

RADFORD UNIVERSITY

Department of Dance



Student Handbook

For students entering 2023-2024

Bachelor of Arts

Bachelor of Science in Dance Education (Entrepreneurship Emphasis)

Bachelor of Fine Arts

Radford University Honor Pledge

"I shall uphold the values and ideals of Radford University by engaging in responsible behavior and striving always to be accountable for my actions while holding myself and others to the highest moral and ethical standards of academic integrity and good citizenship as defined in the Standards."

Welcome to the RU Dance Family!!!

We are thrilled you have decided to become a part of our active, hardworking community of faculty and student “professionals in training”.

This handbook is intended to help orient you to the program, its offerings and expectations. Note this handbook is a living document and is always “in process.” Revisions will be made as needed to ensure program viability and artistic excellence.

Hold on to this; use it as a guide and ensure you receive the most out of your journey while here at RU.

Looking forward to collaborating with you and learning from you.

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<http://www.radford.edu/content/cvpa/home/dance.html/>

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MISSION AND GOALS

MOVING FORWARD TOGETHER

Radford University's Department of Dance prepares undergraduate students to be real, responsive, and resilient dancers, teachers, choreographers, and scholars for careers in the 21st century dance field. We do this believing that you will not go as far in dance, or in life, trying to outdo each other as you will moving forward together, so we focus on three themes: relationships, diversity, and changemaking.

It's all about relationships. Lending a hand to lift each other up, we provide a supportive, yet challenging environment.

Richness in diversity. Rather than being a melting pot, we think of our program as a fusion of unique dance artists who each contribute to the flavor of the whole while maintaining a distinct identity, style, and voice.

A Culture of Changemaking. We encourage you to learn to see challenges as a springboard for your own creativity, while also making a positive change in the world through dance.

Radford University is an accredited institutional member of the [National Association of Schools of Dance](#). The Department of Dance provides a comprehensive undergraduate dance education that fosters an environment committed to dance as an autonomous and major art form and realizes the many significant roles dance plays in world cultures. The department nurtures critical and creative thinking through an academic, artistic, and physical support structure that promotes student and faculty excellence. Fulfilling its responsibility as advocate for the arts, the department delivers meaningful dance experiences for the cultural enrichment of the university, local communities, the commonwealth, and beyond. Dance means many things to many people: art form, social interaction, education, therapy, physical exercise and spiritual expression. Philosophically, the Department of Dance views dance as a performing art first but firmly believes in a holistic and multi-disciplinary approach to dance education.

Program goals:

1. To thoroughly and professionally teach the essential dance techniques of classical ballet and contemporary dance on a level that corresponds with today's dance standards.
2. To enhance our students' technical abilities and employment opportunities by including in the curriculum other dance disciplines such as jazz and tap.
3. To teach how the mastery of technique leads to the ART of dance, expressing through movement feelings and ideas that speak to the human spirit
4. To prepare students to pursue a career in dance as performer, choreographer, and/or dance educator, for graduate study and/or a wide range of careers by providing comprehensive curricular, performance and technical experiences on the undergraduate level

5. To provide dance students strong academic advising as well as mentorship opportunities to ensure they make informed choices as they develop and achieve their educational, career, and personal goals
6. To develop strong connections with the community and surrounding region through production of dance performances; collaboration with renowned professional guest artists; creation of partnerships with area arts organizations, companies and businesses; and the presentation of master classes, intensive workshops, lecture demonstrations and residencies
7. To provide and promote dance activities which reflect the diversity and complexity of world dance for the university, the Commonwealth of Virginia and beyond
8. To acquire knowledge and new techniques in the area of somatics and strength conditioning to safeguard the dancing body and extend dance careers

HISTORY OF THE RADFORD DANCE DEPARTMENT

Housed under the Division of Education, Dance was introduced as a Major at RU in 1968. Upon moving to Applied Sciences and merging with Physical Education, Dance became a part of the School of Fine Arts when it was established in 1978. Ten years later the College of Visual & Performing Arts came to fruition.

2022-2023 FACULTY & STAFF

James W. Robey: Professor, Chair

Teaches Contemporary, Ballet, Jazz, and Tap Dance Technique, Choreography,
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Claire Gallo: Administrative Assistant

Peters Hall B121 Phone: 540-831-6850 Email: cgallo2@radford.edu

Ji-Eun Lee: Associate Professor

Teaches Contemporary Dance Technique, Choreography, Accompaniment for Movement
Peters Hall B125 Phone: 540-831-5848 Email: jlee211@radford.edu

Deborah McLaughlin: Professor

Teaches Composition, Choreography, Dance Production, Dance History, Pedagogy,
Somatics in Dance, Improvisation, Student Teaching Supervisor
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Inessa Plekhanova: Professor

Teaches Ballet Technique, Pointe, and Variations
Peters Hall B122 Phone: 540-831-6337 Email: iplekhano@radford.edu

Amy VanKirk: Associate Professor

Teaches Jazz & Contemporary Dance Technique, Composition, Musical Theater Dance,
Freshman Seminar, Senior Seminar, Accompaniment for Music, and Dance Appreciation
Peters Hall B124 Phone: 540-831-5606 Email: avankirk@radford.edu

Aleksey Plekhanov: Adjunct Professor

Teaches Ballet Technique
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REGISTRATION & ADVISING

The Dance Chair matches each student with the most suitable faculty advisor.

Students have files housed within the Dance office that include academic materials for advising, assessment materials and medical information. The student is encouraged to know and revisit these folders throughout her/his tenure as a dance major.

Every semester, each student meets with her/his dance adviser for a one-on-one appointment during the weeks designated for course planning. She/he determines dance courses to enroll in for the upcoming semester. The semester course planning sessions serve as a formal opportunity to discuss any concerns the student may have and/or any concerns the Department may have regarding the student's progress technically, creatively, and academically.

Incoming students are also assigned an advisor through the Academic Success Center who they will meet with 1-2 times a semester. All official records are kept in the Office of the Registrar. These include courses taken and grades awarded.

Specialized records, such as application for admission to the BFA or the BS, and program and progress assessment charts, are kept in the Dance office student files.

The determination of technique level for each dance major is made by the appropriate dance faculty members and advised at each course planning session.

DANCE SCHOLARSHIPS

The Mary Simon Blevins Scholarship Fund- Targeted towards dance majors in good standing.

The Pegeen H. and David L. Albig Dance Scholarship Fund- Targeted towards male dance majors in good standing.

The **Bethany Lorraine Rooker Dance Scholarship-** Targeted towards dance majors in good standing.

The Frano Jelincic Memorial Dance Scholarship- Established and endowed in honor of the late Frano Jelincic, Professor Emeritus of Dance, to assist deserving students with a strong classical ballet background.

The Horth Scholarship for Summer Dance Study- Targeted towards returning dance majors in good standing, planning to attend a summer dance workshop.

The Sandra C. Davis and William C. Davis Endowed Scholarship- Targeted towards incoming CVPA majors.

Arts Society Scholarships- Ranging from five (5) to ten (10) scholarships each year for dance majors. The primary goal of the Arts Society is to provide money for scholarship support for students in the College of the Visual and Performing Arts. Donations from individuals, corporations, foundations and others provide scholarship support for exceptional and deserving students.

DANCE AWARDS FOR GRADUATING SENIORS

Outstanding Student Award

The Department of Dance Outstanding Student award is given annually to the graduating dance major that best exemplifies the ideals and values of the Radford University Department of Dance throughout their collegiate career. Full-time faculty select the awardee based on four criteria: collaborative leadership, performance, creativity, and scholarship.

Collaborative Leadership

Student actively engages in a collaborative community—working with peers and faculty—in a supportive, positive, and professional manner that focuses on ‘contribution to others’ and ‘moving forward together.’

Performance

Student demonstrates rigor and growth in their movement craft and performance skills fit for professional contribution in their chosen path.

Creativity

Student embraces the creative process with discipline, openness to feedback, and commitment to depth of development.

Scholarship

Student maintains a 3.8 or above GPA in their dance major required courses and a 3.3 or above GPA overall.

Dance Scholar Award

The Dance Scholar Award is given to a graduating dance major that best exemplifies the ideals and values of dance scholarship of the Radford University Department of Dance throughout their collegiate career. Full-time faculty select the awardee based on the following criteria:

Student maintains a 3.9 or above GPA in their dance major required courses and a 3.8 or above GPA overall.

Student successfully completes an Honors Capstone Project.

Student speaks or presents in Radford University conferences or events.

Student receives scholarly recognition outside Radford University by achieving one of the following: 1) presenting at a professional/academic conference, 2) receiving a grant, or 3) being selected for an internship appropriate to their selected path.

PERFORMANCE OPPORTUNITIES

The Department holds auditions for all Dance Majors throughout the academic year. At this time faculty, guest artists and student choreographers choose dancers for works created throughout the semester. All majors are strongly encouraged to attend auditions either as participants or observers. If selected for a dance work(s), they must fully participate as a cast member.

Students enrolled in DNCE 260, Production Participation, and DNCE 365, Performance Practicum, are required to attend all auditions the semester enrolled.

Each Fall Semester the Department produces:

- Fall Dance Fest
- Informance
- New Student Seminar Show
- Honors Capstone Projects

Each Spring Semester the Department produces/participates in:

- Dancing on the Edge
- Student Choreography Showcase
- Honors Capstone Projects
- American College Dance Association's Mid-Atlantic Regional Conference
- Full length musical (every other year: 2024, 2026 etc....)

Faculty are invited to show work in a variety of off campus performance venues throughout the region and the country. These afford our students many exciting opportunities to perform off campus.

REAL CURRICULUM

The REAL Curriculum is one reason that Radford University is a different kind of higher educational experience. Students are at the center of all that we do! Beginning in Fall 2021, our approach to general education and everything else puts you first. We want your time on our campus to help achieve your goals! REAL sets you up for success by credentialing your skills and depth of knowledge. It is a flexible program that offers opportunities for you to use coursework to go deeper in areas that you find meaningful and useful for your future!

For more information: <https://www.radford.edu/content/real/home.html>

This major fulfills the E and L areas of the REAL Curriculum. Students explore dance composition, choreographic studies, the history and philosophy of dance, and create original work presented in staged performances. Students explore professional practice through studio classes including ballet and contemporary dance techniques, and dance production that are applied in production participations, performance practicums, in faculty and national guest artist mainstage concerts every semester, and in senior seminar. Students complete reflection assignments on their learning, abilities, experiences, and role within professional contexts in production participation and performance practicum courses. Students need majors and/or minors to fulfill the R and A areas to complete the REAL Curriculum requirements.

REAL Foundational Requirements

FOUNDATIONAL WRITING (3 CREDITS)

ENGL 111 - Principles of College Composition (GE)

FOUNDATIONAL MATH (3 CREDITS)

MATH 100 - Quantitative Reasoning (GE)

MATH 121 - Math Content for Teachers I (GE)

MATH 125 - Precalculus I (GE)

REAL Cornerstone Requirements

WRITING INTENSIVE (WI) COURSES (6 CREDITS)

Writing Intensive courses are denoted below with a (WI). Two writing intensive courses are required to graduate, with at least one at the 300- or 400-level. The Bachelor of Arts in Dance program includes 3 credits of writing intensive courses.

General Education Requirements

General Education courses will be denoted below with a (GE). Students are required to take at least 30 credit hours of general education designated courses within their degree requirements. The Bachelor of Arts in Dance program includes 9-13 general education credits.

DANCE CORE

There is a common core of dance courses required for all dance degree students. These core courses are carefully structured to provide students with a common foundation relevant to all Dance Majors regardless of emphasis. In addition, these shared experiences provide the Dance Program its cohesiveness and encourages mutual respect and understanding for students across the degree programs.

The purpose of our Dance Core program is to:

Examine dance and music theory in a contextual framework to expand critical thinking and

creative problem-solving skills

Garner professional career development strategies with applicable technology

Provide experiential learning opportunities in the community and beyond

Engage in pedagogical experiences in area elementary and secondary schools

The **DANCE CORE** includes the following theory courses:

DNCE 100 Freshman Seminar

DNCE 310 Study in Somatics

DNCE 410 Accompaniment for Movement

DNCE 450 Senior Seminar

DNCE 465 Dance Production

DNCE 470 Methods of Teaching Dance

DNCE 480 History & Philosophy of Dance I

DNCE 481 History & Philosophy of Dance II

In addition to the Core classes listed above dance majors are required to take classes in the following categories:

Technique - The purpose of our technique program is to:

Facilitate movement with correct alignment

Facilitate movement with efficiency

Cultivate a working knowledge of the body's nuances

Develop a conceptual understanding of movement and its expressive abilities

All dance majors must study Ballet, Contemporary Dance and Jazz Dance technique. Dance Education Majors are also required to take Tap Technique. Pointe, Tap, Korean Dance, and Musical Theatre Dance are electives. All technique classes are offered at various levels, and students are placed into classes according to technical ability. The course numbers and titles on the course schedule indicate technique levels. The levels are as follows:

Ballet:

| | |
|----------|--------------------------|
| DNCE 105 | Beginning Ballet |
| DNCE 205 | Low-Intermediate Ballet |
| DNCE 305 | High-Intermediate Ballet |
| DNCE 405 | Advanced Ballet |

Pointe:

| | |
|----------|-------------------------------|
| DNCE 101 | Beginning Pointe |
| DNCE 201 | Intermediate Pointe Technique |
| DNCE 401 | Advanced Pointe Technique |

Contemporary:

| | |
|----------|--------------------------------------|
| DNCE 131 | Beginning Contemporary |
| DNCE 231 | Intermediate Contemporary Dance |
| DNCE 331 | High-Intermediate Contemporary Dance |
| DNCE 431 | Advanced Contemporary Technique |

Jazz:

| | |
|----------|-------------------------------|
| DNCE 180 | Beginning Jazz Dance |
| DNCE 280 | Intermediate Jazz Dance |
| DNCE 380 | Advanced Jazz Dance Technique |

Tap / Musical Theatre Dance:

| | |
|----------|----------------------------------|
| DNCE 206 | Intermediate Tap Dance Technique |
| DNCE 207 | Musical Theatre Dance |

Freshman dance majors begin in the 100 level for Ballet and Contemporary Technique, and may move to the 200 level during the second year of study.

Incoming dance majors are allowed to enroll in Jazz, Pointe, and Tap with permission from the Instructor.

Technical Skill Rubric-Level Placement

A = proficient in skills in this level and highly proficient in skills at the previous level. Student will move up at the end of the semester if progress maintains.

A- = proficient in most skills in this level, competent in some, and proficient in all skills at the previous level. Student will move up at the end of the semester if progress maintains but should focus on turning competencies to proficiencies.

B+ = proficient in some skills in this level, competent in most. Significant progress turning competencies to proficiencies is required for the student to move up at end of the semester.

B = proficient in a few skills at this level, competent in all others. Student will repeat this level in the following semester.

B- = competent in most skills in this level, developing in some. Student will repeat this level in the following semester.

C+ = competent in some skills in this level, developing in most. Student will repeat this level in the following semester.

C = competent in a few skills at this level, developing in all others. Student will repeat this level in the following semester.

C- = developing in most skills in this level, novice in some. Student will repeat this level in the following semester.

D+ = developing in some skills in this level, novice in most. Student will repeat this level in the following semester or should consider a prerequisite level.

D = developing in few skills in this level, novice in all others. Student will repeat this level in the following semester or should strongly consider a prerequisite level.

D- = novice in all skills in this level. Student should consider a prerequisite level.

Skill Assessment Definitions

- Highly Proficient - Skills subsumed within more advanced skills.
- Proficient - Skills displayed with personal autonomy.
- Competent - Skills are fit-for-purpose but need guidance on only a few elements.
- Developing - Skills need work and regular guidance on more than a few elements.
- Novice - Prerequisite skills are still developing.

Choreography - The purpose of our Choreography program is to:

- Engage in creative problem solving
- Cultivate choreographic voice
- Support & encourage diverse perspectives
- Instill leadership skills
- Develop an understanding of choreographic processes

All majors take Dance Improvisation (DNCE 120) and Dance Composition (DNCE 220). BFA and BS candidates take two additional courses in choreography (DNCE 320 and DNCE 420). These courses require students to produce and perform dance works in response to specific problems assigned by the instructors.

Pedagogy - BS candidates further develop pedagogical and business skills and knowledge via practicum and applied courses:

ENTR 250 - Entrepreneurship and Innovation (GE)

DNCE 370 - Creative Dance for Children (TH)

ENTR 425 - Entrepreneurial Leadership

ENTR 450 – Owning and Managing A Business

DNCE 498 - Independent Study (TH)

Performance – The purpose of our performance program is to:

- Enhance dance technique training
- Instill confidence
- Develop artistic voice
- Prepare student for professional work

BFA candidates take a total of 7 semester hours of either Production Participation (DNCE 260) and/or Performance Practicum (DNCE 365). BS and BA take 5 semester hours.

Electives – All dance majors complete a specified amount of additional semester hours of Dance courses depending on their degree programs.

BS candidates complete three (3) additional semester hours of dance courses and may select courses from the following areas: technique, composition, and performance. Consult your advisor in selecting elective courses.

BA candidates complete seven (7) additional semester hours of dance courses and may select courses from the following areas: technique, composition, and performance.

BFA candidates complete ten (10) additional semester hours of dance courses and may wish to emphasize one of the following areas: classical technique, contemporary technique and/or choreography

DANCE COURSE TITLES & DESCRIPTIONS

DNCE 100 Freshman Seminar (1 credit)

Freshman Seminar is an introductory course to performance in Dance as an academic discipline. Directed by the professor of record, students will explore movement via embodied, field and archival studies that draw from resources available in the Department of Dance, the library and the university at large.

DNCE 101 Beginning Pointe (2 credits)

Based on the Vaganova System, a scientific, thorough, and highly expressive classical ballet training method. Concentrates on fundamentals of pointe technique, using specific exercises to develop strength, proper alignment, and correct execution. May be taken multiple times for credit.

DNCE 105 Beginning Ballet (2 credits)

Based on the Vaganova System, a scientific, thorough, and highly expressive classical ballet training method. Theory as well as fundamental barre and centre practice, including adagio and allegro techniques on a beginning level. General Education and Applied Learning designated course. May be taken for a total of six semester hours of credit.

DNCE 120 Dance Improvisation (1 credit)

Provides the opportunity for creative exploration, reflection and discussion on the basic dance compositional elements, time, space and design. As an introduction to the creative process, improvisation provides experiences in making quick solutions to compositional problems. Artistic Expression designated course. May be taken for a total of three semester hours of credit.

DNCE 131 Beginning Contemporary Dance (2 credits)

Fundamentals of movement, rhythm, form and design. Technique and compositional studies progressing in difficulty. General Education and Applied Learning designated course. May be taken for a total of six semester hours of credit.

DNCE 180 Jazz Dance (2 credits)

Introduction to the professional practice of jazz dance—its terminology, movement vocabulary, and aesthetic values. The student masters jazz dance skills on a beginning level of professional study, develops the ability to move rhythmically, experiences creative endeavor, and applies acquired knowledge and skills to develop their professional practice. Students critically reflect on their developing professional identity and practice within professional contexts through weekly journaling and/or a final reflection paper. General Education and Applied Learning designated course. May be taken for a total of six semester hours credit.

DNCE 201 Intermediate Pointe Technique (2 credits)

Prerequisite: DNCE 101 or Department of Dance approval

Based on the Vaganova System, a scientific, thorough, and highly expressive classical ballet training method. Concentrates on basic essentials of pointe technique, using

specific exercises to develop strength, proper alignment, and correct execution. May be taken multiple times for credit.

DNCE 205 Low-Intermediate Ballet (2 credits)

Based on the Vaganova System, a scientific, thorough, and highly expressive classical ballet training method, students study theory as well as the physical practice of fundamental barre and centre, including adagio and allegro techniques at the low-intermediate level of professional study, applying acquired knowledge and skills to develop their professional practice. Students critically reflect on their developing professional identity and practice within professional contexts through weekly journaling and/or a final reflection paper. Applied Learning designated course. May be taken for a total of eight semester hours of credit.

DNCE 206 Intermediate Tap (2 credits)

A course in intermediate level tap dance technique, including weight change, exploration of rhythm, intermediate tap dance vocabulary, and assembling longer tap dance combinations. Content will also include exposure to the history of tap dance through assigned readings and video observation. May be taken multiple times for credit.

DNCE 207 Musical Theatre Dance (2 credits)

The course is based on the musical theatre style of dance with emphasis on repertoire and performance skills. The course will examine choreographic works from influential Broadway choreographers such as Bob Fosse, Michael Bennett, Gower Champion, Jerome Robbins, Twyla Tharp and Susan Stroman. Content will also include a brief overview of musical theatre history through assigned readings and video observation. May be taken multiple times for credit.

DNCE 210 Introduction to Pilates (2 credits)

Covers fundamental theoretical and movement principles of the Pilates Method, including studio work in the Pilates Method of mat exercises and the Universal Reformer. Strengthens and stretches the total body, emphasizing control from the core center or powerhouse. Students learn to protect the body in all movement forms by developing a strong link between the physical and the mental aspects of movement and applying them to daily activity. May be taken for a total of four semester hours of credit.

DNCE 220 Dance Composition (2 credits)

Provides opportunity for creative exploration and analysis of principles of fundamental dance techniques through improvisation, problem solving, and informal production of student works.

Humanistic or Artistic Expression designated course. May be taken for a total of four semester hours of credit.

DNCE 231 Intermediate Contemporary Dance (2 credits)

Movement experiences and techniques progressing in difficulty. Implementation of principles and techniques of choreography in individual and group compositions. Applied Learning designated course. May be taken for a total of 12 semester hours of credit.

DNCE 260 Production Participation (1 credit)

Prerequisites: Approval of Dance Department faculty.

Provides students with an experiential application of the principles of theatrical production and its related fields. Typical experiences will include but not be limited to: dance performance, costume production, lighting implementation, publicity, scenic production, stage managing, and sound production. This course is intended for students who wish to combine their classroom learning with practical experience through participation in closely supervised projects. May be taken multiple times for credit..

DNCE 280 Intermediate Jazz Dance (2 credits)

Provides students continued development of the body as an instrument for jazz dance expression with emphasis on technique, style and compositional form. The student masters jazz dance skills on an intermediate level of professional study, develops the ability to move rhythmically, experiences creative endeavor, and applies acquired knowledge and skills to develop their professional practice. Students critically reflect on their developing professional identity and practice within professional contexts through weekly journaling and/or a final reflection paper. Applied Learning designated course. May be taken multiple times for credit.

DNCE 305 High-Intermediate Ballet (2 credits)

Prerequisites: DNCE 205.

Based on the Vaganova System, a scientific, thorough, and highly expressive classical ballet training method, students study theory as well as the physical practice of fundamental barre and centre, including adagio and allegro techniques at the high-intermediate level of professional study, applying acquired knowledge and skills to develop their professional practice. Students critically reflect on their developing professional identity and practice within professional contexts through weekly journaling and/or a final reflection paper. Applied Learning designated course. May be taken multiple times for credit.

DNCE 310 Study in Somatics (3 credits)

Prerequisites: Dance major with junior or senior standing of Department of Dance approval

Covers fundamental theoretical and movement principles in somatic therapies and techniques. Strengthens and stretches the total body, emphasizing control from the core center. Students learn theoretical and practical knowledge to protect the body in all movement forms by developing a strong link between the physical and the mental aspects of movement. Note(s): May be taken for a total of six credit hours.

DNCE 320 Choreographic Studies I (3 credits)

Prerequisite: DNCE 220

Development of solo, duo, and group composition in dance for analysis and critical appraisal, including an informal production of original student choreography. May be taken for a total of six semester hours of credit.

DNCE 331 High-Intermediate Contemporary Dance (2 credits)

Prerequisite: DNCE 231

Intensive study of contemporary dance technique for pre-professional levels emphasizing correctness of execution and expressiveness. Applied Learning designated course. May be taken multiple times for credit.

DNCE 365 Performance Practicum (1 credit)

Prerequisite: DNCE 260

Provides students with an intensive experiential application of dance performance. This course is intended for students who wish to further explore and develop skills related to dance performance through participation in closely supervised creative dance projects. May be taken multiple times for credit.

DNCE 366 Travel Study (1-12 credits)

Academic study involving domestic and/or international travel. May be taken again for credit with different topics or areas of study.

DNCE 370 Creative Dance for Children (3 credits)

Presents theory and methodology for creative dance in elementary education. Explores the nature of dance as a creative, aesthetic and movement experience that can integrate with other academic subjects. Provides experience with lesson plans, varied ages, developmental levels and field experience provide pedagogical knowledge and skills. Applicable to public schools, studios and recreation programs.

DNCE 380 Advanced Jazz Dance Technique (2 credits)

Prerequisite: DNCE 280

Provides continued development of the body as an instrument for jazz dance with an emphasis on technique, performance, and style. Applied Learning designated course. May be taken multiple times for credit.

DNCE 400 Special Topics (1-3 credits)

Consideration of various technical, theoretical or stylistic topics in dance. Offered on demand. May be taken multiple times for credit.

DNCE 401 Advanced Pointe Technique (2 credits)

Prerequisite: DNCE 201 or Department of Dance approval

Based on the Vaganova System, a scientific, thorough, and highly expressive classical ballet training method. Intensive study of pointe technique for pre-professional levels emphasizing correctness of execution and style. May be taken multiple times for credit.

DNCE 405 Advanced Ballet (2 credits)

Prerequisite: DNCE 305

Based on the Vaganova System, a scientific, thorough, and highly expressive classical ballet training method, students study theory as well as the physical practice of fundamental barre and centre, including adagio and allegro techniques at the advanced

level of professional study, applying acquired knowledge and skills to develop their professional practice. Students critically reflect on their developing professional identity and practice within professional contexts through weekly journaling and/or a final reflection paper. Applied Learning designated course. May be taken multiple times for credit.

DNCE 410 Accompaniment for Movement (3 credits)

Rhythmic analysis, reading and writing metric patterns, computer software applications, and individual and group sound design projects.

DNCE 420 Choreographic Studies II (3 credits)

Prerequisites: DNCE 320

Focused on advanced choreographic exploration and research with intensive work on individual projects, culminating in bringing completed works to production. May be taken for a total of 6 times for credit.

DNCE 431 Advanced Contemporary Dance Technique (2 credits)

Prerequisite: DNCE 331.

Provides advanced-level exploration of contemporary dance techniques with an emphasis on refining alignment, developing ability to self-correct, and expanding movement vocabulary. It is a preparatory course to enter the professional field of dance. Note(s): Applied Learning designated course. May be taken multiple times for credit.

DNCE 450 Senior Seminar (1 credit)

Prerequisite: Graduating dance major

A preparatory course that provides students with tools to pursue various types of careers in the field of dance, students will conduct an in depth investigation of the interdisciplinary nature of dance, as well as their specialized course of study to a real world environment.

DNCE 465 Dance Production (3 credits)

Principles of preparation for a dance production, including costuming for dance, makeup for dance, organization and management. Offers experience in practical application of principles through work on a dance production. Fall, alternate years. Applied Learning designated course.

DNCE 470 Methods of Teaching Dance (3 credits)

Principles and techniques in teaching dance with emphasis on students in grades 6-12. Theory and field experience combine to provide pedagogical knowledge and skills. Students devise and implement learning experiences in dance that are appropriate and meaningful for middle and secondary students.

DNCE 480 History and Philosophy of Dance (3 credits)

traces development of dance during various historical periods. Covers primitive, Oriental, Egyptian, ancient Greek and Roman civilizations and the Christian era through the Middle Ages. Humanistic or Artistic Expression designated course.

DNCE 481 History and Philosophy of Dance (3 credits)

Traces development of dance during various historical periods. Covers the developments in dance from the Renaissance to the present. Humanistic or Artistic Expression designated course. Writing Intensive course.

DNCE 488. Final Honors Project (2-3 credits) *Hours and credits to be arranged*
Prerequisite: Enrollment in the Honors Academy, completion of all other Honors Academy requirements, a minimum 3.5 GPA overall and in dance.

The student, the faculty member with whom the student works and the student's major program area, will determine this project and the topic to be explored. (Honors Project may be a written or performance based project.) In order to receive honors credit, a student must earn a grade of "A" or "B" for the final project. Course may not be repeated.

DNCE 498 Independent Study (1-4) *Hours and credits to be arranged. Independent study can only be contracted with a Full Time Faculty mentor.*

BACHELOR OF ARTS (BA) DEGREE (E, L)

To be admitted to the Bachelor of Arts program in dance, students must demonstrate a level of proficiency for intermediate study in ballet and contemporary technique classes. All requirements for this degree and major are outlined below.

REAL Curriculum

This major fulfills the E and L areas of the REAL Curriculum. Students explore dance composition, choreographic studies, the history and philosophy of dance, and create original work presented in staged performances. Students explore professional practice through studio classes including ballet and contemporary dance techniques, and dance production that are applied in production participations, performance practicums, in faculty and national guest artist mainstage concerts every semester, and in senior seminar. Students complete reflection assignments on their learning, abilities, experiences, and role within professional contexts in production participation and performance practicum courses. Students need majors and/or minors to fulfill the R and A areas to complete the REAL Curriculum requirements.

REAL Foundational Requirements

Foundational Writing (3 credits)

ENGL 111 - Principles of College Composition (GE)

Foundational Math (3 credits)

MATH 100 - Quantitative Reasoning

MATH 121 - Math Content for Teachers I

MATH 125 - Precalculus I

REAL Cornerstone Requirements

Writing Intensive (WI) Courses (6 credits)

Writing Intensive courses are denoted below with a (WI). Two writing intensive courses are required to graduate, with at least one at the 300- or 400-level. The Bachelor of Arts in Dance program includes 3 credits of writing intensive courses.

General Education Requirements

General Education courses will be denoted below with a (GE). Students are required to take at least 30 credit hours of general education designated courses within their degree requirements. The Bachelor of Arts in Dance program includes 9-13 general education credits.

Major Requirements (60-62 credits)

B.A. Degree Requirements (6-8 credits)

The Bachelor of Arts degree requires completion of the B.A. language requirements described here.

Required Courses (54 credits)

Theory Requirements (20 credits)

DNCE 100 - New Student Seminar

DNCE 310 - Study in Somatics (TH)

DNCE 410 - Accompaniment for Movement (TH)
DNCE 450 - Senior Seminar (TH)
DNCE 465 - Dance Production (TH)
DNCE 470 - Methods of Teaching Dance (TH)
DNCE 480 - History and Philosophy of Dance (TH)
DNCE 481 - History and Philosophy of Dance (TH) (WI)

Technique Requirements (20 credits)

Contemporary Dance (10 credits)
DNCE 131 - Beginning Contemporary Dance (TQ) (GE)
DNCE 231 - Intermediate Contemporary Dance (TQ)
DNCE 331 - High-Intermediate Contemporary Dance (TQ)
DNCE 431 - Advanced Contemporary Dance Technique
Classical Dance (10 credits)
DNCE 105 - Beginning Ballet (TQ) (GE)
DNCE 205 - Low-Intermediate Ballet (TQ)
DNCE 305 - High-Intermediate Ballet (TQ)
DNCE 405 - Advanced Ballet (TQ)

Composition Requirements (3 credits)

DNCE 120 - Dance Improvisation (TQ)
DNCE 220 - Dance Composition (TH)

Performance Requirements (5 credits)

DNCE 260 - Production Participation (PR) (Three credit hours required)
DNCE 365 - Performance Practicum (PR) (Two credit hours required)

Dance Electives (6 credits)

All BA majors are required to complete six additional semester hours of courses selected from technique, composition and/or performance.

Additional Degree Requirements

Students must successfully complete courses in the degree with a C or better to count toward the degree.
Students must successfully complete two semesters each of 300-level ballet and 300-level contemporary dance.

Open Credit Hours (58-60 credits)

These credits can be used to fulfill additional courses, majors, minors, and/or REAL Curriculum requirements.

Total Credits Needed for Degree 120



Department of Dance

**Suggested Sequence of Dance Courses including Dance Electives
For BA Majors entering 2022-2023**

| Freshman Year, First Term | | | | |
|----------------------------------|------------------------|--------------------|------------------|---------------------|
| Course | | Requirement | Elective* | Credit Hours |
| DNCE 105 | Beginning Ballet | X | | 2 |
| DNCE 131 | Beginning Contemporary | X | | 2 |
| DNCE 180 | Beginning Jazz Dance | | X | 2 |
| DNCE 100 | Freshman Seminar | X | | 1 |

| Freshman Year, Second Term | | | | |
|-----------------------------------|---|--------------------|------------------|---------------------|
| Course | | Requirement | Elective* | Credit Hours |
| DNCE 101 or DNCE 201 | Beginning Pointe Intermediate Pointe | | X | 2 |
| DNCE 105 | Beginning Ballet | X | | 2 |
| DNCE 131 | Beginning Contemporary | X | | 2 |
| DNCE 260 | Production Participation | X | | 1 |
| DNCE 280 or DNCE 380 | Intermediate Jazz Dance Advanced Jazz Dance Technique | | X | 2 |

* 6 credit hours of **Dance Electives** are required

Sophomore Year, First Term

| Course | | Requirement | Elective* | Credit Hours |
|-------------------|--|-------------|-----------|--------------|
| DNCE 120 | Improvisation | X | | 1 |
| DNCE 205 | Low-Intermediate Ballet | X | | 2 |
| DNCE 231 | Intermediate Contemporary | X | | 2 |
| DNCE 206/DNCE 207 | Intermediate Tap/Musical Theatre Dance | | X | 2 |
| DNCE 260 | Production Participation | X | | 1 |
| DNCE 180/280 | Beginning/Intermediate Jazz Dance | | X | 2 |
| DNCE 401 | Advanced Pointe Technique | | X | 2 |

Sophomore Year, Second Term

| Course | | Requirement | Elective* | Credit Hours |
|----------------------|---|-------------|-----------|--------------|
| DNCE 205 | Low-Intermediate Ballet | X | | 2 |
| DNCE 220 | Dance Composition | X | | 2 |
| DNCE 231 | Intermediate Contemporary | X | | 2 |
| DNCE 260 | Production Participation | X | | 1 |
| DNCE 280 or DNCE 380 | Intermediate Jazz Dance Advanced Jazz Dance Technique | | X | 2 |

* 6 credit hours of **Dance Electives** are required

| Junior Year, First Term | | | | |
|--------------------------------|--------------------------------------|--------------------|------------------|---------------------|
| Course | | Requirement | Elective* | Credit Hours |
| DNCE 207 | Musical Theatre Dance | | X | 2 |
| DNCE 280 | Intermediate Jazz Dance | | X | 2 |
| DNCE 305 | High-Intermediate Ballet | X | | 2 |
| DNCE 320 | Choreographic Studies I | | X | 3 |
| DNCE 331 | High-Intermediate Contemporary Dance | X | | 2 |
| DNCE 365 | Performance Practicum | X | | 1 |
| DNCE 401 | Advanced Pointe Technique | | X | 2 |
| DNCE 410 | Accompaniment for Movement | X | | 3 |

| Junior Year, Second Term | | | | |
|---------------------------------|---|--------------------|------------------|---------------------|
| Course | | Requirement | Elective* | Credit Hours |
| DNCE 305 | High-Intermediate Ballet | X | | 2 |
| DNCE 420 | Choreographic Studies II | | X | 3 |
| DNCE 331 | High-Intermediate Contemporary Dance | X | | 2 |
| DNCE 310 | Study in Somatics | X | | 3 |
| DNCE 365 | Performance Practicum | X | | 1 |
| DNCE 370 | Creative Dance for Children | | X | 3 |
| DNCE 280 or DNCE 380 | Intermediate Jazz Dance Advanced Jazz Dance Technique | | X | 2 |
| DNCE 480 | History & Philosophy I | X | | 3 |

* 6 credit hours of **Dance Electives** are required

| Senior Year, First Term | | | | |
|--------------------------------|--|--------------------|------------------|---------------------|
| Course | | Requirement | Elective* | Credit Hours |
| DNCE 206 | Intermediate Tap Dance | | X | 2 |
| DNCE 280 | Intermediate Jazz Dance | | X | 2 |
| DNCE 305 DNCE 405 | High-Intermediate Ballet Advanced Ballet | X | | 2 |
| DNCE 331 DNCE 431 | High-Intermediate Contemporary Advanced Contemporary | X | | 2 |
| DNCE 365 | Performance Practicum | | X | 1 |
| DNCE 401 | Advanced Pointe Technique | | X | 2 |
| DNCE 470 | Methods of Teaching Dance | X | | 3 |
| DNCE 465 | Dance Production | X | | 3 |
| DNCE 450 | Senior Seminar | X | | 1 |

| Senior Year, Second Term | | | | |
|---------------------------------|---|--------------------|------------------|---------------------|
| Course | | Requirement | Elective* | Credit Hours |
| DNCE 305 DNCE 405 | High-Intermediate Ballet Advanced Ballet | | X | 2 |
| DNCE 331 DNCE 431 | Intermediate Contemporary Advanced Contemporary | | X | 2 |
| DNCE 365 | Performance Practicum | | X | 1 |
| DNCE 280 or DNCE 380 | Intermediate Jazz Dance Advanced Jazz Dance Technique | | X | 2 |
| DNCE 481 | History & Philosophy II | X | | 3 |

* 6 credit hours of **Dance Electives** are required

BACHELOR OF SCIENCE (BS) DEGREE IN DANCE EDUCATION (ENTREPRENEURSHIP EMPHASIS) (E, L)

To be admitted to the Bachelor of Science program in dance education (entrepreneurship emphasis), students must demonstrate a level of proficiency for intermediate study in ballet and contemporary technique classes. All requirements for this degree and major are outlined below.

REAL Curriculum

This major fulfills the E and L areas of the REAL Curriculum. Students explore dance composition, choreographic studies, the history and philosophy of dance, and create original work presented in staged performances. Students explore professional practice through studio classes including ballet, contemporary, jazz, and tap dance techniques, and dance production that are applied in production participations, performance practicums, in faculty and national guest artist mainstage concerts every semester, and in senior seminar. Students complete reflection assignments on their learning, abilities, experiences, and role within professional contexts in production participation and performance practicum courses. Students need majors and/or minors to fulfill the R and A areas to complete the REAL Curriculum requirements.

REAL Foundational Requirements

Foundational Writing (3 credits)
ENGL 111 - Principles of College Composition (GE)
Foundational Math (3 credits)
MATH 100 - Quantitative Reasoning
MATH 121 - Math Content for Teachers I
MATH 125 - Precalculus I

REAL Cornerstone Requirements

Writing Intensive (WI) Courses (6 credits)
Writing Intensive courses are denoted below with a (WI). Two writing intensive courses are required to graduate, with at least one at the 300- or 400-level. The Bachelor of Fine Arts in Dance program includes 3 credits of writing intensive courses.

General Education Requirements

General Education courses will be denoted below with a (GE). Students are required to take at least 30 credit hours of general education designated courses within their degree requirements. The Bachelor of Arts in Dance program includes 9-13 general education credits.

Major Requirements (78 credits)
Dance Education – Entrepreneurship Emphasis

B.S. Degree Requirements (15 credits)

- ENTR 250 - Entrepreneurship and Innovation (GE)
- DNCE 370 - Creative Dance for Children (TH)
- ENTR 425 - Entrepreneurial Leadership
- ENTR 450 – Owning and Managing A Business
- DNCE 498 - Independent Study (TH)

Dance Core (63 credits)

Theory Requirements (20 credits)

- DNCE 100 - New Student Seminar
- DNCE 310 - Study in Somatics (TH)
- DNCE 410 - Accompaniment for Movement (TH)
- DNCE 450 - Senior Seminar (TH)
- DNCE 465 - Dance Production (TH)
- DNCE 470 - Methods of Teaching Dance (TH)
- DNCE 480 - History and Philosophy of Dance (TH)
- DNCE 481 - History and Philosophy of Dance (TH) (WI)

Technique Requirements (26 credits)

Contemporary Dance (10 credits)

- DNCE 131 - Beginning Contemporary Dance (TQ) (GE)
- DNCE 231 - Intermediate Contemporary Dance (TQ)
- DNCE 331 - High-Intermediate Contemporary Dance (TQ)
- DNCE 431 - Advanced Contemporary Dance Technique

Classical Dance (10 credits)

- DNCE 105 - Beginning Ballet (TQ) (GE)
- DNCE 205 - Low-Intermediate Ballet (TQ)
- DNCE 305 - High-Intermediate Ballet (TQ)
- DNCE 405 - Advanced Ballet (TQ)

Jazz Dance (4 credits)

- DNCE 180 - Jazz Dance (TQ) (GE)
- DNCE 280 - Intermediate Jazz Dance (TQ)
- DNCE 380 - Advanced Jazz Dance Technique (TQ)

Tap Dance (2 credits)

- DNCE 206 - Intermediate Tap Dance (TQ)

Composition Requirements (9 credits)

- DNCE 120 - Dance Improvisation (TQ)
- DNCE 220 - Dance Composition (TH)
- DNCE 320 - Choreographic Studies I (TH)
- DNCE 420 - Choreographic Studies II (TH)

Performance Requirements (5 credits)

- DNCE 260 - Production Participation (PR) (Three credit hours required)
- DNCE 365 - Performance Practicum (PR) (Two credit hours required)
- Dance Electives (3 credits)

Dance Electives (3 credits)

All BS majors are required to complete three additional semester hours of courses selected from technique, composition and/or performance.

Additional Degree Requirements

Students must successfully complete courses in the degree with a B or better to count toward the degree.

Students must successfully complete two semesters each of 300-level ballet and 300-level contemporary dance.

Open Credit Hours (42 credits)

Total Credits Needed for Degree 120

**Suggested Sequence of Dance Courses including Dance Electives
For BS Majors entering 2022-2023**

| Freshman Year, First Term | | | | |
|----------------------------------|-----------------------------------|--------------------|------------------|---------------------|
| Course | | Requirement | Elective* | Credit Hours |
| DNCE 105 | Beginning Ballet | X | | 2 |
| DNCE 131 | Beginning Contemporary | X | | 2 |
| DNCE 180/280 | Beginning/Intermediate Jazz Dance | | X | 2 |
| DNCE 100 | Freshman Seminar | X | | 1 |

| Freshman Year, Second Term | | | | |
|-----------------------------------|---|--------------------|------------------|---------------------|
| Course | | Requirement | Elective* | Credit Hours |
| DNCE 101 or DNCE 201 | Beginning Pointe Intermediate Pointe | | X | 2 |
| DNCE 105 | Beginning Ballet | X | | 2 |
| DNCE 131 | Beginning Contemporary | X | | 2 |
| DNCE 260 | Production Participation | X | | 1 |
| DNCE 280 or DNCE 380 | Intermediate Jazz Dance Advanced Jazz Dance Technique | | X | 2 |

* 3 credit hours of **Dance Electives** are required

Sophomore Year, First Term

| Course | | Requirement | Elective* | Credit Hours |
|-----------------------------------|--|-------------|-----------|--------------|
| DNCE 120 | Improvisation | X | | 1 |
| DNCE 205 | Low-Intermediate Ballet | X | | 2 |
| DNCE 231 | Intermediate Contemporary | X | | 2 |
| DNCE 206/207 | Intermediate Tap/Musical Theatre Dance | | X | 2 |
| DNCE 260 | Production Participation | X | | 1 |
| DNCE 280 | Intermediate Jazz Dance | | X | 2 |
| DNCE 401 | Advanced Pointe Technique | | X | 2 |
| ENTR 250* Fall OR Spring semester | Entrepreneurship and Innovation | X | | 3 |

Sophomore Year, Second Term

| Course | | Requirement | Elective* | Credit Hours |
|----------------------|---|-------------|-----------|--------------|
| DNCE 205 | Low-Intermediate Ballet | X | | 2 |
| DNCE 220 | Dance Composition | X | | 2 |
| DNCE 231 | Intermediate Contemporary | X | | 2 |
| DNCE 260 | Production Participation | X | | 1 |
| DNCE 280 or DNCE 380 | Intermediate Jazz Dance Advanced Jazz Dance Technique | | X | 2 |

* 3 credit hours of **Dance Electives** are required

| Junior Year, First Term | | | | |
|-----------------------------------|--------------------------------|--------------------|------------------|---------------------|
| Course | | Requirement | Elective* | Credit Hours |
| DNCE 207 | Musical Theatre Dance | | X | 2 |
| DNCE 280 | Intermediate Jazz Dance | | X | 2 |
| DNCE 305 | High-Intermediate Ballet | X | | 2 |
| DNCE 320 | Choreographic Studies I | X | | 3 |
| DNCE 331 | High-Intermediate Contemporary | X | | 2 |
| DNCE 365 | Performance Practicum | X | | 1 |
| DNCE 401 | Advanced Pointe Technique | | X | 2 |
| DNCE 410 | Accompaniment for Movement | X | | 3 |
| ENTR 350* Fall OR Spring semester | Managing New Venture Creation | | | |

| Junior Year, Second Term | | | | |
|---------------------------------|---|--------------------|------------------|---------------------|
| Course | | Requirement | Elective* | Credit Hours |
| DNCE 305 DNCE 405 | High-Intermediate Ballet Advanced Ballet | X | | 2 |
| DNCE 420 | Choreographic Studies II | X | | 3 |
| DNCE 331 DNCE 431 | High-Intermediate Contemporary Advanced Contemporary | X | | 2 |
| DNCE 310 | Study in Somatics | X | | 3 |
| DNCE 365 | Performance Practicum | X | | 1 |
| DNCE 370 | Creative Dance for Children | X | | 3 |
| DNCE 280 or DNCE 380 | Intermediate Jazz Dance Advanced Jazz Dance Technique | | X | 1 2 |
| DNCE 480 | History & Philosophy I | X | | 3 |
| DNCE 498 Independent Study | Studio Teaching | X | | 1 |

* 3 credit hours of **Dance Electives** are required

Senior Year, First Term

| Course | | Requirement | Elective* | Credit Hours |
|-----------------------------------|--|-------------|-----------|--------------|
| DNCE 206 | Intermediate Tap Dance | | X | 2 |
| DNCE 280 | Intermediate Jazz Dance | | X | 2 |
| DNCE 305 DNCE 405 | High-Intermediate Ballet Advanced Ballet | X | | 2 |
| DNCE 331 DNCE 431 | High-Intermediate Contemporary Advanced Contemporary Dance | X | | 2 |
| DNCE 365 | Performance Practicum | | X | 1 |
| DNCE 401 | Advanced Pointe Technique | | X | 2 |
| DNCE 470 | Methods of Teaching Dance | X | | 3 |
| DNCE 481 | History & Philosophy II | X | | 3 |
| DNCE 450 | Senior Seminar | X | | 1 |
| DNCE 465 | Dance Production | X | | 3 |
| DNCE 498 Independent Study | Studio Teaching | X | | 1 |
| ENTR 450* Fall OR Spring semester | Owning and Managing a Business | X | | 3 |

Senior Year, Second Term

| Course | | Requirement | Elective* | Credit Hours |
|----------------------------|---|-------------|-----------|--------------|
| DNCE 305 DNCE 405 | High-Intermediate Ballet Advanced Ballet | | X | 2 |
| DNCE 331 DNCE 431 | High-Intermediate Contemporary Advanced Contemporary | | X | 2 |
| DNCE 365 | Performance Practicum | | X | 1 |
| DNCE 280 or DNCE 380 | Intermediate Jazz Dance Advanced Jazz Dance Technique | | X | 2 |
| DNCE 481 | History & Philosophy II | | | |
| DNCE 498 Independent Study | Studio Business Plan | X | | 1 |
| ENTR 450 | Owning and Managing a Business | X | | 3 |

* 3 credit hours of **Dance Electives** are required

BACHELOR OF FINE ARTS (BFA) DEGREE (E, L)

To be admitted to the Bachelor of Fine Arts program in dance, students must demonstrate a level of proficiency for intermediate study in ballet and contemporary technique classes. All requirements for this degree and major are outlined below.

REAL Curriculum

This major fulfills the E and L areas of the REAL Curriculum. Students explore dance composition, choreographic studies, the history and philosophy of dance, and create original work presented in staged performances. Students explore professional practice through studio classes including ballet, contemporary, jazz, and tap dance techniques, and dance production that are applied in production participations, performance practicums, in faculty and national guest artist mainstage concerts every semester, and in senior seminar. Students complete reflection assignments on their learning, abilities, experiences, and role within professional contexts in production participation and performance practicum courses. Students need majors and/or minors to fulfill the R and A areas to complete the REAL Curriculum requirements.

REAL Foundational Requirements

Foundational Writing (3 credits)
ENGL 111 - Principles of College Composition (GE)
Foundational Math (3 credits)
MATH 100 - Quantitative Reasoning
MATH 121 - Math Content for Teachers I
MATH 125 - Precalculus I

REAL Cornerstone Requirements

Writing Intensive (WI) Courses (6 credits)
Writing Intensive courses are denoted below with a (WI). Two writing intensive courses are required to graduate, with at least one at the 300- or 400-level. The Bachelor of Arts in Dance program includes 3 credits of writing intensive courses.
General Education Requirements
General Education courses will be denoted below with a (GE). Students are required to take at least 30 credit hours of general education designated courses within their degree requirements. The Bachelor of Arts in Dance program includes 9-13 general education credits.

Major Requirements (78 credits)

Theory Requirements (20 credits)
DNCE 100 - New Student Seminar
DNCE 310 - Study in Somatics (TH)
DNCE 410 - Accompaniment for Movement (TH)
DNCE 450 - Senior Seminar (TH)
DNCE 465 - Dance Production (TH)
DNCE 470 - Methods of Teaching Dance (TH)
DNCE 480 - History and Philosophy of Dance (TH)

DNCE 481 - History and Philosophy of Dance (TH) (WI)
Technique Requirements (32 credits)
Contemporary Dance (14 credits)
DNCE 131 - Beginning Contemporary Dance (TQ) (GE)
DNCE 231 - Intermediate Contemporary Dance (TQ)
DNCE 331 - High-Intermediate Contemporary Dance (TQ)
DNCE 431 - Advanced Contemporary Dance Technique

Classical Dance (14 credits)
DNCE 105 - Beginning Ballet (TQ) (GE)
DNCE 205 - Low-Intermediate Ballet (TQ)
DNCE 305 - High-Intermediate Ballet (TQ)
DNCE 405 - Advanced Ballet (TQ)

Jazz Dance (4 credits)
DNCE 180 - Jazz Dance (TQ) (GE)
DNCE 280 - Intermediate Jazz Dance (TQ)
DNCE 380 - Advanced Jazz Dance Technique (TQ)

Composition Requirements (9 credits)
DNCE 120 - Dance Improvisation (TQ)
DNCE 220 - Dance Composition (TH)
DNCE 320 - Choreographic Studies I (TH)
DNCE 420 - Choreographic Studies II (TH)

Performance Requirements (7 credits)
DNCE 260 - Production Participation (PR) (Four credit hours required)
DNCE 365 - Performance Practicum (PR) (Three credit hours required)

Dance Electives (10 credits)
All BFA majors are required to complete ten additional semester hours of courses and may wish to emphasize one of the following areas: classical technique or contemporary technique and choreography.

Additional Degree Requirements
Students must successfully complete courses in the degree with a C or better to count toward the degree.
Students must successfully complete two semesters each of 300-level ballet and 300-level contemporary dance.

Open Credit Hours (42 credits)
These credits can be used to fulfill additional courses, majors, minors, and/or REAL Curriculum requirements.

Open Credit Hours (42 credits)
Total Credits Needed for Degree 12

Suggested Sequence of Dance Courses including Dance Electives For BFA Majors entering 2022-2023

| Freshman Year, First Term | | | | |
|---------------------------|-----------------------------------|-------------|-----------|--------------|
| Course | | Requirement | Elective* | Credit Hours |
| DNCE 105 | Beginning Ballet | X | | 2 |
| DNCE 131 | Beginning Contemporary | X | | 2 |
| DNCE 180/280 | Beginning/Intermediate Jazz Dance | | X | 2 |
| DNCE 100 | Freshman Seminar | X | | 1 |

| Freshman Year, Second Term | | | | |
|----------------------------|---|-------------|-----------|--------------|
| Course | | Requirement | Elective* | Credit Hours |
| DNCE 101 or DNCE 201 | Beginning Pointe Intermediate Pointe | | X | 2 |
| DNCE 105 | Beginning Ballet | X | | 2 |
| DNCE 131 | Beginning Contemporary | X | | 2 |
| DNCE 260 | Production Participation | X | | 1 |
| DNCE 280 or DNCE 380 | Intermediate Jazz Dance Advanced Jazz Dance Technique | | X | 2 |

* 10 credit hours of **Dance Electives** are required

Sophomore Year, First Term

| Course | | Requirement | Elective* | Credit Hours |
|--------------|--|-------------|-----------|--------------|
| DNCE 120 | Improvisation | X | | 1 |
| DNCE 205 | Low-Intermediate Ballet | X | | 2 |
| DNCE 231 | Intermediate Contemporary | X | | 2 |
| DNCE 206/207 | Intermediate Tap/Musical Theatre Dance | | X | 2 |
| DNCE 260 | Production Participation | X | | 1 |
| DNCE 280 | Intermediate Jazz Dance | | X | 2 |
| DNCE 401 | Advanced Pointe Technique | | X | 2 |

Sophomore Year, Second Term

| Course | | Requirement | Elective* | Credit Hours |
|----------------------|---|-------------|-----------|--------------|
| DNCE 205 | Low-Intermediate Ballet | X | | 2 |
| DNCE 220 | Dance Composition | X | | 2 |
| DNCE 231 | Intermediate Contemporary | X | | 2 |
| DNCE 260 | Production Participation | X | | 1 |
| DNCE 280 or DNCE 380 | Intermediate Jazz Dance Advanced Jazz Dance Technique | | X | 2 |

* 10 credit hours of **Dance Electives** are required

| Junior Year, First Term | | | | |
|--------------------------------|--------------------------------|--------------------|------------------|---------------------|
| Course | | Requirement | Elective* | Credit Hours |
| DNCE 207 | Musical Theatre Dance | | X | 2 |
| DNCE 280 | Intermediate Jazz Dance | | X | 2 |
| DNCE 305 | High-Intermediate Ballet | X | | 2 |
| DNCE 320 | Choreographic Studies I | X | | 3 |
| DNCE 331 | High-Intermediate Contemporary | X | | 2 |
| DNCE 365 | Performance Practicum | X | | 1 |
| DNCE 401 | Advanced Pointe Technique | | X | 2 |
| DNCE 410 | Accompaniment for Movement | X | | 3 |

| Junior Year, Second Term | | | | |
|---------------------------------|---|--------------------|------------------|---------------------|
| Course | | Requirement | Elective* | Credit Hours |
| DNCE 305 | High-Intermediate Ballet | X | | 2 |
| DNCE 420 | Choreographic Studies II | X | | 3 |
| DNCE 331 | High-Intermediate Contemporary | X | | 2 |
| DNCE 310 | Study in Somatics | X | | 3 |
| DNCE 365 | Performance Practicum | X | | 1 |
| DNCE 370 | Creative Dance for Children | | X | 3 |
| DNCE 280 or DNCE 380 | Intermediate Jazz Dance Advanced Jazz Dance Technique | | X | 2 |
| DNCE 480 | History & Philosophy I | X | | 3 |

* 10 credit hours of **Dance Electives** are required

| Senior Year, First Term | | | | |
|--------------------------------|--|--------------------|------------------|---------------------|
| Course | | Requirement | Elective* | Credit Hours |
| DNCE 206 | Intermediate Tap Dance | | X | 2 |
| DNCE 280 | Intermediate Jazz Dance | | X | 2 |
| DNCE 305 DNCE 405 | High-Intermediate Ballet Advanced Ballet | X | | 2 |
| DNCE 331 DNCE 431 | High-Intermediate Contemporary Advanced Contemporary | X | | 2 |
| DNCE 365 | Performance Practicum | X | | 1 |
| DNCE 401 | Advanced Pointe Technique | | X | 2 |
| DNCE 470 | Methods of Teaching Dance | X | | 3 |
| DNCE 465 | Dance Production | X | | 3 |
| DNCE 450 | Senior Seminar | X | | 1 |

| Senior Year, Second Term | | | | |
|---------------------------------|---|--------------------|------------------|---------------------|
| Course | | Requirement | Elective* | Credit Hours |
| DNCE 305 DNCE 405 | High-Intermediate Ballet Advanced Ballet | X | | 2 |
| DNCE 331 DNCE 431 | High-Intermediate Contemporary Advanced Contemporary | X | | 2 |
| DNCE 365 | Performance Practicum | X | | 1 |
| DNCE 280 or DNCE 380 | Intermediate Jazz Dance Advanced Jazz Dance Technique | | X | 2 |
| DNCE 481 | History & Philosophy II | | | |

* 10 credit hours of **Dance Electives** are required

GUEST ARTIST SERIES

Guest choreographers and master classes are important facets of Radford University's dance program. Each semester we offer one (1) to two (2) master classes; yearly we bring in an artist to create or re-set creative research on our dance majors, providing them with diverse artistic experiences while exposing them to a variety of dance genres, teaching methodologies and creative processes. Interacting with our students via classes, informal talks and performances these guest artists and master teachers offer inspiration and an ongoing connection to the current dance scene.

Goals & Objectives:

To give students corporeal experiences in dance genres other than what is offered on a regular basis.

To impart varied methodologies of dance.

To give students an opportunity to work alongside professional artists.

To expose students to diverse perspectives.

To provide students an opportunity to work in a company setting.

Previous Guest Artists and Master Class teachers include:

Kyle Abraham, Olivier Besson, Jess Burgess, Jenai Cutcher-West, Liza Deck, Gemze de Lappe, Lisa Del Rosario, Arturo Fernandez, Alyce Finwall, Jessica Lynn Fox, Franklin Gamero, Jennifer Gelfand, Guillaume Graffin, General McArthur Hambrick, Scotty Hardwig, Julie Kent, Alonzo King Lines Ballet, Martha Graham Dance Company, Melinda Jackson & Michael Kessler, Mira Kingsley, Sumi Komo, Valentina Kozlova, Alexei Lapshin, Keith Lee, Illiana Lopez, Natalie Marrone, Donald McKayle, Bebe Miller, Christopher K. Morgan, Darrell Moultrie, Tara Mullins, Rachel Oliver, Sherone Price, Maxx Reed Misha Ronnikov, Atiba Rorie, Asher Walker, Keisha Wall, Ja'Nae Washington, Wesley Williams Jr., Reginald Yates

DEPARTMENT OF DANCE ASSESSMENT PROCEDURES & FORMS

Students are expected to demonstrate forward progress from semester to semester in technique, choreography and performance. These assessments are tools to assist faculty with objectively evaluating a student's advancement. Additionally, it is documentation of the student's performance throughout their tenure and can be useful for advising and self-evaluation.

Technique Assessment

Each semester technique faculty will meet to make technique level assignments for the upcoming semester and identify students who present concerns. Placement assignments will be completed before course planning conferences begin. See page 11 for more information. (technique assessment rubric)

Throughout each semester the student will receive continual evaluation of their progress in all technique classes. Students are invited to schedule conferences with appropriate faculty members for specific feedback when needed. Students discuss progress with faculty advisors once a semester.

Students' progress in technique will be evaluated in a jury the second semester of their first year, and the first semester of their third year. See Jury info on page ___ for more information. Individual feedback will be given after each jury by faculty advisors, the chair, or a faculty committee.

Creative Assessment

Student choreography in the Informance, Paradigm Shift, Student Choreography Showcase, and Honors Capstone Projects concerts are videotaped. Video documentation is housed in the departmental archives.

Performance Assessment

1. Performance is assessed by faculty each semester for students registered in DNCE 260 and DNCE 365. Assessment forms are placed in their student files.
2. Informal feedback is always available. Contact faculty member to schedule an appointment.

Course Evaluation

Students evaluate all courses at Radford University.

1. Students complete an anonymous evaluation near the end of a course each semester.
2. After grades have been reported, the results and comments are made available for viewing to respective faculty members.

Student feedback is used to assess and improve the course. We strongly encourage you to offer constructive criticism.

Department Program Evaluation

In addition to cumulative student achievement data, the Department conducts an online Exit Survey of each graduating senior for input as to the Department's strengths and weaknesses.

NOTE: All degree candidates are strongly encouraged to review their files on an annual or biannual basis. Files must be reviewed in the Department of Dance office. If you have questions and/or concerns, a review with your faculty advisor is recommended.

RADFORD UNIVERSITY

Department of Dance

First-Year and Junior Jury Rubric:

Name: _____

Technique Class

| | | Excellent (5) | Good (4) | Acceptable (3) | Needs Improvement (2) | Unacceptable (1) |
|--------------|-------------------------------|---------------|----------|----------------|-----------------------|------------------|
| Ballet | 1A: Barre | | | | | |
| | 1B: Center | | | | | |
| | 1C: Conditioning | | | | | |
| | 1D: Musicality/Expressiveness | | | | | |
| Contemporary | 2A: Center | | | | | |
| | 2B: Across the Floor | | | | | |
| | 2C: Conditioning | | | | | |
| | 2D: Improvisation | | | | | |
| | 2E: Musicality/Expressiveness | | | | | |

Comments:

Professional Practice

| Demonstrates... | Excellent (5) | Good (4) | Acceptable (3) | Needs Improvement (2) | Unacceptable (1) |
|---|---------------|----------|----------------|-----------------------|------------------|
| Mental Representations Seeing the Gap; Continually developing; Seeking guidance. | | | | | |
| Focus Single-Tasking; Complete Engagement; Seeks States of Flow. | | | | | |
| Specific Goals Practice with a specific need in mind, every time; Be particular, not general. | | | | | |
| Work outside your comfort zone Near-maximal effort; Embrace mistakes; Use shadowing and visualization techniques. | | | | | |
| Feedback & Modification Get immediate feedback; Make immediate modifications. | | | | | |

Professional Suitability

| Demonstrates... | Excellent (5) | Good (4) | Acceptable (3) | Needs Improvement (2) | Unacceptable (1) |
|---|---------------|----------|----------------|-----------------------|------------------|
| Physicality Appearance/Style; Presentation/Design (materials); Fitness. | | | | | |
| Intellectuality Thoughtful; See beyond the obvious; Think creatively. | | | | | |
| Sociability Confident and comfortable engaging with others; Generous spirit; Good verbal and nonverbal communication skills; Respect boundaries | | | | | |
| Emotionality Find common ground; Seek connective encounters; Practice empathy. | | | | | |
| Personability Conscious of strengths and admit what you still have yet to learn; Show self- confidence and self-motivation to improve; Set healthy boundaries. | | | | | |
| Ethicality Respect, Honesty, Integrity, Open Communication, Responsibility and Accountability. | | | | | |

PROFICIENCY STANDARDS FOR TECHNIQUE COURSES

DNCE 101, Beginning Pointe

Based on the Vaganova System, a scientific, thorough and highly expressive classical ballet training method; DNCE 101 concentrates on the fundamentals of pointe technique, using specific exercises to develop strength, proper alignment and correct execution

At the successful completion of DNCE 101 students will:

Apply proper placement of body, head, arms, and legs while executing the following movements on pointe:

- Relevé 1st, 2nd, and 5th position
- Échappé 2nd and 4th positions
- Pas de Bourrée Simple
- Pas De Bourrée Suivi
- Pas De Bourrée Dessus-Dessous
- Assemblé-Soutenu
- Glissade
- Relevé sur le cou-de-pied
- Jeté
- Sissonne Simple

DNCE 105, Beginning Ballet

Based on the Vaganova System, a scientific, thorough and highly expressive classical ballet training method; DNCE 105 concentrates on the fundamentals of Classical Ballet technique.

At the successful completion of DNCE 105 students will:

- Demonstrate proper placement of body, head, arms, and legs.
- Identify ballet positions, basic battements, basic port de bras, and basic allegro movements.
- Demonstrate ballet positions, basic battements, basic port de bras, and basic allegro movements using proper alignment & placement of head, arms and legs.
- Execute introductory exercises on demi-pointe.

BARRE

- Demi Plié, 1st, 2nd, 3rd, 4th, and 5th positions
- Battement Tendu
- Battement Tendu Demi Plié
- Battement Tendu Jeté
- Rond De Jambe Par Terre en dehors and en dedans
- Simple Port De Bras
- Battement Frappé (forward, Side, back)
- Battement Soutenu (forward, side, back)
- Battement Fondu (forward, side, back)
- Preparation for Rond De Jambe En L'air
- Petit Battement sur le cou-de-pied
- Battement Double Frappé (forward, Side, Back)
- Grand Battement Jeté (forward, Side, Back)
- Grand Plié 1st, 2nd, 3rd, 4th, and 5th positions
- Battement relevé Lent (forward, Side, back)
- Battement Développé (passé, grand rond de jambe développé)
- Rond De Jambe En L'air en dehors and en dedans
- Temps Relevé
- Relevé on demi pointe and pointe 1st, 2nd and 5th positions.
- Poses: Attitude, 2nd arabesque, and Écarté (45-90 Degree)

CENTRE

Same as at the barre with additions:

- Arm Positions
- Poses: Croisé, Effacé, Écarté, 1st, 2nd, 3rd and 4th Arabesques
- Temps Lie
- Poses (45-90 degrees): Croisé and Effacé, Attitude croisé and effacé, A la Second, Écarté 1st, 2nd, 3rd, and 4th Arabesques

- Port de Bras (1st, 2nd, 3rd, and 4th)
- Pas De Bourrée Simple
- Pas De Bourrée Dessus-Dessous
- Fouetté from a la second to 1st arabesque
- Preparation for small pirouettes from 4th, 5th, and 2nd positions

ALLEGRO

- Sauté 1st, 2nd, and 5th positions
- Changement De Pied
- Échappé
- Assemblé
- Balancé
- Glissade
- Chasse
- Sissonne Simple
- Sissonne Férme en Face
- Ballonné
- Temps levé sauté sur le cou-de-pied

DNCE 131, Beginning Contemporary

Student Learning Outcomes

At the completion of this level, students will be able to:

- Display competency in identifying, naming, and demonstrating the core concepts.
- Demonstrate competency in the Begin Contemporary movement skills.

Contemporary Dance Technique Core Concepts (referred to in each course competency list)

Integration: Ability to display appropriate breath, core-distal, head-tail, upper-lower, body half, and cross lateral connectivity in movement.

Breath Support: Ability to display a dynamic and appropriate use of breath with movement.

Grounding: Ability to display an appropriate sense of weight, relationship to gravity, and momentum.

Clarity of Bodily Intent: Ability to display appropriate precision in shape and alignment, initiation, articulation, and sequencing of the body.

Phrasing: Ability to display complete phrasing that includes intention, initiation, exertion, and follow through/transition as well as variety in phrase types.

Tension & Release: Ability to display appropriate use of muscular tension and release of tension: including gradations of free and bound flow, release, and extension.

Shaping: Ability to display appropriate use of shaping and shape-flow in the torso and limbs.

Use of Focus: Ability to display appropriate and varied use of focus: including direct and indirect, scanning, and internal.

Levels of Skill Acquisition Rubric

| 1. Novice | 2. Developing | 3. Competency | 4. Proficiency | 5. High Proficiency |
|---|--|---|--|--|
| Unlikely to be satisfactory unless closely supervised. Needs close supervision or instruction. | Straightforward tasks likely to be completed to an acceptable standard. Able to achieve some steps using own judgment, but supervision needed for overall task. | Fit for purpose, but may lack refinement. Able to achieve most tasks using own judgment. | Fully acceptable standard achieved routinely. Able to take full responsibility for own work and coach others. | Excellence achieved with relative ease. Able to take responsibility for going beyond existing standards and creating own interpretations. |

Beginning Contemporary Movement Skills

Torso & Upper Body

Plié

Swing bounce

Shoulder rolls leading from proximal, mid-limb, and distal

Arm release swings

Release swings (torso) forward, side, and back

Contraction

Flatbacks

Lower Body

Foot articulations

Tendu

Dégagé

Pas de cheval

Piqué

Leg swings

Leg swings with ¼ turns

Developé

Rond de jambe at 90 degrees

Shifting weight (using under curve)

Hinge

Falls & Descents

Spiral descent and ascent

Seated Side Fall

Simple Back fall

Standing Side fall

Side lunge descent

Jumping Side fall

Floor turns

Sitz turn

Coccyx Balance Turn

Inversions

Small inversion

Pike inversion

Simple Handstand inversion

Double shoulder stand

Handstand cabriole

Quadrupedal & Floor work

Sitz roll

Log roll

Cartwheel

Creeping

Crawling

Crab walk

Monkey walks

Shin slide

Panda rolls (back rolls)

Backward seated slide

Shoulder Roll

Bipedal/Locomotor work

Runs

Chasé

Skip

Triplet

Prance

Tilts

Chugs

Hitch slide

Turns

Pivot turn

3-step turn

Paddle turn

Chaîné turns

Touch turn

Clip turn

Single pirouette

Hip Push Turn

Hip Pull Turn

Elevations

Straight jump

Assemblé

Stag leap

Sauté in 2nd position

Sissonnes

DNCE 180, Beginning Jazz Dance

DNCE 180 is a beginning level course emphasizing the fundamentals of Jazz Dance technique.

At the successful completion of DNCE 180 students will:

- Recognize fundamental principles of jazz dance technique
- Execute fundamental principles of jazz dance techniques
- Identify elementary jazz dance terminology
- Increase strength
- Increase coordination
- Show proper alignment
- Increase range of movement
- Demonstrate musicality
- Apply skills to pick up movement combinations
- Identify basic anatomical and kinesthetic principles as they pertain to efficient dance movement
- Identify basic anatomical and kinesthetic principles as they pertain to injury prevention
- Develop performance skills

Fundamental steps

- Pliés
- Basic positions, 1st, 2nd, 4th, 5th
- Tendus
- Dégagés
- Relevé
- Isolations
- Passé position
- Step
- Hop
- Leap
- Step ball change
- Pas de bourrée
- Three-step turn
- Chaine turn
- Single pirouette
- Chasse
- Step touch
- Pivot turn
- Grapevine
- Cross ball change
- Jazz square
- Pencil turn
- Stag leap

Concepts

- Use of plié

- Development of grounded movement in locomotor steps
- Use of the core
- Dynamic movement and shading
- Use of weight shift
- Basic coordination of arms with legs
- Musicality and accents
- Safe stretching practices
- Understanding of a jazz warm up
- 16 count across the floor sequences
- 64 count center combinations

DNCE 201, Intermediate Pointe Technique

DNCE 201 is an Intermediate level class. Its purpose is to build upon the proficiency of standards gained in DNCE 101 while developing strength, proper alignment and proper execution of movement.

At the successful completion of DNCE 201 students will:

Apply proper placement of body, head, arms, and legs while executing the following movements on pointe:

- Glisade-soutenu en tournant
- Pas De Bourrée Simple en tournant
- Pas De Bourrée Dessus-Dessous en tournant
- Soutenu en tournant
- Coupé Ballonné in poses and with traveling
- Rond de Jambe En L'air (45 degree)
- Tour Sur le Cou-de-pied from 4th, 5th positions, dégagé en dehors, and en dedans
- Tours en dehors and en dedans in diagonale
- Changement De Pied
- Pas Couru

DNCE 205, Low-Intermediate Ballet

DNCE 205 is an Intermediate level class. Its purpose is to build upon the proficiency of standards gained in DNCE 105.

At the successful completion of DNCE 205 students will:

- Execute intermediate exercises on demi-pointe at the barre, center and in adagio
- Apply transitional movements from one pose to another by using plié, relevé, and tombe
- Execute turns using proper placement of body, head, arms, and legs.
- Apply battues to allegro jumps.

Barre

- Battements Tendu Pour Batterie
- Flic-Flac en face
- Battement Développé Ballotté
- Grand Battement Balancé
- Grand Rond De Jambe Jeté
- Grand Temps Relevé
- Battement Soutenu en tournant
- Tour en dehors and en dedans

Centre

- Battement Tendu en tournant
- Temps Lie (90 degrees)
- Tour Lent in different poses
- Tours sur le cou-de-pied from 4th, 5th, 2nd positions and Dégagé

Allegro

- Échappé Battu
- Royale
- Entrechat-quarte
- Assemblé battu
- Entrechat-trois
- Entrechat-cinq
- Brisé forward and back
- Jeté battu
- Pas De Chat
- Sissonne Tombe
- Pas Failli
- Rond De Jambe En L'air (45 Degree)
- Sissonne Ouvert to all poses
- Grand Assemblé
- Temps Level

DNCE 206, Intermediate Tap Dance

DNCE 206 is an Intermediate level course. Permission of the instructor is required to enroll.

At the successful completion of DNCE 206 students will:

- Describe intermediate steps of Tap Dance technique
- Explain how to perform intermediate steps of Tap Dance technique
- Execute intermediate steps of Tap Dance technique
- Show strength, coordination, alignment, range of movement, musicality while executing intermediate Tap Dance movements
- Pick up intermediate level movement combinations
- Recognize basic anatomical and kinesthetic principles as they pertain to efficient dance movement
- Recognize basic anatomical and kinesthetic principles as they pertain to injury prevention
- Recognize basic anatomical and kinesthetic principles as they pertain to artistic quality
- Augment artistic expression
- Develop performance skills

Intermediate Tap Steps

- Wings
- Offbeat wings
- Pickups (double unison, offbeat)
- In addition to other timesteps, adding spank and military time step
- Single pickups
- Maxi-ford (stationary and turning)
- 32-64 count across the floor combinations
- 16 8's center floor combination

Additional Steps

- Cramp rolls
- Flap Ball-Change
- Essences (front and back)
- Walking and Running Flaps
- Buffalos (Singles and Doubles)
- Broadways
- Time Steps (Singles, Doubles, Triples)
- Waltz Clog
- Shim Sham (and variants: with stomps, digs, and shuffles)
- Irishes
- Paddle Turns
- Drawbacks
- Cincinnati
- Riffs (4-, 5-, 6-, 8-, and 9-count)

DNCE 207, Musical Theatre Dance

DNCE 207 is based on the Musical Theatre style of dance, emphasizing skills in performance.

At the successful completion of DNCE 207 students will:

- Hone their knowledge of Musical Theatre Dance technique
- Hone their execution of Musical Theatre Dance technique
- Know the history of Musical Theatre Dance
- Augment artistic expression
- Develop performance skills
- Recognize basic anatomical and kinesthetic principles as they pertain to efficient dance movement
- Recognize basic anatomical and kinesthetic principles as they pertain to injury prevention
- Recognize basic anatomical and kinesthetic principles as they pertain to artistic quality
- Demonstrate physical stamina while executing Musical Theatre Dance movement
- Apply strength while executing Musical Theatre Dance movement
- Apply flexibility while executing Musical Theatre Dance movement
- Show coordination while executing Musical Theatre Dance movement
- Show musicality while executing Musical Theatre Dance movement

Fundamental Steps

- Pliés
- Basic positions, 1st, 2nd, 4th, 5th
- Relevé
- Isolations
- Step
- Hop
- Leap
- Kick ball change
- Step ball change
- Pas de bourrée
- Passé position
- Three-step turn
- Chaine turn
- Single pirouette
- Chasse
- Step touch
- Grande battement
- Pivot turn
- Grapevine
- Cross ball change
- Jazz square
- Pencil turn

Fundamental Concepts

- Use of plié
- Development of grounded movement in locomotor steps
- Use of the core
- Dynamic movement and shading
- Use of weight shift
- Basic coordination of arms with legs
- Musicality and accents
- 16 count across the floor sequences
- 64+ count center combinations
- Historical understanding of musical theatre choreography and choreographers displayed through writing, presentation, and discussions

DNCE 231, Intermediate Contemporary Dance

DNCE 231 is an Intermediate level class. Its purpose is to build upon the proficiency of standards gained in DNCE 131.

Student Learning Outcomes

At the completion of this level, students will be able to:

- Display proficiency in identifying, naming, and demonstrating the core concepts.
- Combine two concepts in one movement skill.
- Describe with clarity the concepts underlying a movement skill.
- List a series of concepts related to a movement skill.
- Demonstrate proficiency in the Beginning Contemporary movement skills and competency in Low Intermediate Contemporary movement skills.

Low Intermediate Movement Skills

Torso & Upper Body

Hinge descent and ascent
Full torso release swings

Lower Body

Leg swings in figure 8
Leg fan
Leg fan into hitch slide back

Falls & Descents

Turning side fall
Pitch Fall
Horton Front fall

Inversions

Handstand from floor to standing
Handstand cabriole from floor to standing
Forearm toe slide inversion

Quadrupedal & Floor work

Monkey rolls/Aikido rolls (forearm and threaded)
Plow Roll
Leaping Monkey

Turns

Spiral turns
Attitude turns
Figure 4 turn
Axle turn

Elevations

Tilt sauté
Saute de basque
Chasé sauté turning
Stag sauté
Gazelle Leap/Double attitude leap
Butterfly leap
Bison
Tour jeté
Second leaps

DNCE 280, Intermediate Jazz Dance

DNCE 280 is an intermediate level course emphasizing movement sequences incorporating isolation and syncopation for the student on an intermediate level.

At the successful completion of DNCE 280 students will:

- Execute Jazz dance technique at an intermediate level
- Analyze principles of jazz dance technique

Intermediate steps

- Grand battements
- Double pirouettes
- Jazz rond de jamba
- Turning pas de bourrés
- Grand jeté
- Sauté
- Cuban hip motion
- Développé
- Pique turn
- Coupé turn
- 6 step pirouette prep
- Back attitude leap
- 32-64 count across the floor combinations
- 16 8's center floor combination
- Competency in 3+ styles of jazz (Latin, classical, contemporary, commercial)
- Experience in formulating individual aesthetic judgments pertaining to dance via discussion and written assignments

Concepts

- Use of plié
- Development of grounded movement in locomotor steps
- Use of the core
- Dynamic movement and shading
- Use of weight shift
- Musicality and accents
- Safe stretching practices and understanding of a jazz warm-up
- 16 count across the floor sequences
- 64 count center combination

DNCE 305, High-Intermediate Ballet

DNCE 305 is a High-Intermediate level class. Its purpose is to build upon the proficiency of standards gained in DNCE 105 and DNCE 205.

At the successful completion of DNCE 305 students will:

- Apply en tournant into exercises at center, including adagio and allegro
- Demonstrate tours in exercises at the barre and in big poses in centre (1 turn) and tours sur le cou-de-pied (2 turns)
- Demonstrate technical competency leading to an advanced level of work
- Analyze principles of Classical Ballet technique
- Articulate principles of Classical Ballet technique

Barre

- Flic-Flac en tournant

Centre

- Tour sur le cou-de-pied from 2nd, 4th, and 5th positions en dehors and en dedans (double turn)
- Grand Fouetté Effacé en Dehors and en Dedans
- Tours in grand poses en dehors and en dedans (1 turn)
- Tours Chaines (8 turns)

Allegro

- Sissonne Simple en tournant en dehors and en dedans
- Brisé Dessus-Dessous
- Sissonne Soubresaut
- Cabriole (45 degree)
- Emboité en tournant sur le cou-de-pied
- Grand emboité
- Grand Jeté
- Grand Assemblé en tournant

DNCE 331, High-Intermediate Contemporary Dance

Student Learning Outcomes

At the completion of this level, students will be able to:

- Display proficiency in combining, describing, and listing the core concepts.
- Analyze, apply, compare/contrast, explain, relate, and justify several integrated aspects of the core concepts correctly.
- Describe with clarity the concepts underlying a movement skill.
- Apply an integrated approach to performance of the movement practice skills.
- Demonstrate proficiency in the Low Intermediate Contemporary movement skills and competency in High Intermediate Contemporary movement skills.

High Intermediate Movement Skills

Falls & Descents

Standing side fall to seated 4th position
Figure 4 descent
Graham Front fall
Graham Back fall

Inversions

Single shoulder stand
Cabriole pitch to floor
Single handstands
Pitch to monkey roll
Single handstand to side lunge
Fish flop
Forearm stand
Forearm cartwheel

Quadrupedal & Floor work

Coffee grinders
Knee walk

Bipedal/Locomotor work

Tilt fan
Barrel fan

Turns

Lateral T Attitude turn
Table turn
Front T turn

Elevations

Single tour en l'air
Axle turn sauté
Toe Touch Leap

DNCE 380, Advanced Jazz Dance Technique

DNCE 380 is an advanced level course emphasizing movement sequences incorporating isolation and syncopation for the student on an advanced level.

At the successful completion of DNCE 380 students will:

- Analyze principles of jazz dance technique
- Perform advanced level movement sequences
- Demonstrate rhythmic skills and weight shifts characteristic of jazz dance
- Display improvisation skills

Advanced Steps

- Triple pirouettes
- Luigi arm sequences
- Attitude turns (front and back)
- Coupe jeté
- Turns in second
- Leaps in second
- Jazz floor work
- Grande rond de jambe
- Evolved sense of musicality

Concepts

- Use of plié
- Development of grounded movement in locomotor steps
- Use of the core
- Dynamic movement and shading
- Use of weight shift
- Musicality and accents
- Safe stretching practices and understanding of a jazz warm up
- 16 count across the floor sequences
- 64 count center combination

DNCE 401, Advanced Pointe Technique

DNCE 401 is an Advanced level class. Its purpose is to build upon the proficiency of standards gained in DNCE 101 and DNCE 201 while emphasizing style, dynamics and phrasing.

At the successful completion of DNCE 401 students will:

Apply proper placement of body, head, arms, and legs while executing the following movements on pointe:

- Double Rond De Jambe En L'air (45 Degree)
- Tours sur le cou-de-pied from 4th and 5th positions (2 turns)
- Grand Sissonne Ouverte in all poses with traveling
- Grand Fouetté
- Fouetté 45 degree (8 turns)
- Tours in grand poses: attitude en dedans, 1st arabesque en dedans (1-2 turns)
- Manège (turns with traveling around the stage)
- Renservé
- Tours Chaines
- Grand Fouetté en tournant en dehors and en dedans
- Hops on one leg on Pointe

DNCE 405, Advanced Ballet

DNCE 405 is an Advanced level class. Its purpose is to build upon the proficiency of standards gained in DNCE 105, DNCE 205 and DNCE 305, focusing on musicality and precision.

At the successful completion of DNCE 405 students will:

- Demonstrate technical competency on an advanced level.
- Execute advanced ballet combinations, steps and poses with musicality and projection.

Barre

- Battement Battu sur le cou-de-pied

Centre

- Tours in all grand poses en dehors and en dedans (double turns)
- Grand Fouetté
- Renversé en dehors and en dedans
- Tours Chaines (16 turns)

Allegro

- Entrechat-Six
- Pas Ballotté
- Double Rond de Jambe En L'air
- Saut De Basque
- Pas De Poisson
- Jeté Entrelacé
- Grand Cabriole
- Grand Pas De Basque
- Grand Pas De Chat
- Grand Fouetté

DNCE 431, Advanced Contemporary Dance

DNCE 431 is an Advanced level class. Its purpose is to build upon the proficiency of standards gained in DNCE 131, DNCE 231 and DNCE 331 while refining alignment, developing ability to self-correct, and expanding movement vocabulary.

Student Learning Outcomes

At the completion of this level, students will be able to:

- Display proficiency in analyzing, applying, compare/contrast-ing, explaining, relating, and justifying the core concepts.
- Create, formulate, generate, hypothesize, and reflect aspects of the movement practice and the core concepts into new domains.
- Theorize on the connection of the movement practice and its application to life as well as to other domains relevant to the individual.
- Demonstrate proficiency in the High Intermediate Contemporary movement skills and competency in Advanced Contemporary movement skills.

Advanced Contemporary Movement Skills

Lower Body

Leg swings into tilts

Leg swings into fans

Inversions

Windmill shoulder roll

Valdez

Chest Roll

Quadrupedal & Floor work

Windmill plank

Dive roll

Chest slide

Kip

Turns

Pitch turn

Lateral T Turn into fall in side lunge

Corkscrew turn (heel leads)

Elevations

Double clip turn

Double tour en l'air

GENERAL INFORMATION

AUDITION POLICY

- All dance majors are required to audition for Fall Dance Fest and Dancing on the Edge
- All BFA, BS, and 260/365 students are required to audition for Informance, Student Choreography Showcase, and all capstone shows.
- In order to perform in a show dancers must be enrolled in at least one technique class. (both majors and minors)
- Dancers are limited to performing in two pieces per show. (Faculty shows and Choreography I and II shows) Being an understudy counts as well. Seniors are allowed to be in three pieces.
- In order to choreograph a capstone concert, students must enroll in DNCE 320/420.
- Dance minors can be cast in student shows but will not be cast in faculty shows.
- Casting dancers without an audition is not allowed.

DIGITAL ARCHIVE

We strongly suggest that you keep a digital record of your performance and choreographic work. This can be important as a personal record for employment and graduate school applications, documentation for grants, and/or future reconstruction. All dance concerts are recorded from the back of the theatre. These recordings are kept in the Dance Office and may be borrowed for viewing or dubbing (with the permission of the choreographer). Please see the Department's Administrative Assistant about check out information.

CLASS ATTIRE

The dress code is listed on the syllabus for each course. Students are responsible for knowing and complying with the stated dress code including appropriate grooming, such as hairstyles and personal hygiene.

BULLETIN BOARDS

Students should check bulletin boards daily. Bulletin boards are located in the dance wing of Peters Hall, across from Studio B113. Information about master classes, production schedules, advising, meetings, etc., will be posted on the bulletin boards.

DANCE MAJOR MEETINGS

Dance major meetings are held periodically throughout the academic year. Attendance is mandatory. Meeting dates are distributed at the start of each semester.

DANCE CONCERTS & FESTIVALS

Students are encouraged to attend dance concerts and festivals. The department does not provide funding for these events, thus students are responsible for all costs pertaining to those concerts and festivals. Department of Dance participates in the American College Dance Association Conferences typically held during spring semester. This conference includes master classes, seminars and concerts. Students may express their interest in attending ACDA to faculty liaison Amy VanKirk. Priority attendance is for student choreographers, student performers and faculty. Costs for ACDA average around \$350 per person per year, including registration fees, housing, transportation, and food. For more information: <http://www.acda.dance/>

DANCE EQUIPMENT

The Department owns electronic equipment to be checked out for the purposes of creating choreography and sound scores. Please see the Department's Administrative Assistant for check out details. Below is a list of items the Department has in its possession:

MacBook Pro Laptops
Flip cameras
Mics
Keyboards
Headphones

The Department also houses two iMac Desktop Computers in the Department's Office Suite. See Department's Administrative Assistant for access.

USE AND AVAILABILITY OF BOOKS IN THE DANCE LIBRARY

The Department of Dance book collection, housed in the Department of Dance Office Suite, is available for check out by all dance majors. Please see the Department's Administrative Assistant for check out details.

USE AND AVAILABILITY OF VIDEO MEDIA IN McCONNELL LIBRARY

The Department's visual media collection is housed in McConnell library. Students are encouraged to study a wide range of these works on tape and DVD in order to increase their familiarity with traditional as well as newer, more contemporary choreography. All students may check out visual media. Videotapes and DVD's circulate for seven (7) days. At times, faculty members will pull some videos from general circulation in order to place them on reserve for class use. Students may view these reserve copies for two (2) hours in the library. McConnell Library houses a number of VHS and DVD players for individual viewing, and there is a group video viewing room that may be reserved for class viewings.

For more information visit: <http://library.radford.edu/>

STUDIO RESERVATION POLICY

To reserve a studio email Claire Gallo. (cgallo2@radford.edu) Dance studios are for dance class project, dance major, and department-related rehearsals only. All requests must be in by Thursday, 4:00 PM, the week prior you'd like to utilize the space. The following week's studio schedule will be posted Friday morning on the space board outside of B113.

Please check the space board each week for changes in studio availability. After the week's schedule is posted, sign-up for studio space is on a first come, first serve basis. Reserve space for the current week directly on the posted schedule.

If you decide not to use your reserved studio space, cross your reservation off the schedule as soon as possible.

Priority goes to:

1. Department classes (including faculty warm-up and class prep time)
2. Guest Artist Residencies
3. Rehearsals for Upcoming Performances (FDF, Nutcracker, EOB, DoTE)
4. Rehearsals for 320/420
5. Senior Projects, Capstone Projects, Final Projects
6. Other

In your request please include the following:

- Name
- Date & time(s) you'd like to reserve the space
- Which studio you'd like to use
- What performance, project, etc.... the rehearsal is for

OFFICE OF STUDENT STANDARDS & CONDUCT

The Office of Student Standards and Conduct strives to protect the rights of all students; both students going through our conduct process, and those impacted by the actions of other students. We focus on holding students accountable, and helping students advocate for their own future success.

<http://www.radford.edu/content/student-conduct/home.html>

Suspension and Probation Policies

<https://www.radford.edu/content/registrar/home/about/academic-policies/suspension-probation.html>

Grade Appeal Procedures

<http://www.radford.edu/content/registrar/home/about/academic-policies/grade-appeal.html>

CAMPUS SAFETY INFORMATION

For **EMERGENCY: 9-1-1**
POLICE-FIRE-MEDICAL

If calling from a campus phone: 9-9-1-1

For NON-EMERGENCY POLICE: **831-5500**
For NON-EMERGENCY FIRE: **731-3617**

Emergency telephones, located around campus, should also be used for emergency assistance or for other service requiring immediate help or attention. You will be directly connected with University Police.

Student Safety Escort Service:

A safety escort service is available for anyone walking alone on campus by calling the University Police dispatcher at 831-5500.

University Police: <https://www.radford.edu/content/police/home.html>

INCLEMENT WEATHER POLICY

MWF, if the University opens at 10 am, classes begin at 10am.

TR, if the University opens at 10am, classes begin at 11am.

HEALTH AND WELLNESS

The faculty is concerned about the physical and psychological health of all the students in the Department. We strive to create an atmosphere of support and communication around issues of wellness. We work closely with students to address health habits that may affect their performance in the program.

During Quest, information is given to all students about wellness services across campus. These include workshops, classes, and counseling services available through New Student Programs, Center for Diversity and Inclusion, Student Counseling Services, Center for Accessibility Services, The Office of Substance Abuse and Sexual Assault Education, Recreational Sports and other campus programs.

Should the faculty become concerned about an individual student, they will request that the student meet with a faculty member to discuss appropriate strategies, which may include a referral to medical and/or counseling services.

CARE AND PREVENTION OF INJURIES

Dancers, like athletes, subject their bodies to unusual physical stress. It is most important, therefore, to cultivate proper, sensible habits regarding class work, eating, and even your daily routine. Your body must be respected and cared for if it is to respond to your demands.

ALL DANCE MAJORS ARE ELIGIBLE FOR TREATMENT AT THE STUDENT HEALTH CENTER.

RECOMMENDED LOCAL PRACTITIONERS

Physical Therapist:

Kathy Stewart
Professional Rehab Associates
(540) 639-5786

Total Motion Physical Therapy
(540) 585-4841

Chiropractor:

Philip E. Cooley, DC
<http://www.radfordchiropractor.com/>
(540) 731-3842

Acupuncturist:

Greg Bryson, LAC, CMT
www.newriverhealingarts.com
(540) 239-9959

ACCIDENTS & EMERGENCIES

If there is an emergency requiring a Physician's care, there are 3 ways you can respond:

1. Dial 911 or if using a campus phone 9-911
2. Go to Carilion New River Valley Medical Center Emergency Department (2900 Lambs Circle, Christiansburg) (540) 731-2000
3. Go to Student Health Services (Hours: Monday, Wednesday, Thursday, and Friday from 8:30 am – 6:00 pm, and Tuesday from 9:30 am – 6:00 pm).

For accidents and illnesses that occur in classes or rehearsals, and do not require emergency care, first-aid kits are available in all studios. Ice is available in Peters Hall – ask the Department's Administrative Assistant, dance faculty or dance Chair to give you access.

If an injury or illness prevents you from attending class, it is your responsibility to let your instructors know the nature of your condition.

COUNSELING SERVICES

Professional counseling and psychotherapy services are offered through Student Counseling Services. Hours are 8:00 am to 12:00 pm & 1:00 pm to 5:00 pm Monday through Friday. To make an appointment, stop in (Lower floor of Tyler Hall) or call 831-5226. Services are free to RU students.

HEALTH ASSESSMENT POLICY

Students we feel whose health may be at risk are asked to schedule a health assessment at the Student Health Center.

DISABILITY STATEMENT

Students with disabilities that have been certified by the Disability Resource Office will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. For more information: (540) 831-6350 or dro@radford.edu

POLICIES FOR CLASS ABSENCES, LATE ARRIVALS, EARLY DEPARTURES AND INJURY POLICY

ABSENCES

Absences due to official college activities (e.g., conferences, day performances, etc...) may be excused, but only if requested in advance. These absences will not be counted among the allowable absences. In such cases, the professor may assign additional work.

No make-up classes are permitted.

If a class meets 2 times a week: a student can miss 2 times before it affects their grade

If a class meets 3 times a week: a student can miss 3 times before it affects their grade

For theory, composition and choreography classes, the professor will set the number of allowed absences.

EXAMPLE OF ATTENDANCE POLICY

Attendance is arriving for class on time AND being ready to work both physically and mentally for the full duration of class. This is expected in order for students to get the most out of class and to prevent injuries. Only students who arrive on time and participate for the entire class will receive full attendance credit. So be prompt and enthusiastic! "A" work is not *just* coming to class. The classwork grade is separate from the "Attendance" grade and includes improvement, etiquette, attitude, and effort.

LATE ARRIVALS/EARLY DEPARTURES

Individual instructors will determine how late arrivals/early departures will impact the student's grade.

INJURED STUDENT POLICY

Students whose injuries affect their participation in a course for more than 2 weeks are advised to undertake one of the following options:

- 1. Take an incomplete in the course.
- 2. Withdraw from the class.
- 3. Request a Medical Withdrawal.

POLICY ON APPROPRIATE PHYSICAL CONTACT IN CLASS

Teaching dance is a physical activity and appropriate physical contact between learners and staff in class is essential to dance training and development. Teachers will use their hands, and occasionally a foot, to illustrate a concept to a student or to adjust parts of a learner's body. Depending on the learner's abilities and requirements of physical support, it's sometimes necessary to touch the shoulder, back, torso, feet, arms and inner thigh.

In partner work, teachers will be demonstrating with learners in ways which will involve supporting and lifting. In choreographic teaching, teachers demonstrate positions and movements to the learners by moving parts of the learners' bodies and by moving dancers in relation to each other. This often involves a good deal of contact with learners. Before any contact is established, the teacher will ask permission to the individual and explain what contact will be made and why.

Radford University Department of Dance recognizes that such physical contact is a potentially complex area; and also fully recognizes its responsibilities for safeguarding students and teachers and for protecting their welfare.

The following principles and procedures are in place:

- Contact by the teacher is made with particular awareness of the needs of each individual, to assist the dancer in expansion of their skills.
- All teachers will treat any physical contact with due sensitivity and care.
- Contact will not involve force or the use of any instrument.
- Teachers will be mindful of location and avoid situations where they are isolated with a learner. All classes should be held in studios and dance areas.
- Teachers and learners should feel free to report any concerns to the *relevant safeguarding body*

POLICY REGARDING STUDENT COMPLIMENTARY TICKETS FOR DANCE PERFORMANCES

The policy regarding tickets to cultural events is that each student receives one free ticket to each event on campus. A student ID is required to claim the ticket. Dance majors who are performing and/or fulfilling a production role will receive one complimentary ticket that can be given to family members and friends.

NATIONAL DANCE EDUCATION ORGANIZATION (NDEO)

The department is an institutional member of NDEO. With our membership we have the:

- Ability to offer Students of the Institution to attend NDEO National Conference for a discounted rate (separate NDEO Student Membership required)
- Eligibility to start a NDEO Student Chapter for the benefit of the institution's students
- NDEO National Conference registration fee discounts for NDEO Student Members who attend the institution.

Inclusive Learning Environment: Ensuring that all students from diverse backgrounds and learning abilities are able to contribute, learn, grow, and succeed in this course is of utmost importance. As colleagues, we will each commit to showing respect to individuals, to working together to create a learning environment that fosters a sense of belonging and inclusion to all members, and to understanding that our differences are strengths. The professor will commit to offering learning materials and activities that express and are respectful of diversity, and in which all students can see themselves in our field. Your suggestions are encouraged and appreciated.

Open Learning Environment: Our class is a brave and inclusive space in which we will explore all kinds of perspectives aimed at identifying and analyzing the problems of our time. We will study both the causes of and solutions to ethical issues, and we will often disagree with each other. That's how great ideas are born and workable solutions designed! I will facilitate our difficult discussions, but I am counting on the class as a community to help us structure mutually meaningful conversations, while ensuring that everyone feels included and honored as colleagues sharing the same goals of becoming better humans and creating more equitable and healthy societies and systems. Disagreement should be thoughtful and respectful, and criticism of another's view should be coupled with **evident and empathetic care** for the person who holds it. Please think of all of our various learning environments, whether on campus, on Zoom, in D2L discussions, or even on social media, as our classroom and community, and consider your actions and words appropriately.

RADFORD UNIVERSITY STUDENT RESOURCES

Career and Talent Development

<http://www.radford.edu/content/career-services/home.html>

Division of Student Affairs

<http://www.radford.edu/content/dsa/home.html>

Student Recreation & Wellness

<http://www.radford.edu/content/recreation/home.html>

Student Services

<http://www.radford.edu/content/radfordcore/home/audience-navigation/current-students.html>

Student Counseling Services

<https://www.radford.edu/content/student-counseling/home.html>

Student Connection Programs

<https://www.radford.edu/content/new-student-family-programs/home.html>

Center for Diversity and Inclusion

<https://www.radford.edu/content/diversity/home.html>

Center for Accessibility Services

<https://www.radford.edu/content/cas/home.html>

Office of Substance Abuse and Violence Education Support

<https://www.radford.edu/content/saves/home.html>

Harvey Center for Learning and Writing

<https://www.radford.edu/content/harvey-center/home.html>

HEHROS Helping Eradicate Homelessness through Resources Opportunities and Supplies

<https://www.radford.edu/content/hehros/home.html>

Military Resource Center

<https://www.radford.edu/content/veterans-resources/home.html>

Office of Institutional Equity

<https://www.radford.edu/content/institutional-equity/home.html>

Safe Zone

<https://www.radford.edu/content/residence-life/home/resources/safe-zone.html>

Technology Assistance Center

<https://www.radford.edu/content/it/home/it-support.html>

Teaching Resources Center

<https://www.radford.edu/content/trc/home.html>

UNIVERSITY HONOR CODE:

I shall uphold the values and ideals of Radford University by engaging in responsible behavior and striving always to be accountable for my actions while holding myself and others to the highest moral and ethical standards of academic integrity and good citizenship as defined in the Standards of Student Conduct.

2023-2024 IMPORTANT DATES

Please check email and bulletin board regularly for announcements throughout the year.

Radford University Academic Calendar:

<http://www.radford.edu/content/radfordcore/home/academics/courses-and-schedules/calendar.html>

Radford University Events Calendar:

<http://www.radford.edu/content/radfordcore/home/news/calendar.html>

College of Visual & Performing Arts Performance & Exhibition Calendar:

<http://www.radford.edu/content/cvpa/home/performance-season.html>

SOCIAL MEDIA:

JOIN OUR FB GROUP: search for RU Dance Students <https://www.facebook.com/groups/226351470735531/>

Instagram: @radfordudance