**Enforced at Registration: Yes  No**

**Corequisite:**  
**Enforced at Registration: Yes  No**

**CAN (California Articulation Number):**

**Graded: Letter  Credit/No Credit**       **Instructor Approval Required? Yes  No**

**Course Classification (e.g., lecture, lab, seminar, discussion):**  
C04, 012

**Title for SIS+/CMS (not more than 30 characters)**  
Ballet II

**Cross Listed?**  
Yes  No

**If yes, do they meet together and fulfill the same requirement, and what is the other course.**

**How Many Times Can This Course be Taken for Credit?   1**

**Can the course be taken for Credit more than once during the same term? Yes  No**

**FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:**

**Description of the Expected Learning Outcomes:** Describe outcomes using the following format: "Students will be able to: 1), 2), etc."  
See the example at <http://www.csus.edu/acaf/example.htm>

Students participating in the Ballet II level will be able to:

1. Maintain basic alignment while standing;
2. Maintain basic alignment while in motion;
3. Increase and apply strength and stamina;
4. Increase and apply flexibility/range of joint motion;
5. Grasp and retain sequence of exercises and combinations;
6. Maintain whole-body and body part clarity of spatial orientation in movement;
7. Move quickly from learning to performing: apply technique with a sense of "self";
8. Maintain a commitment to instruction and correction by observing carefully, listening actively, practicing on the side, and assessing progress and improvement as assigned;
9. Maintain a sense of personal responsibility for learning by completing written assignments on time and with thoroughness and clarity and learning and using correct terminology.

Learning goals 1-7 mark distinct *areas of skill* in dance technique. Excellence in dance artistry is a matter of developing a high degree of skill in each area and integrating these skills during the performance of movement. Learning goals 8 and 9 describe *efforts/attitudes* necessary for progress toward excellence in dance and indicate specific *behaviors* that demonstrate them.

**\*\*Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

The instructor will assess students' individual progress and actual achievement of the learning goals through:

1. Daily oral feedback on class performance;
2. Written efforts of Concert Attendance papers;
3. Two in-class technique evaluations; terminology quiz; written evaluations of achievement;
4. Achievement in mastering the learning goals to the degree appropriate for this course's level will provide the primary basis for calculating final letter grades. Attendance will be an additional factor.

For whom is this course being developed?

Majors in the Dept X Majors of other Depts X Minors in the Dept X General Education X Other    

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes     No    

If yes, identify program(s):

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes     No X

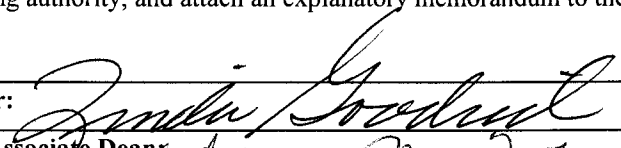
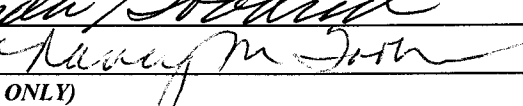
If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). Theatre and Dance

***The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.***

**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

**Signatures:**

	Date
Department Chair: 	04/16/08
College Dean or Associate Dean: 	5-2-08
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

**Distribution:** Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

# College of Arts and Letters Curriculum Committee

## CHECK-OFF LIST FOR COURSE APPROVAL

Name of Department Theater and Dance      Effective Date Spring 2008  
Proposed Course Number DNCE 3B      Course Name: Ballet II  
Contact Person (Instructor) Nolan Tsani      Email N/A      Phone 916-278-6368  
Projected Enrollment 25      Units of Credit 2  
Has the course been offered before? No      If yes, under what number?  
Suggested Course Classification C04/12      Unit distribution: lecture  lab  activity

**List the prerequisite(s) for the proposed course.**  
Beginning Ballet proficiency

**For which students or programs is the course designated?**

- Majors in the department
- Minors in the department
- Majors of other departments (e.g., An A&L course designed for Business Administration majors)
- General Service
- Other (specify)

**If approved by the A & L Curriculum Committee, will this course be submitted for consideration in the General Education Program?**       Yes       No

**Method of Presentation:**

- Lecture       Lecture/Activity       Lecture/Discussion       Lecture/Laboratory
- Activity       Laboratory       Seminar       Films and/or other visuals
- Performance       other (specify)

**If different amounts of credit will be available for the proposed course, indicate differences in course requirements for earning the units.** N/A  
N/A

**If the course can be taken more than one time for credit, what is the justification for the repetition? How will the two (or more) experiences differ?**  
N/A

**What courses currently offered in Arts and Letters or other colleges/departments most closely resemble the proposed course?** Please *list* these other courses and justify why the proposed course will not duplicate them. Not all approved courses are shown in the current catalog so please consult faculty/chair in other schools/departments where duplication might occur. Please list persons you consulted.       None.

1.           3.
2.           4.

**Can the course be implemented within the existing departmental allocation?** YES

If the proposed course will require an expenditure of \$100 or more, append a breakdown of expenditure and source of funding.

N/A

**If this is a new course, how will it be integrated into your present allocation?**

1. Will you be giving up another course to make room for the proposed course? No.
2. What course(s) could you alternate in the schedule with the proposed course?

This course would fall into the appropriate progression for the Dance major program; no alteration would be needed pending scheduling or workload issues.

3. How often would you schedule the proposed course?

Once per semester.

4. What full-time faculty can teach the course? What other course would they give up in order to teach it?

This course would be staffed by part time faculty as is the current ballet course.

5. Realistically, what fiscal impact might the proposed course have? (*e.g., operating expense, faculty cost, staff cost, student assistants, equipment, etc.*)

None.

**List the objectives/goals/expected learning outcomes.**

Students participating in the Ballet II will be able to:

1. Maintain basic alignment while standing;
2. Maintain basic alignment while in motion;
3. Increase and apply strength and stamina;
4. Increase and apply flexibility/range of joint motion;
5. Grasp and retain sequence of exercises and combinations;
6. Maintain whole-body and body part clarity of spatial orientation in movement;
7. Move quickly from learning to performing: apply technique with a sense of "self";
8. Maintain a commitment to instruction and correction by observing carefully, listening actively, practicing on the side, and assessing progress and improvement as assigned;
9. Maintain a sense of personal responsibility for learning by completing written assignments on time and with thoroughness and clarity and learning and using correct terminology.

Learning goals 1-7 mark distinct *areas of skill* in dance technique. Excellence in dance artistry is a matter of developing a high degree of skill in each area and integrating these skills during the performance of movement. Learning goals 8 and 9 describe *efforts/attitudes* necessary for progress toward excellence in dance and indicate specific *behaviors* that demonstrate them.

May 7, 2007

**What student assessment tools will be used?** (*e.g., exams, papers, portfolios.*)

Daily oral feedback on class performance, written efforts of Concert Attendance papers, two in-class technique evaluations, terminology quiz, written evaluations of achievement.

***In addition to filling out the Check-Off List form, please submit a course syllabus containing the following information:***

- I. Course Content and Objectives  
(Brief discursive overview of major topics and goals)
- II. Required Texts  
(*e.g., textbooks, class handouts, journals, newspapers, web pages, videos, etc.*)
- III. Course Format  
(*e.g., lecture, lecture-discussion, seminar, composition, activities, studio, etc.*)
- IV. Course Requirements
  - A. Class Participation
  - B. Examinations
  - C. Research Paper or Term Project or Short Papers, etc.
  - D. Attendance
  - E. Other Policies
- V. Student Evaluation: How are the requirements in IV weighted in determining the course grade?  
(*e.g., attendance 10%, midterm 23%, etc.*)
- VI. Semester Outline  
(Course topics ordered weekly)

## DANCE 3B: BALLET II

Nolan T'sani  
Theatre and Dance Department  
Dept Phone: 916-278-6368

Class time/Location

### COURSE DESCRIPTION

Broaden understanding of ballet principles aesthetics, basic ballet movement, and vocabulary. Accentuate importance of proper alignment, collaboration of foot and arm positions, and appreciation of classical musical accompaniment. Students will develop critical perspectives necessary to address live performance through written critiques. 2 units.

Prerequisite: Beginning ballet level proficiency and Instructor permission.

### COURSE OBJECTIVES

Students participating in the Ballet II level will be able to:

1. Maintain basic alignment while standing;
2. Maintain basic alignment while in motion;
3. Increase and apply strength and stamina;
4. Increase and apply flexibility/range of joint motion;
5. Grasp and retain sequence of exercises and combination;
6. Maintain whole-body and body part clarity of spatial orientation in movement;
7. Move quickly from learning to performing; apply technique with a sense of "self";
8. Maintain a commitment to instruction and correction by observing carefully, listening actively, practicing on the side, and assessing progress and improvement as assigned;
9. Maintain a sense of personal responsibility for learning by completing written assignments on time with thoroughness and clarity using correct terminology.

Learning goals 1-7 mark distinct *areas of skill* in dance technique. Excellence in dance artistry is a matter of developing a high degree of skill in each area and integrating these skills during the performance of movement. Learning goals 8 and 9 describe *efforts/attitudes* necessary for progress toward excellence in dance and indicate specific *behaviors* that demonstrate them.

### COURSE ASSIGNMENT

The instructor will assess students' individual progress and actual achievement of the course objectives through:

1. Daily oral feedback on class performance;
2. Written efforts of Concert Attendance papers;
3. Two in-class technique evaluations; terminology quiz; written evaluations of achievement;
4. Achievement in mastering the learning goals to the degree appropriate for this course's level will provide the primary basis for calculating final letter grades. Attendance will be an additional factor.

## TEACHING METHODOLOGIES

To enable student achievement of the learning goals, I will:

- Demonstrate, explain, analyze and lead explorations of movement exercises and combinations designed specifically to develop the skills required for achievement of learning goals 1-9;
- Observe your daily work in class and (a) orally assess your achievement of learning goals 1-9 and (b) make recommendations for improvement in achieving learning goals 1-9.\*
- Provide opportunities for individual appointments in which we may discuss your learning efforts;
- Provide opportunities for you to assess your own and others' progress toward the actual achievement of the learning goals;
- Not every student will receive individual feedback during each class, but all students will receive individual feedback regularly throughout the course of the semester.

## COURSE REQUIREMENT/CONTENT (see Supplement)

The fundamental and ongoing assignments in this class are to:

- Attend to movement material presented as well as to explanations and analysis of its specific components;
- Listen carefully to and apply all corrections and recommendations for improvement that I provide in class;
- Learn the movement material as quickly as you can through observation and practice;
- Perform the movement material as accurately as possible each time you are called upon to do so;
- Reflect in writing as assigned on your progress toward and actual achievement of the learning goals.

I will assess your progress toward and your actual achievement of the learning goals through:

1. Daily oral feedback to you and/or others on work done in class;
2. Your achievement in mastering the learning goals to the degree appropriate for this course will provide the primary basis for calculating your final letter grade. Your attendance will be an additional factor in calculating your final letter grade.
3. Concert Attendance papers.

## EVALUATION

In class performance/attitude	50
3 Concert attendance papers	30 (10 points each)
Final practical exam	10
Response/Observation papers/quiz	<u>10</u>
	100

**In class performance/attitude** is based on the dancer's ability relative to an absolute standard of excellence. This standard is reflected by class attendance, ability to assimilate corrections, individual growth and willingness to take risks. \*Handouts maybe be provided. Video will be used in class occasionally. *\*Please feel free to make an appointment with professor at any time during the semester for any questions or concerns you may have regarding this course and its requirements.*