

# DANCE PROGRAM HANDBOOK

2023-2024



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# ABOUT THE DANCE PROGRAM

## **Dance Program Mission Statement:**

*It is the mission of the WKU Dance Program to provide a comprehensive dance education that includes technical training, ample performance and choreographic opportunities, and a cross-disciplinary approach to research and scholarship in order to develop diverse dancers prepared to contribute in all aspects of the ever-evolving field of dance. By integrating dance and general studies, we strive to create Thinking Artists, individuals who work to achieve their highest potential as artists, technicians, and scholars.*

The B.A. in Dance degree program is designed to help students meet the following learning objectives:

- Analyze dance from historical, cultural and aesthetical contexts and perspectives.
- Demonstrate competency in dance technique, achieving a level four in one genre, level three in a second genre.
- Apply an understanding of choreographic principles to the creation and production of original choreographic work.

The Dance Program is based upon the central premise that education is paramount in preparing artists to engage in the global society in which we live. By developing creative artists and nurturing the art of dance in higher education, the Dance Program produces individuals that may be empowered to enrich and further the arts in our society in relevant, diverse, and meaningful ways. It is our goal to provide students with opportunities challenging each dance major to realize the full potential of his or her dance talents while being adequately prepared to meet the rigorous standards within the dance field. In addition, the Dance Program seeks to engage and educate the broader community about dance and its role in the human experience through public performance, outreach programs, and general education classes.

## **National Association of Schools of Dance**

Western Kentucky University is an accredited institutional member of the National Association of Schools of Dance (NASD, [info@arts-accredit.org](mailto:info@arts-accredit.org)). The NASD competencies for B.A. in Dance degree include:

- The ability to identify and work conceptually with the elements of dance.
- An understanding of choreographic processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural ideas and contexts.
- An acquaintance with a wide selection of dance repertory, the principal eras, genres, and cultural sources.
- The ability to develop and defend critical evaluations.
- Fundamental knowledge of the body and of kinesiology as applicable to work in dance.

## **Department of Theatre & Dance Mission Statement:**

*The mission of the Department of Theatre & Dance is to develop in students the ability to synthesize knowledge and creativity in performance and production, as well as skills in problem solving, group dynamics, and leadership, all intended to make our graduates viable in the professional fields of theatre and dance and/or other vocational endeavors.*

## **WKU Department of Theatre & Dance Statement on Diversity, Equity & Inclusion**

The Department of Theatre & Dance is committed to a mission of transforming the school into an environment that is anti-bias and actively employs equitable practices and seeks to eliminate institutionalized forms of oppression. We are committed to becoming a department where all members of our community, students, staff, visiting artists and audience members of all identities are accepted and respected. To advance this mission the department is committed to identifying biases in the department and dismantling oppressive practices that affect the intersections of race, religion, sexuality, gender identity, age or disability and replacing them with equitable and inclusive practices. The Department of Theatre & Dance is dedicated to creating ongoing change in all the spaces our community occupies in classes, rehearsals, production processes, backstage, design areas and offices.

We are committed to the long work it takes to create spaces that welcome our community in all its diversity. The Department is committed to learning from the mistakes of the past and to create opportunities for voices of all backgrounds and lived experiences to be heard. We are committed to broadening the stories we tell ourselves and others to reject centering only the experience of White, Cis, able-bodied Straight narratives that have been upheld so long to the exclusion of other voices. Celebrating our richness demands that we include stories about diverse populations told by diverse populations. We commit to challenging the belief in obstacles that prevent the promotion or production of diverse works.

The Department of Theatre & Dance commits to remaining mindful of our student's trajectory into the industry as future leaders. Recognizing that our values and actions today will reverberate in how they choose to shape the future.

The Department of Theatre & Dance, to advance changing our institution commits to:

- Dismantle obstacles to students' educational opportunities including participation in productions.
- Collaborate with the Student Accessibility Resource Center to implement accommodations as a normalized practice.
- Implement greater transparency in season planning, casting decisions.
- Provide access to training that will minimize harm in our community as well as foster and support mechanisms to assist when harm occurs.
- Actively engage with alumni and take meaningful steps to repairing damaged past relationships.
- Actively recruit BIPOC Faculty, guest artists and students.
- Actively work with non-traditional students in unique life circumstances to support educational opportunities including participation in productions.
- Provide sensory accessibility accommodations at performances.

## **Dance Faculty Directory**

**Amanda Clark**, Dance Program Coordinator / Professor (Jazz/Tap)  
(270)745-5845, GWH 212, [amanda.clark@wku.edu](mailto:amanda.clark@wku.edu)

**Meghen McKinley**, Associate Professor (Modern)  
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**Anna Patsfall**, Assistant Professor (Ballet)  
(270)745-5845, GWH 104, [anna.patsfall@wku.edu](mailto:anna.patsfall@wku.edu)

**Roberto Sifontes**, Artist in Residence  
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**Amanda Poitras**, Adjunct Faculty  
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**Hannah Slattery**, Adjunct Faculty  
[Hannah.slattery@wku.edu](mailto:Hannah.slattery@wku.edu)

# COVID-19 GUIDELINES

*The following information is subject to change.*

*For up-to-date information on how WKU is handling the ever-changing challenges that the covid-19 virus presents, please visit*

<https://www.wku.edu/healthyonthehill/>

COVID-19 is a highly contagious virus that has transformed the way we live, work, and interact. As we return to the dance space, we must all commit to the serious nature of this pandemic and be vigilant and respectful in our behaviors and habits. The dance faculty is committed to providing a safe environment for classes in our facilities, and we expect dance majors and minors to follow behaviors that will sustain their health and safety. Washing hands frequently, completing daily screenings, testing, maintaining social distancing as appropriate, and wearing masks when necessary are healthy behaviors that all must adhere to both in and outside the classroom as appropriate. It is essential that we all commit to these practices – 24/7. As faculty, we pledge our efforts to keep our dancers as safe as possible and ask for a similar pledge in return from the very students that we are here to serve. Your health and safety are paramount to the WKU Dance Program and the Department of Theatre & Dance.

## **What to Do If You Think You Are Sick**

The dance faculty is committed to daily self-screening; students should also practice daily self-screening. Please do not come to class if you have a temperature above 100.3 degrees F, cough, shortness of breath, muscle aches or chills, sore throat, diarrhea/vomiting, loss of taste or smell, or have been in close contact with someone who has contracted COVID-19. Contact your instructor and arrange to see a doctor immediately or call the WKU COVID-19 Hotline at 270-745-2019 for additional guidance. Appropriate documentation is necessary upon re-entry into the dance studio.



# PROGRAM INFORMATION AND GUIDELINES

## **Course Registration**

Students must request course passes for all dance technique courses (level 1 and higher) and the following dance theory courses: Dance Improvisation, Choreography I, Choreography II, Dance History, Dance Anatomy and Kinesiology, and Dance Pedagogy. This is intended to assure placement at the appropriate level and to prioritize access to classes according to major and need. Students may only attend classes for which they are registered. Participation in the WKU Dance Company requires enrollment in DANC 300: Dance Company.

## **Auditing Dance Technique Courses**

Any student seeking to audit a dance technique course must have a conversation with the appropriate professor and receive approval from the professor prior to registering. When auditing a dance course, students must adhere to the dress code and maintain proper class etiquette. Attendance in audited courses is *not* optional. Should a student miss more than four classes, he or she will be dropped from the course.

## **Technique Courses and Level Placement**

Dance majors are encouraged to take a minimum of one ballet course and one additional technique course per semester. This recommendation is to ensure that dance majors are properly training and conditioning their bodies to develop skills for a professional career. Technique classes in ballet, jazz, modern, and tap dance are offered Monday through Friday. Class lengths range from 55 minutes to 105 minutes and are offered a minimum of twice a week. Class length and frequency is determined by university schedule availability and the individual demands of the course itself.

Dance faculty assess student technique levels each semester to ensure correct level placement and progression through the degree program. Criteria for each technique level is posted on the bulletin board outside of Dance Studio A and can be found within this handbook. Dance faculty determine level placement and advancement, which is discussed with the student during midterms or academic advising. Please note, a level change may be necessary to facilitate recovery following an injury. Dance majors must achieve a level 4 in a selected dance genre and a level 3 in a second genre in order to graduate with the B.A. in Dance.

## **Attendance**

### **Dance Program Meetings and Departmental Convocation**

Dance majors and minors are required to attend all Dance Program meetings scheduled throughout the year as well as the Department of Theatre & Dance Convocation held during the first week of the fall semester.

### Master Classes and Auditions

Dance majors are expected to attend all master classes and programmatic and professional auditions offered throughout the academic year. These include auditions for the WKU Dance Company, *The Dance Project*, professional summer programs, and Gotta Dance Fridays. These auditions and master classes provide students with a broader perspective of dance and further prepare students for success within the profession.

### Technique Courses

All dance technique courses follow a shared attendance policy. Students are expected to attend and participate in every class in which they are enrolled. Only two absences are allowed. There will be no distinction made between excused and unexcused. **Each additional absence will lower the student's final grade by one letter grade;** however, faculty may choose to waive unavoidable absence due to serious illness, other WKU course conflicts, and participation in professional auditions/interviews with the appropriate documentation. Arriving to class late three times will equal one absence.

If a student is recovering from an injury or illness and is not able to fully participate in a technique class, the student should attend and observe the class. The student must inform the instructor before the class begins. More than two observations, unless a doctor's note is provided, will equal one absence. If a student is unable to participate in the class for more than a two-week period, he/she will be advised to drop the course. Sitting out should be a last resort only. Adapted participation is encouraged when possible.

If a student does not participate in technique class, he/she will not be allowed to participate in remaining technique classes or rehearsals for that day.

### Dress Code

Students are expected to adhere to the Dance Program dress code for all movement-based classes, rehearsals, auditions, and showcases. Students should maintain a professional appearance within the classroom and be "audition ready." Baggy clothes are not allowed, although warm-ups may be worn with faculty approval and as temperature dictates. Cut-off tights are not allowed. Students should check individual course syllabi for any additional stipulations on dance attire. We fully encourage students to follow the dress code examples listed that most closely fit their comfort and identity.

**Females** are required to wear leotard and tights (flesh or black, see individual syllabus) with proper dance shoes as dictated by the class/genre. Ballet skirts may be worn in ballet if approved by the instructor. Hair should be pulled up and neatly secured off the face and neck. Makeup should be worn. No jewelry, besides small earrings, is allowed.

**Males** are required to wear solid color, form fitting tank tops/t-shirts and tights/jazz pants/ fitted athletic pants with proper dance shoes as dictated by the class/genre. Long hair should be secured off the face and neck.

## **Facilities and Equipment**

### Studio Use

- **Dance studios may be reserved by students currently enrolled in WKU dance classes for class practice or student choreography rehearsals only.** Students may reserve a studio by signing the studio calendar located on the Dance Company Callboard. Students may not sign out a studio during Dance Company rehearsal hours (Monday-Friday 4:00-7:30 pm) without dance faculty approval.
- Studio hours are Monday – Friday, 8 am – 11 pm and Saturday and Sunday from 9 pm – 10 pm.
- Street shoes are not to be worn in the dance studios.
- No food, beverages, or gum are allowed in the studio. Water is permitted only in sealed containers.
- Outside groups are not allowed to use the dance studios without Dance Program Coordinator and/or Department Head approval.

### Equipment Use

- Sound cabinets remain locked and equipment unavailable for student use. Students should bring their own audio player/speakers.
- An ice machine and individual ice packs are located outside of Studio A. Ice is to be used for injuries only.

### Dressing Room and Lockers

- Male and female dressing rooms are located on the 2<sup>nd</sup> floor of Gordon Wilson Hall. Students are to use these rooms when changing clothes. Changing clothes in the hallways, studios, or lobby is strictly prohibited.
- Lockers are also located on the 2<sup>nd</sup> floor for student use.
- Food or open beverage containers should not be left in the dressing rooms or hallway. This is a shared and public space, and therefore should be kept neat and clean out of respect for peers.
- Do not leave valuables lying in the open. The Department of Theatre & Dance is not responsible for lost, stolen, or damaged items left unattended in the building.
- All belongings must be removed from dressing rooms and lockers at the conclusion of each semester. All remaining items will be discarded.

## **Health and Safety**

The Dance Program is committed to the health and safety of each dance student. Dance students should communicate to dance faculty any pre-existing conditions that may affect their participation in dance classes/rehearsals/performances at the beginning of the semester. Students should familiarize themselves with and utilize as needed the following university services:

### **Emergency Contacts**

Emergency:           Dial 9-1-1  
Non-Emergency:     270-745-2677  
Safety Escort:       270-745-3333

### **Graves Gilbert Clinic @ WKU**

270-745-CARE (2273), <https://www.wku.edu/healthservices/>

Graves Gilbert Clinic physicians and nurse practitioners provide on-campus healthcare services for WKU students, faculty, staff and community.

### **Campus Recreation and Wellness**

<https://www.wku.edu/crw/>

CRW offers programs, services, and facilities in the Preston Center, Health Services Building, Intramural Complex and Challenge Course. We cover all recreation and wellness for students, including fitness services, aquatics, health education, intramurals, nutrition, outdoor recreation or sport clubs.

### **Counseling and Testing Center**

270-745-3159, <https://www.wku.edu/heretohelp/>

WKU Counseling and Testing provides mental health and adjustment counseling for students who may be struggling with stress, depression, anxiety and other worries that keep them from achieving academic success.

### **Injury and Illness:**

A first aid kit and personal ice packs are located in the cabinet outside of Dance Studio 200A in GWH. Russell Miller Theater and Van Meter also have first aid kits and ice packs readily available to students. Should a student suffer an injury or illness that may impact their performance in a dance class, the student must inform the instructor in-person and/or via email of the injury or illness they have sustained. The student must also obtain physician documentation and inform the instructors of any doctor-recommended treatment and protocols. The instructors can then assist the student in developing an appropriate plan for class participation.

Should an injury occur during class or rehearsal, the instructor/s will decide if 911 should be called for professional transport to a medical facility. If emergency transport is not warranted, yet pain persists, it is strongly recommended that the student consults a medical professional. The student should notify their family or friends of the injury; as appropriate, and with student consent, the instructor may also notify family or friends.

Any student that is unable to participate in classes, rehearsals, or performances due to an injury or illness must provide doctor documentation detailing the plan for treatment and the limitations

for the student as a result of the injury or illness. Instructors will use this documentation as a guide to develop a plan for observation or modified participation on a limited basis. In some cases, a student may be encouraged to submit an appeal for medical withdrawal from the course.

Per the university, *“A student may request and be considered for a medical withdrawal from all courses in a term when extraordinary circumstances, such as a serious physical or mental illness or injury, prevent the student from continuing his or her classes after the mid-point of a term, and incompletes or other arrangements with the instructors are not feasible or possible. A medical withdrawal must be substantiated with appropriate documentation from the attending health care provider. Once the rationale for a medical withdrawal has been validated by the Office of the Registrar, the student’s instructors will be sent notification of the withdrawal, and “W” grades will be recorded for each course. A student who requests a medical withdrawal, or an individual requesting a withdrawal on behalf of the student who is physically or mentally unable to request the withdrawal, should contact the Office of the Registrar to obtain medical withdrawal procedures. Tuition refund appeals for medical withdrawals are handled in a separate procedure, and instructions may be obtained from the Bursar’s Office.”*

### Medical Withdrawal Form

Western Kentucky University and the Dance Program do not currently provide screening or physical therapy assistance to injured dance students. We do recommend the following physical therapy for personal treatment and are committed to working with students during recovery and rehabilitation:

- Results Physiotherapy: (270) 467-9969 (request John Pasckiewicz or Chelsea Reed)
- ProRehab Physical Therapy: (270) 418-3324 (request Taylor Parker)
- Rehabilitation and Performance Institute: (270)-807-8275 (request Emily Armstrong)

### Work Ethic

The Dance Program is committed to developing artists and scholars who give their best in every endeavor. Students are expected to demonstrate a high level of professionalism at all times. Students should maintain a positive attitude, demonstrate a strong work ethic, practice outside of class, and adhere to deadlines. Students should strive to promote the discipline of dance, the Dance Program, and themselves with professionalism and respect. It is expected that students will take this responsibility seriously and demonstrate a strong commitment to reach his/her full artistic potential. Students are encouraged to discuss with a faculty member or advisor any concerns they may have.

Cell phones are not permitted in the dance studios during class. They should be turned off or silenced in the dressing rooms and hallways adjacent to the studios. Students are not to video record any portion of dance classes or rehearsals without prior consent of the instructor/choreographer.

### Communication

Several bulletin boards are located outside of Dance Studio A and include information regarding Dance Program policies and announcements, Dance Company, student showcases, guest artists,

master classes, auditions, intensives, student organizations, and studio scheduling. Students should check these boards daily. Students must obtain approval from the Dance Program Coordinator before posting to any of these boards.

Students should demonstrate professional communication (verbal and written) with faculty, guest artists, and student choreographers. Emails should be formal in composition, including a proper salutation and closing and correct grammar.

### **Student Feedback/Grievances**

The Dance Program welcomes student feedback. While dance faculty are readily available and willing to meet with any student, we recognize that not all dance students may feel comfortable approaching a faculty member with a concern. A member of the National Dance Education Organization (NDEO) - WKU Student Chapter is appointed by the chapter annually as a liaison between dance students and the dance faculty. Any student may bring feedback and grievances anonymously to this student who will then discuss the concern with the Dance Program Coordinator.

The Dance Program also follows the procedure set forth by the university regarding feedback/grievances. Whether the concern is academic, or activity related, the student should first attempt to communicate and address the concern with the appropriate faculty member. If the concern is not resolved, the student should then meet with the Dance Program Coordinator, then the Department of Theatre & Dance Chair, then the Potter College Dean, and finally the WKU Provost.

Additional information regarding university policy can be found at <https://www.wku.edu/handbook/academic-complaint.php>

### **Social Media**

Students should maintain a professional and respectful presence on social media, particularly when referencing or representing the university, Dance Program, and/or WKU Dance Company. Students should not post any class/rehearsal/backstage photos on social media without the consent of the dance faculty. With respect to copyright laws, videos of rehearsals and performances should not be posted on social media without the consent of the Dance Program Coordinator and the choreographer.

## **Academic Integrity, Plagiarism, and Writing Guidelines**

### **Academic Integrity**

Students are expected to maintain academic integrity in all university coursework and research and creative activity. Students should review the university's policy on academic misconduct and dishonesty, outlined in the [WKU Student Handbook](#).

### **Plagiarism**

The following is taken from WKU's Process for Academic Dishonesty:

*To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious act. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.*

**Plagiarism in any dance class will be reported to the university and will result in a failing grade for the assignment or for the course, to be determined by the individual instructor.**

### **Writing Guidelines**

Students are to use the Chicago Manual of Style method when writing in the discipline. Students can refer to the [WKU Writing Center](#) or the [Purdue OWL](#) for guidance.

# AUDITION AND APPLICATION

Admittance into the B.A. in Dance degree program is a two-tiered process. Students must first attend a dance placement audition. Then, upon the completion of two semesters, students may be eligible to apply for full admittance into the degree program. Students pursuing the dance minor do not need to audition; however, a placement class must be scheduled prior to enrollment in a 100 level or higher dance technique course.

## **Audition Placement Process**

- In addition to the standard WKU admissions process, incoming students (including transfer students) wishing to major in dance must also participate in the Department of Theatre & Dance initial dance placement audition process, after which they will be enrolled as “seeking admission” into the B.A. in Dance degree program.
- These auditions for course placement will be held every semester. Prospective students must attend one of the audition days or submit a video audition.
- Following the audition, the Dance Program Coordinator will send the student a copy of his/her technique assessment and course placement. The student may then be enrolled as “seeking admission” into the B.A. in Dance degree program.
- Initial placement is generally based upon the following:
  - Students with no prior dance training will be placed in Foundations of Dance Technique.
  - Students with minimal dance training may be placed a level 1 technique.
  - Students with comprehensive training may be placed in level 2 or higher technique classes.
  - In all instances, level placement is contingent upon evaluation by the dance faculty.
- Further developmental assessments of “seeking admission” students will be made by the dance faculty during the first two semesters.



## **Application Procedure**

- A student may apply for full admittance into the B.A. in Dance degree program after the completion of two semesters (transfer students must complete at least 15 hours at WKU).  
**Students must meet the following minimum requirements before applying:**
  - A minimum overall grade point average of 2.5
  - Completion of 8 hours of dance technique
  - Student must have taken or currently be enrolled in a 300-level dance technique course.
  - Demonstrate proficient talent, commitment, and a reasonable likelihood of achieving the technique level requirements of the degree program.
- Following faculty review of application for the B.A. in Dance degree program, letters of acceptance or non-acceptance will be sent to the students. Students can re-apply once after non-acceptance.
- **Students must apply for full admittance by their 4<sup>th</sup> semester and be accepted by the completion of their 5<sup>th</sup> semester.** Transfer students must apply and be accepted prior to completing 30 credit hours at WKU. *Students enrolled prior to Fall 2016 must apply for full admittance by the beginning of their 7<sup>th</sup> semester.*
- Students denied admission into the B.A. in Dance degree program may appeal that decision by submitting a written appeal to the Department Head. The Department Head will meet with the dance faculty to discuss the appeal.
- Once admitted to the B.A. in Dance degree program, the student will be regularly assessed by dance faculty to ensure that the student is successfully progressing towards graduation.

## **Audition Day Information**

The initial dance audition will consist of an information session with the dance faculty/Admissions representative, followed by a complete ballet technique class, separate jazz and modern dance portions, and an optional tap combination. Dance faculty will teach all segments.

Students may then present an optional 90 second self-choreographed solo (in any dance genre/style). The solo is not required and does not impact a student's placement into the program; however, this may be an opportunity for a student to showcase any other form of dance in which he/she is trained and allows faculty to gain further insight into a student's candidacy. Participation in this portion of the audition is mandatory for consideration of the Potter College Creative Arts Scholarship or a Jerry E. Baker Dance Scholarship. Students should bring with them to the audition the following items:

1) **Resume:**

Bring a resume that includes academic experience/accomplishments and dance training, performance, and accomplishments.

2) **Narrative:**

Bring a typed narrative (maximum of one page in length) in which the prospective student describes previous dance experience and identifies and discusses future goals.

3) **Recent Photographs:**

Bring a recent photograph, professional or informal, that shows the prospective student in a full body dance pose along with a recent headshot, professional or informal.

### **Sample Audition Day:**

8:45 a.m.	Check-in
9:00 – 10:00 a.m.	Information Session with Dance Faculty/Admissions Representative
10:15 – 11:15 a.m.	Ballet Technique Class (optional pointe segment)
11:20 – 11:50 a.m.	Jazz Dance
12:00 – 12:30 p.m.	Modern Dance
12:30 – 1:00 p.m.	Tap Combination (optional)
1:00 p.m.	Optional 90 sec. Solo (required for scholarship consideration)

**Audition Attire:** Bring ballet slippers, pointe shoes (ladies), jazz, and tap shoes. All dancers should have access to bare feet for the modern portion. Women should wear a solid color leotard, skin colored (not flesh) tights for the ballet portion, and black tights for the remaining movement portions. Men should wear black tights and a fitted, white shirt for the ballet portion; black leggings or jazz pants may be worn for the remaining portions. No extra clothing should be worn. Hair should be secured back and out of the face and neck.

**Registration:** Those planning to audition for the B.A. in Dance degree program should [register online](#) prior to their selected audition date. Those who cannot attend an audition must submit a video audition following the appropriate guidelines. While audition by video is an option, it is strongly encouraged that prospective students audition in person. For inquiries about the audition

process, contact Dance Program Coordinator Amanda Clark at (270)745-2956 or [amanda.clark@wku.edu](mailto:amanda.clark@wku.edu).

## **Requirements for Audition by Video**

Those students unable to attend the audition day for the B.A. in Dance degree program may submit an audition by URL links. To be considered for any dance-based scholarships, video auditions must be received by February 1<sup>st</sup>. Otherwise, video auditions are due by May 1<sup>st</sup> and must include the following:

1) **Self-introduction** (include description of the student's dance background and why the student wishes to pursue the B.A. in Dance degree)

2) **Ballet Movement:**

The following ballet exercises at the barre from a side view:

- *Demi plié* and *grand plié* (1<sup>st</sup>, 2<sup>nd</sup>, and 5<sup>th</sup> positions)
- *Tendu* and *dégagé* – 4 *en croix* (from 5<sup>th</sup> position)
- *Fondus en croix* with *passé relevé* and balance
- *Grand Battement* – 2 *en croix*

The following center exercises:

- *Tendu/dégagé* combination using the classical positions of the body. Example: *croisé devant*, *effacé devant*, ...etc.
- *Adagio/développé* combination
- From a front view: Single/multiple *pirouette(s)* exercise
- Waltz exercise on the diagonal that includes *balancés*, *waltz turns*, *piqué turns*, and *chaîné turns*
- Petite allegro exercise that includes *glissade jeté* and *glissade assemblé*
- Grand allegro that includes *saut de chat/tour jeté*

3) **Jazz Movement:** A combination of choice that highlights extensions, pirouettes, and leaps within the genre

4) **Modern Movement:** A phrase demonstrating head/tail connection, release, and stylistic approach within the genre

5) **Tap Movement:** A acapella combination that demonstration depth of vocabulary, clarity of sound, and rhythmical accuracy

6) **Optional 90 second Solo:** A self-choreographed solo in any dance genre, required only for scholarship consideration

## **How to Submit a Video Audition**

**We recommend you upload your video to a private channel on YouTube.** In the dropdown menu, select “unlisted.” This keeps your video unsearchable but allows those who have the link to access it. Test your link before sending.

**Be sure to fill out the [online audition registration form](#)** even if you are submitting a video audition.

**Email us your materials by February 1<sup>st</sup>.** This email should include:

- The link to your video.
- A typed narrative (maximum of 1 page in length) in which you describe your previous dance experience and identify and discuss your future goals.
- A resume.
- Bring a recent photograph, professional or informal, that shows the prospective student in a full body dance pose along with a recent headshot, professional or informal.

Send to [amanda.clark@wku.edu](mailto:amanda.clark@wku.edu) You should receive a confirmation that we received your video within three business days. If you do not, please email or call us.

# SCHOLARSHIPS

## **WKU Department of Theatre & Dance**

The Department of Theatre & Dance has funds available for student scholarships. High school seniors who plan to major in Dance and begin their studies in the Fall 2021 semester are invited to apply for a Potter College Creative Arts Scholarships or a Jerry E. Baker Dance Scholarship. The application deadline is February 1<sup>st</sup>. Further information regarding Theatre & Dance Scholarships for First-Time Students can be found [here](https://www.wku.edu/theatre-and-dance/scholarships.php) (https://www.wku.edu/theatre-and-dance/scholarships.php). Students already in the program (sophomores, juniors and seniors) are eligible to apply for one of the scholarships listed below. Current students receiving these scholarships must demonstrate: 1) a high level of technique and professionalism, 2) leadership within and outside of the dance major, 3) collegiality in all interactions, and 4) attendance at all mandatory program meetings.

### **The Department of Theatre & Dance has six endowed scholarships designated for current dance majors:**

- Jerry E. Baker Dance Scholarship (This is the only endowed dance scholarship that may be awarded to incoming and/or returning dance majors. See below)
- Dance Educators Scholarship
- Joseph Levinoff Dance Scholar
- Jeffrey Mildenstein Dance Scholar
- Doris Owens Dance Scholarship
- Beverly Veenker Dance Scholarship

The application deadline for Theatre & Dance scholarships for students currently in the program is announced via the departmental email list serve each year. Further information regarding Theatre & Dance Scholarships for Current Students can be found [here](https://www.wku.edu/theatre-and-dance/current-student-scholarships.php) (https://www.wku.edu/theatre-and-dance/current-student-scholarships.php).

## **Jerry E. Baker Dance Scholarship**

The Dance Program at Western Kentucky University is very fortunate to receive significant ongoing scholarship support from the Jerry E. Baker Foundation. These scholarships are awarded to both current students and incoming students. Mr. Baker was a devoted patron of the arts. Our program is dedicated to providing our students with the training and experiences they need to ensure the arts continue to flourish in Kentucky and beyond. This funding from the Baker Foundation will help to recruit and retain diverse students who are passionate about the arts, but who might not otherwise be able to afford college. It will also allow us to support, encourage, and recognize outstanding students within the Dance Program.

Below are the guiding principles and annual goals for the Dance Program when distributing scholarship funds from the Jerry E. Baker Foundation.

### **Guiding Principles:**

- The fund will be used to positively affect as many students in the program as possible.
- The process for application and distribution of this fund will be as equitable, inclusive, and transparent as possible.
- Students from underrepresented minorities will be prioritized for support when possible. Students who are entirely self-supporting or from low-income families will be prioritized for support when possible.
- The fund will be used to positively benefit all aspects of the Dance Program.

### **Baker Dance Scholarship Types:**

#### *Recruitment Scholarships*

- Typically distributed in April and May to incoming freshmen, based on audition.
- Intended only for use during the student's first year. Subsequently, students may apply for the Annual Jerry E. Baker scholarship or other funds.
- Awards will be made with the intention of ensuring the Dance Program becomes home to a very diverse, talented, intelligent, and capable group of students who intend to pursue the BA in Dance.
- The selection process will be overseen by the Dance Program Coordinator in consultation with the Dance Program faculty involved in the recruiting process that year.

#### *Retention Scholarships*

- **Annual Jerry E. Baker Scholarships** given every May at the Department of Theatre & Dance Banquet.
  - Applications will be made available in February and funds awarded in April or May.
  - The awards are typically for distribution in the following academic year, although awards to seniors will also be possible.
  - The Department of Theatre & Dance faculty will operate as a committee of the whole in deciding how to award these funds.
  - These may be awarded based on need, merit, or both.
  - Academic performance, work ethic, and positive contribution to the culture of the Dance Program/Department may be taken into consideration for this scholarship.
- **Jerry E. Baker Completion Grants** awarded throughout the year.
  - Primarily intended for seniors within one or two semesters of graduation who we believe to be at risk of dropping out due to lack of funds.
  - Awarded by the department head throughout the year, with the agreement of at least two dance faculty members.
  - Meant to augment the student's funding after all other options have been explored.
  - Typically, a one-time scholarship of \$1000 to \$3000.

### *Student Travel Scholarships*

- Funds supporting student travel, including: study abroad & study away, conferences and research presentations, support for group travel to see regional/national performances
- Students will apply through either the faculty member leading the travel or their Program Coordinator. Faculty and Program Coordinators will forward the students application with their endorsement to the Department Head. These funds may be distributed throughout the year, as appropriate, based on the following principles:
  - a. In general, students should always have to pay at least some portion of the cost of travel.
  - b. Students who have not yet traveled beyond the region and/or have financial need will be prioritized for these funds.

### **The Potter College Creative Arts Scholarship**

The Potter College Creative Arts Scholarship is a competitive award, based on the requirements of the department in which you apply. Award amounts range between 1,000 to \$9,000 per year and are renewable for four years (8 semesters total). High school seniors are invited to apply if they are planning to major in one of these degrees: Dance, Theatre, Performing Arts, Music, Art, Creative Writing, and Film will be eligible to apply. Those auditioning for placement into the B.A. in Dance program may also apply for the Potter College Creative Arts Scholarship.

Begin that process by going to the [Theatre & Dance Scholarships for First-Time Students](https://www.wku.edu/theatre-and-dance/scholarships.php) (<https://www.wku.edu/theatre-and-dance/scholarships.php>). Keep in mind that while your audition for the dance program may also serve as your audition for this scholarship, extra steps are required in order to apply for the scholarship, and stringent deadlines for scholarship application materials are enforced. Placement into the Dance Program and awarding of scholarships are two separate decisions and not contingent upon one another.

### **Governor's School for the Arts Targeted Awards**

[Kentucky Governor's School for the Arts](#) alumni with a high school GPA of 3.0+ are now eligible for a [GSA Targeted Award](#) of \$1500 each year, no matter what major they choose at WKU. Priority consideration is given to students who have applied and been admitted to WKU and complete the [TopDollar](#) application by **February 1<sup>st</sup>**. This award can be stacked on top of the new Potter College Creative Arts Scholarship mentioned above, or the Cherry Presidential Scholarship and Academic Merit Awards mentioned below. Terms for renewal of the GSA Targeted Award include full-time status, good academic standing and a cumulative WKU GPA of 3.0+.

### **Academic and Transfer Scholarships**

Incoming freshmen should also apply for an [Academic Merit Award](#) and other [Freshmen Scholarships](#). Transfer students should apply for a [Transfer Base](#) and/or targeted awards. These can be stacked on top of the GSA Target Award and Potter College Creative Arts Scholarship mentioned above, up to the cost of attendance. Check out the [WKU Scholarships](#) page for a comprehensive list of scholarships and policies.

## **University Scholarships and Financial Aid**

Western Kentucky University offers a wide-array of scholarships, awards and loans. The WKU **Office of Financial Aid** should be your first stop in pursuing financial aid. Students of WKU should also check the **Office of Scholar Development** for opportunities to support their research, travel, and creative endeavors.

### **For More Information**

The WKU Office of Financial Aid: <http://www.wku.edu/financialaid/>

The WKU Office of Scholar Development: <http://www.wku.edu/osd/>

The Kentucky Governor's School for the Arts: <http://www.kentuckygsa.com>



# CURRICULUM

The **Bachelor of Arts in Dance** is designed to provide a solid foundation in the discipline of dance. A minor (or second major) in another discipline is required. *(45 credit hour program - Must achieve at least level 4 in a selected dance genre and level 3 in a second genre)*

- **A candidate for the baccalaureate degree must complete a minimum of 120 unduplicated undergraduate semester hours.**

The **Dance Minor** provides students who have an interest in dance but do not want a Bachelor's degree with the opportunity to continue their studies in the area of dance. *(26 credit hour program - Must achieve at least level 3 in a selected dance genre)*

## **Colonnade Program**

The following is the WKU published description of the Colonnade Program:

*The Colonnade Program is the core academic program at WKU. These general education requirements are an integral part of the undergraduate curriculum that both complement and support the student's preparation in their specific field... Courses in the Colonnade Program teach students to think critically, solve problems, and communicate effectively. Through these courses, students are encouraged to explore the connections among different areas of study in order to understand their roles as students and citizens. In short, the Colonnade Program is intended to promote intellectual curiosity and to instill a love of learning.*

All dance students are required to follow this broad base of study which includes knowledge of the arts, the humanities, and the natural and social sciences as a basis for informing and shaping their career and life goals. WKU's mission is to prepare students to be productive, engaged leaders in a global society. A candidate for the baccalaureate degree must complete a minimum of 120 unduplicated undergraduate semester hours. The Colonnade Program typically constitutes 39 credit hours of these required hours.

## **Dance Core**

The dance degree requires students to follow a large common core of courses, which have been carefully structured to provide students with the foundation needed to become artists, educators, and performers. Additionally, all dancers study ballet, jazz, and modern dance technique to round out their dance education. Students also have the opportunity to study tap, pointe, partnering, and theatre dance.

## **Honors Sections**

Honors sections are available for most 200 through 400-level dance technique courses. Enrollment in an honor section of a technique course includes higher expectations in movement assignments, deeper research and discussion, and/or opportunities to see professional dance performances. Honors sections are also offered for selected lecture/theory courses within the dance curriculum. Students may speak to individual professors about honors augmentation of a course when an honors section is not offered.

## B.A. in Dance Curriculum

Reference Number: 630p & 630

Update 8-01-23

### 46 CREDIT HOURS

*At least 23 hours must be 300 level or above.*

*A minor or second major is also required.*

<u>Required Courses</u>	<u>Credits</u>
PERF 175: University Experience: Performing Arts (2)	2
PERF 120: Rehearsal and Production (1)	1
PERF 220: Production Lab I (.5 or 1) (take once as a 1 credit class, or twice as a .5 credit class)	1
<b><u>Dance Technique (16)</u></b>	
<i>Initial placement based on demonstrated skill level. Must achieve at least level 4 in a selected genre and level 3 in a second genre.</i>	
<b>Ballet:</b> A minimum of four ballet technique classes (2 credits each)	4
<b>Jazz:</b> A minimum of two jazz technique classes (2 credits each)	4
<b>Modern:</b> A minimum of two modern technique classes (2 credits each)	4
<b>Tap:</b> A minimum of one tap technique class (2 credits each)	4
<b><u>Dance Study (9)</u></b>	
<i>DANC 110: Dance Appreciation is recommended for Colonnade Explorations – Arts &amp; Humanities.</i>	
<i>DANC 360: Dance in Culture is recommended for Colonnade Connections – Social &amp; Cultural Studies.</i>	
DANC 301: Dance Pedagogy (3)	3
DANC 350: Dance History (3)	3
DANC 445: Dance Anatomy and Kinesiology (3)	3
<b><u>Choreography (8)</u></b>	
DANC 235: Dance Improvisation (2)	2
DANC 310: Choreography I (3)	3
DANC 420: Choreography II (3)	3
<b><u>Dance Production (3)</u></b>	
<i>Select One:</i>	3
THEA 250: Stage Electrics (3)	
THEA 241: Costume Technology (3)	
THEA 311: Stage Management (3)	
DANC 400: Visual Media for Dance (3)	
<b><u>Restricted Electives (6)</u></b>	6
Any relevant DANC, PERF or THEA course with advisor's approval. At least 23 credits applied to this major must be 300 level or above. Please keep this in mind when selecting electives.	
<b>TOTAL</b>	<hr/> <b>46</b>

## B.A. in Dance - Suggested Sequence

The suggested program of study shown below should be used in consultation with your advisor. Every student will finish with a unique plan of his/her own depending on beginning technique levels, minor or second major, and electives selected.

<b>Freshman Year – Fall (16 hours)</b>		<b>Freshman Year – Spring (17 hours)</b>	
PERF 175: University Experience	2	PERF 220: Production Lab I	1
PERF 120: Rehearsal and Prod.	1	THEA 250 / 241	3
Ballet Technique	2	Ballet Technique	2
Jazz / Modern Technique	2	Jazz / Modern Technique	2
DANC 110: Dance Appreciation	3	Colonnade Course	3
Colonnade Course	3	Colonnade Course	3
Colonnade Course	3	Colonnade / Minor Course	3
<b>Sophomore Year – Fall (17 hours)</b>		<b>Sophomore Year – Spring (16 hours)</b>	
Ballet Technique	2	Ballet Technique	2
Jazz / Modern Technique	2	Jazz / Modern Technique	2
Tap Technique	2	DANC 310: Choreography I	3
DANC 235: Dance Improvisation	2	Colonnade	3
DANC 350: Dance History	3	Colonnade Course	3
Colonnade Course	3	Minor Course	3
Minor Course	3		
<b>Junior Year – Fall (16 hours)</b>		<b>Junior Year – Spring (16 hours)</b>	
Ballet Technique	2	Ballet Technique	2
Jazz / Modern Technique	2	Jazz / Modern Technique	2
DANC 420: Choreography II	3	DANC 445: Dance Anat. & Kines.	3
Colonnade Course	3	Colonnade Course	3
Colonnade Course	3	Minor Course	3
Minor Course	3	Minor Course	3
<b>Senior Year – Fall (16 hours)</b>		<b>Senior Year – Spring (18 hours)</b>	
Ballet Technique	2	Ballet Technique	2
Dance Technique	2	Dance Technique	2
DANC 301: Dance Pedagogy	3	Dance Elective	2
Colonnade Course	3	Colonnade Course	3
Colonnade Course	3	Colonnade Course	3
Minor Course	3	Minor Course	3
		Minor Course	3

\*B.A. in Dance students must achieve at least a level 4 in a selected dance genre and a level 3 in a second genre in order to graduate.

\*A minor or second major is required. \*At least 50% (23 credit hours) of the B.A. must be in upper-division courses, numbered 300 or above. \*B.A. in Dance students are expected to participate fully in the Jury/Portfolio Review (JPR) process and maintain a cumulative GPA of 2.5. Failure to do so may result in the student being placed on departmental probation. See the Dance Program Handbook for details. Consult your dance advisor each semester. Contact Dance Program Coordinator, [amanda.clark@wku.edu](mailto:amanda.clark@wku.edu), for further questions.

## Minor in Dance

Reference Number: 344

Update 8/10/22

### **22 CREDIT HOURS**

*At least 11 hours must be 300 level or above.*

#### **Required Courses Credits**

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##### **Dance Technique (8 hrs.)**

*Initial placement based on demonstrated skill level. Must achieve at least level 2 in two different genres (Ballet, Jazz, Modern, Tap) by the student's final semester.*

<b>Ballet:</b> A minimum of one ballet technique class (2 hrs. each)	2
<b>Jazz:</b> A minimum of one jazz technique class (2 hrs. each)	2
<b>Modern:</b> A minimum of one modern technique class (2 hrs. each)	2
<b>Tap:</b> A minimum of one tap technique class (2 hrs. each)	2

##### **Dance Study (3 hrs.)**

*(DANC 110: Dance Appreciation is also recommended in Colonnade Explorations – Arts & Humanities.)*

*Take one of the following courses:*

DANC 350: Dance History (3 hrs.)	3
DANC 360: Dance in Culture: Moving History (3 hrs.)	
<i>(DANC 360 also fulfills a requirement in Colonnade Connections – Social &amp; Cultural.)</i>	

##### **Choreography (5 hrs.)**

DANC 235: Dance Improvisation (2 hrs.)	2
DANC 310: Choreography I (3 hrs.)	3

##### **Dance Production (1 hr.)**

PERF 120: Rehearsal and Production (1 hr.)	1
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##### **Upper Division Restricted Electives (5 hrs.)**

Any relevant upper level (300+) DANC, THEA, PERF course, or a related field, with advisor's approval.

5

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**TOTAL 22**

# TECHNIQUE COURSE CRITERIA

[Revised Spring 2019]

The following criteria have been developed by the dance faculty to give the dance student definitions of skills expected to be mastered within the areas of ballet, jazz, modern, and tap classes. A student's grade in a technique course, and his/her ability to move to the next level of technique, are separate decisions. The dance faculty will make decisions regarding a student's progress through technique levels. The goal is to challenge the student while ensuring safe and achievable progress. At minimum, a student must earn a B in his/her current level and be able to accomplish 80% of the skills required for the next level in order to be considered for advancement.

## **Ballet Technique**

### **Ballet I**

#### Demonstrates

- Awareness and recognition of basic ballet terminology
- Effort to apply instructor guided corrections
- Basic attention to proper alignment of the body
- Basic strength, flexibility, and coordination
- Basic positions of the feet, arms, body, and head
- Basic awareness of proper muscular engagement required to maintain turnout
- Basic spatial awareness
- Awareness of the relationship between music and dance

#### Successfully Executes

- Basic barre and center exercises as instructed
- Basic *pirouettes en dehors* and *en dedans*

### **Ballet II**

(pre-requisite for pointe work)

#### Demonstrates

- Awareness and knowledge of basic ballet terminology
- Proper alignment of the body with increased ability to balance on *demi pointe*
- Increased strength, flexibility, coordination, and spatial awareness
- Proper muscular engagement required to maintain turnout
- Increased integration of basic positions of the feet, arms, body, and head within movement sequences
- Awareness of the flow of energy needed to execute classical lines and classical *port de bras*
- Proper articulation of the feet and effective use of *plié*
- Attention to musical phrasing

#### Successfully Executes

- Classical positions of the body both *à terre* and *en l'air*
- Basic *adagio* and *allegro* exercises with increased technical proficiency
- Clean and consistent double *pirouettes en dehors* and *en dedans*

### **Ballet III**

#### Demonstrates

- Awareness and recognition of intermediate ballet terminology
- Proper alignment for execution of efficient and safe ballet movement
- Increased coordination, strength, flexibility, and stamina
- Flexibility and control while the leg is extended (90 degree minimum)
- Proper flow of energy needed to execute classical lines and classical *port de bras*
- Maintenance of outward rotation of the legs throughout barre and center exercises
- Ability to reverse combinations when prompted
- Ability to quickly embody and retain corrections
- Ability to self-evaluate and self-correct
- Rhythmic accuracy and attention to musical phrasing

#### Successfully executes

- Clean transitions between movements
- *Adagio* and *allegro* exercises with increased technical proficiency and fluidity of movement
- Clean and consistent double and/or triple turns, *en dehors* and *en dedans*, in various positions
- Intermediate pointe work at the barre and in the center, when applicable

### **Ballet IV**

#### Demonstrates

- Awareness and knowledge of advanced ballet terminology
- Increased technical proficiency and refinement of classical ballet technique
- Improved muscular strength, coordination, and flexibility as well musical and spatial awareness
- Increased flexibility and control while the leg is extended (leg is consistently above 90 degrees)
- Consistent maintenance of active outward rotation of the legs
- Personal movement style through expression, music interpretation, movement phrasing, and focus
- Signs of being audition-ready

#### Successfully Executes

- *Adagio* and *allegro* exercises with increased authority, projection, and artistry
- *Petite allegro* with *battu* and increased speed
- *Grand allegro* with increased *ballon*
- Transitions between movements with increased clarity
- Clean and consistent multiple turns, *en dehors* and *en dedans*, in various positions
- Intermediate/advanced pointe work at the barre and in the center, when applicable

### **Pointe I**

*The following prerequisites must be met before enrolling in pointe class:*

#### Demonstrates

- Adequate ankle and foot strength to safely transition on and off pointe
- Adequate development of the arch to achieve proper alignment on pointe
- Proper alignment and placement of the body
- Consistent maintenance of active turnout of the legs
- Well-developed musculature of the entire body

The student must meet the criteria listed above and be enrolled in a 200 level or higher ballet technique class. Pointe class is not intended to replace ballet technique class. The student must be enrolled and participate in a ballet technique class and a pointe class in the same semester.

## **Pointe II**

*The following prerequisites must be met before enrolling in pointe class:*

### Demonstrates

- Developed ankle and foot strength to safely transition on and off pointe
- Proper alignment and placement of the body
- Maintenance of active turnout of the legs
- Artistry and required stamina necessary to perform a variation from classical and contemporary pointe repertory
- Ability to apply corrections given in class and demonstrate metacognitive skills such as self-correction, monitoring personal progress, and thinking about the personal learning process

The student must meet the criteria listed above and be enrolled in a 300 level or higher ballet technique class. Pointe class is not intended to replace ballet technique class. The student must be enrolled and participate in a ballet technique class and a pointe class in the same semester.

## **Jazz Dance Technique**

### **Jazz I**

#### Demonstrates

- Awareness and understanding of basic jazz dance terminology
- Body awareness and an understanding of working injury-free
- Proven effort to apply instructor-guided corrections
- Understanding of correct alignment and awareness of personal alignment issues
- Correct and consistent use of feet
- Awareness of turned-out versus parallel positions
- Ability to reproduce movement sequences quickly and correctly
- Fundamental strength building
- Effective coordination
- Ability to locomote effectively
- Understanding of tempo and the relationship between music and dance

#### Successfully executes

- Warm-up exercises and sequences
- Body isolations
- Clean and consistent basic *pirouettes en dehors* and *en dedans*
- Basic jumps/leaps, including *sautés*, *passé sautés*, and split leaps

### **Jazz II**

#### Demonstrates

- Increased strength building in the core, arms, and legs
- Increased flexibility
- Increased coordination
- Effective use of isolation
- Spatial awareness
- Consistent use of the core
- Clean body lines both *à terre* and *en l'air*
- Clean transitions between movements
- Muscle and cognitive memory

- Rhythmic accuracy
- Ability to self-evaluate and self-correct
- Understanding of dance as an expressive art form

Successfully executes

- Clean and consistent double *pirouettes en dehors* and *en dedans*
- Beginning to intermediate jazz leaps/jumps/tours with correct placement, body lines, and power

**Jazz III**

Demonstrates

- Correct alignment
- Effective strength building throughout the body
- Ability to successfully integrate movement throughout the entire body with clean transitions
- Increased flexibility and control in leg extensions (90 degree minimum)
- Increased flexibility and control in leg extensions
- Effective use of space, including appropriate use of level and direction changes
- Authority with movement (control and dynamics)

Successfully executes

- Clean transitions between movements
- Clean and consistent double *pirouettes en dehors* and *en dedans* (in various positions on a straight leg and on forced arch in sequence)
- Clean and consistent basic triple *pirouettes en dehors* and *en dedans* (in *passé*)
- Intermediate to advanced jazz leaps/jumps/tours in sequence with correct placement, body lines, and power

**Jazz IV**

Demonstrates

- Increased muscular strength
- Increased flexibility and control (leg is consistently above 90 degrees)
- Effective musicality and rhythmic accuracy
- Ability to identify and convey shifts in dynamics/movement qualities
- Ability to fine tune strengths and weaknesses (self-cuing)
- Ability to embody different styles
- Individual presence as a performing artist
- An intellectual and artistic approach to movement execution performance
- Behavior as professionals-in-training

Successfully executes

- Style as appropriate to the material
- Clean and consistent advanced level turn series
- Advanced level turns and leaps in sequence with correct placement, body lines, and power



# **Modern Dance Technique**

## **Modern I**

### Demonstrates

- Overall body awareness, coordination, and alignment
- Understanding of upper/lower connectivity
- Correct foot articulation
- Awareness of correct vertical alignment and placement on two feet through parallel and turned-out positions
- Awareness of weight and breath
- Accurate memorization and movement sequencing
- Rhythmical clarity and musicality
- Ease of movement in and out of the floor
- Simple locomotor patterns with use of time and space
- Understanding of modern dance history and contributions as an art form

### Successfully executes

- Head and tail connection, homolateral, and contralateral movement
- Basic weight change, level change, and spatial patterns
- Basic triplets, prances, leg swings, c-curve, contractions, and spiral action

## **Modern II**

*Continues to develop criteria from Modern I while working with more complex material*

### Demonstrates

- Correct vertical alignment on two feet/one foot in parallel, turned-out, and weight transfer
- Articulation of the spine from floor to vertical, and off-center to center
- Ability to locomote center of weight through space
- Kinesthetic and cognitive understanding of basic anatomy in relation to technical principles, alignment, and safety within movement
- Awareness and understanding of modern dance terminology and philosophies
- Integrates movement throughout the entire body and beyond kinesphere
- Successful strength building and endurance
- Ability to reverse combinations and connect sequencing
- Increased application of weight and breath in movement for momentum
- Rhythmic, dynamic, and qualitative accuracy
- Ability to refine technique through self-evaluation, corrections, and correlation from creative projects to applied movement
- Basic movement phrases developing intent, quality, improvisation, and performance

### Successfully executes

- Integration of undercurves and overcurves in various forms
- Ease in strength and release in air space and floor space
- Consistent integration of spiral, c-curve, and head-tail connection

## **Modern III**

*Continues to develop criteria from Modern II while working with more complex material and concepts*

### Demonstrates

- Consistency in application of parallel to turned-out positions with body awareness/alignment
- Increased reach into the kinesphere through dynamics and use of space
- Ability to work off-center while moving in space

- Increased strength building and flexibility/range of motion
- Breath in movement for ease, efficiency, weight, and momentum
- Adaptability in musicality, dynamics, and performance quality
- Locomotes weight through space with efforts and levels
- Conducts behavior as professionals-in-training
- Analysis of personal style within class material and creative projects
- Ability to self-evaluate and self-correct

Successfully executes

- Clear core/distal connection
- Fluidity and efficiency in use of head/tail, core/distal, spiral, and c-curves
- Use of loft and momentum
- Use of initiation
- Integration of improvisation

**Modern IV**

*Continues to develop criteria from Modern III while working with more complex material through the integration and manipulation of quality, performance, and technique*

Demonstrates

- Dynamics in transitions while standing and in motion
- Refined sense of initiation and articulation of movement through efforts in space
- Full range of movement in the spine and distal points
- Mastery in understanding the relationship between weight, breath, and momentum
- Performs technical skills with artistic expression, clarity, musicality, and stylistic nuance
- Behavior as professionals-in-training
- Movement maturity, nuances in kinesthetic awareness, and heightened movement potential
- Application of critical analysis in research and embodied material

Successfully executes

- Advanced performance quality in advanced phrases
- Clean and consistent execution of free-flow to bound-flow movements
- Verbal and physical display of classical to contemporary components of modern dance

**Tap Dance Technique**

**Tap I**

Demonstrates

- An understanding of basic tap dance terminology
- Correct body alignment
- Correct execution of the warm-up exercises and sequences
- Coordination and transfer of weight
- Ability to discern and replicate basic rhythms
- An understanding of the difference between the downbeat and the upbeat
- Ability to identify quarter notes, eighth notes, and simple triple rhythms
- Ability to identify and count 8-bar, 4-bar, and 2-bar phrases
- Execution of basic tap dance vocabulary with accuracy, clarity, and ease
- An understanding of tempo and the relationship between music and dance
- Movement through space with confidence and ease

Successful execution of the following steps with clarity at a moderate tempo

- Toe drops and heel drops in quick succession, in place and traveling
- Toe heels and heel taps / cramprolls
- Shuffles (front, side, and back) in combination with toe heels, ballchanges, hops, and leaps
- Scuffles (front, side, and back)
- Flaps (traveling forward, backward, and to the side, running) in combination with heel drops and ballchanges
- Single drawbacks
- Paradiddles (4 count)
- Maxiford (in place and turning)
- Bombershays/ paddle turns/ essence
- Buffalos (single)
- Waltz clog time step, buck time step (single/double), and shim sham

**Tap II**

*Continues to develop criteria from Tap I while working with more complex material and patterns*

Demonstrates

- An understanding of tap dance terminology
- Rhythmic accuracy
- Integration of body awareness and strength throughout entire body with movement execution
- An understanding of leg use and the concept of having loose legs and feet
- Ability to use and control the smaller muscles of the feet and body as well as the larger ones to articulate tap sounds and perform them closer to the floor
- An understanding of swing rhythms and ability to execute basic patterns utilizing syncopation and swing
- A developing ability to scat and clap rhythms, as well as tap them
- An understanding of what an AABA 32 bar chorus is
- A developing sense of presentation and style in movement

Successful execution of the following steps with clarity at a moderate to fast tempo

- Shuffles (using different parts of the shoe)
- Rolling shuffles
- Variations of toe and heel drops within learned vocabulary
- Riffles (front, side, and back)
- Drawbacks / cincinnati (single, double, and triple)
- Single/double triple time step (buck and traveling)
- Buffalos (single, double, and triple)
- Flap turns (adding heels, ballchanges, etc.)
- Introduction of shuffle grab-off
- Riffs (3 count and 5 count walks)
- Paradiddles (4-6 count)
- Incorporating learned vocabulary into turning combinations
- Bells, falling off a log, pick ups/ pull backs, and double wings

### **Tap III**

*Continues to develop criteria from Tap II while working with more complex material and patterns*

#### Demonstrates

- Ability to execute vocabulary with increased accuracy, clarity, and speed
- Spatial awareness and clean body lines
- An understanding of dynamics, shading, and musicality within the technique
- Muscle and cognitive memory
- Rhythmic and dynamic accuracy
- A developing ability to improvise in 8-bar, 4-bar, 2-bar, and trading format
- Ability to embody varying styles of tap dance
- Ability to self-evaluate and self-correct
- Behavior as professionals-in-training
- Individual presence as a performing artist

#### Successful execution of the following steps with clarity at a moderate to fast tempo

- Riff walks (6-8 count)
- Paradiddles (7-8 count)
- Single pick ups
- Wings (single and in variation)
- Advanced time steps (in variation)

### **Tap IV**

*Continues to develop criteria from Tap III while working with more complex material and patterns*

#### Demonstrates

- Shading, accenting, clarity, direction, and rhythmic patterning in the technique
- Increased technical proficiency
- Use of “silence” in improvisation, to create syncopation and more interest and tension in musical phrasing
- Ability to fine tune strengths and weaknesses (self-cueing)
- Authority with movement (control and dynamics)
- An intellectual and artistic approach to movement execution performance
- Artistry needed to achieve a high standard of dance

# ADVISING AND ASSESSMENT

## Curricular Advising

- Every semester, each student meets with his/her advisor for a one-on-one appointment during the weeks designated for student advisement. Prior to meeting, dance course schedules and specific departmental information are made available to the student. The student can obtain a complete college course schedule and pre-registration information from the Office of the Registrar or via the WKU website. Academic advising sessions serve as a formal opportunity to discuss any concerns the student may have; or any concerns the department may have regarding the student's progress technically, creatively, and/or academically. Students should regularly review their ICAP audit (available through Topnet) to ensure appropriate progress toward graduation requirements.
- Student assessment forms for students pursuing the B.A. in Dance degree are completed by the dance faculty during the 1<sup>st</sup>, 2<sup>nd</sup>, 4<sup>th</sup>, and 6<sup>th</sup> semesters. Dance faculty meet with students to review and discuss the student's assessment and career goals to ensure the student is progressing appropriately.
- Dance minors must also schedule an academic advising appointment with a dance faculty advisor each semester.
- Conferences with individual students and full dance faculty will be scheduled as necessary to discuss overall progress and/or concerns.
- Specialized records, such as advising checklists and progress assessment forms, are kept by the student's advisor in the student's portfolio.
- ***Please note: The institution does not award credit for work completed in private studio settings.***
- Students who are not required to take a specific dance class may still enroll in that class if it is the appropriate level and there is adequate space in the class.
- The determination of level for each dance major/minor is made by the appropriate dance faculty member(s) and communicated to the student before advising each semester.
- Students pursuing a B.A. in Dance must also participate in the Department of Theatre & Dance Jury/Portfolio Review (JPR) process. This process is outlined within the Department of Theatre & Dance JPR Handbook, available online at [https://www.wku.edu/theatre-and-dance/schedules\\_and\\_forms/departmental-forms.php](https://www.wku.edu/theatre-and-dance/schedules_and_forms/departmental-forms.php).
- Students pursuing a 2<sup>nd</sup> major must also meet each semester with a faculty advisor in that discipline.

**Chronological Outline of Student Assessment**  
(For Dance Majors Only)

**WHAT**

**WHEN**

**Audition/Assessment for placement**

Prior to 1<sup>st</sup> semester – See website for specific dates

**Student Assessment Conference**

End of 1<sup>st</sup> semester

*(Technique placement in ballet, modern and jazz used for degree and course planning. Discussion regarding student progress, interests, and career goals to ensure student is progressing appropriately.)*

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**Student Assessment**

During 2<sup>nd</sup> semester

*(Discussion regarding student progress, interests, and career goals to ensure student is progressing appropriately. Formal recommendations by the dance faculty will advise the student on a clear plan of action for remaining semesters/years of study.)*

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**Application for full admittance into the B.A. in Dance degree** During 3<sup>rd</sup> semester

*(See page “Auditions and Applications” for application criteria.)*

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**Student Assessment Conference**

End of 4<sup>th</sup> semester

*(Discussion on student progress, interests, and career goals to ensure student is still pursuing the appropriate degree.)*

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**Students are required to adjudicate work as part of Choreography II.**

During junior year

**Student Assessment**

During 6<sup>th</sup> semester

*(Discussion to center on student progress in technique, creative work, and career preparation.)*

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**Students are encouraged to adjudicate work**

During senior year

**Senior Exit Jury Portfolio Review**

During final examination week

*B.A in Dance degree students should achieve at least level 4 in a selected dance genre and level 3 in a second genre by the beginning of their senior year. These levels must be achieved by the end of their senior year to graduate with the B.A. in Dance degree.*

## **Jury/Portfolio Review (JPR)**

The Department of Theatre & Dance Portfolio Review Process (JPR) provides an important opportunity for the Theatre & Dance faculty to periodically review individual student's overall growth and development as they progress through our programs, to provide constructive, individualized criticism aimed at maximizing each student's full potential for success after graduation, and to assess the overall effectiveness of our programs. *All students seeking a major in the Department of Theatre & Dance are required to participate in this portfolio review process.*

### **Mission Statement and Purpose of Jury/Portfolio Review**

The WKU Department of Theatre & Dance Jury/Portfolio Review process (JPR) serves as a means to:

- Provide the department faculty regular opportunities to assess a student's potential for success in the B.A. program and after graduation.
- Provide regular opportunities for students to practice presenting themselves in a professional manner to the assembled faculty, and to address issues related to their educational goals, future development, and long-term career plans.
- Assess the outcomes and effectiveness of the WKU Department of Theatre & Dance B.F.A. Performing Arts degree.

### **JPR Requirements**

B.A. in Dance students are required to participate in the following developmental JPR sessions:

- Intake Interview
- Exit Interview

There are three components to every Jury:

- Preparation and paperwork
- Presentation
- Feedback

Please see the B.A. Theatre/Dance JPR Handbook located on the Department of Theatre & Dance website for full details and requirements.

## Departmental Probation Policy

Except in extraordinary circumstances, any of the following will result in a B.A. in Dance student being placed on departmental probation:

- Failing to attend all or part of his/her required JPR.
- Failing to attend all or part of his/her required B.A. in Dance Assessment Conference
- Failing to maintain a cumulative (across all semesters, including all classes) GPA of 2.5 or better.
- Receiving a rating of “Unsatisfactory” for a JPR.

The first time one of the above occurs, a student will be placed on **preliminary probation**. A student on preliminary ***probation may only perform in or choreograph for a production with official permission from his/her advisor***. The goal is for students to work with their advisors in order to address whatever issues caused their probationary status, and to only take on production work when their advisor is convinced that a) it will not negatively impact their overall performance and b) they have the necessary work ethic and maturity to successfully complete the assignment along with their other curricular commitments. Students may also be required to meet with the faculty during the semester and/or present a mid-semester JPR in order to fulfill the terms of their probation. Failure to fulfill any requirements may result in a second semester on preliminary probation or, if the faculty deems it appropriate, full probation (see below).

If a student is placed on probation a second time, they will be placed on **full probation**. This means that they are automatically barred from doing any production work (including performance) beyond what is required to complete their Prod or choreography class assignment (if applicable) in their probation semester. This means ***students cannot be cast in any shows that semester, and roles they have already been assigned will be recast. Similarly, choreographers will be replaced on any shows to which they have previously been committed***. Students may also be required to meet with the faculty during the semester and/or present a mid-semester JPR in order to fulfill the terms of their probation. Failure to fulfill any requirements may result in a second semester on full probation. Please be aware that probation semesters do not need to be consecutive; once a student has been on preliminary probation once, barring extraordinary circumstances, a second probationary offence will result in full probation.

Students who commit further probationary offences after spending a semester on full probation may be **dropped from the B.A.** A student who has failed to meet the retention standards of the B.A. program may be granted permission to reapply by petitioning the department faculty.



# PERFORMANCE

The Dance Program offers a variety of performance and choreographic opportunities for students. The following performance opportunities are open to all students enrolled in at least one dance class:

## **Informal Student Showcases**

- ***Last Chance to Dance***, fall and spring - Russell Miller Theatre, Fine Arts Center
  - Presentation of Choreography class projects and other student works, both completed and works in progress
- ***Dance Class Showcase***, fall and spring - Gordon Wilson Hall, Dance Studio A
  - Presentation of class combinations, phrase work, and projects

## **The Dance Project**

*The Dance Project* is an adjudicated, formal student-choreographed dance concert held in the Gordon Wilson Lab Theatre. Participation gives students the opportunity to exercise their choreographic voice, work with their peers, and participate in an adjudicated process to produce a formal dance concert. To aid the student's development as a choreographer, the student selects and works closely with a faculty mentor throughout the rehearsal process.

To qualify for participation as a choreographer in *The Dance Project*, students must have successfully completed or be enrolled in Choreography II. Exceptions may be made with faculty approval.

Students who attend *The Dance Project* audition and are enrolled in a minimum of one dance technique class both fall and spring semester are eligible to perform in *The Dance Project*.

## **Adjudication Process:**

At the beginning of fall semester, student choreographers submit a choreography abstract to selected Faculty Mentor and Faculty Project Advisor for approval. Student choreographers direct and organize an audition, cast dancers, and conduct rehearsals in preparation for two faculty adjudicated showings (fall semester) and subsequent performances (the ensuing spring semester). Participation in the final performances of *The Dance Project* is at the discretion of the faculty.

## **Adjudications**

Students present work-in-progress then completed choreographic work to a panel of faculty judges.

## **Purpose:**

Student choreographers receive guidance, suggested revisions, and feedback from faculty to aid in the successful completion of choreographic work. The work-in-progress must show sufficient evidence it will be performance ready in order to be eligible for the second adjudication. Faculty

select choreographic work to be performed in *The Dance Project*, spring semester\*.

### **WKU Dance Company**

The Western Kentucky University Dance Company is the resident dance company of the WKU Department of Theatre & Dance. The company performs diverse choreography by faculty and guest artists in local to international venues. Choreography encompasses ballet, jazz, modern, tap and world dance forms. The company presents two full-length concerts each year and typically performs annually with the WKU Symphony as well as various community events and national festivals. The WKU Dance Company follows the mission of the WKU Dance Program and strives to create "Thinking Artists," individuals who work to achieve their highest potential as artists, technicians, and scholars. The company aims to prepare the dance major for the professional world while also educating the community and region through a variety of concert and outreach performances.

Each fall and spring, the Dance Program holds a mass audition for the WKU Dance Company. All dance majors and minors are strongly encouraged to audition for the dance company. Members of the WKU Dance Company are required to register for DANC 300: Dance Company (1 cr hr).

Each year the WKU Dance Company performs the following mainstage faculty and guest artist choreographed dance concerts:

- *WinterDance*, fall – Van Meter Auditorium
- *Evening of Dance*, spring – Russell Miller Theatre, FAC

Other dance company opportunities may include:

- American College Dance Association (ACDA) Conference
- WKU Symphony Collaborations
- Professional performance and choreographic work regionally and nationally, in collaboration with dance faculty
- Workshops and teaching opportunities on-campus and with local studios and schools

## **MASTER CLASSES AND AUDITIONS**

### **Guest Artist Choreographic Residencies**

Choreographic residencies with guest artists are offered at least once per year. These residencies are a high priority for the education of each student. Guest artists of prominence who have set their work on WKU student dancers include Cheri Stokes, Melanie George, Juan Sanchez Enrique, Robert McKee, Jon Lehrer, Matthew Farmer, Andrea Dawn Shelley, Melissa Lowe-Hancock, Gail Gilbert, Christopher Morgan, Barbea Williams, James Clouser, Carlos dos Santos Jr, Cornelius Carter, Karen Callaway Williams, and Victor Alexander. **The guest artist auditions and classes are mandatory for WKU Dance Company members.**

### **Gotta Dance Fridays**

Master class and workshop opportunities will be offered on select Fridays throughout each

semester. Classes feature a range of dance styles and topics instructed by local and regional guest artists. These classes are typically free for all students within the department.

## STUDY ABROAD / AWAY

The Dance Program is committed to assisting students in discovering supplemental training and educational opportunities, including study abroad and study away. The university has an excellent study abroad office that can help students locate and/or develop appropriate study abroad/away programs. The Dance Program offers a Dance in NYC program designed to provide students with an enriched opportunity to experience dance technique and choreography from a historical and cultural perspective. Students are immersed in the New York City dance scene by participating in dance technique classes at professional studios, attending a variety of professional dance performances, and touring significant venues that provide creative inspiration to historical and contemporary choreography.

## HONORS COLLEGE and RESEARCH OPPORTUNITIES

### Mahurin Honors College

The Mahurin Honors College (MHC) at Western Kentucky University is a leader in honors education for academically motivated and high-potential learners from all communities. As the first independent honors college at a Kentucky public university, we are dedicated to fostering excellence in all forms of expression through research and experiential learning, critical thinking, active citizenship, and international engagement.

Students may apply for any of the three academic tracks within the Mahurin Honors College: Non-Thesis track, Capstone Experience/Thesis (CE/T) track and the 18-hour Honors in the Major track. The WKU Dance Program offers the following honors sections of DANC coursework and consistently work to create unique enrichment activities for our honors dance students.

Ballet II / III / IV  
Jazz II / III / IV  
Modern II / III / IV  
Tap II / III / IV

Choreography I  
Choreography II  
Dance Pedagogy  
Dance History

Dance Anatomy  
and Kinesiology

The Dance Program encourages all dance students to consider the many benefits of becoming a Mahurin Honors College scholar. More information about the MHC admission and academics can be found at [www.wku.edu/honors](http://www.wku.edu/honors).

### **Independent Study**

The Dance Program provides and supports various opportunities for research in dance and related topics. Students may elect to enroll in an independent study or practicum to further explore focused areas of dance. Under the supervision of a faculty advisor, students may receive credit for research or practical projects that will provide further knowledge and/or experience in areas such as dance history, pedagogy, or choreography. While this coursework is not required within the B.A. in Dance or Dance Minor degree programs, the credit hours would count toward the student's overall graduation requirements.

### **FUSE Grants**

Additionally, students have the opportunity to seek funding for their research and creative activity through the Office of Research and Creative Activity. One such grant is the Faculty and Undergraduate Student Engagement (FUSE) Grant, which provides financial support for students to conduct research, present creative activity, and travel to present at conferences/festivals. Students are encouraged to pursue this grant, and others, to support their growth and development as artists and scholars.

Past recipients within the Dance Program have conducted research in New York City and secured funding to perform/present choreography in London, Israel, New York City, St. Louis, and Nashville.

More information on FUSE grants can be found at <https://www.wku.edu/research/fuse.php>.

### **CE/T Guidelines for Honors in the Dance Major**

Dance majors wishing to graduate with Honors in the Major must engage in a Capstone Experience/Thesis (CE/T) project as outlined within the Honors College guidelines. CE/T projects for dance majors may be based in dance history, pedagogy, theory, performance, or choreography. Students may choose to complete either a 3 credit hour or a 6 credit hour project and must follow all CE/T guidelines as published in the Honors College CE/T Handbook as well as the following Dance Program guidelines. *Visit the WKU Honors College website for complete information on the CE/T process, forms, and resources.*

#### **3 Credit Hour CE/T**

The student will work closely with his/her faculty advisor throughout the junior year to develop an appropriate thesis. Examples of this type of project include, but are not limited to, the following:

- Presentation of original choreography (4-6 minutes) with a 15+ page written component
- Restage a significant work of choreography with a 15+ page written thesis
- Written thesis based on research in dance theory, pedagogy, or history (25+ page)

## **6 Credit Hour CE/T**

Six credit hour projects should consist of a significant increase in research and depth. The student will work closely with his/her faculty advisor to develop an appropriate project.

Examples of this type of project include, but are not limited to, the following:

- Presentation of original choreography (8+ minutes) with a 25+ page written component
- Presentation of a full concert of original choreography with a written component
- Written thesis based on research in dance theory, pedagogy, or history (40+ page)

Students must follow the timelines and procedures listed in the CE/T Handbook published on the WKU Honors College website ([https://www.wku.edu/honors/academics/cet/cet\\_handbook.pdf](https://www.wku.edu/honors/academics/cet/cet_handbook.pdf)).

During the student's first and second years, he or she should

- Take interesting and challenging courses.
- Build relationships with faculty members and talk with them about research opportunities.
- Keep a list of ideas and topics of interest.
- Use term papers, class projects, and Honors Colloquia to explore possible CE/T topics.
- Attend a CE/T defense.

Upon completion of the defense, students must submit a final draft of the written thesis and DVD of the performance (if applicable) to his or her faculty advisor to be archived within the Dance Program. This is in addition to the draft(s) that are required by the Honors College.

# STUDENT DANCE ORGANIZATIONS

The WKU Dance Program sponsors two university registered student organizations committed to the art and education of dance.

## **National Dance Education Organization (NDEO) – WKU Student Chapter**

*The mission of our dance organization is to enrich the lives of our members and the surrounding community through the art of dance. We strive to increase awareness of dance through community engagement and various performances. Our organization enables students to enhance their dance educations by creating opportunities for further dance study, research, and performance on a global scale.*

The NDEO WKU Student Chapter works to provide dance opportunities to members of its chapter and the WKU and Bowling Green communities. Each semester, the chapter hosts multiple educational activities and fundraising events both on and off campus to raise awareness of the art of dance. As a member, students gain valuable leadership experience while developing their own professional skills. The chapter offers a unique opportunity for members to enhance their skills in teaching and choreographing, while also collaborating with others and advocating for the art of dance. Any student currently enrolled in at least one dance class through the WKU Department of Theatre & Dance is eligible to join the NDEO WKU Student Chapter.

## **National Honor Society for Dance Arts (NHSDA) – WKU Student Chapter**

*The mission of the NHSDA WKU Student Chapter is to recognize outstanding artistic merit, leadership, and academic achievement among the most diligent and dedicated members of the NDEO WKU Student Chapter. We aim to foster a scholarly environment in which students strive to achieve excellence in their own artistic and intellectual development by encouraging active leadership, communication, and research in these areas.*

The NHSDA WKU Student Chapter provides opportunities for students to broaden and augment their educations in dance. The chapter hosts events which seek to raise awareness of dance as an art form as well as a profession. Members enhance their educations in dance by participating in various chapter sponsored enrichment events such as the All-Arts Improvisation Jam and the Resumé and Audition Etiquette Workshop, thus gaining a well-rounded appreciation and knowledge of the art of dance.

Any student who is a member of the NDEO WKU Student Chapter tracks points for their achievements and participation in various dance-related events based on the official NHSDA point rubric. Students earn points from participation in activities such as technique classes, performances, and outside research endeavors. Once a student earns 45 points or more, he or she will be inducted into the National Honor Society for Dance Arts. If the inducted student maintains a 3.5 or higher dance GPA, completes a written essay assignment, and receives an

above average character reference from the dance faculty, he or she will have the opportunity to graduate with honors.

# FORMS

## WKU DANCE PROGRAM AUDITION ASSESSMENT RUBRIC

**Audition Date:** \_\_\_\_\_ **Name:** \_\_\_\_\_ **Audition #:** \_\_\_\_\_

*RATINGS: 4 = Strong, 3 = Proficient, 2 = Apprentice, 1 = Novice*

GENERAL				
Alignment	4	3	2	1
Flexibility	4	3	2	1
Strength	4	3	2	1
Use of feet	4	3	2	1
Focus	4	3	2	1
Presentation	4	3	2	1
BALLET				Level Placement: _____
Sequencing	4	3	2	1
Coordination and Movement Integration	4	3	2	1
Body Lines / Positions	4	3	2	1
Turn Out	4	3	2	1
Musicality	4	3	2	1
Expression	4	3	2	1
Pointe Work	4	3	2	1
JAZZ				Level Placement: _____
Sequencing	4	3	2	1
Coordination and Movement Integration	4	3	2	1
Body Lines / Positions	4	3	2	1
Musicality / Rhythmic Accuracy	4	3	2	1
Expression / Style	4	3	2	1
MODERN				Level Placement: _____
Sequencing	4	3	2	1

<b>Body Lines/Head Tail</b>	4	3	2	1	
<b>Weight and Breath</b>	4	3	2	1	
<b>Musicality / Rhythmic Accuracy</b>	4	3	2	1	
<b>Expression</b>	4	3	2	1	
<b>Improvisation</b>	4	3	2	1	
<b>TAP</b>					<b>Level Placement: _____</b>
<b>Sequencing</b>	4	3	2	1	
<b>Depth of Vocabulary</b>	4	3	2	1	
<b>Clarity in Sound</b>	4	3	2	1	
<b>Musicality / Rhythmic Accuracy</b>	4	3	2	1	
<b>Expression</b>	4	3	2	1	



WKU DEPARTMENT OF THEATRE & DANCE  
**APPLICATION TO B.A. IN DANCE DEGREE**

Students may apply for full admittance into the B.A. in Dance degree program after the completion of two semesters at WKU. (Transfer students must complete at least 15 hours at WKU). Students must meet the following minimum requirements before applications for the B.A. in Dance will be accepted:

- A minimum overall grade point average of 2.5
- Completion of 8 hours of dance technique
- Student must have taken or currently be enrolled in a 300-level dance technique course (ballet, jazz, modern)
- Demonstrate proficient talent, commitment, and a reasonable likelihood of achieving the technique level requirements of the degree program

Name: \_\_\_\_\_ Student ID #: \_\_\_\_\_

School Address: \_\_\_\_\_ First Major: \_\_\_\_\_

School Phone Number: \_\_\_\_\_ Minor/2<sup>nd</sup> Major: \_\_\_\_\_

Advisor: \_\_\_\_\_

**I. Academic Requirements:**

A. Cumulative GPA \_\_\_\_\_ after \_\_\_\_\_ semesters (minimum 2.5)

B. Dance Major GPA \_\_\_\_\_ after \_\_\_\_\_ semesters

C. Dance Major Courses (enter grade received)

235: Dance Improvisation	_____	
Ballet Technique	_____	level: _____
Ballet Technique	_____	level: _____
Jazz Technique	_____	level: _____
Jazz Technique	_____	level: _____
Modern Technique	_____	level: _____
Modern Technique	_____	level: _____
Tap Technique	_____	level: _____
_____ Technique	_____	level: _____

\_\_\_\_\_ Technique \_\_\_\_\_ level: \_\_\_\_\_

**II. Additional Requirements:**

- A. Academic advising appointments: Semester(s) held: \_\_\_\_\_
- B. I have a minimum cumulative GPA of 2.5 (I also understand that to remain in the B.A. in Dance program, I must also maintain a minimum cumulative GPA of 2.5.) \_\_\_\_\_ (initial)
- C. I have read the current B.A. in Dance Handbook and understand all policies and procedures. \_\_\_\_\_ (initial)
- E. Attach to this application a current professional resume. \_\_\_\_\_ (initial)
- F. Attach to this application a typewritten essay (approx. 1000 words) explanation of: \_\_\_\_\_ (initial)
  - 1. Your long-term career goals
  - 2. Why you believe this particular program of study/training is the best path for you to take towards achieving those goals

**Based on the above information and my advisor’s recommendation, I request acceptance into the B.A. in Dance degree program.**

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Student’s Signature	Date	Advisor’s Signature	Date
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**III. Recommendation:**

Based on level of improvement, maturity, dedication, commitment, wellness and student’s application packet:

\_\_\_\_\_ **Accepted** (All requirements from section II of the application have been met.)

\_\_\_\_\_ **Accepted on a conditional basis** (Please list conditions.)

\_\_\_\_\_ **Denied** (Please give reason(s) for denial. Student will have one year to remedy GPA deficiencies.)

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Dance Program Coordinator	Date
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WESTERN KENTUCKY UNIVERSITY  
DEPARTMENT OF THEATRE & DANCE  
**B.A. IN DANCE**  
**STUDENT ASSESSMENT FORM**

*Formal assessment of B.A. in Dance degree-seeking students should occur during the 1<sup>st</sup>, 2<sup>nd</sup>, 4<sup>th</sup> and 6<sup>th</sup> semesters*

**Student Name:** \_\_\_\_\_

**Date of Assessment:** \_\_\_\_\_

TECHNICAL ASSESSMENT				
Current Technique Levels	Ballet:	Jazz:	Modern:	Tap:
*Recommended Placement for	Ballet:	Jazz:	Modern:	Tap:
<b>Comments:</b>				

*\*Projected placement is contingent upon consistent improvement in dance technique prior to the beginning of the listed semester.*

*\*\*Must achieve at least level 4 in a selected dance genre and level 3 in a second genre to graduate with the B.A. in Dance.*

LEARNING ASSESSMENT					
<b>Process Method</b>	Unaware	Processes gradually	Receptive	Reacts instinctively	Not measurable
<b>Learning Method</b>	Unaware	Slow to incorporate	Learns with repetition	Learns quickly	Not measurable
<b>Coachability</b>	Resistant to corrections	Minimum response	Takes coaching well	Produces correction immediately	Not measurable
<b>Comments:</b>					

CREATIVE SKILLS ASSESSMENT					
<b>Improvisation</b>	Unsatisfactory	Basic	Proficient	Excellent	Not measurable
<b>Choreography</b>	Unsatisfactory	Basic	Proficient	Excellent	Not measurable
<b>Performance</b>	Unsatisfactory	Basic	Proficient	Excellent	Not measurable
<b>Comments:</b>					

ANALYTICAL ASSESSMENT					
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<b>Written Skills</b>	Unsatisfactory	Basic	Proficient	Excellent	Not measurable
<b>Verbal Skills</b>	Unsatisfactory	Basic	Proficient	Excellent	Not measurable
<b>Comments:</b>					

<b>PROFESSIONAL BEHAVIOR ASSESSMENT</b>					
<b>Attendance</b>	Poor	Adequate	Good	Excellent	Not measurable
<b>Punctuality</b>	Poor	Adequate	Good	Excellent	Not measurable
<b>Collegiality</b>	Poor	Adequate	Good	Excellent	Not measurable
<b>Leadership</b>	Poor	Adequate	Good	Excellent	Not measurable
<b>Presentation</b>	Inappropriate	Inconsistent	Appropriate		
<b>Work Patterns</b>	Problematic	Inconsistent	Reliable		
<b>Commitment</b>	Does not meet expectations	Meets expectations	Exceeds expectations		
<b>Motivation</b>	Unclear	Clear			
<b>Comments:</b>					

**Recommendation by dance faculty:**

\_\_\_ **Continuation in current program of study with no stipulations/recommendations**

\_\_\_ **Continuation in current program of study with the following stipulations/recommendations:**

\_\_\_ **Change in program of study, specifically:**

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**Signature of Dance Program Coordinator:**

**Date:**

WESTERN KENTUCKY UNIVERSITY - **B.A. in Dance**  
**ADVISING CHECKLIST**

<b>COURSES</b>	<b>HOURS</b>	<b>SEMESTER</b>	<b>GRADE</b>
PERF 175: University Exp.	2	Fall	
PERF 120: Reh / Production	1		
PERF 220: Production Lab I	1		
Technical Course:	3		
DANC 235: Improvisation	2	Fall	
DANC 310: Choreography I	3	Spring	
DANC 420: Choreography II	3	Fall	
DANC 350: Dance History	3	Fall	
DANC 445: Anat and Kines	3	Spring	
DANC 301: Dance Pedagogy	3	Fall	
<b>Ballet</b>			
	2		
	2		
<b>Jazz</b>			
	2		
	2		
<b>Modern</b>			
	2		
	2		
<b>Tap</b>			
	2		
	2		
<b>Technique Electives</b>			
	2		
	2		
	2		
<b>Dance Electives (3)</b>			

Student Name: \_\_\_\_\_

2<sup>nd</sup> Major/Minor: \_\_\_\_\_

Honors College? \_\_\_\_\_

Matriculation Date: \_\_\_\_\_

Graduation Date: \_\_\_\_\_

**Advising Notes:**

**B.A. IN DANCE**  
**SENIOR EXIT INTERVIEW FORM**

**1. What degree are you completing?**

B.A.                       Double Major                       Minor

**2. Were you a transfer student or did you attend here all four years?**

Attended all four years       Transfer      (From where? \_\_\_\_\_)

**3. What are your career plans for the immediate future? (3-5 years)**

Perform       Teach       Choreograph      Other  
Specify: \_\_\_\_\_

Continue Education:

Near future (3-5 years)  
 Distant future (6-10 years)  
 M.A. degree       M.F.A. degree       other  
Specify: \_\_\_\_\_

**4. How would you evaluate your growth in the following areas?**

**Technical:**

Outstanding       Very Good       Good       Weak

Comments:

**Creative:**

Outstanding       Very Good       Good       Weak

Comments:

**5. Do you feel the curriculum is effective in developing the student's technical and creative ability?**

Yes       No       Somewhat

Comments:

**6. What adjectives would you use to describe the dance faculty?**

**7. How would you rate the dance and performance facilities?**

Outstanding     Very Good     Good     Satisfactory     Weak

Comments:

**8. Do you feel you have had sufficient exposure to professionals in the field?**

Ample opportunity     Opportunity     No opportunity

Comments:

**9. Do you feel you have had sufficient mentoring and guidance from the dance faculty?**

Ample opportunity     Opportunity     No opportunity

Comments:

**10. Which theory course or courses do you feel were the strongest and why?**

**11. Which theory course or courses do you feel were the weakest and why?**

**12. Describe your experience in WKU Dance Company (if applicable).**

**13. How well prepared do you feel to move into the dance world and create a successful career?**

Extremely well prepared     Well prepared     Prepared     Not prepared

Comments: