

Radford University School of Dance & Theatre  
Department of Dance



**Student Handbook**  
For students entering 2015-2016

Bachelor of Arts  
Bachelor of Science with Teacher Licensure  
Bachelor of Fine Arts

## **Welcome to the RU Dance Family!!!**

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

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

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

Looking forward to collaborating with you and learning from you.

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## **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:

- To provide thorough technical training
- To provide diverse performing experiences
- To encourage scholarly study of dance in its historical and cultural contexts
- To provide a safe and nurturing environment for intense exploration of creative processes
- To produce globally aware dancers and choreographers

## **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. In 2007 the Department of Dance and the Department of Theatre merged to become the School of Dance & Theatre.

## 2015 – 2016 FACULTY & STAFF

**danah bella:** Chair; Professor

Teaches Modern Dance technique, Composition, Choreography, Dance Appreciation, Accompaniment for Movement, and Senior Seminar

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**Salvador Barajas:** Adjunct Professor

Teaches Dance Appreciation, Accompaniment for Movement

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**Margaret Devaney:** Dean, College of Visual & Performing Arts; Professor

Teaches Modern Dance Technique, Composition, Choreography, and Somatics in Dance

Whitt 114      Phone: 540-831-5162      Email: [mdevaney@radford.edu](mailto:mdevaney@radford.edu)

**Makeia Gum:** Administrative Assistant

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**Crystal Lewis:** Assistant Professor

Teaches Modern Dance Technique, Choreography, Accompaniment for Movement, Somatics in Dance, Dance History

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**Deborah McLaughlin:** Associate Professor

Teaches Composition, Choreography, Dance Production, Dance History, Pedagogy, Somatics in Dance, Improvisation, Student Teaching Supervisor

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**Inessa Plekhanova:** Associate Professor

Teaches Ballet technique, Pointe, and Character

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**Aleksey Plekhanov:** Adjunct Professor

Teaches Ballet technique

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**Amy VanKirk:** Assistant Professor

Teaches Jazz & Modern Dance technique, Choreography, Tap, Musical Theater Dance, Freshman Seminar, Senior Seminar, and Dance Appreciation

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**Katie Wells:** Adjunct Professor

Teaches Modern technique, Dance Appreciation

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## 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.

**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.

## **PERFORMANCE OPPORTUNITIES**

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

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

Each Fall Semester the Department produces:

- Fall Dance Fest
- The Nutcracker (every other year: 2016, 2018, 2020 etc....)
- An Evening of Ballet (every other year: 2015, 2017, 2019 etc....)
- Informance
- Honors Capstone Projects

Each Spring Semester the Department produces/participates in:

- Dancing on the Edge
- Paradigm Shift: an Evening of Women's Work
- Student Choreography Showcase
- Honors Capstone Projects
- American College Dance Association's Mid-Atlantic Regional Conference
- Full length musical (every other year: 2016, 2018, 2020 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.

danahbella DanceWorks (dbDW), a professional contemporary dance company-in-residence at Radford University, holds auditions for different projects throughout the academic year. Radford University dance majors are encouraged to audition. Selected dance majors may receive credit for working with dbDW during the semester with instructor approval.

For more information: [www.danahbelladanceworks.org](http://www.danahbelladanceworks.org).

## REHEARSAL & PERFORMANCE EXPECTATIONS

### 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 (when applicable), 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.
- Artistic decisions are **finalized** by the choreographer and not open to discussion.

### 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.

## **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 310	Study in Somatics
DNCE 400.01	Freshman Seminar (Required Elective)
DNCE 410	Accompaniment for Movement
DNCE 450	Senior Seminar (Required Elective for BA, BFA degree majors)
DNCE 465	Dance Production
DNCE 470	Methods of Teaching Dance
DNCE 480	History & Philosophy of Dance I

**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
- DNCE 400 Special Topics -- Beginning Tap 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.

**\*All Dance majors must take 5-7 technique classes / week.**

***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 6 semester hours of either Production Participation (DNCE 260) and/or Performance Practicum (DNCE 365).

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

**BS** candidates complete five (5) 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 nine (9) additional semester hours of dance courses and may select courses from the following areas: technique, composition, and performance.

**BFA** candidates complete twelve (12) 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 105 Beginning Ballet (2 credits)**

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

### **DNCE 120 Dance Improvisation (1 credit)**

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

### **DNCE 131 Beginning Modern Dance (2 credits)**

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

### **DNCE 180 Jazz Dance (2 credits)**

Fundamentals of technique in jazz dance exploring style, form, and musicality on a beginning level. May be taken for a total of six semester hours of credit.

### **DNCE 201 Intermediate Pointe Technique (2 credits)**

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

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

**DNCE 205 Low-Intermediate Ballet (2 credits)**

Based on the Vaganova System, a scientific, thorough, and highly expressive classical ballet training method. Basic barre and centre practice, including adagio and allegro techniques on a low-intermediate level. May be taken for a total of eight semester hours of credit.

**DNCE 206 Intermediate Tap (2 credits)**

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 (2 credits)**

The course is based on the musical theatre style of dance with emphasis on repertoire and performance skills. The course will examine choreographic works from influential Broadway choreographers 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 for a total of four semester hours of 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. May be taken for a total of four semester hours of credit.

**DNCE 231 Intermediate Modern Dance (2 credits)**

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

**DNCE 260 Production Participation (1 credit)**

*Prerequisite: Approval of Department of Dance faculty.*

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

participation in closely supervised projects. May be taken multiple times for credit.

**DNCE 280 Intermediate Jazz Dance (2 credits)**

Provides 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 (3 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.*

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 for a total of six credit hours.

**DNCE 320 Choreographic Studies I (3 credits)**

*Prerequisite: DNCE 220*

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

**DNCE 331 High-Intermediate Modern Dance (3 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 (2 credits)**

*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 (3 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 (3 credits)**

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 (3 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 for a total of six semester hours of credit.

**DNCE 431 Advanced Modern Dance Technique (3 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**

*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 (3 credits)**

Principles and techniques 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, 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: Fall 2015, Spring 2017, 2018. 481: Spring 2016, 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 mid-point profile assesses the student's current and projected technical proficiencies in Ballet and Modern Dance techniques, current and projected choreographic skill, and her 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.**

Radford University Department of Dance  
**Suggested** Sequence of Dance Courses including Dance Electives  
**For BA Majors entering 2015-2016**

Freshman Year, First Term				
Course		Requirement / Required Elective**	Elective*	Credit Hours
DNCE 105 or DNCE 205	Beginning Ballet   Low-Intermediate Ballet	X		2
DNCE 131 or DNCE 231	Beginning Modern   Intermediate Modern Dance	X		2
DNCE 280	Intermediate Jazz Dance		X	2
DNCE 400.01	Freshman Seminar	X**		1

Freshman Year, Second Term				
Course		Requirement / Required Elective**	Elective*	Credit Hours
DNCE 101 or DNCE 201	Beginning Pointe   Intermediate Pointe		X	2
DNCE 105 or DNCE 205	Beginning Ballet   Low-Intermediate Ballet	X		2
DNCE 131 or DNCE 231	Beginning Modern   Intermediate Modern Dance	X		2
DNCE 260	Production Participation	X**		1
DNCE 280 or DNCE 380	Intermediate Jazz Dance   Advanced Jazz Dance Technique		X	2   3

\* 9 credit hours of **Dance Electives** are required

\* 20-25 credit hours of **Electives** are required; these can be in **Dance** as well.

\*\* **Required** be taken as **electives**.

**Sophomore Year, First Term**

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

**Sophomore Year, Second Term**

Course		Requirement / Required Elective**	Elective*	Credit Hours
DNCE 205 or DNCE 305	Low-Intermediate Ballet   High-Intermediate Ballet	X		2   3
DNCE 220	Dance Composition	X		2
DNCE 231 or DNCE 331	Intermediate Modern Dance   High-Intermediate Modern Dance	X		2   3
DNCE 260	Production Participation	X**		1
DNCE 280 or DNCE 380	Intermediate Jazz Dance   Advanced Jazz Dance Technique		X	2   3

\* 9 credit hours of **Dance Electives** are required

\* 20-25 credit hours of **Electives** are required; these can be in **Dance** as well.

\*\* **Required** be taken as **electives**.

Junior Year, First Term				
Course		Requirement / Required Elective**	Elective*	Credit Hours
DNCE 206	Intermediate Tap Dance		X	2
DNCE 280	Intermediate Jazz Dance		X	2
DNCE 305	High-Intermediate Ballet	X**		3
DNCE 310	Study in Somatics	X		3
DNCE 320	Choreographic Studies I		X	3
DNCE 331	Intermediate Modern Dance	X**		3
DNCE 365	Performance Practicum		X	2
DNCE 401	Advanced Pointe Technique		X	2
DNCE 410	Accompaniment for Movement	X		3

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

\* 9 credit hours of **Dance Electives** are required

\* 20-25 credit hours of **Electives** are required; these can be in **Dance** as well.

\*\* **Required** be taken as **electives**.

**Senior Year, First Term**

Course		Requirement / Required Elective**	Elective*	Credit Hours
DNCE 207	Intermediate Tap Dance		X	2
DNCE 280	Intermediate Jazz Dance		X	2
DNCE 305   DNCE 405	High-Intermediate Ballet   Advanced Ballet		X	3
DNCE 331   DNCE 431	Intermediate Modern Dance   Advanced Modern Dance Technique		X	3
DNCE 365	Performance Practicum	X**		2
DNCE 401	Advanced Pointe Technique		X	2
DNCE 465	Dance Production	X		3
DNCE 470	Methods of Teaching Dance	X		3

**Senior Year, Second Term**

Course		Requirement / Required Elective**	Elective*	Credit Hours
DNCE 305   DNCE 405	High-Intermediate Ballet   Advanced Ballet		X	3
DNCE 331   DNCE 431	Intermediate Modern Dance   Advanced Modern Dance Technique		X	3
DNCE 365	Performance Practicum	X**		2
DNCE 280 or DNCE 380	Intermediate Jazz Dance   Advanced Jazz Dance Technique		X	2   3
DNCE 481	History & Philosophy II	X		3

\* 9 credit hours of **Dance Electives** are required

\* 20-25 credit hours of **Electives** are required; these can be in **Dance** as well.

\*\* **Required** be taken as **electives**.

## **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. To this end, students must complete a year of study in DNCE 305 and DNCE 331. A mid-point profile assesses the student's current and projected technical proficiencies in Ballet and Modern Dance techniques, current and projected choreographic skill, and her 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 will be determined whether or not the student will continue on as a BS degree candidate.

**RADFORD UNIVERSITY DEPARTMENT OF DANCE  
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 of 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 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

	Good - 3 pts	Fair - 2 pts	Needs Improvement 1 pt
<b>Dance Technique -- Ballet</b> Must demonstrate potential to reach High Intermediate Level in Ballet prior to student teaching	Good 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	Fair Demonstrates correct physical alignment sometimes; remembers and performs exercises and combinations with several errors; demonstrates correct ballet technique with several errors	Needs Improvement Doesn't demonstrate correct physical alignment; cannot remember and perform exercises and combinations; cannot demonstrate correct ballet technique
<b>Dance Technique -- Modern</b> Must demonstrate potential to reach High Intermediate Level in Modern Dance prior to student teaching	Good 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	Fair Demonstrates correct physical alignment sometimes; remembers and performs exercises and combinations with several errors; demonstrates correct modern dance technique with several errors	Needs Improvement Doesn't demonstrate correct physical alignment; cannot remember and perform exercises and combinations; cannot demonstrate correct modern dance technique
<b>Creativity</b> Must demonstrate a high level of creativity with movement	Good Always demonstrates originality & outside the box thinking; always expresses artistry.	Fair Generally demonstrates originality & outside the box thinking; generally expresses artistry.	Needs Improvement Does not demonstrate originality & outside the box thinking; does not express artistry.
<b>Overall course work</b> Must maintain a 3.0 in all Dance Classes	Good Maintains a 3.0 or higher GPA in Dance Classes	Fair Maintains a 3.0 GPA in Dance Classes	Needs Improvement Maintains below a 3.0 GPA in Dance Classes

**Comments:**



Radford University Department of Dance  
**Suggested** Sequence of Dance Courses including Dance Electives  
**For BS Majors entering 2015-2016**

Freshman Year, First Term				
Course		Requirement / Required Elective**	Elective*	Credit Hours
DNCE 105 or DNCE 205	Beginning Ballet   Low-Intermediate Ballet	X		2
DNCE 131 or DNCE 231	Beginning Modern   Intermediate Modern Dance	X		2
DNCE 280	Intermediate Jazz Dance		X	2
DNCE 400.01	Freshman Seminar	X**		1

Freshman Year, Second Term				
Course		Requirement / Required Elective**	Elective*	Credit Hours
DNCE 101 or DNCE 201	Beginning Pointe   Intermediate Pointe		X	2
DNCE 205	Beginning Ballet   Low-Intermediate Ballet	X		2
DNCE 231	Beginning Modern   Intermediate Modern Dance	X		2
DNCE 260	Production Participation	X**		1
DNCE 280 or DNCE 380	Intermediate Jazz Dance   Advanced Jazz Dance Technique		X	2   3

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

\* 5-7 credit hours of **Electives** are required; these can be in **Dance** as well.

\*\* **Required** be taken as **electives**.

### Sophomore Year, First Term

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

### Sophomore Year, Second Term

Course		Requirement / Required Elective**	Elective*	Credit Hours
DNCE 205	Low-Intermediate Ballet   High-Intermediate Ballet	X		2   3
DNCE 220	Dance Composition	X		2
DNCE 231 or DNCE 331	Intermediate Modern Dance   High-Intermediate Modern Dance	X		2   3
DNCE 260	Production Participation	X**		1
DNCE 280 or DNCE 380	Intermediate Jazz Dance   Advanced Jazz Dance Technique		X	2   3

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

\* 5-7 credit hours of **Electives** are required; these can be in **Dance** as well.

\*\* **Required** be taken as **electives**.

Junior Year, First Term				
Course		Requirement / Required Elective**	Elective*	Credit Hours
DNCE 206	Intermediate Tap Dance		X	2
DNCE 280	Intermediate Jazz Dance		X	2
DNCE 305	High-Intermediate Ballet	X**		3
DNCE 310	Study in Somatics	X		3
DNCE 320	Choreographic Studies I	X		3
DNCE 331 or DNCE 431	Intermediate Modern Dance	X**		3
DNCE 365	Performance Practicum		X	2
DNCE 401	Advanced Pointe Technique		X	2
DNCE 410	Accompaniment for Movement	X		3
DNCE 481	History & Philosophy II	X		3
HUMD 300**	Human and Growth Development : Birth through Adolescence	X		3

Junior Year, Second Term				
Course		Requirement / Required Elective***	Elective*	Credit Hours
DNCE 305 or DNCE 405	High-Intermediate Ballet	X**		3
DNCE 420	Choreographic Studies II	X		3
DNCE 331 or DNCE 431	High-Intermediate Modern Dance	X**		3
DNCE 365	Performance Practicum		X	2
DNCE 370	Creative Dance for Children	X		3
DNCE 280 or DNCE 380	Intermediate Jazz Dance   Advanced Jazz Dance Technique		X	2   3
DNCE 480	History & Philosophy I	X		3
EDEF 320**	Introduction to Professional Education	X		3

\* 6 credit hours of **Dance Electives** are required. \* 5-7 credit hours of **Electives** are required; these can be in **Dance** as well.  
 \*\* Outside classes required for BS degree. \*\*\* **Required** be taken as **electives**. Choose 1 or take both.

**Senior Year, First Term**

Course		Requirement / Required Elective**	Elective*	Credit Hours
DNCE 207	Intermediate Tap Dance		X	2
DNCE 280	Intermediate Jazz Dance		X	2
DNCE 305   DNCE 405	High-Intermediate Ballet   Advanced Ballet	X**		3
DNCE 331   DNCE 431	Intermediate Modern Dance   Advanced Modern Dance Technique	X**		3
DNCE 365	Performance Practicum		X	2
DNCE 401	Advanced Pointe Technique		X	2
DNCE 465	Dance Production	X		3
DNCE 470	Methods of Teaching Dance	X		3

**Senior Year, Second Term**

Course		Requirement / Required Elective**	Elective*	Credit Hours
DNCE 453 (EDUC 453)	Student Teaching Grades K-12	X		12

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

\* 5-7 credit hours of **Electives** are required; these can be in **Dance** as well.

\*\* **Required** be taken as **electives**.

## **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 advanced study (431, 405) in one genre of Dance (Modern or Ballet) and a year of study at the high intermediate level (331, 305) 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.

Midpoint profile 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.

**RADFORD UNIVERSITY DEPARTMENT OF DANCE  
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 of 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:** \_\_\_\_\_

**Radford University Department of Dance**

**Class:** \_\_\_\_\_ **Student:** \_\_\_\_\_

**Rubric: BFA Screening Evaluation**

	<b>Good - 3 pts</b>	<b>Fair - 2 pts</b>	<b>Needs Improvement 1 pt</b>
<b>Dance Technique -- Ballet</b> Must demonstrate potential to reach High Intermediate and/or Advanced skill level in Ballet	<b>Good</b> 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	<b>Fair</b> Demonstrates correct physical alignment sometimes; remembers and performs exercises and combinations with several errors; demonstrates correct ballet technique with several errors	<b>Needs Improvement</b> Doesn't demonstrate correct physical alignment; cannot remember and perform exercises and combinations; cannot demonstrate correct ballet technique
<b>Dance Technique -- Modern</b> Must demonstrate potential to reach High Intermediate and/or Advanced skill level in Modern Dance	<b>Good</b> 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	<b>Fair</b> Demonstrates correct physical alignment sometimes; remembers and performs exercises and combinations with several errors; demonstrates correct modern dance technique with several errors	<b>Needs Improvement</b> Doesn't demonstrate correct physical alignment; cannot remember and perform exercises and combinations; cannot demonstrate correct modern dance technique
<b>Creativity</b> Must demonstrate a high level of creativity with movement	<b>Good</b> Always demonstrates originality & outside the box thinking; always expresses artistry.	<b>Fair</b> Generally demonstrates originality & outside the box thinking; generally expresses artistry.	<b>Needs Improvement</b> Does not demonstrate originality & outside the box thinking; does not express artistry.
<b>Overall course work</b> Must maintain a 3.0 in all Dance Classes	<b>Good</b> Maintains a 3.0 or higher GPA in Dance Classes	<b>Fair</b> Maintains a 3.0 GPA in Dance Classes	<b>Needs Improvement</b> Maintains below a 3.0 GPA in Dance Classes

**Comments:**



Radford University Department of Dance  
**Suggested** Sequence of Dance Courses including Dance Electives  
**\*For BFA Majors entering 2015-2016**

Freshman Year, First Term				
Course		Requirement / Required Elective**	Elective*	Credit Hours
DNCE 105 or DNCE 205	Beginning Ballet   Low-Intermediate Ballet	X		2
DNCE 131 or DNCE 231	Beginning Modern   Intermediate Modern Dance	X		2
DNCE 280	Intermediate Jazz Dance		X	2
DNCE 400.01	Freshman Seminar	X**		1

Freshman Year, Second Term				
Course		Requirement / Required Elective**	Elective*	Credit Hours
DNCE 101 or DNCE 201	Beginning Pointe   Intermediate Pointe		X	2
DNCE 105 or DNCE 205	Beginning Ballet   Low-Intermediate Ballet	X		2
DNCE 131 or DNCE 231	Beginning Modern   Intermediate Modern Dance	X		2
DNCE 260	Production Participation	X		1
DNCE 280 or DNCE 380	Intermediate Jazz Dance   Advanced Jazz Dance Technique	X		2   3

\* 15 credit hours of **Dance Electives** are required

\* 2-4 credit hours of **Electives** are required

\*\* **Required** be taken as **electives**.

### Sophomore Year, First Term

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

### Sophomore Year, Second Term

Course		Requirement / Required Elective**	Elective*	Credit Hours
DNCE 205 or DNCE 305	Low-Intermediate Ballet   High-Intermediate Ballet	X		2   3
DNCE 220	Dance Composition	X		2
DNCE 231 or DNCE 331	Intermediate Modern Dance   High-Intermediate Modern Dance	X		2   3
DNCE 260	Production Participation	X		1
DNCE 280 or DNCE 380	Intermediate Jazz Dance   Advanced Jazz Dance Technique		X	2   3

\* 15 credit hours of **Dance Electives** are required

\* 2-4 credit hours of **Electives** are required

\*\* **Required** be taken as **electives**.

Junior Year, First Term				
Course		Requirement / Required Elective**	Elective*	Credit Hours
DNCE 206	Intermediate Tap Dance		X	2
DNCE 280	Intermediate Jazz Dance		X	2
DNCE 305	High-Intermediate Ballet	X		3
DNCE 310	Study in Somatics	X		3
DNCE 320	Choreographic Studies I	X		3
DNCE 331	Intermediate Modern Dance	X		3
DNCE 365	Performance Practicum		X	2
DNCE 401	Advanced Pointe Technique		X	2
DNCE 410	Accompaniment for Movement	X		3

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

\* 15 credit hours of **Dance Electives** are required

\* 2-4 credit hours of **Electives** are required

\*\* **Required** be taken as **electives**. Choose 1 or take both.

**Senior Year, First Term**

Course		Requirement / Required Elective**	Elective*	Credit Hours
DNCE 207	Intermediate Tap Dance		X	2
DNCE 280	Intermediate Jazz Dance		X	2
DNCE 305   DNCE 405	High-Intermediate Ballet   Advanced Ballet	X**		3
DNCE 331   DNCE 431	Intermediate Modern Dance   Advanced Modern Dance Technique	X**		3
DNCE 365	Performance Practicum	X**		2
DNCE 401	Advanced Pointe Technique		X	2
DNCE 465	Dance Production	X		3
DNCE 470	Methods of Teaching Dance	X		3

**Senior Year, Second Term**

Course		Requirement / Required Elective**	Elective*	Credit Hours
DNCE 305   DNCE 405	High-Intermediate Ballet   Advanced Ballet	X**		3
DNCE 331   DNCE 431	Intermediate Modern Dance   Advanced Modern Dance Technique	X**		3
DNCE 365	Performance Practicum	X**		2
DNCE 280 or DNCE 380	Intermediate Jazz Dance   Advanced Jazz Dance Technique		X	2   3
DNCE 481	History & Philosophy II	X		3

\* 15 credit hours of **Dance Electives** are required

\* 2-4 credit hours of **Electives** are required

\*\* **Required** be taken as **electives**. Choose 1, 2 or all.

## **MINOR IN DANCE**

The Radford University Department of Dance Program offers an 18-semester hour Dance Minor to serve the needs of the university student community. Required courses are the following:

Twelve semester hours of Dance Technique and/or Performance Courses.

- Students may choose from the following courses: DNCE 105, 131, 201, 205, 210, 231, 260, 280, 305, 331, 365, 380, 405 and 431

Six semester hours of Dance Theory Courses

- Students may choose from the following courses: DNCE 120, 220, 310, 320, 410, 465, 470, 480, and 481

Each minor candidate is subject to placement, prerequisites and consent of instructor for each elective class. Candidates for the Dance Minor are not subject to an entrance audition or the technique proficiency standards for graduation.

No scholarships are available for a dance minor.

## **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:

Olivier Besson, Jess Burgess, Liza Deck, Gemze de Lappe, Lisa Del Rosario, Arturo Fernandez, Alyce Finwall, Jessica Lynn Fox, Franklin Gamero, Jennifer Gelfand, Guillaume Graffin, Julie Kent, Martha Graham Dance Company, Melinda Jackson & Michael Kessler, Mira Kingsley, Sumi Komo, Valentina Kozlova, Alexei Lapshin, Keith Lee, Illiana Lopez, Natalie Marrone, Donald McKayle, Christopher K. Morgan, Tara Mullins, Rachel Oliver, Sherone Price, Misha Ronnikov, Atiba Rorie, Asher Walker, Jenai West, Wesley Williams Jr., Reginald Yates

## **DEPARTMENT OF DANCE ASSESSMENT PROCEDURES & FORMS**

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

### ***Technique Assessment***

- 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.
- 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:

<u>Ballet</u>	<u>Modern</u>	<u>Jazz</u>
DNCE 105 DNCE 205	DNCE 131 DNCE 231	DNCE 280

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:

8. Student degree preference:

BA BS Dance Education B.F.A.



## 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 2<sup>nd</sup> 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 105	DNCE 131
DNCE 205	DNCE 231
DNCE 305	DNCE 331
DNCE 405	DNCE 431

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

DNCE 105	DNCE 131
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:**  
Measurable

Excellent   Good   Adequate   Poor   Not

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:**

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Chair \_\_\_\_\_

## 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<sup>st</sup>, 2<sup>nd</sup>, and 5<sup>th</sup> position
- Échappé 2<sup>nd</sup> and 4<sup>th</sup> 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, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> 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 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> 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 1<sup>st</sup>, 2<sup>nd</sup> and 5<sup>th</sup> positions.
- Poses: Attitude, 2<sup>nd</sup> arabesque, and Écarté (45-90 Degree)

### CENTRE

Same as at the barre with additions:

- Arm Positions
- Poses: Croisé, Effacé, Écarté, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> Arabesques
- Temps Lie
- Poses (45-90 degrees): Croisé and Effacé, Attitude croisé and effacé, A la Second, Écarté 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> Arabesques
- Port de Bras (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup>)
- Pas De Bourrée Simple
- Pas De Bourrée Dessus-Dessous
- Fouetté from a la second to 1<sup>st</sup> arabesque
- Preparation for small pirouettes from 4<sup>th</sup>, 5<sup>th</sup>, and 2<sup>nd</sup> positions

### ALLEGRO

- Sauté 1<sup>st</sup>, 2<sup>nd</sup>, and 5<sup>th</sup> positions
- Changement De Pied
- Échappé
- Assemblé
- Balancé
- Glissade
- Chasse
- Sissonne Simple

- Sissonne Férme en Face
- Ballonné
- Temps levé sauté sur le cou-de-pied

### **DNCE 180, Jazz Dance**

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

#### **At the successful completion of DNCE 180 students will:**

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

#### **Fundamental steps**

- Pliés
- Basic positions, 1<sup>st</sup>, 2<sup>nd</sup>, 4<sup>th</sup>, 5<sup>th</sup>
- Tendus
- Dégagés
- Relevé
- Isolations
- Passé position
- Step
- Hop
- Leap
- Step ball change
- Pas de bourrée
- Three-step turn
- Chainé 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 locomoter 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 in 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:

- Relevé 1<sup>st</sup>, 2<sup>nd</sup>, and 5<sup>th</sup> position
- Échappé 2<sup>nd</sup> and 4<sup>th</sup> 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
- 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 4<sup>th</sup>, 5<sup>th</sup> 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:**

- 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.
- Execute intermediate exercise 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 4<sup>th</sup>, 5<sup>th</sup>, 2<sup>nd</sup> positions and Dégagé

### Allegro

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

### **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 fundamental steps of Tap Dance technique
- Explain how to perform fundamental steps of Tap Dance technique
- Execute fundamental steps of Tap Dance technique
- Show strength, coordination, alignment, range of movement, musicality while executing fundamental and 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

### **Fundamental Steps**

- Step
- Hop
- Tap/Touch
- Heel drop
- Toe drop
- Toe Jab
- Dig
- Spank
- Brush
- Scuff
- Stamp
- Stomp
- Flap
- Slap
- Shuffle (front, side, back)

### **Additional Steps**

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

### **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

### **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 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, 1<sup>st</sup>, 2<sup>nd</sup>, 4<sup>th</sup>, 5<sup>th</sup>
- 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 locomoter 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:**

- 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.

- 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**

- 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
- 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:**

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

**Fundamental steps**

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

### Intermediate steps

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

### Concepts

- Use of plié
- Development of grounded movement in locomoter 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 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:**

- 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.
- Execute intermediate exercise 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.
- 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 2<sup>nd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> 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:**

- 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.
- 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.
- 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**

- 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
- Low center of gravity
- Weight qualities (lightness, strength, resilient)
- Stability / Mobility awareness
- Use of breath
- Musicality
- Complex phrasing at an 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 intermediate level.

#### **At the successful completion of DNCE 380 students will:**

- Recognize fundamental principles of jazz dance technique
- Execute fundamental principles of jazz dance techniques
- Identify elementary jazz dance terminology
- Increase strength
- Increase coordination
- Show proper alignment
- Increase range of movement
- Demonstrate musicality
- Apply skills to pick up movement combinations
- Identify basic anatomical and kinesthetic principles as they pertain to efficient dance movement
- Identify basic anatomical and kinesthetic principles as they pertain to injury prevention
- Develop performance skills
- Execute Jazz dance technique at an intermediate level
- Analyze principles of jazz dance technique
- Perform advanced level movement sequences
- Demonstrate rhythmic skills and weight shifts characteristic of jazz dance

- Display improvisation skills

### **Fundamental steps**

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

### **Intermediate steps**

- Grand battements
- Double pirouettes
- Jazz rond de jamba
- Turning pas de bourrée
- Grand jeté
- Sauté
- Cuban hip motion
- Développé
- Pique turn
- Coupe 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

### 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 locomoter 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 and understanding of a jazz warm up
- 16 count across the floor sequences
- 64 count center combinations

### **DNCE 401, Advanced Pointe Technique**

DNCE 401 in 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:

- Relevé 1<sup>st</sup>, 2<sup>nd</sup>, and 5<sup>th</sup> position
- Échappé 2<sup>nd</sup> and 4<sup>th</sup> positions
- Pas de Bourrée Simple
- Pas De Bourrée Suivi
- Pas De Bourrée Dessus-Dessous
- Assemble-Soutenu
- Glissade

- Relevé sur le cou-de-pied
- Jeté
- Sissonne Simple
- Glisade-soutenu en tournant
- Pas De Bourrée Simple en tournant
- Pas De Bourrée Dessus-Dessous en tournant
- Soutenu en tournant
- Coupe Ballonné in poses and with traveling
- Rond de Jambe En L'air (45 degree)
- Tour Sur le Cou-de-pied from 4<sup>th</sup>, 5<sup>th</sup> positions, dégagé en dehors, and en dedans
- Tours en dehors and en dedans in diagonale
- Changement De Pied
- Pas Couru
- Double Rond De Jambe En L'air (45 Degree)
- Tours sur le cou-de-pied from 4<sup>th</sup> and 5<sup>th</sup> 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, 1<sup>st</sup> 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 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.
- Execute intermediate exercise 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.

- 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).
- Execute Grand Allegro using proper placement of body, head, arms, and legs.
- Execute advanced beats in allegro exercises.
- Apply double turns to tours in grand poses.
- Advance in degree of difficulty of all turns.
- Apply double turn to sur le cou-de-pied at the barre.
- Develop stage skills based on previously learned material.
- Analyze principles of Classical Ballet technique.
- Articulate principles of Classical Ballet technique.
- 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:**

- 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.
- 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.
- 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 pli .
- Expand awareness of limbs in space.
- 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

- 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
- Low center of gravity
- Weight qualities (lightness, strength, resilient)
- Stability / Mobility awareness
- Use of breath
- Musicality
- Complex phrasing at an Intermediate level
- Complex phrasing at an Advanced level
- Transverse movement
- Strength & fluidity
- Gradation of plié
- Proprioception

## **GENERAL INFORMATION**

### **DIGITAL ARCHIVE**

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



information.

### **CLASS ATTIRE**

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

### **BULLETIN BOARDS**

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

### **DANCE MAJOR MEETINGS**

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

### **DANCE CONCERTS & FESTIVALS**

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

### **DANCE EQUIPMENT**

The Department owns electronic equipment to be checked out for the purposes of creating choreography and soundcores. 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.

### **LEARNING ASSISTANCE AND RESOURCE CENTER (LARC)**

LARC is located on the first floor of Walker Hall. LARC 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 LARC at 831-7704 or visit the LARC website at

<http://www.radford.edu/content/LARC/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.

For a list of titles:

<http://www.radford.edu/content/cvpa/home/dance/current-students/albig-library.html>

### **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](mailto:avankirk@radford.edu))

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
4. Senior Projects, Capstone Projects, Final Projects
5. Class projects

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>

## **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:

<http://police.asp.radford.edu/default.aspx><http://police.asp.radford.edu/default.aspx>

## **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, Disability Resource Office, 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**  
[www.newriverhealingarts.com](http://www.newriverhealingarts.com)  
(540) 239-9959

## **ACCIDENTS & EMERGENCIES**

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

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

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

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

### **MENTAL HEALTH 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.

### **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](mailto:dro@radford.edu)

## **POLICIES FOR CLASS ABSENCES, LATE ARRIVALS, EARLY DEPARTURES, INJURIES**

### **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.

For technique classes that meet twice weekly, 3 absences are allotted, thereafter your grade is affected.

For technique classes that meet three times weekly, 4 absences are allotted, thereafter your grade is affected.

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

### **LATE ARRIVALS / EARLY DEPARTURES**

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

### **ATTENDANCE DURING PERFORMANCE WEEK**

During the weeks of technical/dress rehearsals for all performances, participating students are allowed to miss some technique classes under the following circumstances:

- The student must be performing in at least one dance in the program.
- Students must take one technique class/day.

### **INJURY POLICY**

Students are responsible for reporting all injuries or illnesses to the course instructor. Students who are unable to participate physically in class for a time exceeding two consecutive weeks will be advised to either withdraw, apply for a medical withdraw, or receive an Incomplete “I” from the class.

### **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.

## **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>

## 2015-2016 IMPORTANT DATES

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

**RU Dance Calendar:**

<http://teamup.com/ks35ac4d67d785aa0b/>

**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>

**FOLLOW US ON TWITTER:** RU Dance @RadfordDance

**JOIN OUR FB GROUP:** search for RU Dance

**#radforddance**





