

DANCE PROGRAM HANDBOOK

(revised 2018)



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ABOUT THE DANCE PROGRAM

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.

Dance Program Mission Statement:

The Dance Program of Western Kentucky University provides an environment conducive to comprehensive training in performance, choreography, and dance pedagogy within the framework of a liberal arts education at the Bachelor of Arts level. By integrating dance and general studies, we strive to create "Thinking Artists," individuals who work to achieve their highest potential as artist, technicians, and scholars.

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 and society. 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.

As a dance community, we commit ourselves to the following objectives:

- *To provide a challenging and diverse dance curriculum for our degree-seeking students and those who major in other disciplines.*
- *To provide opportunities that challenge each dance student to realize the full potential of his/her dance talents.*
- *To adequately prepare students to meet the rigorous standards within the dance field and society.*
- *To instill within students an appreciation for the value and significance of dance as a profession and within society.*
- *To nourish a high-quality academic environment.*
- *To support the creative and scholarly research of the dance faculty, especially in ways that enhance teaching and promote diversity of perspective, style, and methodology.*
- *To advocate excellence in dance education with awareness to cultural diversity and inclusion.*
- *To serve the community of southwest Kentucky through high-quality public performances and outreach programs.*
- *To promote and celebrate our national presence in the field of dance.*

National Association of Schools of Dance

Western Kentucky University is an accredited institutional member of the National Association of Schools of Dance (NASD). 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.

National Association of Schools of Dance
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Reston, VA 20190-5248
703-437-0700 Phone
info@arts-accredit.org

Dance Faculty

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PROGRAM INFORMATION AND GUIDELINES

Course Registration

Students must request course passes for all dance technique courses (level 2 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 125 minutes and are offered a minimum of twice a week.

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 on page 23 of 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 5 in ballet or jazz dance and a level 3 in a second genre (ballet, jazz, or modern) 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.

Ladies are required to wear leotard and tights (pink 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.

Men 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-Thursday 4:00-7:30 pm and Friday 4:00-5:45 pm) without dance faculty approval.

- Studios 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 2nd 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 2nd 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.

Bulletin Boards

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 are required to check these boards daily. Students must obtain approval from the Dance Program Coordinator before posting to any of these boards.

Students should check the boards a minimum of twice daily. It is the students' responsibility to keep track of posted meetings, rehearsals, and other programmatic commitments. All dance students should maintain a personal daily calendar in which to record these commitments.

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

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.

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 200 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 a level 1 technique.
 - Students with minimal dance training may be placed in either a level 1 or level 2 technique (ballet, jazz and/or modern).
 - Students with comprehensive training in ballet may be placed in level 3 or higher technique classes (ballet and/or jazz).
 - 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 (ballet, jazz, modern).
 - 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 4th semester and be accepted by the completion of their 5th 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 7th 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 and Admissions Office representative, followed by a complete ballet technique class and two short dance combinations (jazz and modern) and an optional tap combination. Dance faculty will teach all segments; students do not need to come with prepared choreography. Students must register online at least one week prior to the audition date. Students should bring with them to the audition the following items:

1) 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.

2) Recent Photographs:

Bring a recent photograph, professional or informal, that shows the prospective student in 1st *arabesque* (side view) along with a recent headshot, professional or informal.

Sample Audition Day:

8:30 a.m.	Check-in
9 – 10 a.m.	Information Session with Dance Faculty/Admissions Office representative
10:15 – 11:45 a.m.	Ballet Technique Class (optional pointe segment)
12:00 – 12:30 p.m.	Jazz Combination
12:30 – 1:00 p.m.	Modern Combination
1:00 – 1:30 p.m.	Tap Combination (This is only for those trained in tap. Acceptance is not contingent upon participation in this portion of the audition.)

Audition Attire: Bring ballet slippers, pointe shoes (ladies), jazz shoes, and tap shoes. All dancers should have access to bare feet for the modern portion. Women should wear a solid color leotard, pink tights for the ballet portion, and black tights for the remaining movement portions. No extra clothing should be worn. Hair should be in a bun for the ballet class and secured up off the face and neck for the remaining movement portions. Men should wear black tights and a fitted white shirt.

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.

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 via URL links. This must be received by February 19th to be considered for the Potter College Creative Arts Scholarship (see page 17) and/or placement into the Dance Program.

The video must include the following:

- 1) Self-introduction (includes description of the student's dance background, and why the student wishes to pursue the B.A. in Dance degree)
- 2) The following ballet exercises at the barre from a side view:
 - *Demi plié* and *grand plié* (1st, 2nd, and 5th positions)
 - *Tendu* – 4 *en croix* (from 5th position)
 - *Dégagé* – 4 *en croix* (from 5th position)
 - *Développé* – 2 *en croix*
 - *Passé relevé* and balance
 - *Grand battement* – 2 *en croix*
- 3) Center *tendu/dégagé* combination using the classical positions of the body. Example: *croisé devant, effacé devant, ...etc.*
- 4) 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*
- 5) Jazz: center combination of choice that highlights extensions, pirouettes, and leaps within the genre
- 6) Modern: phrase demonstrating head/tail connection, release, and stylistic approach within the genre
- 7) Tap (if applicable): a cappella center combination/s that includes flaps, drawbacks, time step of choice, and a pick up.

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 9th. 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 recent photograph, professional or informal, that shows you in an arabesque (side view) along with a recent headshot, professional or informal.

Send to 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. This money is available by application for the sophomore, junior and senior years. A scholarship holder 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 five endowed scholarships designated for dance majors:

- Dance Educators Scholarship
- Joseph Levinoff Dance Scholar
- Jeffrey Mildenstein Dance Scholar
- Doris Owens Dance Scholarship
- Beverly Veenker Dance Scholarship

College-Wide Scholarships

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 are between \$4,000 and \$9,000 per year, 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 [Potter College Creative Arts Scholarship](#) website. 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. To be eligible, students must have [applied](#) and be admitted to WKU and must complete the [TopDollar](#) application by **February 1st**. 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 [Transfer 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. *(44 credit hour program - Must achieve at least level 5 in either ballet or jazz 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. *(27 credit hour program - Must achieve at least level 4 in ballet or jazz and a level 3 in a second 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 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 300 and 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.

45 CREDIT HOURS*At least 22.5 hours must be 300 level or above.**A minor or second major is also required.***Required Courses****Credits**

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

Dance Technique (18)*Initial placement based on demonstrated skill level. Must achieve at least level 5 in either Ballet or Jazz and level 3 in a second genre.*

Ballet: A minimum of four ballet technique classes (2 credits each)	8
Jazz: A minimum of two jazz technique classes (2 credits each)	4
Modern: A minimum of two modern technique classes (2 credits each)	4
Tap: A minimum of one tap technique class (2 credits each)	2

Dance Study (9)*DANC 110: Dance Appreciation is recommended for Colonnade Explorations – Arts & Humanities.**DANC 360: Dance in Culture is recommended for Colonnade Connections – Social & Cultural Studies.*

DANC 301: Dance Pedagogy (3)	3
DANC 350: Dance History (3)	3
DANC 445: Dance Anatomy and Kinesiology (3)	3

Choreography (8)

DANC 235: Dance Improvisation (2)	2
DANC 310: Choreography I (3)	3
DANC 420: Choreography II (3)	3

Dance Production (3)*Select One:*

THEA 250: Stage Electrics (3)	3
OR	
THEA 241: Costume Technology (3)	

Restricted Electives (3)

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.

TOTAL

45



BACHELOR of ARTS in DANCE (#630 & 630P)

45 Credit Hours

Department of Theatre & Dance

Potter College of Arts and Letters

Western Kentucky University

The suggested program of study shown below should be used in consultation with your advisor(s). Every student will finish with a unique plan of his/her own depending on the minor or second major selected. A placement audition is required prior to beginning the BA in Dance degree. See the Theatre & Dance website for [audition dates](#). Level of technique courses each semester will depend upon placement and progress. Students will also participate in the Jury/Portfolio Review process every semester. See the [Dance Program Handbook](#) for details. BA in Dance students must achieve at least a level 5 in ballet or jazz and a level 3 in a second genre in order to graduate. A minor or second major is required.

SAMPLE – Finish in Four Plan

FIRST YEAR			
Fall Semester		Spring Semester	
Ballet Technique Course	2	Ballet Technique Course	2
Jazz or Modern Technique Course	2	Jazz or Modern Technique Course	2
PERF 120 – Rehearsal and Production	1	PERF 220 – Production Lab I	1
PERF 175 – University Experience in Performing Arts	2	THEA 250 – Stage Electrics OR THEA 241 – Costume Technology	3
Colonnade – DANC 110 – Dance Appreciation	3	Colonnade – COMM 145	3
Colonnade – ENG 100	3	Colonnade – HIST 101/102	3
Colonnade – MATH 109	3	Minor Course	3
TOTAL CREDIT HOURS	16	TOTAL CREDIT HOURS	17

SECOND YEAR			
Fall Semester		Spring Semester	
Ballet Technique Course	2	Ballet Technique Course	2
Jazz or Modern Technique Course	2	Jazz or Modern Technique Course	2
DANC 235 – Dance Improvisation	2	DANC 310 – Choreography I	3
Tap Technique Course	2	DANC 350 – Dance History	3
Colonnade – ENG 200	3	Colonnade Explorations – Social & Behavioral Studies	3
Colonnade Explorations – Natural & Physical Sciences	3	Minor Course	3
Minor Course	3		
TOTAL CREDIT HOURS	17	TOTAL CREDIT HOURS	16

THIRD YEAR			
Fall Semester		Spring Semester	
Additional Ballet Technique Course Suggested	2	Additional Ballet Technique Course Suggested	2
Additional Jazz or Modern Technique Course Suggested	2	Additional Jazz or Modern Technique Course Suggested	2
DANC 420 – Choreography II	3	DANC 445 – Dance Anatomy	3
Colonnade – ENG 300	3	Colonnade Explorations – Natural & Physical Sciences with Lab	3
Minor Course	3	Colonnade Connections – Systems	3
		Minor Course	3
TOTAL CREDIT HOURS	13	TOTAL CREDIT HOURS	16

FOURTH YEAR			
Fall Semester		Spring Semester	
Additional Ballet Technique Course Suggested	2	Additional Ballet Technique Course Suggested	2
Additional Dance Technique Course Suggested	2	Additional Dance Technique Course Suggested	2
DANC 301: Dance Pedagogy	3	Dance Elective	2
Colonnade Connections – Social & Cultural	3	Minor Course	3
Colonnade Connections – Local to Global	3	Elective	3
TOTAL CREDIT HOURS	13	TOTAL CREDIT HOURS	12

Total Credit Hours: 120

- Students will apply for full admission into the BA in Dance in the 3rd semester. Prior to that point they are classified as "seeking admission."
- Students cast in dance concert pieces will take DANC 300 – Dance Company (1 hr.)
- B.A. in Dance students must achieve at least a level 5 in ballet or jazz and a level 3 in a second genre in order to graduate.
- At least 50% (22.5 credit hours) of the degree must be in upper-division courses, numbered 300 +.
- 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.
- For more details and courses offered in the Colonnade General Education program visit the [website](#).
- **World Language Requirement:** Language Proficiency of novice-high before completing 60 credit hours is required (or completion of 2nd level of a language). Two credits (or equivalent) of a single world language in High School satisfies this WKU requirement.

**For more
Information:**

Department: Department of Theatre & Dance

Website: <http://www.wku.edu/theatre-and-dance/index.php>

Phone: 270-745-5845

Email: theatreanddance@wku.edu

Course Descriptions: <http://www.wku.edu/undergraduatecatalog/>

Minor in Dance Curriculum

Reference Number: 344

Update 5/22/17

The Minor in Dance requires the completion of the following **27 credit hour** program:

Required Courses	Credits	Notes
PERF 120: Rehearsal and Production	1	
PERF 220: Production Lab I	1	
DANC 235: Dance Improvisation	3	
DANC 310: Choreography I	3	
One of the following history courses		
DANC 350: Dance History	3	
DANC 360: Dance in Culture		
One of the following technical courses		
THEA 241: Costume Technology	3	
THEA 250: Stage Electrics		
Ballet Technique Courses¹ (2 credits)	4	
Jazz Technique Courses¹ (2 credits)	4	¹ Initial placement based on demonstrated skill level. Must achieve at least level 4 in one technique and level 3 in a second technique.
Modern Technique Courses¹ (2 credits)	2	
Upper Division Restricted Electives <i>(Level 300 or above.)</i>	3	Any relevant courses in Dance, or related fields, with the approval of the Theatre & Dance Department Head.
TOTAL	27	

TECHNIQUE COURSE CRITERIA

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. The criteria for each level and technique are posted on the bulletin board outside of Studio A and are as follows:

Ballet Technique Sequence

100 Level Ballet

Ballet I

Demonstrates

- Awareness and recognition of basic ballet terminology
- Effort to apply instructor guided corrections
- 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*

200 Level Ballet

Ballet II

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

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
- 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*

300 Level Ballet

Ballet III

(pre-requisite for pointe work)

Continues to develop criteria from Ballet II while working with more complex material

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)
- Awareness of the 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 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 turns, *en dehors* and *en dedans*, in various positions

Ballet IV

Continues to develop criteria from Ballet III while working with more complex material

Demonstrates

- Increased awareness and knowledge of intermediate ballet terminology
- Increased spatial awareness
- Ability to reverse combinations when prompted
- Ability to differentiate between the major classical ballet techniques
- Increased awareness of the flow of energy needed to execute classical lines and classical *port de bras*
- Ability to embody corrections with increased speed
- Rhythmic accuracy, attention to musical phrasing, and shifts in dynamics

Successfully Executes

- *Adagio* and *allegro* exercises with increased movement quality and clarity
- Clean and consistent double and triple turns, *en dehors* and *en dedans*, in various positions
- Basic pointe work at the barre and in the center, when applicable

400 Level Ballet

Ballet V

Continues to develop criteria from Ballet IV while working with more complex material

Demonstrates

- Awareness and recognition of advanced ballet terminology
- 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)
- Ability to quickly embody and retain corrections
- Consistent maintenance of active outward rotation of the legs
- Proper flow of energy needed to execute classical lines and classical *port de bras*

(Ballet V – continued)

- Effective use of *épaulement*
- Increased ability to self-evaluate and self-correct

Successfully Executes

- *Adagio* and *allegro* exercises with increased authority, projection, and artistry
- Transitions between movements with increased clarity
- Clean and consistent multiple turns, *en dehors* and *en dedans*, in various positions
- Basic/intermediate pointe work at the barre and in the center, when applicable

Ballet VI

Continues to develop criteria from Ballet V while working with more complex material

Demonstrates

- Increased awareness and knowledge of advanced ballet terminology
- Increased technical proficiency and refinement of classical ballet technique
- Personal movement style through expression, music interpretation, movement phrasing, and focus
- Signs of being audition-ready

Successfully executes

- *Petite allegro* with *battu* and increased speed
- *Grand allegro* with increased *ballon*
- 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

300 Level Pointe

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 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 Technique Sequence

100 Level Jazz

Jazz I

Demonstrates

- Awareness and understanding of basic jazz dance terminology
- Proven effort to apply instructor-guided corrections
- Understanding of correct alignment
- Correct use of feet
- Basic body awareness and an understanding of working injury-free
- Fundamental strength building
- Basic coordination
- Confidence and ease within movement through space
- Understanding of tempo and the relationship between music and dance

Successfully executes

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

200 Level Jazz

Jazz II

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

Demonstrates

- Awareness and understanding jazz dance terminology
- Awareness of personal alignment issues
- Increased strength building in the core, arms, and legs
- Increased flexibility
- Increased coordination and effective use of isolation
- Awareness of turned-out versus parallel positions
- Ability to locomote effectively
- Rhythmic accuracy
- Understanding of dance as an expressive art form

Successfully executes

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

300 Level Jazz

Jazz III

(pre-requisite for Styles of Musical Theatre Dance)

Continues to develop criteria from Jazz II while working with more complex material

Demonstrates

- Clear body awareness and an understanding of working injury-free
- Increased strength building throughout the body
- Consistent use of the core
- Muscle and cognitive memory

(Jazz III – continued)

- Ability to reproduce movement sequences quickly and correctly
- Increased flexibility and control in leg extensions
- Spatial awareness
- Ability to self-evaluate and self-correct

Successfully executes

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

Jazz IV

Continues to develop criteria from Jazz III while working with more complex material

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)
- Clean body lines both *à terre* and *en l'air*
- Effective use of space, including appropriate use of level and direction changes
- Rhythmical accuracy
- Authority with movement (control and dynamics)

Successfully executes

- Effective 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 jazz leaps/jumps/tours in sequence with correct placement, body lines, and power

400 Level Jazz

Jazz V

Continues to develop criteria from Jazz IV while working with more complex material through the manipulation of style and movement quality

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)
- Individual presence as a performing artist

Successfully executes

- Style as appropriate to the material
- Transitions between movements with increased clarity
- Clean and consistent multiple *pirouettes en dehors* and *en dedans* (in various positions, on a straight leg and in forced arch)
- Advanced jazz jumps/leaps/tours with correct placement, body lines, and power

Jazz VI

Continues to develop criteria from Jazz V while working with more complex material through the manipulation of style and movement quality

Demonstrates

- Ability to embody different styles
- An intellectual and artistic approach to movement execution performance
- Behavior as professionals-in-training

Successfully executes

- Clean and consistent advanced level turn series
- Advanced level turns and leaps in sequence with correct placement, body lines, and power

Modern Technique Sequence

100 Level Modern

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

200 Level Modern

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

300 Level Modern

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

400 Level Modern

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 Technique Sequence

100 Level Tap

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 and clarity
- Execution of movement at slow and moderate tempos, working specifically with quarter and eighth notes
- 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

200 Level Tap

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

(Tap II – continued)

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
- Ruffles (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

300 Level Tap

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)

400 Level Tap

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 1st, 2nd, 4th, and 6th semesters. During the 1st and 4th semesters, the faculty advisor will review the completed form with the student during the academic advising appointment. During the 2nd and 6th semesters, students will meet with the full dance faculty 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 www.wku.edu/theatre-and-dance/departmental-forms.php.
- Students pursuing a 2nd 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 1st semester – See website for specific dates

Student Assessment

During 1st semester academic advising appointment

(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.)

Student Assessment Conference

End of 2nd 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.)

Application for full admittance into the B.A. in Dance degree During 3rd semester

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

Student Assessment

During 4th semester academic advising appointment

4th Semester Jury Portfolio Review

During final examination week

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

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

During junior year

Student Assessment Conference

End of 6th semester meeting

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

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 5 in ballet or jazz and level 3 in a second genre (ballet, jazz, or modern) 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
- Retention and Progress check Jury (4th semester)
- 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.

Adjudication I (studio showing)

Students present choreographic work-in-progress 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.

Adjudication II (studio showing): Students present completed choreographic work for a panel of faculty judges.

Purpose: Students receive additional feedback/guidance from faculty.
Faculty select choreographic work to be performed in *The Dance Project*, spring semester*.

**Choreographic work not selected for The Dance Project may be eligible for inclusion in the informal student dance concert Last Chance to Dance. Inclusion in Last Chance to Dance is at the discretion of the Dance Program Coordinator.*

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
- Tennessee Dance Festival
- 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 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 of Theatre & Dance.

Professional Auditions

The Dance Program regularly hosts auditions for various summer programs/intensives. These auditions are required for WKU Dance Company members; however, they are also open to all university and non-university students. Absence from one of these auditions must be approved in advance by the Dance Program Coordinator. There may be a fee associated with these auditions. Recent companies have included The Joffrey Ballet, Ruth Page School of Dance, Nutmeg Ballet, and Deeply Rooted Dance Theatre.

RESEARCH

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 <http://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 (<http://www.wku.edu/honors/students/cet.php>).

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				
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				
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					
Sequencing	4	3	2	1	
Body Lines / Head Tail	4	3	2	1	
Weight and Breath	4	3	2	1	
Musicality / Rhythmic Accuracy	4	3	2	1	
Expression	4	3	2	1	
Improvisation	4	3	2	1	
TAP					
Sequencing	4	3	2	1	
Depth of Vocabulary	4	3	2	1	
Clarity in Sound	4	3	2	1	
Musicality / Rhythmic Accuracy	4	3	2	1	
Expression	4	3	2	1	

Recommended Technique Placement:

Ballet: _____

Jazz: _____

Modern: _____

Tap: _____

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/2nd 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)

110: Dance Appreciation _____

235: Dance Improvisation _____

Ballet Technique _____ level: _____

Ballet Technique _____ level: _____

Ballet Technique _____ level: _____

Ballet Technique _____ level: _____

Jazz Technique _____ level: _____

Jazz Technique _____ level: _____

Modern Technique _____ level: _____

Modern 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.

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.)

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 1st, 2nd, 4th and 6th semesters and follow the below sequence:

- Full-time dance faculty fills out the form for each student in review.
- The student reviews the assessment form during their scheduled advising appointment.

Student Name: _____

Date of Assessment: _____

TECHNICAL ASSESSMENT			
Current Technique Levels	Ballet:	Jazz:	Modern:
*Recommended Placement for _____	Ballet:	Jazz:	Modern:

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

***Must achieve at least level 5 in either ballet or jazz and level 3 in a second genre to graduate with the B.A. in Dance.*

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

CREATIVE SKILLS ASSESSMENT					
Improvisation	Unsatisfactory	Basic	Proficient	Excellent	Not measurable
Choreography	Unsatisfactory	Basic	Proficient	Excellent	Not measurable
Performance	Unsatisfactory	Basic	Proficient	Excellent	Not measurable
Comments:					

ANALYTICAL ASSESSMENT					
Written Skills	Unsatisfactory	Basic	Proficient	Excellent	Not measurable
Verbal Skills	Unsatisfactory	Basic	Proficient	Excellent	Not measurable
Comments:					

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

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:

Signature of Dance Program Coordinator:

Date:

WESTERN KENTUCKY UNIVERSITY
DEPARTMENT OF THEATRE & DANCE
B.A. in Dance
ADVISING CHECKLIST

Student Name: _____

2nd Major/Minor: _____

	<u>SEMESTER</u>	<u>GRADE</u>
PERF 175: University Exp.	Fall	
PERF 120: Reh / Production		
PERF 220: Production Lab I		
<u>Technical Course</u>		
242 / 250		
DANC 235: Improvisation	Fall	
DANC 310: Choreography I	Spring	
DANC 420: Choreography II	Fall	
DANC 350: Dance History	Fall	
DANC 445: Anat and Kines	Spring	
DANC 301: Dance Pedagogy	Fall	
<u>Ballet</u>		
<u>Jazz</u>		
<u>Modern</u>		
<u>Dance Electives</u>		

WESTERN KENTUCKY UNIVERSITY
DEPARTMENT OF THEATRE & DANCE
DANCE PROGRAM
GUEST ARTIST SURVEY

Semester: _____

Guest Artist Name: _____

1. How would you rate this artist as a teacher?

Excellent

Good

Satisfactory

2. Did this class give you a conceptual understanding and practical knowledge of the technique?

Yes

No

3. Did this class enhance your technical abilities?

Yes

No

4. How would you rate the effectiveness of this class?

Excellent

Good

Satisfactory

5. Did the choreography add to your artistic level?

Yes

No

Not applicable

6. How would you rate working with this guest artist in your experience at WKU?

Excellent

Good

Satisfactory

7. Would you recommend this experience to future students?

Yes

No

8. Do you think this experience will assist you in your post-graduate endeavors of obtaining a job in our global society?

Yes

No

Student Reflection:

Please use the back of this sheet to provide your overall impression of this teacher/choreographic experience and what benefits you obtained from working with this guest artist.

WESTERN KENTUCKY UNIVERSITY
DEPARTMENT OF THEATRE & DANCE
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: