Student Handbook
For students entering 2020-2021

Bachelor of Arts
Bachelor of Science with Teacher Licensure
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.

~Dance Faculty
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Radford University
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http://www.radford.edu/content/cvpa/home/dance.html/
# Table of Contents

Mission and Goals.................................................................................................4  
History..................................................................................................................4 
Faculty & Staff.....................................................................................................5  
Registration & Advising ....................................................................................6  
Scholarships and Awards ....................................................................................6  
Performance Opportunities ...............................................................................8 
University & Dance Core Curriculum and Level Placement .........................9 
Course Title & Descriptions.............................................................................13  
Bachelor of Arts..................................................................................................17  
Bachelor of Science with Teacher Licensure....................................................23  
BS Student Teaching Observation Plan............................................................31  
Bachelor of Fine Arts..........................................................................................31  
Guest Artist Series..............................................................................................38  
Assessment Procedures & Forms ....................................................................40  
Proficiency Standards for Technique Courses..............................................53  
General Information..........................................................................................68  
Studio Reservation Policy..................................................................................70  
Office of Student Standards & Conduct..........................................................70  
Campus Safety....................................................................................................71  
Health & Wellness..............................................................................................71  
Accidents & Emergencies..................................................................................72  
Absences, Late Arrivals, Early Departures, Injury in Technique Classes.........73  
Complimentary Tickets......................................................................................74  
Student Resources..............................................................................................75  
Important Dates/Social Media..........................................................................75
MISSION AND GOALS
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 modern 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.
James W. Robey: Associate Professor, Chair
Teaches Modern Dance Technique, Ballet Dance Technique,
Peters Hall B123     Phone: 540-831-5186     Email: jrobey3@radford.edu

Margaret Devaney: Dean, College of Visual & Performing Arts; Professor
Teaches Modern Dance Technique, Composition, Choreography, and Somatics in Dance
Trinkle 162     Phone: 540-831-5265     Email: mdevaney@radford.edu

Makeia Gum: Administrative Assistant
Peters Hall B121     Phone: 540-831-6850     Email: mtgum@radford.edu

Ji-Eun Lee: Assistant Professor
Teaches Modern 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
Peters Hall B126     Phone: 540-831-5286     Email: dmclaughl7@radford.edu

Inessa Plekhanova: Professor
Teaches Ballet technique, Pointe, and Character
Peters Hall B122     Phone: 540-831-6337     Email: iplekhano@radford.edu

Amy VanKirk: Associate Professor
Teaches Jazz & Modern Dance Technique, Choreography, Tap, Musical Theater Dance,
Freshman Seminar, Senior Seminar, and Dance Appreciation
Peters Hall B124     Phone: 540-831-5606     Email: avankirk@radford.edu

Aleksey Plekhanov: Adjunct Professor
Teaches Ballet technique
Peters Hall B122     Phone: 540-831-6337     Email: aplekhano@radford.edu

Katie Wells: Adjunct Professor
Teaches Modern technique, Dance Appreciation
Peters Hall B121     Phone: 540-831-6850     Email: kwells1@radford.edu

Rachel Rugh: Adjunct Professor
Teaches Modern Dance Technique
Peters Hall B121     Phone: 540-831-6850     Email: rrugh@radford.edu
REGISTRATION & ADVISING

The Dance Chair matches each student with the most suitable 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 adviser for a one-on-one appointment during the weeks designated for course planning. She/he receives a pin number to complete registration online and determines dance courses to enroll in for the upcoming semester. Dance courses are pre-registered, meaning that the Department registers students into dance courses. 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.

College of Visual & Performing Arts Academic Advisors Donna Oliver and Dana Trask are excellent resources as well. If you are unable to reach your faculty advisor visit or contact them any time. They are located in Porterfield 232.

Donna Oliver – Phone: (540) 831-6903 Email: doliver4@radford.edu
Dana Trask – Phone: (540) 831-5348 Email: dctrask@radford.edu

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 ***20-21 season TBD***
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
- The Nutcracker (every other year: 2018, 2020 etc….)
- An Evening of Ballet (every other year: 2021, 2023 etc….)
- Informance
- Honors Capstone Projects

Each Spring Semester the Department produces/participates in:

- Dancing on the Edge
- Paradigm Shift: Harmony in Motion Show (Every other year)
- Student Choreography Showcase
- Honors Capstone Projects
- American College Dance Association’s Mid-Atlantic Regional Conference
- Full length musical (every other year: 2020, 2022, 2024 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.
UNIVERSITY CORE CURRICULUM
The purpose of the Core Curriculum is to give students a foundational learning experience where they improve their ability to think, both critically and analytically, and begin to take possession of the learning process. With few exceptions, Core Curriculum courses introduce students to a broad academic discipline or field of study and teach them how scholars discover and create knowledge in that area. As introductory courses, they do not assume any post-secondary study of the subject and may be the only course a student takes in a particular area. These courses provide students with the skills, knowledge, and perspectives that denote educated persons rather than preparing students for specific professions.

For more information: http://www.radford.edu/content/core-curriculum/home.html

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 (Required for BA, BFA degree majors)
- 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, Modern Dance and Jazz Dance technique. Pointe, Tap 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

**Modern:**
- DNCE 131 Beginning Modern
- DNCE 231 Intermediate Modern Dance
- DNCE 331 High-Intermediate Modern Dance
- DNCE 431 Advanced Modern 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 one of the following classes for Ballet, Modern and Jazz Technique:**

**Ballet Technique:**
- DNCE 105, Beginning Ballet
- DNCE 205, Low-Intermediate Ballet

**Modern Dance Technique:**
- DNCE 131, Beginning Modern
- DNCE 231, Intermediate Modern Dance

**Jazz Dance Technique:**
- DNCE 280, Intermediate Jazz Dance
Dance majors beginning in DNCE 105 or DNCE 131 may move up to DNCE 205 or DNCE 231 the following Spring semester.

Dance majors beginning in DNCE 205 or DNCE 231 must stay in those courses for the following spring semester.

Incoming dance majors are allowed to enroll in 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 skills and knowledge via practicum and applied teaching courses:**

- DNCE 370 = Creative Dance for Children
- HUMD 300 = Child and Adolescent Growth and Development
- EDEF 320 = Introduction to Professional Education
- DNCE 453 = Student Teaching K-12

**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 (1 credit)
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 (1 credit)
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. May be taken for a total multiple credits for 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. May be taken multiple times for credit.

DNCE 131 Beginning Modern Dance (1 credit)
Fundamentals of movement, rhythm, form and design. Technique and compositional studies progressing in difficulty. May be taken multiple times for credit.

DNCE 180 Jazz Dance (1 credit)
Fundamentals of technique in jazz dance exploring style, form, and musicality on a beginning level. May be taken multiple times for credit.

DNCE 201 Intermediate Pointe Technique (1 credit)
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 (1 credit)
Based on the Vaganova System, a scientific, thorough, and highly expressive classical ballet training method. Basic barre and centre practice, including adagio and allegro techniques on a low-intermediate level. May be taken multiple times for credit.
DNCE 206 Intermediate Tap (1 credit)
A course in intermediate level dance technique, including weight change, exploration of rhythm, intermediate tap dance vocabulary, assembling longer tap dance combinations, and module on tap dance improvisation. 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 (1 credit)
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 throughout history. 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 multiple times for credit.

DNCE 220 Dance Composition (2 credits)
Prerequisite: DNCE 120
Provides opportunity for creative exploration and analysis of principles of fundamental dance techniques through improvisation, problem solving, and informal production of student works.

DNCE 231 Intermediate Modern Dance (1 credit)
Movement experiences and techniques progressing in difficulty. Implementation of principles and techniques of choreography in individual and group compositions. May be taken multiple times for credit.

DNCE 260 Production Participation (1 credit)
Prerequisite: DNCE 100
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 (1 credit)
Provides continued development of the body as an instrument for jazz dance expression with emphasis on technique, style and compositional form. May be taken multiple times for credit.

DNCE 305 High-Intermediate Ballet (2 credits)
Prerequisite: DNCE 205
Based on the Vaganova System, a scientific, thorough, and highly expressive classical ballet training method. Increasingly complex barre and centre practice, including adagio and allegro techniques on a high intermediate level. 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. May be taken multiple times for credit.

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.

DNCE 331 High-Intermediate Modern Dance (2 credits)
Prerequisite: DNCE 231
Intensive study of modern dance technique for pre-professional levels emphasizing correctness of execution and expressiveness. 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. 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. Barre and centre practice, including adagio and allegro techniques on an advanced level. 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 multiple times for credit.

DNCE 431 Advanced Modern Dance Technique (2 credits)
*Prerequisite: DNCE 331.*
Provides advanced-level exploration of modern 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. 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 453 Student Teaching K-12 (12 credits)
Provides clinical experiences in at least two settings: one in an elementary school and one in a middle school or high school. Begins with observation and limited participation and culminates in assumption of full responsibility in the classroom. Special seminars regularly scheduled to enhance professional development of student.

DNCE 465 Dance Production (3 credits)
Principles of preparation for a dance production, including costuming for dance, make-up for dance, organization and management. Offers experience in practical application of principles through work on a dance production. Offered fall semester, alternate years (2016, 2018).

DNCE 470 Methods of Teaching Dance (BS: 3 credits; BFA/BA: 2 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, 481 History and Philosophy of Dance (3 credits)
Traces development of dance during various historical periods. DNCE 480 covers primitive, Asian, Egyptian, ancient Greek and Roman civilizations and the Christian era through the Middle
Ages; DNCE 481 covers the developments in dance from the Renaissance to the present. Offered Fall/Spring semester, alternate years. (480: Spring 2017, 2018. 481: Fall 2017, Spring 2019).

**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**

The BA degree track is intended for the student who desires a curriculum of study allowing for greater elective choices within the context of her/his liberal arts experiences. The BA degree provides room in the curriculum for the completion of a second major or one or more minors. Students pursuing this course of study are often interested in preparing for careers and/or continued study in dance-related areas. Double-major students in this track have successfully combined pursuit of a BA in Dance with Business, Communications, Psychology, Education, Nutrition, and Interior Design and Fashion to name just a few.

The BA candidate must complete all core requirements in Dance and satisfy the departmental policies regarding participation in technique classes and performances. In addition, the BA candidate must achieve a high intermediate skill level in ballet (DNCE 305) and contemporary dance (DNCE 331) prior to graduation. To this end, students must complete a year of study in DNCE 305 and DNCE 331. A first year jury, mid-point profile and third year jury assesses the student's current and projected technical proficiencies in Ballet and Modern Dance techniques, current and projected choreographic skill, and her/his commitment to excellence in performance. **Important to note: BA majors take six (6) to eight (8) semester hours of a foreign language. See Undergraduate Catalog for more details:** [http://catalog.radford.edu/](http://catalog.radford.edu/)

**Student Learning Outcomes**

By the time a student completes the Bachelor of Arts (BA) Degree in Dance she/he should be able to:

1. Identify different genres of dance and principal eras in historical, cultural and stylistic contexts, including significant dance repertory
2. Identify and work conceptually with the elements of dance and defend critical analyses of dance works
3. Efficiently apply fundamental knowledge of the body and kinesiology as applicable to dance technique
4. Demonstrate basic knowledge of pedagogy skills
5. Display high intermediate technical skills in two (2) genres of dance (Modern, Ballet)
**Suggested** Sequence of Dance Courses including Dance Electives

*For BA Majors entering 2020-2021*

### Freshman Year, First Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
<th>Elective*</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNCE 105 or DNCE 205</td>
<td>Beginning Ballet</td>
<td>Low-Intermediate Ballet</td>
<td>X</td>
</tr>
<tr>
<td>DNCE 131 or DNCE 231</td>
<td>Beginning Modern</td>
<td>Intermediate Modern Dance</td>
<td>X</td>
</tr>
<tr>
<td>DNCE 280</td>
<td>Intermediate Jazz Dance</td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>DNCE 100</td>
<td>Freshman Seminar</td>
<td>X</td>
<td>1</td>
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### Freshman Year, Second Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
<th>Elective*</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNCE 101 or DNCE 201</td>
<td>Beginning Pointe</td>
<td>Intermediate Pointe</td>
<td>X</td>
</tr>
<tr>
<td>DNCE 105 or DNCE 205</td>
<td>Beginning Ballet</td>
<td>Low-Intermediate Ballet</td>
<td>X</td>
</tr>
<tr>
<td>DNCE 131 or DNCE 231</td>
<td>Beginning Modern</td>
<td>Intermediate Modern Dance</td>
<td>X</td>
</tr>
<tr>
<td>DNCE 260</td>
<td>Production Participation</td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>DNCE 280 or DNCE 380</td>
<td>Intermediate Jazz Dance</td>
<td>Advanced Jazz Dance Technique</td>
<td>X</td>
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</table>

* 6 credit hours of **Dance Electives** are required
### Sophomore Year, First Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
<th>Elective*</th>
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</tr>
</thead>
<tbody>
<tr>
<td>DNCE 120</td>
<td>Improvisation</td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>DNCE 205</td>
<td>Low-Intermediate Ballet</td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>DNCE 231</td>
<td>Intermediate Modern Dance</td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>DNCE 206</td>
<td>Intermediate Tap Dance</td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>DNCE 260</td>
<td>Production Participation</td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>DNCE 280</td>
<td>Intermediate Jazz Dance</td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>DNCE 401</td>
<td>Advanced Pointe Technique</td>
<td>X</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
<th>Elective*</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>DNCE 205 or DNCE 305</td>
<td>Low-Intermediate Ballet</td>
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<td>DNCE 220</td>
<td>Dance Composition</td>
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<td>DNCE 231 or DNCE 331</td>
<td>Intermediate Modern Dance</td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>DNCE 260</td>
<td>Production Participation</td>
<td>X</td>
<td>1</td>
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<tr>
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<td>Intermediate Jazz Dance</td>
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</thead>
<tbody>
<tr>
<td>DNCE 207</td>
<td>Musical Theatre Dance</td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>DNCE 280</td>
<td>Intermediate Jazz Dance</td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>DNCE 305</td>
<td>High-Intermediate Ballet</td>
<td>X</td>
<td>2</td>
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<tr>
<td>DNCE 320</td>
<td>Choreographic Studies I</td>
<td>X</td>
<td>3</td>
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<tr>
<td>DNCE 331</td>
<td>Intermediate Modern Dance</td>
<td>X</td>
<td>2</td>
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<tr>
<td>DNCE 365</td>
<td>Performance Practicum</td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>DNCE 401</td>
<td>Advanced Pointe Technique</td>
<td>X</td>
<td>2</td>
</tr>
<tr>
<td>DNCE 410</td>
<td>Accompaniment for Movement</td>
<td>X</td>
<td>3</td>
</tr>
<tr>
<td>DNCE 465</td>
<td>Dance Production</td>
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### Junior Year, Second Term

<table>
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<th>Credit Hours</th>
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<td>DNCE 420</td>
<td>Choreographic Studies II</td>
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<td>3</td>
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<td>DNCE 331</td>
<td>High-Intermediate Modern Dance</td>
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<td>2</td>
</tr>
<tr>
<td>DNCE 310</td>
<td>Study in Somatics</td>
<td>X</td>
<td>3</td>
</tr>
<tr>
<td>DNCE 365</td>
<td>Performance Practicum</td>
<td>X</td>
<td>1</td>
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<tr>
<td>DNCE 370</td>
<td>Creative Dance for Children</td>
<td>X</td>
<td>3</td>
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<tr>
<td>DNCE 280 or DNCE 380</td>
<td>Intermediate Jazz Dance</td>
<td>X</td>
<td>1</td>
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<tr>
<td>DNCE 481</td>
<td>History &amp; Philosophy II (or spring senior year)</td>
<td>X</td>
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</tbody>
</table>

* 6 credit hours of **Dance Electives** are required
## Senior Year, First Term

<table>
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<tr>
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<tbody>
<tr>
<td>DNCE 206</td>
<td>Intermediate Tap Dance</td>
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<tr>
<td>DNCE 280</td>
<td>Intermediate Jazz Dance</td>
<td>X</td>
<td>2</td>
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<td>DNCE 305</td>
<td>High-Intermediate Ballet</td>
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<td>2</td>
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<td>DNCE 305</td>
<td>Advanced Ballet</td>
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</tr>
<tr>
<td>DNCE 331</td>
<td>Intermediate Modern Dance</td>
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<td>2</td>
</tr>
<tr>
<td>DNCE 331</td>
<td>Advanced Modern Dance</td>
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<td></td>
</tr>
<tr>
<td>DNCE 365</td>
<td>Performance Practicum</td>
<td>X</td>
<td>1</td>
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<tr>
<td>DNCE 365</td>
<td>Advanced Pointe Technique</td>
<td>X</td>
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<tr>
<td>DNCE 470</td>
<td>Methods of Teaching Dance</td>
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<tr>
<td>DNCE 480</td>
<td>History &amp; Philosophy I</td>
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## Senior Year, Second Term

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<tr>
<td>DNCE 305</td>
<td>Advanced Ballet</td>
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<td>DNCE 331</td>
<td>Intermediate Modern Dance</td>
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<tr>
<td>DNCE 331</td>
<td>Advanced Modern Dance Technique</td>
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<td></td>
</tr>
<tr>
<td>DNCE 365</td>
<td>Performance Practicum</td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>DNCE 380</td>
<td>Intermediate Jazz Dance</td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>DNCE 450</td>
<td>Senior Seminar</td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>DNCE 481</td>
<td>History &amp; Philosophy II</td>
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<td>3</td>
</tr>
<tr>
<td>(or spring of junior year)</td>
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</tbody>
</table>

* 6 credit hours of **Dance Electives** are required
DANCE – B.A.

NAME

CORE CURRICULUM – 30-36 Credit Hours

Foundational Writing (3 cr.)
ENGL 111 3

Writing Intensive (6 cr.)

Two of the following: ANSC 203; ART 202; ENGL 112, ENGL 306, ENGL 309; MKTG 201 (check with an advisor for additional options)

Foundational Math (3 cr.)

One of the following: MATH 100, 110, 119, 121, 122, 125, 126, 132, 138, 168, 171

Scientific & Quantitative Reasoning (6-8 cr.)

Two of the following: MATH 119, 121, 122, 125, 126, 132, 137, 138, 168, 169, 171, 172; STAT 130, 200, 219; ASTR 111, 112; BIOL 103, 104, 105; CHEM 111, 112, 120; GEOL 100, 105, 106; PHYS 111, 112, 221, 222

Humanistic or Artistic Expression (6-8 cr.)

Two of the following: ART 100, 215, 216; CLST 110; CCST 110; CVPA 266; DANCE 111; ENGL 200, 201, 202, 203; HIST 101, 102; MUSC 100, 121, 123; PEAC 200; PHIL 111, 112, 200; POSC 110; RELN 111, 112, 203, 206; THEA 100, 180; ARAB 300; FREN 300, 320; GRMN 300; LATIN 330; RUSE 330; WGST 200

Cultural or Behavioral Analysis (6-8 cr.)

Two of the following: ANSC 101; APST 200; CCST 105; ECON 101, 105, 106; GEOG 103, 103, 103, 140, 201, 202, 203, 280; HIST 111, 112; INST 101; ITEC 112; PEAC 200; PSYC 121; RELN 112, 205; SOCY 110, 121; WGST 200

*Courses taken for Core Coursework credit may not be cross credited (used to satisfy requirements in two Core Coursework categories), but course may be cross credited to majors, minors, and certificates.

DANCE CORE (53)

DANCE CORE (53)

THEORY (19)

DANCE 100 1
DANCE 310 3
DANCE 410 3
DANCE 450 1
DANCE 485 3
DANCE 470 2
DANCE 480 3
DANCE 481 3

TECHNIQUE REQUIREMENTS

MODERN (10)

Ten credit hours of Modern
DANCE 120 1
DANCE 220 2

DANCE ELECTIVES (6)
Six additional credit hours of technique, composition, and/or performance.
DANCE

CLASSICAL (10)
Ten credit hours of Classical
DANCE

PERFORMANCE (5)
DANCE 260 1
DANCE 260 1
DANCE 260 1
DANCE 260 1
DANCE 365 1
DANCE 365 1

BACHELOR OF ARTS (6-8)

FOREIGN LANGUAGES

50% of hours within the DANCE major must be earned at Radford University. In addition, no fewer than 30 of the total required credit hours for graduation must be earned at Radford.

To graduate with honors, 60 hours must be completed at RU.

ELECTIVES (23-31)

120 Hrs. Required for Graduation

Min. Overall GPA 2.0

Min. Major GPA 2.5

The B.A. degree requires completion of a minimum of two semesters of one language in a foreign/sgn language program. Students will be placed in the appropriate level of their chosen language depending on their previous foreign language experience and on the placement examination results as determined by the Foreign Language department.

Courses used to meet Core Curriculum requirements may not be used to satisfy the B.A. requirements.
BACHELOR OF SCIENCE (BS) DEGREE WITH TEACHER LICENSURE

The BS degree is intended for the student who aspires to teach dance in the K-12 public school setting. In addition to completing the core requirements within the Dance major, the teacher candidate must also satisfy the requirements and policies of the School of Teacher Education & Leadership and the Virginia State Department of Education.

For more information about the School of Teacher Education & Leadership:
http://www.radford.edu/content/cehd/home/teacher-ed.html

BS degree students must satisfy the departmental policies regarding participation in technique classes and performances. In addition, the BS candidate must achieve a High Intermediate skill level in Ballet (DNCE 305) and Modern Dance (DNCE 331) prior to graduation. A first year jury, mid-point profile and third year jury assesses the student's current and projected technical proficiencies in Ballet and Modern Dance techniques, current and projected choreographic skill, and her/his commitment to excellence in performance.

BS degree students will not choreograph or perform in formal Department of Dance concert works during her/his final semester of Directed Teaching. The student teacher is strongly encouraged, however, to choreograph original works for performances at the public school site.

Students interested in the BS degree program must let their faculty advisor know as soon as possible. A candidate must successfully complete the one-year probationary time period before she/he can request admission into the BS track. The application should be submitted to your faculty advisor during the fall semester of your 2nd year, a screening process takes place evaluating all of the work done thus far. At this time it is determined whether or not the student will continue on as a BS degree candidate.

Student Learning Outcomes

By the time a student completes the Bachelor of Science Degree (BS) in Dance she/he should be able to:

1. Identify different genres of dance and principal eras in historical, cultural and stylistic contexts, including significant dance repertory
2. Identify and work conceptually with the elements of dance and defend critical analyses of dance works
3. Efficiently apply fundamental knowledge of the body and kinesiology as applicable to dance technique.
4. Display high intermediate technical skills in Ballet and Modern Dance
5. Demonstrate comprehensive knowledge of pedagogy skills and effectively utilize critical feedback of dance technique
6. Utilize choreographic skills to problem solve at an intermediate skill level.
7. Display substantial performance skills.
APPLICATION FORM
Bachelor of Science Degree

Applicant Name

______________________________________________

RU Address ___________________________ RU Phone #____________________

Home Address _____________________________ Home Phone# _______________

_______________________________________________________________

________ (City) __________ (State) __________ (Zip Code)

What is your current technique placement in contemporary dance?  131   231    331    431
What is your current technique placement in ballet?  105   205    305    405

Please attach a well-written essay describing your professional goals and how you feel the BS will help you to achieve them. Be specific and provide several examples to support your statements.

ACTION BY FACULTY:

[ ] 1. Admitted to BS curriculum.

[ ] 2. Encouraged to continue in curriculum to strengthen technique skills, creative skills and reapply after an additional semester.

[ ] 3. Not admitted to BS curriculum, encouraged to pursue other Dance degree options.

Signatures of Dance Department Faculty present:

________________ ____________________________

Date of Action: ____________________ Radford University

Department of Dance

Class: ___________________________ Student: ___________________________
Rubric: BS Screening Evaluation

**Dance Technique -- Ballet**
Must demonstrate potential to reach High Intermediate Level in Ballet prior to student teaching

<table>
<thead>
<tr>
<th>Good</th>
<th>Fair</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates correct physical alignment; remembers and performs exercises and combinations with very few or no mistakes; demonstrates correct ballet technique with very few or no errors</td>
<td>Demonstrates correct physical alignment sometimes; remembers and performs exercises and combinations with several errors; demonstrates correct ballet technique with several errors</td>
<td>Doesn't demonstrate correct physical alignment; cannot remember and perform exercises and combinations; cannot demonstrate correct ballet technique</td>
</tr>
</tbody>
</table>

**Dance Technique -- Modern**
Must demonstrate potential to reach High Intermediate Level in Modern Dance prior to student teaching

<table>
<thead>
<tr>
<th>Good</th>
<th>Fair</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates correct physical alignment; Remembers and performs exercises and combinations with very few or no mistakes; demonstrates correct modern dance technique with very few or no errors</td>
<td>Demonstrates correct physical alignment sometimes; remembers and performs exercises and combinations with several errors; demonstrates correct modern dance technique with several errors</td>
<td>Doesn't demonstrate correct physical alignment; cannot remember and perform exercises and combinations; cannot demonstrate correct modern dance technique</td>
</tr>
</tbody>
</table>

**Creativity**
Must demonstrate a high level of creativity with movement

<table>
<thead>
<tr>
<th>Good</th>
<th>Fair</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always demonstrates originality &amp; outside the box thinking; always expresses artistry.</td>
<td>Generally demonstrates originality &amp; outside the box thinking; generally expresses artistry.</td>
<td>Does not demonstrate originality &amp; outside the box thinking; does not express artistry.</td>
</tr>
</tbody>
</table>

**Overall course work**
Must maintain a 3.0 GPA in all Dance Classes

<table>
<thead>
<tr>
<th>Good</th>
<th>Fair</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Maintains a GPA higher than 3.0 in Dance Classes</td>
<td>Maintains a 3.0 GPA in Dance Classes</td>
<td>Maintains below a 3.0 GPA in Dance Classes</td>
</tr>
</tbody>
</table>

Comments:
**Suggested Sequence of Dance Courses including Dance Electives**

**For BS Majors entering 2020-2021**

<table>
<thead>
<tr>
<th>Freshman Year, First Term</th>
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<th>Elective*</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>DNCE 105 or DNCE 205</td>
<td>Beginning Ballet</td>
<td>X</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>DNCE 280</td>
<td>Intermediate Jazz Dance</td>
<td>X</td>
<td>1</td>
<td></td>
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<tr>
<td>DNCE 100</td>
<td>Freshman Seminar</td>
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<table>
<thead>
<tr>
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<td>1</td>
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<td>Production Participation</td>
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<td></td>
</tr>
<tr>
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* 3 credit hours of **Dance Electives** are required
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<tr>
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<td>Intermediate Jazz Dance</td>
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<tr>
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<td>Advanced Pointe Technique</td>
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<tbody>
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<tr>
<td>DNCE 220</td>
<td>Dance Composition</td>
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<td>DNCE 231 or DNCE 331</td>
<td>Intermediate Modern Dance</td>
<td>X</td>
<td>1</td>
</tr>
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<tr>
<td>DNCE 305</td>
<td>High-Intermediate Ballet</td>
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</tr>
<tr>
<td>DNCE 320</td>
<td>Choreographic Studies I</td>
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<td>3</td>
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<td>Performance Practicum</td>
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</tr>
<tr>
<td>DNCE 410</td>
<td>Accompaniment for Movement</td>
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<td>3</td>
</tr>
<tr>
<td>DNCE 465</td>
<td>Dance Production</td>
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</tr>
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<td>DNCE 405</td>
<td>High-Intermediate Ballet</td>
<td>X</td>
</tr>
<tr>
<td>DNCE 420</td>
<td>Choreographic Studies II</td>
<td>X</td>
<td>3</td>
</tr>
<tr>
<td>DNCE 331</td>
<td>DNCE 431</td>
<td>High-Intermediate Modern Dance</td>
<td>X</td>
</tr>
<tr>
<td>DNCE 310</td>
<td>Study in Somatics</td>
<td>X</td>
<td>3</td>
</tr>
<tr>
<td>DNCE 365</td>
<td>Performance Practicum</td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>DNCE 370</td>
<td>Creative Dance for Children</td>
<td>X</td>
<td>3</td>
</tr>
<tr>
<td>DNCE 280 or DNCE 380</td>
<td>Intermediate Jazz Dance</td>
<td>X</td>
<td>1</td>
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<tr>
<td>DNCE 450</td>
<td>Senior Seminar</td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>DNCE 481</td>
<td>History &amp; Philosophy II</td>
<td>X</td>
<td>3</td>
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</tbody>
</table>

* 3 credit hours of **Dance Electives** are required
### Senior Year, First Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
<th>Elective*</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>DNCE 206</td>
<td>Intermediate Tap Dance</td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>DNCE 280</td>
<td>Intermediate Jazz Dance</td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>DNCE 305</td>
<td>DNCE 405</td>
<td>High-Intermediate Ballet</td>
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<td>DNCE 331</td>
<td>DNCE 431</td>
<td>Intermediate Modern Dance</td>
<td>X</td>
</tr>
<tr>
<td>DNCE 365</td>
<td>Performance Practicum</td>
<td>X</td>
<td>1</td>
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<tr>
<td>DNCE 401</td>
<td>Advanced Pointe Technique</td>
<td>X</td>
<td>2</td>
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<tr>
<td>DNCE 470</td>
<td>Methods of Teaching Dance</td>
<td>X</td>
<td>3</td>
</tr>
<tr>
<td>DNCE 480</td>
<td>History &amp; Philosophy I</td>
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### Senior Year, Second Term

<table>
<thead>
<tr>
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<th>Elective*</th>
<th>Credit Hours</th>
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<tr>
<td>DNCE 453</td>
<td>Student Teaching</td>
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* 3 credit hours of **Dance Electives** are required
## DANCE – B.S.

### CORE CURRICULUM – 30-36 Credit Hours

<table>
<thead>
<tr>
<th>Foundational Writing (3 cr.)</th>
<th>ENGL 111</th>
<th>3</th>
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<tbody>
<tr>
<td>Writing Intensive (6 cr.)</td>
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<td>3</td>
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<tr>
<td>Two of the following:</td>
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<tr>
<td>ANSC 203; ART 202; ENGL 112,</td>
<td></td>
<td></td>
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<tr>
<td>ENGL 306; ENGL 309; MKTG 201</td>
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<td></td>
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<tr>
<td>(check with an advisor for additional options)</td>
<td></td>
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<tr>
<td>Foundational Math (3 cr.)</td>
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<td>3</td>
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<tr>
<td>One of the following:</td>
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<tr>
<td>MATH 100, 110, 119, 121, 122,</td>
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<tr>
<td>125, 126, 132, 138, 168, 171</td>
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<tr>
<td>Scientific &amp; Quantitative Reasoning (6-8 cr.)</td>
<td>2-4</td>
<td>3-4</td>
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<tr>
<td>Two of the following:</td>
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<tr>
<td>MATH 119, 121, 122, 125, 126,</td>
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<tr>
<td>132, 137, 138, 168, 169, 171,</td>
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<td>172; STAT 130, 200, 219; ASTR</td>
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<tr>
<td>111, 112; BIOL 103, 104, 105;</td>
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<td>CHEM 111, 112, 120; GEOL 100,</td>
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<tr>
<td>105, 106; PHYS 111, 112, 221, 222</td>
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<tr>
<td>Humanistic or Artistic Expression (6-8 cr.)</td>
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<td>3-4</td>
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<tr>
<td>Two of the following:</td>
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<tr>
<td>ART 100, 215, 216; CLSS 110;</td>
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<tr>
<td>CSS 110; CVPA 266; DNCE 111;</td>
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<tr>
<td>ENGL 200, 201, 202, 203;</td>
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<tr>
<td>HIST 101, 102; MUSC 100, 121,</td>
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<tr>
<td>123; PEAC 200; PHI 111, 112,</td>
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<tr>
<td>200; POSC 110; RELN 111, 112,</td>
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<td>203, 206; THEA 100, 180;</td>
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<td>ARAB 300; FREN 300, 320;</td>
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<td>GRMN 300; LATIN 350; RUSS 300;</td>
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<td>WGST 200</td>
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*Courses taken for Core Coursework credit may not be cross credited (used to satisfy requirements in two Core Coursework categories), but course may be cross credited to majors, minors, and certificates.

### DANCE MAJOR (B.S.) REQUIREMENTS

<table>
<thead>
<tr>
<th>DANCE CORE (56)</th>
<th>CLASSICAL</th>
<th>(10)</th>
<th>DANCE ELECTIVES (3)</th>
<th>BACHELOR OF SCIENCE (21)</th>
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<tbody>
<tr>
<td>THEORY</td>
<td>DANCE</td>
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<tr>
<td>DNCE 100</td>
<td>DNCE</td>
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<td>DNCE 310</td>
<td>DNCE</td>
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<td>DNCE 410</td>
<td>DNCE</td>
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<td>DNCE 470</td>
<td>DNCE</td>
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<td>DNCE 480</td>
<td>DNCE</td>
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<td>DNCE 481</td>
<td>DNCE</td>
<td></td>
<td></td>
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<tr>
<td>TECHNIQUE REQUIREMENTS</td>
<td>COMPOSITION</td>
<td>(9)</td>
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<tr>
<td>MODERN</td>
<td>DNCE 120</td>
<td>1</td>
<td></td>
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<tr>
<td>DNCE 220</td>
<td>DNCE 320</td>
<td>2</td>
<td></td>
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<tr>
<td>DNCE 420</td>
<td>DNCE</td>
<td>3</td>
<td></td>
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<tr>
<td>PERFORMANCE</td>
<td>DNCE 260</td>
<td>1</td>
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<td>DNCE 265</td>
<td>DNCE 385</td>
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<td>DNCE 386</td>
<td>DNCE 386</td>
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<table>
<thead>
<tr>
<th>DANCE ELECTIVES (3)</th>
<th>Three additional credit hours selected from technique, composition, and/or performance.</th>
<th>120 Hrs. Required for Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNCE</td>
<td></td>
<td>Min. Overall GPA 2.0</td>
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<tr>
<td>DNCE</td>
<td></td>
<td>Min. Major GPA 2.5</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>BACHELOR OF SCIENCE (21)</th>
<th>DANCE EDUCATION WITH TEACHER LICENSURE</th>
<th>50% of hours within the DNCE major must be earned at Radford University.</th>
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</thead>
<tbody>
<tr>
<td>HUMD 300</td>
<td>EDEF 320</td>
<td>To graduate with honors, 60 hours must be completed at RU.</td>
</tr>
<tr>
<td>DNCE 370</td>
<td>DNCE 453</td>
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<tr>
<td>DNCE 453</td>
<td>DNCE 453</td>
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</tbody>
</table>

| ELECTIVES (7-13) | | |
|-----------------| | |
|-----------------| | |
|-----------------| | |
|-----------------| | |
|-----------------| | |
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|-----------------| | |
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|-----------------| | |
|-----------------| | |
BS STUDENT TEACHING OBSERVATION PLAN

The clinical coordinator in the College of Education and Human Development works closely with the university supervisor in the Department of Dance to place teacher candidates with highly qualified K-12 cooperating professionals in accredited Virginia public schools whenever possible. The university supervisor will inform the teacher candidate of his or her placement.

Due to the shortage of dance programs in the immediate area, some of the placements may be long distance.

In either case, the following applies:

- Teacher candidate writes a weekly in-depth evaluation of the teaching experience to the university supervisor who in return provides feedback and suggestions.

- University supervisor will observe in person four (4) times during the semester, or more often in cases where needed. During these visits, the teacher candidate receives feedback from the university supervisor as well as the cooperating professional.

- University supervisor will conference with the cooperating professional via email during each seven-week placement.

- Teacher candidates who are placed long distance will send videos of their teaching in addition to in person site visits by the university supervisor.

BACHELOR OF FINE ARTS (BFA) DEGREE

The BFA track offers students a degree program of a specialized nature, specifically in preparation for careers as performers, as choreographers and/or in preparation for graduate study in dance. The emphasis of the program is on the development and refinement of the student's creative voice and technical ability. Academic excellence with the in-depth knowledge of a liberal arts education prepares the BFA candidate with rich skills to enter professional arts environments. Candidates are prepared to enter graduate work and professional entrepreneurship upon completion of the BFA program at Radford University.

This degree is intended for the highly motivated student who has significant technical and/or creative ability. Students interested in the BFA degree program must let their faculty advisor know as soon as possible. A candidate must successfully complete the one-year probationary time period before she/he can request admission into the BFA track. The application should be submitted to your advisor during the fall semester of your 2nd year, a screening process takes place evaluating all of the work done thus far. At this time it will be determined whether or not
the student will continue on as a BFA degree candidate. The student is required to work toward mastery of ballet and contemporary techniques by taking technique classes every semester. To this end, students must complete a year of study at the advanced level in one (1) genre of Dance (Modern or Ballet) and a year of study at the high intermediate level in another genre of dance (Ballet or Modern). Additionally, the student is required to develop as a choreographer through composition coursework for four (4) semesters, with opportunities for additional course work and/or independent study in composition beyond the required four (4) classes. To deepen knowledge of the history, theory and aesthetics of dance, the BFA program requires study in dance history and theory, analysis, aesthetics, pedagogy, somatics, and music, with opportunities for independent study.

First year jury, Midpoint profile and third year jury assesses the student's current and projected technical proficiencies in Ballet and Modern Dance techniques, current and projected choreographic skill, and her/his commitment to excellence in performance.

**Student Learning Outcomes**

By the time a student completes the **Bachelor of Fine Arts Degree (BFA)** in Dance she/he should be able to:

1. Identify different genres of dance and principal eras in historical, cultural and stylistic contexts, including significant dance repertory
2. Identify and work conceptually with the elements of dance and defend critical analyses of dance works
3. Efficiently apply fundamental knowledge of the body and kinesiology as applicable to dance technique.
4. Demonstrate basic knowledge of pedagogy skills
5. Display intermediate technical skills in one (1) genre of dance (Ballet or Modern)*
6. Display advanced level technique skills in one (1) genre of dance (Ballet or Modern)*
7. Display advanced performance skills in one (1) genre of dance (Ballet or Modern)**
8. Utilize choreographic skills to problem solve at an Intermediate skill level.

* If a student displays intermediate technical skills in Ballet, they must display advanced technical skills in Modern or vice versa.
** If a student displays advanced technical skills in Ballet, they must display advanced performance skills in Ballet.
** If a student displays advanced technical skills in Modern, they must display advanced performance skills in Modern.
APPLICATION FORM  
Bachelor of Fine Arts Degree

Applicant Name
_____________________________________________________________________

RU Address ___________________________  RU Phone #______________________

Home Address ___________________________ Home Phone#_________________
_____________________________________________________________________

(City)  
(State)  
(Zip Code)

What is your current technique placement in contemporary dance?  231  331  431

What is your current technique placement in ballet?  205  305  405

Please attach a well-written essay describing your professional goals and how you feel the BFA will help you to achieve them. Be specific and provide several examples to support your statements.

ACTION BY FACULTY:

[ ] 1.  Admitted to BFA curriculum.

[ ] 2.  Encouraged to continue in curriculum to strengthen technique skills and reapply after an additional semester.

[ ] 3.  Not admitted to BFA curriculum, encouraged to pursue other Dance degree options.

Signatures of Dance Department Faculty present: __________________________________________

________________________________________

________________________________________

Date of Action: _________________________________

________________________________________
### Rubric: BFA Screening Evaluation

#### Dance Technique -- Ballet

<table>
<thead>
<tr>
<th>Class: ______________________</th>
<th>Student: _____________________</th>
<th>Rubric: BFA Screening Evaluation</th>
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<tbody>
<tr>
<td><strong>Good</strong></td>
<td><strong>Fair</strong></td>
<td><strong>Needs Improvement</strong></td>
</tr>
<tr>
<td>Must demonstrate potential to reach High Intermediate and/or Advanced skill level in Ballet</td>
<td>Demonstrates correct physical alignment; remembers and performs exercises and combinations with very few or no mistakes; demonstrates correct ballet technique with very few or no errors</td>
<td>Doesn't demonstrate correct physical alignment; cannot remember and perform exercises and combinations; cannot demonstrate correct ballet technique</td>
</tr>
</tbody>
</table>

#### Dance Technique -- Modern

<table>
<thead>
<tr>
<th><strong>Good</strong></th>
<th><strong>Fair</strong></th>
<th><strong>Needs Improvement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Must demonstrate potential to reach High Intermediate and/or Advanced skill level in Modern Dance</td>
<td>Demonstrates correct physical alignment; Remembers and performs exercises and combinations with very few or no mistakes; demonstrates correct modern dance technique with very few or no errors</td>
<td>Doesn't demonstrate correct physical alignment; cannot remember and perform exercises and combinations; cannot demonstrate correct modern dance technique</td>
</tr>
</tbody>
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#### Creativity

<table>
<thead>
<tr>
<th><strong>Good</strong></th>
<th><strong>Fair</strong></th>
<th><strong>Needs Improvement</strong></th>
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</thead>
<tbody>
<tr>
<td>Must demonstrate a high level of creativity with movement</td>
<td>Always demonstrates originality &amp; outside the box thinking; always expresses artistry.</td>
<td>Does not demonstrate originality &amp; outside the box thinking; does not express artistry.</td>
</tr>
</tbody>
</table>

#### Overall course work

<table>
<thead>
<tr>
<th><strong>Good</strong></th>
<th><strong>Fair</strong></th>
<th><strong>Needs Improvement</strong></th>
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</thead>
<tbody>
<tr>
<td>Must maintain a 3.0 GPA in all Dance Classes</td>
<td>Maintains a GPA higher than 3.0 in Dance Classes</td>
<td>Maintains below a 3.0 GPA in Dance Classes</td>
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**Comments:**
**Suggested** Sequence of Dance Courses including Dance Electives

**For BFA Majors entering 2020-2021**

<table>
<thead>
<tr>
<th>Freshman Year, First Term</th>
<th>Course</th>
<th>Requirement</th>
<th>Elective*</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DNCE 105 or DNCE 205</td>
<td>Beginning Ballet</td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>DNCE 131 or DNCE 231</td>
<td>Beginning Modern Dance</td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>DNCE 280</td>
<td>Intermediate Jazz Dance</td>
<td>X</td>
<td>1</td>
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<tr>
<td></td>
<td>DNCE 100</td>
<td>Freshman Seminar</td>
<td>X</td>
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<th>Freshman Year, Second Term</th>
<th>Course</th>
<th>Requirement</th>
<th>Elective*</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td></td>
<td>DNCE 101 or DNCE 201</td>
<td>Beginning Pointe</td>
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<td></td>
<td>DNCE 105 or DNCE 205</td>
<td>Beginning Ballet</td>
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<td></td>
<td>DNCE 131 or DNCE 231</td>
<td>Beginning Modern Dance</td>
<td>X</td>
<td>1</td>
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<td></td>
<td>DNCE 260</td>
<td>Production Participation</td>
<td>X</td>
<td>1</td>
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<tr>
<td></td>
<td>DNCE 280 or DNCE 380</td>
<td>Intermediate Jazz Dance</td>
<td>X</td>
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* 10 credit hours of **Dance Electives** are required
## Sophomore Year, First Term

<table>
<thead>
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<th>Course</th>
<th>Requirement</th>
<th>Elective*</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>DNCE 120</td>
<td>Improvisation</td>
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<tr>
<td>DNCE 205</td>
<td>Low-Intermediate Ballet</td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>DNCE 231</td>
<td>Intermediate Modern Dance</td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>DNCE 206</td>
<td>Intermediate Tap Dance</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>DNCE 260</td>
<td>Production Participation</td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>DNCE 280</td>
<td>Intermediate Jazz Dance</td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>DNCE 401</td>
<td>Advanced Pointe Technique</td>
<td>X</td>
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## Sophomore Year, Second Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
<th>Elective*</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNCE 205 or DNCE 305</td>
<td>Low-Intermediate Ballet</td>
<td>X</td>
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</tr>
<tr>
<td>DNCE 220</td>
<td>Dance Composition</td>
<td>X</td>
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<tr>
<td>DNCE 231 or DNCE 331</td>
<td>Intermediate Modern Dance</td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>DNCE 260</td>
<td>Production Participation</td>
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<tr>
<td>DNCE 280 or DNCE 380</td>
<td>Intermediate Jazz Dance</td>
<td>X</td>
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* 10 credit hours of **Dance Electives** are required
### Junior Year, First Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
<th>Elective*</th>
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<tbody>
<tr>
<td>DNCE 207</td>
<td>Musical Theatre Dance</td>
<td>X</td>
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<td>DNCE 280</td>
<td>Intermediate Jazz Dance</td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>DNCE 305</td>
<td>High-Intermediate Ballet</td>
<td>X</td>
<td>2</td>
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<tr>
<td>DNCE 320</td>
<td>Choreographic Studies I</td>
<td>X</td>
<td>3</td>
</tr>
<tr>
<td>DNCE 331</td>
<td>Intermediate Modern Dance</td>
<td>X</td>
<td>2</td>
</tr>
<tr>
<td>DNCE 365</td>
<td>Performance Practicum</td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>DNCE 401</td>
<td>Advanced Pointe Technique</td>
<td>X</td>
<td>2</td>
</tr>
<tr>
<td>DNCE 410</td>
<td>Accompaniment for Movement</td>
<td>X</td>
<td>3</td>
</tr>
<tr>
<td>DNCE 465</td>
<td>Dance Production</td>
<td>X</td>
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### Junior Year, Second Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
<th>Elective*</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>DNCE 305</td>
<td>High-Intermediate Ballet</td>
<td>X</td>
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<td>DNCE 420</td>
<td>Choreographic Studies II</td>
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<td>DNCE 331</td>
<td>High-Intermediate Modern Dance</td>
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<tr>
<td>DNCE 310</td>
<td>Study in Somatics</td>
<td>X</td>
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<td>DNCE 365</td>
<td>Performance Practicum</td>
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<td>DNCE 370</td>
<td>Creative Dance for Children</td>
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<td>DNCE 280 or DNCE 380</td>
<td>Intermediate Jazz Dance</td>
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<td>History &amp; Philosophy II</td>
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* 10 credit hours of **Dance Electives** are required
### Senior Year, First Term

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<td>DNCE 431</td>
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### Senior Year, Second Term

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<td>DNCE 450</td>
<td>Senior Seminar</td>
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* 10 credit hours of **Dance Electives** are required
DANCE – B.F.A.

CORE CURRICULUM – 30-36 Credit Hours

**Foundational Writing (3 cr.)**
ENGL 111 ________ 3

**Writing intensive (6 cr.)**
3
Two of the following: ANSC 203; ART 202; ENGL 112, ENGL 306, ENGL 309; MKTG 201 (check with an advisor for additional options)

**Foundational Math (3 cr.)**
3
One of the following: MATH 100, 110, 119, 121, 122, 125, 126, 132, 138, 168, 171

**Scientific & Quantitative Reasoning (6-8 cr.)**
3-4
Two of the following: MATH 110, 111, 121, 122, 125, 126, 132, 136, 137, 138, 168, 169, 171, 172; STAT 130, 200; 219; ASTR 111, 112; BIOL 105, 104, 105; CHEM 111, 112, 120; GEOG 100, 105, 106; PHYS 111, 112, 221, 222

**Humanistic or Artistic Expression (6-8 cr.)**
3-4
Two of the following: ART 100, 215, 216; CLS 110; CCST 110; CVPA 266; DANCE 111; ENGL 200, 201, 202, 203; HST 101, 102; MUSC 100, 121, 123; PEAC 200; PHIL 111, 112, 200; PSYC 110; RELN 111, 112, 203, 206; THEA 100, 180; ARAB 300; FREN 300, 320; GRMN 300; LATN 350; RUS 300; WGST 200

**Cultural or Behavioral Analysis (6-8 cr.)**
3-4
Two of the following: ANSC 101; APST 200; CCST 105; ECON 101, 105, 106; GEDG 101, 102, 103, 140, 201, 202, 203, 280; HST 111, 112; INST 101; ITEL 112; PEAC 200; POSC 120; PSYC 121; RELN 112, 205; SOCY 110, 121; WGST 200

*Courses taken for Core Coursework credit may not be cross credited (used to satisfy requirements in two Core Coursework categories), but course may be cross credited to majors, minors, and certificates.

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<tr>
<th>DANCE CORE (70-71)</th>
<th>CLASSICAL (12)</th>
<th>PERFORMANCE (7)</th>
<th>ELECTIVES (13-20)</th>
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<td>Twelve credit hours of Classical</td>
<td>Performance: [DANCE 260]</td>
<td>Electives: [DANCE 260]</td>
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<tr>
<td>DANCE 481</td>
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<td>3</td>
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| JAZZ (1-2) | Technical: [DANCE 260] | Electives: [DANCE 260] |
| One to two credit hours of Jazz | Performance: [DANCE 260] | Electives: [DANCE 260] |
| DANCE | 1-2 | 1 | 

| TECHNIQUE REQUIREMENTS | COMPOSITION (9) | Performance: [DANCE 365] | Electives: [DANCE 365] |
| Twelve credit hours of Modern Dance | Technical: [DANCE 365] | Electives: [DANCE 365] |
| DANCE | | 1 | 
| DANCE | | 2 | 
| DANCE | | 3 | 

| DANCE ELECTIVES (10) | Technical: [DANCE 365] | Electives: [DANCE 365] |
| Ten additional credit hours suggested from classical or contemporary technique and choreography | Technical: [DANCE 365] | Electives: [DANCE 365] |
| DANCE | | 10 | 

50% of hours within the DANCE major must be earned at Radford University. In addition, no fewer than 30 of the total required credit hours for graduation must be earned at Radford.
To graduate with honors, 60 hours must be completed at RU.
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:


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

1) Entry audition class assessment is usually completed during the entry class taken prior the beginning of the current academic year. Each student is evaluated for placement in the appropriate level of Ballet technique, Modern Dance, and Jazz Dance technique study.

2) 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.
3) Throughout each semester the student will receive continual evaluation of her/his progress in Ballet technique, Modern Dance and Jazz Dance technique classes. Students are invited to schedule conferences with appropriate faculty members for specific feedback when needed.

4) During Spring semester of the second year, faculty members will review all materials in the student's assessment file and complete a Mid-Point Profile Form. The form contains specific projections for accomplishing the required technical proficiency levels in Ballet and Modern Dance, any actions taken, and special stipulations. This form will guide discussion during a meeting with the student to provide feedback. For students entering Radford University with junior or senior status, the entry assessment will be accomplished during the entry class taken for technique placement, which will also be considered as the mid-point profile.

5) All assessment data related to technique development will be maintained in individual profiles. The Department Chair will monitor actions taken, assessment results, placement, etc.

Students are encouraged to review their files periodically.

**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) Formal assessments are conducted only when a student is enrolled in DNCE 260 or DNCE 365. These evaluations will be placed in student files.

3) 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.*
ENTRY LEVEL ASSESSMENT PROFILE

1. Name of Student

2. Classification: Rising First Year  First Year  Sophomore  Junior  Senior

3. Assessment Date

4. Recommended Placement:

<table>
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<tr>
<th>Ballet</th>
<th>Modern</th>
<th>Jazz</th>
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<tbody>
<tr>
<td>DNCE 105</td>
<td>DNCE 131</td>
<td>DNCE 280</td>
</tr>
<tr>
<td>DNCE 205</td>
<td>DNCE 231</td>
<td></td>
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</tbody>
</table>

5. Special Stipulations:

6. Describe briefly the dancer's abilities, use of correct alignment, problems, or notable characteristics.

7. Did student indicate an understanding of the commitment required for college level dance study? Comments:
1st Year Jury Review

Student Name:_____________________________________________________

Date of Jury:_____________________________________________________

TECHNICAL ASSESSMENT

Current Placement:

| DNCE 105 | DNCE 131 |
| DNCE 205 | DNCE 231 |
| DNCE 305 | DNCE 331 |
| DNCE 405 | DNCE 431 |

Projected placement at beginning of semester 3, beginning of 2nd year:

| DNCE 105 | DNCE 131 |
| DNCE 205 | DNCE 231 |
| DNCE 305 | DNCE 331 |
| DNCE 405 | DNCE 431 |

BALLETT

Demonstrate proper placement of body, head, arms, and legs (overall coordination):

| Expert | Proficient | Competent | Developing | Not Measurable |

Comments:

Demonstrate ballet positions, basic battements, basic port de bras, and basic allegro movements using proper alignment & placement of head, arms and legs:

| Expert | Proficient | Competent | Developing | Not Measurable |

Comments:
Execute introductory exercises:

Expert  Proficient  Competent  Developing  Not Measurable

Comments:

Recognize & retain sequences of movement:

Expert  Proficient  Competent  Developing  Not Measurable

Comments:

MODERN

Show fundamental principles of body organization (core distal, head tail, overall coordination):

Expert  Proficient  Competent  Developing  Not Measurable

Comments:

Perform fundamental principles of modern dance technique with proper alignment:

Expert  Proficient  Competent  Developing  Not Measurable

Comments:
Successfully demonstrate use of momentum & initiation:

<table>
<thead>
<tr>
<th>Expert</th>
<th>Proficient</th>
<th>Competent</th>
<th>Developing</th>
<th>Not Measurable</th>
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</table>

Comments:

Recognize & retain sequences of movement:

<table>
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<th>Competent</th>
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Comments:

CREATIVE ASSESSMENT

Performance Skills

Musicality:

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Comments:

Artistic Expression / Dynamic Range:

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<th>Not Measurable</th>
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Comments:
MID-POINT PROFILE FORM

The mid-point profile process for each dance major is conducted as follows:

The faculty will complete this form for each Dance Major in review.
The student receives a copy of the completed form.
The student may schedule a meeting with her/his advisor to address any questions and/or concerns.

Student Name: ____________________________________________

Preferred Degree Program:

_____ B.A. Dance other major/minor _______________________

_____ B.S. Dance with Licensure to teach in Public Schools

_____ B.F.A. Dance

Date of Mid-Point Profile: _________________________________

TECHNICAL ASSESSMENT

Note: BA required minimum technical proficiency is High Intermediate in Ballet and Modern Dance technique by the beginning of the senior year. BS required minimum technical proficiency is High Intermediate in Ballet and Modern Dance technique by the 2nd term of the junior year. BFA required minimum technical proficiency is High Intermediate in one (1) genre of Dance (Ballet or Modern) technique and Advanced in another genre of Dance (Ballet or Modern) technique by the beginning of the senior year.

Current Placement:

| DNCE 205 | DNCE 231 |
| DNCE 305 | DNCE 331 |

Projected placement at the beginning of semester five, beginning of JUNIOR year:

| DNCE 205 | DNCE 231 |
| DNCE 305 | DNCE 331 |
| DNCE 405 | DNCE 431 |

CREATIVE ASSESSMENT

Improvisation Skills: Excellent  Good  Adequate  Poor  Not Measurable
Comments:

Choreographic Skills: Excellent  Good  Adequate  Poor  Not Measurable
Comments:

Performance Skills: Excellent  Good  Adequate  Poor  Not Measurable
Comments:

ANALYTICAL ASSESSMENT

Writing Skills: Excellent  Good  Adequate  Poor  Not Measurable
Comments:

Verbal Skills: Excellent  Good  Adequate  Poor  Not Measurable
Comments:

PROFESSIONAL BEHAVIOR ASSESSMENT

Attendance: Excellent  Good  Adequate  Poor  Not Measurable
Comments:

Punctuality: Excellent  Good  Adequate  Poor  Not Measurable
Comments:

Collegiality: Excellent  Good  Adequate  Poor  Not Measurable
Comments:

RECOMMENDATION BY DANCE FACULTY

___ Continuation in current program of study with no stipulations.
___ Continuation in program of study with the following stipulation:
___ Change in program of study, specifically:
___ Discontinuation of study in dance degree program.

Signatures of Dance Faculty:
3rd Year Jury Review

Student Name: ____________________________________________

Date of Jury: ___________________________________________

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PERFORMER EXPECTATIONS | CONTRACT

REHEARSAL EXPECTATIONS:

- Dancers will attend every rehearsal.

- Dancers must be available for all technical rehearsals and performances.

- Dancers will come to rehearsals on time, properly attired, warmed up, and completely committed to fully participate in the choreographic process.

- Unexcused tardiness/absences will result in a lowered grade (if enrolled in DNCE 260 or DNCE 365) and/or dismissal from the piece. (Unexcused tardiness includes emergencies/urgent situations only)

- Tardiness and/or absences must be communicated DIRECTLY to the Choreographer AND Stage Manager, NOT OTHER DANCERS in the piece)

- Any and all schedule conflicts, appointments, or changes MUST be discussed with and approved by the choreographer 2 WEEKS IN ADVANCE.

- Dancers MUST attend and participate in required warm-ups prior to performance and dress rehearsals.

- Dancers must use self-discipline, be honest with and respectful to others at all times.

- Dancers must follow choreographer’s cell phone policy.

- All artistic decisions are finalized by the choreographer and not open to discussion, including scheduling, cast changes and choreography.

PERFORMANCE EXPECTATIONS:

- Dancers must be available for all technical rehearsals and performances.

- Dancers must adhere to the choreographer’s stipulations in terms of hair, make-up, costumes, warm-up, and any last minute changes.

- Dancers must respect Stage Manager and Tech crew and follow ALL instructions.
• Dancer understands the timeline of availability for performance, has discussed all conflicts/pre-scheduled appointments with choreographer, and is aware of the need for promptness, dedication, and performance.

• Dancers must be present at the time of CALL.

• Dancers must participate in warm up prior to technical rehearsals and performance.

• **ONLY** dancers and performers allowed backstage and in the dressing room areas.

• During production week, dancers must attend one (1) technique class the day of EACH performance.

• After each rehearsal and performance, dancers must clean up after themselves in dressing room, bathroom, and backstage areas.

**OTHER:**

• For safety reasons, a Health Assessment may be requested. The outcome may result in a change of cast.

**Breach of any part of this contract may result in the lowering of your final grade for DNCE 260/DNCE 365, cast changes and/or dismissal from the piece.**

**By signing below, I acknowledge that I have read, agree to and accept all of the terms and conditions contained in this Contract.**


___________________________  ___________________________
Print Name Dancer


___________________________  ___________________________
Signature Dancer  Date


___________________________
Print Name Choreographer


___________________________  ___________________________
Signature Choreographer  Date
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 1\textsuperscript{st}, 2\textsuperscript{nd}, and 5\textsuperscript{th} position
- Échappé 2\textsuperscript{nd} and 4\textsuperscript{th} 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 Férrme en Face
• Ballonné
• Temps levé sauté sur le cou-de-pied

DNCE 131, Beginning Modern

The purpose of DNCE 131 is to introduce the student to the field of modern dance—its terminology, movement vocabulary, and aesthetic values. The student masters modern dance skills on a beginning level, develops the ability to move rhythmically, and experiences creative endeavor.

At the successful completion of DNCE 131 students will:

Show fundamental principles of body organization.
Identify fundamental principles of body organization (core distal, head tail, body half, cross lateral).
Perform fundamental principles of modern dance technique (dynamic alignment, momentum, initiation).
Recognize fundamental principles of modern dance technique (dynamic alignment, momentum, initiation).
Demonstrate basic rhythm structures and patterns.

Recognize spatial design.

Fundamental Concepts

• Momentum
• Initiation
• Dynamic alignment
• Core support
• Rotation vs. parallel position of legs and feet
• Head Tail connection
• Core distal
• Body half
• Cross lateral
Going off vertical
Bartenieff Fundamentals
Laban Analysis
Weight shift
Inverted movement
Level change
Spatial concepts: planes, directions
Sequencing of movement

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 technique
• 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, 1\textsuperscript{st}, 2\textsuperscript{nd}, 4\textsuperscript{th}, 5\textsuperscript{th}
• 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
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)
- Irish
- Paddle Turns
- Drawbacks
- Cincinnatis
- 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 Modern Dance

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

At the successful completion of DNCE 231 students will:
- Perform intermediate principles of modern dance technique
- Recognize intermediate principles of modern dance technique
- Demonstrate intermediate rhythm structures and patterns
- Expand spatial patterns
- Develop increase drive through space
- Show ability to sense weight
- Perform going off vertical and returning to vertical
- Demonstrate ease of sequencing movement
- Learn movement material sequentially
- Learn movement material qualitatively
- Adapt to new teaching methods and styles

Intermediate Concepts
- Inverted movement
- Level change
- Spatial concepts: planes, directions
- Sequencing of movement
- Low center of gravity
- Weight qualities (lightness, strength, resilient)
- Stability / Mobility awareness
- Use of breath
- Musicality
- Complex phrasing at an Intermediate level

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 jambs
- 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 combinations

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 Modern Dance

DNCE 331 is a High-Intermediate level class. Its purpose is to build upon the proficiency of standards gained in DNCE 131 and DNCE 231 while emphasizing precision and articulation of movement.

At the successful completion of DNCE 331 students will:
- Demonstrate technical competency leading to an advanced skill level.
- Analyze principles of modern dance technique.
- Articulate principles of modern dance technique.
- Show breath support to fulfill movement.
- Develop increased ease in sequencing movement.
- Develop increased ability to adapt to new teaching methods and styles.
- Show commitment and follow through with movement phrases.
- Easily execute movement in and out of the floor.
- Develop increased level of strength in arms and legs.
- Expand awareness of plié.
- Expand awareness of limbs in space.
High-Intermediate Concepts

- Complex phrasing at a High-Intermediate level
- Transverse movement
- Strength & fluidity
- Gradation of plié

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)
- Renversé
- 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 Modern 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.

At the successful completion of DNCE 431 students will:
• Demonstrate technical skills to perform at the advanced level
• Display sensitivity to the nuances of alignment
• Self-evaluate artistic aspects of dance performance and style including dynamics and phrasing
• Perform sophisticated rhythmic patterns
• Execute sophisticated spatial patterns
• Show increased proficiency at reading and interpreting movement phrases
• Display confidence as a performer

Advanced Concepts

• Complex phrasing at an Advanced level
• Transverse movement
• Strength & fluidity
• Gradation of plié
• Proprioception
GENERAL INFORMATION

AUDITION POLICY
- All dance majors are required to audition for Fall 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 majors are given priority in casting over dance minors.
- 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 James Robey. 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.

HARVEY KNOWLEDGE CENTER (HKC)
HKC is located on the fourth floor of McConnell Library. HKC offers free tutorial service to all university students. LARC tutors work with students on writing assignments for all disciplines. Students can also receive assistance in basic study and test-taking strategies. For more information, call the HKC at 831-7704 or visit the LARC website at https://www.radford.edu/content/harvey-knowledge-center/home.html

TEACHING RESOURCES CENTER (TRC)
TRC is located in Peters Hall, C109. The TRC provides instructional, curricular, and technological support for students enrolled in teacher education programs, professional education faculty at Radford University, and K-12 teachers throughout the Commonwealth. In conjunction with collections in McConnell Library, the Center provides valuable teaching resources and the finest instructional equipment available. Students also have access to Praxis I and Praxis II preparation materials. For more information, call the TRC at 831-6284 or visit their website at http://trc.asp.radford.edu.

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 Amy VanKirk. (avankirk@radford.edu) Dance studios are for dance major use only, and only for department-related rehearsals.

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 being 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

Acupuncturist: Greg Bryson, LAC, CMT
Professional Rehab Associates
www.newriverhealingarts.com
(540) 239-9959

Total Motion Physical Therapy
(540) 585-4841

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

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
RADFORD UNIVERSITY STUDENT RESOURCES
Career Center
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

New Student and Family 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

2020-2021 IMPORTANT DATES
Please check email and bulletin board regularly for announcements throughout the year.

RU Dance Calendar:
https://teamup.com/ks348mb0ljto3bf3a

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/