

Towson University

Department of Dance

Student Dance Major Handbook 2025-2026

Updated Fall 2025

**Towson University is accredited by
the National Association of Schools of Dance (NASD)
since 1984**

Towson University

Department of Dance Student Handbook

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Towson University Department of Dance

Student Handbook

Undergraduate Degree Offered –

Bachelor of Fine Arts-4 years: Performance and Choreography

Graduate Degree Offered-

Master of Arts-2 years: Dance Education.

Additional Option –

Bachelor of Fine Arts-4 ½ years: Performance and Choreography (Pre-K-12 Certification)

Towson University is Accredited by National Association of Schools of Dance (NASD).

All information contained in this document is subject to change.

Welcome

Along with your fellow dancers, you are part of a challenging and exciting professional Bachelor of Fine Arts (BFA) program designed to incorporate solid and demanding dance training with a comprehensive liberal arts education. Along with technique, dance composition, and other subjects related to your major field, you will be on your way to becoming a well-rounded person through your liberal arts studies. This handbook will help your understanding of the dance program as you pursue excellence in many extraordinary career paths.

The Department of Dance at Towson University advocates “Dancing for a Lifetime” by challenging students to examine and refine their approaches to the arts of dancing, choreography, and dance education. Students in the Bachelor of Fine Arts program in Dance Performance and Choreography are expected to develop the knowledge, skills, concepts, and sensitivities essential to the professional artist in the field of dance. To fulfill various professional responsibilities, the dance artist must exhibit technique competence, but also “broad knowledge” of dance and dance repertory, the ability to integrate dance-related knowledge and skills, sensitivity to dance and musical styles, and an insight into the role of dance’s intellectual, education, and cultural life.

The Dance Department’s Mission implies a holism that is sufficient to prepare students to regard dance with a circumspection that adapts and changes over the course of a career but remains whole. B.F.A. majors in Dance adhere to rigorous standards for merging technique with performance by maintaining a state of mind and body that is focused, purposeful, and appropriately nuanced with expression. Majors learn a variety of approaches for taking dances from the studio to the stage that are educational best practices, somatically sound, choreographically consistent, and artistically excellent.

Towson's Dance program is one of few nationally accredited BFA programs in Dance Performance, which also offers a concentration for K-12 certification. It fulfills a state and national need for dance performers, choreographers, and teachers.

Certain courses are "Foundational" to dance majors at Towson. Command of a broad range of movement languages coupled with depth in at least two areas of technique is essential accomplishments of our B.F.A. students. In addition, courses in choreography, anatomy/kinesiology, somatic, production, dance history, musical concepts and other courses related to the major give a foundation and depth to students' knowledge of the art form.

Dance Website: <https://www.towson.edu/cofac/departments/dance/>

Dance Faculty & Staff: <https://www.towson.edu/cofac/departments/dance/facultystaff/>

Dance Academic Programs: <https://www.towson.edu/cofac/departments/dance/programs/>

Dance Education PreK-12 Teacher Concentration:

<https://www.towson.edu/cofac/departments/dance/programs/performance/education.html>

TU Catalog BFA in Dance Performance and Choreography Requirements:

<https://catalog.towson.edu/undergraduate/fine-arts-communication/dance/dance-bfa/#requirementstext>

TU Catalog BFA in Dance Performance and Choreography (PreK-12 Dance Education Concentration) Requirements: <https://catalog.towson.edu/undergraduate/fine-arts-communication/dance/dance-k-12-certification-bfa/#requirementstext>

Curriculum

Overall Goals: BFA in Dance Performance and Choreography

The B.F.A. Dance Performance major prepares students for entry into the professional world of dance as skilled technicians, creative artists, and independent thinkers. The dance performance courses offer students the option of refining skills for the stage acquired in technique classes.

The Towson University Dance Students will:

- Synthesize expressive range, stylistic versatility, and rigorous standards within healthy technical achievement and somatic understanding.
- Analyze, intuit, deliver, and evaluate the creative process for original dance choreography.
- Demonstrate oral and written skills, critical thinking in aesthetic language, and historical/world view perspectives.
- Recognize, choose, and demonstrate leadership skills.

The Towson University Dance students are encouraged to:

- Develop an ability to creatively respond, both divergently and convergently, to changing environments.

- Transition thinking from dance as hobby to a preparation for a lifetime in professional work.
- Develop a thoughtful class practice with skills and ways of thinking that encourages health, balance, and long-term approach to dancing.
- Develop a unique artistic voice through dreaming, risking, envisioning, and creating dance work with rigor.
- Maintain a healthy, toned, and energized physique, with somatic approach that supports dynamic alignment, reducing risk, increasing health and longevity of the dancer.
- Study dance history with a world view for understanding and appreciation of all people.
- Regularly engage as a whole person in physical, artistic, and intellectual strategies that facilitate an appreciation of dance as an expressive, scholarly, and progressive art form.
- Cultivate themselves as intelligent audience members who respect the art form and become lifetime arts advocates.

The Towson University dance student is asked to engage and deliver by:

- Demonstrating kinesthetic understanding of dynamic alignment
- Exploring dancing as dynamic movers through a variety of somatic practices
- Describing and assessing one's creative process to promote creativity, innovation, imagination, and collaboration
- Implementing choreographic tools (i.e. movement invention, use of metaphor, collaboration, use of time, space, shape ...)
- Demonstrating disciplined, diligent work ethic, with an open mind, and mutual respect in the classroom.
- Developing personal strategies for motivation, confidence, teamwork, creative problem solving, and other life skills that transfers to other disciplines and future ambitions
- Receiving and providing critical feedback (nonverbal, oral and written) to reflect embodied cognition

Overall Goals: BFA with PreK-12 Dance Education Concentration

The B.F.A. Dance Performance with a concentration in K-12 Education major leads to P-12 teacher certification in the state of Maryland. Professional education courses in the dance education major combine with dance courses to prepare the student for student teaching in public school systems. Students must be accepted into the teacher certification program by the Dance Education Unit and must complete the specified teacher education sequence.

The Towson University Dance students will:

- Synthesize expressive range, stylistic versatility, and rigorous standards within healthy technical achievement and somatic understanding
- Analyze, intuit, deliver and evaluate the creative process for original dance choreography
- Demonstrate oral and written skills, critical thinking in aesthetic language, and historical/world view perspectives
- Recognize, choose, and demonstrate leadership skills
- Define, invent, and evaluate developmentally appropriate pedagogy skills (K-12 option)

The Towson University Dance student is encouraged to:

- Develop an ability to creatively respond both divergently and convergently to changing environments
- Transition thinking from dance as hobby to a preparation for a lifetime as a facilitator of learning
- Engage in a thoughtful class practice with skills and ways of thinking that encourages health, balance, and long-term approach to dancing
- Develop a unique artistic voice through dreaming, risking, envisioning, and creating dance work with rigor
- Maintain a healthy, toned, and energized physique, with somatic approach that supports dynamic alignment, reducing risk, increasing health and longevity of the dancer
- Study dance history with a world view for understanding and appreciation of all people
- Regularly engage as a whole person in physical, artistic, and intellectual strategies that facilitate an appreciation of dance as an expressive, scholarly, and progressive art form
- Cultivate themselves as intelligent audience members who respect the art form and become lifetime arts advocates
- Practicing consistently the disposition of educators which include caring commitment and collaboration
- Define what being a facilitator of learning is and practice this definition

The Towson University Dance student is asked to engage and deliver by:

- Demonstrating kinesthetic understanding of dynamic alignment
- Exploring dancing as dynamic movers through a variety of somatic practices
- Describing and assessing one's creative process to promote creativity, innovation, imagination, and collaboration
- Implementing choreographic tools (i.e. movement invention, use of metaphor, collaboration, use of time, space, shape...)
- Demonstrating disciplined, diligent work ethic, with an open mind, and mutual respect in the classroom essential for creative process
- Promoting life skills for fostering positive relationships and creative thinking
- Developing personal strategies for motivation, confidence, teamwork, creative problem solving, and other life skills that transfer to other disciplines and future ambitions
- Receiving and providing critical feedback (nonverbal, oral, and in writing) to reflect embodied cognition.
- Demonstrating standards-based instruction for teaching and learning

Expectations of All Dance Majors

- Make dancing and related activities your priority in this academic program.
- Be involved in department activities. It is alive because of you.
- Communicate directly and in a timely manner with faculty and colleagues via Towson University email. Black Board, or office phone. Texting is not professionally communicating.
- You must take initiatives in your own lives and journey.

- Be responsible for your words and actions and accountable for your decisions.
- Have excellent classroom conduct in all of your classes.

You represent the Towson University Department of Dance wherever you are, on or off campus. Dress properly for class, it shows respect for the teacher and the art form. Work hard, but intelligently, mindfully, and with intention. Be open-minded about learning. Take creative and technical risks. Be respectful and maintain a growth mindset.

Department of Dance outcomes include university-wide liberal education outcomes, those common to all dance majors. All required courses are tied to outcomes, including liberal education outcomes. Each course syllabus must also list specific objectives by which the particular outcome will be met. Become familiar with these objectives and outcomes.

Audition to the Department of Dance

Students may audition for a dance talent scholarship when they audition for entrance. Auditions are held four times a year.

For more information about admission into the degree program please visit:

<https://www.towson.edu/cofac/departments/dance/programs/performance/admission/>

Regarding admission into the University, contact the Admissions office for more details on GPA, applications deadlines, etc.: <https://www.towson.edu/admissions/>

Students receiving dance talent scholarships will receive a contract of expectations. Dance scholarships are part of the total aid package offered by the university Office of Financial Aid.

Advisement through Faculty Expertise: First Year Experience (FYE)

Faculty advisement goes beyond advice for scheduling classes. A dance adviser helps you see the larger picture of all the possibilities available for you within the field of dance. Personal strengths and passions are measured with skills and career options needed to realize your goals after college. Each year connections with alumni, professionals, and guest artists help the student and his or her adviser determine direction.

A First-Year Experience Adviser, works closely with each pre-dance and undecided student during the first year. The university supplies an Orientation Leader (usually a sophomore dance major) to also help with the many transitions. When the students pass the first-year foundational courses, they are placed with a dance faculty for their remaining tenure as a BFA candidate.

The Foundational courses within the First Year Experience are taught by full-time and part-time faculty teaching a rigorous core of knowledge in dance technique, composition, performance, history, music, anatomy/kinesiology, and production skills. By the end of the spring semester, students must earn a "B" average, 3.0 or above in all dance classes included in the 24 units of DANC courses. After the Foundational First Year, Dance majors must maintain a 2.50 GPA and a 2.75 (if they are K-12 option candidates) in dance courses to be eligible for graduation with a

major in Dance.

Students entering the first year at Towson University are required to have identical course loads for dance courses in ballet and modern technique, dance history and basic research education through Towson Seminar Course, anatomy and kinesiology, musical concepts for dancers, improvisation through first level of composition, and production practice. The faculty in the Foundational year work cooperatively to address educational training issues. Foundational faculty agree to support the same educational objectives for any first-year course. “Dancing for a Lifetime” requires dancers to have knowledge of somatic practices, assessment from experts, and dance training which is organizing the whole person for a lifetime of many dance strategies.

The goals and objectives for the Foundational first year are as follows:

- Transition the student’s thinking from dance as hobby to dance as professional work
- Practice a more thoughtful approach to taking class
- Learn and demonstrate a kinesthetic understanding of dynamic alignment
- Explore methods of pelvic weight shift to support dynamic alignment
- Learn and demonstrate energy, expressivity, and musicality. This can include Laban Effort concepts and Terminology
- Foundational vocabulary such as dynamic alignment, weight shift from the pelvis, use of Effort and expressivity, gradated rotation, ballon, balance, flexibility, and co-ordination are emphasized as they relate to classical ballet and modern dance techniques.

Students are graded on their measurable and observable improvement during the year as well as their ability to meet a baseline standard for mastering the foundational vocabulary.

Somatics and Laban Movement Analysis are also taught and a rudimentary understanding of their use and framework is expected through demonstration and in writing.

Suggested Course Sequence & Requirements

All students are encouraged to review degree requirements when planning a schedule. This is to verify that all degree requirements are being met and that the student's sequence is on track for their planned graduation date.

B.F.A. in Dance Performance & Choreography

Requirements: <https://catalog.towson.edu/undergraduate/fine-arts-communication/dance/dance-bfa/#requirements>

Four-Year Plan of Study: <https://catalog.towson.edu/undergraduate/fine-arts-communication/dance/dance-bfa/#fouryearplanofstudy>

Learning Outcomes: <https://catalog.towson.edu/undergraduate/fine-arts-communication/dance/dance-bfa/#learningoutcomes>

120 units

B.F.A. in Dance Performance & Choreography with PreK-12 Dance Education Concentration

Requirements: <https://catalog.towson.edu/undergraduate/fine-arts-communication/dance/dance-k-12-certification-bfa/#requirementstext>

Four-Year Plan of Study: <https://catalog.towson.edu/undergraduate/fine-arts-communication/dance/dance-k-12-certification-bfa/#fouryearplanofstudytext>

Learning Outcomes: <https://catalog.towson.edu/undergraduate/fine-arts-communication/dance/dance-k-12-certification-bfa/#learningoutcomestext>

141 units

Possible Elective and Liberal Arts CORE Dance Offerings

- 101 Alexander Technique (CORE 5)
- 102 Yoga
- 104 Aerial Technique
- 105 Movement Skills for Men (CORE 5)
- 106 Fundamentals of Dance Movement (CORE 4)
- 111/211 Tap I and II
- 108 Pilates
- 109/209/310 Jazz Dance I and II and III
- 124 Ballet for Non-Majors
- 125 Intro to Dance: Global Perspectives (CORE 12)
- 127 Introduction of Dance: American Experience (Modern) (CORE 11)
- 128 Modern for Non-Majors
- 210 The Gender Dance (CORE 13)
- 235 Composition I (CORE 4)
- 321 Responding to Dance (CORE 9)
- 341/342 Ballet Pointe Technique I and II
- 343 Men's Ballet Technique
- 370 Special Topics
- 383 Modern Dance Repertory
- 384 Ballet Repertory

B.F.A. Performance and Choreography majors, not in the PreK-12 Dance Education Concentration, **who began in the program after Fall 2025** are required to take 12 units of electives in DANC courses. B.F.A. Performance and Choreography majors, not in the K-12 program, **who began in the program prior to Fall 2025** are required to take 15 units of electives in DANC courses. At least 6 units of electives must be in Modern Repertory, Ballet Repertory, or Dance Company.

B.F.A Performance and Choreography majors in the PreK-12 Dance Education Concentration are required to take 3 units of elections which must be in Modern Repertory, Ballet Repertory, or Dance Company.

Towson University Dance Company

Towson University Dance Company is open to every Towson University student for audition each semester. This course offers students professional company experience within an educational setting. This course allows the student to learn several works form a variety of choreographers and offers their summative performance on Stephens Hall Theater Stage, TU's largest performance venue.

- Dance majors and non-dance majors exhibiting advanced ballet and modern dance training are invited to participate.
- Auditioning does not guarantee acceptance into the Dance Company. Auditioning is a skill and the experience is part of the dance major's education.

The Dance Company is a two-course combo which includes an advanced level technique ballet or modern class and rehearsal experience. Students accepted into Dance Company will enroll in the two courses below. These two courses are taught back-to-back for a continuous and rigorous technique and company experience:

Mon-Thur 9:00-10:50am DANC 428 – Modern III or DANC 423- Ballet III
and

Mon-Thur 11:00-11:50am DANC 481 **or** DANC 383

(You will be assigned one of these courses based on casting.)

- If and when you are accepted into company you must enroll in two of the courses listed above as assigned for a total of 6 units for that semester. Special permissions will be entered after the audition.

<https://www.towson.edu/cofac/departments/dance/company.html>

Assessments and Benchmarks for BFA in Performance and Choreography with PreK-12 Dance Education Concentration

Name of Assessment		Assessment Method	Evaluation Period
1	Audition Admission to the Pre-Dance Foundational First-Year Program is determined through a comprehensive audition process, which includes evaluations in ballet, modern dance, and choreography/improvisation, alongside the submission of a written essay.	Physical/ Performance Assessment Written Assessment	Year prior to entry

2	Pre-Dance Foundational 1st Year Program Students enrolled in the Pre-Dance Foundational First-Year Program are evaluated through a GPA-based assessment focused exclusively on designated DANC courses. To remain in good standing and progress within the program, students must achieve a cumulative grade point average of 3.0, equivalent to a B average, across these targeted dance-specific courses over the academic foundational year.	Physical/ Performance Assessment Written Assessment	126 Music Concepts for Dance 216 Dance Design and Production 223/224 Foundational Ballet 227/228 Foundational Modern 235 Dance Composition I 245 Scientific Basis for Movement I 345 Scientific Basis for Movement II
3	Jury Assessment -Benchmark Assessment Students present their learning by showcasing artistic progress, personal growth, and identified challenges, supported by an electronic portfolio that includes recorded technical assessments, compositions, teaching demonstrations, and written reflections. PK–12 Dance Education candidates must also submit a criminal background disclosure, a formal application, and proof of a minimum 3.0 overall GPA.	Formative Assessment Portfolio Assessment Reflective Assessment	Pre-Junior Year
4	Action Inquiry Project	Program Assessment Clinical, Writing, and Research Assessment	DANC 450 Junior II
5	Lesson Planning and Delivery Assessment	Program Assessment Clinical and Writing Assessment	DANC 201 Senior I
6	Content Knowledge, Lesson Plan, and Delivery Assessment	Program Assessment Clinical and Writing Assessment	DANC 350 Senior II
7.	Capstone Project – Draft Concert This project synthesizes the theoretical, technical, historical, and scientific foundations of dance acquired throughout the BFA program through the planning, programming, and choreographing of a dance concert. It includes documentation of the creative process, along with the administrative and choreographic frameworks used to support the work, and articulates the artist's overall vision for the concert.	Summative Assessment Written Assessment	DANC 480 Senior I
8.	Capstone Project – Revised Project This project synthesizes the theoretical, technical, historical, and scientific foundations of dance acquired throughout the BFA program through the planning, programming, and choreographing of a dance concert. It includes documentation of the creative process, along with the administrative and choreographic frameworks used to support the work, and articulates the artist's overall vision for the concert.	Summative Assessment Written Assessment	DANC 481 Senior II

9.	CPAST Evaluation	CAEP	DANC 490 DANC 494 Senior III
10.	edTPA	CAEP	DANC 490 or 494 Senior III
11	Portfolio and Presentation of Learning The PK-12 Dance Education students present their learning with exemplars demonstrating course performance, including lesson and unit plans, assessment rubrics, a teaching philosophy statement, written reflections, and documentation of field experiences. These components collectively showcase the candidate's developing skills and understanding in planning, instruction, assessment, and reflective teaching practice.	Formative Assessment Portfolio Assessment Reflective Assessment	DANC 490 DANC 493 DANC 494 Senior III
12	BFA & Professional Education Curriculum Candidates must maintain a cumulative GPA of 3.0 throughout the duration of the program. A minimum 3.0 GPA in all Dance Education-specific courses is required for continued enrollment in the program. All grade requirements are monitored through regular advising and oversight by the PK-12 Dance Education Committee.	GPA	Freshman Sophomore Junior Senior

Dance Technique Proficiency Standards and Competencies

Ballet Technique Proficiency Standards for Levels I through III

Ballet I, II, & III are designed to be taken by students for a period of two semesters at each level. Ballet III and Modern Dance III are partnered with Dance Company.

Some students will be advanced after the completion of one semester, per their performance in the class and at the recommendation of the faculty of record and approval of the Ballet Sub-Committee.

Assessment Criteria for Foundational Ballet:

Students successfully completing Foundational Ballet Technique class will successfully:

- 1) Demonstrate effective dynamic alignment in both stillness and when moving
- 2) Demonstrate stability by maintaining effective outward rotation of both the standing and gesturing legs, while initiating movement
- 3) Demonstrate physical support, flexibility, and strength necessary to maximize range of movement potential (using space, time, physicality, breath and energy)
- 4) Utilization of the breath to facilitate effective coordination of the structural, muscular, and dynamic support required to move freely through the space
- 5) Apply appropriate effort necessary to support a variety of movement qualities (i.e. sustained, lyrical, quick, direct, floating, strong, driven, and melting)
- 6) Demonstrate literacy of classical ballet terminology in speaking, writing, and moving

- 7) Demonstrate proper articulation and use of the foot, while gesturing and transferring weight
- 8) Replicate with clarity short movement sequences (a complete musical phrase) with rhythmic accuracy
- 9) Demonstrate upper and lower body connectivity through effective coordination of arms and legs and epaulement
- 10) Move freely with support and initiation from the core

Assessment Criteria for Level II Ballet:

In addition to the 10 movement criteria of Foundational Ballet, Ballet II students will successfully:

- 1) Demonstrate an emerging individuality in the musical phrasing in performance of movement phrases
- 2) Demonstrate ability to self-correct
- 3) Expand their movement range and potential in the areas of space, time, physicality, and energy in increasingly complex movement phrases

Assessment Criteria for Level III Ballet / “TU Dance Company:”

In addition to the criteria for Foundational Ballet and Ballet II, Ballet III students will successfully:

- 1) Display a disciplined attitude towards the study of movement experiences presented throughout class
- 2) Demonstrate ability to independently apply movement concepts across various movement challenges (i.e. repertory)
- 3) Pursue and expand their technical and expressive range by consistently exploring and taking risks in movement experiences throughout class
- 4) Produce movement with more sophisticated with musical nuance and subtlety

Foundational Ballet Competencies

“A” Students should be able to: 7-8 daily quality points

“Excellent” this rating is for outstanding work and excellent attendance.

1. Demonstrate a positive attitude toward corrections and suggestions.
2. Show steady, significant improvement and progress toward troubled areas. Improvement is defined as an accomplishment of clearly identified goals which have been identified by the student and the instructor in major areas of concern regarding the performance of Classical Ballet Technique (CBT). Student can encompass changes after initial instructor input, on a consistent basis.
3. Engage in a physical and musical approach to every combination, starting from the very first exercise of the class.
4. Execute a combination with coordination, fluidity, and precision.
5. Demonstrate an advanced understanding, integration, and demonstration of the following principles with a high aesthetic.

- Dynamic Alignment
 - Weight shift and use of pelvic floor
 - Rotation of the legs
 - Breath support
 - Core strength and support
 - Alignment
 - Ballon which includes: Articulation of the feet, speed, clarity of positions of the feet, spatial intent, and coordination of the upper and lower bodies, and weight shift.
 - Classical Ballet vocabulary identified by the department.
 - Initiation, sequencing, and phrasing
 - Clear understanding of the synthesis of all the above. (Artistry and Performance)
6. Demonstrates daily respect to the teacher, accompanist, and fellow classmates.
 7. Demonstrates the highest commitment and passion to the art form.

“B” Students should be able to: 5-6 daily quality points

“Above Average” this rating is for good work that shows evidence of understanding corrections, but the student is not always consistent in execution of material in class.

1. Demonstrate a positive attitude toward corrections and suggestions. (90% of the time)
2. Show steady, significant improvement and progress toward troubled areas. Improvement is defined as an accomplishment of clearly identified goals which have been identified by the student and the instructor in major areas of concern regarding the performance of Classical Ballet Technique (CBT). Student is not able to encompass changes without instructor input on a consistent basis.
3. Engage in a physical and musical approach to every combination, starting from the very first exercise of the class. (90% of the time)
4. Execute a combination with coordination, fluidity, and precision. (90% of the time)
5. Demonstrate an advanced understanding, integration, and demonstration of at least 8 of the 10 principles listed in the “A” student criteria #5 but not consistent in the demonstration.
6. Demonstrates daily respect to the teacher, accompanist, and fellow classmates.
7. Demonstrates the highest commitment and passion to the art form. (90% of the time)

“C” Students should be able to: 3-4 daily quality points

“Average” this rating is for fair work. Fair is defined as neither excellent nor poor.

1. Demonstrate a positive attitude toward corrections and suggestions. (80% of the time)
2. Show improvement and progress in only ½ of the identified areas. Improvement is defined as an accomplishment of clearly identified goals which have been identified by the student and the instructor in major areas of concern regarding the performance of Classical Ballet Technique (CBT). Student is not able to encompass changes without instructor input on a consistent basis.

3. Engage in a physical and musical approach to every combination, starting from the very first exercise of the class. (80% of the time)
4. Execute a combination with coordination, fluidity, and precision. (80% of the time)
5. Demonstrate an understanding, integration, and demonstration of at least 6 of the 10 principles listed in the “A” student criteria #5 but not consistent in the demonstration.
6. Demonstrates daily respect to the teacher, accompanist, and fellow classmates. (80% of the time)
7. Demonstrates the commitment and passion to the art form (80% of the time).

“D” Students should be able to: 1-2 daily quality points

“Below Average” this rating is for poor work. Deficient or lacking something specified.

1. Demonstrate a positive attitude toward corrections and suggestions. (50% of the time)
2. Makes very few improvements to technique. Improvement is defined as an accomplishment of clearly identified goals which have been identified by the student and the instructor in major areas of concern regarding the performance of Classical Ballet Technique (CBT). Student is not able to encompass changes without instructor input on a consistent basis.
3. Engage in a physical and musical approach to every combination, starting from the very first exercise of the class. (50% of the time)
4. Execute a combination with coordination, fluidity, and precision. (50% of the time)
5. Demonstrate an understanding, integration, and demonstration of at least 4 of the 10 principles listed in the “A” student criteria #5 but not consistent in the demonstration.
6. Demonstrates daily respect to the teacher, accompanist, and fellow classmates. (50% of the time)
7. Demonstrates the commitment and passion to the art form (50% of the time).

An “F” shows no or little effort or improvement in less than ¼ of the identified goals and objectives of the class. 0 points

Ballet II Competencies

“A” Students should be able to: 7-8 daily quality points

1. Demonstrate a positive attitude toward corrections and suggestions.
2. Show steady, significant improvement and progress toward troubled areas. Improvement is defined as an accomplishment of clearly identified goals which have been identified by the student and the instructor in major areas of concern regarding the performance of Classical Ballet Technique (CBT). Student can encompass changes after initial instructor input, on a consistent basis.
3. Engage in a physical and musical approach to every combination, starting from the very first exercise of the class.

4. Execute a combination with coordination, fluidity, and precision.
5. Demonstrate an intermediate understanding, integration, and demonstration of the following principles with a high aesthetic.
 - i. Dynamic Alignment
 - ii. Weight shift and use of pelvic floor
 - iii. Rotation of the legs
 - iv. Breath support
 - v. Core strength and support
 - vi. Alignment
 - vii. Ballon which includes: Articulation of the feet, speed, clarity of positions of the feet, spatial intent, and coordination of the upper and lower bodies, and weight shift.
 - viii. Classical Ballet vocabulary identified by the department.
 - ix. Initiation, sequencing, and phrasing
 - x. Clear understanding of the synthesis of all the above. (Artistry and Performance)
6. Demonstrates daily respect to the teacher, accompanist, and fellow classmates.
7. Demonstrates the highest commitment and passion to the art form.

“B” Students should be able to: 5-6 daily quality points

1. Demonstrate a positive attitude toward corrections and suggestions. (90% of the time)
2. Show steady, significant improvement and progress toward troubled areas. Improvement is defined as an accomplishment of clearly identified goals which have been identified by the student and the instructor in major areas of concern regarding the performance of Classical Ballet Technique (CBT). Student is not able to encompass changes without instructor input on a consistent basis.
3. Engage in a physical and musical approach to every combination, starting from the very first exercise of the class. (90% of the time)
4. Execute a combination with coordination, fluidity, and precision. (90% of the time)
5. Demonstrate an intermediate understanding, integration, and demonstration of at least 8 of the 10 principles listed in the “A” student criteria #5 but not consistent in the demonstration.
6. Demonstrates daily respect to the teacher, accompanist, and fellow classmates.
7. Demonstrates the highest commitment and passion to the art form. (90% of the time)

“C” Students should be able to: 3-4 daily quality points

1. Demonstrate a positive attitude toward corrections and suggestions. (80% of the time)
2. Show improvement and progress in only $\frac{1}{2}$ of the identified areas. Improvement is defined as an accomplishment of clearly identified goals which have been identified by the student and the instructor in major areas of concern regarding the performance of Classical Ballet Technique (CBT). Student is not able to encompass changes without instructor input on a consistent basis.
3. Engage in a physical and musical approach to every combination, starting from the very first exercise of the class. (80% of the time)
4. Execute a combination with coordination, fluidity, and precision. (80% of the time)
5. Demonstrate an understanding, integration, and demonstration of at least 6 of the 10 principles listed in the “A” student criteria #5 but not consistent in the demonstration.
6. Demonstrates daily respect to the teacher, accompanist, and fellow classmates. (80% of the time)
7. Demonstrates the commitment and passion to the art form (80% of the time).

“D” Students should be able to: 1-2 daily quality points

1. Demonstrate a positive attitude toward corrections and suggestions. (50% of the time)
2. Makes very few improvements to technique. Improvement is defined as an accomplishment of clearly identified goals which have been identified by the student and the instructor in major areas of concern regarding the performance of Classical Ballet Technique (CBT). Student is not able to encompass changes without instructor input on a consistent basis.
3. Engage in a physical and musical approach to every combination, starting from the very first exercise of the class. (50% of the time)
4. Execute a combination with coordination, fluidity, and precision. (50% of the time)
5. Demonstrate an understanding, integration, and demonstration of at least 4 of the 10 principles listed in the “A” student criteria #5 but not consistent in the demonstration.
6. Demonstrates daily respect to the teacher, accompanist, and fellow classmates. (50% of the time)
7. Demonstrates the commitment and passion to the art form (50% of the time).

AN F shows no or little effort or improvement in less $\frac{1}{4}$ of the identified goals and objectives of the class. 0 points

Ballet III / “TU Dance Company” Competencies

“A” Students should be able to: 7-8 daily quality points

“Excellent” this rating is for outstanding work and excellent attendance.

1. Demonstrate a positive attitude toward corrections and suggestions.

2. Show steady, significant improvement and progress toward troubled areas. Improvement is defined as an accomplishment of clearly identified goals which have been identified by the student and the instructor in major areas of concern regarding the performance of Classical Ballet Technique (CBT). Student can encompass changes after initial instructor input, on a consistent basis.
3. Engage in a physical and musical approach to every combination, starting from the very first exercise of the class.
4. Execute a combination with coordination, fluidity, and precision.
5. Demonstrate an advanced understanding, integration, and demonstration of the following principles with a high aesthetic.
 - i. Dynamic Alignment
 - ii. Weight shift and use of pelvic floor
 - iii. Rotation of the legs
 - iv. Breath support
 - v. Core strength and support
 - vi. Alignment
 - vii. Ballon which includes: Articulation of the feet, speed, clarity of positions of the feet, spatial intent, and coordination of the upper and lower bodies, and weight shift.
 - viii. Classical Ballet vocabulary identified by the department.
 - ix. Initiation, sequencing, and phrasing
 - x. Clear understanding of the synthesis of all the above. (Artistry and Performance)
6. Demonstrates daily respect to the teacher, accompanist, and fellow classmates.
7. Demonstrates the highest commitment and passion to the art form.

“B” Students should be able to: 5-6 daily quality points

“Above Average” this rating is for good work that shows evidence of understanding corrections, but the student is not always consistent in execution of material in class.

1. Demonstrate a positive attitude toward corrections and suggestions. (90% of the time)
2. Show steady, significant improvement and progress toward troubled areas. Improvement is defined as an accomplishment of clearly identified goals which have been identified by the student and the instructor in major areas of concern regarding the performance of Classical Ballet Technique (CBT). Student is not able to encompass changes without instructor input on a consistent basis.
3. Engage in a physical and musical approach to every combination, starting from the very first exercise of the class. (90% of the time)
4. Execute a combination with coordination, fluidity, and precision. (90% of the time)
5. Demonstrate an advanced understanding, integration, and demonstration of at least 8 of the 10 principles listed in the “A” student criteria #5 but not consistent in the demonstration.

6. Demonstrates daily respect to the teacher, accompanist, and fellow classmates.
7. Demonstrates the highest commitment and passion to the art form. (90% of the time)

“C” Students should be able to: 3-4 daily quality points

“Average” this rating is for fair work. Fair is defined as neither excellent nor poor.

1. Demonstrate a positive attitude toward corrections and suggestions. (80% of the time)
2. Show improvement and progress in only ½ of the identified areas. Improvement is defined as an accomplishment of clearly identified goals which have been identified by the student and the instructor in major areas of concern regarding the performance of Classical Ballet Technique (CBT). Student is not able to encompass changes without instructor input on a consistent basis.
3. Engage in a physical and musical approach to every combination, starting from the very first exercise of the class. (80% of the time)
4. Execute a combination with coordination, fluidity, and precision. (80% of the time)
5. Demonstrate an understanding, integration, and demonstration of at least 6 of the 10 principles listed in the “A” student criteria #5 but not consistent in the demonstration.
6. Demonstrates daily respect to the teacher, accompanist, and fellow classmates. (80% of the time)
7. Demonstrates the commitment and passion to the art form (80% of the time).

“D” Students should be able to: 1-2 daily quality points

“Below Average” this rating is for poor work. Deficient or lacking something specified.

1. Demonstrate a positive attitude toward corrections and suggestions. (50% of the time)
2. Makes very few improvements to technique. Improvement is defined as an accomplishment of clearly identified goals which have been identified by the student and the instructor in major areas of concern regarding the performance of Classical Ballet Technique (CBT). Student is not able to encompass changes without instructor input on a consistent basis.
3. Engage in a physical and musical approach to every combination, starting from the very first exercise of the class. (50% of the time)
4. Execute a combination with coordination, fluidity, and precision. (50% of the time)
5. Demonstrate an understanding, integration, and demonstration of at least 4 of the 10 principles listed in the “A” student criteria #5 but not consistent in the demonstration.
6. Demonstrates daily respect to the teacher, accompanist, and fellow classmates. (50% of the time)
7. Demonstrates the commitment and passion to the art form (50% of the time).

An “F” shows no or little effort or improvement in less than ¼ of the identified goals and objectives of the class. 0 points

Key: Levels of Proficiency:

Awareness

Competence

Advanced proficiency

Command/superior ability

Modern Dance Technique Proficiency Standards for Levels I through III**Foundational Modern Dance:**

Students successfully completing Foundational Modern Dance Technique class will successfully:

- Demonstrate awareness of proper body alignment in parallel and turn-out, and the ability to move between the two rotating from the hips without sway-back, tucked pelvis or release of the cervical spine
- Demonstrate comprehension of releasing the torso, ability to return to an aligned body
- Demonstrate awareness of basic core strength and balance
- Balance on one leg with proper alignment
- Articulate feet in simple movements across the floor
- Articulate execution of basic cross-lateral, homologous, and homo-lateral movement
- Demonstrate basic comprehension of gross locomotor movement
- Memorize simple locomotive, rhythmic patterns across the floor.
- Develop good flexibility in the hips: i.e., développé à la seconde without releasing the hip.
- Demonstrate awareness of one's range of motion including the floor and relevé.
- Demonstrate awareness of off-center movement.
- Execute competence of the drop swing.
- Execute a basic comprehension of gross locomotor movement.
- Memorize simple locomotive, rhythmic patterns across the floor.
- Execute a differentiation between duple and triple meter movement.
- Demonstrate clear initiation in movement.
- Demonstrate ability to process phrase material in contrasts of texture, quality and movement dynamics.

Modern II:

In addition to Foundational Modern criteria, Modern II students will successfully:

- Demonstrate awareness of the skeletal structure and its relationship to muscle movement
- Execute curved and flat back
- Execute fluidity in transition between floor and standing
- Demonstrate advanced proficiency of the drop-swing, and fall-and-recovery movement
- Demonstrate basic command of head/tail connection
- Demonstrate basic command of core/distal connectivity
- Demonstrate basic awareness of range of motion in the near-reach space with marked proficiency in the far-reach space.
- Execute a combination of material on the right and left side (four measures of eight counts)

- Articulate a flexible use of the spine
- Demonstrate strength, flexibility, and alignment in leg extensions
- Demonstrate clear initiation in movement.
- Demonstrate the ability to integrate time, space, and force components
- Demonstrate ability to process longer phrase material with texture, quality, rhythmic accuracy, movement dynamics, and personal expressive quality
- Execute an ownership over movement material

Modern III / “TU Dance Company”

In addition to Foundational Modern and Modern II criteria, Modern III students will successfully:

- Execute competence in maintaining head/tail patterning
- Execute competence of basic inversions
- Demonstrate ability to move off-center, with fluid transitions between off and on-center movements
- Demonstrate fluid command of the drop-swing
- Demonstrate proficiency in finding suspension in movement
- Execute gestural movements: basic ability to combine near-reach spatial gestures with far-reach traveling gestures in combined patterns.
- Execute competence in off-center turns
- Demonstrate proficiency in clear movement initiations
- Demonstrate seamless transitions between movements
- Execute extensive phrase material challenging a broad understanding of the differences in texture, quality, and movement dynamics, along with an incorporation of one’s own expressive quality.
- Demonstrating creative interpretation of phrase material while preserving the integrity of the technique information at the base of the combinations

Modern Competencies

Performance Outcomes Criteria & Rubric

	Excellent	Above Average	Average	Below Average	Failing
Body (knowledge/understanding/application of concepts, Dynamic Alignment, Bartenieff Fundamental s or Somatic Discipline)	Principles are clearly defined with integrity in every performance; attention to detail with relevancy & insight; willing to reach personal & original solutions	Principles are clearly defined with integrity in every performance but lacks originality or insight; good concentration	Generally demonstrates understanding of principles & concepts; work is adequate but complacent; hands in all assignments; inconsistently executes class material	Little understanding of concepts & principles evident	Always requires instructor input to maintain principles and practice for moving
Movement Patterning, Sequencing, and Phrasing (comprehension/application of exercises, coordination/execution of phrases, rhythm of sequences)	Principles are clearly defined with integrity in every performance; attention to detail with relevancy & insight; willing to reach personal & original solutions	Principles are clearly defined with integrity in every performance but lacks originality or insight; good concentration	Generally demonstrates understanding of principles & concepts; work is adequate but complacent; inconsistently executes class material	Little understanding of concepts & principles evident;	Always requires instructor input to maintain principles and practice for moving
Work Ethic, Attitude, Risk Taking	Consistently enthusiastic & spirited; self corrects on own initiation; maintains an active dialogue with class material; focused attention & attitude every class;	Exceptional talent or ability but lacks effort , enthusiasm, or initiative; fulfills all assignments; maintains a fairly active dialogue with movement material	Concentration , attitude, risk taking behaviors are usually mediocre. Consistently needs improvement; hands in all assignments;	Insufficient effort; submits assignments inconsistently ; nonchalant or resistant to applying corrections; very little evidence of focused attention and attitude in class;	Complete lack of effort; does not or rarely attends; underperforms consistently or performance is consistently deficient; fails to submit assignments

	fulfills all assignments			attendance is poor	
Artistry, Dynamics, Expression	Performance is always highly defined with integrity; attention to detail with relevancy & insight; willing to reach personal & original solutions	Performance of material is good but not exciting; inconsistent definition & integrity	Evenness of dynamic range & expression; work has limited risk; criteria are approached with modest excitement	Lacking enthusiasm or conscientious application; lackluster performance	Performance rarely demonstrates definition & integrity

Dance Composition Series

The composition curriculum weaves back and forth between personal investigation and exploration for dance majors and intellectual investigation of existing works created by professional artists.

- **Composition I** focus on movement general and personal investigation through improvisation.
- **Composition II** students are asked to make choices about visual symbolism, motif development and structuring work, using examples from existing works as appropriate.
- **Composition III** emphasizes structure in the creation of choreographic works, including music–dance relationships, abstraction, and approaches from different historical periods. Through developing a trio and a quartet study, students experiment with site-specific dances, collaboration, risk-taking, and improvisation while honing their artistic voice and creative process.

- **Composition IV** focuses on the collaborative creation and evolution of choreography for the proscenium stage. The course emphasizes artistic growth, structural clarity, precision, and thematic depth while supporting students in refining their choreographic voices. Through critical feedback, integration of production elements, and reflection, students develop both their work for the stage and a clearer articulation of their artistic identities.
- **Composition V** presents dances for the camera created since the 1980s, with most taken from the 21st century.
- **Senior Capstone** – The senior year is devoted to Senior Project and Senior Seminar where finished art works are created or danced by the BFA senior candidate.

Policies & Procedures

Academic Policies

The Honor Code and the Civility Code are integral parts of academic and personal integrity. All Towson University students are under the jurisdiction of the Honor Code.

Towson University Academic Affairs Civility Code

https://www.towson.edu/provost/academicresources/documents/codecivility_acadaff_21may2012pdf.pdf

Student Academic Integrity Policy

<https://www.towson.edu/about/administration/policies/03-01-00-student-academic-integrity-policy.html>

Academic Intervention for Students

The Academic Intervention program provides experiences for students who have not met TU's cumulative grade point average requirements and aims to help them regain satisfactory academic status. Academic Advising Center staff members assist students in developing a meaningful personal plan for academic success.

<https://www.towson.edu/advising/programs/intervention.html>

College of Fine Arts and Communication

COFAC Civility Code Introduction

All College of Fine Arts & Communication Studies students, staff, and faculty are committed to collegial and academic citizenship demonstrating high standards of humane, ethical, professional, and civil behavior in all interactions.

We must take responsibility for the relationship between our personal conduct and the quality of campus life. What we do and say always has an effect on others, whether we see it or not. Civility means more than respecting campus facilities and grounds. Civility means consistently treating people with consideration and respect. It means being courteous, polite, and fair. It

means recognizing diversity and honoring differing points of view. When our behavior is guided by concern for others in our community, we are being civil. Practicing civility requires thoughtful behavior and checking our assumptions and perceptions of others' race, ethnicity, gender, gender expression, sexual orientation, abilities, culture, belief systems and economic status. COFAC Civility Code:

<https://www.towson.edu/cofac/departments/mediafilm/resources/documents/civility.pdf>

Department of Dance

Enrollment

Students may not attend classes for which they are not enrolled as either regular or auditing students without expressed permission of the course instructor.

Registration and Advisement

Dance faculty advisors assist students in scheduling classes to meet graduation requirements. But note: Each student will confer with her adviser to obtain approval for her proposed course of study or to make needed adjustments. However, it should be noted that while the faculty adviser gives all possible assistance, it nevertheless remains the duty of each student to accept full responsibility for the completion and satisfaction of the selected course of study.

Advising Days in the Department

In October and March of each year the Department of Dance has Major advising days. Faculty may cancel their major classes in order for the students and advisor time to discuss and plan their career in the dance field and tenure at Towson University. Special permit classes must be selected during those days and signed by the advisor so that the administrative assistant can secure the majors' slot in those major only classes. Then the student is free to register for these special permit courses when their registration times occur.

Juries

As a mechanism for assessing progress toward the degree, all BFA Dance Performance and Choreography majors will be evaluated by a jury of faculty members in late August prior to the Junior year. The jury will consider completed essays, a video portfolio, and a verbal presentation from each student. Written and verbal assessments will be given to each student in relation to the expected student outcomes of the program with consideration for career planning.

Special note: All majors are required to be enrolled in a ballet and modern technique class each term prior to their scheduled jury. Students must continue to take advanced level technique courses up to 9 units in fulfillment of their requirements during their Junior and Senior year.

Course Evaluations

All courses at Towson are evaluated by students. Students are requested to complete an evaluation near the end of a course each semester. These evaluation forms are available online and must be completed prior to a student being able to view her/his final course grade online. All evaluations are anonymous to the faculty. After grades have been reported, the computerized results and comments are made available for viewing to respective faculty members. Student

comments are used to assess and improve the course; therefore, students are strongly encouraged to make constructive comments.

<https://www.towson.edu/ir/courseeval.html>

Grading

The grading scales used for the dance department are consistent with Towson University policies. Students must maintain an overall 2.0 GPA with a minimum 2.5 or 2.75 GPA in major courses in order to graduate. The grading scale and other information related to grading are included in the syllabus for each course.

<https://www.towson.edu/registrar/grades/grading-options.html>

<https://www.towson.edu/registrar/grades/standing.html>

Incomplete

Students who are unable to participate physically in class for a time exceeding two consecutive weeks will be advised to withdraw or receive an Incomplete “I” from the class. Students will be encouraged to meet with their academic advisors to discuss options in support of their academic success and journey in the BFA program.

<https://www.towson.edu/registrar/grades/incomplete-grades.html>

Health & Wellness

TU Department of Dance Health & Attendance Statement

The Department of Dance recognizes the importance of physical and mental wellbeing for all students, faculty, and staff and its impact on daily life, work, and academic success. In the interest of maintaining the highest level of physical and mental wellness in order to meet the physical and mental demands of the BFA in Dance Performance and Choreography, the department has created the Attendance and Health Policy below which aligns with Counseling Center and the Office Accessibility and Disability Support (ADS) information. The Office of Inclusion and Institutional Equity (OIIE) ensures the university’s compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

Dance Department Attendance Statement:

1. Consistent attendance is required in all dance courses as ‘time on task’ is a critical success factor for the study of dance. Each dance course requires consistent attendance with details for meeting this criteria within the individual course syllabus. The dance department attendance policy is consistent with university attendance policy:
<https://catalog.towson.edu/undergraduate/academic-policies/class-attendance-absence-policy/>

2. If a physical or mental condition impedes full completion of daily requirements in class, the student is required to contact and speak directly with the professor immediately so appropriate support options can be made available. The Department of Dance promotes student agency and stresses the importance of clear and timely communication between the student and faculty member in support of student success.
3. For any disability, physical injury or mental health issue that requires a student to miss all or partial class participation for an extended period, the student will be referred to the Office of Accessibility & Disability Services (ADS):
<https://www.towson.edu/accessibility-disability-services/>. ADS works with each student to provide documentation for specific accommodations that may be required while a student is navigating physical or mental health challenges.
4. Students with disabilities that are chronic or episodic in nature may be approved for an accommodation by the ADS office that allows for a modification of class attendance policies: <https://www.towson.edu/accessibility-disability-services/accommodations-services/>.

ADS accommodations are designed to promote access to successfully meeting course criteria, it does not assure success in the course. The ADS office works closely with the student and with faculty in providing accommodations that support students' academic success. Modifications of class attendance policies are determined on an individual, course-by-course basis and supported by the student's medical documentation provided to ADS. Students who are approved for this accommodation are responsible for providing their professor with a copy of their current ADS memo and engaging in an interactive discussion with the professor, and ADS as needed, to determine the number of reasonable additional absences. Faculty are only required to support formal accommodations for students when they provide official documentation from the ADS Office. If accommodations still do not meet the criteria for successful completion of required course outcomes, then the student will be asked to withdraw from the course.

An excused absence is defined in the Towson University Catalogue as the following:

- Illness or injury [doctor's visit (must submit a doctor's note)]
- Death of a family member (see the [Student Bereavement Procedure](#) on the website)
- Compelling verifiable circumstances beyond the control of the student
- Religious observance where the nature of the observance prevents the student from attending class
- Participating in university activities at the request of university authorities (e.g., Intercollegiate Athletics, Forensics Team, Dance Company, etc.). (A Notification of Absence from Class Form from the Office of Campus Life, University Union 232, should be given to instructors to verify the excused absence).

Health Statement:

To support the expectations and conditions above the department and university provides processes to support student health and wellness. The Department of Dance recognizes the importance of physical and mental wellbeing for all students and its impact on and academic success. If a physical or mental health condition prohibits consistent attendance and participation in courses, the department provides the following support processes.

Physical Health or Injury:

1. Physical health issues are supported by the Towson University Health Center.
2. For sudden onset or chronic nonacute physical injury the student is first referred to a qualified faculty member or a qualified medical support person outside the university to assess and provide appropriate protocols.
3. For sudden, severe, acute injury the dance department follows university guidelines to call for campus police to assess whether further medical attention is required.
4. For any prolonged or ongoing illness, physical disability, or injury that requires a student to miss all or partial class participation for an extended period, the student will be referred to the Office of Accessibility & Disability Services (ADS). ADS works with each student to provide documentation for specific accommodations that may be required while a student is navigating physical health challenges.
5. All students will need a physician or physical therapist letter/note clearing them for physical activity before being allowed to return to technique/movement class or rehearsals. All physician or physical therapist letters should include specific instructions that will support the student's transition back to technique/movement classes and rehearsals without the potential for re-injury. It is the responsibility of the student to present this note to all of their dance teachers and choreographers before returning to physical activity.

Mental Health:

The dance department is committed to promoting the mental health and well-being of the students. The department highly encourages students to reach out to support personnel and services to provide the help needed to create an environment for learning that fosters optimal outcomes for the student.

1. The counseling Center is available to any student. The department encourages the use of the Counseling Center **410-704-2512** (<https://www.towson.edu/counseling/>)
2. For any prolonged issue that requires a student to miss all or partial class participation for an extended period, the student will be referred to the Office of Accessibility & Disability Services (ADS). ADS works with each student to provide documentation for specific accommodations that may be required while a student is navigating mental health challenges.

Dance faculty and academic advisors are committed to doing regular check-ins with students. The dance department recognizes that mental health and physical injury concerns are sensitive issues. The department will maintain the confidentiality of all dancers who seek support or treatment for these issues, in accordance with university policies and applicable laws. The Department of Dance encourages dancers to report any concerns about their mental or physical wellbeing, as well as any safety issues they may encounter. Students may report these issues to the department chair, faculty, or staff. The department will take all reports seriously and take appropriate action to address the issues raised.

Johns Hopkins Collaboration

The Department of Dance collaborates with the Johns Hopkins Rehabilitation Therapy Services Clinic (JHRTSC) by providing physical therapists with dance backgrounds to design testing measures for incoming TU pre-dance major first year students. This set of screening tools assesses potential weaknesses that could pose risks in students during rigorous dance training. The screenings test for strength and stretch issues as well as imbalances in muscle use. With this information JHRTSC and TU Dance faculty work together to provide tools and exercises to improve the student's overall body use. TU Dance faculty use their expertise in Laban Movement Analysis, Gyrotonics®, Alexander Technique, and other somatic models in conjunction with the JHRTSC physical therapy approaches.

Wellness Coordinator

The Department of Dance Wellness Coordinator supports students in caring for their bodies both in and out of the studio. Drawing from somatic education, dance science, and teaching experiences, the coordinator helps students identify habitual patterns, explore healthy alignment and body organization, integrate efficient movement mechanics, and develop practical tools they can use in their dance practices and daily lives. Foci include injury prevention, balance and coordination, and mental/physical well-being. The goal is to nurture a supportive, process-centered environment where students feel empowered to slow down, ask questions, and build sustainable practices that enhance both their artistry and overall health.

Areas of Focus

- Education and re-education of movement habits
- Injury prevention and dancer wellness through somatic support
- Identifying and addressing individual postural and movement idiosyncrasies
- Supporting reintegration of healthy alignment, body organization, and efficient movement patterns
- Providing tactile, visual, and verbal tools to support proprioception and kinesthetic awareness
- Supporting student embodied understanding of their unique functional anatomy
- Emphasizing the process of self-awareness and movement reintegration over immediate results.
- Offering designated office hours for one-on-one student appointments

Reasons Students May See the Wellness Coordinator

- Navigating alignment issues repeatedly flagged in class (rib splay, neck tension, pelvic sway, pelvic tilt, hip hiking, etc.)
- Troubleshooting movement challenges, such as balance, stability, core connection, or sequencing
- Identifying and working with body imbalances (as highlighted in DanceFIT)
- Supporting integration of physical therapy exercises with a somatic approach
- Learning to apply teacher feedback in a way that works with one's anatomical structure

- Managing discomfort in daily activities (computer work, walking, standing, outside jobs) that impact studio practice
- Addressing discomfort or swelling during dance activities (before injury occurs)
- Ergonomic problem-solving (reducing discomfort at the computer, while sleeping, or during daily routines)
- Tools and strategies for balance, rest, and recovery
- Supporting early recognition of minor injuries (e.g., ankle sprains) and offering initial care guidance (RICE protocol)

Please note that the Wellness Coordinator is not a therapist, athletic trainer, or medical professional and does not diagnose or treat injuries. Please make an advisement appointment with one of the physical therapists from Johns Hopkins.

Expectations & Responsibilities

Dance Faculty and Staff

Dance faculty are housed on the first floor of the Center for the Arts in the Dance Office Suite. Office and telephone numbers are listed in the link below as well as on the syllabus for each class. When calling from an on-campus location, dial 4 and the last four digits of the phone number listed below (ex. 4-3309 when calling Chairperson 704-3309). Unless instructed otherwise, address dance instructors and guest artists at Towson University by honorifics and surnames just as you would your English or history professors (examples: Mr. Smith or Prof. Smith; Dr. Jones; Ms. Cohen or Prof Cohen).

<https://www.towson.edu/cofac/departments/dance/facultystaff/>

Performance Credit Point System

The Department of Dance has developed a performance credit system which is independent of the university credit system. The performance credit system is designed to provide a variety of performing environments and experiences for our B.F.A. candidates outside of the courses they are enrolled in. Students are credited for performances they complete as part of their B.F.A. curriculum, as well as for performances in our non-graded, voluntary composition activities. Students may not be credited as performers in an activity in which they are receiving credit as choreographers or in courses they are enrolled in.

As part of our B.F.A. curriculum, students enroll in five composition classes as well as a senior capstone course which is one year long. Performance credits are awarded for performing in Composition III, IV, V and both the fall and spring sections of the senior capstone experience. For classes in which rehearsals for a project last about a month, as in the Senior spring section (Senior Concert), or Composition III and V (which have three projects in one semester), performers are awarded one credit per project. For classes in which rehearsals last the

entire semester like the senior fall section (Senior Seminar) and Composition IV, performers are awarded three credits.

B.F.A in Dance Performance and Choreography majors must complete **9 Performance points in extracurricular activities** to receive the B.F.A. The instructor for each course will determine how these criteria apply to their assignments and activities.

They may do this by engaging in the following suggested activities:

Complete 9 performance points in extracurricular activities:

- 6 points must be earned by participating in student dance projects for a class in which you are not enrolled. Approved courses are Composition III, IV, V, and Senior Seminar Projects.
- 3 points may be earned by additional composition work, from the above list, for a class in which you are not enrolled, or from a performance in Inertia, DMPP, ACDA, or an individual work approved by a Towson Faculty Member.
- Audition for the TU Dance Company a minimum of two times during their tenure at Towson. Students will not be required to enroll in company, but will be required to audition twice.

B.F.A in Dance Performance and Choreography with Prek-12 Dance Education Concentration majors must complete **12 Performance points** in extracurricular activities to receive the B.F.A. The instructor for each course will determine how these criteria apply to their assignments and activities.

They may do this by engaging in the following suggested activities:

Complete 12 performance points in extracurricular activities:

- 6 points must be earned by participating in student dance projects for a class in which you are not enrolled. Approved courses are Composition III, IV, V, and Senior Seminar Projects.
- 6 points may be earned by additional composition work, from the above list, for a class in which you are not enrolled, or from a performance in Inertia, DMPP, ACDA, or an individual work approved by a Towson Faculty Member.
- Audition for the TU Dance Company a minimum of two times during their tenure at Towson. Students will not be required to enroll in company, but will be required to audition twice.

Dance Studios

Equipment and Facilities

Four Dance Studios are located on the first floor of the Center for Fine Arts Building. Studios may be reserved for personal use through the Dance Department Administrative Assistant. These studios are equipped with mounted barres, portable barres, mounted mirrors, portable mirrors, sound systems for CD/iPods/iPads, DVD viewings and computer projections. Performance spaces include: Stephens Hall Theatre and Dance Studio Theater 1003. The costume closet is kept locked at all times. It is only accessible with the accompaniment of a faculty member or the Department Student Costume Coordinator. For their spring capstone

concert, seniors may have the opportunity to borrow costumes belonging to the dance department by signing them out through the dance faculty member in charge or the Department Student Costume Coordinator.

Facility Restrictions

Smoking, food, and beverages other than bottled water are strictly prohibited in studios. Food and beverages may be allowed in hallways, dressing rooms and lecture classes; students should consult with the course instructor before bringing food or beverages to a lecture class. Towson University is a smoke-free facility.

Dance Spaces Reservations

Towson University Department of Dance students, faculty, and staff may request the use of studios and rooms when the spaces are not in use for classes and official programs.

Studio Request Form:

<https://www.cognitoforms.com/TowsonUniversityDanceDepartment1/DanceDepartmentStudioRoomRequest>

Seniors – Dance Majors enrolled in Senior Seminar may submit studio requests before and during the first week of classes. Requests must be submitted before Sunday night at midnight during the first week of classes to receive priority.

Other Dance Majors – All dance majors may submit requests at any time. All non-senior requests will be reviewed on a first-come first-served basis *after* the first week of classes.

Scheduling priorities for studio reservations in the department calendar are as follows:

1. Departmental courses, TUCD evening and weekend classes
2. Production needs: (load in, tech, dress, and performance dates)
3. Seniors for Senior Seminar Coursework/Capstone requirement
4. Students enrolled in Comp IV Coursework
5. Students enrolled in Comp II Coursework
6. Student rehearsals for Inertia
7. Faculty studio requests
8. Additional student studio reservation requests within the department only.

*****No outside groups allowed to reserve space including students involved in activities outside of departmental coursework and rehearsals. ****

Proper Use

Spaces may be used for course work, faculty research, course planning, departmental meetings including dance department student organizations, and other events (with Chair pre-approval). Towson University's Department of Dance believes that the use of the dance spaces is a privilege and not a right of the students, faculty, or staff.

- **The Department of Dance reserves the right to revoke space use to any individual or group.**
- **Towson University treats dance studios like science labs. The spaces may only be used by approved individuals that have been trained to properly use the dance floors and equipment.**

Examples of the abuse of Department spaces may include but is not limited to:

- using the space for non-dance student groups or outside parties
- not securely locking the doors after a rehearsal properly
- bringing in food to the space without the correct permit
- using skateboards or roller blades on any of the dance floors
- wearing shoes that may damage or mark the dance floors
- using any hazardous material that may damage/mark the dance floors
- damaging or relocating any items that are permanent installations for classroom use

Notes:

- Submission of request form does not guarantee a reservation.
- Upon submission, the requestor will be contacted within two business days to discuss location and services.
- If it is determined that the reservation request can take place, a confirmation email will be sent.

Student Expectations

Dance Major Meetings

Attendance is mandatory at all dance major meetings held twice a semester. Meeting dates are distributed at the start of each fall and spring semester.

Lockers

Lockers are only available on a first-come-first-serve basis. As a locker user, students agree to clear out all personal items as well as remove locks by the last day of the semester. Items left behind are not the responsibility of the dance department and may be returned either to lost and found or discarded. Please contact Reggie Cole, administrative assistant @ rcole@towson.edu to check locker availability and to reserve an assigned locker for the semester.

Technical and Artistic Advancement

Students are expected to consistently demonstrate growth and advancement towards B.F.A Competencies. Satisfactory progress is defined as promotion to higher levels of performance technique. This can be achieved through clear, steady, and sufficient progress toward advanced placement in at least one dance style and timely recovery from injuries that impede full participation in dance classes.

Respect/Civility

Students are expected to arrive before class and be ready to work when class begins; to show respect to the instructor, accompanist, fellow students and the dance technique/subject they are studying. Students should express appreciation to the instructor and accompanist in an

appropriate manner at the end of each class.

Class Attire

The dress code is listed on the syllabus for each course. Students are responsible for knowing and complying with the stated dress code without reminder by the instructor. This includes appropriate grooming, such as hairstyles, nail length, and personal hygiene.

Class Attitude

In the dance studio, dedication and self-discipline are the norm. Students are expected to give full attention to what is being said in class, not allowing outside life to intrude. Students should address questions to the instructor, not their neighbors, and should follow instructor requests promptly and with enthusiasm. How students present themselves in class is how others (students, teachers, and observers) will perceive them.

Attentiveness

Students are expected to be alert and ready to follow instructor expectations in class. The use of controlled substances and the abuse of alcohol present a serious threat to individual health and everyone's safety. Students who appear to be impaired or display inhibited judgment due to the use of any type of medication or substance will be asked to step out of the class to discuss the situation with the instructor before returning to class activities. This protocol is to ensure the safety of all faculty, staff, and students in the class.

<https://www.towson.edu/about/administration/policies/07-01-10-policy-substance-abuse-faculty-staff-students.html>

Rehearsal Expectations

All students are required to be prompt, warmed up, and ready to rehearse with all necessary clothing and equipment. Choreographers may require their dancers to perform a set warm-up routine prior to the start time of each rehearsal. All dancers should be respectful of their choreographers and vice versa. Students are responsible for keeping themselves informed of schedule changes and other information regarding rehearsal commitments.

Failure to Attend Rehearsals or Technique Classes

A student may be removed from faculty, guest or student choreography due to missed rehearsals or lack of attendance in technique classes. Students dismissed from a cast for these reasons will not be allowed to perform the following semester in any choreography. Students must prove themselves again by demonstrating renewed commitment to dancing through regular technique class attendance. Students may then be considered for use in casting the 2nd semester following the dismissal. If dropped from choreography again for above stated reasons, then all performance privileges may be revoked from that student during her/his tenure at Towson University.

Class Attendance during Performance Week

Students cast to perform (including understudies) in university related productions are required to attend at least one daily technique class for which they are registered if they intend/wish to perform that same day.

Dance Concerts and Festivals

Students are encouraged to attend dance festivals and concerts but are responsible for all costs pertaining to those festivals and concerts.

Complimentary Ticket Information

All performers and crew members receive two complimentary tickets per production.

A limited number of Student Rush tickets are available first come, first served at the Center for the Arts Box Office one hour before most arts events. Students just need to present their OneCard and provide their e-mail to access their ticket.

<https://www.towson.edu/campus/artsculture/>

E-Mail

E-mail is the official means of communication for the University; therefore, all Towson University students are required to utilize the Towson e-mail system for the dissemination of information by the administration. Your Towson e-mail account will also be an official means of communication for the Department of Dance. Students are responsible for all information distributed in this manner.

Lost and Found

Personal possessions should be always taken by the student into the dance studio or locked in a locker in the men and women locker rooms in the dance studio wing.

Bulletin Boards

Students should check the dance bulletin boards daily. Information about master classes, production schedules, advising, meetings, etc., will be posted on the bulletin boards. The dance bulletin boards are located in the Center for the Arts lobby and along the dance studio hallways.

Dance Major SharePoint Site

All dance majors have access to a Dance Major SharePoint Site which contains all necessary forms and information pertaining to your journey as a dance major. These include academic and departmental calendars with performance schedules and studio reservation schedules, as well as, advising, elective, and performance milestone forms and degree progress information.

<https://tu.sharepoint.com/sites/DanceDepartment/Students/SitePages/Home.aspx?e=1%3A63b17f93865d442b9715b5e9f843bf9f>

Financial Assistance & Scholarships

Financial Aid

Towson University offers a comprehensive range of financial aid options—including scholarships, need-based grants, federal and state aid, loans, and student employment—to help make a TU education accessible and affordable. Aid can be merit-based, need-based, or a

combination of both, with eligibility often determined by FAFSA-derived criteria such as the Student Aid Index (SAI). TU provides institutional grants and scholarships, and Maryland residents may qualify for additional funds through the Maryland Higher Education Commission. The university also administers federal work-study and campus-based awards tailored for students with high financial need. Once awarded, aid is applied directly to students' TU accounts, and excess funds may be disbursed as rebates. Resources like Your Award Guide help students understand the details of borrowing, maintaining eligibility, and managing disbursements.

Financial Aid: <https://www.towson.edu/admissions/financialaid/>

Aid Programs: <https://www.towson.edu/admissions/financialaid/programs/>

Campus-Based Financial Aid: <https://catalog.towson.edu/undergraduate/financial-information/financial-aid/campus-based-financial-aid/>

Your Award Guide: <https://www.towson.edu/admissions/financialaid/guide/>

Forms & Online Services:

https://www.towson.edu/admissions/financialaid/forms/?utm_source=redirect&utm_medium=print&utm_content=aidforms

Scholarships

The Department of Dance coordinates recruitment scholarships each year with the Admissions Office. In addition, retention scholarships with the Dean's Office are considered each year by the faculty for outstanding current majors. There is a student travel scholarship available for dance majors only.

Nancy and Vic Romita Travel Scholarship

This grant may be used to enrich students' studies through support of participation in off-campus activities. Specifically, it will fund travel - broadly defined to include expenses such as conference or registration fees, transportation, meals and lodging - for approved projects. Funded travel may include students' attendance and participation in performances; attendance and participation in conferences; travel to have their work adjudicated on a national level; study abroad opportunities; pre-professional development; and/or other culturally or artistically diverse educational experiences.

Selection criterion will be developed by the Department of Dance on an annual basis to take greatest advantage of emergent opportunities for students across the department and individually. Selection of students and approval of projects will be made by the Travel Scholarship Committee.

Pre-professional development is defined as an activity that one attends for the purpose of gaining professional enrichment in the form of knowledge and or awareness about the dance profession at a post- secondary level. This knowledge could take the form of technique,

choreography and or professional networking but should be directly related to a clear dance career path or goal as identified by the student. This activity could take the shape of a national, international conference, workshop, and course of study or webinar. It will be an organized and supervised event with an element of evaluation and assessment.

Dr. Helene Breazeale B.F.A. Dance Scholarship

This scholarship is open to dance majors who meet the following criteria:

- Full-time undergraduate student
- Enrolled in the College of Fine Arts and Communication as a Dance Performance & Choreography Major (B.F.A.) for at least one year with priority given to second- and third-year students within the program
- 3.0 G.P.A. or higher; and
- Demonstrated financial need as defined by the Financial Aid office.

Award amount may vary, for example \$1000 awarded one student, or two \$500 awards/1 per student. Deadline: varies.

Dance Talent Scholarship (Recruitment Scholarship)

The Department of Dance offers Talent Scholarships during the four auditions each year and awards scholarships to recruit for talent for the screened B.F.A. major. The Dance Talent Scholarship is part of a TU family financial aid package. To retain the scholarship, students must maintain specific GPA scores and exhibit professional behavior within the major course work.

Retaining a Scholarship Criteria

The following criteria are required for students to maintain Dance Department scholarships and awards:

- Demonstrate and exemplify a behavioral understanding of the relationship between rights and responsibilities within the classroom, rehearsal, and all other aspects of the profession.
- Participate fully in all aspects of the major.
- Annual scholarship renewal evaluation by the Department of Dance faculty

Rita H. Faller Memorial Scholarship

This scholarship is open to students enrolled in the College of Fine Arts and Communication. All applicants must meet the following criteria:

- Full-time undergraduate student
- Enrolled in the College of Fine Arts and Communication cumulative GPA or higher, and
- Demonstrated financial need as defined by the financial aid office.

Cooley Art Scholarship

This scholarship is open to continuing freshman, sophomore, junior and senior dance students in the College of Fine Arts and Communication. The award amount varies up to \$1,000. Deadline: March 15. Link: <https://inside.towson.edu/ScholarshipSeeker/ScholarshipDetails.cfm?SIId=56>

Jack Tolbert Memorial Scholarship

This scholarship is open to junior and senior dance students in the College of Fine Arts and Communication and is based on merit and talent. The award amount varies. Deadline: March 15. Link: <https://inside.towson.edu/ScholarshipSeeker/ScholarshipDetails.cfm?SIId=48>

Alexander E. Sidorowicz Memorial Scholarship

This scholarship is open to continuing sophomore, junior and senior dance students in the College of Fine Arts and Communication. The student must demonstrate academic achievement and outstanding talent in their field of study. The award amount varies. Deadline: Varies. Link: <https://inside.towson.edu/ScholarshipSeeker/ScholarshipDetails.cfm?SIId=151>

Beulah M. Price Scholarship

This scholarship is open to continuing freshman, sophomore, junior and senior dance students in the College of Fine Arts and Communication. The award amount varies. Deadline: Varies. Link: <https://inside.towson.edu/ScholarshipSeeker/ScholarshipDetails.cfm?SIId=46>

Dance Awards

The Towson University Department of Dance honors its students with the following non-financial awards yearly.

Jim Snyder Award for Technical Excellence

The Jim Snyder Award for Technical Excellence is given to the senior who has consistently demonstrated a high standard of technical achievement in dance performance, exhibited a commitment to and proficiency in the technical support required for high quality dance performance.

Outstanding Award for Choreography

The Outstanding Award for Choreography is given to the senior who has consistently demonstrated a high standard of achievement in the creation and presentation of original dance look.

Outstanding Achievement in Dance Performance award

The Outstanding Achievement in Dance Performance Award is given to the senior who has consistently demonstrated a high standard of achievement in their performance of faculty, staff, and guest artist work.

The Outstanding Achievement in Dance Education Award

The Outstanding Achievement in Dance Education Award is given to the senior whose performance in dance education has been inspired, visionary, and of a high standard of professionalism.

Opportunities

Honors

Towson University undergraduates may achieve recognition as honors graduates in several different ways: through Latin Honors, Departmental Honors, or as a member of the Honors College. Please look them over carefully, even if you have not been in an honors program before or believe your GPA may be too low. These are all different, and one of them may be an exciting option for you!

Latin Honors

These are a result of your GPA, and follow the word “graduation” when you receive your B.F.A. You could graduate “Cum Laude” (with honors), “Magna Cum Laude” (with high honors) or “Summa Cum Laude (with highest honors). Link:

<https://catalog.towson.edu/undergraduate/academic-policies/graduation-with-honors/>

Honors College

You must apply for admission to the honors college during your first four terms at Towson if you have not already applied in high school. The honors college presents smaller class sizes than traditional formats (20 or fewer students per class) with more discussion-based work (not “more work”, but with a focus on building student leadership). Students who complete the honors college curriculum graduate as a University Honors Scholar and are noted as honors college students on all transcripts. Link: <https://www.towson.edu/honors/>

Honors Capstone Experience

The Honors Capstone Experience is designed to encourage Honors students to work independently, to develop expertise in a specific field, to gain further research and/or practice/performance experience, and to design a final project suited to their career goals.

In their senior year, Honors students pursuing a B.F.A. in dance enroll in DANC 480-Honors (3 credits) and DANC 491-Honors (3 credits). Together, these two courses (6 credits) fulfill both the requirements of the dance department B.F.A. degree and the Honors College capstone experience.

Students are encouraged to meet with their Department of Dance Honors Advisor and start planning for their Honors College Capstone Experience during their junior year.

Details & Procedures:

<https://www.towson.edu/cofac/departments/dance/programs/performance/capstone.html>

National Honors Society of Dance Arts

The National Honors Society of Dance Arts (NHSDA) Collegiate Program is designed to honor the accomplishments of outstanding undergraduate or graduate students studying dance as a dance major, minor, or elective. This honors the fact that many young professionals have varying

interests and abilities in dance that cover a spectrum from the pursuit of dance for personal fulfillment and joy, through career preparation, to life-long learning.

NHSDA Collegiate Program Goals

1. To encourage exploration of dance education pedagogy, choreography, performance, research, community outreach, and advocacy in the context of a broad dance program.
2. To stimulate dialogue and networking between students, faculty and experts in the field.
3. To promote the use of standards in dance education curriculum and teaching methods.
4. To develop future leaders in the field of dance arts education and performance.

The NHSDA Collegiate Program offers two levels of accomplishment:

- Level 1: NHSDA Induction
In Level 1, students earn 45 honor points through a rigorous Collegiate National Point System that supports artistic merit, leadership, and academic achievement. In addition (for both levels 1 and 2), the student must receive an above average character reference and must attain a 3.5 grade point average (GPA). The GPA is calculated on either the overall GPA (combined subject areas) or the dance GPA (academic excellence within the dance discipline), as determined by the chapter sponsor or faculty advisor considering chapter goals and institutional policies.
- Level 2: Graduation with Honors.
In Level 2, to graduate with honors, students must earn 15 additional points beyond those required for Level 1 (Induction).

Student Benefits and Recognition

- The most significant benefits to students participating in an NHSDA Collegiate Program accrue decidedly to the individual; however, benefits expand to the NHSDA chapter, the field of dance, and the nation.
- Individually, students form support networks for one another, they share joint activities in a field that bring them individually and collectively great joy and reward, camaraderie, shared learning experiences, and positive outcomes.
- Colleagues and teachers serve as mentors who often expand the student's vision and offer guidance that helps shape the young professional's goals in education, work, and life.
- NHSDA students develop mutually beneficial relationships directed to both individual and common good.
- They grow to support the field of dance in a myriad of ways as professionals and lifelong learners.
- Their NHSDA training in the arts, leadership, and academics prepares them for lifelong pursuit of these treasures in their own life, and the life of others with whom they connect.
- They build a legacy beyond themselves.
- More tangible benefits received at Induction occur when students receive the official NHSDA Induction Certificate from the National Dance Education Organization and become eligible to wear the gold honor pin.
- The same is true at the Graduation of Honors level in which students additionally receive the official Graduation Honors Certificate from the National Dance Education

Organization and then become eligible to wear the blue and white honor cords at their graduation ceremony.

- Both the Induction and Graduation with Honors achievements are recorded in the student's National Dance Education Organization's membership records and the honors are recognized at local, national, and state levels in web and media promotions.
- Students record these honors in their resumes and bios and, heretofore, are recognized as a special group of young professionals having achieved outstanding accomplishments in the arts, leadership and academics.
- These recognitions remain with the students for life.

Leadership

The Towson University Department of Dance encourages student leadership in preparation for advocacy, entrepreneurship, civic engagement, and professional development. These student leadership opportunities are provided through the following vehicles:

1. NDEO National Honors Society in Dance Arts (NHSDA) Collegiate Program (NDEO)
2. The CORPS de Ballet International (CORPS)
3. International Association for Black Dance (IABD)
4. Dance Department Student Representatives
5. Student Circles
6. Citizen's for the Arts/Arts Advocacy Day
7. Dance and the International Child (DaCi)
8. International Association for Dance Medicine and Science (IADMS)

Additional Resources

Valuable Webpages

Admissions & Aid: <https://www.towson.edu/admissions/>

Tutoring & Learning Center: <https://www.towson.edu/tutoring-learning/>

The Writing Center: <https://www.towson.edu/writing-center/>

Counseling Center: <https://www.towson.edu/counseling/>

Career Center: <https://www.towson.edu/careercenter/>

Accessibility & Disability Services: <https://www.towson.edu/accessibility-disability-services/>

Academic Calendars: <https://www.towson.edu/registrar/calendars/>

Attending Events at TU: <https://www.towson.edu/calendars/attending.html>

Clubs & Organizations: <https://www.towson.edu/studentlife/activities/student-activities/clubs-organizations/>

Administrative Divisions

Administrative Divisions: <https://www.towson.edu/about/administration/divisions.html>

Office of the President: <https://www.towson.edu/about/administration/president/staff.html>

Division of Academic Affairs: <https://www.towson.edu/provost/academicaffairs/>

Office of the Provost: <https://www.towson.edu/provost/>

Division of Student Affairs: <https://www.towson.edu/studentaffairs/>

Division of University Advancement: <https://www.towson.edu/advancement/>

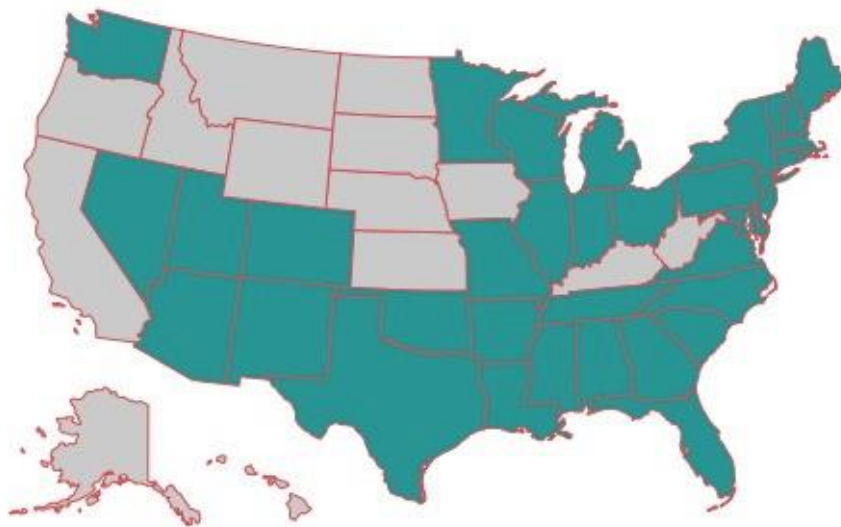
Partnerships & Outreach: <https://www.towson.edu/advancement/>

Academics

Colleges & Departments: <https://www.towson.edu/academics/departments/>

Centers & Institutes: <https://www.towson.edu/academics/departments/centers.html>

The map below reflects the status of states offering a dance specific credential in K-12 dance programs. This map is an update from the 2005 version. Currently, there are 38 states offering licenses, endorsements, and certifications, and 13 states with no required dance credential. NDEO is the leader in the field, providing the latest in resources to support a state approved credential to ensure that students are consistently taught by a qualified dance educator.



STATES OFFERING DANCE EDUCATION CREDENTIALS

Alabama * Arizona * Arkansas * Colorado
* Connecticut * Delaware * District of
Columbia * Florida * Georgia * Illinois *
Indiana * Kentucky * Louisiana * Maine *
Maryland * Massachusetts * Michigan *
Minnesota * Mississippi * Missouri *
Nevada * New Hampshire * New Jersey *
New Mexico * New York * North Carolina *
Ohio * Oklahoma * Pennsylvania * Rhode
Island * South Carolina * Tennessee *
Texas * Utah * Vermont * Virginia *
Washington * Wisconsin