

DEPARTMENT OF DANCE

Undergraduate Program Handbook

for students entering

2023-2024

Bachelor of Fine Arts



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

Table of Contents

I. INTRODUCTION	1
II. MISSION STATEMENTS	2
A. DEPARTMENT.....	2
B. BACHELOR OF FINE ARTS	3
C. BFA PROGRAM GOALS.....	4
III. ACADEMIC ADVISING IN THE BFA PROGRAM	5
IV. STUDENT REPRESENTATION AND SERVICE IN THE DEPARTMENT	6
A. CLASS REPRESENTATIVES	7
B. COMMITTEE REPRESENTATION	7
V. DESCRIPTION OF CURRICULAR AREAS	8
A. MOVEMENT PRACTICE	8
B. SOMATIC PRACTICES.....	8
C. COMPOSITION / CHOREOGRAPHY.....	8
D. DESCRIPTION, ANALYSIS, AND NOTATION	9
E. PERFORMANCE	9
F. HISTORY/THEORY/LITERATURE	9
G. PRODUCTION AND LIGHTING DESIGN.....	10
H. DANCE EDUCATION	10
I. DANCE TECHNOLOGY	11
VI. BFA PROGRAM CURRICULUM REQUIREMENTS	11
A. FOUNDATION CURRICULUM	11
B. FOCUS CURRICULUM	13
C. UNIVERSITY ELECTIVES	13
D. ENROLLMENT CONSIDERATIONS	13
VII. COURSE LISTING BY REQUIREMENT AREA	14
A. MOVEMENT PRACTICE: 30 CREDITS – DETAILS IN SECTION V.A.....	15
B. SOMATIC PRACTICE: 2 CREDITS **	15
C. FOUNDATION CURRICULUM: 32 CREDITS – DETAILS IN SECTION VI.A.....	15
D. FOCUS CORE REQUIREMENTS: 4-6 CREDITS – DETAILS IN SECTION VI.B	15
E. FOCUS CURRICULUM ELECTIVES: 18 CREDITS FROM ONE OR MULTIPLE AREAS – SEE DETAILS IN SECTION V	16
VIII. RECOMMENDED SEQUENCE OF COURSEWORK	17
IX. EVALUATION, GRADES, AND ABSENCE POLICIES	19
A. FACULTY EVALUATION OF STUDENTS IN ANY COURSE	19
B. ABSENCES IN ANY COURSE.....	19
1. INSTRUCTOR DISCRETION FOR “EXCUSED” ABSENCES	19
2. ABSENCES IN MOVEMENT PRACTICE COURSES.....	20
C. STUDENT EVALUATION OF INSTRUCTION (SEI).....	21
D. GRADES	22
E. ADMISSIONS APPEAL FOLLOW-UP	22
X. TRANSFER CREDIT	23
A. TRANSFERRING DANCE CREDITS	23

B.	TRANSFERRING GENERAL EDUCATION CREDITS	23
XI.	ACADEMIC STANDING.....	24
A.	WITHIN THE DEPARTMENT OF DANCE.....	24
B.	WITHIN THE COLLEGE OF THE ARTS AND SCIENCES	24
C.	RESOURCES FOR COURSE SUCCESS DURING THE SEMESTER	24
XII.	SENIOR PROJECT TIMELINE AND PROCEDURES.....	25
A.	PROJECT ADVISOR	25
B.	PROJECT PROPOSAL GUIDELINES.....	26
C.	SENIOR PROJECTS REQUIREMENTS	26
D.	DISTINCTION PROJECTS ADDITIONAL REQUIREMENTS	27
E.	SCHOLARSHIP AND GRANT SUPPORT FOR SENIOR OR DISTINCTION PROJECTS	28
F.	ADDITIONAL INFORMATION FOR SCHOOLS AND COMMUNITY PROJECTS.....	30
XIII.	HONORS AND SCHOLARS	30
A.	COLLEGE OR ARTS HONORS CURRICULUM	31
B.	GRADUATION WITH LATIN HONORS	31
C.	GRADUATION WITH DISTINCTION IN THE ARTS	31
	APPENDIX A: TUITION FUNDING	32
	APPENDIX B: HEALTH AND WELLNESS	33
A.	CARE AND PREVENTION OF INJURIES	33
B.	ACCIDENTS.....	33
C.	NUTRITION.....	34
D.	MENTAL HEALTH SERVICES.....	34
E.	DISABILITY	34
F.	OFFICE OF STUDENT LIFE RESOURCES	34
	APPENDIX C: STUDIO RESERVATION POLICY.....	35
	APPENDIX D: RECOMMENDED SUPPLIES	36
	APPENDIX E: UNIVERSITY RESOURCES.....	37
A.	VIDEO MEDIA IN THE MUSIC & DANCE LIBRARY.....	37
B.	THE WRITING CENTER.....	37
C.	STUDY SKILLS.....	37
D.	OFFICE OF DIVERSITY AND INCLUSION.....	37
E.	CAREER COUNSELING	38
	APPENDIX F: SULLIVANT AND CAMPUS SAFETY INFORMATION	39
A.	SULLIVANT AND HIGH STREET	39
B.	POLICE, FIRE, MEDICAL	39
C.	STUDENT SAFETY ESCORT SERVICE.....	39
	APPENDIX G: EXAMPLES OF THE BFA PLANNING DOCUMENT AND BFA CHECKLIST	41

I. INTRODUCTION

Welcome to the Bachelor of Fine Arts (BFA) program in Dance at The Ohio State University! This Handbook provides important information necessary to understand the responsibilities and requirements each student must fulfill in order to satisfactorily complete the BFA degree program.

You will also utilize the Department website www.dance.osu.edu throughout your BFA career in order to access a variety of additional resources and information in the [Toolkit section](#). While the degree requirements are set at the time of your beginning the program, the Department of Dance and other university websites will contain the most current logistical details offerings for each semester in which you are enrolled. In particular, the Advising Calendar deadlines listed on the [Internal Calendar](#) and announcements on the [OSU Dance Weekly](#) are important resources (please subscribe).

In addition to the Dance website, the university BuckeyeLink website www.buckeyelink.osu.edu is the main portal for students to find academic information, enroll in classes, and maintain your most current contact and emergency contact information. In addition, the Student Service Center website www.ssc.osu.edu is the portal for questions pertaining to the Registrar, Bursar, Financial Aid, and other important university offices. The College of Arts and Science advising website www.ascadvising.osu.edu and University advising website <https://advising.osu.edu/> should also be referenced frequently for valuable resources.

Important persons mentioned in this Handbook are here to assist you in your BFA program. To make an appointment, please follow the directions or email with the topic of conversation plus 2-3 days/times you are available to request an appointment. “Walk-in” or “Hallway” conversations are for quick questions; appointments are best for follow-through and follow-up and more details.

Academic Program Coordinator	Amy Schmidt.442
	walk-ins 2:15-2:45pm or sign-up online for appointment
College Academic Advisor	Ryan Heitkamp.12
	call 614-292-6961 or online in OnCourse for appointment
Undergraduate Studies Committee Co-Chairs	Nyama McCarthy-Brown.1
	Daniel Roberts.338
Department Chair	Charles Anderson.4357
Department Honors Advisor	Daniel Roberts.338
External Relations Coordinator	Damian Bowerman.11
Administrative Manager	Jennifer Adams.1531
Production Manager, Barnett Theatre	Jonathon Hunter.1007
Production Manager, Motion Lab.....	Lexi Clark-Stilianos.2
Costume Shop Supervisor	Lindsay Simon.213
Music Supervisor, Rehearsal Space.....	Susan Chess.1

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8am-5pm, Monday-Friday
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Website: www.dance.osu.edu
Email: dance@osu.edu

II. MISSION STATEMENTS

A. Department

Through a focus on praxis, or the symbiotic relationship between theory and practice, the collective mission of The Ohio State University Department of Dance is to manifest a pluralistic and inclusive 21st century dance curriculum. We are invested in and committed to continuously deepening our engagement with underrepresented archives and repertoires in dance and dance studies. We value and provide study in a diverse range of movement practices and styles that influence the multifaceted nature of dance today. Defined by a varied and dynamic blend of approaches to physical practice, choreographic inquiry, historical investigation, and critical analysis, our department is the place to...

- Deepen and broaden practices of dance, while cultivating critical cross-cultural engagement with the histories of these forms to become informed practitioners and viewers of many dance traditions in global contexts.
- Develop choreographic skills, explore experimental technologies and community engagement through pedagogy in service to becoming sophisticated and nuanced artists.
- Deepen and expand one's understanding of the art and practice of performance (via formal and informal performances, in-progress showings, scholarly lectures etc.),
- Become an arts activist, arts scholar, arts educator and advocate,
- Develop scholarly expertise in the critical, historical, and cultural analyses of dance practices.
Cultivate and model innovative liberatory educational practices in service to dance wholistically.
- Enhance community sustainability through collaboration and partnership with schools, nonprofit and regional dance organizations.
- Nurture leaders in dance as artists, activists, scholars, educators, and policy advocates.

To that end, we are committed to cultivating a rigorous curriculum that draws upon multiple disciplinary and artistic approaches while encouraging students to position their own work and development within broad social contexts. Our curriculum is designed to develop concrete skills in dance performance, choreography, somatics, historical and critical analysis, technology, and pedagogy and to instill an intellectually broad and deep appreciation of the role that dance plays in human cultures around the world while ensuring our students are competitive in the current marketplace. We are committed to academic excellence, inclusive diversity, freedom of expression, activism, social transformation and civic responsibility. Our department's priority is to cultivate artist-citizens committed to leadership, community, equity and social justice. Furthermore, the Department of Dance takes seriously its responsibility to expand access to rigorous and diverse dance training as well as public understanding of and appreciation for dance- whether that be creatively, culturally, or educationally.

The department offers three degree granting programs: The BFA, The MFA, and The PhD. We serve the larger university community through our minor in dance, elective dance classes and public performances, emphasizing pluralistic manifestations of contemporary work, for both the university community and the central Ohio region. The Department of Dance also houses the Equity and Social Justice in the Arts Certificate Program.

Informed by the above mission and statement of values, all programs seek to provide the best possible preparation for artists, advocates, scholars, activists and educators entering the profession including (but not limited to):

- Rigorous dance experiences both within and outside of classes and rehearsals that influence, reflect and critically engage the changing contemporary dance scene and its relationship(s) to culture.
- Diverse course offerings in creative process, movement practice, pedagogy, and dance studies including (but not limited to) the following areas:
 - Instruction and practice in contemporary dance in its international forms, rooted in the expertise of faculty with investments in and experimentations within lineages from American modern, contemporary, street dance, African and Afro-Diasporic fusion, and balletic forms. Note: In alignment with our Statements of Shared Values, Culture and Community below, we decentralize and decolonize the term ‘contemporary’ from eurocentrism by contextualizing it in multiple cultural and aesthetic contexts.
 - Creative practice: Choreography, choreographic inquiry, and compositional and improvisational practices in multiple cultural and aesthetic contexts
 - Community Engagement Through Dance Pedagogy
 - Public Engagement Activities and Audience Building
 - Dance Wellness and Conditioning Practices
 - Dance Film and Integrative Media (IM) Technology
 - Dance Technical Production and Design (lighting, costume design and stage management)
 - Dance History, Theory and Literature,
 - Ethnography
 - Dance Writing/Dance Dramaturgy
 - Approaches to documenting, annotating, and analyzing movement
 - Anti-racism and liberatory practices in dance, dance studies, community engagement and wellness practices

The Department of Dance defines “Community, Leadership, Equity and Social Justice” as activities that include (but not limited to):

- Creating, performing and/or producing culturally responsive and responsible performance. Using critically engaged choreographic methods and implementing liberatory theories to promote socially ethical and responsible art
- Working as an educator (a dance specialist/educator/teaching artist who melds theory and practice in their teaching, scholarship, production, and service)
- Working as a dance dramaturg and/or outreach director
- Arts administration, advocacy and activism
- Dance Production, Dance Film, and Dance Integrative Media Technology
- Working in public programming with foundations and non-profits
- Teaching dance in after-school programs, dance studios and community centers
- Performance as a tool for understanding communities and difference
- Theorizing performance as a site of civic engagement and activism
- Redefining and re-contextualizing the role of performance in culture
- Promoting arts-based civic dialogue
- Case-making and agenda-setting for public culture
- Movement and Physical Therapy

B. Bachelor of Fine Arts

BFA Program Mission

The mission of the BFA is to be an exciting and diversified dance program. Defined by a varied and dynamic blend of physical practice, creative practice and embodied theory, The BFA trains students to

- Both deepen and broaden physical training
- Develop choreographic skills, explore experimental technologies (IM, Video, Dance Theatre), in service to becoming sophisticated and nuanced artists in general.
- Cultivate an understanding between performance and culturally inclusive and critically rigorous pedagogy
- Deepen and expand one's understanding of the art and practice of performance (via formal and informal performances, in-progress showings, scholarly lectures etc.),
- Become an arts activist, arts educator and advocate,
- And to develop scholarly expertise and sophistication in culture and the arts in general.

The BFA program is committed to cultivating a rigorous curriculum that draws upon multiple disciplinary and artistic approaches while encouraging students to position their own work and development within broad social contexts. Our curriculum is designed to develop concrete skills in performance, choreography, and pedagogy and to instill an intellectually broad and deep appreciation of the role that dance plays in human culture around the world while ensuring our students are competitive in the current marketplace. We are committed to academic excellence, diversity, freedom of expression, activism, social transformation and civic responsibility. Our BFA program's priority is to cultivate artist-citizens committed to leadership, community, equity and social justice.

C. BFA Program Goals

At the successful completion of all Department of Dance and university requirements, you will earn a Bachelor of Fine Arts (BFA) in Dance degree from The Ohio State University. The Ohio State BFA in Dance provides a comprehensive movement-based education across the field of contemporary dance and is designed to be demanding. It challenges your **physical, creative and analytical** abilities. The faculty value the education of the whole person and aim to be responsive to your individual needs. You are an integral partner with us, in your own education, providing focus, energy, skill, and creativity. With your active participation, faculty and staff help you become the dance artist and practitioner you want to be. At the end of your time with Ohio State Dance, with the completion of your senior project and degree, you will have developed the abilities, perspective and imagination to be visionaries, advocates and leaders in the ever-evolving field of dance.

The Department hosts several **visiting artists and scholars** each year. These artists are specifically chosen for the special expertise they can bring to our curriculum. They may teach movement practice, composition, improvisation, and choreograph works for our students. Visiting artists and scholars also enrich our curriculum through movement classes or lectures that expand upon curricular offerings. In scheduling their teaching, we make an effort to give these artists the opportunity to work with a large portion of the student population, but, since their time is limited, you may not be able to work with every guest. Over the course of your studies, however, visiting artists and scholars as well as guest artists performing at the [Wexner Center](#) and other nearby venues contribute to your education.

As a strong compliment to your education, students are highly encouraged to **attend performance and lecture events** produced by the Department, as well as throughout the community. All Dance students receive one complimentary ticket to all Department of Dance events. Other venues typically offer reduced rates for students. See the [Department website under Events](#), [OSU Dance Weekly](#), or the [Internal Calendar](#) in the Toolkit section for dates.

Field experience is strongly encouraged to ensure you have at least one dance experience outside of the Ohio State BFA program, including service and leadership roles in workshops/conferences, internships, and teaching in community settings. This exposes you to practicing role models, substantive interaction with a community beyond the university, career contacts and networking options, as well as an opportunity to embody and apply theoretical learning. Field experience helps you become the dancer you want to be, as well as gain the perspective and confidence needed to carve out a life in the dance field. Most field experience is a resume-builder, some non-paid experiences can be independent study course credit (through Dance or Arts Education), and some are paid experiences. Talk to your faculty and Academic Program Coordinator for ideas and details particular to your situation and goals.

III. ACADEMIC ADVISING IN THE BFA PROGRAM

Ohio State Dance places a high value on two-way communication between students and faculty. Advising has many forms: projects, academics, and career goals. Academic advising (degree planning and course selection) is handled by Dance Academic Program Coordinator and Dance Undergraduate Studies Committee (USC) Chair. Our College Academic Advisor is highly capable of helping with GE advising as well as surrounding graduation requirements. Individual faculty mentors can be contacted individually as recommended or desired for feedback, insight, and guidance on any project, academic, or career goals.

It is recommended that you meet with the College Academic Advisor once a year and Academic Program Coordinator once a year or more as needed to make sure you are on track to complete degree requirements. See the Section VIII for more details. As an Ohio State student, the [goals of advising](#) to benefit your learning are that you are responsible to:

- Ask for advising help/actively seeks out relevant information
- Collaborate with advisor/mentor by scheduling, preparing for, attending, and following up on appointments, ongoing degree planning, and other university business
- Formulate and revise degree plans and selects appropriate courses based on academic goals
- Use university tools—Buckeye Link, Schedule Planner, the Degree Audit and Transfer Credit Report, Advising Report, etc.—to seek answers to academic questions and assess academic progress
- Take increasing responsibility for your own academic career and plans
- Understand the value of academic enrichment and co-curricular opportunities
- Understand university policies and procedures
- Understand the curricular requirements for your degree program
- Understand the connection between completing a degree and advancing personal development
- Know about university support services and use them when needed
- Value the process of academic planning and course selection as a means toward realizing academic goals
- Understand and appreciate the role of the breadth component of the degree

Every semester the Department holds advising meetings for each BFA cohort during Pre-Registration to give specifics pertaining to that cohort and review regular and special dance course offerings for the following semester or year. Please see specific Advising Calendar

dates and deadlines on the [Internal Calendar](#). For undergraduates, these course offerings are divided into the **Foundation Curriculum and Focus Curriculum**.

First year students (freshman, major changers, transfers), receive guidance in the Introductory Seminars (Dance 2801 and 2802), as well as other class meetings and as needed by appointment with the College Academic Advisor, Dance Academic Program Coordinator, and Dance USC co-Chairs.

Second year students receive guidance from the same sources in addition to recommended faculty members who are uniquely qualified to assist you with future goals and course work. During Spring Semester you will have the opportunity to work with the Academic Program Coordinator to complete your [BFA Planning Document](#) to outline your interests for and possible course work for your Focus Curriculum.

During the third year, you are welcome to meet with various faculty mentors for deeper direction and development of your senior project interests. The 4801 Senior Seminar I instructor, USC co-Chairs, and Academic Program Coordinator may make recommendations based on your interests. You are encouraged to also seek out faculty and instructors on your own.

By the end of your third year, you will be assigned a faculty Project Advisor and meet with that specific faculty member on a regular basis regarding your Project development and dissemination, including at the Autumn Advising Day (prior to the first day of classes). You are required to initiate additional meetings with your faculty Project Advisor several times each semester of your fourth year to discuss your goals, timeline, and strategies for the successful completion of your Project and BFA experience.

During the fourth year in the BFA program, the 4802 Senior Seminar II instructor, your faculty Project Advisor, College Academic Advisor, and Dance Academic Program Coordinator continue to provide guidance as needed.

All faculty members hold regular office hours and we encourage you to make appointments with your advisors and instructors when you have questions or concerns. If office hours are not posted, email the individual with the topic of your meeting request and several days/times you are available to facilitate scheduling.

Please ask! Don't put it off because **good questions are timely questions.**

IV. STUDENT REPRESENTATION AND SERVICE IN THE DEPARTMENT

These leadership opportunities require responsibility, advocacy, initiative, and communication with faculty and staff. We encourage all interested students to contact the Academic Program Coordinator for next steps to participate in important roles in the program and department. Related dates are listed on the [Internal Calendar](#). Each year the USC attempts to spread leadership opportunities and give committees and the Department Chair different student perspectives.

A. Class Representatives

Every cohort (first, second, third, and fourth years in the BFA program, plus the Graduate Facilitator) elects a Class Representative to inform the Department Chair of positive and constructive feedback about the program experience and suggestions for improvement from your classmates. The current Class Rep organizes the election for next year's Class Rep during April and informs the Academic Program Coordinator of the new Class Rep by May 1; first year students elect their Class Rep during the first two weeks of the semester in Introductory Seminar. Class Representatives will serve a one year term only. If more than one representative is chosen by the cohort, the Department Chair will designate one will be the "primary" and the other will be an "alternate."

Class Reps meet with the Department Chair two times per semester, organize the Autumn and Spring Informances, serve as Dance Ambassadors, gather volunteers for College Day, and plan the annual Department Graduation Celebration.

The Department Informance is held at 10:20-12pm on the last day of classes of Autumn and Spring semesters in the Barnett Theatre. In the Department Informance, Dance major classes are asked to share work. The Class Reps assist the Graduate Facilitator by organizing the sign-up, serving as Master of Ceremony (emcee), running the sound (and Zoom) and inviting all faculty, staff, and students. The Academic Program Coordinator, Barnett Production Manager, and External Relations Coordinator are resources.

Dance Ambassadors are asked to meet with prospective students on scheduled visits throughout the academic year. The External Relations Coordinator will contact Class Reps with a call for volunteers for College Day, held in April of each year.

The Department Graduation Celebration is held on the Saturday prior to Spring Commencement in May of each year and is primarily organized by the third year Class Rep, though others will assist, along with utilizing resources from the External Relations Coordinator, Academic Program Coordinator, Barnett Production Manager, and Administrative Manager. While University Commencement is for graduates of a particular semester, the Department Graduation Celebration is for graduates for the entire calendar year (Spring, Summer, Autumn).

B. Committee Representation

Other undergraduate students are invited by faculty selection to serve on Department committees, such as the USC or faculty search committees, to offer student perspective and feedback on program processes. In particular, the Undergraduate Representative on the USC is a fourth-year student who recruits classmates and other cohorts to "crew" the Autumn and Spring auditions for the BFA program and serves as "assistant stage manager" with Academic Program Coordinator and USC Graduate Representative with logistics. The USC BFA and Grad Reps lead community building efforts between Undergraduate and Graduate students (UGGs).

In addition to committee service on USC, other committees may arise that call for student representation. These opportunities vary from year to year and may include faculty search committee, chair search committee, and other department initiatives.

V. DESCRIPTION OF CURRICULAR AREAS

A. Movement Practice

Movement Practice classes are the most time-intensive requirements in the BFA program. Our dance training focuses on developing expressive and physical skills through exposure to a wide range of styles including modern, contemporary, and fusion dance forms, such as contemporary dance combined with African-based forms. While the emphasis of the program is on Contemporary dance, we also provide training in African and Ballet.

All major students are required to take the 11:10-12:30pm or 12:45-2:15pm majors African, Contemporary, and Ballet classes Monday-Friday and one additional time in the morning or evening. For the first two years, all three movement practice classes are required. For the second two years, Contemporary is required plus a choice of either African or Ballet, with at least two (2) enrollments in African and two (2) enrollments in Ballet over the remaining two years.

BFA students must complete eight semesters of major movement practice classes. Only **one** semester of Contemporary movement practice and **one** semester of African and Ballet movement practice outside the major's class time may substitute for this requirement. These petitions must be pre-approved by USC on a case-by-case basis. Please use the [BFA Curriculum Petition](#) form on the [Toolkit section](#) of the Dance website to initiate this process.

Each semester in the program, you will be placed by movement practice faculty in the appropriate level of African, Ballet, and Contemporary in order to benefit and challenge your skills. The Academic Program Coordinator emails movement practice placement list with enrollment information.

There are four levels of Contemporary, African, and Ballet. After the first year, students have agency to enroll with the instructor of their choice. During the first week of classes, if an instructor determines another class would be more beneficial to the student for progression, those recommendations will be made in time for the student or Academic Program Coordinator to make semester schedule adjustments.

B. Somatic Practices

At least one somatic movement class is required (examples include Pilates, Yoga, Bartenieff Fundamentals, Alexander Technique, etc.). Additional somatic classes may be used as Focus Electives. Somatic Practices center on a variety of ways to understand and experience movement and your body. We address a range of movement practices that are useful to dancers and address such issues as: how to move with greater range, efficiency and ease; how to avoid injury; and how to identify and work through inefficient and detrimental movement habits. These approaches are an integral part of your dance training here. You will learn more about the structure and function of your body through the study of Kinesiology (Dance 3801) during your second semester or second year.

C. Composition / Choreography

The Composition sequence in Dance 3201 and 3202, required of all BFA students, explores the process of making dances through improvisation, solo, duet, and group studies. These courses are designed to help you cultivate your creative voice as a dance artist through

creative problem solving, generating movement material, and contextualizing your ideas and intent through choreographed phrase work. You also develop observational and feedback skills that help you understand, analyze, and critique the art and craft of choreography.

The Music Skills for Dance class during the first year (Dance 2701) is foundational to your studies in movement practice and composition.

In addition to the required courses, students with an interest in choreography have the opportunity for in-depth study through additional classes such as Compositional Special Topics, Dance Film, and others listed in Section VII.

D. Description, Analysis, and Notation

In the required Dance 3301 Analysis course during your second year, you observe, analyze and perform movement, providing a framework for distinguishing salient features of movement. You expand beyond your own movement preferences and become more articulate in performance.

Exploring an organizational framework for the elements of movement expands your sources for improvisation, composition, and teaching. You gain access to notation scores from different cultures and styles for performance, or as movement sources for composition or teaching and interact with scores with technology. Other Laban studies materials are available through the Dance Notation Bureau Extension Center in 324 Sullivant Hall.

E. Performance

In performance, many areas of the curriculum converge. You have the opportunity to perform in a variety of works, exposing you to a range of creative processes, dance styles, and performance approaches. You may participate in new work and existing repertory by faculty and visiting artists, graduate and undergraduate student choreographic projects. Performances range from fully produced concerts to informal events in a variety of venues, including the Barnett Theatre, Urban Arts Space, proscenium stages, alternative spaces, public schools, and other community sites. Students in creative process courses may also need casts for class assignments.

Faculty and visiting artist casts are determined by casting auditions held during the first week of each semester for the students who have enrolled in the Repertory course (4700, 4701, or 4790) that aligns with their availability and level of commitment to the repertory process. First year students may audition for repertory starting in Spring (or their second semester).

BFA and Graduate student choreographic projects are determined by invitation from the choreographer and optional course credit is available by emailing the Academic Program Coordinator to enroll you under the faculty mentor of student work for the semester (Dance 5200 Concert Workshop). Students may get a maximum of 1 credit per year per choreographic work.

F. History/Theory/Literature

Students are required to take a minimum of two courses in History/Theory/Literature. These courses deepen and expand studio experiences of the art form by offering alternative global views as well as a greater understanding of the social, political, and cultural continuum of

concert and popular dance forms. These courses include content such as a study of dance forms of the African Diaspora and the histories of concert/theatre dance. For further study, you can elect to take more advanced dance history and research courses, courses dedicated to writing about dance, as well as independent studies that are carried out with the supervision of a faculty member, lecturer, or visiting scholar.

Dance 3412 HTL II is the required Foundation course and is a survey of dance from the nineteenth century to the present. This course highlights choreographers and choreographic developments to examine the ways that dances encompass cultural and historical ideas. Class discussions will bring to light the artistic developments and aesthetic trends in the dances in relation to the social politics of the time period, and issues of gender, race, class, nation, and identity in the choreography. Written assignments will ask students to write cohesively and academically about dances in terms of historical, theoretical, and movement description foundations. The second HTL Foundation is a choice of elective (Dance 3490 or Dance 4490) with rotating topics. Dance 3401 Dance in Popular Culture or Dance 3402 Dance in Global Contexts may be substituted for 3490 or 4490 by request with the BFA Curriculum Petition after Dance 3412 has been completed. Additional enrollments beyond the Foundation courses may count toward Focus Electives.

G. Production and Lighting Design

The area of Production and Lighting Design complements your studio and academic course work, and introduces you to the elements of framing and supporting dance in a stage space. In Dance 2601 Production, provides a general survey of all aspects of producing a dance concert, as well as hands-on experience serving as a crew member for an assigned performance. After 2601 Production course and crew, at least one Foundation course in advanced design is required. Options include Dance 5602 Lighting Practicum, 5614 Sound Design, 5615 Costume Design, and 5611 Technology Practicum: Isadora. Additional courses may be used as Focus Electives, including independent projects which can be arranged (Dance 5601 Production Practicum, 5603 Costume Practicum, etc.). Also, supplemental course work may be explored in other departments, in particular the Department of Theatre, Film, and Media Arts (TFMA) at <https://theatreandfilm.osu.edu/>. The Production Manager and Academic Program Coordinator can assist with course selection.

H. Dance Education

Regardless of your concentration in the BFA, your exposure to the Dance 3501 Education course prepares you to be a well-rounded artist. During your career as a dancer you most likely will be teaching in a studio, conducting master classes, leading lecture demonstrations, making dances, directing rehearsals, and/or teaching as an artist in the schools. In order to prepare you for these experiences, all students are required to take the Foundation course in Dance Education, and are encouraged to seek additional teaching opportunities through Focus courses, Dance 4500 Directed Teaching, Dance 4189 Field Experiences, and supplemental coursework in other departments. You may also seek out additional coursework through the Department of Arts Administration, Education, and Policy (AAEP) at <https://aaep.osu.edu/> and various departments in the College of Education and Human Ecology (EHE) at <https://ehe.osu.edu/undergraduate-minors>. The Academic Program Coordinator can assist with course selection.

I. Dance Technology

The Department of Dance has long been at the forefront in the field of creative technology and many aspects of technology are embedded throughout the curriculum. You have the opportunity to participate in the exciting developments in this field through several courses offered in the department.

Dance 2702 Creative Technologies for Dance course during the first year is foundational to your studies in dance technology, building skills in video editing, digital archiving, web design, image processing, creating dances for the camera, and the integration of new media with performance. Courses such as Intermedia and Dance Film take advantage of computer technologies. The Department has its own Media Lab specialized software and equipment such as video editing, sound production, and media integration. You may also seek out additional technology-related classes at the Advanced Computer Center for the Arts and Design (ACCAD) at <https://accad.osu.edu/>.

VI. BFA PROGRAM CURRICULUM REQUIREMENTS

You are required to complete a minimum of 127 semester credits to graduate. The semester credit breakdown of requirements follows:

- 32-39 credits of **University General Education** (GE) course requirements
- 30 credits of **Movement Practice** course requirements
- 32 credits of **Foundation** Curriculum
- 22 credits of **Focus** Curriculum
- 4-11 credits of University Electives

The BFA includes General Education (GE) and Movement Practice course requirements throughout each semester of your years of study. In general, BFA students take one or two GE classes per term and extra in summer if desired or needed due to minors or additional majors. The BFA program consists of two distinct phases of study: Foundation Curriculum that is typically completed in the first and second years, and Focus Curriculum that is typically completed in the third and fourth years.

A. Foundation Curriculum

Foundation coursework includes courses that all students must take, forming the basis for a further, in-depth course of study. This highly structured aspect of your experience aims to honor the founding concept of the Department of Dance of a broad-based education. We believe that knowing/learning in all of our different curricular areas supports and deepens understanding in the others. The pedagogical intent of this phase of study is to expose you to the full range of curricula offered in the Department of Dance to enable you to make a well-considered choice of areas to focus on in the third and fourth years. Any deviations from the Foundation curriculum requires a curriculum petition to the Dance USC; use [BFA Curriculum Petition](#) form on the [Toolkit section](#) of the Dance website after consulting with the Academic Program Coordinator and USC co-Chairs.

Introductory Seminars I and II (Dance 2801 in first Autumn and 2802 in second Autumn) are discipline-specific seminars to introduce incoming students to resources at Ohio State, dance

at the university, dance in the studio, and dance in the community. You learn about the multiple facets of the dance profession, examining both creative and scholarly research in dance through faculty presentations and student projects.

Production (Dance 2601) will introduce you to the various elements that go into staging a dance concert. You will take this lecture course your first year for one credit and then crew a department concert or event for another credit.

Music Skills for Dance (Dance 2701) will introduce you to music elements critical for composition in dance. You will take this course your first year.

Creative Technologies for Dance (Dance 2702) will introduce you to technology literacy and dance on the screen. You will take this course your first year.

Composition I (Dance 3201 in Spring) examines improvisation and the foundations of dance composition through multiple approaches to dance-making and movement exploration. This course is taken your first year.

Composition II (Dance 3202 in Autumn) continues the study of movement sourcing and structuring as foundation of the choreographic process. This course is designed to be taken the semester following 3201 and alongside Dance 3301 in your second year.

Analysis (Dance 3301 in Autumn) explores movement vocabulary through analysis and symbols and introduces students to reading repertory of various styles of dance. This course is designed to be taken alongside Dance 3202 but can be taken in separate years.

Dance History/Theory/Literature (Dance 3412) is a required course and embedded Advanced Literacy requirement. After completion, at least one elective special topic is required (Dance 3490 or 4490). These courses should be taken AFTER the first year and completion of the Writing and Information GE; 3412 should be taken during the second or third year.

Education (Dance 3501) is a required course in dance teaching methodology. This course focuses on K-12 schools, studios, and higher education practices. This course is offered Autumn Semester and should be taken AFTER the first year and ideally during second and third year.

Kinesiology (Dance 3801) is an invaluable introduction to anatomy for dancers to help you understand effective and safe movement habits. This course is offered in Spring Semesters. This course is eligible to be taken in the first year, or in second and third years.

Repertory (Dance 4700) is for being cast in a faculty or visiting artist work for Department concerts or study abroad tours. You are encouraged to audition for and perform in faculty and visiting artist works every year you are in the program. After completing two credit hours, additional Repertory credits are part of Focus Electives.

Advanced Design deepens your learning of stagecraft begun in Dance 2601 Production and focus on the compositional elements of a choice of lighting design, costume design, sound design, or media in relation to dance choreography.

B. Focus Curriculum

Focus coursework provides great rigor and in-depth exploration of one or more curricular areas such as history, performance, choreography, technology, notation, production and education. It consists of a 22-credit cluster of courses (including your Senior Seminar and Senior Project requirements) proposed by you with close faculty consultation. It includes advanced course work centering on the integration and application of your developing expertise. This individualized, focused plan of study provides you with the opportunity to learn what it means to develop and pursue a creative and intellectual identity. This creates structure for your individualized curricular checklist for graduation.

You may petition to substitute up to **two** courses outside of Dance if you demonstrate that such coursework directly informs your area of research and senior project. Please use the [BFA Curriculum Petition](#) form on the [Toolkit section](#) of the Dance website to initiate this process; consult with the Academic Program Coordinator, USC co-Chairs, and faculty Project Advisor (if applicable) prior to submitting the form. In addition to departments listed in Section V, other departments' courses that have supported BFA student research include Psychology, Women's Gender and Sexuality Studies, Sociology, Art, Social Work, Anthropology, History of Art, Communication, Theatre, Arts Administration Education and Policy, etc.

Senior Seminars I and II (Dance 4801 and 4802) are completed during the Autumn semesters of your third and fourth years. These seminars complement the Senior Project experience and support your transition from a university environment into the professional field.

Senior Project (Dance 4998/H or 4999/H) is an independent project that serves as the capstone of your experience and creative process with guidance and evaluation by a faculty Project advisor. The Senior Project should grow out of your area(s) of focus, but also help you look beyond the collegiate experience to your career goals. The Senior Project must be publicly disseminated in a research paper, performance(s), lecture/demonstration, or other format. A written component will be submitted to your faculty Project advisor.

Focus Electives (18 credit hours) are selected by you, depending on your area(s) of interest and research in crafting your individualized BFA. These courses should support your Senior Project and future goals. Please consult with individual faculty, your faculty Project Advisor, USC co-Chairs, and Academic Program Coordinator to select these courses. Use the [BFA Planning Document](#) to outline your interests for and possible course work for your Focus Curriculum in your second year and update/shift as needed. You may focus in one or more areas (see Section V for Curricular Area descriptions).

C. University Electives

With these credits, you may pursue a minor, world language study, double major/dual degree, or any specific topic from a wide variety of additional coursework that supports your education and career goals.

D. Enrollment Considerations

All undergraduate students are permitted to enroll in a **maximum of 18 credit hours per semester**. Enrollment in over 18 credit hours requires a petition with the College Advisor and will accrue additional tuition costs. The only exception to the additional tuition cost is if you are

both a senior and the course that takes you over 18 credits is specifically 4998/H Senior Project or 4999/H Distinction Project.

Due to the intensity of the BFA curriculum, **the first three (3) semesters are highly sequenced** (especially Autumn semesters) and additional minor or major coursework may need to be completed gradually until the end of your second year when you can begin to balance your Foundation and Focus curriculum with less concern about Dance major course sequencing. Keep in mind that the depth of the BFA is excellent preparation for future graduate or professional degree programs (most of which do not have a preference for your undergraduate degree major). While additional minors or majors are welcome, it is a choice that may require summer enrollment for non-Dance courses and/or an additional year of undergraduate study. Dual degree students, transfer students, campus-change students, major-change students, or students who take a leave of absence (either from the major or the university) may require additional semesters to complete degree requirements. Consult with the Dance Academic Program Coordinator and the academic advisors in additional areas of study to craft your schedule and timeline to graduation.

For students seeking an entire **semester abroad** (rather than a short-term trip), the recommended semester is any Summer, when no Dance-required courses are offered. If the abroad semester is only offered Autumn or Spring, the recommended semesters are your 2nd year Spring, 3rd year Autumn, or 4th year Spring (if this is not the semester you are graduating).

You cannot gain “**advance**” **course enrollment for future experiences**. It is a Department of Dance policy that you are not permitted to enroll for credits in advance of the semester the content of the course takes place. If you are involved in a course or project, you are required enroll in the semester that the activity is taking place.

It is the College of the Arts and Science policy that students may not enroll in credits for courses or projects **retroactively for which work has already been completed**. Again, if you are involved in a course or project, you must enroll in the semester that activity is taking place.

VII. COURSE LISTING BY REQUIREMENT AREA

KEY

- ^ special offering, not regularly available.
- * two credit option includes small assignments. One credit (available to majors only) option includes only classwork; email Academic Program Coordinator to be enrolled in one credit option.
- ~ optional; email the Academic Program Coordinator to request enrollment after you are cast in a BFA or Graduate student work if you have credit hour space that semester (within the 18 credit hour enrollment limit).
- ** additional enrollments beyond the Foundation requirement will be counted as a Focus Elective
- + permission is required. The instructor may email the Academic Program Coordinator to enroll you.
- ++ permission is required. Please complete the [Independent Study Plan and Permission form](#) on the [Toolkit section](#) of the Dance website and follow form instructions in order for the Academic Program Coordinator to enroll you.

A.	Movement Practice: 30 CREDITS – details in Section V.A	
	3003 African I (Autumn, Spring)	1
	4003 African II (Autumn, Spring)	1
	5003 African III (Autumn, Spring)	1
	3101/ 3102 Contemporary Part I/ II (Autumn, Spring)	1
	4101/ 4102 Contemporary Part I/ II (Autumn, Spring)	1
	5101/ 5102 Contemporary Part I/ II (Autumn, Spring)	1
	3111/ 3112 Ballet Part I/ II (Autumn, Spring)	1
	4111/ 4112 Ballet Part I/ II (Autumn, Spring)	1
	5111/ 5112 Ballet Part I/ II (Autumn, Spring)	1
	5100 Alternative Movement Practice (Fun Fridays)	1
B.	Somatic Practice: 2 CREDITS **	
	5171 /5172 Pilates Mat I/ II	2^
	5173 Pilates Reformer I, Autumn or Spring	2
	5174 Pilates Reformer II	2^
	5175 Yoga (practice only), Autumn or Spring	2
	5176 Bartenieff Fundamentals	2^
	5177 Alexander Technique, Autumn or Spring	2^
	5178 Floorwork	2^
C.	Foundation Curriculum: 32 CREDITS – details in Section VI.A	
	2601 Production (course, crew)	1, 1
	2701 Music Skills for Dance	2
	<small>[major-change and transfer students may use 5191 as substitute if approved by instructor]</small>	
	2702 Creative Technologies for Dance	2
	2801 Introductory Seminar I, Autumn 1 st year	1
	<small>[major-change and transfer students may waive if university survey course is completed]</small>	
	2802 Introductory Seminar II, Autumn 2 nd year	1
	<small>[major-change and transfer students may use 4193 as substitute if approved by USC chair]</small>	
	3201 Composition I, Spring	3
	3202 Composition II, Autumn	3
	3301 Analysis, Autumn	3
	3412 History/Theory/Literature II	3
	3501 Education, Autumn	3
	3801 Kinesiology, Spring	3
	4700, 4701, and/or 4790 Repertory	2**
	3490, 4490 HTL Special Topics (choose one)	3**
	5602, 5614, 5615, or 5611 advanced design course	1**
	<small>Choose one, see options listed in Production/Technology area</small>	
D.	Focus Core Requirements: 4-6 CREDITS – details in Section VI.B	
	4801 Senior Seminar I, Autumn of 3 rd year	1
	4802 Senior Seminar II, Autumn of 4 th year	1
	4998/H Senior Project, any semester of 4 th year	2
	OR	
	4999/H Distinction Project, any semester 4 th year	4
	<i>NOTE: the number of credit hours can be taken in one semester or spread over several semesters. The Academic Program Coordinator will enroll you after Project Advisors are assigned.</i>	

E. Focus Curriculum Electives: 18 CREDITS from one or multiple areas – see details in Section V

Composition / Choreography

4202 Music in Dance Composition.....	3 [^]
4290 Composition: Special Topics (repeatable).....	3
5121 Improvisation (repeatable).....	1
5191 Eurhythmics	1
5200 Concert Workshop (repeatable)	1~
5211 Dance Film I	3
5212 Dance Film II	3
5213 Intermedia, Autumn	3

Performance and Repertory (elective movement, additional somatics, additional repertory)

2102 Contemporary II, Autumn or Spring.....	2
2103 Contemporary III, Autumn or Spring.....	2*
2112 Ballet II, Autumn or Spring	2
2113 Ballet III, Autumn or Spring	2*
2142 Jazz II, Autumn or Spring	2
2143 Jazz III, Autumn or Spring	2*
2152 Hip Hop II, Autumn or Spring	2*
2162 Tap II	2* [^]
2181 Social Dance	2 [^]
2190 Movement Practice: Special Topics	2* [^]
4700 Repertory (1 st Faculty/Visiting works).....	1**
4701 Performance (2 nd Faculty/Visiting works)	2**
4790 Repertory: Special Topics (3 rd Faculty/Visiting).....	3**
5105/ 5106 Contemporary Practice I/ II, Autumn/ Spring	1
5114 Pointe	1 [^]
5115/ 5116 Ballet Practice I/ II, Autumn/ Spring.....	1
5171 /5172 Pilates Mat I/ II.....	2 [^]
5173 Pilates Reformer I, Autumn or Spring.....	2
5174 Pilates Reformer II	2 [^]
5175 Yoga (practice only), Autumn or Spring.....	2
5175 Yoga (practice and wellness theory)	3 [^]
5176 Bartenieff Fundamentals	2 [^]
5177 Alexander Technique, Autumn or Spring.....	2
5178 Floorwork	2 [^]
5190 Movement Practice: Special Topics	1-2* [^]
5798 Study Abroad (Repertory Tour)	1-3 [^]

History/Theory /Literature

3401 Dance in Popular Culture	3
<small>Also overlaps with Legacy GE social diversity and New GE Historical and Cultural Studies</small>	
3402 Dance in Global Contexts.....	3
<small>Also overlaps with Legacy GE global studies and New GE Historical and Cultural Studies</small>	
3490 HTL: Special Topics (additional beyond Foundation)....	3
4490 HTL: Special Topics (additional beyond Foundation)....	3

Education (additional courses in AAEP and EHE)

4500 Directed Teaching, Autumn and Spring.....	1-3++
4502 Methods and Materials, Spring.....	3 [^]
4590 Education: Special Topics	1-3 [^]
5191 Eurhythmics	1

<u>Production/Technology (additional courses TFMA and ACCAD)</u>	
4804 Interdisciplinary Workshop	1-3 [^]
5601 Production: Practicum	1+
5602 Lighting: Practicum, Spring	1**
5603 Costume: Practicum	1+
5611 Technology: Practicum (Isadora, Spring)	1**
5611 Technology: Practicum (independent study)	1+
5612 Digital Video Editing: Practicum	1+
5614 Sound Design for Dance, Autumn	1**
5615 Costume Design for Dance, Autumn or Spring	1**

<u>Research</u>	
3999H Research and Creativity in Dance	1-10++
4189 Field Experience	1-3++
4193 /H Independent Study /Honors	1-3***
4990 Research: Special Topics	1-3 [^]
4194/ 5194 Group Studies	1-3 [^]

VIII. RECOMMENDED SEQUENCE OF COURSEWORK

Please see the following chart for the “big picture” to assist you with course planning. Please consult the [Internal Calendar](#) or your Advising Calendar handout (given on Advising Day of Autumn semesters) for advising deadlines. Please consult with the Academic Program Coordinator or USC co-Chairs with any questions or concerns.

FIRST YEAR	
Autumn (8-10 credits in Dance) <ul style="list-style-type: none"> • 3003, 3101, 3111: Movement Practice, 4cr • 2801 Introductory Seminar I, 1cr • 2601 Production: class, 1cr • 2702 Creative Technologies for Dance, 2cr • 2601 Production: crew, 1cr (or Spring) • Somatic course, 2cr • 1-2 General Education courses, 3-6cr 	Spring (10-13 credits in Dance) <ul style="list-style-type: none"> • 3003, 3102, 3112: Movement Practice, 4cr • 2701 Music Skills for Dance, 2cr • 3201 Composition I, 3cr • 3801 Kinesiology (or 2nd year), 3cr • 2601 Production: crew, 1cr (or 2nd year) • 1-2 General Education courses, 3-6cr
SECOND YEAR	
Autumn (13-15 credits in Dance) <ul style="list-style-type: none"> • 4003, 4101, 4111, 5100: Movement Practice, 4cr • 2802 Introductory Seminar II, 1cr • 3202 Composition II, 3cr • 3301 Analysis, 3cr • 3412 HTL II or 3501 Education, 3cr (or 3rd year) • 1 General Education course, 3cr; or somatic course, 2cr 	Spring (10 credits in Dance) <ul style="list-style-type: none"> • 4003, 4102, 4112, 5100: Movement Practice, 4cr • 3490 HTL Special Topics (or other semester of choice), 3cr • 3801 Kinesiology, 3cr (or 3rd year) • 2-3 General Education or minor courses, 6-8cr • Focus Curriculum, 1-3cr

THIRD YEAR	
Autumn (7-12 credits in Dance) <ul style="list-style-type: none"> • 4/5101, 5100, & 4/5003 <u>or</u> 4/5111: Movement Practice, 3cr • 4801 Senior Seminar I, 1cr • 3412 HTL II or 3501 Education, 3cr (if not yet completed) • Advanced Design Foundation option (or Spring), 1cr • Focus Curriculum, 1-6cr • General Education or minor courses, 3-6cr 	Spring (8-12 credits in Dance) <ul style="list-style-type: none"> • 4/5102, 5100, & 4/5003 <u>or</u> 4/5111 Movement Practice, 3cr • Advanced Design Foundation option, 1cr • Focus Curriculum, 1-6cr • General Education or minor courses, 3-6cr
FOURTH YEAR	
Autumn (8-12 credits in Dance) <ul style="list-style-type: none"> • 4/5101 & 5003/4 <u>or</u> 4/5111: Movement Practice, 3cr • 4998(H)/ 4999(H) Senior/ Distinction Project, 1-2cr • 4802: Senior Seminar II, 1cr • Focus Curriculum • General Education or minor courses 	Spring (8-12 credits in Dance) <ul style="list-style-type: none"> • 4/5102 & 5003/4 <u>or</u> 4/5112: Movement Practice, 3cr • 4998(H)/ 4999(H) Senior/ Distinction Project, 1-2cr • Focus Curriculum • General Education or minor courses

IX. EVALUATION, GRADES, AND ABSENCE POLICIES

A. Faculty Evaluation of Students in Any Course

Instructors evaluate your work and progress through various forms. To discuss your progress, it is recommended that you have regular attendance in every course, attend scheduled midterm meetings with your instructors, and/or utilize office hours with instructors.

In accordance with the [Ohio State Faculty Rules](#), it is the responsibility of the student to communicate by informing the instructor directly of any missed class time due to their commitment and make up any necessary assignments. Students must be familiar with University rule 3335-9, which details the need to document such absences and which asks instructors to “make reasonable efforts to assist students” in such cases and stipulates that the student is responsible for material covered in class during the absence.

B. Absences in Any Course

It is imperative that you attend every class for which you are registered. Your commitment to regular class participation establishes discipline and promotes desirable work habits. **It is your responsibility to know and follow the guidelines set up by individual instructors as to how absences and tardiness will affect the final grading.**

In a wide variety of cases, it may be necessary to request accommodation by consulting and registering with the [Office of Disability Services](#) office prior to the beginning of the semester. Please consult with those specialists and each instructor early in the semester. Other staff from the [Student Advocacy Center](#), College Academic Advisor, and Academic Program Coordinator may also assist as appropriate.

1. Instructor discretion for “excused” absences

- a. Department-sponsored events, activities, and performances should be arranged by course instructors in conversation with other instructors. For large events, instructors should consult - as much advance notice as possible - with the Department Chair and Academic Program Coordinator to send communication to all affected instructors.
- b. It is a department policy that faculty allow students excused absences to attend auditions for jobs or dance study programs. Absences for these pursuits need to be negotiated with each instructor for each course **IN ADVANCE**. The faculty is asked to excuse absences (at instructor discretion) and, if granted, the student is responsible for material covered within the regular timeline of assignment due dates.
- c. For absences due to athletic and intramural team participation, an official letter of explanation is required from the sponsoring unit. Again, it is your responsibility to communicate with each instructor **IN ADVANCE**. The faculty is asked to excuse absences (at instructor discretion) and, if granted, the student is responsible for material covered within the regular timeline of assignment due dates.

2. Absences in Movement Practice Courses

Attendance is important because of the experiential and accumulative nature of the art form. Movement Practice is the core tenet of physical investigations in dance, with healthy, balanced bodies and minds as our communal goal. This is accomplished through a combination of informed instruction, student pro-action, faculty expertise, creative modifications, outside-of-class fitness and health plans, and partnering with medical experts, especially the Performing Arts Medicine (PAM) team. When a change of enrollment is needed, it may include Dance 5100 Alternative Movement Practice (AMP) in order to maintain degree progress without negatively impacting your evaluation according to the regular course syllabus.

The following applies to all studio classes. Individual instructors should communicate these procedures to students and include this information in syllabi. Students should follow these policies in movement practice courses.

a. Temporary Pain and Discomfort

When a dancer has a mild, temporary pain (such as: overuse in a rehearsal, a bruise from some floorwork, a minor sprain, a headache, sore muscles) the following steps apply anytime during the semester:

- **Evaluate** if this is something that might dissipate through warm-up, during the class period, or if it is something that requires more attention.
- **Communicate** early and often with the faculty member, with PAM and with other medical health providers about the injury.
- **Investigate**. Seek guidance and collect good routines to counter the symptoms that exist. Be vigilant about prevention.
- **Participate**. Avoid missing class and consider modifications for all parts of class. Modify where possible, and work with your faculty member to establish how far you can continue with class. In most cases, participant can continue with class using strategies such as marking, transposing, and editing. If the mild temporary pain condition escalates to something acute or chronic, refer to section B.

b. Chronic Injury

When a dancer has an on-going or frequently recurring injury, pain, or “issue” that tends to make that student not do certain movements or parts of class (e.g. shin splints, low back pain, adhesions from ankle sprains, sesamoid bone bruise, knees swelling or clicking), the following steps apply:

- **Prior to Week 6:** communicate early and often with the faculty member, with PAM and with any other medical health providers. Investigate as thoroughly as possible what is going on. Seek guidance and collect good routines to counter the symptoms that present. Be vigilant about prevention. Have a very specific re-balancing (often the root cause of chronic pains) plan and avoid missing class. Adapt whatever needs a work-around, but work with your faculty member to establish about how far you can “push through.” If not participating in

class at all starts to mount to the point of more than missing 10 minutes per class, and no change or healing is in sight, the instructor and student should discuss an add of AMP and a drop of the course.

- **After Week 6 but before Week 10:** same as above, but adding an AMP is not possible without petitioning the College of Arts and Sciences through the College Advisor. Petitioning will require medical documentation.
- **Week 10:** Last day to withdraw without petitioning, with instructor and student emailing the Academic Program Coordinator. Petitioning will require medical documentation.
- **After week 10:** Same as “After Week 6 but before Week 10,” but dropping is not possible without petitioning the College of Arts and Sciences through the College Advisor. Petitioning will require medical documentation.

c. Acute Injury

When a dancer sustains a sudden trauma resulting in immediate change in movement capacity (e.g. fracture, sprain, concussion, tear) the following steps apply:

- **Prior to but before Week 6:** Determine with your instructor if adaptation in class is possible, and establish dates for attempting a full return.
 - Students may use class time to get immediate medical assessment, to ascertain action steps, and acquire a Physical Therapy (PT) regimen, as needed.
 - In the case of some acute injuries recovery will take weeks, so perhaps immediate withdrawal is recommended. With student and instructor permission, the Academic Program Coordinator may be able to add an Alternative Movement Practice (AMP) and drop the regular MP class.
- **After Week 6 but before Week 10:** same as above, but adding an AMP is not possible without petitioning the College of Arts and Sciences through the College Advisor. Petitioning will require medical documentation.
- **Week 10:** Last day to withdraw without petitioning, with instructor and student emailing the Academic Program Coordinator. Petitioning will require medical documentation.
- **After week 10:** Same as “After Week 6 but before Week 10,” but dropping is not possible without petitioning the College of Arts and Sciences through the College Advisor. Petitioning will require medical documentation.

C. Student Evaluation of Instruction (SEI)

Written evaluation is an important aspect of the continuing dialogue between you and your instructors. As a student, you have the opportunity to comment on all of your courses and instructors through anonymous Student Evaluation of Instruction (SEIs) at the end of every semester. Students will receive an email requesting that they fill out the on-line evaluation form and make any additional comments. Faculty and the Department Chair will be given the

information gained from these evaluations only after final grades for the semester are submitted.

NOTE: One of the best ways to determine how you evaluate the **instruction** (not instructor) is to reference the course syllabus while completing the SEI. This is about content and professionalism, not personalities. Some recommendations to consider:

Please take the time to complete SEIs for your dance courses. Your feedback and specific examples help us identify our best practices, where there might be gaps, and how you are engaging. The numerical and the discursive sections are necessary and useful, all the more so if MOST of you do them.

We take your feedback seriously, and your evaluations play an important role in the annual reviews of faculty, course development, and assessment of our programs.

*Our department recognizes that student evaluations of teaching are often influenced by students' **unconscious** and **unintentional** biases about race, gender, age, sexual orientation, and other social constructs of the instructor. In particular, research indicates that women and instructors of color are systematically rated lower in their teaching evaluations than white men, even when there are no actual differences in the instruction or in what students have learned.*

*As you fill out the course evaluation, please keep this in mind and make an effort to resist stereotypes about professors. Focus on your opinions about the **content of the course** (the assignments, the textbook, the in-class material) and what you have learned. Please refrain from the inclusion of unrelated matters (such as the instructor's appearance, the room assignment, etc.).*

D. Grades

At the completion of each course you will receive a letter grade (A through E). Some courses, such as independent studies, are graded as Satisfactory or Unsatisfactory (S/U). If you, for a valid reason, are unable to complete required course work within the time allotted, you may ask your instructor to consider a grade of Incomplete (I). In such a case, you are expected to complete all requirements prior to the end of the sixth week of the following semester. Courses that are optioned as audits or pass/non-pass do not count toward Dance major degree requirements. See additional grade information at <https://advising.osu.edu/grades>.

All major courses in the BFA in Dance must receive a grade of "C-" or higher to count towards graduation. Courses with a grade of "D+" or lower must either be repeated (e.g. Foundation, required coursework) or not count toward major requirements (movement practice, Focus); courses graded "D+" or lower that do not fulfill major requirements may still count toward overall degree credit hours.

E. Admissions Appeal Follow-up

When additional information is needed from the student and the Department of Dance as part of the admissions process, the admissions appeal requires follow up from the Department of Dance Undergraduate Studies Committee in order to support the student in the following ways during the first year of enrollment in the major.

- Check in with the USC Grad Rep informally about adjustments to college and the major

- Follow up with the instructor of the Introductory Seminar an individualized plan for success, utilizing university centers/resources as needed such as Student Life, CCS, Writing Center, etc.
- Meet with the Academic Program Coordinator about progress in courses to date and strategize navigation and plans to address challenges/successes at mid-term and utilize university centers/resources as needed.
- Check in formally with the USC co-Chairs in Dance to discuss academic progress to date.

X. TRANSFER CREDIT

A. Transferring Dance Credits

All transfer students are initially advised by the Academic Program Coordinator and USC co-Chairs to assist you in making the transition to the Department and into a cohort of your peers. Please note that the Department curriculum allows us to transfer a limited amount of dance credit, determined on a case-by-case basis. The Undergraduate Studies Committee expects you to spend three years of residency in the Ohio State Department of Dance.

At our request, all transfer credits in dance have been evaluated as "special." The grade will again be "K." If you have credit that might fulfill or substitute for a BFA program requirement you must do the following:

- Submit as much information about the course as possible, such as the course outline, syllabus, texts, etc., to the Academic Program Coordinator.
- The Academic Program Coordinator will present your materials to the USC co-Chairs and the faculty member who heads the area of curriculum. In some cases you may be required to meet with that faculty member in person.

B. Transferring General Education Credits

It is important that you have all transferred credits evaluated by the end of your first semester at Ohio State; otherwise you may needlessly duplicate course work.

Upon admission to Ohio State and after submitting transcripts for courses taken outside Ohio State as needed, you view your Transfer Credit Report in Buckeyelink listing all of your credits that have transferred from previous universities. Courses that the Registrar's Office have deemed transferable have been equated with Ohio State courses and course numbers. General Education transfer credits are evaluated by the College of the Arts and Sciences and equated with Ohio State GE requirements. In place of a grade, you will find the letter "K" which stands for transfer credit. You receive credits for those courses, but the grades do not affect your point-hour ratio at Ohio State.

For questions regarding GE transfer credits or strategies for taking classes outside of Ohio State, contact the College Academic Advisor or Academic Program Coordinator.

It is strongly recommended that you use tools such as [Transferology](#), the Ohio State and other institutions' course catalogs, request sample syllabi from department offices, and reference the Registrar's website about [Transfer Credit](#) (including the address of where other institutions

send transcripts to Ohio State) to determine which classes to take at other institutions as a transient or non-degree student and how to get the credit transferred to Ohio State to apply to your degree.

In summary, BFA program requirements may be fulfilled by:

- Taking the necessary course at Ohio State University
- Request evaluation of a dance or GE course from another institution as a substitution for a course in this Department
- Request the requirement waived or substituted because of previous experience through a BFA Curriculum petition to the Undergraduate Studies Committee
- Receive "EM" or examination credit for proficiency in a General Education area
- All GE requirements must be fulfilled by either taking the course at Ohio State or requesting the equivalent transfer credit be officially evaluated and accepted by the appropriate academic office

XI. ACADEMIC STANDING

There are two levels of maintaining good academic standing. One is within the Department regarding major grade point average in Dance courses and the other is within the College of Arts and Sciences regarding overall grade point average.

A. Within the Department of Dance

The Department of Dance requires that Dance majors maintain a minimum GPA of 3.0 in the major, and the Academic Program Coordinator and USC co-Chairs assesses all student grades in Dance courses at the end of each term.

As noted above, you must receive a grade of C- or better for a Dance course to count toward degree requirements. The Ohio State [Grade Forgiveness policy](#), which allows students to re-take one course for which they received a low final grade, does not apply to any movement practice courses. If you receive a "D+" or below in a movement practice course, you will need to enroll in additional movement practice courses to meet the degree requirements.

B. Within the College of the Arts and Sciences

When your cumulative grade-point average (GPA) falls below 2.0, you are considered to be in academic difficulty. This can lead to academic warning, probation, or dismissal. If you feel that you are in academic difficulty (even if your cumulative GPA is above 2.0), please see the College Advisor or Academic Program Coordinator as soon as possible to discuss the issues that may be affecting your academic performance and to follow suggestions on how to get back on track.

See <http://artsandsciences.osu.edu/current-students/advising> for more information about academic standing and other resources for advising.

C. Resources for Course Success During the Semester

If you feel you are struggling with a particular course, you are encouraged to meet with that instructor as soon as possible. If you continue to struggle or additional issues/circumstances

are affecting your academic performance, you are strongly encouraged to meet with the Academic Program Coordinator, USC co-Chairs, and/or faculty Project Advisor for assistance. You are also encouraged to contact the Office of Student Life and Counseling and Consultation Services (see Appendix B).

At the mid-semester time, it is common for concern from both instructors and students to arise about attendance or assignments in various courses. If you are feeling the struggle, **consider some resources/assistance ASAP to get back on track:**

- Talk to your instructor – brainstorm ideas for the particular course, stay in communication!
- Talk to your advisors /mentors – it's okay to ask for help!
- Counseling Services Drop Ins or Let's Talk services (<https://ccs.osu.edu/services/on-demand-services>)
- Study/time management strategies (<http://younkinsuccess.osu.edu/academic-services/>)
- Disability Services accommodations (<https://slds.osu.edu/>)
- Student Advocacy (<https://advocacy.osu.edu/>)
- Life Resources (<https://dance.osu.edu/life-health>)
- Ohio State Wellness App for more help at your fingertips! (<https://www.osu.edu/downloads/apps/>)

NOTE: be familiar with the add and drop deadlines on the [Registrar's website](#) each semester so that you know your options. Consult with the College Advisor and/or Academic Program Coordinator to know the best action for your particular situation.

XII. SENIOR PROJECT TIMELINE and PROCEDURES

A. Project Advisor

- Autumn of 3rd year: Submit a Project Proposal abstract and list of 3-4 requests for project advisors as part of Senior Seminar I assignment.
- Spring of 3rd year through early Autumn of 4th year: Meet with Project Advisor to develop your Project Proposal draft to submit by end of September.

After abstracts have been submitted, the USC will review and assign faculty Project Advisors for all projects in consultation with the Department Chair. Project advisors are assigned based on the best match for your project and faculty workloads. You will be notified who your Project Advisor is via email. You must make an appointment to discuss your Project Proposal, formulate a plan or research agenda for the next year and potential avenue for the dissemination of your Project, with your Project Advisor by the end of September of your 4th year.

NOTE: Senior Projects are required to **consistently communicate** with the faculty Project Advisor on all parts of project development, schedule, and reflection. For Department-sponsored venues, the Department Chair and Production Manager must approve. For non-Department-sponsored venues, communication with more individuals is vitally important.

If your work has a production or technology component, you may utilize the appropriate Production Team member as a consultant (not labor), such as a Barnett Theatre Production

Manager, Motion Lab Production Manager, Musician Supervisor, and Costume Designer. **All performance decisions** must be done in consultation with your faculty Project Advisor.

B. Project Proposal Guidelines

The proposal should be 1-2 pages long in 12 point Times New Roman font with 1-inch margins and include the following sections. This format follows the application for the Arts Undergraduate Research Scholarship (AURS). The practice of writing a project proposal will be very applicable to your career as an artist because grant-writing is an important skill!

- PROJECT TITLE
- ABSTRACT: A brief description of your project in 25 words or less. Also, consider if this will be a Distinction Project or a Senior Project (see Section XII.C).
- PROJECT DESCRIPTION: Describe the purpose of your project and the question you wish to examine relative to the field of dance. Briefly explain your creative ideas and research goals.
- METHODOLOGY & PROCEDURES: How will you go about exploring your ideas? What kinds of research will you conduct? What concrete steps or objectives will you take to explore your ideas and complete the project? What resources will you need to complete your project (supplies, travel, etc.)?
- BACKGROUND & ARTIST STATEMENT: Include a short discussion of the background you bring to this project. What life experience has prepared you to explore this project and how is it a capstone experience relative to your Focus curriculum? Be sure to also list completed relevant and planned coursework that will prepare you for this project.
- SIGNIFICANCE OF THE PROJECT: How is this research significant in the context of your undergraduate degree learning goals and/or contributing to the field of dance? Make a case for its relevance to your future career and to the broader dance discipline.
- TIMELINE: Create a timeline or work plan for your objectives and final goals. This timeline must include your work and your plans to communicate with your Project Advisor on a consistent basis. Please note the Advising Calendar deadlines as you determine your project's "production calendar."
- BUDGET (necessary for AURS, highly recommended for all): consider travel costs, teaching supplies, costumes, music royalties, conference participation, etc.

C. Senior Projects Requirements

The Academic Program Coordinator will enroll you in one credit of 4998 (or 4998H if Honors) under your Project Advisor for each semester of your last year for a total of two credits or an average of at least three clock hours per week all year. Please see the Advising Calendar for deadlines found on the Internal Calendar.

You will meet with your Project Advisor at the beginning of Autumn semester (Advising Day before classes begin as assigned by the Academic Program Coordinator) to discuss your research project and establish:

- schedule regular meetings
- rehearsal viewings or videos
- research and process updates
- production/dissemination/sharing of project
- Autumn finals week meeting

- Spring wrap up meeting

The final dissemination of your project will be determined with input from your Project Advisor, approved by the Department Chair and carefully aligned with the Department production and special events calendar. Examples include Department concerts, Senior Research Presentation, Urban Arts Space, or Denman Undergraduate Research Forum. Off-campus studio or alternative space options are also possible with close consultation with your Project Advisor and approved by the Department Chair in alignment with the Department production and events calendar.

The format of the final Senior Project Paper will consist of:

- Project title
- Description of the research
- Summary of the results
- Implication for your future goals/relationship to the field

This final paper is 3-5 pages in length, graded S/U, and requires no re-write unless it is given a “U” grade. Upon successful completion, you will email the Academic Program Coordinator the final Senior Project Paper to be a permanent record in your student file during finals week.

D. Distinction Projects Additional Requirements

Students with a GPA of 3.4 or higher are eligible to apply for a Distinction Project. Once approved and completed, you will have the “with distinction” designation on your transcript. All students who receive research grants or scholarships in support of their projects are strongly urged to pursue a distinction project as well.

The Academic Program Coordinator will enroll you in two credits of 4999 (or 4999H if Honors) under your Project Advisor each semester of your last year for a total of four credits or an average of six clock hours per week all year. Please see the Advising Calendar for deadlines.

The procedures for Distinction Projects are the same as for Senior Projects, with the addition that the Distinction Project requires two faculty committee members and has a more extensive research component and a final oral examination. The second committee member serves as an additional resource throughout this research process, reads the final project write up and attends both the final dissemination of the project and the oral examination. The second committee member may be a faculty member from another department if your work is interdisciplinary in nature and this faculty member agrees to be on your committee. There is also a third committee member assigned for signatory purposes only.

Additional elements of a Distinction Project may include:

- Readings/viewings recommended by the advisor
- More in-depth creative process which could include collaboration with interdisciplinary artists, etc.
- Conference attendance and presentation
- Additional workshops and professional development such as Institutional Review Board (IRB) training and approval

This final paper requires a second final draft due to the Academic Coordinator after receiving feedback at your oral examination. Schedule the oral examination with your Project Advisor

and 2nd committee member in accordance with the Advising Calendar deadlines.

The format of the final Distinction Project Paper (8-10 pages) will consist of:

- Project title
- Description of the research
- Critical analysis of the work
- Summary of the results
- Implication for your future goals /relationship to the field
- Bibliography

The general timeline and process for the final paper as related to the oral examination is as follows.

- Establish date of oral examination with your two committee members to be held during week 12 or 13 of the semester.
- First draft of Project Paper due to your committee members one week prior to oral examination (week 11 or 12 of the semester). Note: Project paper revisions will be shared with you during the oral examination.
- The oral examination will consist of:
 1. Your brief presentation of your project and research (5-10 minutes). This can be similar to your Denman Presentation or a Department Senior Research Presentation. You may incorporate visual elements such as powerpoint or share verbally only.
 2. Discussion with faculty about the Project Paper.
 3. After the discussion, faculty will excuse you from the room and review your viability for graduating with distinction.
 4. Faculty will bring you back to the room, share your examination result (satisfactory or unsatisfactory), and provide any feedback for your paper rewrites.
- At the successful completion of your oral examination, send the Academic Program Coordinator the Distinction Certification Form to gather signatures online and send to the College Advisor.
 - Final draft of Project Paper due to your committee, Knowledge Bank, and Academic Program Coordinator during finals week.
 1. Email to both of your committee members
 2. Upload the paper to the OneDrive folder link from the Academic Program Coordinator
 3. See Knowledge Bank submission instructions at <http://go.osu.edu/kb-submission-instructions>. Upload your final, approved Distinction Project Paper with appendix listing funding sources and dissemination (video files optional) to the Ohio State Library's Knowledge Bank at: <https://library.osu.edu/kb/instructions/ugr-honors-theses>

E. Scholarship and Grant Support for Senior or Distinction Projects

It is very important that you work with your Project Advisor early and often as you prepare your application and project funding proposal. While you are ultimately responsible for requesting and obtaining faculty recommendation letters and signatures, the Academic Program Coordinator can assist. Please be sure to include the Academic Program Coordinator as a contact person when you submit your online application or email a copy directly.

There are two **Arts** Undergraduate Research Scholarship (AURS) competitions each year, awarding monies for selected projects. The forms and deadlines can be found on the Arts and Sciences website www.artsandscience.osu.edu > Current students > Scholarships and Grants. If you are awarded a research scholarship in support of your project, you are strongly encouraged to complete a Distinction Project and present at the Denman Undergraduate Research Forum.

Third Year BFA students should apply for the spring AURS competition if your research project is inline with its requirements. This will help support your work over the summer and the following autumn semester. If the project develops beyond your initial proposal, and your budget therefore increases, you may apply again in the autumn of your 4th Year for additional funding. Many 4th Year BFAs apply to the AURS in the autumn for work over the autumn and spring.

There are also limited [Department of Dance funds](#) for small project grants, the Semester Funding Initiative (SFI), largely supported by the friends and donors to the following funds. Students may apply for these funds in Autumn or Spring for use the following term. Awards generally range from \$100-\$300. See emails from the Academic Program Coordinator for details and deadlines for the application process.

- The Karen A. Bell Dance Fund honors Karen's 30 years of service to the university and is used to support local, national, or international student projects, performances, presentations, and workshops that benefit populations who have little access to dance.
- The Vera J. Blaine Special Projects Fund was established in honor of Vera J. (Vickie) Blaine, department chair from 1982-1995 and professor emerita, to support creative projects in dance.
- The Presutti-Madison Scholarship Fund was established by Janet Madison, an alumna, in memory of her mother, Lucy Presutti, to provide support for archival research in dance.
- The Chair's Discretionary Fund allows the Department to engage with the community, to connect with alumni, to recruit new students, and to carry out special projects and initiatives that are at the heart of who we are and are not necessarily supported by regular budget lines.

Other funds are listed on the Office of Undergraduate Research and Creative Inquiry website <https://ugresearch.osu.edu> > For Current Researchers > Find Funding. Many scholarships are open to all students; pay close attention for any with particular eligibility requirements. There are also undergraduate fellowships for either current student or post-graduate study that require preparation during third and fourth years; see additional information at <https://honors-scholars.osu.edu/fellowship-office>.

Most funds are given directly to you as financial aid beyond your cost of attendance directly to your account. See details on your Statement of Account in Buckeyelink. Funding that is project-based will not compromise your financial aid status. The funds will either be applied to an existing balance or will be given as a refund (check your bank for direct deposit). If you have any questions or concerns, contact the person/office who sent you the award notification.

As a best practice for future grant writing and reporting, it is strongly recommended that students prepare a brief thank you and/or project report to share with the award notification person/office as project progress or completion occurs.

F. Additional Information for Schools and Community Projects

Working with underage minors as part of your senior project requires additional approvals for the safety of you and the underage minors. These requirements review the policy University policy statements and the "standards of behavior" training through the Ohio State Youth Policy Coordinator, who can be contacted at (614) 688-8643 or minorspolicy@osu.edu.

For Senior or Distinction Projects working with students in a community or school setting without a classroom teacher present, you must register the academic project and follow these care, custody or control requirements:

- Personnel must obtain a fingerprint background check. In general, this is required every four years. Review the [background check resource guide](#) for guidance. Note that this is different from the university's employment background check.
- Go to <https://buckeyelearn.osu.edu> and log on using your name.# credentials. Type *Minor Participants* in the global search box near the top right of BuckeyeLearn. When search results begin to appear, press *Enter* on the keyboard. Locate the appropriate year and click on the course title. Click *Request* and once on your active transcript, click *Launch*.
- Sign the "[standards of behavior](#)" annually. Note that this includes a general prohibition on one-on-one interactions with minors. Please let your Project Advisor know if this poses a problem.

For Senior or Distinction Projects teaching at a school with the classroom teacher or a university faculty/staff supervisor present, you must register the academic project but you do not need the background check to follow the *non-care, custody or control requirements*:

- Receive and review policy training at <http://hr.osu.edu/public/documents/policy/resources/150nonccc.pdf>
- Sign the "[standards of behavior](#)" on the back of the training handout. Note that this includes a general prohibition on one-on-one interactions. Please let me know if this poses a problem.

XIII. HONORS AND SCHOLARS

At the university level, high-achieving students may benefit from more rigorous programs such as Scholars (available only as an incoming freshman) or Arts/University Honors (you may apply at any time in your degree program).

[Scholars programs](#) provide:

- Priority scheduling
- Scholars housing (required)
- 16 different programs from which to choose (does not have to be same as major)
- Program specific co-curricular activities
- Theme-based activities & workshops
- Special study abroad programs

[Honors programs](#) provide:

- 500+ Honors sections of courses and priority scheduling
- Faculty-guided research experiences

- Graduation "with Honors"
- Honors housing (optional)
- Study abroad, minor, and double-major/dual degree programs

A. College or Arts Honors Curriculum

Students entering the university with Honors designation retain their status by maintaining a 3.4 GPA. Incoming transfer students are immediately eligible to apply for Honors if the GPA at the previous comparable institution was a 3.5 based on at least 45 hours. If, as a transfer student, you do not enter Ohio State with a 3.5, but achieve one here, you may apply for Honors after one semester of work in the department and university course work. A 3.4 GPA must be maintained once any student has been accepted into the program. One semester of grace will be extended to the student if the cumulative point hour falls below a 3.4.

Please visit the College of Arts and Sciences website at <https://aschonors.osu.edu/> or contact the USC co-Chairs, Department Honors Advisor, and/or College Academic Advisor. In particular, most Dance majors choose Arts Honors <https://aschonors.osu.edu/arts-honors-program>.

B. Graduation with Latin Honors

Students (regardless of Honors curriculum) graduate with Latin Honors when their cumulative grade point average (GPA) is 3.5 or higher.

- Cum laude: 3.5-3.69 GPA
- Magna cum laude: 3.7-3.89 GPA
- Summa cum laude: 3.9 GPA and above

C. Graduation with Distinction in the Arts

You may pursue a degree with distinction if you maintain a 3.4 GPA in all required courses in the BFA program and propose and complete an approved Distinction Project. Although you are required to register for honors research, you do not need to be Honors student to do a Distinction Project. Students who complete the requirements will have the "with Distinction in the Arts" designation. This is not the same as an undergraduate research thesis.

For further information on the see Section XII.D on Distinction Project requirements. You are also welcome to meet with the Department Honors Advisor and/or College Academic Advisor. More information is available at <https://artsandsciences.osu.edu/academics/current-students/advising-academics/graduation> under Arts Honors and Graduating with Distinction in the Arts.

APPENDIX A: TUITION FUNDING

You are strongly encouraged to apply EACH YEAR for any and all scholarship opportunities listed with the [Office of Diversity and Inclusion](#), [Scholarship Universe](#), and the [College of Arts and Sciences](#) and external sources you find on your own.

The Department has limited tuition scholarship funds awarded to current BFA students based on financial need, merit, and growth in the program. These tuition scholarships can be awarded to undergraduate and graduate students, although priority is given to undergraduates who have completed at least one year in the program. You must apply each Spring for consideration for the following academic year. Scholarships are not automatically renewed. In order to retain your Dance scholarship funding for each semester of the award year, you must be in good academic standing according to the university and the Department as a Dance major.

[Dance Tuition Scholarships](#) are awarded from the following funds, thanks to generous movers and shakers and their family, friends, and donors.

- Helen P. Alkire Scholarship Fund was established in honor of the founder of the Department of Dance at Ohio State. Scholarships from this fund are awarded to BFA students whose study emphasis is in performance and choreography.
- Timothy Scott Allan Award for Modern Dance is named for Ohio State University Department of Dance alumnus Tim Allan ('85) who passed away in 1996, this award is given to an undergraduate dance major specializing in modern dance who exemplifies creativity, humor and wit, abundance of spirit, love of dance, generous sharing of time and talent, and a striving for excellence.
- Stella J. Becker Scholarship Fund was established in honor of the late OSU alumna, dance teacher, and choreographer from Bexley, Ohio.
- The Louise B. Guthman Scholarship Fund was established in honor of the late emeritus professor and used to provide scholarships to students for the study of dance production.
- Rosalind Pierson Scholarship Fund was established in memory of department professor M. Rosalind Pierson, a gifted dancer, teacher and mentor.
- Catherine Elizabeth Woods Dance Scholarship Fund was established in 2006 to honor the memory of a young dancer and performer. Catherine was the daughter of Ohio State Marching Band Director, John Woods, in the School of Music.
- Aida Cannarsa Snow Endowment Fund was established to provide need-based scholarships to students interested in the arts (specifically in Art Education, Art, History of Art, Theatre, and Dance).
- The Office of Financial Aid Scholarship Fund assigned to the Department of Dance provides tuition scholarships to underrepresented groups in the Department.

Dance Tuition Scholarship Application Procedures

1. You may apply for scholarships each February for the upcoming academic year. See emails from the Academic Program Coordinator for details.
2. Complete the online Free Application for Federal Student Aid (FAFSA), which must be on file with the Office of Student Financial Aid www.sfa.osu.edu. You must apply each year for the FAFSA; it is not automatically renewed.
3. Applications are reviewed by the USC and you will be informed of the decision via email.

APPENDIX B: HEALTH AND WELLNESS

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

There are many wellness services across campus. This includes workshops, classes, and counseling services available through the [Younkin Success Center](#), [Counseling and Consultation Services](#), [Academic Learning Lab](#), [Recreational Sports](#) and other campus programs.

When any instructor or staff member becomes concerned about you, they will reach out to discuss appropriate strategies, which may include a referral to medical and/or counseling services. Our goal is to support you but we need your engagement to move forward!

A. Care and Prevention of Injuries

Dancers subject their bodies to unusual physical stress and it is vital to cultivate proper, sensible habits regarding class work, eating, and even your daily routine. Your body must be respected and cared for if it is to respond to your demands. See Section IX.B.2 for more information about injuries and Movement Practice courses.

The following suggestions have been compiled to help you care for yourself.

- On-site services at the [Dance Wellness Clinic](#) (291 Sullivant Hall) are provided for the convenience of students, faculty and staff. These services include athletic training, physical therapy, and sports chiropractic.
- More extensive services are available at the [OSU Sports Medicine/Performing Arts Medicine](#) clinic at the OHIO STATE Jameson Crane Sports Medicine Institute. Be sure to inquire about insurance coverage when making an appointment.
- Also, all Dance students are eligible for treatment by doctors trained in Sports Medicine at the [Wilce Student Health Center PT/Sports Medicine Department](#).

B. Accidents

Minor accidents that occur in Sullivant Hall should be reported on the Department website at www.dance.osu.edu/accidentreport and the Dance Reception Office in 316 Sullivant Hall should be notified as soon as possible.

It is very important that you always maintain the correct information for your emergency contact in your BuckeyeLink!!

If there is an emergency requiring a physician, there are three ways you can respond:

- Dial 911. The operator at this number will ask about the emergency and call for whatever is necessary -- Police, Ambulance, or Emergency Squad
- Go to the Emergency Room of University Hospital (best option due to individuals who may not have OHIO STATE student health insurance)
- Go to the Student Health Services (<http://shc.osu.edu/>, hours 8 AM-4:30 PM). Proceed to the Trauma Urgent Care Floor for Physical Injuries (614-292-4321). If necessary,

they will refer you to J.L. Camera Center to see an Orthopedist or Physical Therapist. In order to find out about Student Health Insurance coverage (<http://shi.osu.edu/>) call 614-292-3414.

- Inform the Dance Reception Office at 614-292-7977 and request that the emergency contact be notified

If there is an accident or illness that occurs in class or rehearsal and does not require emergency care, first-aid kits with band-aids, peroxide, rubber gloves, paper towels, disinfectant spray, and athletic tape are available in all studios. Ice is available near the studios.

For ALL accidents that occur in classes or rehearsals, the instructor or student in charge report it on the Department website at www.dance.osu.edu/accidentreport and the Dance Reception Office in 316 Sullivant Hall should be notified as soon as possible. The completed form will be received by the Academic Program Coordinator for the student's file.

NOTE: If an injury or illness prevents you from attending class, it is your responsibility to let your instructors know the nature of your condition and make alternative arrangements for completion of assignments or participation. For impacts on course enrollment, see Section IX.B.

C. Nutrition

It is important to eat regularly and well, including breakfast. The lack of sufficient or proper food, especially when doing a lot of physical activity, will result in fatigue, poor muscle tone, and dizziness. It is unwise to skip meals for any reason. If you have questions about diet and nutrition, or concerns about a healthy attitude towards food, you can contact the Student Wellness Center (<http://swc.osu.edu/>) at 614-292-4527 or Student Health Services (<http://shc.osu.edu/>) for nutrition counseling.

If you are suffering from an eating disorder, you should be in touch with the Academic Program Coordinator and a faculty member you feel comfortable discussing this with and make an appointment with a counselor in Counseling and Consultation Services [Eating Concerns Team](#).

If you are experiencing food insecurity, please utilize the free student pantry on campus, the [Buckeye Food Alliance](#).

D. Mental Health Services

Professional counseling and psychotherapy services are offered at Counseling and Consultation Service office (www.ccs.osu.edu). To make an appointment, call 292-5766.

E. Disability

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. To register a documented disability, please call the Office of Disability Services at 614-292-3307, or visit <http://www.ods.osu.edu>.

F. Office of Student Life Resources

Other services related to health and wellness can be accessed through the Office of Student Life (<http://studentlife.osu.edu/>).

APPENDIX C: STUDIO RESERVATION POLICY

The purpose of this policy is to promote a culture of safety, professional courtesy, time management, and communication among our student-artists and their student/faculty/staff collaborators.

Please remember that studio use is only for Department and Dance faculty/staff/student individual research/academic purposes. Studios are not to be used for student organizations or free/fee-based community classes or rehearsals unless approved by the Department via space reservation alongside studio care and cleaning training.

All student organizations and other internal (university-related) or external (non-university) entities must rent the space with Department approval. Please contact the Administrative Manager for details.

To reserve a studio **for class or project rehearsals**, complete an online request form at www.dance.osu.edu > Toolkit > Space Reservations. See emails from the Academic Program Coordinator for passwords and details. Please take care of our studios! See details on the website above.

The USC policy is that undergraduate choreographers may rehearse to **a maximum of four hours per week**. You may only request space for the listed semester from first day of class until the end of class (or less). Each semester's use must be reserved separately.

Due to demand for particular days and times, priorities for space reservations are:

1. Department classes (including instructor warm-up/class-prep and lab times)
2. Rehearsals for faculty and visiting artist performances
3. MFA and PhD students producing projects
4. Fourth year BFAs completing Distinction or Senior Projects
5. All other BFAs producing on concerts, working on class material, or general research

In order to retain your rehearsal space, **Dancer-Choreographer Contracts** must be signed and submitted during the first two weeks of rehearsal. The contracts are available as a Word .docx or a DocuSign powerform at www.dance.osu.edu/toolkit.

Both undergraduate and graduate student choreographers are responsible for completing their portion of the contract (rehearsal days/times) and requesting all cast members sign the contract within the first two weeks of the rehearsal start-date. All signed contracts must be submitted to the Academic Program Coordinator within two weeks of the rehearsal start-date. Failure to do so will result in loss of rehearsal space. Any breaches of the signed contract from dancers or choreographers should be brought to the attention of the Department Chair, Project Advisor, and other faculty/staff, as applicable.

APPENDIX D: RECOMMENDED SUPPLIES

The Department recommends that each student purchase an external hard drive for storage of video projects, etc. See other technology resources reference information at www.dance.osu.edu > Toolkit > Technology Resources

Dance clothes and shoes: instructors have their own requirements about attire. Please refer to your course syllabus and this list for instructions on attire.

- African: loose clothing, lappas or baggy pants, hair pulled away from the face
- Ballet: tight fitting clothing, ballet shoes, hair pulled away from the face
- Contemporary: tight or loose fitting clothing (depending on class style), optional indoor-only dance sneakers (white or grey soles), optional dance socks, optional knee pads, hair pulled away from the face

For **studio safety**, please refrain from large jewelry (can get caught on yourself or others) and toenail polish (can damage the marley floor).

Changing areas: limited space means you need to be creative. Wear layers, use designated changing areas such as the Green Room on the 3rd floor and any floor's restrooms. Wear shoes for any restroom floors.

Locks for Lockers: select a reliable lock for the best security. At the end of each year, be sure to clean out your locker(s) and take everything with you. Over the summer all locks are cut, lockers cleaned, and the items recovered are donated to area shelters.

Personal first-aid: be prepared with any supplies particular to you, such as braces, foot tape, muscle tape, muscle ointments, rollers, etc.

For the **health and safety** for everyone in the Department, it is important to:

1. Wear shoes in the hallways and restrooms so that bare feet are clean for use in the studios
2. Wash hands after handling any food or body care products, particularly if they contain high allergen ingredients such as nuts, etc.

APPENDIX E: UNIVERSITY RESOURCES

A. Video Media in the Music & Dance Library

The Department of Dance visual media collection is housed in the [Music and Dance Library](#) in 18th Avenue Library. Students are encouraged to study a wide range of these works in order to increase their familiarity with traditional as well as newer, more contemporary choreography. For more information visit: <http://library.osu.edu/find/collections/music-dance-library>.

To access work by a particular choreographer, go onto the [University Libraries Catalog](#) at <http://library.ohio-state.edu/search> and do a search by author (ex. Morris, Mark will pull up a number of written materials about Mark Morris, as well as media of his work). Visual media may be checked out by all students and faculty at the A/V Center behind the Circulation Desk in the Music and Dance Library.

At times, faculty members will pull media from general circulation in order to place them on reserve for class use. Students may view these Class Reserves for 2 hours in the library by leaving their BuckIDs with the A/V Center attendant. The Music and Dance Library houses a number of media players for individual viewing, and there is a group video viewing room which may be reserved for class viewings. Reservations for the video viewing room must be made several days in advance and students should contact the Circulation Desk in the [Music and Dance Library](#).

B. The Writing Center

The OHIO STATE Writing Center (<http://cstw.osu.edu/writingcenter>) offers free tutorial service to all university students. Writing Center staff members will help you at any stage in your writing: drafting ideas and developing a thesis, organizing and structuring a paper, or with any specific grammatical or stylistic concerns you may encounter. While staff members do not proofread or edit your paper, they can help you develop strategies and approaches that will help you strengthen your overall writing abilities.

C. Study Skills

The Dennis Learning Center (<http://dennislearningcenter.osu.edu>) provides academic learning services and support to OHIO STATE students through [courses](#), [workshops](#), [appointments](#), and online [student resources](#), assists in the development of study skills, time management, test-taking strategies, learning from text, note-taking, and self-regulation strategies, and collaborates with other institutions to offer the Strategies for College Success Course (see the [adopt our materials](#) section).

D. Office of Diversity and Inclusion

The ODI oversees the Hale Center, the Todd Anthony Bell National Resource Center on the African American Male, the American Disability Act program (ADA), the nine-city Young Scholars Program, as well as being home to a wide-range of retention, mentoring, scholarship, and access programs. See www.odi.osu.edu > For Students for information about LGBTQ, Undergraduate (Scholarships, Academic Support, Additional Opportunities, and Community Outreach), ODI Scholars, Graduate and Professional, and Student Employment information.

E. Career Counseling

In addition to Dance faculty and staff, the university provides Student Life Buckeye Careers and the College of Arts and Sciences provides unique Career Success services. Both of these services are here to assist students in preparing job materials and making connections to outside resources. There are career counseling services for all Ohio State alumni.

[BUCKEYE CAREERS through the Office of Student Life](#)

As part of the Office of Student Life, Buckeye Careers is an university-wide initiative designed to support students throughout their professional development, with a focus on connecting them with local, national and global organizations.

- Job search
- Career coaching
- Career exploration
- Career preparation
- Employer relations
- Career and Internship Fairs

[CAREER SUCCESS through the College of Arts and Sciences](#)

The Center for Career and Professional Success connects students and industry through innovative initiatives that empower next generation leaders to achieve their professional aspirations. Refine your application materials, evaluate the effectiveness of your search strategies, and identify sources to build your professional network through Career Success resources and services. Expect to use each service throughout your time at Ohio State.

- Activate Your Handshake Account
- Resume Review Options
- Arts-specific Career Coach
- Career Fairs and Events

[ALUMNI FIRE through the University Alumni Association](#)

Alumnifire is our online community to connect for career advancement, mentoring, affinity groups, or staying in touch with what is happening at Ohio State.

- Sign up for [LifeTime Email Forwarding!](#)
- Reconnect
- Open doors
- Network

APPENDIX F: SULLIVANT and CAMPUS SAFETY INFORMATION

A. Sullivant and High Street

It is VERY important that you secure your belongings, and University property, at all times. NEVER leave your belongings in the Green Room, hallways, or open areas; KEEP THEM SECURE in a LOCKED locker or WITH YOU at all times. If you see anything suspicious at all, please let a faculty, staff, or front desk student assistant know, or call Public Safety Dispatch at 614-292-2121.

Please be aware of your surroundings and people coming in and out of the building. When reporting suspicious activity, the more descriptive you can be is best.

If you are ever concerned for your safety, please call the police or campus security.

B. Police, Fire, Medical

For EMERGENCY: **9-1-1**
police-fire-medical (but only for emergency, please.)

For NON-EMERGENCY POLICE: **292-2121**

For NON-EMERGENCY FIRE: **292-2345**

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

Ohio State University Police
<http://www.ps.ohio-state.edu>
Email: Police@osu.edu

C. Student Safety Escort Service

Use the Lyft Ride Smart at Ohio State which offers eligible students discounted rides, inside the university-designated service area, from 9 p.m. to 3 a.m. Lyft Ride Smart at Ohio State offers eligible students discounted rides, inside the university-designated service area, and has expanded service to the Short North area along High Street. Service runs from 7 p.m. to 7 a.m. Prices may be impacted by distance, traffic, time of day, special events and prime time surcharges. Visit <https://ttm.osu.edu/ride-smart>.

The Student Safety Escort Service (http://www.ps.ohio-state.edu/ss/escort_info/) provides safe transportation during the evening and early morning hours (7pm to 3am) for students, faculty, and staff in the campus area. Trained uniformed student employees will walk or drive you to and from your destinations within the service area. The escorts carry two-way radios providing direct communication with University Police.

Phone Number: 614-292-3322

Please call as early as possible, during our operational hours, as rides are scheduled on a first-come first-serve basis. If you must cancel your ride, please do so as early as possible to avoid violating any usage rules and to allow another student the opportunity to receive an escort.

When you call, you will be asked for the following information by our dispatchers:

- Your first and last name
- Your pickup location
- Your destination
- The number in your party
- The time the escort is desired
- Your OHIO STATE "dot" number

When you enter the vehicle you will be asked for your BuckID. Failure to provide an ID may result in your ride being cancelled.

APPENDIX G: Examples of the BFA Planning Document and BFA Checklist

BFA DANCE CHECKLIST for SEMESTERS (updated 2022)

First Name #: _____

Date of Matriculation: _____

Project Advisor _____

GENERAL EDUCATION (GE) FOUNDATION COURSES

32-39 credit hours

Minimum GE grade for graduation is D or better

Course Number/Title	Semester	Credits
GE Launch Seminar - GenEd 1201 (during 1 st 3 semesters)		1
Foundations: Writing & Info Literacy -		3
Foundations: Math & Quantitative Reason/ Data Analysis -		3-5
Foundations: Literary, Visual and Performing Arts -		3
Foundations: Historical & Cultural Studies -		3
Foundations: Natural Science -		4-5
Foundations: Social & Behavioral Sciences -		3
Foundations: Race, Ethnic and Gender Diversity -		3
Theme: Citizenship for a Diverse & Just World -		4-6
Theme of Choice (choose one): <ul style="list-style-type: none"> • Lived Environments • Health and Well Being • Sustainability • Migration, Mobility, and Immobility • Number, Nature, Mind • Traditions, Cultures, and Transformation 		4-6
GE Reflection Seminar - GenEd 4001		1

UNIVERSITY ELECTIVES – 4-11 credit hours

World languages, minor, double major/dual degree, graduate/professional program prerequisites

Course Number/Title	Semester	Credits

MOVEMENT PRACTICE (MP) COURSES 30 credit hours

Course Number/Title	Semester	Credits
Contemporary (16 credit hours all 4 years)		
3101/2 majors only	AU1	2
3101/2 majors only	SP1	2
4101/2 or 5101/2 majors only	AU2	2
4101/2 or 5101/2 majors only	SP2	2
4101/2 or 5101/2 majors only	AU3	2
4101/2 or 5101/2 majors only	SP3	2
4101/2 or 5101/2 majors only	AU4	2
4101/2 or 5101/2 majors only	SP4	2
Africanist (6 credit hours)		
3003 majors only	AU1	1
3003 majors only	SP1	1
4003, 5003, or 5004 majors only	AU2	1
4003, 5003, or 5004 majors only	SP2	1
4003, 5003, or 5004 majors only		1
4003, 5003, or 5004 majors only		1
Ballet (6 credit hours)		
3111/2 majors only	AU1	1
3111/2 majors only	SP1	1
4111/2 or 5111/2 majors only	AU2	1
4111/2 or 5111/2 majors only	SP2	1
4111/2 or 5111/2 majors only		1
4111/2 or 5111/2 majors only		1
Somatic* (2 credit hours any year, recommend in 1 st 2 years)		
Course Number/Title	Semester	Credits
	AU1/2/ SP1/2	
Options include: 5173 Pilates, 5175 Yoga, 5176 Bartenieff Fundamentals, 5177 Alexander, 5178 Floorwork		

Notes:

FOUNDATION COURSES 32 credit hours

Course Number/Title	Semester	Credits
2601 Production 1 for lecture (AU), 1 for crew (SP or AU)	AU1, SP 1/2	1, 1
2701 Music Skills for Dance (SP)	SP1	2
2702 Creative Technologies for Dance (AU)	AU1	2
2801 Introductory Seminar I (1 st AU) or XXX 1100 for major change/ transfers	AU1	1
2802 Introductory Seminar II (2 nd AU)	AU2	1
3201 Composition I (SP)	SP1	3
3202 Composition II (AU)	AU2	3
3301 Analysis (AU)	AU2/3	3
3412 History/Theory/Literature II (AU)	AU2/3	3
3501 Education (AU)	AU2/3	3
3490 / 4490 HTL Special Topics OR 3411 HTL I OR 3401 Pop Culture OR 3402 Global Contexts*	AU/SP 2-4	3
3801 Kinesiology (SP)	SP1/2	3
4700 Repertory (AU or SP)*	SP1/AU2	2
5602 Lighting Design (SP) OR 5614 Sound (AU) or 5615 Costume (AU/SP) or 5611 Isadora (SP)*	SP 2-4/ AU 3-4	1

FOCUS COURSES 22 credit hours

Course Number/Title	Semester	Credits
4801 Senior Seminar I (3 rd AU)	AU3	1
4802 Senior Seminar II (4 th AU)	AU4	1
4998/H Senior Project OR 4999/H Distinction Project (AU & SP 4 th year)		2-4
Focus Electives (select from list on next page)	SP2-SP4	18

*additional enrollments part of Focus Electives

TOTAL CREDIT HOURS 127

Transfer students need to complete at least 42 credit hours at OSU for BFA and at least 60 for Honors/Distinction.

Minimum Overall GPA 2.0

Minimum GPA in Major 3.0

Minimum Dance grade for graduation C-

