NDEO’s Online Professional Development Institute (OPDI) for Dance Education
Fall 2023 Semester – Schedule as of 8/2/23

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Courses that start on September 11

**OPDI-114: Teaching Dance to Students with Disabilities** (Sept. 11 to Dec. 3, 2023)
*Professor: Sandra Stratton-Gonzalez; Member Tuition $520 and Non-Member Tuition $595; 3 NDEO-endorsed PDCs; 12 weeks*; All children need opportunities to learn, create, perform and respond to dance in all its forms. Dance provides students, with and without disabilities, a means of expression and communication, an opportunity to collaborate with others in the creative process and the exploration of new movement possibilities. Through this course, educators will learn instructional strategies that successfully include students with disabilities in the PreK-12 school environment, dance studios, and community spaces. Course participants will acquire knowledge and skills needed to plan and implement an effective and inclusive Dance Education program. The course will address legislation related to students with disabilities, characteristics of different disabilities, content and teaching accommodations for learning in dance education, goals and assessment, viewing the performances (via video) of professional dancers with disabilities and a consideration of Disability Justice. Educators who teach in the P-12 schools, private studios, and community dance programs will find this course can assist them with the knowledge and learning experiences to provide meaningful dance education programs for students with disabilities. NOTE: This course does not address the young adult or older adult population. The main focus is on kids and teens.

**OPDI-116: Harkness Center for Dance Injuries: Applied Science of Dancer Health and Injury Prevention** (Sept. 11 to Dec. 3, 2023); *Professors: Joshua Honrado, Kristen Stevens, and Faye Dilgen; Member Tuition $520 and Non-Member Tuition $595; 3 NDEO-endorsed PDCs; 12 weeks*; Dance educators in every genre of dance serve a myriad of student populations. The goal of this evidenced-based course is to present you, the dance educator, with key principles of overall health in a way that will allow you to critically interpret the information, apply it to your dance education setting, and formulate a dance injury prevention plan of action in your teaching practice. Participants will explore the relationship, or spectrum, between overall health and dance injuries in order to consider what a dance injury prevention plan of action would include in any given environment. Topics covered will include physical, psychodynamic, and environmental factors; motor skill development; strength and conditioning principles; common dance injuries and their formal nomenclature; common myths about injury and training; adolescent dancer health; basic functional anatomy/biomechanics and nutrition; and teacher self-care. Upon analyzing the course material, participants will design an action plan for their students and receive feedback from Harkness Center for Dance Injuries (HCDI) clinicians. At the end of this course, students will demonstrate knowledge of what factors constitute overall health and how they can use this knowledge to develop and deepen their own teaching practices, regardless of educational setting. It is strongly encouraged but not required that prior to engaging in this course, that participants have previously taken NDEO’s OPDI-110 Dance Kinesiology and Applied Teaching Practice or another anatomy/kinesiology course. **Required Materials:** Lectures from HCDI’s DanceMedU online learning platform. These will be ordered during the course. Price is tbd.

Course that starts on September 25
OPDI-103: Foundations for Assessments in Dance (Sept. 25 to Dec. 17, 2023)
Professor: Dr. Rima Faber; Member Tuition $520 and Non-Member Tuition $595; 3 NDEO-endorsed PDCs; 12 weeks; This course is based on authentic assessment experiences that you can use in your dance classes. Some questions explored are: What is assessment? What functions do assessments serve? How are different types of assessment tools developed and used? How can assessments measure student learning and growth? This course helps teachers understand their students using formative, summative and authentic assessments. Students will use a wide variety of assessment techniques, tools, and instruments to support their learning process, build their own assessments in dance, and construct traditional educational testing instruments. Previous understanding of national, state, or district dance standards is helpful. Consider the following: 1) Grants are now requiring assessment procedures that are academically sound, 2) Most dance educators have never been trained to clearly determine student achievement nor learned how to foster improvement through assessments techniques, 3) For teachers who received certification a good while ago, assessment procedures have changed greatly in the past decade, especially for dance educators, and 4) New teacher evaluation systems being considered by many states are based on proof of student learning. Two Books Required: 1) Classroom Assessment: What Teachers Need to Know, 7th ed. by James Popham (2014). USA: Available on Amazon. Electronic available from Pearson, 2) How to Create and Use Rubrics by Susan M. Brookhart (2013) Alexandria, VA: Available on www.ASCD.org.

OPDI-115: Dance Integration: Re-envisioning the Creative Process (Sept. 25 to Dec. 17, 2023)
Professor: Marty Sprague; Member Tuition $520 and Non-Member Tuition $595; 3 NDEO-endorsed PDCs; 12 weeks; Dance Integration is an exploration of arts integration into core academic subjects through use of the creative process as a method for developing movement, dance phrases, dances, and entire units of study. This course helps dance educators (teaching artists, K-12 educators, studio teachers, instructors at company schools, university professors along with their pre-service student teachers) integrate dance across the curriculum through: understanding the creative process (from concept, investigation and exploration through selection, development, refinement and exhibition); creating dance-making activities and lessons; designing and assessing integrated projects; understanding the use of different teaching styles, and selecting and adding appropriate national, state, or local standards, and applicable 21st Century Learning Skills. The content of this course is also useful for teacher preparation programs and professional development (for dance and non-dance educators). Book required Dance About Anything by Susan McGreevy-Nichols, Marty Sprague, and Helene Scheff available on NDEO online store at www.ndeo.org.

OPDI-122: Celebrating Voices of Choreographers: Teaching, Learning, & Appreciation (Sept. 25 to Dec. 17, 2023)
~ Integrating the Study of Black, Women, Indigenous, and Immigrant Choreographers into Your Curriculum
Professor: Naima Prevots; Member Tuition $520 and Non-Member Tuition $595; 3 NDEO-endorsed PDCs; 12 weeks; In this course, we look at a wide range of artistic works created by Black, Women, and indigenous and immigrant choreographers and explore applications to utilize these works in our teaching, learning, and appreciation of dance. These voices address critical issues in American life and in the development of American dance. Students will enhance their own practices in the classroom and in their choreography and discuss ways of expanding what they have learned in practice. This course will expose students to contemporary choreography and cultural material often not available to them in live performance and will help develop a student’s ability to integrate dance as a relative art into other disciplines such as literature, visual art, music, history, women’s studies, Asian Studies, African American Studies, Latinx studies, anthropology, and social justice. The word “contemporary” does not refer to a particular style of choreography, but rather refers to current choreography which includes a wide range of styles and approaches, such as ballet, hip hop, street dance, post-modern and modern. Drawing on the vast library of the Jacob’s Pillow interactive, this course uses a wide array of video clips, assignment and discussion boards, and hosts several synchronous class discussions to share. Three of the indigenous and immigrant companies have created and provided special videos for the course: Kankouran (African Diaspora); Nã Lei Hulu I ka Wêikiu (Hawaiian); Ragamala (Indian).

Course that starts on October 9

OPDI-M1: Dance Pedagogy - Learning Styles and Theories (Oct. 9 to Nov. 5, 2023)
Professor: Susan McGreevy-Nichols; Member Tuition $200 and Non-Member Tuition is $275; 1 NDEO-Endorsed PDC; 4 weeks; This Mini Course explores some of the educational theories that dance educators apply in the classroom and studio. A working knowledge of this material allows students to develop a tool kit of teaching approaches, which
serves the educational needs of the students in their studios and classrooms. Each theory is accompanied with specific applications, usable in all teaching environments. In succession, this course will explore the work of Muska Mosston's Spectrum of Teaching Styles, Bloom's Taxonomy, Arthur L. Costa and Bena Kallick's Habits of Mind, and Howard Gardner's Multiple Intelligences.

OPDI-M4: Developmental Domains in Dance (Oct. 9 to Nov. 5, 2023)
Professor: Patricia Cohen; Member Tuition $200 and Non-Member Tuition is $275; 1 NDEO-Endorsed PDC; 4 weeks; This Mini Course explores human development as it informs our teaching of students of all ages and abilities. Exploration will cover general domains including physical, cognitive, social, and emotional development. As dance educators, we need to be aware of our students’ development in each of these domains. Participants will utilize this information in observing and identifying behaviors in each of the domains, and in creating learning environments in which all dance students can succeed.

OPDI-M29: Dance History: Furthering Equity Through Cultural Awareness (Oct. 9 to Dec. 3, 2023)
Professor: Patricia Cohen; Member Tuition $350 and Non-Member Tuition is $425; 2 NDEO-Endorsed PDC; 8 weeks; This course offers a non-linear overview of dance history in cultural and historical context. Global in its perspective, the course seeks equity among cultures and their dance forms. Students will investigate the social, economic and political impact of dance on society, and conversely, the influence of societal values on dance. While challenging the Western gaze as normative, we will query the influence of social and performative dance, notions of technique and classical dance, the impact of geographical migration on people and their dances, appropriation of dance forms, and the effects of globalization and nationalization. Throughout the course and the culminating research project, students may focus on dance genres that are relevant to their individual studies. Book Required: Dils, A. and Albright, A. (2001). Moving History/Dancing Cultures. Middletown, CT. Wesleyan University Press.

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