

Health/Wellness/Fitness Requirement

Course Number and Title: D 152 Dance Basics Submitted by: Mary Seereiter

<p>As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:</p>	<p>Course Outcome(s) related to the Health/Wellness/Fitness Outcomes</p>
<p>1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.</p>	<p>Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.</p>	<p>Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>
<p>3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.</p>
<p>4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>

<p>5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.</p>	<p>Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.</p>
<p>6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.</p>	<p>Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.</p>
<p>7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.</p>	<p>Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.</p>
<p>8. Understand the dimensions of successful behavior change strategies.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.</p>
<p>9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>10. Examine the difference between evidence based and non-evidence based research related to one's personal health.</p>	<p>Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.</p>

Instructor

Date

Academic Dean

Date

Course Outline Format

COURSE TITLE: Dance Basics

COURSE NUMBER(S): D 152

COURSE CREDITS: 2

COURSE PREREQUISITES/COREQUISITES:

COURSE HOURS PER WEEK

Lecture: 1

Lec/Lab: 2

Lab:

COURSE CATALOG DESCRIPTION: This introductory course accommodates the pre-major and non-major students. Introducing basic techniques of dance for students who have never taken a technique class. The class presents alignment principles, weight shifts, level changes and elements of movement such as use of rhythm, shape and dynamics. Students develop a strong foundation in dance so they can proceed in their training in ballet, modern, or jazz. Class is repeatable up to 12 credits.

GENERAL COURSE OBJECTIVES

Upon successful completion of this course, the student should be able to:

- A. Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.
- B. Demonstrate knowledge of proper alignment and body mechanics
- C. Demonstrate the ability to retain simple and basic movement phrases and to perform rhythmically
- D. Demonstrate strength, flexibility, and endurance in the field of dance
- E. Demonstrate creative problem solving skills and critical thinking skills through movement and group process.

- F. Demonstrate Understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention.
- G. Discuss life style behaviors that support

OBJECTIVES WILL BE ASSESSED BY:

- A. Class participation, discussion and observation.
- B. Midterm.
- C. Movement final.
- D. Movement final.
- E. Class participation with fellow students with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations conditions of health and belief systems.
- F. Class discussion and performance.
- G. Class discussion.

physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

H. Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.

I. Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related findings.

J. Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.

K. Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.

L. Learn to discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

H. Class discussion and performance evaluation.

I. Review and/or research paper.

J. Class participation discussion, and observation

K. Class participation, practice and performance.

L. Class discussion and review and/or research paper.

COURSE CONTENT OUTLINE BY MAJOR TOPICS

I. Lectures, class discussion, demonstrations and practice in dance, to increase knowledge of health, wellness and fitness related issues.

II. Basic dance terminology and performance including anatomical and holistic approaches to healthy practice and life-style changes.

III. Problem-solving and critical thinking practice in creative movement.

IV. Warm-up, Center, Floor and Locomotor Phrases

Health/Wellness/Fitness Requirement

Course Number and Title: D 153 Pilates Mat Work Submitted by: Mary Seereiter

<p>As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:</p>	<p>Course Outcome(s) related to the Health/Wellness/Fitness Outcomes</p>
<p>1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.</p>	<p>Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.</p>	<p>Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>
<p>3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.</p>
<p>4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>

<p>5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.</p>	<p>Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.</p>
<p>6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.</p>	<p>Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.</p>
<p>7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.</p>	<p>Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.</p>
<p>8. Understand the dimensions of successful behavior change strategies.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.</p>
<p>9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>10. Examine the difference between evidence based and non-evidence based research related to one's personal health.</p>	<p>Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.</p>

Instructor

Date

Academic Dean

Date

Course Outline

COURSE TITLE: Pilates Mat Work

COURSE NUMBER(S): D 153

COURSE CREDITS: 2

COURSE PREREQUISITES/COREQUISITES:

COURSE HOURS PER WEEK

Lecture: 1

Lec/Lab: 2

Lab:

COURSE CATALOG DESCRIPTION: This class explores the Pilates method of body conditioning, a unique system of stretching and strengthening exercises developed by Joseph H. Pilates. Students gain strength, flexibility, and balance through specific exercises which emphasize uniting the body and mind.

GENERAL COURSE OBJECTIVES

Upon successful completion of this course, the student should be able to:

- A. Demonstrate and discuss efficient alignment
- B. Demonstrate and discuss principles of core support and stability
- C. Demonstrate and discuss Integration of transverse abdominus in mat exercises
- D. Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.
- E. Demonstrate knowledge of proper alignment and body mechanics
- F. Demonstrate the ability to retain simple and basic movement phrases and to perform rhythmically
- D. Demonstrate strength, flexibility, and endurance in the field of dance
- E. Demonstrate creative problem solving skills and critical thinking skills through movement and group process.

OBJECTIVES WILL BE ASSESSED BY:

- A. Midterm and final exam
- B. C. D. E. F. Class participation, discussion. Midterm and final exam.
- E. Class participation with fellow students with diverse learning styles , socio-economic backgrounds, varied physical abilities, occupations, conditions of

F. Demonstrate Understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention.

G. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

H. Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.

I. Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related findings.

J. Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.

K. Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.

L. Learn to discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

health, and belief systems.

F. Class discussions and performance.

G. Class discussions.

H. Class discussions and performance and evaluation.

I. Review and/or research paper.

J. Class participation, discussion and observation.

K. Class participation, practice and performance.

L. Class discussion, and review and/or research paper

COURSE CONTENT OUTLINE BY MAJOR TOPICS

I. Wk 1: Alignment Principles in Relationship to Pilates Mat Work, Dance and Everyday Movement

II. Wk 2: Breathing Principles, Demonstration and Practice

III. Wk 3: Breathing and Pilates Mat Work

IV. Wk 4: Core Support and Stability Principles, Demonstration and Practice

V. Wk 5: Core Support and the Integration of the Transverse Abdominus

VI. Wk 6: Articulation and Initiation of Spinal Movement

VII. Wk 7: Articulation and Initiation of Iliofemoral Joint

VIII. Wk 8: Articulation and Support of the Shoulder Girdle and Scapulo-humeral Movement

IX. Wk 9: Identify and Correct Inefficient Movement Patterns

X. Wk 10: Practice Pilates Mat Exercises Integrating Breathing and Core Support

Health/Wellness/Fitness Requirement

Course Number and Title: D 154 Pilates Mat Work Submitted by: Mary Seereiter

<p>As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:</p>	<p>Course Outcome(s) related to the Health/Wellness/Fitness Outcomes</p>
<p>1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.</p>	<p>Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.</p>	<p>Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>
<p>3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.</p>
<p>4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>

<p>5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.</p>	<p>Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.</p>
<p>6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.</p>	<p>Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.</p>
<p>7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.</p>	<p>Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.</p>
<p>8. Understand the dimensions of successful behavior change strategies.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.</p>
<p>9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>10. Examine the difference between evidence based and non-evidence based research related to one's personal health.</p>	<p>Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.</p>

Instructor

Date

Academic Dean

Date

Course Outline

COURSE TITLE: Pilates Mat Work 2

COURSE NUMBER(S): D 154

COURSE CREDITS: 2

COURSE

PREREQUISITES/COREQUISITES:

COURSE HOURS PER WEEK

Lecture: 1

Lec/Lab: 2

Lab:

COURSE CATALOG DESCRIPTION: This course builds on the fundamentals of Pilates with more advanced exercises. Students gain strength, flexibility and balance through specific exercises which emphasize uniting the body and mind.

GENERAL COURSE OBJECTIVES

Upon successful completion of this course, the student should be able to:

A. Demonstrate, discuss and integrate the action of transverse abdominis, neutral spine, principles of breathing and the effect these have on body awareness and efficient alignment, and core support.

B. Clear articulation and initiation of spinal movement, iliofemoral joint, and support of the shoulder girdle and scapula-humeral joint.

C. Working knowledge of intermediate Pilates mat Exercise with the use of props, balls, foam rollers and theraband. These props bring exercises to a new level and awareness.

D. Demonstrate creative problem solving skills and critical thinking skills through movement and group process.

E. Demonstrate Understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention.

F. Discuss life style behaviors that

OBJECTIVES WILL BE ASSESSED BY:

A. B. C. Class discussion, participation, performance, midterm and final exam.

D. Class participation with fellow students with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health, and belief systems.

E. Class discussion and performance.

F. Class discussions.

support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

G. Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.

H. Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related findings.

I. Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.

J. Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.

K. Learn to discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

G. Class discussions and performance and evaluation.

H. Review and /or research paper.

I. Class participation, practice and performance.

J. Class participation, practice and performance.

K. Class discussion and review and/or research paper.

COURSE CONTENT OUTLINE BY MAJOR TOPICS

I. Wk 1: Alignment Principles in Relationship to Pilates Mat Work, Dance and Everyday Movement

II. Wk 2: Breathing Principles, Demonstration and Practice

III. Wk 3: Breathing and Pilates Intermediate Work

IV. Wk 4: Core Support, Spine Articulation, Stability Principles with a More Advanced Approach, Demonstrate and Practice

V. Wk 5: Core Support and the Use of Bands to Assist Shoulder Girdle Stabilization and Scapulo-humeral Movement

VI. Wk 6: Articulation and Initiation of Spinal Movement with Emphasis on the Transverse Abdominus

VII. Wk 7: Articulation of the iliofemoral joint

VIII. Wk 8: Movement Integration with Props

IX. Wk 9: Identify and Correct Inefficient Movement Patterns

X. Wk 10: Practice Intermediate Pilates Mat Exercises with Emphasis on the Flow of the Mat Work and the Proper Utilization of Rhythm and Timing Within the Student's Body as Well as the Use of Breath Work to Enhance Strength and Fluidity Throughout the Exercises

XI. Wk 11: All of the Above Exercises and Lectures will go Through Testing and Evaluation and End with One More Session of Mat Work Principles

Health/Wellness/Fitness Requirement

Course Number and Title: D 160 Dance Composition Submitted by: Mary Seereiter

<p>As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:</p>	<p>Course Outcome(s) related to the Health/Wellness/Fitness Outcomes</p>
<p>1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.</p>	<p>Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.</p>	<p>Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>
<p>3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.</p>
<p>4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>

<p>5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.</p>	<p>Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.</p>
<p>6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.</p>	<p>Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.</p>
<p>7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.</p>	<p>Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.</p>
<p>8. Understand the dimensions of successful behavior change strategies.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.</p>
<p>9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>10. Examine the difference between evidence based and non-evidence based research related to one's personal health.</p>	<p>Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.</p>

Instructor

Date

Academic Dean

Date

Course Outline Format

COURSE TITLE: Dance Composition
COURSE NUMBER(S): D 160
COURSE CREDITS: 3
COURSE PREREQUISITES/COREQUISITES: D 257

COURSE HOURS PER WEEK
Lecture: 2
Lec/Lab: 2
Lab:

COURSE CATALOG DESCRIPTION: Composition techniques are learned and applied, with specific emphasis on form, quality, spatial relationships, and rhythmic manipulation. Students in this course may present their work in the annual production of "The Works" student dance concert. This is a required course for dance majors, and meets the Arts and Letters requirement for the AAOT degree. Class is repeatable up to 12 credits. Offered winter term only.

GENERAL COURSE OBJECTIVES

Upon successful completion of this course, the student should be able to:

- A. Create a dance phrase or movement motif as thematic material for dance composition
- B. Identify and demonstrate manipulative devices in creating variations of dance themes
- C. Demonstrate improvisation skills
- D. List and explain the elements of movement as an expressive form such as dynamics, shape, space, weight, stage-facings and directions.
- E. Demonstrate creative problem solving skills and critical thinking skills through movement and group process.
- F. Demonstrate understanding of alignment\breathing, body awareness and function as it relates to overall health and injury prevention.
- G. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury

OBJECTIVES WILL BE ASSESSED BY:

- A. Assignments, written and practical
- B. Attendance and participation
- C. Midterm and final exams.
- D. Assignments, written and practical.
- E. Class participation and problem-solving, with fellow students, with diverse learning styles, socio-economic backgrounds, varied physical abilities, conditions of health and belief systems.
- F. G. H. Class discussions and performance.

Health/Wellness/Fitness Requirement

Course Number and Title: D 161 Gyrokinesis Submitted by: Mary Seereiter

<p>As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:</p>	<p>Course Outcome(s) related to the Health/Wellness/Fitness Outcomes</p>
<p>1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.</p>	<p>Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.</p>	<p>Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>
<p>3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.</p>
<p>4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>

<p>5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.</p>	<p>Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.</p>
<p>6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.</p>	<p>Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.</p>
<p>7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.</p>	<p>Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.</p>
<p>8. Understand the dimensions of successful behavior change strategies.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.</p>
<p>9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>10. Examine the difference between evidence based and non-evidence based research related to one's personal health.</p>	<p>Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.</p>

Instructor

Date

Academic Dean

Date

Course Outline Format

COURSE TITLE: Gyrokinesis
COURSE NUMBER(S): D 161
COURSE CREDITS: 2
COURSE
PREREQUISITES/COREQUISITES:

COURSE HOURS PER WEEK
Lecture: 1
Lec/Lab: 2
Lab:

COURSE CATALOG DESCRIPTION: GYROKINESIS mat exercises work the entire body through use of fluid spinal movement. Joints and muscles gently work through rhythmic spiraling and undulating movements, which invigorate the body. Gyrokinesis is smooth, connected, fluid postures which unite in the use of breath.

GENERAL COURSE OBJECTIVES
Upon successful completion of this course, the student should be able to:

- A. Achieve an understanding of the philosophy of movement utilized in Gyrokinesis
- B. Develop a command over the techniques of breath and movement connection and fluidity through postures used in Gyrokinesis.
- C. Critically assess and discuss their own experience of body/mind awareness and sense of well-being.
- D. Be able to identify what is unique to Gyrokinesis in relation to other somatic practices (Yoga, Tai Chi, Pilates, etc.)
Be able to physically perform the movement vocabulary of Gyrokinesis
- E. Demonstrate creative problem solving skills and critical thinking skills through movement and group process.
- F. Demonstrate Understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention.
- G. Discuss life style behaviors that

OBJECTIVES WILL BE ASSESSED BY:

- A. B. C. D. Class participation, demonstration, performance, midterm and final.
- E. Class Participation with fellow students with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health, and belief system.
- F. G. H. Class discussions, participation and performance evaluation.

support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

H. Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.

I. Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related findings.

J. Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.

K. Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.

L. Learn to discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

I. Review and/or research paper.

J. Class participation, discussion and observation.

K. Class participation, practice and performance.

L. Class discussion, and review and/or research paper.

COURSE CONTENT OUTLINE BY MAJOR TOPICS

This course will center on the practice of Gyrokinesis exercises. Mini-lectures and discussions will be interspersed throughout the term to give the participants an understanding of the breadth and specificity of the work. The following topics will be introduced and explored:

- A. Seven natural elements of spinal movement:
- B. Forward, backward, left side, right side, left twist, right twist and circular
- C. Joint articulation
- D. Breathing and breath patterns
- E. Fluidity is the key
- F. Relationship to other somatic practices
- G. Impact on body awareness, spine/joint mobility, sense of well being

Health/Wellness/Fitness Requirement

Course Number and Title: D 169 Musical Theatre Submitted by: Mary Seereiter

<p>As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:</p>	<p>Course Outcome(s) related to the Health/Wellness/Fitness Outcomes</p>
<p>1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.</p>	<p>Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.</p>	<p>Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>
<p>3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.</p>
<p>4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>

<p>5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.</p>	<p>Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.</p>
<p>6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.</p>	<p>Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.</p>
<p>7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.</p>	<p>Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.</p>
<p>8. Understand the dimensions of successful behavior change strategies.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.</p>
<p>9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>10. Examine the difference between evidence based and non-evidence based research related to one's personal health.</p>	<p>Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.</p>

Instructor

Date

Academic Dean

Date

Course Outline Format

COURSE TITLE: Gyrokinesis
COURSE NUMBER(S): D 161
COURSE CREDITS: 2
COURSE
PREREQUISITES/COREQUISITES:

COURSE HOURS PER WEEK

Lecture: 1
Lec/Lab: 2
Lab:

COURSE CATALOG DESCRIPTION: GYROKINESIS mat exercises work the entire body through use of fluid spinal movement. Joints and muscles gently work through rhythmic spiraling and undulating movements, which invigorate the body. Gyrokinesis is smooth, connected, fluid postures which unite in the use of breath.

GENERAL COURSE OBJECTIVES

Upon successful completion of this course, the student should be able to:

- A. Achieve an understanding of the philosophy of movement utilized in Gyrokinesis
- B. Develop a command over the techniques of breath and movement connection and fluidity through postures used in Gyrokinesis.
- C. Critically assess and discuss their own experience of body/mind awareness and sense of well-being.
- D. Be able to identify what is unique to Gyrokinesis in relation to other somatic practices (Yoga, Tai Chi, Pilates, etc.)
Be able to physically perform the movement vocabulary of Gyrokinesis
- E. Demonstrate creative problem solving skills and critical thinking skills through movement and group process.
- F. Demonstrate Understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention.
- G. Discuss life style behaviors that

OBJECTIVES WILL BE ASSESSED BY:

- A. B. C. D. Class participation, demonstration, performance, midterm and final.
- E. Class Participation with fellow students with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health, and belief system.
- F. G. H. Class discussions, participation and performance evaluation.

support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

H. Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.

I. Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related findings.

J. Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.

K. Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.

L. Learn to discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

I. Review and/or research paper.

J. Class participation, discussion and observation.

K. Class participation, practice and performance.

L. Class discussion, and review and/or research paper.

COURSE CONTENT OUTLINE BY MAJOR TOPICS

This course will center on the practice of Gyrokinesis exercises. Mini-lectures and discussions will be interspersed throughout the term to give the participants an understanding of the breadth and specificity of the work. The following topics will be introduced and explored:

- A. Seven natural elements of spinal movement:
- B. Forward, backward, left side, right side, left twist, right twist and circular
- C. Joint articulation
- D. Breathing and breath patterns
- E. Fluidity is the key
- F. Relationship to other somatic practices
- G. Impact on body awareness, spine/joint mobility, sense of well being

Health/Wellness/Fitness Requirement

Course Number and Title: D 171 Contact Improvisation Submitted by: Mary Seereiter

<p>As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:</p>	<p>Course Outcome(s) related to the Health/Wellness/Fitness Outcomes</p>
<p>1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.</p>	<p>Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.</p>	<p>Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>
<p>3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.</p>
<p>4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>

<p>5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.</p>	<p>Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.</p>
<p>6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.</p>	<p>Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.</p>
<p>7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.</p>	<p>Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.</p>
<p>8. Understand the dimensions of successful behavior change strategies.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.</p>
<p>9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>10. Examine the difference between evidence based and non-evidence based research related to one's personal health.</p>	<p>Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.</p>

Instructor

Date

Academic Dean

Date

Course Outline

COURSE TITLE: **Contact Improvisation**

COURSE NUMBER(S): D171

COURSE CREDITS: 2

COURSE PREREQUISITES/COREQUISITES:

COURSE HOURS PER WEEK

Lecture:

Lec/Lab: 2

Lab:

COURSE CATALOG DESCRIPTION:

Contact Improvisation is a dance form based on communicating through touch in duet and group forms. The form involves tuning into sensation, gravity and weight. In a creative and safe environment, exercises are designed to build trust in ones own body and trust in one another, encourage a safe pathway into taking risks, and widen ones movement choices. Specific contact skills include giving, receiving, and sharing weight, rolling, falling, disorientation, sloughing, softening, releasing, lifting, catching, and flying. Elements from various movement forms (authentic movement, contemporary release techniques, bodywork, and Bartenieff movement patterning) will be presented to expand our palette of movement choices and range of perceptual possibilities. A portion of class is devoted to literal physical skills, and sometimes class will emphasize the improvisational aspects-- how we perceive, create, respond, work with impulse and sensation—how we compose the space. We will investigate the relationship between freedom and form, compositional scores, and performance values.

GENERAL COURSE OBJECTIVES

Upon successful completion of the course, students will be able to:

- A. Demonstrate basic skills in the field of contact improvisation technique including ease of rolling, shifting weight, pouring weight, falling sloughing, giving and receiving weight.
- B. Move with safety and ease in duet and group scores involving touch.
- C. Demonstrate an appreciation and respect for this art form as well as contemporary somatic practices.
- D. Participate with full engagement and willingness to engage in this experiential form.
- E. Demonstrate creative problem solving skills and critical thinking skills through movement and group process.
- F. Demonstrate understanding of alignment,

OBJECTIVES WILL BE ASSESSED BY:

- A. B. C. D. Written journals, participation in performance scores. Self- reflection, self- inquiry and self- evaluation within the work and creative assignments.
- E. Class participation with fellow students with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health, and belief systems.
- F. G. H. Class participation,

breathing, body awareness and function as it relates to overall health and injury prevention.

G. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

H. Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.

I. Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related findings.

J. Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.

K. Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.

L. Learn to discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

discussion, and performance.

I. Review and/or research paper.

J. Class participation, discussion and observation.

K. Class participation, practice and performance.

L. Class discussion, and review and/or research paper.

COURSE CONTENT OUTLINE BY MAJOR TOPICS

Topics: Physical skills: rolling, shifting weight, disorientation, falling, giving and receiving weight, finding the point of contact, the rolling point, catching lifting, and flying

Improvisational skills: listening to sensation, tuning in to self-other environment, impulse practice, active/passive studies, freedom vs form, performance scores, forming, witnessing

Health/Wellness/Fitness Requirement

Course Number and Title: D 172 Dancing the Fluid Body Submitted by: Mary Seereiter

<p>As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:</p>	<p>Course Outcome(s) related to the Health/Wellness/Fitness Outcomes</p>
<p>1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.</p>	<p>Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.</p>	<p>Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>
<p>3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.</p>
<p>4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>

<p>5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.</p>	<p>Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.</p>
<p>6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.</p>	<p>Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.</p>
<p>7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.</p>	<p>Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.</p>
<p>8. Understand the dimensions of successful behavior change strategies.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.</p>
<p>9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>10. Examine the difference between evidence based and non-evidence based research related to one's personal health.</p>	<p>Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.</p>

Instructor

Date

Academic Dean

Date

Course Outline

COURSE TITLE: Dancing the Fluid Body

COURSE NUMBER(S): D 172

COURSE CREDITS: 2

COURSE PREREQUISITES/COREQUISITES:

COURSE HOURS PER WEEK

Lecture: 1

Lec/Lab: 2

Lab:

COURSE CATALOG DESCRIPTION: This course explores the concepts of Continuum Movements, a somatic approach to understanding the body and its capacities. Specific breath and sound techniques are introduced to stimulate the fluidity of the body. Students explore wave motion and spiral movements varying from subtle micro-movements to dynamic full-bodies expression. Discussions of the body in relation to culture, anatomy and ecology are springboards for movement explorations.

GENERAL COURSE OBJECTIVES

Upon successful completion of this course, the student should be able to:

- A. Demonstrate an understanding and knowledge of various breathing and sound techniques, wave motion and movement possibilities of fluid and connective tissue.
- B. Demonstrate techniques for tracking sensation, awareness, emotion.
- C. Demonstrate knowledge of the scientific research related to Continuum Movement.
- D. Understand the value of micro-movements.
- E. Demonstrate creative problem solving skills and critical thinking skills through movement and group process.
- F. Demonstrate Understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention.
- G. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

OBJECTIVES WILL BE ASSESSED BY:

- A. B. C. D. Midterm and final exam, class participation, discussion, and performance.
- E. Class participation with fellow students with diverse learning styles, socio-economic backgrounds, varied physical abilities and conditions of health and belief systems.
- F. G. H. Class participation, discussion, performance.

H. Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.

I. Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related findings.

J. Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.

K. Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.

L. Learn to discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

I. Review and/or research paper or presentation.

J. Class participation, discussion and observation.

K. Class participation, practice and performance.

L. Class discussion, and review and/or research paper.

COURSE CONTENT OUTLINE BY MAJOR TOPICS

I. Wk 1: Brief Historical and Cultural Context of Continuum Movement

Introduction to the body as a fluid resonator. Introduction to the use of sound frequencies to engage systems of the body. Explorations with the "Hu breath" breathing technique.

II. Wk 2: Introduction to the Spiral Movements of Air and Water as They Exist in the Body

Discussion of the concept of enhanced vitality as it relates to multi-dimensional movements. Explorations with spiral movements using "physio-balls" and tennis balls.

III. Wk 3: Introduction to Concept of Gravity as a Support for Building Strength and Flexibility

Exploration of dynamic wave motion and spirals to build strength and flexibility. Introduction to "scaffolding" as a way to build dynamic strength and flexibility.

IV. Wk 4: Introduction to the Concept of Density as It Relates to the Body

Explorations with the "O" breath as a way to dissolve density. Discussion of density as it relates to stress and its effect on connective tissue.

V. Wk 5: Mid-term: Proposal of Final Project

Discussion of the "myths" of aging. Discussion of connective tissue as an energy conductor. Explorations with the "Hu," "Theta," and "O" breath as a way to enhance resonance of connective tissue.

VI. Wk 6: Introduction to the Human Embryological Development of the Heart as It Relates to Fluid Movement.

Explorations with wave motion, "Theta Breath" breathing technique.

VII. Wk 7: Introduction to the Human Embryological Development of Skin, Eyes, and Brain Tissue

Exploration with the "EEE" breath as a stimulus for movement.

Discussion of the concept of adaptability and innovation as it relates to health and movement.

VIII. Wk 8: Introduction to the Scientific Research Related to Micro-Movements.

Explorations of "EEE" breath and wave motions.

IX. Wk 9: Discussion of the Concept of Creativity.

Explorations using sound, micro-movements, and wave motion as instigators of creative expression.

X. Wk 10: Introduce the Concept of Dynamic Movements Explorations as an Art Form

Discuss the benefits of dynamic movement explorations. Explorations with props, breath, and sound in various relationships to gravity.

XI. Wk 11: Presentation of Final Project

Health/Wellness/Fitness Requirement

Course Number and Title: D 173 African Dance Submitted by: Mary Seereiter

<p>As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:</p>	<p>Course Outcome(s) related to the Health/Wellness/Fitness Outcomes</p>
<p>1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.</p>	<p>Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.</p>	<p>Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>
<p>3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.</p>
<p>4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>

<p>5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.</p>	<p>Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.</p>
<p>6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.</p>	<p>Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.</p>
<p>7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.</p>	<p>Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.</p>
<p>8. Understand the dimensions of successful behavior change strategies.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.</p>
<p>9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>10. Examine the difference between evidence based and non-evidence based research related to one's personal health.</p>	<p>Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.</p>

Instructor

Date

Academic Dean

Date

Course Outline

COURSE TITLE: African Dance

COURSE NUMBER(S): D 173

COURSE CREDITS: 2

COURSE PREREQUISITES/COREQUISITES:
None

COURSE HOURS PER WEEK

Lecture: 1

Lec/Lab:2

Lab:

COURSE CATALOG DESCRIPTION:

This class is an introduction to African dance. Students learn contemporary and traditional dances from Guinea while exploring rhythm and movement within the cultural context of community. Relevant history is explored through assigned readings, video, and class discussions. Class is repeatable up to 12 credits.

GENERAL COURSE OBJECTIVES

Upon successful completion of the course, student should:

- A. Be able to identify the aesthetic of Central African and/or Afro-Brazilian dance.
- B. Demonstrate and understand a basic level of the physical skills of Congolese and/or Afro-Brazilian dance, rhythm and polyrhythms.
- C. Learn different styles of African singing and the cultural context of various songs.
- D. Learn how to dance "together" and learn what it means to energetically support one another.
- E. Demonstrate creative problem solving skills and critical thinking skills through movement and group process.
- F. Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention.

OBJECTIVES WILL BE ASSESSED BY:

- A. B. C. D. A midterm based on each student's comprehension of the class material. A final where students are placed in groups of 4 or 5 to create dances together.
- E. Class participation with fellow students with diverse learning styles, socio-economic backgrounds, physical abilities, conditions of health and belief systems.
- F. G. H. Class participation, discussion, and performance.

G. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

H. Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.

I. Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related findings.

J. Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.

K. Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.

L. Learn to discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

I. Review and/or research paper.

J. Class participation, discussion and performance

K. Class participation, practice and performance.

L. Class discussion, and review and/or research paper.

COURSE CONTENT OUTLINE BY MAJOR TOPICS

Week 1: Introduction to the Congo; geography, language, basic rhythms. Introduce warm-up routine.

Week 2: Develop warm-up, introduce 6/8 rhythm, "Zebola", sing Congolese songs

Week 3: Continue with "Zebola", introduce 2/4 rhythm, "The Pioneer"

Week 4: Continue working with Congolese rhythms and songs. Prepare for Midterm.

Week 5: Midterm: Dances to "Zebola" and "The Pioneer"

Week 6: Introduce Afro-Brazilian dance. Class discussion dance and

ritual. Show video "The Devine Horsemen"

Week 7: Introduce Brazilian deities (orixas). Start with Obatala.

Week 8: Dance and sing for Obatala, Oxum, and Yemanja. Give students their group assignments for the final

Week 9: Continue with dances for orixas. Introduce Oxossi and Shango

Week 10: Prepare for final

Week 11: Final. Groups show their dances.

Health/Wellness/Fitness Requirement

Course Number and Title: D 175 Tap Dance Beginning Submitted by: Mary Seereiter

<p>As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:</p>	<p>Course Outcome(s) related to the Health/Wellness/Fitness Outcomes</p>
<p>1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.</p>	<p>Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.</p>	<p>Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>
<p>3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.</p>
<p>4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>

<p>5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.</p>	<p>Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.</p>
<p>6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.</p>	<p>Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.</p>
<p>7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.</p>	<p>Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.</p>
<p>8. Understand the dimensions of successful behavior change strategies.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.</p>
<p>9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>10. Examine the difference between evidence based and non-evidence based research related to one's personal health.</p>	<p>Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.</p>

Instructor

Date

Academic Dean

Date

Course Outline

COURSE TITLE: Tap Dance Beginning

COURSE NUMBER(S): D 175

COURSE CREDITS: 2

COURSE PREREQUISITES/COREQUISITES:
None

COURSE HOURS PER WEEK

Lecture: 1

Lec/Lab:2

Lab:

COURSE CATALOG DESCRIPTION:

This class is an introduction to tap dance. Students learn basic vocabulary and technique in both individual exercises and choreographed sequences. This course covers the basics of rhythm, including tempo, beat, meter, accent, syncopation and musical structures. Improvisational skills are developed as students integrate their understanding of tap with a sense of musicality and performance. This course includes an historical overview of the development and evolution of the form in film, lectures, experiential and performance.

GENERAL COURSE OBJECTIVES

Upon successful completion of the course, student should:

A. Learn to dance the basic vocabulary of tap and gain experience in choreography and improvisation of tap.

B. Gain an appreciation for dance as an art form

C. Learn to pick up and retain new dance material and D. Develop confidence to perform in front of an audience.

E. Demonstrate creative problem solving skills and critical thinking skills through movement and group process.

F. Demonstrate Understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention.

G. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury

OBJECTIVES WILL BE ASSESSED BY:

A. B. C. D. Class participation, discussion, performance and observation.

E. Class participation with fellow students with diverse learning styles, socio-economic backgrounds, physical abilities, occupations, conditions of health, and belief systems.

F. G. H. Class participation, discussion, performance.

prevention and recovery.

H. Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.

I. Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related findings.

J. Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.

K. Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.

L. Learn to discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

I. Review and/or research paper.

J. class participation discussion, and performance.

K. Class participation, practice and performance.

L. Class discussion and review and/or research paper.

COURSE CONTENT OUTLINE BY MAJOR TOPICS

- I. Technique – Sound execution of the following steps:
Taps, Touches, Stomps, Stamps, Bushes, Flaps, Shuffles, Tick Tocks, Weight shifts, Buffalo, Suzy-Q, Bombershay, Waltz, Irish, Cramp rolls, 4-8 beat front and back riffs, time steps
- II. Musicality – the basics of rhythm, including:
Tempo, beat, meter, accent, syncopation, 12-bar blues, the ability to improvise to musical structures and to retain and perform choreographed dances
- III. History – Students will gain an appreciation for the development and evolution of the form

Health/Wellness/Fitness Requirement

Course Number and Title: D 176 Fluid Yoga Submitted by: Mary Seereiter

<p>As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:</p>	<p>Course Outcome(s) related to the Health/Wellness/Fitness Outcomes</p>
<p>1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.</p>	<p>Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.</p>	<p>Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>
<p>3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.</p>
<p>4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>

<p>5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.</p>	<p>Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.</p>
<p>6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.</p>	<p>Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.</p>
<p>7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.</p>	<p>Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.</p>
<p>8. Understand the dimensions of successful behavior change strategies.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.</p>
<p>9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>10. Examine the difference between evidence based and non-evidence based research related to one's personal health.</p>	<p>Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.</p>

Instructor

Date

Academic Dean

Date

Course Outline

COURSE TITLE: Fluid Yoga

COURSE NUMBER(S): D 176

COURSE CREDITS: 2

COURSE PREREQUISITES/COREQUISITES:
None

COURSE CATALOG DESCRIPTION:

This yoga class explores yoga postures, breath, and cultivates an inner listening to the waves and spirals present in our primarily fluid bodies. Emphasis is placed on developed a yoga practice that encourages creativity and fluidity. Class is repeatable up to 12 credits.

GENERAL COURSE OBJECTIVES

Upon successful completion of the course, student should:

A. Have a basis for exploring Yoga philosophy and techniques related to dance and knowledge of Yoga postures that support dance technique.

B. Have a deepened awareness of body-mind connection and knowledge of breathing techniques for performance preparation

C. Have knowledge of meditation techniques to support the creative process.

D. Have an understanding of safe and effect Yoga practices.

E. Demonstrate creative problem solving skills and critical thinking skills through movement and group process.

F. Demonstrate understanding of alignment breathing, body awareness and function as it relates to overall health and injury prevention.

COURSE HOURS PER WEEK

Lecture: 1

Lec/Lab:2

Lab:

OBJECTIVES WILL BE ASSESSED BY:

A. B. C. D. Midterm and final exam, class participation, discussion and performance.

E. Class participation with fellow students with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.
F.G.H. Class participation, discussion and performance.

G. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

H. Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.

I. Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related findings.

J. Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.

K. Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.

L. Learn to discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

I. Review and/or research paper.

J. Class participation discussion, and observation.

K. Class participation, practice and performance.

L. Class discussion and review and/or research paper.

COURSE CONTENT OUTLINE BY MAJOR TOPICS

Week 1: Brief history of Yoga philosophy and techniques. Introduction to downward facing dog as it relates to upper body support in contemporary modern dance. Introduction to basic Pranayama techniques (breathing)

Week 2: Guided meditation as a tool for enhancing the creative process and achieving technical proficiency in dance. Building upper body strength through Yoga inversions.

Week 3: Seated Yoga postures to articulate legs in dancing technique: Tenon Degage, and Grand Battement. Yogic concentration techniques for enhancing learning dance technique.

Week 4: Introduction to Yoga standing balances—triangle balance and warrior throe to support arabesque and balances.

Week 5: Midterm on material presented this far. Introduction to seated Yoga twists to find mobility and articulation of the spine in modern dance.

Week 6: Relaxation techniques. Discussion of the importance of relaxation. Tools for reducing performance anxiety.

Week 7: Study of feet and hand support in Yoga postures and how that supports dance movements requiring upper body as a base of support.

Week 8: Developing a pre-performance Yoga practice using Yoga postures, breathing and meditation techniques

Week 9: Yogic concept of Dhrana-uninterrupted concentration and pratyahar- withdrawing the senses inward to support dance performance

Week 10: Yamas and Niyamas-moral precepts of Yoga and how they relate to the ethics of being a dance artist

Week 11: Final

Health/Wellness/Fitness Requirement

Course Number and Title: D 177 Modern Dance 1 Submitted by: Mary Seereiter

<p>As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:</p>	<p>Course Outcome(s) related to the Health/Wellness/Fitness Outcomes</p>
<p>1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.</p>	<p>Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.</p>	<p>Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>
<p>3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.</p>
<p>4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>

<p>5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.</p>	<p>Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.</p>
<p>6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.</p>	<p>Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.</p>
<p>7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.</p>	<p>Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.</p>
<p>8. Understand the dimensions of successful behavior change strategies.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.</p>
<p>9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>10. Examine the difference between evidence based and non-evidence based research related to one's personal health.</p>	<p>Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.</p>

Instructor

Date

Academic Dean

Date

Course Outline

COURSE TITLE: Modern Dance 1

COURSE NUMBER(S): D 177

COURSE CREDITS: 2

COURSE PREREQUISITES/COREQUISITES:
None

COURSE HOURS PER WEEK

Lecture: 1

Lec/Lab:2

Lab:

COURSE CATALOG DESCRIPTION:

This beginning level class for dances with little or no previous dance experience accommodates the pre-major and non-major student. Modern dance technique is introduced with focus on three-dimensional use of the spine and torso, joint articulation and mobility, core strength, expressivity and spatial awareness. Given realistic progressive development, students will repeat this level three times before advancing to Modern 2. Second and third terms offer an accelerated introduction to accommodate newcomers yet sustains the development of returning students. Class is repeatable up to 12 credits.

GENERAL COURSE OBJECTIVES

Upon successful completion of the course, student should:

- A. Demonstrate and discuss mobility of the spine and head-tail connection in flexion, extension and rotation and an understanding of efficient alignment.
- B. Demonstrate and discuss articulation of hip-joints, knees feet, shoulder girdle and arms.
- C. Demonstrate and discuss ability to release weight and to move actively into and out of the floor.
- D. Demonstrate and discuss modern dance concepts: space, dynamics, rhythm, improvisation, and the ability to remember and perform simple dance phrases.
- E. Demonstrate creative problem solving skills and critical thinking skills through movement and group process.
- F. Demonstrate Understanding of alignment breathing, body awareness and function as it relates to overall health and injury

OBJECTIVES WILL BE ASSESSED BY:

A. B. C. D. Class participation, discussion, performance, midterm and final.

E. Class participation with fellow students with diverse learning styles, socio-economic backgrounds, varied physical abilities,

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| <p>prevention.</p> <p>G. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p> <p>H. Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.</p> <p>I. Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related findings.</p> <p>J. Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.</p> <p>K. Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.</p> <p>L. Learn to discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.</p> | <p>occupations, conditions of health and belief systems.</p> <p>F.G. H. Class participation, discussion, performance.</p> <p>I. review and/or research paper.</p> <p>J. class participation discussion, and observation.</p> <p>K. Class participation, discussion, and performance.</p> <p>L. Class discussion, review and/or research paper.</p> |
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COURSE CONTENT OUTLINE BY MAJOR TOPICS

Week 1: Efficient alignment

Week 2: Body organizations: spinal, upper/lower, body halves, cross lateral

Week 3: Mobility of the spine and head-tail connection and ability to move in various spatial directions including center versus off-center movement and weight shifts

Week 4: Placement and mobility of the scapula and arms in weight support and port de bra

Week 5: Articulation, stability and mobility of the pelvis, hip-joint,

thighs and legs

Week 6: Ability to release weight to actively move body weight in and out of the floor

Week 7: Explorations in modern dance concepts: space, dynamics, rhythm, and improvisational structures

Week 8: Performance of short movement phrases

Week 9: Evaluation of technical skills in movement phrases

Week 10: Performance skills

Health/Wellness/Fitness Requirement

Course Number and Title: D 178 Modern Dance 2 Submitted by: Mary Seereiter

<p>As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:</p>	<p>Course Outcome(s) related to the Health/Wellness/Fitness Outcomes</p>
<p>1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.</p>	<p>Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.</p>	<p>Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>
<p>3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.</p>
<p>4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>

<p>5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.</p>	<p>Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.</p>
<p>6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.</p>	<p>Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.</p>
<p>7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.</p>	<p>Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.</p>
<p>8. Understand the dimensions of successful behavior change strategies.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.</p>
<p>9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>10. Examine the difference between evidence based and non-evidence based research related to one's personal health.</p>	<p>Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.</p>

Instructor

Date

Academic Dean

Date

Course Outline

COURSE TITLE: Modern Dance 2

COURSE NUMBER(S): D 178

COURSE CREDITS: 2

COURSE

PREREQUISITES/COREQUISITES:

None

COURSE HOURS PER WEEK

Lecture: 1

Lec/Lab:2

Lab:

COURSE CATALOG DESCRIPTION:

This intermediate level class accommodates the pre-major and non-major student. This class further develops the student's awareness of modern dance technique and vocabulary. Training continues with dance movements that incorporate: three-dimensional use of the spine and torso, joint articulation and mobility, core strength, expressivity and spatial awareness. Students will deepen their understanding of these concepts while developing more sophisticated connections both in the body and in relation to space. Given realistic progressive development, students will repeat this level for a full year or more. Class is repeatable up to 12 credits.

GENERAL COURSE OBJECTIVES

Upon successful completion of the course, student should:

- A. Efficient alignment, articulation of hip-joint and feet and placement and mobility of the scapula and arms in weight support and port de bra
- B. Mobility of the spine and head-tail connection and ability to move in various spatial directions. Ability to remember and perform short movement phrases.
- C. Ability to release weight and to actively move body weight in and out of the floor
- D. Demonstration of the center versus off-center movement and weight shifts. Explorations in modern dance concepts: space dynamics, rhythm, and improvisational structures.
- E. Demonstrate creative problem solving skills and critical thinking skills through movement and group process.

OBJECTIVES WILL BE ASSESSED BY:

- A. B. C. D. Class participation, demonstration, discussion, performance, midterm and final.
- E. Class participation with fellow students with diverse learning styles, socio-economic

backgrounds, varied physical abilities, occupations, conditions of health and belief systems.

F. Demonstrate Understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention.

G. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

H. Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.

I. Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related findings.

J. Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.

K. Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.

L. Learn to discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

F. G. H. Class participation, demonstration, discussion, performance.

I. Review and/or research paper.

J. Class participation. Discussion, practice, and performance.

K. Class participation, practice and performance.

L. Class discussion, review and/or research paper.

COURSE CONTENT OUTLINE BY MAJOR TOPICS

Week 1: Alignment principles and relationship to plies and tendus.

Week 2: Spinal curve, roll-down, arch and tilt. Body part initiations.

Week 3: Demi-plies, tendu, degage, lunges, passé, and releve

Week 4: Positions of the legs: 1st, 2nd, 3rd and 4th in parallel and turned-out

Week 5: Simple port de bras; swings: legs, arms, body, head

Week 6: Introduce dance phrase

Week 7: Locomotion phrases

Week 8: Under curves, over curves, spiral

Week 9: Weight transfer, walks, runs, prances, triplets, chasse, two step turns, level change

Week 10: Hops, jumps and leaps

Week 11: Final exam

Health/Wellness/Fitness Requirement

Course Number and Title: D 179 Modern Dance 3 Submitted by: Mary Seereiter

<p>As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:</p>	<p>Course Outcome(s) related to the Health/Wellness/Fitness Outcomes</p>
<p>1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.</p>	<p>Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.</p>	<p>Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>
<p>3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.</p>
<p>4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>

<p>5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.</p>	<p>Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.</p>
<p>6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.</p>	<p>Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.</p>
<p>7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.</p>	<p>Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.</p>
<p>8. Understand the dimensions of successful behavior change strategies.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.</p>
<p>9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>10. Examine the difference between evidence based and non-evidence based research related to one's personal health.</p>	<p>Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.</p>

Instructor

Date

Academic Dean

Date

Course Outline

COURSE TITLE: Modern Dance 3

COURSE NUMBER(S): D 179

COURSE CREDITS: 3

COURSE

PREREQUISITES/COREQUISITES:

None

COURSE HOURS PER WEEK

Lecture: 1

Lec/Lab:2

Lab:

COURSE CATALOG DESCRIPTION:

This intermediate level class accommodates the pre-major and non-major student. This class further develops the student's awareness of modern dance technique and vocabulary. Training continues with dance movements that incorporate: three-dimensional use of the spine and torso, joint articulation and mobility, core strength, expressivity and spatial awareness. Students will deepen their understanding of these concepts while developing more sophisticated connections both in the body and in relation to space. Given realistic progressive development, students will repeat this level for a full year or more. Class is repeatable up to 12 credits.

GENERAL COURSE OBJECTIVES

Upon successful completion of the course, student will be able to:

- A. Efficient alignment in an increased dynamic range on and off center
- B. Articulation of hip-joint, feet and placement and mobility of the scapula and arms in weight support and port de bra and mobility of the spine and head-tail connection and ability to move in various spatial directions and ability to communicate to another.
- C. Ability to release weight and to actively move body weight in and out of the floor and ability to communicate to another.
- D. Explorations in modern dance concepts: space dynamics, rhythm, and improvisational structures.
- E. Demonstrate creative problem solving

OBJECTIVES WILL BE ASSESSED BY:

- A. B. C. D. Class participation, discussion, performance, midterm and final.
- E. Class participation with

skills and critical thinking skills through movement and group process.

F. Demonstrate Understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention.

G. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

H. Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.

I. Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related findings.

J. Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.

K. Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.

L. Learn to discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic

fellow students with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.

F. G. H. Class participation, discussion and performance.

I. Review and/or research paper.

J. Class participation, practice and performance.

K. Class participation, practice, demonstration and performance.

L. Class discussion, review and/or research paper.

COURSE CONTENT OUTLINE BY MAJOR TOPICS

Week 1: Alignment principles and relationship to degages and developpes.

Week 2: Spinal curve, roll-down, arch and tilt. Body part initiations.

Week 3: Demi-plies, tendu, degage, lunges, passé, and releve on one leg or two

Week 4: Working with partner of level 2 to communicate knowledge of previous material

Week 5: Complex port de bras; swings: legs, arms, body, head

Week 6: Introduce dance phrase work with level 2 dancer

Week 7: Locomotion phrases work with level 2 dancer

Week 8: Under curves, over curves, spiral

Week 9: Weight transfer, walks, runs, prances, triplets, chasse, two step turns, level change

Week 10: Hops, jumps and leaps

Week 11: Final exam

Health/Wellness/Fitness Requirement

Course Number and Title: D 183 Body-mind stretch and relaxation Submitted by: Mary Seereiter

<p>As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:</p>	<p>Course Outcome(s) related to the Health/Wellness/Fitness Outcomes</p>
<p>1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.</p>	<p>Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.</p>	<p>Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>
<p>3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.</p>
<p>4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>

<p>5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.</p>	<p>Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.</p>
<p>6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.</p>	<p>Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.</p>
<p>7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.</p>	<p>Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.</p>
<p>8. Understand the dimensions of successful behavior change strategies.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.</p>
<p>9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>10. Examine the difference between evidence based and non-evidence based research related to one's personal health.</p>	<p>Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.</p>

Instructor

Date

Academic Dean

Date

Course Outline

COURSE TITLE: Body/Mind Stretch & Relaxation

COURSE NUMBER(S): D 183

COURSE CREDITS: 2

COURSE PREREQUISITES/COREQUISITES:
None

COURSE HOURS PER WEEK

Lecture: 1

Lec/Lab:2

Lab:

COURSE CATALOG DESCRIPTION:

This course explores the body-mind connection through stretch and relaxation exercises and techniques. This course is designed to increase one's personal awareness of their body and to integrate the body and the mind in movement. Study of the skeleton, muscle, organ, fluid and nervous systems will enhance one's ability to stretch efficiently. There is an emphasis on the parasympathetic nervous system, which is activated by internal focusing, eyes half-closed and slow fluid movement.

GENERAL COURSE OBJECTIVES

Upon successful completion of the course, student will be able to:

A. Discuss, demonstrate, identify developmental patterns, proximal and distal initiation of movement.

B. Discuss and identify bones and related features of skeletal system

C. Discuss, demonstrate body-mid centering principles

D. Utilize developmental patterns as analytical tools for movement. Demonstrate elements of re-patterning.

E. Demonstrate creative problem solving skills and critical thinking skills through movement and group process.

F. Demonstrate Understanding of alignment, breathing, body awareness and function as it relates to overall health and injury

OBJECTIVES WILL BE ASSESSED BY:

A. B. C. D. Class participation, self-reflection paper, demonstration, midterm and final.

E. Class participation with fellow students with diverse learning styles, socio-economic backgrounds, physical abilities, occupations, conditions of health and belief systems.

F. G. H. Class participation, discussion, observation, and partner work.

prevention.

G. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

H. Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.

I. Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related findings.

J. Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.

K. Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.

L. Learn to discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

I. review and/or research paper.

J. Class participation, group and partner observation and feedback.

K. Class participation, practice, self-reflective paper.

L. Class participation, discussion, self-reflective paper, review and/or research paper.

Week 1: Introduction into somatic exploration, visualization and hands on partner work. Examine cell structure, cellular breathing and the mind states involved in cellular visualization. Fluid system.

Week 2: Pre-vertebrate patterns, fluid patterns, pronging, pulsation. Introduce various tissues: muscle, bone and ligament. Introduce muscular diaphragms of the body.

Week 3: Pre-vertebrate patterns, naval radiation, mouthing, pre-spinal. Introduce joint articulation, organ system, nervous system.

Week 4: Vertebrate push patterns. Head-tail push. Examine bones of the spine and skull.

Week 5: Vertebrate push patterns. Homologous push, upper and lower. Examine bones of the shoulder girdle and pelvis.

Week 6: Vertebrate push patterns. Homolateral push, upper and lower. Examine bones of the arms and legs, hands and feet. Heel foot/ankle foot, radial hand/ulna hand

Week 7: Vertebrate reach patterns. Head-tail reach. Integrate senses. Examine brain and spinal cord.

Week 8: Vertebrate reach patterns. Homogulous reach, upper and lower.

Week 9: Homolateral reach, upper and lower into cross lateral

Week 10: Review

Week 11: Final exam

Health/Wellness/Fitness Requirement

Course Number and Title: D 184 Hip Hop 1 Submitted by: Mary Seereiter

<p>As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:</p>	<p>Course Outcome(s) related to the Health/Wellness/Fitness Outcomes</p>
<p>1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.</p>	<p>Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.</p>	<p>Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>
<p>3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.</p>
<p>4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>

<p>5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.</p>	<p>Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.</p>
<p>6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.</p>	<p>Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.</p>
<p>7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.</p>	<p>Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.</p>
<p>8. Understand the dimensions of successful behavior change strategies.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.</p>
<p>9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>10. Examine the difference between evidence based and non-evidence based research related to one's personal health.</p>	<p>Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.</p>

Instructor

Date

Academic Dean

Date

Course Outline

COURSE TITLE: Hip Hop 1
COURSE NUMBER(S): D 184
COURSE CREDITS: 2
COURSE
PREREQUISITES/COREQUISITES:
None

COURSE HOURS PER WEEK
Lecture: 1
Lec/Lab:2
Lab:

COURSE CATALOG DESCRIPTION:

This introductory course explores Hip Hop dance vocabulary and style. Students learn body isolations, rhythmic patterns and dance combinations. Students should be in good condition without chronic injuries. Class is repeatable up to 12 credits.

GENERAL COURSE OBJECTIVES

Upon successful completion of the course, student will be able to:

- A. Demonstrate beginning level in Hip-Hop, Jazz Dance, and Street Dance
- B. Demonstrate improvement in coordination, rhythmic movement skills, strength, flexibility, endurance and alignment.
- C. Have the ability to retain simple movement phrases
- D. Have an appreciation for the history of Hip-Hop
- E. Demonstrate creative problem solving skills and critical thinking skills through movement and group process.
- F. Demonstrate Understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention.
- G. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

OBJECTIVES WILL BE ASSESSED BY:

- A. B. C. D. Class participation, demonstration, discussion, performance, midterm and final.
- E. Class participation with fellow students with diverse learning styles, socio-economic backgrounds, physical abilities, occupations, conditions of health and belief systems.
- F. G. H. Class participation, discussion, demonstration, and performance.

H. Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.

I. Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related findings.

J. Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.

K. Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.

L. Learn to discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

I. Review and/or research paper.

J. Class participation, group work, demonstration and feedback.

K. Class participation, practice and performance.

L. Class discussion and review or research paper.

COURSE CONTENT OUTLINE BY MAJOR TOPICS

Week 1: Introduce warm-up and basic hip-hop dance vocabulary. Focus on proper body alignment and body mechanics.

Week 2: Exploration of Hip-Hop/Funk. Learn dance phrases.

Week 3: Movement isolations and understanding rhythm. Continue with dance phrases.

Week 4: Mobility in joints, flexibility in spine and limbs. Accumulate dance phrases.

Week 5: Discuss athleticism in Hip-Hop dance. Explore endurance. Mid-term movement exam.

Week 6: Explore syncopated rhythms and coordination.

Week 7: Discussion of hip-hop in American culture. Lecture on historical influences.

Week 8: Learning new dance phrases. Work on ability to retain phrases.

Week 9: Explore relationship of music to hip-hop dances. Discuss musical influences. Continue exploring athleticism, flexibility, rhythmic understanding and retaining phrases.

Week 10: Prepare for final performance exam

Week 11: Final performance exam

Health/Wellness/Fitness Requirement

Course Number and Title: D 185 Ballet 1 Submitted by: Mary Seereiter

<p>As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:</p>	<p>Course Outcome(s) related to the Health/Wellness/Fitness Outcomes</p>
<p>1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.</p>	<p>Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.</p>	<p>Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>
<p>3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.</p>
<p>4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>

<p>5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.</p>	<p>Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.</p>
<p>6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.</p>	<p>Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.</p>
<p>7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.</p>	<p>Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.</p>
<p>8. Understand the dimensions of successful behavior change strategies.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.</p>
<p>9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>10. Examine the difference between evidence based and non-evidence based research related to one's personal health.</p>	<p>Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.</p>

Instructor

Date

Academic Dean

Date

Course Outline

COURSE TITLE: Ballet 1
COURSE NUMBER(S): D 185
COURSE CREDITS: 2
COURSE
PREREQUISITES/COREQUISITES:
None

COURSE HOURS PER WEEK
Lecture: 1
Lec/Lab:2
Lab:

COURSE CATALOG DESCRIPTION:

For dancers with little or no previous dance experience, this beginning level class accommodates the pre-major and non-major student. This class presents the fundamental principles and vocabulary of classical ballet with focus on correct body alignment and musicality. Second and third terms offer an accelerated introduction to accommodate newcomers yet sustains the development of returning students. Given realistic progressive development, students repeat this level three times before advancing to Ballet 2. Class is repeatable up to 12 credits.

GENERAL COURSE OBJECTIVES
Upon successful completion of the course, student will be able to:

OBJECTIVES WILL BE
ASSESSED BY:

- A. Efficient alignment, articulation of hip-joint, feet, placement of arms in port de bra. Spinal integration in port corps.
- B. Ability to maintain core support during ballet barre exercises.
- C. Ability to correctly demonstrate plies, tendus, degages, petit battements, rond de jambs, developpes, fondus and pas de bouree.
- D. Name and perform exercise with technical ballet terms.
- E. Demonstrate creative problem solving skills and critical thinking skills through movement and group process.

A. B. C. D. Class participation, demonstration, performance, midterm and final.

F. Demonstrate understanding of

- E. Class participation with fellow students with diverse learning styles, socio-economic backgrounds, physical abilities, occupations, conditions of health and belief systems.
- F. G. H. Class participation,

alignment, breathing, body awareness and function as it relates to overall health and injury prevention.

G. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

H. Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.

I. Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related findings.

J. Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.

K. Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.

L. Learn to discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

demonstration, performance and midterm and final.

I. Review or research paper.

J. Class participation, demonstration, performance.

K. Class participation, discussion, practice and performance.

L. Class discussion, review or research paper.

COURSE CONTENT OUTLINE BY MAJOR TOPICS

Week 1: Alignment principles and relationship to plies and tendus.

Week 2: Placement at the barre.

Week 3: Demi-plies, tendu, degage, lunges, passé and releve

Week 4: Positions of the legs: 1st, 2nd, 3rd and 4th in parallel and turned out

Week 5: Simple port de bras

Week 6: Port de corps

Week 7: Rond de jambs, fondus, developpes

Week 8: Pas de bourees

Week 9: Weight transfer in temps leve

Week 10: Hops, jumps, leaps

Week 11: Final exam

Health/Wellness/Fitness Requirement

Course Number and Title: D 186 Ballet 2 Submitted by: Mary Seereiter

<p>As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:</p>	<p>Course Outcome(s) related to the Health/Wellness/Fitness Outcomes</p>
<p>1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.</p>	<p>Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.</p>	<p>Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>
<p>3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.</p>
<p>4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>

<p>5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.</p>	<p>Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.</p>
<p>6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.</p>	<p>Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.</p>
<p>7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.</p>	<p>Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.</p>
<p>8. Understand the dimensions of successful behavior change strategies.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.</p>
<p>9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>10. Examine the difference between evidence based and non-evidence based research related to one's personal health.</p>	<p>Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.</p>

Instructor

Date

Academic Dean

Date

Course Outline

COURSE TITLE: Ballet 2

COURSE NUMBER(S): D 186

COURSE CREDITS: 2

COURSE

PREREQUISITES/COREQUISITES:

None

COURSE HOURS PER WEEK

Lecture: 1

Lec/Lab:2

Lab:

COURSE CATALOG DESCRIPTION:

This intermediate level class accommodates the pre-major and non-major student. This class introduces more challenging center floor phrases, adagios, petit allegros and grande allegros. Given realistic progressive development, students repeat this level three times before advancing to Ballet 3. Class is repeatable up to 12 credits.

GENERAL COURSE OBJECTIVES

Upon successful completion of the course, student will be able to:

- A. Demonstrate ballet technique and style.
- B. Demonstrate an appreciation and discipline in ballet dance
- C. Demonstrate knowledge and maintenance of proper alignment and use of the body in motion.
- D. Demonstrate ability to retain simple movement sequences and improved strength, flexibility and endurance in the field of ballet.
- E. Demonstrate creative problem solving skills and critical thinking skills through movement and group process.
- F. Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention.

OBJECTIVES WILL BE ASSESSED BY:

- A. B. C. D. Class participation, discussion, demonstration, performance, midterm and final.
- E. Class participation with fellow students with diverse learning styles, socio-economic backgrounds, physical abilities, occupation, conditions of health and belief systems.
- F. G. H. Class participation, demonstration, performance. And discussion.

G. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

H. Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.

I. Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related findings.

J. Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.

K. Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.

L. Learn to discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

I. Review or research paper.

J. Class participation, discussion, demonstration, and performance.

K. Class participation, discussion, practice, and performance.

L. Review or research paper and class discussion.

COURSE CONTENT OUTLINE BY MAJOR TOPICS

I. Mini-lectures on alignment and technique

II. Guided warm-up, technique training, stretch and strengthening sequences and skill development in ballet.

III. Ballet barre, center adagio, allegro, petite and grande

Health/Wellness/Fitness Requirement

Course Number and Title: D 187 Ballet 3 Submitted by: Mary Seereiter

<p>As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:</p>	<p>Course Outcome(s) related to the Health/Wellness/Fitness Outcomes</p>
<p>1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.</p>	<p>Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.</p>	<p>Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>
<p>3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.</p>
<p>4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>

<p>5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.</p>	<p>Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.</p>
<p>6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.</p>	<p>Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.</p>
<p>7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.</p>	<p>Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.</p>
<p>8. Understand the dimensions of successful behavior change strategies.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.</p>
<p>9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>10. Examine the difference between evidence based and non-evidence based research related to one's personal health.</p>	<p>Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.</p>

Instructor

Date

Academic Dean

Date

Course Outline

COURSE TITLE: Ballet 3

COURSE NUMBER(S): D 187

COURSE CREDITS: 2

COURSE

PREREQUISITES/COREQUISITES:

None

COURSE HOURS PER WEEK

Lecture: 1

Lec/Lab:2

Lab:

COURSE CATALOG DESCRIPTION:

This intermediate-advanced level class accommodates the pre-major and non-major student. Class works on the student's ballet vocabulary through more advanced center floor phrases, adagios, petit allegros and grande allegros. Given realistic progressive development, students repeat this level three times. Class is repeatable up to 12 credits.

GENERAL COURSE OBJECTIVES

Upon successful completion of the course, student will be able to:

- A. Efficient alignment and articulation of hip joint, feet, placement of arms in port de bra and spinal integration in port de corps.
- B. Ability to maintain core support during ballet barre exercises and correctly demonstrate plies, tendus, degages, petite battements, rond de jamps, developpes and fondus
- C. Ability to perform positions of the body, complex port de bras and port de corps
- D. Ability to combine ballet jumps and traveling steps. Name and perform exercises with technical ballet terms.
- E. Demonstrate creative problem solving skills and critical thinking skills through movement and group process.

OBJECTIVES WILL BE ASSESSED BY:

- A. B. C. D. Class participation, demonstration, performance and midterm and final.
- E. Class participation with fellow students with diverse learning styles, socio-economic backgrounds, physical abilities, occupations, conditions of health and belief systems.

F. Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention.

G. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

H. Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.

I. Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related findings.

J. Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.

K. Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.

L. Learn to discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

F. G. H. Class participation, demonstration, discussion and performance.

I. Review or research paper.

J. Class participation, discussion, performance and group work.

K. Class participation, practice, discussion, and performance.

L. Class discussion, review or research paper.

COURSE CONTENT OUTLINE BY MAJOR TOPICS

Week 1: Alignment principles and relationship to plies and tendus

Week 2: Placement at the barre

Week 3: Demi-plies, grande plies, tendu, degage, lunges, passé, releve

Week 4: Positions of the legs in all turned-out positions

Week 5: Complex port de bras and port de corps

Week 6: Integration and coordination of arms and legs together

Week 7: Rond de jambs, fondus and developpes

Week 8: Ballet steps that increase integration of weight transfer

Week 9: Components of ballet floor barre

Week 10: Jumps, assemble, sissonne, jete, sauté

Week 11: Final Exam

Health/Wellness/Fitness Requirement

Course Number and Title: D 188 Jazz Dance 1 Submitted by: Mary Seereiter

<p>As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:</p>	<p>Course Outcome(s) related to the Health/Wellness/Fitness Outcomes</p>
<p>1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.</p>	<p>Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.</p>	<p>Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>
<p>3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.</p>
<p>4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>

<p>5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.</p>	<p>Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.</p>
<p>6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.</p>	<p>Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.</p>
<p>7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.</p>	<p>Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.</p>
<p>8. Understand the dimensions of successful behavior change strategies.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.</p>
<p>9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>10. Examine the difference between evidence based and non-evidence based research related to one's personal health.</p>	<p>Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.</p>

Instructor

Date

Academic Dean

Date

Course Outline

COURSE TITLE: Jazz Dance 1

COURSE NUMBER(S): D 188

COURSE CREDITS: 2

COURSE

PREREQUISITES/COREQUISITES:

None

COURSE HOURS PER WEEK

Lecture: 1

Lec/Lab:2

Lab:

COURSE CATALOG DESCRIPTION:

This beginning level class accommodates the pre-major and non-major student. This class develops the student's alignment and coordination in jazz dance vocabulary. Jazz movements are introduced, which incorporate isolations, spatial awareness, and rhythmic variations. Students are encouraged to take ballet and modern to augment their jazz training. Class is repeatable up to 12 credits.

GENERAL COURSE OBJECTIVES

Upon successful completion of the course, student will be able to:

- A. An increase in jazz technique and style and an appreciation and discipline in the jazz idiom
- B. Knowledge of proper alignment and use of the body
- C. Ability to retain simple movement phrases and improved strength, flexibility and endurance in the field of dance
- D. Simple coordination and syncopated movement skills.
- E. Demonstrate creative problem solving skills and critical thinking skills through movement and group process.
- F. Demonstrate Understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention.

OBJECTIVES WILL BE ASSESSED BY:

- A. B. C. D. Class participation, demonstration, discussion, performance, midterm and final.
- E. Class participation with fellow students with diverse learning styles, socio-economic backgrounds, physical abilities, occupations, conditions of health and belief systems.
- F. G. H. Class participation, demonstration, discussion, performance.

G. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

H. Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.

I. Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related findings.

J. Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.

K. Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.

L. Learn to discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

I. Review or research paper.

J. Class participation, demonstration, performance and discussion.

K. Class participation, practice, discussion and performance.

L. Class discussion, review or research paper.

COURSE CONTENT OUTLINE BY MAJOR TOPICS

- I. Mini-lectures on alignment and technique
- II. Guided warm-up, technique training, stretch and strengthening sequences and skill development in the jazz idiom
- III. Locomotor phrases
- IV. Jazz choreography

Health/Wellness/Fitness Requirement

Course Number and Title: D 189 Jazz Dance 2 Submitted by: Mary Seereiter

<p>As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:</p>	<p>Course Outcome(s) related to the Health/Wellness/Fitness Outcomes</p>
<p>1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.</p>	<p>Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.</p>	<p>Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>
<p>3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.</p>
<p>4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>

<p>5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.</p>	<p>Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.</p>
<p>6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.</p>	<p>Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.</p>
<p>7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.</p>	<p>Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.</p>
<p>8. Understand the dimensions of successful behavior change strategies.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.</p>
<p>9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>10. Examine the difference between evidence based and non-evidence based research related to one's personal health.</p>	<p>Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.</p>

Instructor

Date

Academic Dean

Date

Course Outline

COURSE TITLE: Jazz Dance 2

COURSE NUMBER(S): D 189

COURSE CREDITS: 2

COURSE

PREREQUISITES/COREQUISITES:

None

COURSE HOURS PER WEEK

Lecture: 1

Lec/Lab:2

Lab:

COURSE CATALOG DESCRIPTION:

This beginning-intermediate level class accommodates the pre-major and non-major student. This class develops the student's alignment and coordination in jazz dance vocabulary. Training continues with jazz movements that incorporate syncopation of body parts, dynamics, spatial and rhythmic variations. Students are encouraged to take ballet and modern to augment their jazz training. Class is repeatable up to 12 credits.

GENERAL COURSE OBJECTIVES

Upon successful completion of the course, student will be able to:

- A. An increase in jazz technique and style and an appreciation and discipline in the jazz idiom.
- B. Knowledge of proper alignment and use of the body
- C. Ability to retain simple movement phrases and improved strength, flexibility and endurance in the field of dance
- D. Simple coordination and syncopated movement skills.
- E. Demonstrate creative problem solving skills and critical thinking skills through movement and group process.

F. Demonstrate Understanding of alignment, breathing, body awareness

OBJECTIVES WILL BE ASSESSED BY:

- A. B. C. D. Class participation, demonstration, discussion, performance, midterm and final.
- E. Class participation with fellow students with diverse learning styles, socio-economic backgrounds, occupations, physical abilities, conditions of health and belief systems.
- F. G. H. Class discussions, participation, demonstration,

and function as it relates to overall health and injury prevention.

G. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

H. Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.

I. Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related findings.

J. Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.

K. Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.

L. Learn to discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

and performance.

I. review or research paper.

J. Class participation, discussion, demonstration and performance.

K. Class participation, discussion, practice, and performance.

L. Class discussions, review and/or research paper.

COURSE CONTENT OUTLINE BY MAJOR TOPICS

- I. Mini-lectures on alignment and technique
- II. Guided warm-up, technique training, stretch and strengthening sequences and skill development in the jazz idiom
- III. Locomotor phrases
- IV. Jazz choreography

Health/Wellness/Fitness Requirement

Course Number and Title: D 194 Hip Hop 2 Submitted by: Mary Seereiter

<p>As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:</p>	<p>Course Outcome(s) related to the Health/Wellness/Fitness Outcomes</p>
<p>1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.</p>	<p>Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.</p>	<p>Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>
<p>3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.</p>
<p>4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>

<p>5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.</p>	<p>Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.</p>
<p>6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.</p>	<p>Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.</p>
<p>7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.</p>	<p>Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.</p>
<p>8. Understand the dimensions of successful behavior change strategies.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.</p>
<p>9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>10. Examine the difference between evidence based and non-evidence based research related to one's personal health.</p>	<p>Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.</p>

Instructor

Date

Academic Dean

Date

Course Outline

COURSE TITLE: Hip Hop 2

COURSE HOURS PER WEEK

COURSE NUMBER(S): D 194

Lecture: 1

COURSE CREDITS: 2

Lec/Lab:2

COURSE

Lab:

PREREQUISITES/COREQUISITES:

None

COURSE CATALOG DESCRIPTION:

This intermediate level course explores Hip Hop dance vocabulary and style. Students learn discipline and professionalism while exploring popular dance trends and street dance techniques. With emphasis on athleticism in dance, body isolations, intricate rhythmic patterns and mastering dance combinations. Students are expected to be in good condition without chronic injuries. Class is repeatable up to 12 credits.

GENERAL COURSE OBJECTIVES

OBJECTIVES WILL BE ASSESSED BY:

Upon successful completion of the course, student will be able to:

- A. Demonstrate intermediate level skill in Hip-Hop, Jazz Dance, and Street Dance and sophisticated coordination and rhythmic movement skills.
- B. Improved strength, flexibility and endurance
- C. Have the ability to retain simple movement phrases and gain an appreciation for the history of Hip-Hop
- D. Have a deeper understanding of proper alignment.
- E. Demonstrate creative problem solving skills and critical thinking skills through movement and group process.

- A. B. C. D. Class participation, discussion, demonstration, performance, midterm and final.
- E. Class participation with fellow students with diverse learning styles, socio-economic backgrounds, physical abilities, occupations, conditions of health and belief systems.

F. Demonstrate Understanding of alignment. breathing, body awareness and function as it relates to overall health and injury prevention.

G. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

H. Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.

I. Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related findings.

J. Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.

K. Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.

L. Learn to discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

F. G. H. Class participation, demonstration, group work, discussion and performance.

I. Review or research paper.

J. Class participation, discussion, demonstration and performance.

K. Class participation, demonstration, practice and performance.

L. Class discussion, review or research paper.

COURSE CONTENT OUTLINE BY MAJOR TOPICS

Week 1: Introduce warm-up with focus on proper body alignment and body mechanics. Learn dance phrases.

Week 2: Practice isolations and complex rhythmic structures. Learn dance phrases.

Week 3: Work to increase joint mobility, flexibility, articulation and speed.

Week 4: Discuss Hip-Hop dance in relation to other dance forms, and its influence in contemporary dance

Week 5: Explore athleticism, endurance and movement retention. Mid-term movement exam.

Week 6: Explore complex syncopation and coordination. Continue learning new phrases.

Week 7: Create original movement in the Hip-Hop style.

Week 8: Continue exploring above concepts with focus on performance techniques.

Week 9: Explore relationship of music to hip-hop dances, discuss musical influences and cultural relevance of Hip-Hop.

Week 10: Prepare for final performance exam

Week 11: Final performance exam

Health/Wellness/Fitness Requirement

Course Number and Title: D 196 Balinese Dance Submitted by: Mary Seereiter

<p>As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:</p>	<p>Course Outcome(s) related to the Health/Wellness/Fitness Outcomes</p>
<p>1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.</p>	<p>Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.</p>	<p>Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>
<p>3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.</p>
<p>4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>

<p>5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.</p>	<p>Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.</p>
<p>6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.</p>	<p>Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.</p>
<p>7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.</p>	<p>Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.</p>
<p>8. Understand the dimensions of successful behavior change strategies.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.</p>
<p>9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>10. Examine the difference between evidence based and non-evidence based research related to one's personal health.</p>	<p>Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.</p>

Instructor

Date

Academic Dean

Date

Course Outline

COURSE TITLE: Balinese Dance

COURSE NUMBER(S): D 196

COURSE CREDITS: 2

COURSE

PREREQUISITES/COREQUISITES:

None

COURSE HOURS PER WEEK

Lecture: 1

Lec/Lab:2

Lab:

COURSE CATALOG DESCRIPTION:

This course explores Balinese Dance in relation to art, spirituality, and daily life. Students learn traditional dances, their cultural and historical significance and their importance in contemporary Balinese life. Globalization and Western cultural influences will be addressed. No prior dance experience necessary.

GENERAL COURSE OBJECTIVES

Upon successful completion of the course, student will be able to:

- A. Have an understanding of basic Balinese dance movement vocabulary and be able to dance two traditional dances.
- B. Understand the spiritual significance of Balinese Dance and how Balinese dance fits into the lifestyle in Bali.
- C. Develop an appreciation in general for dances of various cultures
- D. Be able to identify proper dress in the Balinese dance costume.
- E. Demonstrate creative problem solving skills and critical thinking skills through movement and group process.
- F. Demonstrate Understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention.
- G. Discuss life style behaviors that

OBJECTIVES WILL BE ASSESSED BY:

- A. B. C. D. Class discussion, participation, demonstration, performance, midterm and final exam.
- E. Class participation with fellow students with diverse learning styles, socio-economic backgrounds, physical abilities, conditions of health, occupation and belief systems.
- F. G. H. Class discussions, observations, participation, group work and performance.

support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

- | | |
|--|---|
| H. Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. | |
| I. Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related findings. | I. Review or research paper. |
| J. Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health. | J. Class participation, discussion, performance. |
| K. Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. | K. Class participation, practice, performance and discussion. |
| L. Learn to discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources. | L. Class discussions, review or research paper. |

COURSE CONTENT OUTLINE BY MAJOR TOPICS

This course will be centered on learning the movement of Balinese dance, focusing on two or three dances over the course of the term. The dance class will be interspersed with a variety of mini-lectures and discussions in relation to philosophy, history, and cultural significance of dance in Bali. In addition to the basic technique, musicality, and dance structure, the following topics will be introduced and discussed.

1. Introduction to Balinese dance: life, art, and spirituality
2. Specific dances: Legong, Teruna Jaya, Baris, Rejang Dewa, Puspanjali, Joged, Kecak

3. Technique and Musicality
4. Dance and gender in Bali
5. Social dance in Bali
6. Ritual and ceremony: dance as an offering to the Gods
7. Offerings
8. The Barong: its significance and meaning

Health/Wellness/Fitness Requirement

Course Number and Title: D 256 Body Fundamentals/ Body As Knowledge Submitted by: Mary Seereiter

<p>As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:</p>	<p>Course Outcome(s) related to the Health/Wellness/Fitness Outcomes</p>
<p>1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.</p>	<p>Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.</p>	<p>Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>
<p>3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.</p>
<p>4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>

<p>5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.</p>	<p>Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.</p>
<p>6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.</p>	<p>Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.</p>
<p>7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.</p>	<p>Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.</p>
<p>8. Understand the dimensions of successful behavior change strategies.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.</p>
<p>9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>10. Examine the difference between evidence based and non-evidence based research related to one's personal health.</p>	<p>Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.</p>

Instructor

Date

Academic Dean

Date

Course Outline

COURSE TITLE: Body Fundamentals/Body as Knowledge	COURSE HOURS PER WEEK
COURSE NUMBER(S): D 256	Lecture: 4
COURSE CREDITS: 4	Lec/Lab:
COURSE PREREQUISITES/COREQUISITES: None	Lab:

COURSE CATALOG DESCRIPTION:

Introduction to body systems, muscular, skeleton, organ, fluid, nervous, facial and endocrine system. Re-patterning movement is introduced through various somatic disciplines such as: Bartenieff fundamentals, Laban Movement analysis, Ideokinesis, and Body Mind Centering including Developmental Movement. Value is placed on embodiment of anatomy through movement, touch, and imagination to gain insight into functions and movement potential. Required course for dance majors and a beneficial class for everyone. Meets Arts and Letters requirement for the AAOT degree and satisfies a University of Oregon dance major prerequisite. Required for Dance majors. Offered fall term only.

GENERAL COURSE OBJECTIVES

Upon successful completion of the course, students will be able to:

- A. Discuss, demonstrate and identify concepts related to Body Mind Centering®, Bartenieff Fundamentals, dimensional and planal movement and proximal and distal initiation of movement
- B. Identify muscles as flexors, extensors, rotators, abductors, and adductors
- C. Discuss and identify bones and related features of the skeletal system.
- D. Use touch, movement, imagination, and insightful information to explore and advance movement potential and live more fully and consciously in their bodies.
- E. Demonstrate creative problem solving skills and critical thinking skills through movement and group process.

OBJECTIVES WILL BE ASSESSED BY:

- A. B. C. D. Written exams, quizzes, class participation, demonstration, discussion.
- E. Class participation with fellow students with diverse learning styles, belief systems, socio-economic backgrounds,

conditions of health and physical abilities.

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| <p>F. Demonstrate Understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention.</p> <p>G. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p> <p>H. Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.</p> <p>I. Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related findings.</p> <p>J. Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.</p> <p>K. Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.</p> <p>L. Learn to discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.</p> | <p>F. G. H. Class participation, quizzes, demonstration and discussion.</p> <p>I. review of literature and research paper.</p> <p>J. Class participation, discussion, demonstration.</p> <p>K. Class participation, practice, observation and demonstration.</p> <p>L. Class discussion, quizzes, review or research paper.</p> |
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COURSE CONTENT OUTLINE BY MAJOR TOPICS

Week 1: Introduction into somatic exploration, visualization and hands on partner work. Breathing, heel rocks, navel radiation and the body's interconnectivity

Week 2: Core support and the function of the iliopsoas complex, abdominals and pelvic floor muscles. Introduce Lulu Sweigard's nine lines of motion

Week 3: Introduce Bartenieff exercises, pelvic shifts, thigh lifts.
Examine bones and bony landmarks

Week 4: Bartenieff exercises, arm circles, knee reaches and body halves. Examine flexors and extensors of the arms and shoulders.

Week 5: Introduce space and harmony, labonation direction symbols and dimensional scale

Week 6: Introduce planal movement, planal scales and their relationship to developmental patterns and movement analysis

Week 7: Introduce the effort qualities, space and effort affinities, and the cube

Week 8: Develop movement material based on Bartenieff fundamentals, effort and shape components

Week 9: Develop movement acores and analytic techniques

Week 10: Review

Week 11: Final Exam

Health/Wellness/Fitness Requirement

Course Number and Title: D 257 Dance Improvisation Submitted by: Mary Seereiter

<p>As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:</p>	<p>Course Outcome(s) related to the Health/Wellness/Fitness Outcomes</p>
<p>1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.</p>	<p>Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.</p>	<p>Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>
<p>3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.</p>
<p>4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>

<p>5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.</p>	<p>Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.</p>
<p>6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.</p>	<p>Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.</p>
<p>7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.</p>	<p>Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.</p>
<p>8. Understand the dimensions of successful behavior change strategies.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.</p>
<p>9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>10. Examine the difference between evidence based and non-evidence based research related to one's personal health.</p>	<p>Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.</p>

Instructor

Date

Academic Dean

Date

Course Outline

COURSE TITLE: Dance Improvisation

COURSE NUMBER(S): D 257

COURSE CREDITS: 2

COURSE PREREQUISITES/COREQUISITES:
None

COURSE HOURS PER WEEK

Lecture: 1

Lec/Lab: 2

Lab:

COURSE CATALOG DESCRIPTION:

This course focuses on exploring and creating new movement through dance improvisation. Students work in solos, duets, and groups to develop spontaneity, confidence, awareness and concentration as they experience dance as a creative process. Students experiment with the elements of time, space and energy. This course is a prerequisite for D 160, and D 260. Class is repeatable up to 12 credits.

GENERAL COURSE OBJECTIVES

Upon successful completion of the course, students will be able to:

- A. Improvise a dance phrase based on selected structures
- B. Demonstrate a working knowledge of stage space
- C. Identify and demonstrate manipulations of a given dance movement
- D. List and explain the elements of movement as an expressive form such as body, dynamics, shape and space.
- E. Demonstrate creative problem solving skills and critical thinking skills through movement and group process.
- F. Demonstrate Understanding of alignment breathing, body awareness and function as it relates to overall health and injury prevention.
- G. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury

OBJECTIVES WILL BE ASSESSED BY:

- A. B. C. D. Class assignments, written and practical, class participation, demonstration and discussion, and peer feedback.
- E. Class participation with fellow students with diverse learning styles, belief systems, socio-economic backgrounds, conditions of health and physical abilities.
- F. G. H. Class participation, review, demonstration.

prevention and recovery.

H. Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.

I. Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related findings.

J. Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.

K. Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.

L. Learn to discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

I. Class participation, demonstrations, practice and performance.

J. Review or research paper.

K. Class participation, practice and performance.

L. Review or research paper.

COURSE CONTENT OUTLINE BY MAJOR TOPICS

- A. Lectures on content, form, and structure of spontaneous dance movement
- B. Lectures on manipulative devices used in composition
- C. Discussion on performance and entering techniques
- D. Demonstration and practice ingenerating authentic movement
- E. Demonstration and practicing interacting with others through dance

Health/Wellness/Fitness Requirement

Course Number and Title: D 260 Group Choreography Submitted by: Mary Seereiter

<p>As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:</p>	<p>Course Outcome(s) related to the Health/Wellness/Fitness Outcomes</p>
<p>1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.</p>	<p>Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.</p>	<p>Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>
<p>3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.</p>
<p>4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>

<p>5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.</p>	<p>Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.</p>
<p>6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.</p>	<p>Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.</p>
<p>7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.</p>	<p>Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.</p>
<p>8. Understand the dimensions of successful behavior change strategies.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.</p>
<p>9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>10. Examine the difference between evidence based and non-evidence based research related to one's personal health.</p>	<p>Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.</p>

Instructor

Date

Academic Dean

Date

Course Outline

COURSE TITLE: Group Choreography

COURSE NUMBER(S): D 260

COURSE CREDITS: 3

COURSE PREREQUISITES/COREQUISITES:
D 169 and D 257

COURSE HOURS PER WEEK

Lecture: 2

Lec/Lab: 2

Lab:

COURSE CATALOG DESCRIPTION:

Group Choreography tools and techniques are learned and applied. Emphasis is placed on dynamics, special relationship, clarity and form. Students learn to articulate personal responses to choreographic projects, while supporting creativity and individuality. May be used to meet Arts and Letters requirement for the AA/OT degree. Class is repeatable up to 12 credits. Offered spring term only.

GENERAL COURSE OBJECTIVES

Upon successful completion of the course, students will be able to:

- A. Create a dance phrase or movement motif as thematic material for group choreography
- B. Identify and demonstrate manipulative devices in creating variations of dance themes for group works
- C. Demonstrate improvisation skills and ability to design improvisation structures for a group
- D. List and explain the elements of dance movement as an expressive form such as body, dynamics, shape and space.
- E. Demonstrate creative problem solving skills and critical thinking skills through movement and group process.
- F. Demonstrate Understanding of alignment, breathing, body awareness and function as it relates to overall health and injury

OBJECTIVES WILL BE ASSESSED BY:

- A. B. C. D. Class assignments both written and practical, class participation, discussion, review, and demonstration, midterm and final.
- E. Class participation with fellow students with diverse learning styles, belief systems, socio-economic backgrounds, conditions of health and physical abilities.
- F. G. H. Class Participation, discussion, review, demonstration.

prevention.

- G. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.
 - H. Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.
 - I. Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related findings.
 - J. Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.
 - K. Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.
 - L. Learn to discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.
- I. Review or research paper.
 - J. Class participation, peer review, discussion, group work and performance.
 - K. Class participation, practice, demonstration and performance.
 - L. Class discussion, review or research paper.

COURSE CONTENT OUTLINE BY MAJOR TOPICS

- A. Lectures on content, form, and structure of dances
- B. Lectures on manipulative devices used in composition
- C. Discussion on performance and group dynamics
- D. Lectures and practice on manipulative devices used in group choreography
- E. Demonstration and practicing in creating dances for three or more people

Health/Wellness/Fitness Requirement

Course Number and Title: D 261 Dance Rehearsal and Performance Submitted by: Mary Seereiter

<p>As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:</p>	<p>Course Outcome(s) related to the Health/Wellness/Fitness Outcomes</p>
<p>1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.</p>	<p>Demonstrate creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.</p>	<p>Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>
<p>3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.</p>
<p>4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.</p>	<p>Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.</p>

<p>5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.</p>	<p>Develop an appreciation and discipline of dance as an exercise component of health and wellness for self and community. Recognize and discuss related lifestyle behaviors that support or obstruct personal and communal health.</p>
<p>6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.</p>	<p>Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related finding.</p>
<p>7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.</p>	<p>Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.</p>
<p>8. Understand the dimensions of successful behavior change strategies.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.</p>
<p>9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.</p>	<p>Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development. Increase creative problem solving skills and critical thinking skills through movement and group process. Students work together with diverse learning styles, socio-economic backgrounds, varied physical abilities, occupations, conditions of health and belief systems.</p>
<p>10. Examine the difference between evidence based and non-evidence based research related to one's personal health.</p>	<p>Discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.</p>

Instructor

Date

Academic Dean

Date

Course Outline

COURSE TITLE: Dance Rehearsal and Performance

COURSE NUMBER(S): D 261

COURSE CREDITS: variable 1-3

COURSE PREREQUISITES/COREQUISITES: none

COURSE HOURS PER WEEK

Lecture: 1

Lec/Lab: 2

Lab:

COURSE CATALOG DESCRIPTION:

Designed to provide practical application of classroom theory and skills, this course is taken by participants in our annual dance concerts performance. May be repeatable for maximum of nine credits. Class is repeatable up to 12 credits.

GENERAL COURSE OBJECTIVES

Upon successful completion of the course, students will be able to:

- A. Demonstrate performance skills and rehearsal skills in dance
- B. Demonstrate experience in the discipline of company rehearsals and the demands it places on the individual performer
- C. Perform in a public performance
- D. Work in collaboration with fellow dancers.
- E. Demonstrate creative problem solving skills and critical thinking skills through movement and group process.
- F. Demonstrate understanding of alignment, breathing, body awareness and function as it relates to overall health and injury prevention.
- G. Discuss life style behaviors that support physical performance and health, including diet, rest and recuperation and injury prevention and recovery.

OBJECTIVES WILL BE ASSESSED BY:

- A. B. C. D. Evaluation of Audition and performance, class participation, discussion, demonstration, and peer review.
- E. Class participation with fellow students with diverse learning styles, belief systems, socio-economic backgrounds, conditions of health and physical abilities.
- F. G. H. Class participation, demonstration, practice and peer review.

H. Develop Self-Reflective abilities and awareness as they relate to personal growth, holistic health for self and community.

I. Discuss research findings of dance as it relates to health and wellness and brain development and plasticity. Gain awareness of technological opportunities for research of related findings.

J. Develop tolerance, appreciation and understanding of diverse populations, perspectives, and life-style selections and specific outcomes toward health.

K. Practice discipline and self-awareness as behavior change strategies in relation to group dynamics, personal growth, postural changes and skill development.

L. Learn to discriminate and verify between popular body-related myths and healthy body practices through research, technology and academic resources.

I. Review of research material.

J. Group work and collaboration, practice, demonstration, and discussion.

K. Practice and performance.

L. Class discussion and review of research material.

COURSE CONTENT OUTLINE BY MAJOR TOPICS

I. Audition

- a. The process of selecting talent and individual style appropriate for a specific dance choreography
- b. Application: Students complete a statement of intent including their dance training and performance experience.

II. Rehearsal

- a. Lectures on the intent and design of the specific choreography
- b. Development of the dance ensemble through structured guidance
- c. Analysis of dance forms
- d. Demonstration and practice in creating the dance