

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number THEA 228 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	A
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	A
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	A
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G or G to U	A	A	A	A				A	A
11.	Cross list with another department: U or G level	A	A	A	A				A	A
12.	Department of record	A	A	A	A				A	A
13.	Open or close a course	A	A	A	A				A	A
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³							Board of Trustees
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UAC	GRAD	
1.	University Requirements — Change in approved course content ⁶	A	A	A		A		A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A		A		A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--		A		A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A		A		A	--
5.	Major — Revision of major ^{4,5}	A	A	A		A		A	--
6.	Major — Adopt or change admission requirements	A	A	A		A		A	--
7.	Major — Add ^{4,5}	A	A	A		A		A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A		A		A	I
9.	Major – Discontinue (proposed by the Provost)	See below.							
10.	GPA — Revise major or cumulative requirement	A	A	A		A		A	--
11.	Minor — Revise course selection	A	A	A		I		I	--
12.	Minor — Add	A	A	A		A		A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A		A		A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.							
15.	Degree — Add	A	A	A		A		A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A		A		A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.							
18.	Any change to a graduate degree program	A	A	A		A		A	--

		COUNCIL ³							Board of Trustees
	Provost-Proposed Change	Provost	Department	Dean	TEC	UAC	Graduate	Faculty	
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R		A		A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R		A		--	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R		A		A	I

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COUNCIL ³									
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A
2.	Admission requirements	--	--	--		A		A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A
5.	Other academic policy changes	--	--	--		A		A	-- A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

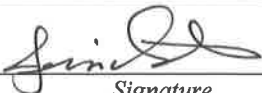
⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

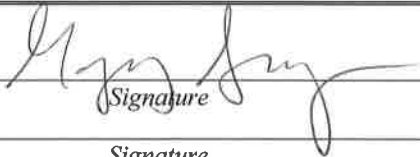
⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 3-8-17

Curriculum/Catalog Changes Signature Page

 Signature	Department/School Chair(s) 2/9/18 Approval date
_____ Signature	_____ Approval date

 Signature	College Academic Council(s) 2.23.18 Approval date
_____ Signature	_____ Approval date

 Signature	Dean(s) 2/27/18 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Application for a New Course v10.6

Course ID <i>Subject and Number</i>	THEA 228
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Dawne Swearingen Meeks
2	Course Teacher	Lily Balogh
3	Course Title	Dance Conditioning
4	Course Abbreviation (if title is over 30 characters)	n/a
5	College	CAS
6	Department	Theatre
Y7	Number of Credit Hours	1
8a.	Number of contact hours - lecture	0
8b.	Number of contact hours – lab/activity	1
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	
11	Is the course repeatable for additional credit?	Yes
12	Maximum total number of credit hours a student can earn for this course	2
13	What type of course is this? (Select one. Please see Schedule Type definitions above.)	☐ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☒ Studio ☐ Thesis ☐ Dissertation

14	Instructor Workload	1
15	Grade Mode (check all appropriate):	X Standard ___Credit/No Credit (undergrad only)
16	Maximum Enrollment	16
17	Catalog Description (50 words or less)	Provides conditioning and cross-training for dance. Emphasis is placed on developing strength, flexibility, and coordination. The course will include three main components: core + full-body stability, high intensity interval training (HIIT), and flexibility training. Aids in injury prevention. Students may choose to count one dance course as a kinesiology activity credit.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	No prerequisites. For Theatre majors only. Dance Track majors receive priority.
19	List any co-requisites	None
20	If the course is cross listed, specify the Course ID(s); MUST have signature in Section V from all Department Chairs	n/a
21	Does this course have any special student costs?	X No ___Yes (If yes, must attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.)
22a	How frequently will the course be offered in the Fall ? All, even or odd years?	Fall, All.
22b	How frequently will the course be offered in the Spring ? All, even or odd years?	Spring, All.
22c	How frequently will the course be offered in the Summer ? All, even or odd years?	No.
23	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall 2018.
24	List course/s that should be deleted,	None.

	(Also, include the last semester for course/s being deleted) <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	
25	Is this course required for a degree/s? <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	X Yes It is required for the proposed THDN track of the Theatre BFA.
26	Should the addition of this course be retroactively applied to the degree plan it supports?	X No ___ Yes Explanation: The course supports a newly proposed track. Other Theatre majors may use the course as an elective.
27	Has this course been offered as a Special Topics course?	___ No X Yes <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i> Fall 2017 enrollment: 16 Spring 2018 enrollment: 7
28	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	None.

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	The Department of Theatre is seeking to apply for a new Dance Track. This will complement the six existing tracks currently offered under the BFA Theatre degree menu.
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	There have been several requests and inquiries from current and prospective students about the need for a Dance Conditioning Class offered in the menu of our dance classes. Dance Conditioning is a necessary component of a Dance Track in order to equip students in safe strength training techniques, flexibility and cardio conditioning. It has been an ongoing suggestion by visiting NYC Talent Agents that we MUST advance and improve our dance classes in order to equip our students to be competitive upon graduation. Dance Track students must possess strength and endurance for partnering, sustained dance choreography and a disciplined career.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	BFA Dance Track Students as well as Musical Theatre Track students.
2	State the overarching course goal(s) in performance terms.	The goal of this course is to educate students in the area of dance conditioning, strength training and cardio endurance with foundational technique to sustain audition, performance and career goals.

2. Competencies and Measurements

	Competency	Measurement
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1	<i>The student will develop conceptual and physical skills and proficiencies to develop muscular strength, flexibility, and endurance.</i>	A. Daily Classwork B. Assessment
2	<i>2. The student will analyze and reflect on their personal conditioning journey.</i>	A. Assessment B. Reflective Writing C. Cultural Excursions
3	<i>3. The student will strategize skills for ownership, learning, and training.</i>	A. Daily Classwork B. Assessments
4	<i>4. The student will develop skills to self-assess and self-correct along the learning process.</i>	A. Daily Classwork B. Assessments C. Reflective Writing

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

No required texts

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.

4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
6	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
9	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name THEA 228

Primary Department



Department Chair

2/9/18
Date



Dean of the College

2/27/18
Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

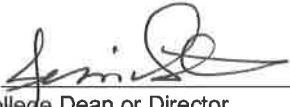
VI. Actions *Place all actions on one page.*

Course ID: THEA 228

Course Title: Dance Conditioning

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐  2.23.18
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ☐ Denied ☐ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ☐ Denied ☐ _____
Provost's designee Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ☐ Denied ☐ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

Abilene Christian University College of Arts and Sciences

Department of Theatre

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

The mission of the College of Arts and Sciences is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education.

The Abilene Christian University Department of Theatre is committed to providing quality training and opportunity for the disciplined theatre artist in a nurturing environment that models Christian values.

Thea 228-Dance Conditioning 1 credit hour

Spring 2018

Class meets: M-W 12-12:50PM MRW

Instructor: Lily Balogh, Guest Faculty

Email: lnb17a@acu.edu

Office: WPAC Rm. 221

Office Hours: by appointment

Cell: 325-330-4520

Course Description

Provides conditioning and cross-training for dance. Emphasis is placed on developing strength, flexibility, and coordination. The course will include three main components: core + full-body stability, high intensity interval training (HIIT), and flexibility training. Aids in injury prevention. Students may choose to count one dance course as a kinesiology activity credit.

Prerequisite

No prerequisite required. Only theatre majors admitted unless given permission by the instructor.

Course Goal

Upon completion of this course, students will possess tools to condition and cross-train themselves for intense dance training and performance. Students will be exposed to NASM (National Academy of Sports Medicine)-grade conditioning for athletes, and will be taught how to best fine-tune their training to fit their professional and personal goals.

Required Text

Please note that additional readings and handouts will be provided.

Grade Scale

A (100-90%), B (89-80%), C (79-70%), D (69-60%), F (59-below %)

Grading

Your grade is based on a 100% scale system.

1. Demonstration of improved technique: 20 %

Evidence of increased strength, flexibility, coordination, endurance and physical memory. Students will be assessed on comprehension and application.

2. Knowledge and application of conditioning terminology– Graded Evaluations: 15%

Students will be required to develop knowledge and application of conditioning through demonstration. Each student's physical capabilities will be taken into consideration.

3. Attendance and Participation - 20%

Valuable information and skills are presented and shared during each class session. It is to your benefit as well as the benefit of your classmates to be present for each and every class session. Timely and regular attendance will ensure positive results and provide solid preparation for professional work in the musical theatre industry.

4. Research Project/Presentation - 25%

As defined below, there will be one research project/presentation during the semester that will account for 10% of the final grade

5. Written Tests - 20%

There will be a comprehensive terminology exam on conditioning vocabulary. It will cover vocabulary, spelling, and various lecture topics and presentation information covered throughout the semester.

<u>Course Outcomes:</u> Competency	<i>Measurement Instrument</i>	<i>Measurement Standard</i>
<i>1. The student will develop conceptual</i>	A. Daily Classwork	A. The student will engage in conditioning exercises designed to strengthen, stretch, and train the body for endurance. The student will engage both the

<i>and physical skills and proficiencies to develop muscular strength, flexibility, and endurance.</i>	B. Assessments	athleticism and science of dance by investing in the physicality and conceptual approaches to the workings of the muscular/corporal actions of the body. B. The student will examine body mechanics, construct/enact workout regimens, and follow their growth and progress.
<i>2. The student will analyze and reflect on their personal conditioning journey.</i>	A. Assessment B. Reflective Writing C. Cultural Excursions	A. The student will set goals and chart progress through through the course of the semester. B. The student will detail and describe progress in the course, making connections within the learning and to life beyond the classroom. C. The student will choose an aspect of culture (film, dance, theatre, etc.) to apply principles employed during class to reveal connections to coursework.
<i>3. The student will strategize skills for ownership, learning, and training.</i>	A. Daily Classwork B. Assessments	A. The student will learn, practice, and execute sequences at the barre, center floor, and with props/weights/apparati while using sound patterning and proper technique. B. The student will examine body mechanics, construct/enact workout regimens, and follow their growth and progress.
<i>4. The student will develop skills to self-assess and self-correct along the learning process.</i>	A. Daily Classwork B. Assessments C. Reflective Writing	A. The student will acquire and practice self-assessment skills initially through participation in partnering activities designed to identify proper body alignment and peer-evaluations. The student will also apply these to the student's own form, working to build efficient body patterning through use of body alignment practice, imagery, visual cues, and self-evaluations. B. The student will evaluate assessment performances for display of details, performance qualities, and technique. C. The student will describe progress in the course through journaling, detailing questions, strengths, and growth areas.

Assignment Criteria/Measurement Standards Rubric

Criteria	A Credit: 100-90%	B Credit: 89-80%	C Credit: 79-70%	D Credit: 69-60%
Content Knowledge Performance Presentation	Response demonstrates an in-depth understanding, appropriate use, and correct implementation of techniques, concepts, and/or strategies presented.	Response demonstrates an understanding of the techniques, concepts, and/or strategies presented in the course. Techniques, concepts, and/or strategies may be used or implemented in a less successful	Response demonstrates a minimal understanding of techniques, concepts, and/or strategies presented in the course.	Response demonstrates a lack of understanding, inappropriate use and incorrect implementation of techniques, concepts, and/or strategies presented in the course.

		fashion than A level work.		
Support	Opinions or ideas expressed are well substantiated with numerous explicit references to the content and/or personal references. The references cited firmly support the opinions or positions expressed.	Opinions or ideas expressed are substantiated with references to the content and/or personal references. The references cited may support the opinions or positions expressed.	Opinions or ideas expressed are substantiated with general references to the content and/or personal references. The references cited may or may not support the opinions or positions expressed.	Opinions or ideas expressed are unsubstantiated with references to the content and/or personal references. The references do not support the opinions or positions expressed, or are missing.
Comprehensive	All aspects of the assignment are explicitly addressed.	Most aspects of the assignment are satisfactorily addressed.	Some aspects of the assignment are addressed.	Minimal or no aspects of the assignment are addressed.
Writing	Writing is strong, clear, concise, and well organized, with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. If spelling, grammar, or syntax errors exist, they are minimal and do not detract from the message.	Writing is mostly clear, concise, and well organized, with good sentence/paragraph construction. Thoughts are mostly expressed in a coherent and logical manner. Minimal Spelling, grammar, or syntax errors may slightly detract from the message.	Writing is sometimes general and/or unclear at times. Thoughts may not always be expressed in a coherent and logical manner. Spelling, grammar, or syntax errors detract so that the message may not always be clear.	Writing is unclear and/or disorganized. Thoughts are not expressed in a coherent and logical manner. Spelling, grammar or syntax errors significantly detract so that the message is unclear.

Evaluation of Work

Grades will be assessed on the student's execution of skills learned in class and through performance evaluation. While this grade is subjective, you will be given the necessary feedback for improvement. If you do not understand the instruction or need more critique than you are given, don't be afraid to ask. This is your responsibility. The grading procedures outlined above do provide for a separate participation grade based on commitment, attitude, and progress.

The participation grade is based upon the student's daily commitment to growth and contribution to all previously outlined components of dance conditioning. This includes the preparation and presentation of assigned exercises, seriousness, promptness, concentration, and the ability to apply knowledge. Additionally, attitude, improvement of technique and a willingness to take risks will be important as grade assessments are given.

Attendance Policy

This course requires regular attendance. Please choose your absences carefully and be aware that your actions affect your fellow students.

4 absences = No lowering of grade

5 absences = 1 letter grades dropped

6 absences = 2 letter grades dropped

7 absences = Student is failed or dropped

Tardiness

3 late arrivals= 1 absence

After 15 minutes tardy= 1 absence

Never enter a classroom when another student is performing. Please be courteous and respectful by being aware of what it is you are interrupting with your late arrival.

Dress Requirement

Please wear clothing that you can move easily in. Leotard and tights are appropriate, as are long jazz pants and appropriate sportswear. Please be respectful of your instructor and your peers by wearing appropriate ACU dance wear. Ladies, you must have your hair securely tied and off your face. Sneakers and socks are required.

PRESENTATION PROJECT OUTLINE:

Objective: Each student shall present a 5-minute oral presentation of a topic covered in the course. Students will choose a component of conditioning and create a short presentation on how it pertains to improved dance performance.

Rationale for Policy

The most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. As a community of Christian students and scholars, we are each responsible to expect behaviors from each other consistent with the nature of God, to respect the community, and to respect ourselves. Expectations of academic honesty and integrity extend to both university employees and students. Every member of the community is responsible for protecting the integrity of learning, scholarship, and research. Being responsible requires action against violations in spite of peer pressure, loyalty, or compassion. Individuals must take responsibility for their own conduct and discourage misconduct by others.

Definition of Academic Integrity

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, College of Arts and Science Academic Council Approved September 26, 2014 homework assignments, assessments, examinations and tests, attendance at required out-of-class activities, written or oral presentations, and laboratory experiments and research. Violations of academic integrity and other forms of cheating involve the intention to deceive or mislead or misrepresent and therefore, are a form of lying. Specific examples of academic dishonesty in this course include, but are not limited to, the following:

- Submitting for credit, in whole or in part, the work of others.
- Receiving, giving, or using unauthorized aid on an examination or quiz.
- Failure to give credit to sources used in a work in an attempt to present the work as one's own.
- Submission of paper(s) or project(s) obtained from any source, such as a friend, research service, or club paper file, as one's own.
- Allowing other members of a group to provide a disproportionate fraction of a required group project or activity.
- Claiming credit for an attendance or service activity without attending or performing the activity.
- Written or oral presentation of falsified materials and facts, including but not limited to the results of interviews, laboratory experiments, and field-based research.

- Providing false information and/or documentation regarding an absence in an effort to have the absence excused.
- Thwarting an academic integrity investigation or providing information deemed to be false during an investigation.

Consequences of Breach

Academic dishonesty may result in, but is not limited to, the following:

- A first offense will result in a grade reduction (lowering the grade on the assignment in which academic dishonesty occurred and/or assigning an F for the final course grade).
- Should you be permitted to remain in the class after being found in violation of the academic integrity policy, you may also be required to retake the exam or an alternate exam, resubmit the course work, or complete an alternate assignment. Any such makeup work may be graded independently or averaged with the penalized grade for the original dishonest work. Failure to comply with such requirements constitutes a second violation.
- A second violation in a class will result in an automatic F in the course.
- All instances of academic dishonesty will be reported to Dean of the College of Arts and Sciences and the Dean of Students in the Student Life Office.

Appeal Process

If you would like to appeal a decision, then please follow this link to learn about how to file an appeal: <http://www.acu.edu/academics/provost/policies/index.html>.

Special Needs (ADA)

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, students must be registered with Alpha Scholars Program and must complete a specific request for each class in which accommodations are needed. Any student who has a documented disability and wishes to discuss academic accommodations is invited to call the Alpha office directly at (325) 674-2667.

Title IX

At ACU, we strive to comply with all applicable legal requirements prohibiting, preventing and responding to harassment against any member of the ACU community (e.g., Title VI, VII, and IX). Moreover, as a Christian community, ACU has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected.

Our Anti-Harassment Policy outlines specific definitions and procedures related discriminatory and sexual harassment, sexual misconduct, assault, stalking and relationship violence. If you experience harassment in any of these forms, we encourage you to report it so that we can help maintain a work and academic environment free of unlawful harassment.

Syllabus Calendar

- 1/16 Introductions/Review Syllabus
- 1/17 First day to dress out for class
- 1/22 Nutrition Seminar; Proper Fuel for Optimal Energy
- 1/24 Fitness Evaluation
- 1/29 The OPT Model, Building Blocks of Fitness
- 1/31 Full Body Workout, Focus on Core and Stability
- 2/5 Stretching Techniques, Focus on Active Stretching for the Dancer
- 2/7 Upper Body Workout, Arms and Chest
- 2/12 Supersetting Technique, Focus on Back and Core
- 2/14 Lower Body Workout, Legs and Glutes
- 2/19 Review of 10 Components of Fitness, Mat Pilates Techniques
- 2/21 Terminology Exam
- 2/26 Full Body Workout, Lengthen and Strengthen
- 2/28 HIIT (High Intensity Interval Training), How to Build Efficient Cardio Sets
- 3/5 Pool Ballet; Why Water Workouts are Highly Beneficial for Dancers
- 3/7 Intro to Bouldering; Why Climbing is Beneficial Cross-Training for Dancers
- Spring Break
- 3/19 Weight Training for Dancers; How to Strengthen Without Adding Bulk
- 3/21 Difference Between Tabata and HIIT Workouts; Benefits of Both

- 3/26 Flexibility Training; Focus on Self Myofascial Release
- 3/28 Injury Prevention Stabilization Techniques; Why Small Muscles Matter
- 4/2 Cardio for Musical Theater; Breath Control During Performance
- 4/4 Theraband Training; Foot/Calf Strength for Dancing in Heels
- 4/9 Full Body HIIT Workout
- 4/11 Bosu Ball Training for the Dancer; A Tool for all Components of Fitness
- 4/16 Agility Ladder Training; Boost Quickness, Foot Speed, Coordination
- 4/18 Buddy Workouts; How to Build a Workout with a Friend and its Benefits
- 4/23 Full Body Workout; Focus on Core, Stability and Strength
- 4/25 Build Your Own 10 Minute Workout, Present to Class in Active Lab
- 4/30 Oral Presentation
- 5/2 Final Dance Chapel 11am Fulks Theatre
(Applicable for all BFA Theatre Dance Classes)
- 5/5 Study Day (Dead Day)

Note: Students will perform in the Final "Dance Chapel" on 5/2 but will be physically assessed and critiqued on the day of the assigned final.

*Schedule is open to change as deemed necessary by the instructor

Lily Balogh

WPAC 221

lnb17a@acu.edu

Re: Review of THEA 240: Dance Conditioning

Dear Professor Balogh,

Thank you for the submission of Dance Conditioning: THEA 240. I reviewed the syllabus based on the ACU application requirements and the syllabus meets those requirements. Please also see the attached checklist. I offer a few suggestions for consideration:

- No phone number is listed for contact. Please consider adding this.
- The department mission statement is listed twice and the university mission statement is missing.
- The ADA policy is missing.
- Please consider adding the Title IX policy.

This letter is not meant to be a final approval in the course application process. Instead it is intended as a reference, which will be read by your department chair and members of the council, who may also have questions or comments of their own.

We would like to thank you for allowing the Adams Center team to review your course application. The instructional design team would love to work with you on your syllabus, as well as the design, development or revision of this and other courses. If there is anything else we can do to help you, please feel free to let me know.

Sincerely yours,

A handwritten signature in cursive script that reads "Amy Boone".

Amy Boone
alb17a@acu.edu

Syllabus Review Checklist

ACU Syllabus Checklist 2017

* 1. Course Title and Number

THEA 240

* 2. Reviewer

Amy Boone

* 3. Developer

Lily Balogh

* 4. About the Course

- ☒ Course number and title
- ☒ Credit hours
- ☒ Semester and year
- ☒ Meeting time and place
- ☒ Prerequisites/co-requisites

* 5. About the Instructor(s)

- ☒ Name and title or rank
- ☒ Office location
- ☐ Phone number(s)
- ☐ Email address
- ☒ Office hours/contact expectations

* 6. Mission Statements

- ☐ ACU mission statement
- ☒ College mission statement

- ☒ Department mission statement
- ☐ Personal mission statement (optional)

*** 7. Unique Christian Perspective**

- ☒ Description of how learning and Christian faith are integrated in the course

*** 8. Course Content**

- ☒ Outline of topics
- ☒ catalog description
- ☒ Intended audience
- ☒ Format of course/type of activities student should expect in the course

*** 9. Materials**

- ☒ Required and optional materials, including textbooks, etc.

*** 10. Learning Objectives/Competencies**

- ☒ Specific competencies stated in measurable terms
- ☒ Assignments or instruments that will be used to assess the competencies

*** 11. Assessment/Grading Criteria**

- ☒ Complete and accurate details of factors and elements that will comprise the final grade
- ☒ Weight or point value of all graded elements
- ☒ Grading scale with clear expectations for grades
- ☐ Extra credit opportunities (optional)

*** 12. University Policies**

- ☐ Special needs policy - ADA
- ☒ Academic integrity policy
- ☐ Title IX policy (recommended)

*** 13. Course Policies**

Expectations and consequences regarding:

- ☒ Attendance and tardiness
- ☒ Participation
- ☐ Course specific academic integrity policy (optional)

*** 14. Calendar**

(Note: Calendar is not required for Course Application, but it must be included in all syllabi distributed to students.)

- ☒ Exam dates
- ☐ Assignments
- ☒ Due dates and other deadlines
- ☐ Late assignment/exam policy
- ☐ Schedule of readings and topics
- ☐ Statement to reserve the right to modify the calendar as necessary

*** 15. Any comments?**

Provide contact information for instructor
Dept. mission statement listed twice and university mission is missing

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ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: February 8, 2018
TO: Dawne Swearingen Meeks
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for THEA 240 – Dance Conditioning

After reviewing the course application, the library is able to support the proposed course. Thank you for letting us review the proposed course.

EMAIL APPROVAL FROM ERIC GUMM & KAREN WITEMEYER FOR COURSE NUMBER THEA 228

Dawne,

In looking at the course numbers that you guys have used and still have available, I am wondering if a different number would give you more future flexibility. Most of the course numbers in the 220's have been used, so I wonder if a number in the 230's would be a thought that would then give you future flexibility if there are other courses which would be developed near this one. My suggestions would be either 234 or 238. If you would rather stick with a number in the 220's, then THEA 228 is still available but doesn't seem to fit adjacent to THEA 227 which is Intro to Tech. Theatre. Just my observation - **you are welcome to move forward with THEA 228 if your department would prefer that number.**

In His Service,
Eric

Dr. Eric Gumm
Registrar and Director of the First-Year Program and Academic Development Center
Abilene Christian University
ACU Box 29104
Abilene, TX 79699-9104

On Jan 29, 2018, at 9:33 AM, Karen Witemeyer <kmw03d@acu.edu> wrote:

Hi, Dawne.

THEA 228 is an available number in Banner. Eric will need to give final approval on using that as the new course number , but I can tell you that it is open.

Thanks!
~Karen

On Sun, Jan 28, 2018 at 9:43 PM, Dawne Meeks <dms05b@acu.edu> wrote:
Amy, Eric, Karen & Jessica,

Lily's syllabus THEA 228 (potentially), currently Special Topics THEA 240, has been updated based on the four suggestions you made.

Thank you,
Dawne