



A Guide to Approval for Alternate Route Educators

The American Dance Therapy Association (ADTA) wants to thank you for your dedication to providing quality dance movement therapy education and training to the next generation of our field. The Committee on Approval (COA), in conjunction with the Education Committee, compiled these resources to assist you in developing and implementing your course(s) in accordance with the Standards for Education and Clinical Training.

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Part I. Gathering Your Resources

The purpose of the American Dance Therapy Association (ADTA) is to establish, maintain, and support the highest standards of professional identity and competence among dance/movement therapists. We do this by promoting education, training, practice, and research. The Association offers avenues of communication among dance/movement therapists and those working in related fields, as well as raises public awareness of dance/movement therapy.

The ADTA, along with the Dance Movement Therapy Certification Board (DMT-CB), provides a number of important resources for educators. Most documents can be found on the ADTA webpage at www.adta.org. In addition, there are a number of volunteers in the ADTA who can assist you and answer your questions; their information can be found on the ADTA webpage.

Questions related to the standards, educational requirements, and support for educators can be directed to the Chair of the Education Committee at education@adta.org or the Chair of the Alternate Route Education Subcommittee (ARES) at AREducation@adta.org.

Questions related to applying for and maintaining ADTA course or program approval, compliance with standards, and educational reporting should be addressed to the Chair of the Committee on Approval at approval@adta.org or the Chair of the Subcommittee for Approval of Alternate Route Courses (SAARC) at ARApproval@adta.org.

A. The ADTA Standards for Education and Clinical Training

Your primary resource when developing and implementing competency-based DMT education is the ADTA Standards for Education and Clinical Training, which can be found on the ADTA webpage at www.adta.org.

<https://adta.org/wp-content/uploads/2020/01/7.2019-Education-Standards.pdf>

The purpose of the *ADTA Standards for Education and Clinical Training* (Standards) within the United States is to ensure that students receive an inclusive and diverse education in a manner that exemplifies best practices in administration, teaching, and supervision within both approved master's degree programs and alternate route training.

- Section IB describes input based standards specific to alternate route education. (Page 17 of the Standards)
- Section II details standards for alternate route training that demonstrate an outcome of student achievement, which reflects educational goals. (Page 34 of the Standards)

B. ADTA Application for Approval of Alternate Route DMT Courses

Once a course has been developed in accordance with the Standards, an application for approval is submitted to the SAARC for review. The application form and guidelines for submission are on the ADTA webpage at www.adta.org. See Section IV. for how to apply.

<https://adta.org/wp-content/uploads/2020/01/ADTA-Alternate-Route-Application-Guidelines-fillable-pdf.pdf>

Part II. Key Standards Pertaining to Alternate Route Educators

The following section highlights some of the key standards that relate to alternate route educators and delivery of alternate route courses. For a complete list of standards, please refer to the *ADTA Standards for Education and Clinical Training*. The educator requirements should be reflected in the CV of the educator(s) that are submitted along with the alternate route application for ADTA approval.

A. Educator Requirements (include in CV & application form)

1.1 Teaching of dance/movement therapy practice and theory content shall be limited to board certified dance/movement therapists.

1.2 Teaching of observation and assessment of movement content requires documented evidence of significant additional and advanced movement observation training beyond what is required for master's approved programs OR certification in a movement analysis system.

1.3 Educators demonstrate competence in working with a diverse student body through the development of an inclusive teaching/learning environment.

1.4 Teaching multicultural approaches, inclusion, and social justice requires evidence of training, experience, and expertise.

1.5 Educators must identify with and contribute to the dance/movement therapy profession through (1) maintaining ADTA membership, (2) maintaining BCDMT credentialing through continuing education and upholding the ADTA Code of Ethics, (3) teaching, supervision, service, research, scholarship, advocacy, and/or practice in the field of dance/movement therapy.

B. Evaluative Requirements (include in syllabus)

There shall be comprehensive and systematic assessment procedures and measurable assessment criteria for the evaluation of students, educators, advisors and supervisors.

*3.1 Students must demonstrate evidence of competence in each of the four core curriculum content areas identified in **Section II** as reflected in successful completion of the learning objectives within course syllabi.*

3.1.1 Successful completion of any course is defined as receiving a passing grade of B or better (80% or better).

3.1.2 The student, in addition to the course instructor and/or program administrator, will maintain a record of student's successful completion of courses. The student is responsible for communicating this information to their advisor.

3.4 Remediation policies and procedures addressing concerns (academic, interpersonal, personal, & professional) related to the student will be initiated by the advisor or educator, and guided and mediated by the advisor. This includes initiation of process as well as the development of an action plan.

3.7 Formal student evaluations of educator, in relationship to competence in course content, ability to teach diversity issues (race/culture/gender identity, etc.) within course content, clarity of instruction and evaluation, and ability to teach with cultural sensitivity will occur at the completion of all courses.

C. Curricular Requirements (include in syllabus)

It is expected that courses address the four core curriculum content areas and their accompanying competencies detailed in Section II. Total course credits must be presented in whole numbers (no $\frac{1}{2}$ credits in terms of total credits for the course). Educators can indicate the number of hours for the breakdown of course content areas between the 4 main areas of DMT History (H), Theory (T), Practice (P), and Professional Development (PD).

5.1 All courses must be offered in 1 credit (15 hours), 2 credit (30 hours), or 3 credit (45 hours) increments.

**Note: 1 credit (15 hours) includes 30 hours of outside study/work for a total of 45 hours.
Similarly, a 2 credit course totals 90 hours and a 3 credit course totals 135 hours.*

5.2 All courses with a designation of DMT History, Theory, Practice, and Professional Development require ADTA approval.

5.4 AR courses are intended to be equivalent to graduate level study and similar to the coursework, assignments, and readings in ADTA approved dance/movement therapy master's programs.

5.6 All experiential courses must maintain a student to teacher ratio that guarantees educator responsibility to individual students, especially as related to coursework that includes clinical supervision.

Part III. Suggestions for Syllabi

A. Syllabi Requirements

Syllabi are contractual agreements between the educator and the student. Quantifying specific syllabus details communicates the educator's expectations more clearly. All courses require a **syllabus** that includes the following. Courses offered through distance learning have additional requirements outlined in the *ADTA Standards for Education and Clinical Practice*.

- 1. Course Title**
- 2. Instructor's name, credentials, contact information, when and where the course will be offered.**
- 3. Prerequisites:** Whenever appropriate, educators are encouraged to clearly identify any prerequisites and/or the level of the course (beginning, intermediate, advanced).
- 4. Semester credits and number of hours:** Courses must be at least 15 contact hours to qualify for alternate route credit. (15 hours is equivalent to one (1) academic semester credit.) Both contact hours and credits need to be included in the syllabus. Distribution of course hours must be indicated in course schedule, and designated as History (H), Theory (T), Practice (P), Professional Development (PD) or any combination thereof.
- 5. Course description** A brief overview of the course's focus, themes, and processes.
- 6. Course competencies:** A list of specific quantified learning goals that identify

what the instructor wants students to learn, know, and do (see Section II: Core Curriculum and Competencies). **Course-specific objectives** that are developed by the educator are acceptable and should be cross referenced to the Section II Competencies. Please list the actual competencies by number that are being met by the course. Competencies can be presented through a range (ie. 3.22-3.24, 3.33) or by listing each competency to the most specificity possible.

Example: Your course objective (cross references ADTA competency #s)

"Identify developmental and culturally competent dance/movement therapy theoretical principles as they relate to population-specific dance/movement therapy treatment planning and purposeful interventions. (3.22, 3.23, 3.24, 3.33)"

7. **Readings** A substantial list of assigned and supplementary readings that are foundational, current, and represent diverse and multicultural perspectives for any given topic.
 - a. Readings are assigned in accordance with class session content.
 - b. All readings MUST be indicated in the body of the outline under the class session in which they are to be completed.
 - c. It is clearly stated as to how students can access required readings.
 - d. All readings and citations MUST be formatted in APA style and listed in the appropriate session of the class by class outline and additionally in a bibliography.
8. **Attendance policy:** ensures sufficient attendance by students to meet course objectives.
 - a. Indicate if classes can or cannot be made up. If missed classes can be made-up, specify exactly what is required.
 - b. State how absenteeism and tardiness will affect students' grade.
9. **Instructional Methods**
10. **Course calendar:** In order for students to know what to expect and prepare for what will occur during each class, provide a detailed class-by-class outline that includes topics covered, readings, and assignments.
11. **Grading:** Grading should reflect a balance between participation and assignment components of the course, and assessment should be in relationship to the course focus (theory, practice, etc.) and level (beginning, intermediate, advanced). Evaluation criteria for participation must be included.
12. **Methods of evaluation.** Methods of evaluation: Methods of evaluation must be specifically indicated (i.e. grading criteria, rubrics, percentage of course grade) and be consistent with how students' learning of course content will be assessed. It should be clear how each aspect of the required assignments supplements, deepens, or supports further comprehension of the course content and competencies.
 - a. At least one method must involve evaluation of a written product (i.e. exam or paper).
 - b. For examples of how assignment descriptions can be written clearly (see Table 1).

Table 1.

Assignment Description Examples

Assignment	Possible assessment criteria might include (these are suggested not required criteria):
Group Leading	+Ability to respond to and integrate emerging group dynamics +Ability to adapt intervention to specific populations, groups, or settings +Leadership skills
Journals	+Indication of a minimum, maximum, or range of length of each entry +Types of topics or questions for students to address are listed, e.g. discussion of personal experience, integration of specific ideas with readings, questions in

	response to readings, lecture experiences, and/or application/uses
Written assignment	<ul style="list-style-type: none"> +Indication of a minimum, maximum, or range of length of each assignment +List types of topics, questions, or themes for each assignment +Indicate quantity of required references +Describe acceptable types of references e.g. websites, personal interviews, and/or assigned readings +State APA format requirement
Participation	<ul style="list-style-type: none"> +Quantify expectations for participation: e.g. verbal, physical participation, demonstration of completion of readings, and/or risk taking +If the grade includes “completion of readings” indicate how you will assess this criteria

B. General Considerations & Suggestions

1. Academic Content:

AR courses are intended to be equivalent to graduate level study and similar to the coursework, assignments, and readings in ADTA Approved Dance/Movement Therapy Graduate Masters Programs. Course topics are expected to reflect a different level of rigor from courses taken at the CEU/CE-level of learning. Courses to be used for alternate route credit must be a minimum of 15 hours or one credit.

Dance/movement therapy education shall be designed to provide students with the following academic training:

5.8 The basic knowledge, skills, and techniques necessary for the practice of dance/movement therapy

5.9 Knowledge of professional, ethical, and culturally informed practice in the field of dance/movement therapy

5.10 Knowledge of dance/movement therapy as a mental health profession within the broader context of education, healthcare, prevention/wellness, and community and/or society

2. Development of an inclusive teaching/learning environment:

Educators must provide *evidence* of an inclusive teaching/learning environment. For example, the educator’s CV and/or course syllabus should reflect DMT pedagogical methods that support diversity and inclusion.

Educator CV content: For example, an educator’s CV might include specific training regarding diversity and inclusion, experience facilitating workshops regarding diversity, nondiscrimination trainings, or extensive experience in working with diverse populations through DMT.

Syllabus content: Examples of demonstrating an inclusive educational environment in the syllabi could include offering a diversity and equity statement, nondiscrimination clauses, a classroom exercise of creating shared agreements, multiple methods for giving/receiving feedback, and/or clear processes for student grievances.

Curricular content: The websites listed below might be helpful resources for educators seeking more information about diversity, inclusion and equity in education. For dance/movement therapy-specific assistance with DEI issues, the ADTA Chair of the Multicultural and Diversity Committee can be reached at diversity@adta.org.

<https://education.cu-portland.edu/teaching-resources/cultivating-diversity-inclusion-equity/>

<https://cft.vanderbilt.edu/guides-sub-pages/developing-and-writing-a-diversity-statement/>

<https://www.criticalpedagogyarttherapies.com/>

<https://about.colum.edu/diversity-equity-inclusion/>

<https://diverseeducation.com/>

3. **Credit Assignment:** A total of 27 credits must be completed with a clinical master's degree or 45 credits with a non-clinical master's degree. (See Standards Section I-B 5. Curricular Standards Table 2 for a detailed chart of academic credits and competency requirements.)

DMT History, Theory, Practice, & Professional Development – 20 credits

History (H) – 3 cr. (Section II Competencies 1.1-1.7)

Theory (T) – 9 cr. Dance, Relationships, Human Development, Neuroscience (Section II Competencies 2.1.2-2.4.12)

Practice (P) – 3 cr. (Section II Competencies 3.1-3.37)

Theory & Practice: DMT Group Dynamics – 3 cr. (Section II Competencies 2.2.6-2.2.14; 3.38-3.48) DMT Group process courses may be BOTH theory and practice. Indicate how many hours are dedicated to each.

Professional Development (PD) &/or Advanced Electives – 2 cr. (specific populations; culture, diversity, and social justice; DMT research; capstone project)

Note. Many Practice and Professional Development Standards (see Section II) will be covered in clinical internship as will standards 2.5.13 and 2.5.14

Movement/Body – 7 credits

Anatomy/Kinesiology – 1 cr. (Section II Competency 2.1.1) Can be undergrad/grad or through a somatic training program/certification. This course is exempt from ADTA course approval.

Movement Observation and Assessment – 6 cr. (Section II Competencies 2.5.1-2.5.12) This course may be taken at either the graduate or undergraduate level, and is exempt from ADTA Course Approval when taken at an accredited academic setting or at an LMA-based training institute. If the course is offered privately, it must be pre-approved to qualify for Alternate Route course credit.

A CMA, KMP Analyst credential, or significant advanced training and expertise in a LMA-based analysis system is required to teach movement observation courses. The instructor is not required to be a BC-DMT.

Psychology – 18 credits For those without a clinical MA degree. Psychology courses are NOT approved by the ADTA. Psychology courses must be taken at the graduate level through an academic institution either in person or through distance learning.

Developmental Psychology – 3 cr. Psychopathology – 3 cr.
Psychology/Counseling Theory – 3 cr. Psychology/Counseling Methods – 3 cr.
Advanced Topic – 6 cr. trauma, clinical skills, specific populations, research

- 4. Distance Learning** While all of the ADTA Standards are dynamic, those related to distance learning require additional planning on the part of the educator to meet the rapidly changing landscape of technology and distance learning education. Educators are responsible for demonstrating that the method of delivery is an effective means of promoting student competency while meeting all ADTA Standards for Education and Clinical Training.

In addition, the *ADTA Standards for Education and Clinical Training* specifies the overarching requirements, resources, delivery systems, curriculum needs, and evaluations for distance learning. It is essential that any distance technology platforms that are used for clinical material be HIPAA compliant.

**If your course is offered through *synchronous, asynchronous, hybrid, or fully online* coursework, you must follow the additional requirements outlined in the section on Distance Learning in the Standards (page 31).

Part IV. How to Apply for Approval

The *Committee on Approval* (COA) is a regulatory body of the ADTA which enforces the Education and Clinical Training Standards for master's programs. The *Subcommittee for Approval of Alternate Route Courses* (SAARC), a subcommittee of the COA, approves individual alternate route course offerings.

SAARC assesses graduate-level alternate route courses in terms of objective standards detailed in the *ADTA Standards for Education and Clinical Training* Section I-B: Alternate Route Education Input Based Standards and Section II: Core Curriculum and Competencies. All courses with a designation of Dance/Movement Therapy history, theory, practice, and professional development require ADTA approval.

Completion of Alternate Route Application Materials

1. Send a \$25.00 USD course review fee to the ADTA National Office prior to submitting the course for committee review. Please reference the course name, number (if applicable) and instructor. Fees are per course submission and can be paid by mailing a check or by credit card by calling the ADTA office. If paying by check, please reference “AR application fee” on the memo line.

American Dance Therapy Association

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2. Download and complete the Application Form and Guidelines for submission from the ADTA webpage.
3. Submit the completed form, the CV(s) of the course instructor(s), and a full course syllabus by e-mail as file attachments to the Chair of the Subcommittee for Approval of Alternate Route Courses (SAARC) at ARApproval@adta.org .

Writing Requirements: The course application and syllabus, **written and submitted by the instructor(s) only**, must be complete, logically organized, and written in clear, well-structured English. The committee prefers the document saved as a pdf file and sent as such to the committee. Applications **and syllabi** that do not meet this standard will be returned for revision prior to further review.

Part V. Alternate Route Course Review and Approval Process

A. Course Review and Approval Procedure

1. Upon receipt of an alternate route course application, the Chair of SAARC offers a blind copy of the syllabus to a volunteer committee of reviewers, including current and former alternate route educators, a representative of the COA, and a former member of the DMT-CB. The Chair reviews the educator CV(s) separately. All reviews are blind and all documents regarding the review process are kept confidential.
2. Within 6 weeks of receipt of completed application materials, the subcommittee chair will communicate the approval decision and/or inform the applicant of any recommendations or requirement for revision of the course. The SAARC Policies and Procedures outline circumstances under which this timetable may be extended. For a copy of the policies, contact the Chair of the Committee on Approval at approval@adta.org.
3. The applicant will be sent formal notification of the course approval status through post office mail and confirmed by email. The letter will confer the course approval and identifies conditions for continuance of the approval.
4. Upon receipt of the approval letter, the instructor is authorized to advertise the course in accordance with the language specified in the letter.

B. Policies and Procedures for the Subcommittee for Approval of Alternate Route Courses (SAARC)

Possible outcomes of the course review process include approval, approval with recommendations, pended, or not approved. For more details regarding approval status and/or appeal processes, please refer to the complete Policies and Procedures for the Subcommittee for Approval of Alternate Route Courses. Contact the Chair of the Committee on Approval at approval@adta.org for a copy of the policies.

Part VI. Maintaining Course Approval & Reapproval

A. Maintaining Course Approval

Courses are approved for a five (5) year period, provided that there are no substantial syllabus changes.

- Substantial changes are defined as changes beyond updating and refining the course, and include a change in any or all of the following: course credit, course title, course description, or course objectives; method of instruction (e.g. from in-person to partially or fully on-line, or vice versa); hour allocation; or a collapse of this course into another.
- In the event of substantial change, the course instructor agrees to cease using the approval related language and to re-submit the course for approval.

B. Reapproval

Review of Alternate Route Five (5) Year Re-Approval Applications

The Subcommittee for Approval of Alternate Route Courses shall conduct five-year re-approval reviews of alternate route courses to assess continued compliance with the *ADTA Standards for Education and Clinical Training* Section I-B: Alternate Route Education Input Based Standards and Section II: Core Curriculum and Competencies.

1. Approved alternate route courses must be reapproval every five years.
 - a. Educators of Approved Alternate Route Courses are required to complete the reapproval process in order to inform the committee of revisions in curriculum and faculty qualifications, as well as to assess continued compliance with standards.
 - b. Applicants must submit the completed alternate route course application and supporting materials via email attachment to the ADTA National Office and the Chair of the Subcommittee for Approval of Alternate Route Courses. The applicant sends the \$25 USD *per-course* approval maintenance fee directly to the ADTA National Office.

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Fees are set by the ADTA and are subject to change. If paying by check, please reference “AR reapproval” on the check memo line. Payments can also be made by credit card by calling the ADTA National Office.

- c. SAARC members will review the reapproval application following the same procedural steps as in the original course review.

C. Transitioning to Revised Standards

FOR EDUCATORS OF AN ALREADY-APPROVED COURSE

Alternate route courses that were approved prior to the ratification of the current standards (i.e. before 2020) must be revised to come into compliance with the revised standards.

1. Previously approved alternate route courses will need to be revised. Educators must resubmit their course materials (syllabi and CVs) and resubmit an application for alternate route course approval using revised standards in order to continue using the “ADTA Approved” designation.
 - a. AR Educators will receive notice from ADTA national office of the deadline to resubmit their previously approved syllabi that now comply with the revised standards.
2. Over a span of five (5) years, by January 1, 2025, all alternate route courses will be in compliance with revised ADTA Standards for Education and Clinical Training.
3. Revisionary approval is NOT subject to the \$25/course fee.

For more details about deadlines and procedures for revisionary approval, please refer to the *Committee on Approval Procedural Guidelines Transition to Alternate Route Course Approval: New Standards*. The document can be found on the Alternate Route Course Educators page on the webpage:

<https://adta.memberclicks.net/assets/docs/ADTA-COA-PP-for-Alt-Rte-Transitions-to-New-Standards.pdf>

The Procedural Guidelines for Transition to AR Course Approval document above contains a schedule of when syllabi should be resubmitted including the deadlines for all syllabi approved before 2010 and those approved 2011-2014. Syllabi approved between 2015-2019 are due for resubmission 5 years after they were initially approved.