

**The Ohio State University
Colleges of the Arts and Sciences New Course Request**

Dance

Academic Unit

Dance

Book 3 Listing (e.g., Portuguese)

400 Junior Advising Colloquium

Number

Title

Jr. Advising Coll.

U

0-1

18-Character Title Abbreviation

Level

Credit Hours

Summer

Autumn X

Winter

Spring

Year 2008

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*): The advising colloquium is the primary vehicle for mentorship and guidance for dance majors the Junior year.

Quarter offered: Au, Wi, Sp

Distribution of class time/contact hours: 3 1.5-hr mtgs. per qtr.

Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no):

Prerequisite(s): Only open to Dance Majors with Jr. standing

Exclusion or limiting clause:

Repeatable to a maximum of 1 credit hours.

Cross-listed with:

Grade Option (Please check): Letter S/U Progress What course is last in the series? _____

Honors Statement: Yes No GEC: Yes No Admission Condition

Off-Campus: Yes No EM: Yes No Course: Yes No

Embedded Honors Statement: Yes No

Other General Course Information:

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

B. General Information

Subject Code 500301 Subsidy Level (V, G, T, B, M, D, or P) B

If you have questions, please email Jed Dickhaut at dickhaut.1@osu.edu.

1. Provide the rationale for proposing this course:

This course is necessary for the implementation and success of the revised undergraduate dance curriculum.

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs.

This course is (check one): Required on major(s)/minor(s) A choice on major(s)/minor(s)
 An elective within major(s)/minor(s) A general elective:

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.

The undergraduate program proposal requires fewer courses and gives students more of a choice (electives). Due to this change, many courses will now only be offered every other year or perhaps not at all. In some cases, the content of two courses been merged into one. This gives the faculty and the students more time for advising and mentoring, which will now be much more necessary.

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List: Part of a larger updated program proposal

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: _____

6. Expected section size: 25 Proposed number of sections per year: 1

7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes No

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (List units and attach letters and/or forms):
Not Applicable

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to ascurofc@osu.edu.

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

1. Academic Unit Undergraduate Studies Committee Chair

John Giffin
Printed Name

2-6-08
Date

2. Academic Unit Graduate Studies Committee Chair

Printed Name

Date

3. ACADEMIC UNIT CHAIR/DIRECTOR

Susan Petry
Printed Name

2-6-08
Date

4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17th Ave, or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to ascurofc@osu.edu. The ASC Curriculum Office will forward the request to the appropriate committee.

5. COLLEGE CURRICULUM COMMITTEE

John Giffin
Printed Name

3/9/08
Date

6. ARTS AND SCIENCES EXECUTIVE DEAN

Edward Adels
Printed Name

5-13-08
Date

7. Graduate School (if appropriate)

Printed Name

Date

8. University Honors Center (if appropriate)

Printed Name

Date

9. Office of International Education (if appropriate)

Printed Name

Date

10. ACADEMIC AFFAIRS

Printed Name

Date

The Ohio State University
College of the Arts

Department of Dance
Dance 400
Junior Advising Colloquium
Dance Course Outline

Dance 400: Junior Advising Colloquium

UG – 3 Quarter Sequence – 3 1.5-hr meetings per quarter
0-1 Credit Hours

The advising colloquium is the primary vehicle for mentorship and guidance in the Junior and Senior years. Students are grouped with approximately 8 of their peers and 2 faculty members who remain with them through the Senior year. The group supports and advances students' interests and goals through discussions and activities.

I. Objectives

At the successful completion of this course, students will:

- propose a 30 credit hour contract that delineates course curriculum to be taken in the junior and senior years. These course selections should reflect students' interest in and desire for further study in one or more of the Dance Department's areas. (See Guidelines for UG Contract and Contract Curriculum Form) This contract includes an experiential learning component and the senior project and is approved by colloquium faculty and the Undergraduate Studies Committee. The contract becomes part of the checklist of courses applied toward students' graduation requirements
- propose a plan for implementing their experiential learning component. This experience should reflect students' interests in and desire for practical fieldwork and engagement in the dance community. A student's colloquium advisors and the Chair of the Undergraduate Studies Committee approve the proposal
- submit a 5-8 page, double spaced, 12 pt. font written proposal for their senior project, describing how it serves as the culmination of their educational experience. This project should reflect students' interests in and desire for in-depth research into one or more of the departments curricular areas. Students' colloquium advisors and the Chair of Undergraduate Studies approve this proposal

II. Course Content and Procedures

The Junior year advising colloquium serves as an on-going forum for the development and evaluation of student's course clusters, planning of their experiential learning component and proposing their senior projects. It also allows an opportunity for peer discussion and collaboration, as well as faculty mentoring.

III. Requirements

- class attendance and participation
(definition of Participation and Discussion taken from Professor Kevin Tavin's Art Ed 255 syllabus)

Discussion requires more than just talk. You should pay attention and listen to others, ask questions of your peers and the instructor, engage your peers in student-to-student cross talk, take responsibility for picking up the dialogue when we hit silences or points of disagreement, and help keep the conversation on track. This will help keep the discourse in the class moving in a democratic direction, where a variety of ideas, theories, and interpretations coexist and help inform one another.

Your participation includes being prepared and offering thoughtful comments throughout the course. Participation also means that you give your full attention during the class discussion, individual and guest lectures, and asking questions and provide feedback afterward.

Discussion, participation, active engagement in the course materials, and characteristics of comments will be assessed each class session. Failing to pay attention, not contributing to discussions, or exhibiting distracted or distracting behavior (including, but not limited to, using electronic devices for non-course related activities, reading or engaging in discussion about non-course related material, or acting inappropriate with, or having disregard for, students, guests, or the instructor) during class will negatively impact your grade. If there is any reason that you cannot fully participate in class please let me know as soon as possible so we can discuss your options

- completion of proposed contract
 - One-page (approx. 500 words) explaining the focus of the contract and how the chosen course work will facilitate student goals
 - Fully completed contract form* identifying course work in the major area/s
 - Fully completed checksheet identifying general education courses

* The contract form must be completed and submitted to the colloquium faculty and the Undergraduate Studies Committee for approval by the end of the Junior Advising Colloquium: Part 1.

- proposal for implementing experiential learning component

Students will submit a one-page, double spaced, 12 pt. font proposal outlining how they will apply their integrated curriculum in a self-designed experience outside of the university setting. This proposal will state how this experience directly relates to students' contracts, enhances their learning, and prepares them

for life beyond the academy. This experience may include participation in internships, apprenticeships, international study, intense participation in dance programs/festivals, outreach and engagement activities, etc.

- proposal for senior project consisting of the following: (double spaced, 12 pt. fnt)
 - Title Page
 - One-two pages of an introduction, rational, and purpose statement
 - One-two pages of resources and limitations of the project
 - One-two pages of project methodology describing the processes and stratagem for the completion of the project. In this section, students may reflect the ideas gleaned from the readings and discussions in the previous colloquium sessions
 - Formally cited Reference section

* See attached guidelines for B.F.A. Senior Project Proposals

IV. Evaluation and Grading

-class attendance, completion of assignments	50%
- quality of class participation	25%
-quality of contract, plan & proposal	25%

Academic Misconduct Statement: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

Disability Statement: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

The escort service is available for students enrolled in evening courses. The phone number is 292-3322.

Dance 400 – Junior Advising Colloquium

Junior Advising Colloquium: Part 1

UG – The first in a 3 Quarter Sequence – 3 1.5-hr meetings per quarter
0-1 Credit Hours

I. Description of the Course:

The advising colloquiums are the primary vehicle for mentorship and guidance in the Junior and Senior years. Students are grouped with approximately 8 of their peers and 2 faculty members who remain with them through the senior year. The group supports and advances students' interests and goals through discussions, readings, and activities.

II. Objectives

At the successful completion of Junior Colloquium 1, students will:

- propose a 30 credit hour contract that delineates course curriculum to be taken in the junior and senior years. These course selections should reflect students' interest in and desire for further study in one or more of the Dance Department's areas. (See Guidelines for UG Contract and Contract Curriculum Form) This contract includes an experiential learning component and the senior project and is approved by colloquium faculty and the Undergraduate Studies Committee. The contract becomes part of the checklist of courses applied toward students' graduation requirements

III. Course Content and Procedures

The Junior year advising colloquium serves as an on-going forum for the development and implementation of students' course contract, experiential learning component and senior projects. It also allows an opportunity for peer discussion and collaboration, as well as faculty mentoring.

IV. Requirements

- class attendance and participation
(definition of Participation and Discussion taken from Professor Kevin Tavin's Art Ed 255 syllabus)
Discussion requires more than just talk. You should pay attention and listen to others, ask questions of your peers and the instructor, engage your peers in student-to-student cross talk, take responsibility for picking up the dialogue when we hit silences or points of disagreement, and help keep the conversation on track. This will help keep the discourse in the class

moving in a democratic direction, where a variety of ideas, theories, and interpretations coexist and help inform one another.

Your participation includes being prepared and offering thoughtful comments throughout the course. Participation also means that you give your full attention during the class discussion, individual and guest lectures, and asking questions and provide feedback afterward.

Discussion, participation, active engagement in the course materials, and characteristics of comments will be assessed each class session. Failing to pay attention, not contributing to discussions, or exhibiting distracted or distracting behavior (including, but not limited to, using electronic devices for non-course related activities, reading or engaging in discussion about non-course related material, or acting inappropriate with, or having disregard for, students, guests, or the instructor) during class will negatively impact your grade. If there is any reason that you cannot fully participate in class please let me know as soon as possible so we can discuss your options

- completion of proposed contract
 - One-page (approx. 500 words) explaining the focus of the contract and how the chosen course work will facilitate student goals
 - Fully completed contract form* identifying course work in the major area/s
 - Fully completed checksheet identifying general education courses

* The contract form must be completed and submitted to the colloquium faculty and the Undergraduate Studies Committee for approval by the end of the Junior Advising Colloquium: Part 1.

V. Evaluation and Grading

- class attendance, completion of assignments 50%
- quality of class participation 25%
- quality of contract, plan & proposal 25%

100%-95%	A	79-76%	C+	62-60%	D-
94%-90%	A-	75-73%	C	59-below	E
89-86%	B+	72-70%	C-		
85-83%	B	69-66%	D+		
82-80%	B-	65-63%	D		

VI. Required Reading

Goldberg, Natalie. "Writing Down the Bones." Boston: Shambhala, 1996. Pgs. 5-18.
(Available on-line at Amazon.com, and a copy will be available on reserve in the library)

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The escort service is available for students enrolled in evening courses. The phone number is 292-3322.

Topical Outline

- Meeting 1 Introduction of faculty advisors and peers, and discussion
 Assignment: Read pages 5-18 of “Writing Down the Bones.”

- Meeting 2 Meet with colloquium group & faculty advisors to map out contracts
 Discuss reading assignment
 Assignment: Drafts of contracts due at next meeting

- Meeting 3 Address any final questions or issues, and review contracts

Final Drafts of the Contracts are due to the Undergraduate Studies Chair by the end of the 10th week (last day of regular classes)

CONTRACT CURRICULUM

Name: _____ Expected Graduation Qtr/Yr: _____

Proposed Focus: _____

Second Major or Minor: _____

On a separate sheet please provide a brief description of your focus, and an explanation of how your dance major courses and GECs fit together and work toward your goal of an integrated curriculum (500 words max.)

**List of Major and Non-Major Courses:
(30 credits including experiential learning component and senior project)**

Course Name and Number	Credit Hours	Qtr/ Yr
489 Internship: Experiential Learning	0-3	
699 Undergraduate Research: Senior Project	4	

List GECs still needed:

Course Name and Number	Credit Hours	Qtr/ Yr

Faculty Signatures:

Faculty Advisor _____ Date _____

Faculty Advisor _____ Date _____

Undergraduate Studies Chair _____ Date _____

Dance 400 – Junior Advising Colloquium

Junior Advising Colloquium: Part 2

UG – The second in a 3 Quarter Sequence – 3 1.5-hr meetings per quarter
0-1 Credit Hours

I. Description of the Course:

The advising colloquium is the primary vehicle for mentorship and guidance in the Junior and Senior years. Students are grouped with approximately 8 of their peers and 2 faculty members who remain with them through the senior year. The group supports and advances students' interests and goals through discussions, readings, and activities.

II. Objectives

At the successful completion of this course, students will:

- propose a plan for implementing their experiential learning component. This experience should reflect students' interests in and desire for practical fieldwork and engagement in the dance community. A student's colloquium advisors and the Chair of the Undergraduate Studies Committee approve the proposal.

III. Course Content and Procedures

The Junior year advising colloquium serves as an on-going forum for the development and implementation of students' course contract, experiential learning component and senior projects. It also allows an opportunity for peer discussion and collaboration, as well as faculty mentoring.

IV. Requirements

- class attendance and participation
(definition of Participation and Discussion taken from Professor Kevin Tavin's Art Ed 255 syllabus).
Discussion requires more than just talk. You should pay attention and listen to others, ask questions of your peers and the instructor, engage your peers in student-to-student cross talk, take responsibility for picking up the

dialogue when we hit silences or points of disagreement, and help keep the conversation on track. This will help keep the discourse in the class moving in a democratic direction, where a variety of ideas, theories, and interpretations coexist and help inform one another.

Your participation includes being prepared and offering thoughtful comments throughout the course. Participation also means that you give your full attention during the class discussion, individual and guest lectures, and asking questions and provide feedback afterward.

Discussion, participation, active engagement in the course materials, and characteristics of comments will be assessed each class session. Failing to pay attention, not contributing to discussions, or exhibiting distracted or distracting behavior (including, but not limited to, using electronic devices for non-course related activities, reading or engaging in discussion about non-course related material, or acting inappropriate with, or having disregard for, students, guests, or the instructor) during class will negatively impact your grade. If there is any reason that you cannot fully participate in class please let me know as soon as possible so we can discuss your options

- proposal for implementing experiential learning component

Students will submit a one-page, double spaced, 12 pt. font proposal outlining how they will apply their integrated curriculum in a self-designed experience outside of the university setting. This proposal will state how this experience directly relates to students' contracts, enhances their learning, and prepares them for life beyond the academy. This experience may include participation in internships, apprenticeships, international study, intense participation in dance programs/festivals, outreach and engagement activities, etc.

V. Evaluation and Grading

- class attendance, completion of assignments 50%
- quality of class participation 25%
- quality of proposal and rationale 25%

100%-95%	A	79-76%	C+	62-60%	D-
94%-90%	A-	75-73%	C	59-below	E
89-86%	B+	72-70%	C-		
85-83%	B	69-66%	D+		
82-80%	B-	65-63%	D		

Academic Misconduct Statement: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

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The escort service is available for students enrolled in evening courses. The phone number is 292-3322.

Topical Outline

- Meeting 1 Discussion about experiential learning component conceptualization and implementation.
Assignment: Reading about experiential learning, due by next meeting (TBA)
- Meeting 2 Meet with colloquium & faculty advisors to map out experiential learning proposals.
Assignment: Drafts of proposals due at next meeting
- Meeting 3 Address any final questions or issues, and review drafts of proposals
- Final Drafts of the Experiential Learning Contracts are due to the Undergraduate Studies Chair by the end of the 10th week (last day of regular classes)

Dance 400 – Junior Advising Colloquium

Junior Advising Colloquium – Part 3

UG – The third in a 3 Quarter Sequence – 3 1.5-hr meetings per quarter
0-1 Credit Hours

I. Description of the Course:

The advising colloquium is the primary vehicle for mentorship and guidance in the Junior and Senior years. Students are grouped with approximately 8 of their peers and 2 faculty members who remain with them through the senior year. The group supports and advances students' interests and goals through discussions, readings, and activities.

II. Objectives

At the successful completion of this course, students will:

- submit a 5-8 page, double spaced, 12 pt. font written proposal for their senior project, describing how it serves as the culmination of their educational experience. This project should reflect students' interests in and desire for in-depth research into one or more of the departments curricular areas. Students' colloquium advisors and the Chair of Undergraduate Studies approve this proposal

III. Course Content and Procedures

The Junior year advising colloquium serves as an on-going forum for the development and implementation of students' course contract, experiential learning component and senior projects. It also allows an opportunity for peer discussion and collaboration, as well as faculty mentoring.

IV. Requirements

- class attendance and participation
(definition of Participation and Discussion taken from Professor Kevin Tavin's Art Ed 255 syllabus).
Discussion requires more than just talk. You should pay attention and listen to others, ask questions of your peers and the instructor, engage your peers in student-to-student cross talk, take responsibility for picking up the

dialogue when we hit silences or points of disagreement, and help keep the conversation on track. This will help keep the discourse in the class moving in a democratic direction, where a variety of ideas, theories, and interpretations coexist and help inform one another.

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- proposal for senior project consisting of the following: (double spaced, 12 pt. fnt)
 - Title Page
 - One-two pages of an introduction, rationale, and purpose statement
 - One-two pages of resources and limitations of the project
 - One-two pages of project methodology describing the processes and strategies for the completion of the project. In this section, students may reflect the ideas gleaned from the readings and discussions in the previous colloquium sessions
 - Formally cited Reference section

* See attached guidelines for B.F.A. Senior Project Proposals

V. Evaluation and Grading

- class attendance, completion of assignments 50%
- quality of class participation 25%
- quality of senior project proposal 25%

100%-95%	A	79-76%	C+	62-60%	D-
94%-90%	A-	75-73%	C	59-below	E
89-86%	B+	72-70%	C-		
85-83%	B	69-66%	D+		
82-80%	B-	65-63%	D		

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Topical Outline

- Meeting 1 Discussion about senior projects including examples of previous projects and possibilities, as well as discussion of funding opportunities on campus (including the Undergraduate Research Scholarship).
- Meeting 2 Meet with colloquium & faculty advisors to draft senior project proposals.
- Meeting 3 Address any final questions or issues, and review drafts of proposals.

Final Drafts of the Senior Project Proposals are due to the Undergraduate Studies Chair by the end of the 10th week (last day of regular classes)

B.F.A. SENIOR PROJECT PROPOSALS

General Guidelines

- A. Prepare a written proposal using the following section headings in the order listed.
1. Title page (example below)
 2. Statement of intent (introduction, rationale, and purpose) / 1-2 pages
 3. Design of the project
 - a. Resources/data to be used and limitations of project/study / 1-2 pages
 - b. Procedure and/or methodology to be followed (how you plan to work with, or work around, the above limitations and resources / 1-2 pages)
 4. Formally cited Reference section, related to the project topic(s)
(Use MLA guidelines)
- B. Production Project Budget – a list of equipment needs, particular rehearsal space requirements, possible performance spaces, presentation dates, other.

**TITLE PAGE
FOR SENIOR PROJECT PROPOSALS**

(Note: replace items in parentheses with appropriate information.)

(Proposed Title - double space)

A Senior Project Proposal

Presented in Partial Fulfillment of the Requirements for

the Degree of Bachelor of Fine Arts at

The Ohio State University

by

(candidate's name)

The Ohio State University

(date)

APPROVED BY

FACULTY ADVISORS
DEPARTMENT OF DANCE
COLLEGE OF THE ARTS

(TYPED NAME, RANK)

(SIGNATURE HERE)

(TYPED NAME, RANK)

(SIGNATURE HERE)

PROJECT PROPOSALS: TROUBLE SHOOTING

1. When you write your proposal, allow for some flexibility. Your project should be process-oriented which grants you freedom to alter the original plans as the need arises or your intention becomes clarified. The important thing is to write a proposal which reflects substantial thinking on your part to show that you are able to successfully undertake your project. How are you going to get started? When? How do you plan to proceed? What resources can you consult when you find yourself in a bind?
2. As you write:
 - Remember that this is a research project, even if it is creative research. You will want to consult the works and writings of others to support your efforts. Consult the *MLA Handbook* for typing style and proper bibliography format
 - Do not assume that we know your plans. Do not write informally or colloquially. Write as though you were applying for a grant
 - If you refer to people (such as faculty members), use the full name the first time. Thereafter, only the last name is used
 - If you have problems with formal writing, take advantage of the OSU Writing Center(s). Your project committee is not responsible for editing your written work. Call 688-4291 for the Writing Center in 488 Mendenhall Lab
 - Give some thought to your itemized budget. Research trips? Long distance phone calls? Commissioned musical score and choreography? This is for you, not the committee. Have you considered ALL of the costs of your proposed project?

**The Ohio State University
Colleges of the Arts and Sciences New Course Request**

Dance

Academic Unit

Dance

Book 3 Listing (e.g., Portuguese)

600 Senior Advising Colloquium

Number Title

Sr. Advising Coll.

U

0-1

18-Character Title Abbreviation

Level

Credit Hours

Summer

Autumn X

Winter

Spring

Year 2008

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*): The advising colloquium is the primary vehicle for mentorship and guidance for

dance majors the Senior year.

Quarter offered: Au, Wi, Sp

Distribution of class time/contact hours: 3 1.5-hr mtgs. per qtr.

Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no):

Prerequisite(s): Only open to Dance Majors with Sr. standing

Exclusion or limiting clause:

Repeatable to a maximum of 1 credit hours.

Cross-listed with:

Grade Option (Please check): Letter S/U Progress What course is last in the series? _____

Honors Statement: Yes No

GEC: Yes No

Admission Condition

Off-Campus: Yes No

EM: Yes No

Course: Yes No

Embedded Honors Statement: Yes No

Other General Course Information:

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

B. General Information

Subject Code

500301

Subsidy Level (V, G, T, B, M, D, or P)

B

If you have questions, please email Jed Dickhaut at dickhaut.1@osu.edu.

1. Provide the rationale for proposing this course:

This course is necessary for the implementation and success of the revised undergraduate dance curriculum.

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs.

This course is (check one): Required on major(s)/minor(s)

A choice on major(s)/minors(s)

An elective within major(s)/minor(s)

A general elective:

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.

The undergraduate program proposal requires fewer courses and gives students more of a choice (electives). Due to this change, many courses will now only be offered every other year or perhaps not at all. In some cases, the content of two courses been merged into one. This gives the faculty and the students more time for advising and mentoring, which will now be much more necessary.

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List: Part of a larger updated program proposal

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: _____

6. Expected section size: 25 Proposed number of sections per year: 1

7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes No

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (*List units and attach letters and/or forms*):
Not Applicable

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to ascurofc@osu.edu.

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

1. John R. Giffin John Giffin 2-6-08
Academic Unit Undergraduate Studies Committee Chair Printed Name Date

2. _____ Printed Name Date

3. Susan Petry Susan Petry 2-6-08
ACADEMIC UNIT CHAIR/DIRECTOR Printed Name Date

4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 106 Brown Hall, 190 West 17th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to ascurofc@osu.edu. The ASC Curriculum Office will forward the request to the appropriate committee.

5. John Giffin John Giffin 5/9/08
COLLEGE CURRICULUM COMMITTEE Printed Name Date

6. Edward Adels Edward Adels 5-13-08
ARTS AND SCIENCES EXECUTIVE DEAN Printed Name Date

7. Graduate School (if appropriate) Printed Name Date

8. University Honors Center (if appropriate) Printed Name Date

9. Office of International Education (if appropriate) Printed Name Date

10. ACADEMIC AFFAIRS Printed Name Date

Dance 600: Junior Advising Colloquium

UG – 3 Quarter Sequence – 3 1.5-hr meetings per quarter
0-1 Credit Hours

The advising colloquium is the primary vehicle for mentorship and guidance in the Junior and Senior years. Students are grouped with approximately 8 of their peers and 2 faculty members who remain with them through the Senior year. The group supports and advances students' interests and goals through discussions and activities.

I. Objectives

At the successful completion of this course, students will:

- be actively engaged with and report to their colloquium groups on the progress they are making with their senior projects and experiential learning activities
- continue to report to their colloquium groups on the progress they are making with their senior projects and schedule project showings with advisors
- become more knowledgeable about dance opportunities in the field
- acquire resources for resume writing and other professional development
- present their senior projects in a senior concert performance or other project appropriate venue
- present a 5-10 minute oral report analyzing and evaluating the conception, rehearsal process and performance of their senior project.

II. Course Content and Procedures

The Senior year advising colloquium serves as an on-going forum for the further development, implementation and presentation of students' experiential learning component and senior projects. It also allows an opportunity for peer discussion and collaboration, as well as faculty mentoring.

III. Requirements

- class attendance and participation
(definition of Participation and Discussion taken from Professor Kevin Tavin's Art Ed 255 syllabus)
Discussion requires more than just talk. You should pay attention and listen to others, ask questions of your peers and the instructor, engage your peers in student-to-student cross talk, take responsibility for picking up the

dialogue when we hit silences or points of disagreement, and help keep the conversation on track. This will help keep the discourse in the class moving in a democratic direction, where a variety of ideas, theories, and interpretations coexist and help inform one another.

Your participation includes being prepared and offering thoughtful comments throughout the course. Participation also means that you give your full attention during the class discussion, individual and guest lectures, and asking questions and provide feedback afterward.

Discussion, participation, active engagement in the course materials, and characteristics of comments will be assessed each class session. Failing to pay attention, not contributing to discussions, or exhibiting distracted or distracting behavior (including, but not limited to, using electronic devices for non-course related activities, reading or engaging in discussion about non-course related material, or acting inappropriate with, or having disregard for, students, guests, or the instructor) during class will negatively impact your grade. If there is any reason that you cannot fully participate in class please let me know as soon as possible so we can discuss your options

- oral presentation of experiential learning activities (approx. 5 minutes)
- completion of performance and report of senior project (8-10 pgs, double spaced)

IV. Evaluation and Grading

- | | |
|---|-----|
| - class attendance, completion of senior project rehearsals and/or experiential learning activities as proposed | 50% |
| - quality of class participation | 25% |
| - quality of senior project showings, presentation, oral report of senior project/report | 25% |

Academic Misconduct Statement: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

Disability Statement: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

The escort service is available for students enrolled in evening courses. The phone number is 292-3322.

Dance 600 – Senior Advising Colloquium

Senior Advising Colloquium: Part 1

UG -- The first in a 3 Quarter Sequence -- 3 1.5-hr meetings per quarter
0-1 Credit Hours

I. Description of the Course:

The advising colloquiums are the primary vehicle for mentorship and guidance in the Junior and Senior years. Students are grouped with approximately 8 of their peers and 2 faculty members who remain with them through the senior year. The group supports and advances students' interests and goals through discussions, readings, and activities.

II. Objectives

At the successful completion of Senior Advising Colloquium 1, students will:

- be actively engaged with and report to their colloquium groups on the progress they are making with their senior projects and experiential learning activities

III. Course Content and Procedures

The Senior year advising colloquium serves as an on-going forum for the further development, implementation and presentation of students' experiential learning component and senior projects. It also allows an opportunity for peer discussion and collaboration, as well as faculty mentoring.

IV. Requirements

- class attendance and participation
(definition of Participation and Discussion taken from Professor Kevin Tavin's Art Ed 255 syllabus)

Discussion requires more than just talk. You should pay attention and listen to others, ask questions of your peers and the instructor, engage your peers in student-to-student cross talk, take responsibility for picking up the dialogue when we hit silences or points of disagreement, and help keep the

conversation on track. This will help keep the discourse in the class moving in a democratic direction, where a variety of ideas, theories, and interpretations coexist and help inform one another.

Your participation includes being prepared and offering thoughtful comments throughout the course. Participation also means that you give your full attention during the class discussion, individual and guest lectures, and asking questions and provide feedback afterward.

Discussion, participation, active engagement in the course materials, and characteristics of comments will be assessed each class session. Failing to pay attention, not contributing to discussions, or exhibiting distracted or distracting behavior (including, but not limited to, using electronic devices for non-course related activities, reading or engaging in discussion about non-course related material, or acting inappropriate with, or having disregard for, students, guests, or the instructor) during class will negatively impact your grade. If there is any reason that you cannot fully participate in class please let me know as soon as possible so we can discuss your options.

- oral presentation of experiential learning activities (approx. 5 minutes)

V. Evaluation and Grading

- class attendance, completion of senior project rehearsals and experiential learning activities as proposed 50%
- quality of class participation 25%
- quality of presentation 25%

100%-95%	A	79-76%	C+	62-60%	D-
94%-90%	A-	75-73%	C	59-below	E
89-86%	B+	72-70%	C-		
85-83%	B	69-66%	D+		
82-80%	B-	65-63%	D		

Academic Misconduct Statement: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of

alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

Disability Statement: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

The escort service is available for students enrolled in evening courses. The phone number is 292-3322.

Topical Outline

- Meeting 1 Meet with colloquium group & faculty advisors to discuss problems concerning students' curricular contracts, senior projects and experiential learning activities

- Meeting 2 Meet with colloquium group & faculty advisors to continue discussion of senior projects

- Meeting 3 Address any final questions or issues regarding senior projects if necessary.
 10 minute oral presentations of student experiential learning activities due for those who have completed it

Dance 600 – Senior Advising Colloquium

Senior Advising Colloquium: Part 2

UG – The first in a 3 Quarter Sequence – 3 1.5-hr meetings per quarter
0-1 Credit Hours

I. Description of the Course:

The advising colloquiums are the primary vehicle for mentorship and guidance in the Junior and Senior years. Students are grouped with approximately 8 of their peers and 2 faculty members who remain with them through the senior year. The group supports and advances students' interests and goals through discussions, readings, and activities.

II. Objectives

At the successful completion of Senior Advising Colloquium 2, students will:

- continue to report to their colloquium groups on the progress they are making with their senior projects and schedule project showings with advisors
- become more knowledgeable about dance opportunities in the field
- acquire resources for resume writing and other professional development

III. Course Content and Procedures

The Senior year advising colloquium serves as an on-going forum for the further development, implementation and presentation of students' experiential learning component and senior projects. It also allows an opportunity for peer discussion and collaboration, as well as faculty mentoring.

IV. Requirements

- class attendance and participation
(definition of Participation and Discussion taken from Professor Kevin Tavin's Art Ed 255 syllabus)
Discussion requires more than just talk. You should pay attention and listen to others, ask questions of your peers and the instructor, engage your

peers in student-to-student cross talk, take responsibility for picking up the dialogue when we hit silences or points of disagreement, and help keep the conversation on track. This will help keep the discourse in the class moving in a democratic direction, where a variety of ideas, theories, and interpretations coexist and help inform one another.

Your participation includes being prepared and offering thoughtful comments throughout the course. Participation also means that you give your full attention during the class discussion, individual and guest lectures, and asking questions and provide feedback afterward.

Discussion, participation, active engagement in the course materials, and characteristics of comments will be assessed each class session. Failing to pay attention, not contributing to discussions, or exhibiting distracted or distracting behavior (including, but not limited to, using electronic devices for non-course related activities, reading or engaging in discussion about non-course related material, or acting inappropriate with, or having disregard for, students, guests, or the instructor) during class will negatively impact your grade. If there is any reason that you cannot fully participate in class please let me know as soon as possible so we can discuss your options

V. Evaluation and Grading

- class attendance, completion of senior project rehearsals and/or experiential learning activities as proposed 50%
- quality of class participation 25%
- quality of senior project showings 25%

100%-95%	A	79-76%	C+	62-60%	D-
94%-90%	A-	75-73%	C	59-below	E
89-86%	B+	72-70%	C-		
85-83%	B	69-66%	D+		
82-80%	B-	65-63%	D		

Academic Misconduct Statement: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism

and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

Disability Statement: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

The escort service is available for students enrolled in evening courses. The phone number is 292-3322.

Topical Outline

- Meeting 1 Meet with colloquium group & faculty advisors to discuss senior projects and to schedule project showings.

- Meeting 2 All colloquium groups & faculty advisors meet for a session dealing with professional development. Subjects may include resume writing, regional dance opportunities, etc.

- Meeting 3 Address any final questions or issues regarding senior projects if necessary. Continue project showings.

Dance 600 – Senior Advising Colloquium

Senior Advising Colloquium: Part 3

UG – The first in a 3 Quarter Sequence – 3 1.5-hr meetings per quarter
0-1 Credit Hours

I. Description of the Course:

The advising colloquiums are the primary vehicle for mentorship and guidance in the Junior and Senior years. Students are grouped with approximately 8 of their peers and 2 faculty members who remain with them through the senior year. The group supports and advances students' interests and goals through discussions, readings, and activities.

II. Objectives

At the successful completion of Senior Advising Colloquium 3, students will:

- present their senior projects in a senior concert performance or other project appropriate venue
- present a 5-10 minute oral report analyzing and evaluating the conception, rehearsal process and performance of their senior project.

III. Course Content and Procedures

The Senior year advising colloquium serves as an on-going forum for the further development, implementation and presentation of students' experiential learning component and senior projects. It also allows an opportunity for peer discussion and collaboration, as well as faculty mentoring.

IV. Requirements

- class attendance and participation
(definition of Participation and Discussion taken from Professor Kevin Tavin's Art Ed 255 syllabus)
Discussion requires more than just talk. You should pay attention and listen to others, ask questions of your peers and the instructor, engage your peers in student-to-student cross talk, take responsibility for picking up the

dialogue when we hit silences or points of disagreement, and help keep the conversation on track. This will help keep the discourse in the class moving in a democratic direction, where a variety of ideas, theories, and interpretations coexist and help inform one another.

Your participation includes being prepared and offering thoughtful comments throughout the course. Participation also means that you give your full attention during the class discussion, individual and guest lectures, and asking questions and provide feedback afterward.

Discussion, participation, active engagement in the course materials, and characteristics of comments will be assessed each class session. Failing to pay attention, not contributing to discussions, or exhibiting distracted or distracting behavior (including, but not limited to, using electronic devices for non-course related activities, reading or engaging in discussion about non-course related material, or acting inappropriate with, or having disregard for, students, guests, or the instructor) during class will negatively impact your grade. If there is any reason that you cannot fully participate in class please let me know as soon as possible so we can discuss your options

- completion of performance and report of senior project (8-10 pgs, double spaced)

V. Evaluation and Grading

- class attendance, completion of senior project rehearsals 75%
- quality of oral report of senior project/report 25%

100%-95%	A	79-76%	C+	62-60%	D-
94%-90%	A-	75-73%	C	59-below	E
89-86%	B+	72-70%	C-		
85-83%	B	69-66%	D+		
82-80%	B-	65-63%	D		

Academic Misconduct Statement: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

Disability Statement: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

The escort service is available for students enrolled in evening courses. The phone number is 292-3322.

Topical Outline

- Meeting 1** Meet with colloquium group & faculty advisors to discuss senior projects and to schedule project showings.

- Meeting 2** All colloquium groups & faculty advisors meet for a session dealing with project report issues, format requirements, etc.

- Meeting 3** Final wrap-up session including senior project oral reports. Exit survey conducted and survey questionnaires completed.

The Ohio State University
Colleges of the Arts and Sciences Course Change Request

Dance

Academic Unit

Dance

489

Book 3 Listing (e.g., Portuguese)

Course Number

Summer Autumn X Winter Spring Year 2008

Proposed effective date: choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information. Follow instructions in the OAA curriculum manual. Before you fill out the "Present Course" information, be sure to check the latest edition of the *Course Offerings Bulletin* and subsequent Circulating Forms. You may find that the changes you need have already been made or that additional changes are needed. If the course offered is less than quarter or term, please also complete the Flexibly Scheduled/OffCampus/Workshop Request form.

COMPLETE ALL ITEMS THIS COLUMN

Present Course

1. Book 3 Listing: Dance
2. Number: 489
3. Full Title: Internships in Dance
4. 18-Char. Transcript Title: Internships in Dance
5. Level and Credit Hours U 1-5
6. Description: A cooperative education or internship (25 words or less) assignment conducted under the supervision of a faculty member
7. Qtrs. Offered : Au, Wi, Sp, Su
8. Distribution of Contact Time: (e.g., 3 cl, 1 3-hr lab)
9. Prerequisite(s): Permission of instructor.
10. Exclusion: (Not open to....)
11. Repeatable to a maximum of 10 credits.
12. Off-Campus Field Experience:
13. Cross-listed with:
14. Is this a GEC course?
15. Grade option (circle): Ltr S/U X P
If P graded, what is the last course in the series?
16. Is an honors version of this course available? Y N X
Is an Embedded Honors version of this course available? Y N X
17. Other general course information:

COMPLETE ONLY THOSE ITEMS THAT CHANGE
Changes Requested

1. _____
2. _____
3. _____
4. _____
5. U 0-3
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

B. General Information

1. Do you want the prerequisites enforced electronically (see the OAA manual for what can be enforced)?
Yes

2. Does this course currently satisfy any GEC requirement, if so indicate which category?
No

3. What other units require this course? Have these changes been discussed with those units?
N/A

4. Have these changes been discussed with academic units that might have a jurisdictional interest in the subject matter? Attach relevant letters.
N/A

5. Is the request contingent upon other requests, if so, list the requests?
Yes, part of a larger updated program proposal.

6. Purpose of the proposed change. (If the proposed change affects the content of the course, attach a revised syllabus and course objectives and e-mail to ascurofc@osu.edu.)
The department would like to use this number/ course for our new required experiential learning component. The faculty feel strongly that the experience be required, but do not want to put strict limitations or credit requirements on it. Thus the 0-3.

7. Please list Majors/Minors affected by the proposed change. Attach revisions of all affected programs. This course is (check one):
 Required on major(s)/minor(s) A choice on major(s)/minors(s)
 An elective within major(s)/minor(s) A general elective:

8. Describe any changes in library, equipment or other teaching aids needed as a result of the proposed change or if the proposed change involves budgetary adjustments, describe the method of funding:
N/A

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

- | | | |
|--|-----------------------------|-----------------|
| 1. Academic Unit Undergraduate Studies Committee Chair | John Giffin
Printed Name | 2-6-08
Date |
| 2. Academic Unit Graduate Studies Committee Chair | Printed Name | Date |
| 3. ACADEMIC UNIT CHAIR/DIRECTOR | Susan Petry
Printed Name | 2-6-08
Date |
| 4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17 th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to ascurofc@osu.edu . The ASC Curriculum Office will forward the request to the appropriate committee. | | |
| 6. COLLEGE CURRICULUM COMMITTEE | John Giffin
Printed Name | 3/9/09
Date |
| 6. ARTS AND SCIENCES EXECUTIVE DEAN | Edward Adel
Printed Name | 5-13-08
Date |
| 7. Graduate School (if appropriate) | Printed Name | Date |
| 8. University Honors Center (if appropriate) | Printed Name | Date |
| 9. Office of International Affairs (study tours only) | Printed Name | Date |
| 10. ACADEMIC AFFAIRS | Printed Name | Date |

Rationale for changing credits of Dance 489: Internships in Dance from 1-5 to 0-3

The department would like to use the Dance 489 number/ course for our proposed Experiential Learning component of the proposed curriculum. While the dance faculty feel very strongly about making this experience a requirement, they do not want to put strict limitations or credit requirements on it. Therefore, in order to fit into our proposed curricular changes, we request that the credits be changed to 0-3.

The College of the Arts
The Ohio State University

Department of Dance
Dance 489 Internships
(Experiential Learning)
0-3 credits

489 Internships
(Experiential Learning)

Course Description:

The Internship/Experiential Learning component will require students to go beyond the walls of The Ohio State University, and to engage in a self-structured, proactive and independent learning experience. Students will propose this experience in the Junior Advising Colloquium – Part 2. It may consist of internships, service-learning courses, international study, community teaching, apprenticeships, intensive dance programs and festivals. This experience will provide students with exposure to practicing role models, substantive interaction with a community beyond the university, career contacts and networking opportunities, as well as an opportunity to embody and apply theoretical learning. This type of unique experience will help students become active and responsible artist/citizens, as well as gain the perspective and confidence needed to carve out a life in the dance field.

Course Objectives:

The objectives and goals are individually determined with students in consultation with their colloquium advisors and within the framework of the experience.

Course Content and Procedures:

The course may follow the design of an independent study. It is created with the student and colloquium advisors and will reflect the individuality of student interests and career goals.

Course Evaluation:

This course is graded S/U. If taken for credit, this experience requires an equivalent of 30 field contact hours for 1 credit hour. (See Experiential Learning Guidelines listed below.)

This course is evaluated upon the goals and objectives determined at the onset of the experience.

Academic Misconduct Statement: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

Disability Statement: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated; and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

The escort service is available for students enrolled in evening courses. The phone number is 292-3322.

Guidelines for Experiential Learning Component

Students wanting to receive academic credit for this requirement must submit the following to their colloquium advisors:

- A letter of understanding signed by the student and the field supervisor on letterhead of the company or organization with whom the student will interact. This letter should be specific about pertinent details of the experience including student duties, expected hours of work, place of work, supervisor expectations, etc. It is understood that 30 contact hours is the equivalent of 1 credit hour.
- A letter from the field supervisor at the end of the experience which attests to the students' satisfactory fulfillment of duties as delineated in the letter of understanding. An evaluation of the quality of students' work may be included here.

The College of the Arts
The Ohio State University

Department of Dance
Dance 699 – Undergraduate
Scholarship (Senior Projects)
4 credits

**699 Undergraduate Scholarship: Research and Creative Activity
(Senior Projects)**

Course Description:

Undergraduate Scholarship: Research and Creative Activity in Dance is the undergraduate Senior Project. The Senior Project is a 4-credit independent research project that will serve as the capstone of students' education. Through thoughtful consideration during Junior Advising Colloquium- Part 3 and with input from advising faculty and peers, students will design and implement a research project that integrates and applies the skills and experiences they have gained over the course of their studies at The Ohio State University. The Senior Project should grow out of students' area(s) of interest, but also help them look beyond the collegiate experience to their career goals. The Senior Project must be publicly disseminated and there must be a written component. In addition to advising colloquium faculty, students may also request one resource person to assist with their Senior Project.

Course Objectives:

At the successful completion of this course, students will:

- develop and complete a Senior Project in consultation with their colloquium advisors
- analyze and evaluate the conception, rehearsal process and performance of their Senior Project in a 5-8 page (double spaced, 12 pt. type) written report

Course Content and Procedures:

The course may follow the design of an independent study. It is created with the student and advisors and will reflect the individuality of the student's scholarly interests.

Course Evaluation:

This course is graded S/U.

This course is evaluated upon the goals and objectives determined at the onset of the scholarship.

Academic Misconduct Statement: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of

alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

Disability Statement: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

The escort service is available for students enrolled in evening courses. The phone number is 292-3322.

Appendix vii.

Conversion Plan from Old to New Curriculum

The proposed Dance curriculum revisions requires no formal conversion plan at this juncture since all of the proposed changes have been put in place over the last year via substitution petitions and advising of students in their choices of courses. Students graduating in '08, '09 and '10 can choose to remain on the old plan that they started with, though most are choosing to adopt the new structure. The advising colloquiums have been phased in starting in '06-'07 shifting standard individual faculty advising into peer group sessions. This proposal reflects the lessons learned through this trial launching.