Educational Policies Committee

Course Proposal Form

Submit Twenty-four Copies of this form with Attachments to the chair, Educational Policies Committee. The Registrar must assign a tentative number to the course.

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<tr>
<th>Department:</th>
<th>Theatre</th>
<th>Proposed course number: 2950</th>
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<tr>
<td>Course Title:</td>
<td>Dance and Community Concepts</td>
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<td>Prerequisites:</td>
<td>Any of the 4 credit dance classes taught in the department of theater or permission of the inst.</td>
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Course Description: (Please use the format of the current catalog.)

Dance and Community Concepts is a course designed to illuminate the benefits of an artful existence to the students and community participants involved. The class will focus on how the art of movement can be brought off of the stage, into the community where it can be used to elicit positive growth and transformation among people and communities that are marginalized, overlooked or underprivileged. The course will employ the philosophy that artists are stewards for the soul of the individual and the spirit of our communities as the basis for engagement with members of the community both at High Point University and in the Piedmont Triad. Theories and practices in community engaged art, expressive therapies, aesthetic education and community building will be explored. Students will engage in Service Learning hours, which will require a commitment to off campus visits to the Chavis Family YMCA on a regular basis throughout the semester to work with youth from around our area as dance and movement educators.

Please answer the following:

Semester Credit Hours: _4__ Graded or Non Graded: _yes _Graded_  
Course will be offered?: Fall _X_ Spring _X_ Alternate Years Beginning? ________
Will this course be offered in the Evening? Yes _No _X_ Do not know ________

This course is designed to be: (check all appropriate lines):

___ a course to satisfy the University Core Requirement in __________
___ a required course in the major __________ a Special Topics Course
___ an elective for majors __________ an Honors course
_X_ an experiential learning course (EL) __________ an UR/CW course (UR/CW)
___ a general elective for majors and non majors __________ a Global Studies course (GBS)
___ an information literacy (technology infused) course _X_ a service learning course (SL)
___ existing course: __________ new course
___ combination of previous courses: __________ meets Area I requirement
___ meets Area II requirement

The following should be attached:

(1) Rationale for the course: (a) How it supports the program, (b) If your course appears similar to other departments’ offerings at HPU, how is your course unique? (c) Similarity or uniqueness relative to courses at other institutions?

(2) Do your attachments mention any related changes, such as changes in the departmental majors/minors and their associated catalog copy? Note: if you are significantly revising a major, please include a two-column before-and-after table, showing the current major and the proposed major. Also include your plan for students who will graduate using older catalog versions – new courses which substitute for ones you are dropping, etc.

(3) Expenditures: If the proposal requires expenditures beyond those covered by the current Dept budget, please attach a memo from the Dept chair to the Vice President for Academic Affairs, outlining the needs. For new majors, which typically
require significant increases in library resources, please also consult with the Director of Library Services. EPC approval of the proposal does not guarantee budgetary approval.

(4) If the changes affect other department(s), include the signed EPC Departmental Consultation form(s) in which they acknowledge they have been consulted in detail (their signature does not imply approval).

(5) A thorough syllabus including:

* Course description
* Course objectives (specific and clear)
* Course texts and other reading requirements
* Writing and speech detailed requirements (esp. if course is intended for Gen. Education credit)
* Special projects, research, etc. required
* Grading scale and % of grade from each assigned area
* Instructional facilities other than classroom/lab
* A tentative week-by-week list of course topics

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* Department Chair

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* Dean of your School/College

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* Vice President for Academic Affairs
THE 2950 Dance and Community Concepts (a Service Learning Course)

Instructor: Cara Hagan
Office: HFAC 206
Office Hours: TBA
Phone: x 9439
Email: chagan@highpoint.edu

Course Description:

Dance and Community Concepts is a course designed to illuminate the benefits of an artful existence to the students and community participants involved. The class will focus on how the art of movement can be brought off the stage, into the community where it can be used to elicit positive growth and transformation among people and communities that are marginalized, overlooked or underprivileged. The course will employ the philosophy that artists are stewards for the soul of the individual and the spirit of our communities as the basis for engagement with members of the community both at High Point University and in the Piedmont Triad. Theories and practices in community engaged art; expressive therapies, aesthetic education and community building will be explored. Students will engage in Service Learning hours, which will require a commitment to off campus visits to the Chavis Family YMCA on a regular basis throughout the semester to work with youth from around our area as dance and movement educators.

Rationale:

Dance and Community Concepts is a unique course in the department of theatre and campus wide. The class will provide our students with an opportunity to broaden their view of how the arts can be presented and utilized within a community setting. Through their experience working with youth from around our local area, students can be introduced to concepts of how dance and movement can be used to change the rhetoric with which we describe our communities and the people in them, inspire transformative dialogue within the self and within groups, create positive relationships to learning and to the self and build bridges between people and communities. The concepts and skills explored in this class will be useful after graduation, providing students with tools for intentional civic engagement, compassionate leadership, effective communication skills and the ability to problem solve in a variety of situations. For those students who wish to work in the arts, in a non-profit field, in missionary and humanistic work, or in education post graduation, this class will provide our students with the opportunity to engage with youth of various socio-economic situations, ethnic backgrounds and varied life experiences that will directly correlate to situations and social issues they will encounter as professionals.
Primary Sources:


Goals and Objectives:

- To familiarize HPU students with the issues and challenges associated with low SES communities.
  - Nutritional challenges
    - Obesity
    - Diabetes
    - Malnutrition
  - Emotional Challenges
    - Self worth and relationship to the self
    - Motivation
    - Imagination/possibility
  - Learning challenges
    - Lack of positive relationship to learning
    - Alternative modes of learning
  - Communication and social skill challenges
    - Within the family, which may translate to social situations in school and other activities

- To introduce HPU students to concepts of how to ethically engage with community members in a service capacity with respect to their experiences, ideas and confidentiality of information, if necessary.

- To engage HPU students in a dialogue about how the arts can be used to build bridges between people and groups, inspiring transformative dialogue and actions, which lead to positive change.

- To help HPU students learn organization, communication and social skills associated with partnering with an outside organization, and the participants
therein to prepare well crafted workshop activities, and good working relationships. These skills will translate to work and citizenship in adulthood.

- To help HPU students will learn to document progress and outcomes with the partners and participants they work with through both artistic and written means.

**Assignments and Grading:**

Students will be graded on criteria of class participation, satisfactory completion of assignments and projects, regular self-reflection assignments, and satisfactory documentation of Service Learning experiences and outcomes.

Daily class participation: up to 5 points (x 28 classes)
Weekly reading responses: up to 10 points (x 16 responses)
  - Reading responses will take the form of 1-2 page responses used to fuel discussion in class, and will be checked by the instructor weekly.
Weekly self-reflection: up to 10 points (x 11 journal entries)
  - Self-reflection will take the form of a journal, which will be checked by the instructor weekly.
Assignments: up to 20 points each (x 17 assignments)
1. Guilford County Statistics Chart – a visual representation of information on the low SES population in Guilford County with respect to:
   a. Average incomes of families of various sizes and ethnicities
   b. Educational achievements and literacy
   c. Crime and prison rates
   d. Health issues

2. Community happening write-up I: This is a plan for implementation of a community-engaged art happening within the High Point University campus community. This exercise is to help introduce DACC students to the ways in which community engaged arts are devised and executed.

3. Community happening write-up II: This write-up is representative of outcomes from the community happening after it has been executed. This will include statistical information about how many people participated in the happening, the divide of male/female/age/race/grade level, etc. and the ways in which they participated. The write-up will also contain visual evidence of the happening taking place (picture, video or audio documentation, unique to the project), as well as participant feedback in the form of a survey or documented comment forum.

4. Research paper: A ten to twelve page paper on a prominent community artist from the 20th or 21st century. The paper should include information on the artist's artistic and social philosophies, as well as their methods and practices
for implementing their ideas. Specific works of art or activities should be highlighted.

5. Aesthetic Education session write-up: This is to familiarize students in the DACC class with the format for Aesthetic Education. The write-up should include a Line of Inquiry, a description of concepts and needed materials, and an opening, main and closing activity. The material in the write-up will be actively presented in class with the other DACC students.

6. Aesthetic Education write-up II: This write-up should have outcome-based information with regard to achievement of lesson goals. It should also contain responses to participant (classmate) feedback.

7. Chase Method Session write-up: What are the steps to leading a Chase session? What are different ways of executing these steps? This write-up should demonstrate the student's understanding of the theories behind the Chase Method as well as the practices associated with it.

8. YMCA Session write-up I: This session should encompass the theories, practices and philosophies we cover in community based arts, Aesthetic Education and Dance/Movement Therapy. This write up will be actively presented in class, with the intent to be used at the YMCA after feedback.

9. YMCA Session write-up II: This session should encompass the theories, practices and philosophies we cover in community based arts, Aesthetic Education and Dance/Movement Therapy. This write up will be actively presented in class, with the intent to be used at the YMCA after feedback. This session should show a cohesive understanding of how to construct a productive session for our participants at the YMCA.

10. YMCA Session write-up III: This session should encompass the theories, practices and philosophies we cover in community based arts, Aesthetic Education and Dance/Movement Therapy. This write up will be actively presented in class, with the intent to be used at the YMCA after feedback. This session should show a cohesive understanding of how to construct a productive session for our participants at the YMCA. Following this session write-up, students are expected to be able to construct their session plans on their own, with input from the professor, if needed.

11. Formation of interview questions for documentary: Students will interview each other early in the Service Learning experience for use in a short documentary that will be shown at the end of the semester. Students will execute the interviews on camera during class. Interviews should be 5 questions long.
12. Formation of interview questions for documentary (children at the YMCA): These questions will be posed to children at the YMCA about their experience in the SL program. Interviews should be 3 questions long.

13. Visual representation of hometown statistics: This assignment is to get students thinking about how they can use their skills when they leave High Point, now having some skill in community based arts.

14. Aesthetic Education Introduction write-up I: Students should plan to introduce a piece of art or an activity to one friend on campus using the Aesthetic Education model. This write-up should outline their plans.

15. Aesthetic Education Introduction write-up II: After execution of the introduction, students will write a follow-up, which will include information on goal achievement in the introduction and participant feedback.

16. Culminating event assignments: Students are expected to collaborate in the execution of the culminating event which includes documentation of the performance the children give at the YMCA and the premiere of the short doc and panel discussion. Various jobs relation to video production and editing, marketing to the HPU community, public relations with parent of participating children, etc. will be assigned.

17. Final reflection: This document should be a personal reflection on the learning, growth and insights gained throughout the semester. Though the format is open, as is the bulk of the content within, it should include some information about the tangible skills the students has acquired by participating in the course, and how those skills will be useful in the future.

Weekly Service Learning Documentation: up to 30 points each (x 7 weeks)
- Students will document their Service Learning experiences through structured means and free writing. The cover sheet students will use is included at the end of this packet. The first two weeks of SL, students will not be required to do post session write-ups, since Professor Hagan will be leading the sessions with HPU students as participants.

Students can acquire a total of 960 points for the semester. Points acquired will be added and a percentage of total points will be determined. 100%-90% is an A. 89%-80% is a B. 79%-70% is a C. 69%-65% is a D. Anything below 65% is failing.
Tentative Overview of activities:

Our class will be partnered with the Chavis Family YMCA. There, HPU students will be working with middle school-aged children through movement and dance to collaborate on a performance piece that will be shown at the end of the semester. In addition to the performance, students will participate in the creation of a documentary, which will record the experiences and outcomes of the partnership. This short film will be presented during the last week of the semester, and a panel discussion will be held so that we can share our partnership experience with the community here at High Point University. HPU students will travel to the YMCA twice a week. Each session will be an hour and a half. Students must be able to provide or obtain transportation for the on site learning. There is a total of 27 hours of on site Service Learning built into this syllabus. There will be however, opportunities for more if students show an interest and/or initiative.

Week 1: Introductions and expectations

Day 1
- Introduction to the syllabus
- Discussion of class and service expectations
- Code of ethics

Day 2
- Meet community partner
- Discussion of schedule/group formation
- Class contract
  - Homework: assigned reading and reading response (High Point City Statistics and Article on low SES youth on Guilford County)
  - Homework: Self-reflective journal entry
Week 2: Who is the High Point community? What are the challenges faced by the people in our community?

Day 1
- Discussion of High Point City Statistics
- Discussion about physical/nutritional challenges of low SES communities: what are the ways in which dance can address issues of nutritional– Small group discussion, report back to larger group for feedback and notes
- Discussion of learning challenges and disparities of low SES communities: what are the ways in which dance can create a positive relationship to learning? How can dance approach problem solving, literacy, math, social studies and history? – Small group discussion, report back to larger group for feedback and notes
  - Homework: assigned reading (Article: Why Service Learning is Bad) and reading response
  - Homework: Visual representation of High Point City Statistics

Day 2
- Discussion of article
- Presentation and discussion of visual representation assignments
- Discussion of emotional challenges of low SES communities: What are the ways in which dance can create an environment for positive relationship to the self and empowerment? – Small group discussion, report back to larger group for feedback and notes
- Discussion of communicative and social skill challenges of low SES communities: What are the ways in which dance can encourage collaborative skills and improved communication skills? – Small group discussion, report back to larger group for feedback and notes
- Small group activity: Ethical, or non-ethical? Respectful, or non respectful? Students will be given paragraphs describing situations between service providers and those being served. They will be asked to dissect the situations to
  - Homework: assigned reading from Viva! Community Arts and Popular Education in the Americas (Praxis: Theory in Action) and reading response
  - Self-reflective journal entry
Week 3: What is community-engaged art?

Day 1
- Discussion on reading from *Viva! Community Arts and Popular Education in the Americas (Praxis: Theory in Action)*
- Presentation of prominent community artists from the 20th and 21st centuries, their philosophies and methods of engagement in communities
  - Changing the rhetoric with which we describe our communities and the people in them
  - Inspiring transformative dialogue
  - Creating positive relationships to learning
  - Providing artful, therapeutic assistance or intervention
  - Improve the condition of our environments both natural and urban
  - Building bridges between people and communities
- Small group activity: plan a small community engaged happening for the HPU community. What is the goal of this happening (one of the goals of community engaged arts we discussed)? What is your medium and strategy for implementation? Report back to the larger group for feedback and notes
  - Homework: assigned reading from *Viva! Community Arts and Popular Education in the Americas (Praxis: Theory in Action)* and reading response
  - Group write-up of community happening part 1

Day 2
- Discussion of readings from *Viva! Community Arts and Popular Education in the Americas (Praxis: Theory in Action)*
- Discussion about expectations for research paper on one prominent community artist. Deadline is the end of week five, no extensions.
- Implementation of group happenings (this can be done during this class period, or over the weekend between weeks 3 and 4)
  - Homework: assigned reading from *Variations on a Blue Guitar: The Lincoln Center Institute Lectures on Aesthetic Education* and reading response
  - Group write-up of community happening part 1 with visuals and participant feedback included (outcomes and responses)
  - Self-reflective journal entry
Week 4: What is Aesthetic Education?

Day 1

- Discussion of readings from Variations on a Blue Guitar: The Lincoln Center Institute Lectures on Aesthetic Education

- Exploration of Aesthetic Education approach and session structure (presentation of my session write-ups from my time at Lincoln Center Institute, as well as session write-ups by other teaching artists)

  - Line of Inquiry
  - Materials and Concepts
  - Opening Activity
  - Main Activity
  - Closing Activity

- Class room Aesthetic Education Activity led by Professor Hagan, breakout discussion to follow.

- Small group pre-planning for in class Aesthetic Education activities

  - Homework: assigned reading from Variations on a Blue Guitar: The Lincoln Center Institute Lectures on Aesthetic Education with reading response
  - Aesthetic Education session write-up I (to be actively presented next class)

Day 2

- Discussion of readings from Variations on a Blue Guitar: The Lincoln Center Institute Lectures on Aesthetic Education

- Aesthetic Education Activities (presented by students) with feedback and notes to follow

- Introduction of post-session write-up format (cover sheet attached to this packet)

  - Homework: assigned reading from The Art and Science of Dance/Movement Therapy: Life Is Dance and reading response
  - Self-reflective journal entry
  - Aesthetic Education session write-up II (outcomes and responses)
Week 1 of Service Learning on site: This week, Professor Hagan will lead the children at the YMCA through the sessions. There will be two each week, 1.5 hours long. Students in the DACC class will act as participants in the activities along side the children, and get to know the children with whom they will be working. We will go through the process of a post-session write up together after the week’s sessions.

Week 5: What is Dance and Movement Therapy?

Day 1

- Overview of Dance therapy theory and methods
  - Non-verbal communication
  - Group Process
  - Chase Method

Chase group session led by Professor Hagan with breakout discussion to follow

- Homework: assigned reading from The Art and Science of Dance/Movement Therapy: Life Is Dance and reading response
- Chase Session write-up: what are the steps to leading a Chase group?
- Research papers on prominent community artist due next class!

Day 2

- Discussion of readings from The Art and Science of Dance/Movement Therapy: Life Is Dance

- Chase group led collaboratively by Professor Hagan and students in the DACC class with breakout discussion and notes to follow

  - Homework: assigned readings from 101 Dance Games for Children: Fun and Creativity with Movement and reading response
  - Self-reflective journal entry

This is week 2 of Service Learning on site: Professor Hagan will lead sessions with children at the YMCA with collaboration from students in the DACC class who will act both as participants in the activities presented, as well as assistants to Professor Hagan.
Week 6: Putting it all together

Day 1

- Discussion of readings from *101 Dance Games for Children: Fun and Creativity with Movement*

- Small group activity: formation of session ideas for children at the YMCA based on the information we’ve gathered about community engaged arts, Aesthetic Education, Dance and Movement Therapy, and activities for children presented in Rooyaker’s text. Feedback and notes to follow

  How do the activities you’ve created encompass aspects of what we’ve learned thus far?

  - Homework: Activity write-up I (to be actively presented next class, with the intent to use part or all of it on site after feedback and notes)

Day 2

- Active presentation of activities with feedback and notes to follow

  - Homework: Activity write-up II (to be actively presented next class, with the intent to use part or all of it on site after feedback and notes)
  - Assigned readings from *101 Dance Games for Children: Fun and Creativity with Movement* and reading response
  - Self-reflective Journal entry
  - Post-session write-ups (best done immediately following a session)

This is week 3 of service learning on site: Professor Hagan will now act as participant and observer, as students take over the sessions.
Week 7: **Putting it all together II**

**Day 1**

- Discussion of readings from *101 Dance Games for Children: Fun and Creativity with Movement*

- Active presentations of activities with feedback and notes

- Small group activity: unpacking the activities presented on site
  - What worked?
  - What didn’t work and why?
  - How would you have liked to alter the activities you presented if at all?
  - Did anything surprise you?
  - Did you feel you met your personal goals for learning?
  - Do you feel you are building productive relationships with the children? How?

- Homework: Activity write-up III (to be actively presented in class)

- Formation of interview questions to be posed to fellow students (interviews will take place next week during class). Interviews should be three to four questions long and inquire about the experience of working with the children so far.

- Formation of interview questions for the children at the YMCA. Interviews should be three questions long and inquire about the child’s experience in the program thus far.

**Day 2**

- Active presentations of activities with feedback and notes.

- Discussion of interview questions, and interview practice
  - Homework: Self-reflective journal entry
  - Post session write-ups

This is week 4 of Service Learning on site: Students now take the reins completely. Professor Hagan will not be present at the sessions this week.
Week 8: **Checking in/Interview Week**

**Day 1**

- How's everything going? A discussion about how the week went without Professor Hagan at the sessions.
  - What worked?
  - What didn't work and why? What challenges have you come up against?
  - How would you have liked to alter the activities you presented if at all?
  - Did anything surprise you?
  - Did you feel you met your personal goals for learning?
  - Do you feel you are building productive relationships with the children? How?
  - Do you feel you've been able to address the goals of community-engaged arts we discussed earlier in the semester? How?

- Interviews on camera

**Day 2**

- Interviews on camera

  - Homework: Self reflective journal entry
  - Assigned reading from *Vivo! Community Arts and Popular Education in the Americas (Praxis: Theory in Action)* and reading response
  - Post session write-ups

This is week 5 of Service Learning on site: Students and children should be well along with material for the culminating performance. HPU students conduct on-camera interviews with children during sessions...interviews should take 5-10 minutes each.
Week 9: Revisiting theory, philosophy and method, and going deeper!

Day 1

- Discussion of readings from *Viva! Community Arts and Popular Education in the Americas (Praxis: Theory in Action)*
  - What aspects of community-engaged arts interest you most?
  - Since beginning our partnership with the YMCA, do you see opportunities for similar work in your own communities back home?

- Small group activity: What are the challenges or issues you see in your own communities back home? Brainstorm some ideas of how you can take your experience here and be inspired to use arts for the greater good in your area. Report back to the larger group for feedback and notes.

  - Homework: assigned readings from *Viva! Community Arts and Popular Education in the Americas (Praxis: Theory in Action)* and reading response
  - Find statistical information on your hometown in regards to a social issue or specific community. Create a visual representation of your findings, to be presented next class.

Day 2

- Discussion of readings from *Viva! Community Arts and Popular Education in the Americas (Praxis: Theory in Action)*

- Presentation of hometown visual representations with breakout discussion, feedback and notes
  - Are there similarities in the issues you find in your hometown and our community here in High Point?
  - Do you know of any artists or activists who are doing work in your area similar to the work we are doing here?

- Students are assigned tasks in preparation for our culminating events
  - Marketing
  - Production
  - Presentation
  - Video editing
  - Public relations (with parents, kids, community)
- Homework: assigned readings from *Variations on a Blue Guitar: The Lincoln Center Institute Lectures on Aesthetic Education* and reading response
- Self-reflective journal entry
- Post session write-ups
- Culminating event assignments (continues through performance week, tasks will be unique to each job.)

This is week 6 of Service Learning on site; HPU students and children at the YMCA continue to collaborate on what will be their culminating performance. Professor Hagan to observe sessions.

**Week 10: Revisiting theory, philosophy and method, and going deeper II**

**Day 1**

- Discussion of readings from *Variations on a Blue Guitar: The Lincoln Center Institute Lectures on Aesthetic Education*
  - What aspects of Aesthetic Education interest you most?
  - How can we find ways to use the principals found in Aesthetic Education to make arts accessible to everyone?
  - Is there someone you could share your experience in Aesthetic Education with?

- Small group activity: Think about someone on campus you could introduce a piece of art to (any genre; dance, music, literature, visual art, etc.) through the Aesthetic Education model. Report to the larger group for feedback and notes.

  - Homework: assigned readings from *Variations on a Blue Guitar: The Lincoln Center Institute Lectures on Aesthetic Education* and reading response
  - Aesthetic Education Introduction write-up l (introductions will be made over the week or weekend in between weeks 10 and 11.)

**Day 2**

- Discussion of readings from *Variations on a Blue Guitar: The Lincoln Center Institute Lectures on Aesthetic Education*

- Small group activity: Aesthetic Education activities/experiences in small groups, report back to the larger group for feedback and notes.
Homework: assigned readings from *The Art and Science of Dance/Movement Therapy: Life Is Dance* and reading response
- Aesthetic Education Introduction write-up II (outcomes and participant feedback)
- Self-reflective journal entry
- Post session write-ups

This is week 7 of Service Learning on site: HPU students and children at the YMCA should be rehearsing near-finished material for culminating performance during sessions this week. Professor Hagan to observe sessions.

**Week 11: Revisiting theory, philosophy and method, and going deeper III**

**Day 1**

- Discussion of Aesthetic Education Introductions
  - What did your participant gain or learn from their Aesthetic Education experience with you?
  - What did you learn?
  - What did you do or present that you felt was effective?
  - Did you find any part of your interaction with your participant challenging?
  - What would you have done differently?

- Discussion of reading from *The Art and Science of Dance/Movement Therapy: Life Is Dance*
  - What aspects of Dance and Movement Therapy interest you most?
  - Do you feel more equipped to recognize non-verbal communication in the children at the YMCA and in each other?
  - How has your new knowledge changed the way you approach people in a collaborative situation?

- Collaborative Chase method group process experience
  - Homework: assigned readings from *The Art and Science of Dance/Movement Therapy: Life Is Dance* and reading response
Day 2

- Discussion of readings from *The Art and Science of Dance/Movement Therapy: Life Is Dance*

- Chase method group process experience in small groups, students taking turns leading short sessions.
  - Homework: Self-reflective journal entry
  - Post session write-ups

This is week 8 of Service learning on site: HPU Students and children at the YMCA continue to work collaboratively.

**Week 12: The Performance**

Day 1

- Introduce format and expectations for final reflection

  - End of process interviews

Day 2

- End of process interviews

**Week 13: Loose Ends**

Day 1

- Editing video, making preparations for panel event

Day 2

- Editing video, making preparations for panel event

This is week 9 of Service learning on site: This will include the performance the children and HPU students have been working toward.
Week 14: wrapping up (Doc premiere and panel discussion)

Day 1
- Panel question practice
- Final edit of video, final preparations for panel event

Day 2
- Premiere, panel and closing reception with HPU students, YMCA students, staff and parents

Final exam period: Final reflection due