

Dance Major Expectations

University of Minnesota Code of Conduct

Below are the guiding principles (section III) of the University of Minnesota Board of Regents Policy 'Student Code of Conduct'; students are responsible for understanding the Code in its entirety found at: http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.pdf

- a. The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University.
- b. The University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of the members of the University community.
- c. The University is dedicated to responsible stewardship of its resources and to protecting its property and resources from theft, damage, destruction, or misuse.
- d. The University supports and is guided by state and federal law while also setting its own standards of conduct for its academic community.
- e. The University is dedicated to the rational and orderly resolution of conflict.

Academic Misconduct Link:

http://www1.umn.edu/regents/policies/humanresources/Academic_Misconduct.pdf

Student Responsibilities Link:

<http://policy.umn.edu/groups/senate/documents/policy/studentresp.cfm>

Dance Technical Training Philosophies and Aesthetics:

University of Minnesota Dance aims to train versatile, thinking dancers in a global context. Dance faculty and visiting artists come from a wide range of professional experiences. The sequence of technical training courses in the Dance curriculum aims to maximize each faculty member's strengths and teaching philosophies throughout the four years of training in the program. Individual teaching objectives and expectations are outlined in course syllabi. Aesthetic differences and approaches are embraced by the Dance Program. The Dance faculty believe that a wide spectrum of training better prepares students for future work in the field.

Dance Classroom Decorum

All Dance Program course environments should support collegiality and the creation of a positive learning environment. This is a collective responsibility of the faculty and students that make up each course. A positive learning environment is one that embraces difference in all its permutations, promotes constructive critical discourse and listening, and presumes attentive and respectful behavior and communication by all participants.

1. Students should be prepared to start class on time. In the case of a technique or other movement based course, this may require that a student arrive early to do any individual preparation she or he may need to be ready to move when a class officially begins. In composition and dance studies courses, this requires that students be prepared with assignments.
2. General and individual in-class feedback is relevant to all students. Students should make sure they understand and can apply feedback directed at them in specific, as well as other individual students and the group as a whole.
3. Questions should be addressed to the course's instructor unless otherwise indicated by the instructor. This promotes clear communication and allows all students to benefit from hearing questions asked and answers provided.
4. In a movement based course, if a student is not moving she or he should be observing others who are moving through the material, marking the given material or preparing to reverse the material on the other side.
5. If a student is unfamiliar with a dancer, musician, composer, artist, or scholar discussed in a course, the student should ask the instructor who they are in or outside of class and take the time to research them outside of class. It is the student's obligation to fulfill his or her curiosity toward ideas explored in technique, composition and dance studies courses.
6. Students are expected to participate in class discussions and activities as active participants, ready to ask and answer questions if called upon. Students ought not to engage in conversations with classmates when the instructor is speaking or has called on another student to speak.
7. University of Minnesota 'Use of Personal Electronic Devices in the Classroom' policy states: (<http://www.policy.umn.edu/Policies/Education/Education/CLASSROOMPED.html>)
 1. University instructors may restrict or prohibit the use of personal electronic devices in his or her classroom, lab, or any other instructional setting. An instructor may allow students to use laptops or other devices for taking notes or class work.
 2. Individual students may be directed to turn off personal electronic devices off if the devices are not being used for class purposes. If the student does not comply, the student may be asked to leave the classroom.
 3. In establishing restrictions, instructors must make reasonable accommodations for students with disabilities in working with the Office for Disabilities Services.
 4. The default provision is that students are not permitted to record (whether audio or visual or both) any part of a class/lab/other session unless explicitly granted permission to do so by the instructor.
 5. Students who fail to comply with an instructor's restrictions or prohibition will be subject to the provisions of Board of Regents Policy: Student Conduct Code or be asked for leave the class.
- a. If permitted, laptops are to be used for activities directly relevant to the material being addressed in a particular class. Surfing the web, checking e-mails, playing games, facebooking, etc. are not appropriate student uses of a laptop during class sessions.

- b. Cell phone use for phone calls, texting, recording, photography, etc. is not permitted in class.
9. Students should not use mirrors for cosmetic adjustments during class.
10. Each student is responsible to respect her or his body and space in a classroom and that of others. Students are expected to follow spatial structures set up by instructors.
11. Students should inform the instructor of any injuries. Serious injuries that interfere with class attendance must be documented by a medical professional and provided to the instructor.
12. Out of consideration of classmates and instructors, students who are ill with an infectious illness should not attend class.
13. Students should use the bathroom during a class only when absolutely necessary. If it is necessary to use the bathroom, students should leave and re-enter the classroom with as little disruption to the course as possible.
14. Students should give the musicians in a movement based course a clear line of sight to the course instructor at all times during a class session.

Water and Food:

1. Water may be with you in the studio. Refrain from going in and out of the class to get water, particularly at the end of a class session
2. Food should not be eaten during class/rehearsals. Eat food when you have a break.
3. There is NO GUM in classes and rehearsals.

Studio Spaces:

1. If a student injury is bleeding it is the injured student's responsibility to immediately clean any blood spills. A student may not participate in a class if she or he has an open wound; only when the wound is covered or healed may the student participate in class.
2. Students should not lean on barres or mirrors.
3. Students should ensure that backpacks, warm-up clothing and other personal belongings are placed in an appropriate location where they will not interfere with the instructor or other students in class.

Dress Code:

1. Students in a movement based course must control hair so it does not obscure the face or movement, or cause distraction.
2. In general, technique classes require that the instructor see the outline of the body. An instructor can require students to wear leotards, tights, unitards, etc. if she or he believes it is necessary for the course material.
3. Different techniques and styles may require other dress codes. Refer to the syllabus for required or appropriate dancewear for that class. If this information is not in the syllabus consult with the course instructor.
4. Students should maintain good hygiene. Dancewear, knee pads, etc., should be clean.
5. Students should not wear loose jewelry in studio classes. It can be dangerous to both the wearer and those around the wearer.
6. Students should wear appropriate footwear for the class.

Dance Course Feedback

Students may receive feedback in their courses through a variety of means: in-class verbal and written feedback, electronic communication such as e-mail and web formats, written comments on assignments and individual conferences. Students are strongly encouraged to take advantage of faculty office hours or set up individual appointments with instructors if they desire specific one on one feedback from an instructor. Individual meetings provide an opportunity to gain a clear understanding of one's progress, strengths, obstacles, and opportunity for improvement. Active learning and engagement at the collegiate level is the primary responsibility of each individual student.

Second Year Evaluations/Juries

The purpose of (second year) evaluations is to provide students constructive feedback on their progress in the dance program in order to facilitate successful completion of a BA or BFA degree in dance. The experience will include assessment by and feedback from a panel of dance program faculty members. All evaluations are advisory in nature and are provided in order to give each student as clear as possible an assessment of his or her progress, achievement and challenges as she or he moves forward into the second, third or fourth year of her or his major program.

2012/2013 Dance Major Evaluation Process

Teaching faculty/instructional staff and Dance Advisors will convene in early Spring Semester, to discuss any overlapping concerns regarding student coursework. The group will offer specific feedback to individual students, as deemed necessary for the forward progress in all curriculum areas of the Dance Major. Dance Faculty Advisors and instructors will be available in the second half of the semester for individual student follow-up.

2011/2012 Dance Major Evaluation Process (Formally Second Year Evaluations):

The Dance Faculty have discussed the purpose, effectiveness, and best process of providing meaningful feedback to Dance Major students progressing through the areas of technique, performance, composition, and Dance Studies. The feedback process in recent years has been carried out through Second Year Evaluations for students completing year two of Dance coursework. The evaluation process of Dance Major students will shift for the 2011/2012 academic year.

The Dance Faculty have determined that it is useful for faculty in the four areas of curriculum to come together and observe students in class to assess the progress of major students through the program levels. The evaluation process in 2012 will include an observation of all core levels of Modern Technique in Spring Semester 2012 – Modern 4, Modern 6 and Modern 8. Faculty Advisors and Modern Technique Faculty will observe class on Monday and Tuesday, March 5 and 6, 2012. After observing classes, Faculty will convene with the Advising Faculty to discuss student progress and identify any concerns. The group will offer specific feedback to individual students as deemed necessary to facilitate progress in all curriculum areas of the Dance Major.

2010/2011 Second Year Evaluation Process:

During the finals week of spring semester, all second year dance program majors are expected to participate in an advisory faculty evaluation of her or his technical, compositional and scholarly progress and achievement. This evaluation will include feedback from dance program core faculty and advisors who will respond to a student's work in a brief modern dance technique phrase, an original three minute composition by the student during the Composition 1 class showings, and a written essay on a

predetermined question from the dance program faculty. Each student evaluation will include an average numerical ranking by the faculty panel from 1-4 (4 being the highest mark possible), feedback from the combined faculty panel. Standard criteria for assessment during the evaluation will be made available to students prior to the evaluation itself.

University of Minnesota Conflict Resolution and Reporting

http://www.policy.umn.edu/groups/ppd/documents/procedure/studentcomplaints_proc01.cfm