

Term Information

Effective Term Spring 2023

General Information

Course Bulletin Listing/Subject Area Dance
Fiscal Unit/Academic Org Dance - D0241
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3003
Course Title African and Afro-diasporic Dance Forms 1
Transcript Abbreviation African Level 1
Course Description Introduction to studio practice of dance forms rooted in the Africa and African Diaspora. Beginning with the body, this course includes a survey of the historical and cultural contexts of these dances which are broad from both embodied and geographical considerations; students learn deep respect for the nuances of culturally rooted dance practices with musical contributions.
Semester Credit Hours/Units Fixed: 1

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable Yes
Allow Multiple Enrollments in Term Yes
Max Credit Hours/Units Allowed 10
Max Completions Allowed 10
Course Components Laboratory
Grade Roster Component Laboratory
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Enrollment in the Dance major. All others by permission.
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	50.0301
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- Proficiency with conceptual, technical, and artistic skills necessary to advance to African and Afro-diasporic Dance Forms Level 2.

Awareness of the cultural context of African and African-based dance forms.
- Openness, understanding, and intellectual/cultural sophistication when discussing social, and cultural issues relating to the dancing body

Strength and flexibility.
- Fluency with spatial orientation, dynamic range, and rhythm in movement and movement sequences.

Understanding of break cueing and the integral communication between the dancer and the musicians.
- Actively participate in tenants of the Africanist community such as call and response, participative audience, and celebrator of all movers.
- Knowledge and an appreciation of African diasporic dance forms as expressions of African cultures throughout the diaspora.

Content Topic List

• WEEKS ONE TO THREE

Introduction to course

Basic course material

• WEEK FOUR

Continue basic course material

Assignment #1 due

• WEEKS FIVE TO EIGHT

Increased length of exercises, heightened demands on strength, coordination, and articulation

Mid-semester progress check-in with instructor

• WEEK NINE

Continued longer exercises

Assignment #2 due

• WEEKS TEN TO THIRTEEN

Increased length and complexity of exercises, heightened demands on strength, coordination, articulation, and artistry

• WEEK FOURTEEN

Continued longer and more complex exercises

Assignment #3 due

No

Sought Concurrence

Attachments

- 3003_African and Afro-diasporic Dance Forms 1 template.docx: Sample template syllabus

(Syllabus. Owner: Schmidt, Amy Esther)

- Curriculum Map BFA 2022.xlsx: Curriculum map update

(Other Supporting Documentation. Owner: Schmidt, Amy Esther)

- 5190 African 1st years SP21 Ndiaye.docx: past offering of development course

(Syllabus. Owner: Schmidt, Amy Esther)

- African concurrence AAAS.pdf: concurrence

(Concurrence. Owner: Schmidt, Amy Esther)

Comments

- Please request concurrence from AAAS. *(by Vankeerbergen, Bernadette Chantal on 07/20/2022 12:41 PM)*
- Since being hired as faculty in AU20, Prof. Momar Ndiaye and other instructors have been developing our African curriculum. This new course (along with forthcoming Dance 4003, 5003, 5004) is the request to make it a permanent part of our BFA and MFA programs, and not a special offering. We now have several tenured faculty with African movement practice expertise alongside local community professionals as regular lecturers. *(by Schmidt, Amy Esther on 07/04/2022 03:25 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Schmidt, Amy Esther	07/04/2022 03:26 PM	Submitted for Approval
Approved	Anderson, Charles Odell	07/04/2022 03:33 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	07/20/2022 12:41 PM	College Approval
Submitted	Schmidt, Amy Esther	09/01/2022 02:55 PM	Submitted for Approval
Approved	Anderson, Charles Odell	09/02/2022 06:18 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/20/2022 11:34 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/20/2022 11:34 AM	ASCCAO Approval

SAMPLE SYLLABUS

The Ohio State University
Department of Dance
Semester / Year

Instructor's name
Contact
Office hours

Dance 3003 African and Afro-diasporic Dance Forms 1

Studio Laboratory, 1 credit hour
Undergraduate

Mon/Wed or Tues/Thurs 10:20am-12:00pm (1hr 40min) or
Mon/Wed or Tues/Thurs 5:20-6:50pm (1hr 30min)
Sullivant Hall Studio 370 or 390

Course Description

African and Afro-Diasporic Dance Forms Level 1 for Dance majors is an introduction to studio practice of dance forms rooted in the Africa and African Diaspora. Beginning with the body, this course includes a survey of the historical and cultural contexts of these dances which are broad from both embodied and geographical considerations. Participation in African and African Diasporic dance forms requires deep respect for the nuances of culturally rooted dance practices. An openness to community, ritual, ancestral tradition, and folklore are key requirements for participation in this course. It will offer a range of foundational techniques from [list the style here, their places of origins, and ethnic groups]. Classes will include musicians who are deeply knowledgeable within these dance and musical practices.

Course Goals and Objectives

At the successful completion of the course the students will be able to demonstrate:

- Proficiency with conceptual, technical, and artistic skills necessary to advance to African and Afro-diasporic Dance Forms Level 2.
- Awareness of the cultural context of African and African-based dance forms.
- Openness, understanding, and intellectual/cultural sophistication when discussing social, and cultural issues relating to the dancing body
- Strength and flexibility.
- Fluency with spatial orientation, dynamic range, and rhythm in movement and movement sequences.
- Understanding of break cueing and the integral communication between the dancer and the musicians.
- Actively participate in tenants of the Africanist community such as call and response, participative audience, and celebrator of all movers.
- Knowledge and an appreciation of African diasporic dance forms as expressions of African cultures throughout the diaspora.

Course Content and Procedures

SAMPLE SYLLABUS

Content: *[add and/or remove appropriate content here as appropriate]*

This course meets twice a week for studio practice. Our time will be spent dancing, participating in short lecture or discussion, and completing assignments. Movement material will be presented through demonstration and description. Practice and repetition are the primary means of learning. Dance sessions will consist of a warm-up, across-the-floor exercises, original movement combinations of traditional dances, and improvisations.

- movement concepts and vocabulary derived from dance forms of the African Diaspora.
- movement experiences that build upon a solid technical basis for further study in dance
- analysis, correction, demonstration, and exploration of course material
- discussion about African Diaspora culture, history, and socio-political concepts
- creative studio-based material that develops presence and personal expression through the execution of movement.

Procedures: may include, but are not limited to the following: *[Select from the following list or insert other procedures here]*

- Warm-up exercises
- Across the floor exercises
- Combinations
- Reading
- Discussions
- Observations
- Reflection or Response Papers
- Presentations and/or showing
- Practical application of course concepts

Requirements and Evaluation

Requirements: may include, but are not limited to the following: *[Select from the following list or insert other requirements here]*

- Participation/Effort
- Skills/Knowledge
- Improvement
- Completion of all assignments and exams.

Evaluation *[adjust as necessary]*

- | | | |
|---------------------------------|-----|-----|
| 1. Participation/Effort | 20% | |
| 2. Skills/Knowledge/Improvement | | 70% |
| 3. Assignments | 10% | |

SAMPLE SYLLABUS

Attendance

Students may miss 10% of the classes (three total for classes meeting twice weekly). Absence from more than 10% of classes will affect the final grade by lowering it five points for each additional absence. These absences include excused (e.g. illness) and unexcused (e.g. not in the mood) absences. Make-up classes are not allowed. Communication with the instructor is very important.

Participation

Students are expected to take the entire class. Students who must observe class due to illness or injury will complete a written observation or suitable alternative assignment, such as musical accompaniment. Three full observations equal one absence in the final grade.

If students stop participating in a class, they will not rejoin the class that day, and an explanation will be given to the instructor after class. Partial participation will be monitored and factor into the final grade. Communication with the instructor is very important.

Promptness

Students arriving after the roll call are tardy and may be asked to sit out for the safety and injury prevention of themselves and others. Three tardies constitute an absence in the final grade. Communication with the instructor is very important.

Grading Scale

94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
60-66	D
Below 60	E

Bibliography

Diallo, Yaya, and Mitchell Hall. 1989. *The Healing Drum: African Wisdom Teachings*. Rochester, VT: Destiny Books. Chapter 9 pg. 105-118

~ available on Amazon.com or in the Ohio State Music and Dance Library in the 18th Avenue Library.

Gottschild, Brenda Dixon. *Digging the Africanist presence in American performance: dance and other contexts*. Westport, CT, Praeger, 1998.

Sklar, Deirdre. "Five Premises for a Culturally Sensitive Approach to Dance," *Dance Critics Association News*(Summer 1991).

SAMPLE SYLLABUS

Asante, Molefi Kete, ed. African Culture: The Rhythms of Unity. West port: Greenwood Press.

Chernoff, John Miller. African Rhythm and African Sensibility. Chicago: University of Chicago Press.

Dunham, Katherine. Dances of Haiti. Los Angeles: University of California Press.

Emery, Lynne Fauley. Black Dance From 1619 to Today. Princeton: Princeton Book Company.

Malone, Jaqui. Steppin on the Blues: The Visible Rhythms of African American dance. Chicago: University of Illinois Press.

Thompson, Robert Ferris ed.. African Art in Motion: Icon and Act. Los Angeles: University of Los California Press.

Welsh-Asante, Kariamu, ed. African Dance: An Artistic, Historical and Philosophical Inquiry. Trenton: African World Press.

[Insert additional entries here]

Required and Recommended Texts

Mandiani Drum and Dance: Djimbe Performance and Black Aesthetics from Africa to the New World by [Mark Sunkett \(Links to an external site.\)](#).

[Insert additional texts here as needed]

Academic Misconduct

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://studentlife.osu.edu/csc/>.

Disability Services

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university’s [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately

SAMPLE SYLLABUS

so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health Services:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-- 292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-- 800--273-- TALK or at suicidepreventionlifeline.org.

Physical and Mental Health:

As a student, your health and wellness can have an impact on your academic success. Common wellness concerns during your time at the university may include high levels of stress, sleep and diet behaviors, alcohol and other drug use, depression and anxiety, and interpersonal relationship issues. The Office of Student Life has numerous resources and services available to you at no charge to help you address those concerns.

You can learn more about health and wellness resources available on campus by visiting the websites for the [Student Wellness Center](#), [Wilce Student Health Center](#), [Recreational Sports](#) and [Counseling and Consultation Service](#). For students in recovery or seeking recovery from substance use disorders, learn more about support on campus by visiting the [Collegiate Recovery Community](#). For students facing food insecurity, learn more about the free on-campus food pantry by visiting the [Buckeye Food Alliance](#). For students interested in speaking with a peer to learn more about campus resources, call the [Buckeye Peer Access Line](#). For students interested in meeting with a peer and setting holistic wellness goals, learn more about [Wellness Coaching](#).

SAMPLE SYLLABUS

Diversity, Inclusion, Bias Reporting

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The [Bias Assessment and Response Team \(BART\)](#) receives, monitors, refers, and as necessary, coordinates university responses to hate and bias-related incidents that impact all or a significant portion of the university community. Incidents may involve bias or hate as a result of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, sexual orientation or veteran status. BART is not intended to replace or subordinate any existing processes for reporting and addressing acts of discrimination, harassment, or violence, including but not limited to, processes of the Office of Human Resources, OSU Police, and Office of Student Conduct.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Topical Outline [*adjust as necessary*]

WEEKS ONE TO THREE

1. Introduction to course
2. Basic course material

WEEK FOUR

1. Continue basic course material
2. Assignment #1 due

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WEEKS FIVE TO EIGHT

1. Increased length of exercises, heightened demands on strength, coordination, and articulation
2. Mid-semester progress check-in with instructor

WEEK NINE

1. Continued longer exercises
2. Assignment #2 due

WEEKS TEN TO THIRTEEN

1. Increased length and complexity of exercises, heightened demands on strength, coordination, articulation, and artistry

WEEK FOURTEEN

1. Continued longer and more complex exercises
2. Assignment #3 due

EXAM WEEK

1. No class or exam

Ohio State University

Instructor: Momar Ndiaye

Department of
Dance

Email: ndiaye.55@osu.edu

Spring 21

Office hours: By appointment

DANCE 5190-: Movement Practice Special Topics:

Patrimonial West African Dances (1st year BFA)

1 credit hour

Tuesdays (RPAC-South Gym) and Thursdays (RPAC-A200)

5:30-6:45pm

Rational:

There are more than a thousand different ethnic groups in Africa and each group has at least one patrimonial dance passed down from one generation to the next. This is reflected in the immense amount of cultural knowledge that exists in terms of music, movement, rhythm, and history in African societies, as well as an emphasis on participating in traditional arts. African dances are drawn from powerful ancestral traditions that celebrate life and nature. These dance forms develop physical awareness, stamina, and integrated knowledge of body and mind. We must learn them with a deep respect for their meanings, their places of origin, and for those who pass them on through the oral traditions that surround them.

Course Description

Special topics in movement practice for dance majors and graduate dance students.

This class addresses the fundamentals of movement, rhythm and cultural context of some traditional West African dance forms. We will study and practice different techniques that include intricate footwork, spinal articulation, speed, and rhythmic complexity from the Temne, the Wolof, the Pular and the Malinke. Two African drum specialists will accompany each class, and as in African models and context, they will be invited to give feedback and participate in class discussions.

Course Goals and Objectives

At the successful completion of the course the student will demonstrate an embodied knowledge and highly proficient demonstration of the techniques taught in this course. Students will also be able to identify names of rhythms and movement patterns, and convey concepts about the history and context of the studied African dance forms.

Requirements and Evaluation

Requirement and class protocols

- **Face covering is required at all time in Class!!!**
- **Absolutely NO GUM**
- **Please keep your cell phones and smart watches off.** Please no texting in class etc.
- Completion of all assignments
- Prompt arrival and regular attendance
- Active participation and full engagement with movement material
- If you miss a class, it is your responsibility to get an update from your classmates. I will not disturb the class-flow to go over material you missed.

- Artistry, creativity, and ability to collaborate.

- Proper attire

Evaluation:

- **Student Agency (50%)**

The quality and consistency of efforts is crucial to increase physical skills. This portion of the grade will be based on self-discipline, work ethic (10%), consistency of work and attention (10%), openness and responsiveness to corrections and new material (10%), class participation and sense of community (10%).

- **Artistry, creativity and skills (50%)**

Success in this area will be determined by the accomplishment and integration of the course objectives (Artistic, Technical accuracy, Coordination, Musicality, Concepts and Names).

Attendance Policy

Students may miss 20% of the classes (6 classes in total for this course). Absence from more than 20% of classes will affect the final grade by lowering it five points for each additional absence. These absences include excused (e.g. illness) and unexcused (e.g. not in the mood) absences. In case you need accommodation beyond your allowed absences due to Covid-19, you will need to file a form with the Office of Student life Disability Service, found here: <https://slds.osu.edu/covid-19-info/covid-related-accommodation-requests/> (Links to an external site.)

Participation

Students are expected to take the entire class. If students must observe class due to illness or injury, they will complete a written observation. Three full observations equal one absence in the final grade.

If students stop participating in a class, they will not rejoin the class that day, and an explanation will be given to the instructor after class. Partial participation will be monitored and factor into the final grade.

Promptness

Students arriving after the roll call are tardy and may be asked to sit out. Three tardies constitute an absence in the final grade.

Attendance is highly encouraged. Students are encouraged to communicate on time with the instructor of the class for a suitable accommodation.

Grading Scale

94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
60-66	D
Below 60	E

Planning for contingencies due to Covid-19

Our current situation as the result of Covid-19 calls for awareness, flexibility, and a stronger support system. It is a must for all of us to call upon our adaptation skills and our sense of responsibility in order to keep our working environment safe. We must be ready to adapt and adjust to any disruptive situation (such as stay at home order, personal infection, need for quarantine) and move forwards with alternative plans. This class will meet twice a week in person and will be streamed online in order to accommodate those in need of staying home.

Alternatives:

- In case student is unable to attend class in person due to positive diagnose or need for quarantine there will be the option of taking class via Zoom if well enough to either dance or observe and take notes.
- In case the whole class needs to quarantine we will have a remote class via Zoom for as much time needed in accordance to health guidelines.
- If the instructor of the class is infected or needs to quarantine, and is well enough to teach, class will happen via Zoom from home. In case the instructor is not well enough to teach, a backup instructor will take over and teach via zoom or in person.
- In case of suspension of in-person class by the University we will transition to a full online class via Zoom for the remaining of the semester.

Recommended Texts:

Mandiani Drum and Dance: Djimbe Performance and Black Aesthetics from Africa to the New World by [Mark Sunkett \(Links to an external site.\)](#).

The African Healing Drum, Yaya Diallo and Mitchell Hall.

Important statements

1-Health and safety

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu> (Links to an external site.)), which includes *followings*:

Face masks requirement

Face masks are an important tool to help protect our colleagues, classmates and members of the broader community from the virus. Masks must be worn in indoor settings, including, but not limited to: classrooms, common areas, conference rooms, shared office spaces, hallways, buses and shared vehicles on all Ohio State campuses. Masks must also be worn in outdoor spaces on campus, even when individuals can maintain appropriate physical distancing. This is another requirement we have recently strengthened as we must do all that we can to protect each other.

Face masks are part of the return-to-campus kits that include one disposable mask, two reusable masks, a thermometer, disinfectant wipes and hand sanitizer.

Daily health check

Beginning August 14, a [daily health check \(Links to an external site.\)](#) to report body temperature and health status will be required for all students, faculty and staff every time we come to campus or are working in the community on behalf of the university. Requiring a daily check of all on-campus individuals will help us to quickly identify any possible outbreaks from those exhibiting symptoms and move quickly to prevent transmission. We encourage our Buckeye community to make the daily health check part of your routine each and every day, whether your destination is campus or elsewhere. Completing the health check every day will also help you to increase your awareness of COVID-19 symptoms and help each of us protect our broader communities.

Online training and pledge

As shared previously, all students, faculty and staff are required to complete an online training course and the Together As Buckeyes Pledge. The 10-minute training is available through [BuckeyeLearn\(link is external\) \(Links to an external site.\)](#); the pledge must be signed upon completion of the training.

The training course covers expectations for daily health checks, personal protection such as face masks, hygiene, physical distancing, staying informed and more. The pledge acknowledges an understanding of and commitment to the behaviors described in the training and represents our shared commitment to staying safe and healthy.

Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

2-Academic Misconduct

It is the responsibility of the [Committee on Academic Misconduct \(Links to an external site.\)](#) 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://studentlife.osu.edu/csc/> (Links to an external site.).

3-Touch statement

The teaching of dance technique or movement regularly uses touch as a mode of instruction, and correction. As the instructor of this class, I believe in the use of judicious physical corrections in addition to demonstration and verbal instruction as effective teaching tools but more often, use of touch is more useful than verbal instructions. However, I also wish to be sensitive to the needs of my students. Therefore, I am alerting you to the fact that I may touch you as part of your instruction in this class. I may touch the back of your neck, head, shoulders, rib cage, hip joint, behind the knee, etc. If for any reason you find yourself uncomfortable with the use of touch, feel free to communicate with me.

4-Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu (Links to an external site.); 098 Baker Hall, 113 W. 12th Avenue.

5-Student Wellness: Mental Health Services:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life’s Counseling and Consultation Service (CCS)** by visiting ccs.osu.edu (Links to an external site.) or calling 614-- 292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide

Prevention Hotline at 1-- 800--273-- TALK or at suicidepreventionlifeline.org (Links to an external site.).

6-Diversity, Inclusion, Bias Reporting

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The [Bias Assessment and Response Team \(BART\)](#) (Links to an external site.) receives, monitors, refers, and as necessary, coordinates university responses to hate and bias-related incidents that impact all or a significant portion of the university community. Incidents may involve bias or hate as a result of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, sexual orientation or veteran status. BART is not intended to replace or subordinate any existing processes for reporting and addressing acts of discrimination, harassment, or violence, including but not limited to, processes of the Office of Human Resources, OSU Police, and Office of Student Conduct.

7-Sexual Civility and Conduct

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> (Links to an external site.) or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

8-Value of Student Evaluation of Instruction (SEI)

Please take the time to complete your SEIs for your dance courses. The feedback helps all of us know what our best practices are, where there might be gaps, and how you are engaging. The numerical and the discursive sections are necessary and useful, all the more so if MOST or ALL of you do them. We take your feedback seriously, and we use it as part of annual reviews of faculty, course development, and assessment of our programs.

You can find instructions for doing it on your smart phone through the OSU app here https://registrar.osu.edu/faculty/sei/student_view_mobile_sei.pdf (Links to an external site.)

Other information is available

here: <https://registrar.osu.edu/faculty/sei/studentinstructions.asp> (Links to an external site.)

Schmidt, Amy

From: Adeeko, Adeleke
Sent: Thursday, September 1, 2022 2:18 PM
To: Schmidt, Amy; Beckham, Jerrell; Skinner, Ryan
Cc: Ndiaye, Momar; Anderson, Charles
Subject: Re: Concurrence request

Hi Amy,
AAAS will be happy to grant concurrence for this course.

Adélékè Adéèkó, PhD

From: Schmidt, Amy <schmidt.442@osu.edu>
Date: Thursday, September 1, 2022 at 8:25 AM
To: Beckham, Jerrell <beckham.4@osu.edu>, Skinner, Ryan <skinner.176@osu.edu>, Adeeko, Adeleke <adeeko.1@osu.edu>
Cc: Ndiaye, Momar <ndiaye.55@osu.edu>, Anderson, Charles <anderson.4357@osu.edu>
Subject: RE: Concurrence request

Hello, all

I know it's been a busy start to the school year, but I wanted to check in and see if you had opportunity to review this concurrence request (see attachments in original email).

Many thanks,
Amy

From: Schmidt, Amy
Sent: Tuesday, July 26, 2022 6:20 PM
To: Beckham, Jerrell <beckham.4@osu.edu>; Skinner, Ryan <skinner.176@osu.edu>; Adeeko, Adeleke <adeeko.1@osu.edu>
Cc: Ndiaye, Momar <ndiaye.55@osu.edu>; Anderson, Charles <anderson.4357@osu.edu>
Subject: Concurrence request

Hello, dear Dr. Adeleke, Dr. Skinner, and Jerrell

On behalf of Chair Anderson and Prof. Ndiaye in Dance, we would like to request concurrence for the African and Afro-diasporic dance technique courses (undergraduate and graduate movement for majors). Attached are the sample syllabi for Dance 3003 level 1, Dance 4003 level 2, Dance 5003 level 3, and Dance 5004 level 4 developed by Prof. Ndiaye alongside other faculty and lecturers.

Thank you for your consideration and please let me know if you need anything else!

Cheers,

Amy E. Schmidt, MFA
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