

505-3-.45. Dance Education Program

Discussion:

It is proposed that GaPSC Rule 505-3-.45 Dance Education Program dated August 15, 2023, be REPEALED and that a new rule with the same number and title be INITIATED. The new rule incorporates standards adapted from the standards published in 2025 by the National Association of Schools of Dance (NASD).

(1) Purpose. This rule describes requirements and field-specific content standards for approving programs that prepare individuals to teach dance in grades P-12, and supplements requirements in GaPSC Rule [505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS](#) and in GaPSC Rule [505-3-.03 FOUNDATIONS OF READING, LITERACY, AND LANGUAGE](#).

(2) Requirements. To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program as described in program planning forms, catalogs, and syllabi addressing the following standards based on the competencies published in 2025 by the National Association of Schools of Dance (NASD):

- (a) Theoretical and Historical Studies. Candidates will have comprehensive coursework in dance studies leading to knowledge of dance history, repertory, and ethnology; movement analysis; dance and movement sciences; and music theory and rhythmic timing.
 - (i) Candidates will learn to analyze dance perceptively and evaluate it critically.
 - (ii) Candidates will develop working physical, verbal, and written vocabularies based on an understanding and interpretation of the common elements of dance and be able to employ this knowledge in analysis.
 - (iii) Candidates will be able to place dances in historical, cultural, and stylistic contexts, and perceive dance as an evolving arts discipline.
 - (iv) Candidates will be able to form, articulate, and defend individual critiques, critical analyses, and evaluations about dance.
 - (v) Candidates shall have fundamental knowledge of the body and sufficient understanding of the fundamentals of developmental kinesiology to correlate student learning and development with age and physical motor skills.
- (b) Technique Study. Candidates will have continuous and sequenced course-based instruction in technique, improvisation, composition, repertory, and individual performance competencies. Technique study and individual performance competencies will be continuous and sequential, and result in the attainment of an intermediate or advanced level comparable to proficiency required for a major in dance in at least two forms of technique.
 - (i) Candidates will develop a physical and conceptual understanding of movement and its expressive possibilities, including issues associated with student health and safety.
 - (ii) Candidates will have opportunities to experience and develop an appreciation and understanding of dance forms and styles from a variety of cultures.
 - (iii) Candidates will develop the ability to explore and create movement through improvisation, repertory, compositional methods, and individual performance competencies,

- demonstrating an understanding of artistic intent, expressive clarity, and technical proficiency.
- (c) Choreography and Artistic Production. Candidates will gain knowledge, skills, and dispositions through concentrated experience leading to proficiency in choreography and production through applied experiences.
- (i) Candidates will develop and infuse elements of creativity, aesthetics, historical styles and current trends in choreography to include expressiveness, theatricality and technical interpretation.
 - (ii) Candidates will plan instruction which includes a variety of choreographic perspectives, methods and processes.
 - (iii) As competent choreographers, candidates will be able to create expressive performances with various types of groups and in general classroom situations.
 - (iv) Program completion requirements must include two years of work in improvisation/composition; and choreography, performance, and production of original work.
- (d) Teaching Competencies. Candidates will be able to teach dance at various levels to different age groups and in a variety of classroom, studio, and ensemble settings that include effective classroom, studio, and rehearsal management.
- (i) Candidates will understand child growth and development and principles of learning as they relate to dance.
 - (ii) Candidates will be able to assess, adapt, and plan educational programs for the aptitudes, experiences, socio-cultural backgrounds, and orientations to meet the needs of all learners.
 - (iii) Candidates will be knowledgeable of current methods, materials, and repertoires available in various fields and levels of dance education appropriate to the teaching specialization.
 - (iv) Candidates will understand and apply the principles and methods of developing curricula and the sequence of methods and units to comprise them.
 - (v) Candidates will understand assessment tools for formative and summative assessments.
- (e) The program shall prepare candidates who meet the P-12 standards for the teaching of reading as specified in Rule [505-3-.03 FOUNDATIONS OF READING, LITERACY, AND LANGUAGE](#) (paragraph (3) (g)).